

# Safe and positive behaviour management

A unique course for children's homes staff



## Do staff receive the right training and guidance?

## A unique course for children's home staff

### Staff and young people must have clear, up to date, training and guidance on the use of Restraint and other forms of Physical Intervention.

If they are not clear or your training/guidance is not up to date, your staff and young people may be vulnerable to injury, complaints or much worse.

Check whether your training/guidance is clear and up to date by answering these 9 questions.

If you answer *no* or *unsure* to any of these questions staff and young people in your Children's Homes may be vulnerable and you may need to review your training and the guidance offered to them.

- 1 *Would you describe the culture in your Children's Homes as positive, safe and rewarding; would the staff and young people agree?*
- 2 *Do you provide training and guidance for staff in diffusion and calming techniques which are relevant to working in Children's Homes environments?*
- 3 *Do you distinguish between Restraint and other forms of Physical Intervention? If so, do you provide clear guidance on when it is acceptable to use differing forms of Physical Intervention?*
- 4 *Do you provide clarity on the locking or bolting of doors to prevent young people from absenting themselves?*

- 5 *Do your staff understand the meaning of 'Last Resort', 'Immediately Necessary' or 'Predictable Future'?*
- 6 *Do you provide guidance on managing confrontation in vehicles, stairways or other confined locations?*
- 7 *Are the techniques you expect staff to use designed uniquely for Children's Homes staff?*
- 8 *Do the techniques used by staff increase or decrease the likelihood of injury; do you have many complaints (from staff or young people) about their use?*
- 9 *Do you provide adequate post incident guidance and support for staff and young people?*

### This course is unique because it has been developed with staff, young people and it works.

Toward the end of the course participants are taught accredited techniques for managing confrontation using a range of physical interventions; Positively and Safely.

But the course is primarily designed to help staff celebrate what they are doing well and review their practice with a view to managing young people Positively and Safely.

## What is achieved during the course?

See a typical course programme on page 6.

Our course has adopted the BILD\* code of practice and is designed for Children's Homes staff.

In designing the course we have taken account of the following:

- ▶ *The management of young people is a 24 hours a day, 7 days a week job.*
- ▶ *There is a direct link between the Culture and overall stability of the home.*
- ▶ *Therefore we must develop the 'right culture' – which must be Positive and Safe.*

\*BILD: The British Institute of Learning Disabilities, commissioned by the DoH and Dfes to develop codes of practice on the use of physical intervention and accredit training organisations.

- ▶ *Once this is achieved, we can start to review/develop an encouraging and rewarding strategy for managing young people; with links to day to day expectations, planning and objectives; with an emphasis on helping young people and staff do well.*
- ▶ *We encourage colleagues to identify matters for change and actively encourage them to celebrate what they are doing right and to share ideas.*
- ▶ *We provide time, about half of the course, for participants to review the way they manage challenging and confrontational behaviour; POSITIVELY AND SAFELY.*
- ▶ *We teach simple and effective techniques of physical intervention, but we also help participants learn or adopt valuable non physical methods.*

- ▶ *All our methods and techniques comply with regulations and guidelines issued by the DoH and DfEE.*
- ▶ *Our training is presented within the context of a clear anti-discriminatory framework.*
- ▶ *We take time before starting a course to consider existing policy and practice issues and are open to revising our course to suit your particular needs or requirements.*
- ▶ *We encourage participants to review their own practice and policy issues and develop action plans which can either be progressed by them or us, if required.*
- ▶ *All participants receive a certificate of attendance.*

## It works!

**We know our training works because we have taken care to encourage colleagues directly involved in caring for young people to help us develop it.**

We have involved young people and taken account of their feelings and ideas.

Before we deliver the course we take time to consider with you the implications of existing policies and matters which you may feel should be emphasised or not.

This course complies with regulations, recognised good practice. We have been closely involved with BILD\*, which has been commissioned by the DoH to draw up a code of practice for trainers in this area.

**Tri-X-Childcare is a group of experienced and qualified consultants with a background in child care. The trainers who facilitate this course have substantial experience in working in children's homes.**

More detail about the course and the trainers is available on request but we would emphasise that the trainers are fully qualified and experienced practitioners or consultants in the field.

For more information about our company please contact us on **024 7667 5796**, or visit our website [www.tri-x-childcare.co.uk](http://www.tri-x-childcare.co.uk) for details of our terms, costs and conditions.

**Depending on customer requirements, we can offer 2 – 5 day courses in a range of topics (a typical course programme is provided on the next page).**

We like to train groups with up to 12 participants but can extend to 16 people by negotiation. Normally, the host organisation provides the venue, refreshments and materials.

This is a typical 4 day course programme, but we emphasise that it can be tailored to suit customer needs.

We always seek to consult customer's key policies and procedures beforehand, to ensure compatibility, and we can provide all participants with guidance and course manuals, certificates of attendance and compliance.

### **DAY 1 A positive and rewarding culture**

Today we encourage participants to look at (review) the background and values of the young people they look after – and then look at the extent to which their values and the culture of the home is 'right' for the young people. Throughout the day we actively encourage colleagues to develop a positive and rewarding culture and we start to make links between values/culture and day to day expectations, plans and objectives.

### **DAY 2 A positive behaviour management strategy**

Having looked at the need to develop the right culture, we encourage participants to develop a behaviour management strategy which enables them to manage day to day boundaries, expectations, plans and objectives; reward young people to achieve; avoid the need for punishments or confrontation.

### **DAY 3 Managing the home positively and safely**

Today we look at issues of health & safety and how the law correlates with existing policies and practice. We also look at tactical communication skills, de-escalating techniques, by the use of verbal and non verbal communication including techniques in diffusion and active listening. We explore warning & danger signs and look at a framework of conflict resolution which includes simple but practical 'breakaway skills'.

### **DAY 4 Managing confrontation positively and safely**

Today we look at managing highly confrontational situations, we explore the concept of 'Last Resort' and we help staff understand all aspects of physical intervention including restraint. The techniques we teach are simple, pain free and very effective. During the day we explore post incident reporting, support and make links to child protection and complaints policies. (If required this day can include weapon awareness, escorting service users in vehicles, use of vehicles and negotiating narrow areas/stairs. We can also offer training in self defence.)



► Policy ► Practice ► Training

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