



BRIGHTER DAYS RESIDENTIAL

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Management of Behavior: Rewards and sanctions Policy

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Brighter Days Residential Ltd

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1. Introduction

Brighter Days Residential Ltd is committed to promoting the safety, welfare, and positive development of all children in our care.

This policy outlines how we promote positive behaviour and manage challenging behaviour using clear expectations, supportive strategies, and consistent consequences.

Our approach complies with the Children's Homes (England) Regulations 2015, the Quality Standards, and best practice in safeguarding and trauma-informed care.

2. Behaviour Expectations

Children are expected to:

- Treat others with respect and kindness.
- Cooperate with reasonable requests from staff.
- Look after personal and shared property.
- Manage their emotions with support where needed.
- Engage constructively with education, routines, and home life.

3. Strategies to Promote Positive Behaviour

- Build strong, trusting relationships between staff and children.
- Maintain clear and consistent boundaries.
- Focus on rewards and positive reinforcement over punishment.
- Use reflective discussions to help children understand their behaviour.
- Promote equality, inclusion, and British values such as respect and responsibility.
- Celebrate achievements and progress through praise and planned rewards.

4. Behaviour Support Plans and Risk Assessments

Every child has a tailored behaviour support plan and, if needed, a risk assessment.

Plans are based on referral information, family input, and observations, and reviewed at least every 6 weeks.

We use models such as Zones of Regulation and the Six Stages of Crisis to guide support strategies.

Updates are shared with staff and parents/carers within 72 hours of significant changes.

Medical advice is always sought where health-related behaviour risks exist.

5. Staff Training

All staff receive training in behaviour management, de-escalation techniques, and legal responsibilities.

Refresher training is provided regularly to ensure consistency and confidence.

6. Gathering Views from Stakeholders

Children are regularly asked how safe and supported they feel.

Feedback is also gathered from parents, carers, local authorities, and staff through meetings and surveys.

Feedback informs our ongoing practice.

7. Safeguarding and Child Protection

Challenging behaviour may indicate safeguarding concerns.

All concerns are dealt with in line with the Brighter Days Child Protection Policy.

8. Behaviour Outside the Home

Serious misbehaviour outside the home is assessed by the Registered Manager.

Supportive and proportionate responses are applied, prioritising the child's safety and development.

9. Police Involvement

We aim to avoid unnecessary criminalisation of children's behaviour.

Police are involved only if there is a serious risk or criminal behaviour.

The Registered Manager makes decisions on police involvement.

10. Complaints

Complaints from children, families, or professionals are handled in line with our Compliments and Complaints Policy.

Concerns involving safeguarding are also addressed under our Child Protection Policy.

11. Monitoring, Evaluation and Review

The Registered Manager is responsible for implementing and reviewing this policy annually or after significant incidents.

Children, staff, and stakeholders are reminded of the policy during induction and through regular updates.

Appendix 1

Use of Rewards

Brighter Days uses a structured and fair system of rewards to reinforce positive behaviour. Rewards focus on recognition and motivation, rather than material gain.

Principles:

- Rewards should highlight pride and achievement.
- Every child should have equal opportunities to earn rewards.
- Rewards once earned should not be removed.
- Individual efforts are recognised, not just competition.

Examples of Rewards:

- Verbal praise and encouragement
- Certificates and recognition charts
- Group rewards or treats
- Special mentions in meetings
- Informing families and professionals of successes
- Positive notes in residential reports
- Peer-nominated recognitions

Appendix 2

Use of Sanctions

Sanctions are used only when necessary and must always be fair, proportionate, and focused on helping the child learn from their behaviour.

Core Principles:

- Sanctions are not used as punishment but as a learning tool.
- The goal is to stop unsafe behaviour, restore harm, and encourage responsibility.
- Dialogue and understanding should always be the priority.

Types of Sanctions:

1. Minor Sanctions (e.g., brief timeouts, loss of privileges, restorative tasks)
2. Major Sanctions (e.g., restricted use of devices or loss of off-site trips — only used with leadership approval)

Prohibited Sanctions Include:

- Physical punishment or excessive force
- Food or sleep deprivation
- Restricting contact with family or professionals
- Withholding medical care or aids
- Group punishments for an individual's behaviour

All sanctions must be explained to the child, recorded, and communicated to relevant staff and carers.

Sanctions are followed by discussion and reflection to help the child understand and move forward positively.