

BANKS HOUSE AND SCHOOL POSITIVE MANAGEMENT OF BEHAVIOUR POLICY

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This policy should be read in conjunction with the following policies and statutory guidance:

- **Anti-bullying Policy**
- **Banks House and School Safeguarding Policy**
- **Children's and Families Act 2014**
- **Code of Conduct**
- **Equality Act 2010**
- **KCSIE 2023**
- **School Staff Information Booklet**
- **Staff Handbook**
- **Workforce Development Plan**

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Important roles and named people

Throughout this policy, the following roles may be mentioned. It is important to know who these people are;

- The Registered Manager (DSL)
Helen Baker (helenbaker@cascade-care.com)
- The Head of School (DSL)
Dawn Wale (dawn.wale@cascade-care.com)
- The Deputy Manager (DSL)
Sarah Barrett (sarah.barrett@cascade-care.com)
- The Deputy Manager
Clare Oakley (clare.oakley@cascade-care.com)
- The Deputy Manager
Lucy Cutmore (lucy.cutmore@cascade-care.com)
- Operations Director & Responsible individual
Peter Stillings (peter@cascade-care.com)
- Homes Manager
Sarah Durrell (sarah@cascade-care.com)

This policy will be reviewed annually by the Schools Advisory Board. It is the responsibility of all named people above to:

- Ensure that this policy is implemented and monitored.
- Communicate/publicise the policy to key stakeholders including parents
- Report to the School Advisory Board on how the policy is implemented

Care home Staff roles and responsibilities

The Registered Manager will be responsible for:

- Monitoring and implementing the policy within the home
- Monitoring and reviewing incidents, ensuring that positive management strategies have been implemented
- Delivering training to all members of staff (in conjunction with the school)
- Reporting to external authorities including social workers, Ofsted and others (e.g. parents, CAMHS)

The Care Team will be responsible for:

- Planning a rich diet of activities within the home and the community
- Planning and reviewing support for children.
- Teaching and modelling expected behaviour and positive relationships
- Supporting with the progress and development of the children in the home and within the school
- Ensuring good levels of communication between themselves and others

Education Staff roles and responsibilities

The Head of School will be responsible for:

- Monitoring and implementing the policy within the school
- Monitoring and reviewing incidents, ensuring that positive management strategies have been implemented
- Delivering training to all members of staff (in conjunction with the home)

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- Reporting to external authorities including social workers, Ofsted and others (e.g. parents, CAMHS)

The **SENCO** will be responsible for:

- Collaborating with the Schools Advisory Board and Head of School, as part of the SLT, to determine the strategic development of behaviour in the school.
- Undertake day-to-day responsibilities for the successful implementation of the Positive Management of Behaviour Policy
- Supporting staff in the further assessment of the children's strengths and areas for improvement, advising on the effective implementation of support. Including assisting with the collating and writing of EHCPs, PEPs, IEPs and LAC meetings.
- Liaising with and disseminating information to various professionals who work with the children within the school and the home.
- Liaising with and disseminating information to parents.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils.
- Teaching pupils a broad and varied curriculum
- Teaching and modelling expected behaviour and positive relationships.
- Being accountable for the progress and development of the pupils in the school
- Ensuring good levels of communication between themselves, the leadership team and the SENCO

All members of staff will be responsible for safeguarding children and following this policy. As part of their induction, staff will confirm they have read and understood this policy as well as completing the behaviours that challenge care skills training. Refreshers on Team Teach training are offered every month and discussions around the children are held in Supervision meetings.

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Introduction

The children who reside at Banks House and attend the school are diagnosed with Autism and or Learning Difficulties, as such, they can be highly complex children who require more support than most children who can access mainstream provisions. At Banks House we have a high ratio of staff to children, so that the children can access support as and when required and do not need to be concerned about gaining attention from adults. We work in a completely bespoke and person centred way from the ratio of staff supporting a child, to their timetable in the learning centre to the manner in which they get ready for the day; every part of their care is designed to meet their individual needs. As such we subscribe to positively supporting the child's needs and behaviour thus eliminating as much anxiety as possible with the view to never needing to use physical intervention.

Purpose and objectives

- To create a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To reduce the need for restrictive physical intervention and other restrictive practices
- To ensure that all staff are equipped with the skills and knowledge to promote positive behaviour
- To promote positive relationships based on mutual respect to enable early intervention
- Promoting a culture of praise and encouragement in which all children can achieve

Behaviour is a form of communication - negative behaviour is only a reflection of how the child is feeling and it is the duty of all adults working with the child to form positive relationships and create a positive environment so that we can understand what the children are trying to communicate and therefore support them in the best way possible.

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Entitlement

Children are entitled to;

- Have adults around them who care about their wellbeing and development.
- Be listened to whether they communicate verbally or non-verbally.
- Be safe and secure in their home.
- Be treated as an individual.
- Have the same or better opportunities as those who are not looked after.

Staff are entitled to;

- Relevant and appropriate training.
- Have a supportive team around them.
- Have access to managers who can debrief situations, or just listen.
- Work in an environment where being hurt by children is not “the norm” or expected.

Parents and Carers are entitled to;

- Knowledge that their children are safe and happy.
- Open and honest communication.
- Be listened to and have their views heard.

Placing Authorities are entitled to;

- Know that the children they place with us are safe and happy.
- Know that the staff are appropriately trained.
- Open and honest communication.
- Be listened to and have their views heard.

The Community is entitled to;

- Have the opportunity to learn more about Autism and Learning Difficulty.
- Have neighbours who are considerate to them.

1 Creating a positive culture

1.1 Encouraging and rewarding children

The culture of Banks House, generated by the staff, and management is crucial. All staff are expected to understand, manage and deal with children's behaviour including encouraging them to take responsibility for their behaviour and help them to learn how to resolve conflict.

Whilst children bring their own values and behaviours to placements, all staff play a key role in influencing children.

Banks House has clear, fair boundaries, where children feel safe, encouraged and appropriately rewarded, so that they will thrive and do well. Staff who adopt this approach will also experience less instability and disruption.

Rewards, consequences and sanctions form a small part of the tools available to staff to support and encourage positive behaviour.

The Positive Relationship Standard (Reg 11.1) states that:

"Children are helped to develop, and benefit from relationships based on:

- Mutual trust and respect;
- An understanding about acceptable behaviour;
- Positive responses to other children and adults."

Reg 11.2 sets out the expectations on Banks House to support the social, emotional and behavioural needs of the children and young people whom we care for. For this policy the significant issues include:

That all staff:

- Help children to develop socially aware behaviour;
- Encourage each child to take responsibility for their behaviour, in accordance with their age and understanding;
- Help each child to develop and practice skills to resolve conflicts positively and without harm to anyone;
- Communicate to each child expectations about children's behaviour and ensure that each child understands those expectations in accordance with the child's age and understanding;
- Understand how children's previous experiences and present emotions can be communicated through behaviour and ensure that staff have the competence and skills to interpret these and develop positive relationships;
- Are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of the children, and help the children do the same;
- Deescalate confrontations with or between children, or potentially violent behaviour by children.
- That each child is encouraged to build and maintain positive relations with others.

1.2 Using a Child Centred Approach

Banks House works in a person centred way and therefore there are no standardised "House or School Rules." Reasonable behaviour is expected of all children and staff and this should reflect community living and mutual respect. Staff are expected to be good role models to children and to help the children understand how to be a responsible member of society. All children are different and what is effective for one child may not be effective for another. Careful consideration must be given in all situations to ensure that approaches used are appropriate and relevant to the child.

1.21 Welcome Guide

When a child moves to Banks House, they will receive a Welcome Guide, this is adapted and adjusted for all children to ensure that it is relevant for them. The Welcome Guide includes information for the child about who their key worker is, who the management team are and, who the teaching staff are and who they can talk to if they want to. It also includes a “typical day” at Banks House and an idea of some of the activities or lessons they can participate in.

1.22 Young Person’s Meetings

On a weekly basis, the key workers complete young person’s meetings, this is a user-friendly pictorial method of helping the children have their voice heard. Within the meetings, children can choose what they would like to do for the week, what they would like to eat and the opportunity to indicate, or discuss any concerns they have with other children. This has been specifically designed for the children within Banks House and uses the Widget system of pictures that are used across Banks House (see below)

1.23 Visual Aids

Visual aids are a tool that can be very useful for the children at Banks House. Some are used across all children, for example the labelling of the kitchen cupboards all use Widget so that this is familiar to the children. Other tools are child specific and might include daily routines, timetables for the Learning Centre, help to get dressed, the possibilities are limitless. Using visual aids helps life become predictable for the child, creating a positive culture and therefore reducing the likelihood of frustrations.

1.24 Shooting Star

At Banks House, we use the [Shooting Star](#). This is a system that looks at different areas of a child’s life and can track progress, or otherwise, in each area. This is completed every three months, with an action plan written to help develop the child in specific areas. These SMART targets are recorded in the Progress Notes so that the person working with the child each day can contribute to the evaluation of the targets. This is a specific targeted method of helping the children achieve and enjoy their achievements, often working towards becoming more independent. This is a completely person centred system, which helps the child progress.

1.25 Education Star

For those children who are educated at Banks House we use the Education Star. The Education Star is completed in the same way as detailed above however this is done in conjunction with the child’s key worker.

1.26 Care Planning

All children have individualised Star Support Plans to help support them and help others understand how to support them. Additionally all risk assessments are individualised and updated at a frequency suitable to the individual.

1.27 EHCPs, IEPs, PEPs

All children have Education Health and Care Plans, Individual Educational Plans, Personal Education Plans with individualised targets and levels of support. These are reviewed regularly with relevant professionals, children and parents (as appropriate).

1.3 Positive Relationships

In all circumstances, developing a positive relationship with a child is the most effective way to gain their trust. This relationship will be built upon mutual respect, ensuring staff are open and available to the child and that staff are reliable and present. Through this, a relationship can be built where a child trusts staff and is more likely to respond positively..

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Positive role modelling is an essential part of building this relationship, when children see a positive role model, they are more likely to respond in a positive manner and will be able to understand that they are cared for.

1.4 Positive Contact

Regrettably, due to a blame culture where all too often people feel that they need to protect themselves from allegation, a myth has built up that it is not possible to touch a child, this has led to children being starved of the positive contact that they need in order to develop and grow.

At Banks House, we believe in a culture of positive contact, when children can have the affection that they need always within the parameters of what is appropriate for that child. Some children do not enjoy physical contact, some are not used to it and therefore take time before they are ready for it, while others enjoy the opportunity to have contact with other people.

Any physical contact with a child should solely be for their benefit and not for the gratification of the adult, contact should in no way be able to be construed as sexual. Forms of contact that are acceptable include holding hands, fist bump, a supportive hand on the arm, sideways hugs, a child choosing to lean against you on the sofa, for example. The list is not exhaustive and it would be impossible to create an exhaustive list, however, if in doubt, ask a manager for advice, if a child initiates contact that you feel uncomfortable with, talk to a manager about this.

1.5 Personal Care

It is likely that the children who live at Banks House will need personal care to some degree. While this can seem daunting to some, it is also a good opportunity to demonstrate to the child that you treat them with dignity and respect. Personal care should always be delivered in a caring and nurturing way, while encouraging the child to complete as much of it independently as appropriate to their needs. Within the Support Plans there is detailed guidance on how to deliver personal care.

2 Positive Behavioural Support

2.1 Positive Behavioural Support (PBS) Plans

PBS is a person-centred approach to supporting people who display or are at risk of displaying behaviours of concern.

It involves understanding the reasons for the behaviour and considering the person as a whole - including their life history, physical health and emotional needs - to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting people's needs, and teaching people new skills to replace the behaviours of concern.

Not all children at Banks House will require a PBS plan but those who do, have these in place. These plans are co produced by Banks House staff, wider Cascade Group Management, external professionals involved with the children and, where appropriate, parents. PBS plans are reviewed regularly taking into consideration:

- Lessons learned from incidents
- Analysing incident data
- Any intervention which has had a positive impact on the child's behaviour
- The sharing of positive de-escalation techniques used with the children

2.2 Team Teach - The 95%

95% of Team Teach is de-escalation, building positive relationships, creating positive cultures and environments where the 5% of Team Teach is rarely, if ever needed. The aim of all staff at Banks House is to develop and maintain a culture and ethos where the need for physical controls is **eliminated completely**.

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If the positive relationships and the positive culture have not prevented a situation from escalating, there are several actions available before the use of physical control is implemented;

2.21 Physical Presence

Often placing yourself in a specific way can help a child de-escalate and therefore reduce the likelihood of physical controls being needed. For example, if a child perceives danger from a specific person or area and uses their “fight” response, an adult creating a physical barrier between the child and the perceived danger, might help them to reduce their anxiety and therefore their response to it.

2.22 Physical Diversion

Similarly, redirecting a child from the direction they are heading towards a safe space, can help them feel secure and supported. Acceptable forms of light physical diversion would include holding a child’s hand to lead them somewhere else, putting a hand on their forearm to indicate moving elsewhere, using the show and go technique, putting an arm around the shoulder to guide them to where you want them to go. All of these techniques should only be used in the best interest of the child, and if they are not appropriate, this should be included in their support plans. If this is used, an incident form should be completed, however, this is not an RPI.

2.23 Restriction of Access

There may be times when it is necessary to restrict a child’s access to certain areas of the house if these areas are causing them to be further heightened, or if they are likely to respond positively to having less choice at certain times. This is acceptable as long as it is within their support plans and is only for the necessary amount of time.

2.24 Increased Staffing

There may be times when a child requires more support than they usually have. We do not want children to feel overcrowded, or that they are being followed, however, if this is appropriate to the situation and for the least amount of time necessary, it can be a useful tool.

2.25 Seclusion, Time Out and Withdrawal

Seclusion - where a child is forced to spend time alone against their will (within this is implied restriction of liberty by locking behind doors, alone) **We do not use this strategy at Banks House**

Time Out - this involves restricting the child’s access to all positive reinforcements as part of a behaviour programme (within this is implied a total absence of positive response and relationship) **We do not use this strategy at Banks House**

Withdrawal - this involves removing the person from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. **This strategy may be part of a chosen course of action if appropriate to the child and is within their support plan.**

2.26 Locking or Bolting of Doors

Locking the doors to prevent children from leaving the building - Locking the door in response to an individual risk assessment that indicated the child was not at a developmental stage to be safely out on their own.

This may apply to children with learning disabilities and autism who would be at risk if they went outside on their own. This is likely to be a planned approach based on individual risk assessment with multi agency and parental agreement. Authorisation may be needed for over 18 year olds as it may constitute a Deprivation of Liberty. It may involve the use of key pads etc. - but a developmental approach should still be considered and restrictions reviewed as children grow and are encouraged to develop new skills, services are advised to seek the advice of their local authority”

On each occasion that a child is accepted at Banks House, an individual risk assessment is conducted with the social worker and the parents of the child. This risk assessment will relate to the specific location of Banks House on a main road (30pmh zone). The outcome of this assessment would determine the child's capacity to access the community safely. The use of deprivation of liberty may be required in such circumstances and will be discussed with the social worker and Norfolk County Council DOLS team.

It is important that staff decisions to lock doors are in keeping with and guided by each child's placement and behaviour management plans, risk assessments and have line management approval. Prior approval should be sought where possible.

2.3 Team Teach - The 5%

2.31 The Use of Physical Controls

Although the use of physical controls are the very last resort, staff need to be prepared for circumstances in which it may be necessary to employ such techniques. To this end, Banks House has invested in the Team Teach Approach. This complies with statutory guidance and has been accredited nationally by the Institute of Conflict Management. Team Teach promotes the least intrusive positive handling strategies and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before any physical intervention is used.

RPI should not be used when; you can restore safety in another practicable way, you are not in control of yourself, you consider it clearly unsafe to do so, you consider there are not enough adults to restrain the child safely, even with enough adults you are not confident you can manage to restrain the child safely;

RPI is used only; as a last resort wherever possible, where any other course of action would be likely to fail, when staff have good grounds for believing that immediate action is necessary, when all other courses of action with regard to control have been tried or the situation has developed so rapidly and to a degree that RPI has to be employed

The use of RPI must fall into the following justifiable criteria; where a child is injuring themselves, others or causing significant damage to property, where a child is in potential danger of injuring themselves, others or causing significant damage to property

RPI must not be used to; punish, gain compliance with staff instructions, cause or threaten hurt, oppress, threaten, intimidate and bully.

If RPI is used it must be the least restrictive method to ensure the situation is safely managed, the hold should be used for the shortest time possible and its effectiveness should be monitored continually. Where possible an additional, critical friend should be used to monitor the situation, this person would be someone who is not physically involved.

2.32 Help Protocol

There may be times where it is beneficial to use a change of face during a hold, this may be if a child is particularly angry with an adult and it will help de-escalate the situation if they are not present. This decision is **always** made by the adults and is not a demand from a child, however, if the child is clearly distressed by the presence of an adult, it is always best practice to swap using Team Teach protocols. It is **never** acceptable for someone to take over from another person because they think they are better at holding, which can be an unintentional action from a well meaning colleague, however this can undermine the colleague and knock confidence within the team. Help protocol can be used for a variety of reasons including but not exclusive to: the wellbeing of the member of staff in the hold, if the person offering more help has information that the person within the hold is not aware of or if the person within the hold has lost control of the situation, although they may be unaware of this. This must be discussed within the debrief so that all members of staff are aware of the reason for help protocol being used. Help protocol is as follows; "do you need any help?" At this stage, the person asking is offering help, this can be done several times if appropriate. If the colleague has noticed a reason why the person holding needs to come out of the hold, "more help," can be offered. At this stage the person offering more help is taking control and is indicating to the person in the hold that they are taking control.

2.33 Ending a Hold

When ending a hold, it is important that this is done gradually, with the child and ensuring that the child is ready to regain control. Although holds should last for the least amount of time possible, releasing too early can result in the child needing to be re held, thus resulting in the situation lasting longer than if the hold had been released gradually. It is not essential to gain full compliance of the child, some children cannot fully de-escalate while being held, but it is important to be as sure as possible that the reason for holding the child has subsided.

2.34 Recording and Reporting

Following a hold, a debrief must take place with all adults involved in the hold. This can also include witnesses to the hold, who may have been affected by what they saw; however, at the minimum it **must** include anyone who had held the child. This is recorded on the incident form as an initial debrief, during this debrief, it is essential to enquire as to the wellbeing of all adults and this must be recorded in the initial debrief. Any adults who feel they want to, or if a manager feels it is necessary, a further, individual and more thorough debrief can be held. This is offered to any adult who has been involved in the hold.

Similarly, where possible and appropriate, children should be spoken to about the hold and given the opportunity to give their views including the reasons for the anxiety leading to the hold. In all cases, children's views must be recorded on the RPI form, whether that is something they have said, communicated or indicated during the hold, or if it is a full debrief following the hold. The child must always be offered the opportunity to be seen by a medical practitioner and their decision must be recorded on the RPI form. If they are seen by a medical practitioner, the outcome of this must also be recorded. If a Seated Cradle Shield, or Front Ground Recovery is used, additional checks must be completed by a first aid trained member of staff, this is recorded on the first aid checks and attached to the hard copy of the RPI form.

Wherever possible, debriefs should be held before the RPI report is written; often there can be confusion during a hold as it is a highly charged situation and having the opportunity to talk about it before recording it can be useful. The RPI report needs to be completed before the end of the shift, managers are then automatically alerted to this and the Registered Manager, Deputy Managers or Head of School will read the report, record their comments and send this to the Social Worker and Reg 44 visitor. The RPI is always signed off by someone who was not involved in the hold so that they are impartial, in the event that the RM, DM and Head of School are involved or absent, the Responsible Individual or appropriate senior manager are alerted so that they can sign off the report.

If a serious incident or the police/emergency services are called, the relevant senior manager must be notified and consideration given to whether a Notifiable Event has occurred. Ofsted guidance can be found at the following link: https://ofstedonline.ofsted.gov.uk/outreach/Ofsted_Statutory_Notification.ofml

2.35 Planning for Children

The assessment and planning process for all children in Banks House must consider whether the child is likely to behave in ways which may place him/herself or others at risk of Injury/ harm or may cause significant damage to property. The impact of the child's arrival on the group of children living at Banks House should also be considered.

If any risks exist, strategies should be agreed to prevent or reduce the risk. These strategies may include as a last resort, Physical Intervention. Staff in Banks House should continually review and read any risk assessments.

Where Physical Intervention is likely to be necessary, for example, if it has been used in the recent past or there is an indication from a risk assessment that it may be necessary, the circumstances that give rise to such risks and the strategies for managing it should be outlined in the child's Placement Plan which informs the child's PBS plan and positive handling plan where recommended holds are detailed.

In developing the PBS and positive handling plan, consideration must be given to whether there are any medical issues, learning difficulties and/ or conditions which mean particular techniques or methods of physical intervention should be avoided. If so, any health care professional currently involved with the child must be consulted regarding appropriate strategies and this must be drawn to the attention of those working with or looking after the child and it must be documented. If in doubt, medical advice must be sought.

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NOTE:

The absence of an advised strategy does not prevent staff from acting in the management of highly confrontational or potentially harmful behaviour. However, staff may only deviate from agreed plans where they are able to demonstrate that it was reasonable, proportionate and necessary.

Any deviation from the agreed plan must be reported to the Registered Manager and child's social worker without delay.

2.36 Staff Training

All staff are trained to Intermediate level on the 'Team Teach' methods of behaviour management, and, where necessary, according to the needs of the home, staff may be trained to advanced level. Any use of advanced techniques are discussed at management level before it is agreed that these techniques should be considered when supporting a child. Training of the Team Teach approach increases the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.

This training must ensure that all staff are able to:

- Be clear about the child's communication needs and level of understanding of the situation
- Manage their own feelings and responses to the emotions and behaviours presented by children;
- Manage their responses and feelings arising from working with children, particularly where children display challenging behaviour or have difficult emotional issues;
- Understand how children's previous experiences can manifest in challenging behaviour;
- Use methods to de-escalate confrontations or potentially violent behaviour to avoid the use of physical intervention and restraint.

3 - Sanctions

It is very unlikely, due to the nature of the children who live at Banks House, that sanctions would be used, however in some circumstances this may be appropriate but should always be discussed with a manager first. The guidance below may be used, if it is deemed that a sanction is appropriate.

3.1 Guidance on the use of Sanctions

Sanctions can be an effective way to help a child adjust certain undesirable behaviours, however, there are many other, more effective ways of helping children and these should always be attempted before sanctions are used.

If a sanction is used, this should not be in isolation; it must be discussed with others working in the house and with a manager to ensure there is a consensus that it is appropriate. Sanctions must be relevant to behaviour, for example removal of an activity due to a child refusing to tidy their bedroom is not relevant or appropriate, this would become a punishment, sanctions are to help a child. Any sanction imposed must have a timeframe and the child should know what this is. Sanctions must be recorded in the Sanctions Record and within the child's notes. Social workers and parents should be informed.

3.2 Non Approved Sanctions. (Under no circumstances should these ever be imposed on children)

- Any form of corporal punishment; i.e. any intentional application of force as punishment, including slapping, punching, rough handling.
- Any sanction relating to the consumption or deprivation of food or drink.
- Any requirement that a child wear distinctive or inappropriate clothes.
- The use or withholding of medication or medical or dental treatment.

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- The intentional deprivation of sleep.
- The modification of a child's behaviour through bribery or the use of threats.
- Any sanction used intentionally or unintentionally which may humiliate a child or could cause them to be ridiculed.
- The imposition of any fine or financial penalty, other than a requirement for the payment of a reasonable sum by way of reparation. (NB The Court may impose fines upon children which staff should encourage and support them to repay.)
- Any intimate physical examination of a child.
- The withholding of aids/equipment needed by a child.
- Any measure which involves a child in the imposition of any measure against any other child; or the sanction of a group of children for the behaviour of an individual child.
- Swearing at or the use of foul, degrading or humiliating language or measures.
- Any restriction on a child's contact with his or her parents, relatives, friends or professionals.

3.3 Monitoring and Recording Use of Sanctions

The Registered Manager must monitor and review the use of sanctions and that the sanction used has been appropriate to the child's understanding and ability to communicate.

The effectiveness of sanctions should be reviewed to ensure sanctions are a positive way to help the child develop. At all times a positive approach needs to be applied as a first point of call.

Sanctions to be recorded in the Sanctions Record and child's record.