



Behaviour Policy

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1. Purpose of this policy

This policy makes clear our behavioural management approach and expectations. Ignite Life is committed to best practice, ongoing training and improvement on matters concerning behavioural management. Behavioural management and support is essential to enable children and young people to achieve and develop. We recognise that behaviour is a way young people communicate their needs-driven by emotions. An emotion coaching approach is our preferred way to support young people with their behaviour.

The nature of our work means that challenging behaviour can be expected at times. Our role is to use such times to develop learning in our young people so that their behaviour, choices and ability to cope with stressful situations improve.

Bullying and harassment have no place in a setting where many young people are vulnerable, so Ignite Life is committed to address any intolerant behaviour so that the perpetrator can take responsibility and develop, and the victim can feel heard and safe.

2. Contact information

If you have any questions about Ignite Life's Volunteer policy, please contact us at:

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Address:

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3. Key principles:

Rewarding good behaviour - Because rewards are constructive, they encourage further effort. Punishment is destructive; it humiliates children and makes them feel powerless.

Encouraging self-discipline and respect for others - Because children need to grow into people who behave well even when there's no-one to tell them what to do.

Setting realistic limits according to age and stage of development - Because as children grow and develop, our expectations of them change.

Setting a good example - Because children take more notice of how we are and what we do than what we say.

Encouragement not orders or instructions - Because 'Do as you're told' teaches nothing for next time. Positive discipline means explaining why.

Being consistent - saying no and meaning no - Because children need to know where they stand, and it helps if they know that we mean what we say.

Praise, appreciation, and attention - Because when children are used to getting attention with good behaviour, they won't need to seek it by misbehaving.

Building children's self-esteem - shaming, scolding, hurting and humiliating children can lead to even worse behaviour. Attention, approval and praise build self-esteem and a child who feels valued is more likely to behave well.

Choices and clear procedures – Giving the young people clear choices that allow them to make an informed and supported decisions on behaviour and actions after. Whist staff are aware of procedures around behaviour.

Staff training- Providing bespoke training in the areas of behaviour management needed by our staff and volunteers to work with our clients. To review this regularly and ensure new and existing staff have opportunities to develop genuine expertise in managing behaviour.

Positive Handling Plans- where a young person with very challenging behaviour has been identified we will draw up a positive handling plan and share with parents/carers and providers

4. Staff training

Induction training includes working with a range of behaviours which can be linked to attachment issues, ASD and PDA. Employees are shown how an emotion coaching approach can help young people to recognise and name emotions and over time learn how to manage them safely and appropriately. Ongoing training inputs and refresher training ensures that this is consistently delivered and progressive.

Where individual CYPs require a specific behavioural management approach, the staff working with them are briefed by one of the lead team to ensure consistency. Behaviour management approaches forwarded by practitioners for those with specific additional needs re cascaded and experienced mentors help to train new mentors who may be introduced to the CYP through shadowed sessions.

Whenever an incident linked to behaviour occurs, a 'what lessons can we learn; what do people need to know' approach is used so that all mentors learn from each other's experiences.

We regularly consult and review with providers to ensure professional practice supplements their needs; and that Ignite Life's approach and rationale for behaviour management is clear and shared.

5. Goals and expectations

Every young person referred to Ignite Life comes with goals and milestones identified by the provider. These help to inform the mentoring activities and approaches used.

Feedback to the provider is given on each session enabling them to see what progress has been made towards the goals and how the CYP engaged.

Any serious incidents will be flagged separately, and the provider informed so that joint actions can be agreed.

Staff are aware of how to log such behaviour.

Mentor/Mentee Code of Conduct

Our expectations are concisely set out in a Mentor/Mentee Code of Conduct. This also contains the way we will manage breaches of our behaviour code. This clarifies to our mentees, their parents/carers and the organisations referring them for mentoring work together to solve any behaviour issues collaboratively. (see Appendix 1)

Team Teach

For mentees with positive handling plans our mentors will have had training in Team Teach techniques and use de-escalation techniques as their first response. Any use of touch or guidance, and any restrictive use of Team Teach techniques will be done when it is in the

best interest of the young person. This means when they could cause harm to themselves or others; or when the damage they might cause to property could have serious consequences for themselves. Any use of restraint is logged and followed up by safeguarding leads

6. Use of Restrictive Physical Interventions

Ignite Life believes in providing a safe and secure environment in which children and young people can flourish and reach their potential through the delivery of a curriculum which promotes motivation.

It is accepted that in certain circumstances, where there are levels of exceptional risk to the child/young person them self, their peers or others, it may be necessary to use a restrictive physical intervention. It is not illegal to touch a young person we are supporting. There are occasions when physical contact, other than reasonable force, with a young person is appropriate and necessary.

Emergency physical intervention is the use of physical intervention in a situation of significant risk that is unforeseeable

Any emergency intervention must be based on the assessed presenting risk at that time which would take into account the age, developmental level and needs of the child or young person. The immediate dynamic risk assessment must also take account of the environment and immediate risk to other people. This will include changing the environment by moving to a place away from the source of stress or challenging behaviour. It may also include adults safely moving a young person away from the environment.

Ignite Life does not use physical interventions or restrictive practices as part of a planned response and the use of restrictive practice is rare and only ever used as an emergency response in exceptional circumstances.

A graduated response and dynamic risk assessment means it will be appropriate to exhaust all environmental options before using a physical intervention.

7. Safe Touch

The term physical contact is used to describe the use of touch for many purposes in numerous different contexts. The Children Act 1989 makes it clear that the rights and welfare of the child is paramount, and any decision should be made in the best interest of the child concerned.

Paramount in this context means that it should be the first thing people think about; think 'who is this benefiting' – physical contact should always be able meeting the needs of the child.

It is important to acknowledge that each young person has different needs and has experienced different potential traumas, therefore safe touch needs to be considered on an individual basis each time.

Rationale: many of the young people we support may have been subject to trauma or distress or may have not had a positive start in life. It is with this in mind that staff seek to acknowledge the negative impact touch can have and have clear rationale if practicing safe touch to calm a dysregulating child.

Child initiated touch: where a young person has built a safe and trusted relationship with an adult then they may wish to seek touch for comfort, reassurance, or as a congratulation. In this situation it is best to direct the initiated touch to a high five, a side hug, or a new handshake (or for options that aren't physical touch, provide a compliment to each other, draw a picture for the other person). This can be used as an opportunity to discuss consent for themselves and who hugs are for.

General reparative touch: if a young person is dysregulated then conversation, distraction, coaxing skills, gentle persuasion or redirection to other activities should be used before considering touch. During the occasion when a young person is struggling to contain emotions and becoming increasingly dysregulated often touching a child's arm to either lead them away from danger, or gently stroking a child's shoulder to comfort would be appropriate.

8. Anti-bullying Procedures

It is Ignite Life policy to:

- Involve parents to ensure that they are clear that Ignite Life has a zero tolerance view bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents must feel confident that Ignite Life will take any complaint about bullying seriously and resolve the issue in a way that protects the child.
- Involve young people. All mentees understand Ignite Life's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. This is part of their initial induction.
- Regularly evaluate and update their approach to take account of developments in technology, for instance updating e safety training.
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. Ignite Life also reinforce that using any prejudice-based language is unacceptable
- Use specific organisations or resources for help with particular problems. Mentors can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying

-Provide effective staff training. Anti-bullying policies are most effective when all staff and young people understand the principles and purpose of the anti-bullying policy, legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Where necessary Ignite Life invests in specialist help so that staff understand the needs of their mentees, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) young people

-Work with schools, the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Ignite Life also works with other agencies and the wider community to tackle bullying that is happening outside school.

-Make it easy for mentees to report bullying so that they are assured that they will be listened to and incidents acted on. The mentor/mentee relationship encourages our young people to report bullying, including cyber-bullying

-Create an inclusive environment. Mentors should create a safe environment where mentees can openly discuss the cause of their bullying, without fear of further bullying or discrimination

-Celebrate success. Celebrating success is an important way of creating a positive ethos around the issue.

This policy will be implemented through thorough staff training and support of its young people. This policy is the responsibility of The Trustee's to monitor and review.

Last review date: 14th October 2023

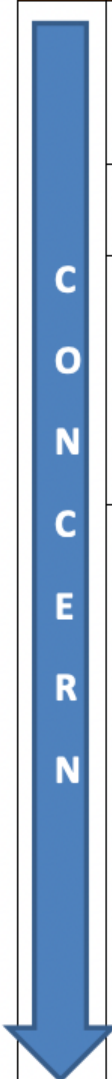
Policy review date: October 2024

Appendix 1

Ignite Life Mentor/Mentee Code of conduct			
Mentors agree to:		Mentees agree to:	
✓	Be ready for the session on time	✓	Be ready for the session on time
✓	Work towards positive goals	✓	Work towards positive goals
✓	Have a polite and respectful attitude	✓	Have a polite and respectful attitude
✓	Behave safely and appropriately	✓	Behave safely and appropriately
✓	Respect other members of the public and those using facilities we visit	✓	Respect other members of the public and those using facilities we visit
✓	Have honest discussions with their mentees about what is going well and what could be improved	✓	Have honest discussions with their mentor about what is going well and what could be improved
✓	Listen to their mentee and respond if possible to the things they like to do	✓	Listen to their mentor and respond to their advice

It is important that we always tell our CYP that we will be there for them, that we value them as people, but that we do not condone negative behaviour. Always separate the behaviour from the person. Where challenging behaviour becomes repeated or serious, we will use the responses below.

This is not a 'step-ladder' where one stage automatically leads to the next. To support CYP who may have been through disciplinary stages a lot in the past we will try to solve problems interpersonally wherever possible. The structure enables everyone involved with the young person to work to secure the referral but also for us to communicate our concerns in more serious cases.

	Use	Response
	<i>This is the standard response to an incident of inappropriate, unsafe or overly challenging behaviour</i>	<ul style="list-style-type: none"> • Log with pod leader. • Inform parent/carer/teacher • Include in Session Plan
	<i>L1: This is the response if the behaviour is repeated</i>	L1: Concern communicated to provider verbally and in writing expressing concern
	<i>L2: This is the response when behaviour becomes a regular issue or a single incident of very concerning inappropriate, unsafe or overly challenging behaviour occurs.</i>	L2: Agreed meeting with CYP, mentor member of Lead Pod to discuss issues and set targets for improvement. Positive Handling Plan is written. Letter sent to provider and parent/carer
	<i>L3 and L4: These responses may be repeated several times with the aim of maintaining the referral.</i>	L3: Agreed meeting with CYP and provider to discuss issues and set targets for improvement. Options considered such as change of mentor, revising goals and activities, changing sessions. Follow up letter to provider and parent carer
		L4: Further meeting with CYP, parent/carer and provider to discuss issues and set targets for improvement. Options considered such as change of mentor, revising goals and activities, changing sessions. <ul style="list-style-type: none"> • Follow up letter to provider and parent carer • Consideration by all parties of how to maintain the referral
	<i>L5: This will only happen in a small number of cases</i>	L5: Ignite Life Lead pod meet to discuss whether referral can be maintained

The five steps of emotional coaching:

STEP 1

Be aware of emotions

Tune in to your CYP's feelings and your own.

Pay attention to your own emotions, from happiness to sadness to anger.

Understand that emotions are a natural and valuable part of life.

Observe, listen, and learn how your CYP expresses different emotions.

Watch for changes in facial expressions, body language, posture, and tone of voice.

STEP 2

Connect with your CYP

Use emotional moments as opportunities to connect.

Pay close attention to a CYP's emotions.

Try not to dismiss or avoid them.

See emotional moments as opportunities for teaching.

Recognize feelings and encourage your CYP to talk about his or her emotions.

Provide guidance before emotions escalate into misbehaviour.

STEP 3

Listen to your CYP

Respect your CYP's feelings by taking time to listen carefully.

Take your CYP's emotions seriously.

Show your CYP that you understand what he or she is feeling.

Avoid judging or criticizing your CYP's emotions.

STEP 4

Name emotions

Help your CYP identify and name emotions.

Identify the emotions your CYP is experiencing instead of telling your CYP how he or she should feel.

Naming emotions helps soothe a CYP.

Set a good example by naming your own emotions and talking about them.

Help your CYP build a vocabulary for different feelings.

STEP 5

Find good solutions

Explore solutions to problems together.

Redirect misbehaving CYPs for what they do, not what they feel.

When CYPs misbehave, help them to identify their feelings and explain why their behaviour was inappropriate.

Encourage emotional expression, but set clear limits on behaviour.

Help CYPs think through possible solutions.

Don't expect too much too soon.

Be aware of tempting settings and be prepared to help your CYP through them.

Create situations where your CYP can explore without hearing lots of "don'ts."

Catch your CYP doing lots of things right and praise her.

Do chores, like picking up toys, together.

Make tasks as fun as possible