

Behaviour Management	
Date approved by General manager and Board of Trustees	June 2024
Date for next review	June 2026
Compliance lead	General Manager

CONTENTS

	Page
1. Behaviour Management	1
2. Rationale	1
3. Principles	1 - 2
4. Preventative planning	2
5. Setting rules and boundaries	2
6. Behaviour guidance steps	3
7. Additional possible behaviour guidance steps	3
8. Consequences	3
9. Serious behaviour problems and exclusion of participant	3 - 4
10. Conflict resolution	4
11. Staff conduct	4
12. Management of actual or potential aggression (MAPA) or similar safety intervention training	4

1. Behaviour management

All LifeKidz Trust programmes will be designed to ensure that participants and families experience an environment where they are safe, secure, respected and their dignity is protected.

It should be noted that Lifekidz Trust are Special Needs Disability Providers for neurodiverse children and the general principles of rules, consequences, instilling positive reinforcement and an expectation of children taking responsibility for their actions and behaviour's may have limited success.

At the beginning of each programme, management and staff will look at the needs of the individual and ensure the program caters for those needs taking into account their level of disability.

Programme expectations will be based on respect for each other, which includes staff, visitors, equipment, and facilities. Positive reinforcement will always be used, and a stimulating and varied programme will be provided to ensure active engagement.

2. Rationale

To provide a safe and enjoyable environment for participants, staff will use a clear and consistent approach to guide participants behaviour.

3. Principles

Participants have the right to be safe and feel safe, to receive care, attention, and support from programme staff and to be treated fairly, with dignity and respect.

The programme will take into account all factors of a child's disability and capability. and utilise a range of communication approaches when looking at regulating behavioural issues including environmental factors This will include providing a varied and stimulating (and or de-stimulating) programme and using positive reinforcement if at all possible. Staff will provide guidance using the least intrusive approach and non-punitive practices.

The programme will deal with participants behaviour that is unsafe or poses a significant safety risk as a matter of highest priority with the goal of ensuring the safety of all participants, staff, visitors, and members of the public.

Behaviour management strategies will be developed with staff and parents for individual participants who have special needs that manifest as inappropriate behaviour. This will be discussed during team meetings or in morning and afternoon briefings where behaviour management strategies can be brainstormed and discussed as a collaborative team.

An Enrolment Form must be completed for each participant attending a programme.
(Appendix 1).

4. Preventative Planning

Dysregulated behaviour can largely be managed by having prior knowledge of the individuals triggers and having a programme that meets the needs of all participants attending.

In considering a preventative approach, staff will ask the following questions:

- Are the basic needs of participants being met?

- Is the physical space set up appropriately?
- Can the program plans and routines be varied to assist with dysregulation?
- Are the staff on board with all the individual participant needs and triggers.

5. Communication

Staff will formulate plans based on the information received and in discussion with parents about what happens when children become dysregulated in any way.

The method of communicating with neurodiverse children will vary on the individual.

These include;

Visual Cues- (Pictures)

Sign language.

Body language

Distractions

The ability to read the individual's triggers and take preventative action prior to dysregulation

Respect for each other

The need for safety being paramount

6. Behaviour guidance steps

Use least intrusive approach by:

- Ignore when appropriate
- Give a clear, simple direction
- Re-direct if the participant is becoming dysregulated
- Make the choice or consequence clear - when appropriate
- Obtain support from other staff if necessary
- Immediate intervention with a verbal command and possibly physical restraint if safety is an issue.
- Remove participant to a quiet space if behaviour is dysregulated and the safety to themselves or others is of concern
- Contact parents if distress /behaviour continues.

7. Additional possible behaviour guidance steps

- Defer further action until parent arrives, if appropriate
 - Allow cooling-off time
 - Continue to supervise and maintain relationships while giving guidance.
 - Document behaviour – complete a confidential incident form if required
 - Staff seek professional guidance, support, and discuss at debriefing
 - Preparation of individual behaviour plan
 - Possible meeting with parents

8. Interventions

Guidance from the Centre Supervisor and or management should be sought when considering consequences.

Consequences may include talking to parents and formulating behavioural management plans.

Punitive discipline **will not** be used. This includes punishing by hitting, the withholding of food or drink, unsupervised isolation from the group verbal or emotional abuse.

9. Serious behaviour problems

Serious incidents of unsafe behaviour must be documented and reported to parents.

Lifekidz Trust will always work within its **Scope of Practice** in the management of concerning behaviours , using clear and transparent communication with parents re the continuation in the programme.

In the case of unsafe and unmanageable behaviour the programme may exclude the participant from the programme. In all cases parents will be given the chance to meet with the Centre Supervisor and/or General Manager. All discussions and documentation of the participants behaviour will be confidential.

10. Conflict resolution

Conflict between participants is a normal and everyday occurrence. Staff will use appropriate, participant-centred methods to help participants manage conflicts. For example:

- If needed, give participants time to “cool off”.
- Use distraction by providing different activities.

Staff will also help participants to recognise and express feelings such as anger in safe and appropriate ways.

11. Staff conduct

No participant will be hit or in any way physically, verbally or emotionally abused by staff.

Staff will address behaviour calmly and assertively, and will not shout, threaten or intimidate participants. No physical restraint will be used on participants unless it is an immediate issue of safety for the participant or other participants or staff and direct verbal commands have not been effective. Staff will not discuss the behaviour of participants outside of the programme, except in situations where child abuse or neglect is suspected.

12. Management of actual or potential aggression utilising Lifekidz Restraint and De Escalation methods

Any staff member utilising the above must understand that it is for the management of disruptive, aggressive and/or violent behaviour and aims to ensure that everyone involved in crisis situations that may include any of the above behaviours will maintain the "Care, Welfare, Safety and Security" of all involved.

It is a framework using a range of strategies that aims to maintain safety. A duty of care must be undertaken that: - It is in the best interests of the participant, reasonable and proportionate, the risk of doing something and the risk of doing nothing, human rights, last resort and least restrictive are all considered to reduce use, prevent misuse and abuse.

A post crisis briefing must be held with all staff involved and management if LifeKidz Restraint /de-escalation has been put into place in any of the LifeKidz Trust programmes.

An incident form must be completed, signed off by management and parent/caregiver. This must be confidential stored.