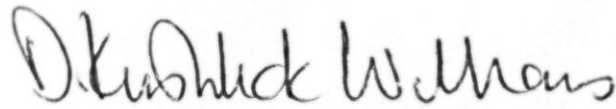


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Ratified by Executive Committee  
March 2016 .Signature:



## **Markfield**

# **Positive Behaviour Management Policy and Guidelines**

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# Positive Behaviour Management

## Policy statement

### Principles

- At Markfield we recognise that all behaviour is a form of communication, and that negative behaviours often express an unmet need.
- An understanding of the individual needs of the people using our services, coupled with a commitment to planning to meet those needs, can help to prevent negative behaviours.
- Markfield aims to support people to take risks, challenge themselves and each other, make friends and make positive choices for themselves.
- We expect and encourage young people and adults to express themselves in a variety of ways, including those that may involve getting 'messy', making noise and taking some risks.
- Markfield believes that exclusion is not an effective behavioural control and increases the pressure on service users and families in need of respite, increasing the chances of family breakdown. Also Markfield acknowledges that service users whose behaviour would put them at risk of exclusion from other services are often those for whom the provision of our services is most valuable.
- Markfield regards the following as unacceptable measures of control and discipline: Any form of physical punishment, threatening/intimidating behaviour or language, humiliation or mocking of service users, withholding food, drink and medicines, force feeding, fines, swearing, shouting, removal of a service user's mobility or communication aids and equipment, and using restraint as punishment.
- We aim to encourage positive behaviour and minimise negative behaviour by carefully assessing individual needs, planning sessions well, promoting positive behaviour, and using a range of strategies to manage any negative behaviours. This policy gives guidance on each of these areas in detail.

This policy will be reviewed every 2 years by the Play Development Manager with involvement of the Executive Committee, staff and service users

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## 1. Assessing individual needs

Before any child attends a session at Markfield their parents/carers are required to complete a Child Information Form (CIF). This form provides a profile of the child, giving information about both the child's care needs and their personality.. If an adult who wishes to attend a session , we should support them and their carers to complete an Service User Plan (SUP) . .

When filling in a Child Information /Adult User Form it is important that staff explain to parents/carers what this form is for and how we will use it. As a service user may have been excluded from other settings as a result of negative behaviour, they and their parents/carers may be reluctant to be honest and open about behaviours before they have received a service at Markfield. It is important that parents/carers are told that we do not exclude people at Markfield, and that any information they share with us will be used to help us plan for *including* service users effectively, not as a reason to exclude them.

In order to get all the information we need for the Child Information /Adult User Form you may need to 'prompt' parents/carers who are unsure what information you are asking for. In Appendix 1 of this policy is a copy of our Child Information Form, and Appendix 2 is a copy of our Adult User Form; these appendices contain some additional questions that staff may want to ask in order to get a fuller understanding of the service user. This list is not exhaustive and often parents/carers/adult service users will not need all of these prompts. Families using our services will be as varied and unique as the service users themselves; every carer will need a different level of support with this form. The professionalism and tact of the person helping them to fill out these forms is crucial to build their confidence in our ability to provide a quality service.

Before the child/adult attends Markfield the service manager should have read this form themselves and offered the relevant members of staff the opportunity to do so too. (Updated copies of SUPs/CIFs are in the session file.)

A Child Information /Adult User Form should never be considered complete – it is a working document that should be reviewed and updated regularly to include our knowledge of the service user at Markfield. Service users' information forms must be updated at least once a year.

## 2. Session planning to promote positive behaviour

Sessions should be planned and structured in a way that takes account of the individual needs of service users, and in a way that is clearly understandable to them and does not diminish their choice. There are several factors in planning for a session

that can have a positive effect on service users' behaviour: staff preparation; setting up; and ensuring session materials are accessible and activities appropriate.

- **Staff preparation**

While most sessions do not need to appear to be planned to service users, it is important that staff co-ordinate their movements in order to ensure the session runs smoothly. Service users should be made aware of staffing changes as soon as possible – on longer sessions where members of staff are taking lunch breaks they need to prepare service users for their absence and explain how long they will be gone as sudden changes often trigger unwanted behaviours.

'Predictable tasks' that require two members of staff, such as incontinence pad checks, should be timetabled in order to ensure that other service users can remain engaged at these times.

- **Setting up**

While service users should be allowed free choice as much as possible during sessions it is important that the space they use looks interesting and visually offers them exciting positive options of what to do with their time. If there is something exciting immediately and obviously on offer then they are less likely to try and make the session interesting by engaging in unwanted behaviours.

- **Making session materials accessible**

It is important to think about all the people attending a session and to have planned for ways for them to be included in all activities on offer. If specialist equipment is needed this should be made available as part of session preparation so that the service user does not have to wait for equipment to be found/set up before they can join activities.

- **Providing appropriate activities**

Often unwanted behaviour is a result of under- or over-stimulation which is why it is important that people are offered a choice of appropriate activities on the sessions. A session should always be set up so there is a 'quiet area' so that people who are struggling with amount of activity going on in a session have the opportunity to withdraw before they become distressed.

An activity space should be set up in such a way that there are clearly visible choices of activities on offer.

- **Providing a predictable structure**

Most people find it easier to behave appropriately when they know what is expected of them. Having a clear structure to the session helps people to know what to do when and reduces anxiety. Many of our service users may find times of transition from one activity to another stressful and confusing, so it may be helpful to provide them with visual timetables so they know what to expect, supported by the use of countdown tools towards endings and changes such as the use of egg timers,

finishing songs, traffic lights, circle times or '5 minute warnings' to signal that an activity is coming to an end.

### **3. Strategies to promote positive behaviour**

At Markfield we use positive behaviour strategies which enable people to make positive choices. We believe that a good play or leisure environment is one where people's positive choices are acknowledged and valued.

- **Effective communication**

The people who use Markfield services have a wide variety of communication needs. It is important that people are communicated with in a way which is appropriate to them. It can be very frustrating not to be understood, and often people will display unwanted behaviour as a result of this. Therefore it is important that staff take the time and effort to ensure they understand what a person is trying to communicate to them and seek help through supervision if this is an ongoing problem.

Instructions and requests should be clear and concise; staff should be careful to use simple language and wherever possible to use body language, signs or symbols to reinforce these requests.

Many people with autism and learning difficulties have an auditory processing delay; this means it can take them some time to be able to understand the meaning of the most basic sentence. This is why it is important to wait before repeating instructions, and to ensure you speak as clearly and concisely as possible.

Staff should explain the reasons for their instructions at a level appropriate to the service user's understanding. Staff should remember that clear use of body language and gestures as well as using symbols and pictures may be the most accessible form of communication for some service users.

Service users should always be given fair warning of anything that is expected of them and given time to comply.

- **Modelling positive behaviour**

'Modelling' is simply setting an example. Service users will pick up from adults' behaviour what is acceptable in a setting.

As young people and adults we learn most from watching other people. With this in mind, all staff on the session must take care to model positive, polite and considerate behaviour to all service users and staff. An activity or game in which staff are fully engaged and showing enjoyment is far more appealing than one where workers appear reluctant to join in; we are 'modelling' to service users how to get on well

together. It is important that we are consistent with the behaviour we model to people; this will help them to feel secure in the setting.

Service users will also model good behaviour to others in sessions. It is important that when this happens it is acknowledged by staff.

#### **Children's Example**

"Look how nicely Chris is sitting and waiting for his food."

#### **Adult Example**

"Hey look, John is washing up everyone's cups, thanks mate"

- **Rewarding positive behaviour with attention**

In an environment where positive behaviour is encouraged and rewarded with attention from staff, people are more likely to choose positive role models.

A problem with the traditional punitive methods of behaviour management is that people displaying unwanted behaviour are given extra attention by staff, leaving other service users who are not displaying this behaviour feeling starved of attention. These methods often lead to service users seeking attention by using unwanted behaviours.

Therefore staff should acknowledge and praise all service users in the session whenever they see positive behaviour. People respond well to feeling that their efforts are valued by others; it is often useful to show people that their behaviour is noticed by describing what a person is doing.

#### **Example**

"Look at how high you are jumping!"

"I can see Jenny waving a flag on the structure."

Another way to do this is by physically echoing their behaviour, eg. by jumping when the service user is jumping or dancing when they are dancing. Physical echoing can be particularly effective as a positive reinforcement for people with limited movement; echoing and exaggerating their movements acknowledges their value. Attention is different from praise; praise tells people what we like and what we want them to do. Attention without judgement allows people to see that what they are doing is valuable simply because they are doing it, and they like it, and that they do not have to tailor all their behaviour to please others.

Staff should be careful not to compare behaviour of different people in a negative way, but instead should focus on the positive behaviour that they want to encourage.

#### **Example**

Say: "look at how beautifully you're sitting Sue – that's great."

*Rather than:* "Why can't you sit up straight like Sue?"

- **Giving praise**

People enjoy being praised. It is important that whenever we see a person engaging in behaviour that we want to encourage, we should ensure that this behaviour is praised. It is important to be clear and specific what we are praising if we want the behaviour to be repeated.

**Example**

*Say:* "Thank you for picking up the rubbish, that was helpful"

*Rather than:* "Thank you that was lovely"

People with communication difficulties can be confused about what behaviour is being praised; it is important we make this clear to them.

**Example**

"Thank you for wiping the table, that was really helpful of you."

"Well done for helping Sheila find a hiding place. I think it's great that you helped her to join in – I'm so proud of you."

Staff should not withhold praise for positive behaviour as a result of previous unwanted behaviour.

- **Allow people to manage conflict independently**

It is natural in a social environment that people have disagreements and conflicts amongst themselves. As far as possible, and as long as there is no significant risk to anyone's physical or emotional well being, they should be encouraged to solve these themselves.

Intervening in every little disagreement or conflict immediately reduces people's opportunities to learn how to manage disagreements themselves. Often given the opportunity to decide between themselves, people reach a solution that is positive for them both. Through this they develop confidence, life skills and an understanding of negotiation.

Staff should only get involved in disagreements between service users if they feel that there is a significant risk to either, or that the balance of power is uneven and there is a risk of bullying. When staff get involved this should be to facilitate the people coming to a resolution themselves.

## **4. Identifying unwanted behaviours**

### **What is an unwanted behaviour?**

Unwanted behaviours are any behaviours that put a service user or anyone they come into contact with at significant risk of physical or emotional harm.



Before staff decide if a behaviour is unwanted they need to decide why they want the behaviour to stop (ie. whether it is really a problem or not). A behaviour involving manageable risk, minor disagreements between service users, or merely causing inconvenience to staff should not be classed as unwanted behaviour.

Staff need to think carefully about when and how to intervene in relation to service users' behaviour. If we intervene to tell a service user off because they have dripped paint on the floor or are chewing with their mouth open, how will this affect the impact of us intervening in a more serious incident? How will a person identify the difference between behaviour that is just 'not ideal' and behaviours that it is essential that they stop?

### **Make the rules clear**

Often we confuse people by offering them unclear rules. For example if we say "we have a rule that there is no hitting at Markfield", this may imply to a service user that pinching or kicking is not specifically against the rules.

It is much clearer to say "We respect people's bodies and feelings at Markfield and anything that hurts feelings or bodies is not OK."

Additional support to understand what behaviours are and are not appropriate using symbol books, games or social stories, should be made available to service users who need it.

## **5. Techniques to manage unwanted behaviour**

There are many techniques that can be used to manage behaviour; the ones we use at Markfield are listed below in order of preference. The techniques listed first are the ones we would like staff to use in every session.

- **Giving clear instructions**

It is important to give clear concise instructions/directions to people on sessions. When used on their own, words like 'don't', 'no' and 'stop' are not clear, and can lead people to feel confused about exactly what behaviour is unwanted. Always try to phrase instructions in a positive way.

<b>Example</b>
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<i>Say:</i> "Please talk more quietly" <i>Rather than:</i> "Stop shouting"
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Instructions should always be polite and respectful. We should always thank people once they have done what is asked of them.

If the action you want a person to do has several different parts, ensure that this is made clear to them by breaking down the instructions into steps:

<b>Example</b>
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*Say:* “We need to get ready to leave, so let’s get our coats and bags from the cloakroom, put on our shoes and wait by the door.”

In order to make this clearer, you should wait for at least 6 seconds and then repeat the first thing you want the person to do: “Please go and get your coat and bag from the cloakroom”, and then wait until this is done before saying “OK now can you put on your shoes”...

*Don’t say:* “Get ready to leave now.”

- **Planned ignoring/praise**

At Markfield we NEVER ignore a person. However it can be useful to ignore a particular *behaviour*. Often people use negative behaviour as a way of gaining attention, and will therefore see any response to this behaviour as a reward.

Before deciding to use the ignore/praise technique it is important to be sure that the person’s behaviour is not likely to harm themselves or others.

Often a person’s initial response to their behaviour being ignored is to escalate the levels of their behaviour before the behaviour stops. As long as you continue to feel the person is not at any significant risk to themselves and others you should continue not to acknowledge the behaviour.

Simply ignoring unwanted behaviour does not work on its own. In order for a person to learn from the experience of their behaviour being ignored, they must be praised as soon as this behaviour ceases; the praise must be related to finishing the unwanted behaviour and to any continued positive behaviour they exhibit. The ignore/praise technique is most effective in environments where people are regularly acknowledged and praised.

- **Distraction**

Often unwanted behaviour is a result of boredom. Starting an interesting/ lively/noisy game within sight of a person displaying unwanted behaviour can often allow them to make the choice to stop this behaviour and engage positively in the session. This can be used alongside the Ignore/praise technique.

- **Giving structured ‘choices’**

People showing low-level unwanted behaviours can be offered a structured choice rather than an instruction.

**Example**

*Say:* “you have two choices - we can either go and dig in the garden or we can go and do painting in the training room”.

*Rather than:* “leave the room now”

It may take a person some time to make a choice – but don't vary the options you are presenting as this would be inconsistent. This technique should not be used with ignore/praise but if a person continues to struggle to make a positive choice it may be appropriate to move onto the strategy of first/then (see below).

- **The “First... Then.....” strategy**

If you have offered clear instructions and positive choices and a person is still displaying unwanted behaviour it may be useful to move onto this stage.

Using the ‘First/Then’ model we show people what we want and expect from them, but stress that *they* are in charge of what they do until they choose to comply. This strategy helps people to realise that choosing to comply is a positive choice for them to make.

The ‘First/Then’ model has three stages, and it is important that you give a person time and space in between these stages to calm down and choose to do what is asked of them without losing face.

Step 1) “First you must....., then you can.....”

**Example**

“**First** you must help clear the plates **then** you can DJ in the hall”

Whatever we ask the person to do must be reasonable – eg. it is reasonable to ask a person to be calm for 3 minutes, or tidy a mess they have made (with your help); it is not reasonable to expect them to apologise to the group of people, or lose face in any way.

It is also important that the “then you can .....” activity is something the young person actively wants to do.

Step 2) “When you..... then I will.....”

**Example**

“**When** you help clear the plates **then** I will get the decks out”

Using the word ‘when’ rather than ‘if’ expresses confidence that the person will make the right choice, and showing that you will do something as a consequence of that choice makes you invested in the positive outcome for the person.

Step 3) “First you **must** ..... before anything else”

At this point you need to give a person time to comply; it is also important to give them space to do so without feeling like you are pressuring them.

It is important to stay aware between these stages and to praise the person immediately upon them making any positive choice. If they have been asked to do

something you can help with then ensure that once they have made the first move that you help them and engage with them positively whilst they are doing what is asked of them.

### **Use of physical restraint**

Physical restraint of service users maybe necessary in certain extreme situations where their behaviour poses such an immediate risk to their own or others' health and safety that urgent action must be taken.

For any service user who we have identified as potentially needing to be restrained, a written risk assessment and possibly a behaviour plan will be in place. We will discuss their risk assessment including the possibility that we might need to use physical restraint with their parent / carer. We will record this discussion has taken place on their risk assessment form.

Restraint should *only* be used as a *last resort* if the other strategies described in section's above have not worked. This must never be done as punishment and must always be proportionate, controlled and as a last resort to keep people safe. It is important that one person leads the response and this must be the session leader. All session leaders who are in charge of a session, where service users are not accompanied by their parent / carer will complete a 2 day course of Managing Challenging Behaviours and De-escalation within 6 months of being appointed to this role. If a sessional staff member disagrees with a decision made this should be fed back to the session leader/service manager at a later point as part of the follow up.

If it is necessary to restrain a service user you should tell them in a calm voice what you are going to do before you do it. Do not enter into any debate or argument with the service user.

#### **Example**

“Sunita, we are going to hold you to keep you safe, and then we are going to take you in the lift downstairs to the soft play room so you can calm down.”

Whenever it has been necessary to use physical restraint it is essential that the staff members involved complete incident forms, and the Manager or Session Leader must inform the person's parent/carer about what has happened and inform the Director or safeguarding manager as soon as possible.

## **6. Managing persistent unwanted behaviours**

### **Incident reporting**

Any behaviour that you perceive to be unwanted should be discussed with your line manager, who will tell you if this needs to be recorded on an incident form.

Incident forms are reviewed by the relevant Service Manager and Markfield's Family Support Manager, who will decide on what further action should be taken.

If a person is displaying unwanted behaviours on a regular basis, or any particular session has a high level of incidents, this should be identified by your line manager or the safeguarding officer, who will decide how we address the issue.

### **Individual monitoring**

A Service Manager may decide that it would be worthwhile to formally monitor a particular service user's behaviour for a period before undertaking a review to see if they can identify any patterns, or cues for unwanted behaviours.

This monitoring may identify a pattern of behaviour and make it easier for staff to avoid situations where people display unwanted behaviour.

### **Risk assessment**

If a service user is regularly displaying unwanted behaviour, or has displayed any behaviour that has put themselves or others at significant risk of emotional or physical harm, the relevant Service Manager/Session Leader will complete a written risk assessment. A risk assessment will need to be undertaken before they can continue to use services. Undertaking a new risk assessment should be a priority for Service Managers and they should ensure that a delay in completing a risk assessment does not result in a reduction in service for that user. However if a risk assessment could not be completed before the next session that the user is due to attend then alternative provision should be offered to the family outside of Markfield. One way in which this could be done is by providing a play worker to work in the home alongside parents for that session.

The purpose of the risk assessment will be to identify what the risk factors around a person are, and what steps should be taken to minimise these risks. The risk assessment proforma should be used (see appendix 3).

A copy of this risk assessment should be put in a person's electronic service user file and in the session file.

It is the Service Manager/Session Leader's responsibility to ensure that staff on sessions know when a person's risk assessment has been updated.

### **Individual contracts**

If a person is displaying repeated unwanted or unsafe behaviours it may be appropriate to enter into a written contract with them around their behaviours.

If a member of staff enters into a contract with a service user it is important that the goals set in this contract are achievable; if a person displays multiple unwanted behaviours a member of staff may need to prioritise the behaviour they want to eliminate and identify just one or two of these behaviours initially in order to ensure that the person can succeed.

It is important to remember that there are two parties in a contract (see appendix 4); if a person is expected to change their behaviour they need to see that changes can

be made for them too. A core member of staff must commit to something on this contract, and this must be something achievable, which should be negotiated by the service user and could be something like providing a certain snack on the next session, time on the computer or remembering to call the person by their preferred nickname. The member of staff is responsible for ensuring that the contract discussion is based around positive behaviours and that anything in the contract will not impact negatively on other service users.

The staff team must ALWAYS follow through on their contracts regardless of the person's behaviour. A review date for a contract should be set for 1 or 2 sessions after the contract has been set. If the person has kept to their side of the contract you may wish to extend the length of time before the contract is renewed. When you feel a person's behaviour has changed enough that they no longer need a contract you should ensure that they are praised and made to feel that ending the contract is a reward.

### **Referral to Family Support Team**

If the strategies described above have been tried but have not been effective, the Service Manager may choose to refer the service user to Markfield's family support team who can seek to work with the family around the person's behaviour and liaise with other professionals, if this is what the person's family wants.

## **7. Ensuring the safety of service users and staff during serious incidents (please see appendix 5 guidance for managing a crisis situation)**

### **What is a serious behavioural incident?**

A serious behavioural incident is any situation where a service user puts themselves, other service users or staff at immediate physical risk.

All staff and service users have a right to be safe at Markfield. When a serious behavioural incident occurs, the first priority of staff members must be to keep service users and themselves safe, and only once this has been considered should they worry about protecting resources.

All behavioural incidents are different and staff have a responsibility to consider their own health and safety and that of the service users in their care in the light of the particular incident before undertaking any of the interventions suggested below.

- **Separating service users**

In the case of a violent incident between two or more service users where other interventions haven't worked or you feel that waiting for these interventions to work would compromise their health and safety, your first priority should be to separate the persons in conflict. Often the simplest way of doing this is by placing yourself between the service users and encouraging them in a calm voice to move away from each other. Service users should be offered a quiet place to calm down and time away from each other before any attempts are made to come to a resolution of the matter.

- **Moving service users into safe spaces**

Should an incident occur that you consider puts other service users at risk, it is important to move other service users away from the 'danger area'. This should be done in a calm and positive manner by staff suggesting and directing service users to alternative activities that are happening elsewhere in the building. If service users do need to be moved to a separate area of the building for their safety, ideally this area will be out of sight of the person whose behaviour has posed a risk.

- **Creating contained, low stimulus areas**

If a service user is displaying behaviours that lead you to believe that they are 'out of control' and are unable to choose to calm down, it is staff's responsibility to try to create an environment with as little stimulation as possible in order to support the service user to regain control of their behaviours. Ideally this will happen by encouraging the service user to make their way to either the soft play area. If this is not possible you may need to create a low stimulus environment where the person is, which will often involve:

- removing other service users from the area
- turning off any music, television /computer screens or artificial lights
- removing any portable furniture/toys from within reach
- minimising the amount of stimulus you provide by using minimal low key body language and non verbal communication
- temporarily restricting the area that the person can move around in by closing and locking doors or placing staff members at exits
- Sometimes it may be necessary for staff to leave the space where a service user is in order to preserve their own health and safety. If this happens it must be made clear to the service user that this is not a punishment and is to keep everyone safe. If staff members leave the room a service user is in they must always ensure that they leave an opportunity for the service user to communicate with them should they choose to; it might be appropriate therefore to sit the other side of a window, or to leave a gap in the door to post notes or talk through.

- **Seeking help - internally**

Dealing with a serious behavioural incident can place pressure on a staff group, especially if a service user or staff member has been injured or is distressed. If staff on a session feel that they need additional support urgently they should make this known to a core staff member as soon as possible, and they will endeavour to identify someone in the building with the suitable experience to provide support and relief to the staff on the session.

Should a serious behavioural incident happen outside of core hours or when there are no additional staff in the building, the on call phone should be called as soon as this is safe, and the on call manager will advise whether they are in a position to return to the building to provide support or if staff would need to seek help externally.

- **Seeking help - externally**

On the very rare occasion that staff are unable to de-escalate a serious behavioural incident and a service user continues to display behaviours that put themselves or other service users or staff at risk of injury, a decision may be made to contact their parents/carers, or as a last resort seek help from the police. This decision should only be made by a senior manager in the building or in consultation with the on call manager.