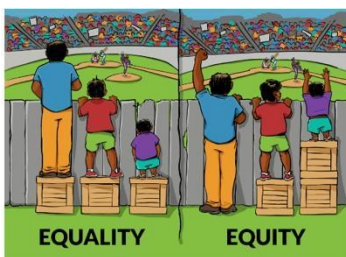


Woodventurers Behaviour and Safer Handling guidelines

Introduction

Woodventurers is committed to creating a positive and inclusive environment for all our community creating a therapeutic culture. We believe that in order for this to happen we need to maintain high standards of personal conduct, accept responsibility for our own behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. Our steadfast intent is to provide a culture and ethos in which every member of our community is treated with respect and trust. This culture is delivered through the following 3 areas all working together.



Woodventurers believes that all pupils are entitled to the support that enables them to fulfil their potential. We work on a basis of equity over equality.

All adults should be relentlessly positive role models who help pupils to expand their horizons, understand the possibilities open to them and enjoy learning and life!

Positive human beings are those who set out not to belittle or control others, but to empower them and to help them to see their mistakes as opportunities for learning. We should seek to apply this idea to the way in which we interact with the pupils in our care.

Ways to model positivity will include:

- Welcoming children with a big smile at the beginning of the day
- Ensuring we provide children with positive feedback
- Modelling positive behaviour (e.g. in the way we treat others)
- Expecting good manners, but also acknowledging it and thanking children for it when they are polite
- Supporting children's emotions when they are having difficulties in regulating them, showing them that they have positive options in difficult situations.

Aims of the policy

- To ensure staff use the STEPS strategies for supporting positive behaviour.
- To create a culture of positive behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To recognise and celebrate that the majority of our community show positive behaviour, most of time
 - To reduce attention and importance given for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that positive behaviour is a minimum expectation for all.
- To ensure all members of our community are held responsible for their own behaviour.
- To empower staff to encourage positive behaviour and manage difficult behaviour without delegating.

STEPS Therapeutic approach

All approaches to behaviour support should adopt a positive approach, by using the therapeutic principles of Cambridgeshire STEPS (The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.) The STEPS approach recognises that positive experiences create positive feelings and positive feelings create positive behaviour. All opportunities to notice, model and praise prosocial behaviour should be taken by all members of our community at all times.

Where behaviour is antisocial, we will use a three-step approach:

1. A focus on de-escalation and preventative strategies
2. Management of risk or harm
3. Reflect, repair and restore after a crisis

Where a pupil's behaviour is dangerous or difficult, staff will follow the STEPS approach to restoring behaviour and modelling and teaching prosocial behaviour. It is important that a 'problem solving' approach is consistently applied in supporting behaviour and that pupils believe and understand that our community genuinely want them to improve their

behaviour and not just to punish them.

Where a pupil is showing antisocial/disruptive behaviour they will be warned that the behaviour is antisocial/ disruptive and asked to stop.

- The pupil must be told that what they are doing is not acceptable and why.
- The adult will also request the behaviour they want to see from the child using positive language.
- They must then be given a chance to amend their behaviour.

Best practice: Ensure you are explicit and actually describe exactly what the pupil needs to do to improve their behaviour. It may not be as obvious to them as we think it is.

If the behaviour continues then consideration will be given to whether there will be a protective or educational consequence put in to allow the pupil time to reflect and/or recover and for the remaining group members to have their entitlement met to continue their learning undisturbed.

- Where a consequence has to be upheld then an incident form will be completed and shared with any relevant services
- When a pupil is ready to re-engage, they should be welcomed with a smile and a 'new chance'.
- Every chance should be taken to catch the pupil getting it right.
- An intervention may be put in place to help them learn new skills to promote prosocial behaviour.

Language

All staff are committed to using positive phrasing as opposed to negative phrasing to encourage a pupil to use prosocial behaviours. Examples are:

To be used	NOT to be used
Positive Phrasing	Negative Phrasing
Stand next to me thankyou	Get in here/ Give it to me now!
Put the pen on the table or in the pot thank you	Do as you're told
Walk in the corridor thankyou	Get out!
Stay seated in your chair thankyou	Stop being silly
	Be good
	Don't talk to me like that!
	Stop running
Limited choice	Open Choice
I am making a drink – orange or lemon?	What do you want to do?
Are you going to sit on your own or with the	Would you like to go inside?

group?	
Are you starting your work with the words or with a picture?	
Where shall we talk? Here or in the kitchen?	
Disempowering the behaviour	Empowering the behaviour
You can listen from there	Come back here, Now!
Come and find me when you get back	Get down from there!
Come out from under the table in your own time	Don't you dare swear at me!
	I will let you use the computer if... (negotiating)

Communications and Analysis

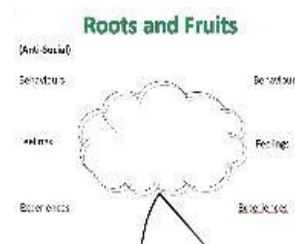
It is the responsibility of all Woodventurers staff to ensure that incident logs are shared and communicated with the relevant people/ agencies. All 1:2 pupils will have individual risk management plans in place prior to sessions commencing and these will be reviewed at least fortnightly and revised if needed. All records should be meaningful and analysis lead to understanding and improvement. All records will be stored securely in line with GDPR.

- It is the Lead tutor's responsibility to monitor IRMP's and any incident logs on a regular basis and look for patterns or themes that might be negatively impacting on a pupil's behaviour. These will be shared with SLT, DSL and relevant agencies.
- Where a pattern is observed, tutor teams should reflect upon any changes to routine or practice that could support a pupil to make better choices.
- Where a pupil is regularly needing protective or educational consequences and subsequently there are 4 or more incident logs recorded within a half term, the lead tutor will liaise with SLT who will then communicate with the pupil's parents or referring agency to discuss a partnership arrangement for supporting prosocial behaviours.
- This should be recorded on the incident log and any amendments will be made to the IRMP

Individual Risk Management Plans

An individual risk management plan will be written to support all pupils whose behaviour is significantly 'difficult' or 'dangerous':

- The Lead Tutor and SLT will jointly complete the STEPS Roots and Fruits to identify the antisocial behaviours, feelings and experiences and the preferred prosocial behaviours, feelings and experiences. Information will be requested from referring agencies/ parents as appropriate to inform this process.
- Parents/carers will be brought into the system of behaviour support as soon as the anti- social behaviours have been identified. The insights of parents/carers will be used to add to the STEPS 'Roots and Fruits'. The 'culture' of the home must be taken into account

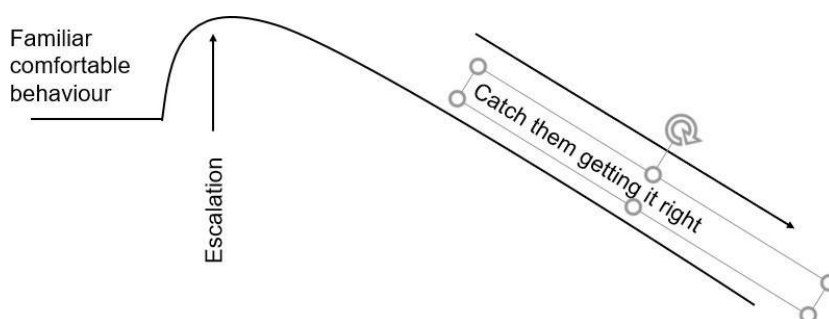


when consideration is given to any response of those behaviours.

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- All paperwork will be shared with the parents/carers and referring agencies.
- Anxiety mapping may be completed to get a clear analysis of factors influencing behaviours.
- The Lead tutor will then complete an IRMP with support from a member of the SLT.
- All staff will be expected to follow the IRMP to support the pupil and promote and teach positive behaviour.

* Remember when an IRMP is being implemented there may be an initial escalation of behaviour whilst the consistency of the scripts 'bed in'. Ride the wave looking to "catch then getting it right".



Consequences

Where children show anti social behaviours it is appropriate and necessary for them to see the consequences to their actions. There are two types of consequences that should be used, Protective and or Educational. In both cases the use of the word 'obviously' is essential in considering the consequence for the pupil.

Protective Consequences is a removal of a freedom to manage harm

Educational Consequences is to aid learning, rehearsing, or teaching so the freedom can be returned

In assessing the need for a consequence we will ask:

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we are able to make a different choice next time?

What intervention could we use?

- Practice sharing and the skill
- Reduction of stimuli/ activities
- Modelling turn taking/ guided play
- Working to 2 minutes on an adult agenda

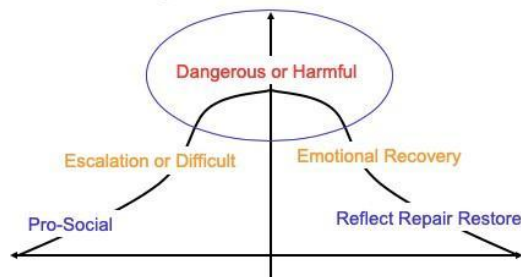
Consequences example:

A pupil has poked another pupil with a stick.

Protective consequence - Obviously they can't be allowed sticks near other pupils without closer supervision– the space they can play in is restricted to ensure they are not playing near others when sticks are being used, or that they have higher levels of supervision at these times.

Educational consequence – A discussion of what happened is held. It is made clear who this has affected and how – the lead tutor has not been able to continue their work, the pupil who was poked was upset/ hurt, If the pupil had slipped whilst poking, they could have seriously injured the other pupil. To put it right we can apologise to the other pupil and demonstrate that we can use sticks safely.

De-escalation



If a pupil's behaviour escalates to significantly difficult or dangerous then staff will use the principles of de-escalation to work towards a positive outcome. This will include using a de-escalation script if needed and de-escalation techniques. When approaching a child displaying antisocial behaviour we will –

- Use the child's name
- Acknowledge their right to their feelings
- Tell them why we are there
- Offer help
- Offer a 'get out'

(positive phrasing) De-escalation

script:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Staff will use de-escalating body language and consider the following in our positioning:

- Outside of an outstretched arm
- Good distance
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height

Once a pupil has returned to a safe location and is calm enough to talk, staff will always follow up with a discussion about the behaviour and the next steps or consequences we will now need to take. This can consist of either protective and educational consequences to endeavour to make a restorative approach.

The use of physical intervention

At Woodventurers, we support the use of positive touch to prompt, guide, reassure and comfort pupils. For further information on our positive touch, see positive touch guidelines – Appendix 1)

Stress Management

Staff who have dealt with a stressful situation will be given the opportunity to take time to recover from the personal pressure which can arise from such incidents. Senior staff should be informed to organise cover and staff support as appropriate.

Termination or suspension of sessions

Termination of session will be used extremely rarely and only as an absolute last resort, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other pupils and staff in the sessions.

If a Lead tutor has concerns that a pupil cannot safely return to engage in sessions then they should immediately alert the SLT who will discuss any amendments to the IRMP and actions taken to date.

Only following analysis and as a last resort would sessions be terminated and only SLT can authorize this decision. SLT will then liaise with any other agencies necessary.

Any violence towards staff will not be tolerated and the child may be asked to miss sessions for a fixed period of time to enable IRMP's to be revised and discussed if this occurs.

If a decision is made to suspend sessions or terminate sessions then the referring agency will be notified immediately and parents will be notified in line with agency/ organisations guidance.

Appendix 1: Positive Touch/ Physical Intervention Guidelines

Here at Woodventurers, we support the use of positive touch to prompt, guide, reassure and comfort pupils.

We operate a progressive approach to physical intervention and restrictive physical intervention where we will only physically restrain a child when there is an immediate and serious risk to the child or those around. In all other circumstances the following guidance is to be used.

Rationale

Touch is essential in order to provide sensitive and good quality care for some of the children and young people we support. Used in context and with empathy, touch supports the development of our natural interactions with the pupils we care for.

Staff often have concerns and fears about the use of touch for various reasons. This policy sets out to clarify the reasons and conditions for touch.

Purposes

Touch is important and may be used routinely for any of the following reasons:-

For **communication** – to reinforce other communication (e.g. hand on shoulder when speaking) or to function as the main form of communication in itself. To respond non-verbally or to another person's own use of physical contact for communication and social connection. This is particularly likely to occur during 'Intensive Interactions'* or day to day greetings (handshakes, high fives, hugs)

For **educational reasons** as part of the process of establishing the fundamentals of communication for people at early communication levels e.g. to direct children in educational tasks and essential skills.

To **play**. Play activities naturally include touch. People of any age who are at early levels of development are likely to be quite tactile and physical/.

For **therapy** – (e.g. massage, sensory stimulation, physiotherapy, rebound therapy etc.) either by the therapist or by another member of staff carrying out a therapy programme or following therapy advice.

For **emotional reasons** – to communicate affection and warmth. To give reassurance, to communicate security and comfort. To enable the person to develop understanding of these positive emotions and the ability to communicate them.

For the **purposes of care**. Touch is necessary in order to carry out personal care for some of the children we support. To give **medical and nursing care**.

To **protect**. On occasions we may need to use touch in order to keep pupils safe or help move a child from a difficult situation. **As a last resort**, low level physical interventions such as a gentle elbow guide, arm around the shoulder or a held hand may be used to

encourage pupils to stay still or move. Touch used in this way can be a positive reinforcement to relationships and a comfort in times of distress.

Staff need to be clear and open about why they are using touch and be able to explain their practice. The use of touch should be discussed openly and regularly between staff.

As far as possible, the young person involved should consent to any touch given and staff should be sensitive to any verbal or non-verbal communication that suggests the interaction is not welcomed. It should always be considered by staff that for touch to provide positive experiences it should be consensual.

The same physical touch may be appropriately used in a range of settings. Examples of a particular gesture might be a gentle hand placed on a pupil's shoulder to:

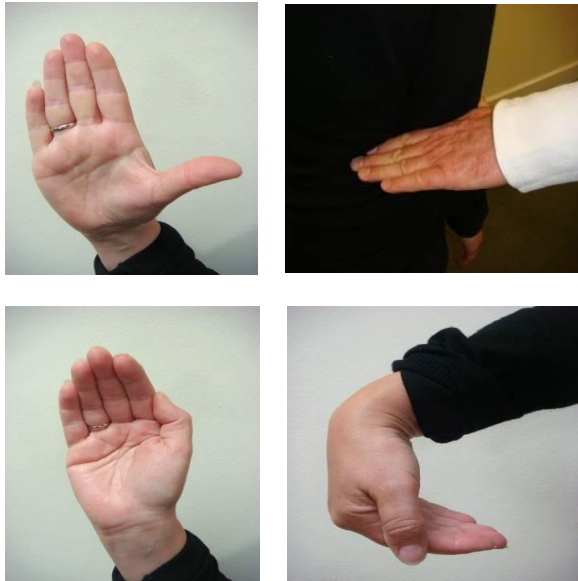
- Indicate that an adult is nearby, thus providing emotional security for the student to complete the task
- Let the student know that his/her behaviour is inappropriate and that he/she should remain on the task
- acknowledge communication

It is *never* appropriate for staff to touch a young person's intimate body areas except as part of intimate or medical care. (see Intimate Care Policy)

If staff are in doubt about any issues concerning appropriate touch, or observe any practice that causes concern, they should discuss this with the Designated Safeguarding Lead. The best method to prevent misuse of touch is transparency, openness and teamwork, and staff should try to monitor and assist each other in carrying out their work.

The use of physical intervention

When physically intervening with any child all staff should use either an Open Mitten or Closed Mitten

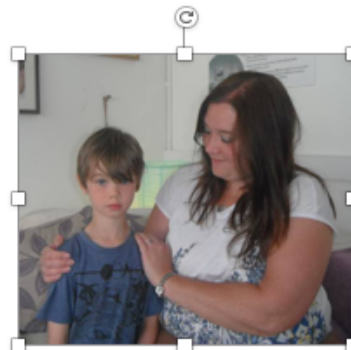


The following forms of physical intervention can be used to guide children away from difficult or dangerous situations. Staff will be offered regular refreshers on how to use these supports and guides.

Supportive hug (to support guide or escort)



Supportive hug (to support guide or escort)



Supportive hug

To communicate comfort or reward:

- Hip in
- Head away
- Sideways stance
- Closed mittens contain each shoulder
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten guide (to protect or turn)



Open mitten guide

- Open mitten hand, placed on the arm above the elbow
- Safe shape (penguin shape)
- Palm parallel to the floor
- Staff positioned behind with extended arm
- Communicate intention
- Use 'de-escalation script' if needed

Open mitten escort (to support, guide and escort)



Open mitten escort

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**

Open mitten escort – paired (to support, guide and escort)



Open mitten escort - paired

- Hip in
- Head away
- Open mitten hands above the elbows
- Safe shape, (penguin shape)
- Arm resting across the shoulders
- Communicate intention
- Move assertively (prevent kicking / dropping)
- **The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.**

All staff have the right and responsibility to act in an emergency situation to stop a child from hurting themselves or others under the protection of Common Law. Staff are to bear in mind that they must be able to show that their actions were reasonable, proportionate and necessary in response to an unforeseeable situation. Logs will be completed after any such event and shared with SLT and any relevant agencies.

Policy reviewed by Toni Rogers February 2022

Next review date February 2022