

<b>Policy Title</b>	<b>Date Implemented or Date of Last Review</b>	<b>July 2024</b>
<b>Behaviour Management – Seriously Challenging</b>	<b>Date of Next Review</b>	<b>July 2027</b>

## Policy

Behaviour which may be described as “seriously challenging” comes in many forms, but may be defined in a general sense as:

“.....culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities.”

*Emerson 1995*

It is very likely that staff working within *Good News Nwk Ltd.* (the Home), as well as visitors will, on occasion, be involved in situations which meet or closely approximate to this definition and handling such incidents appropriately and professionally is of considerable importance for both the child and the employee(s).

This policy/procedure statement provides appropriate guidance, and applies to all staff working in the home, and embraces the home’s general attitude to behaviour management which includes:

- treating each child with understanding, dignity, kindness and respect;
- building, protecting and preserving positive relationships between each child and the adults caring for them;
- understanding each child’s behaviour to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced;
- involving children and relevant others wherever practical in behaviour management;
- supporting each child to balance safety from injury (harm) with making appropriate choices;
- making sure the child’s rights are upheld.



## Procedure

### Assessment and Planning

Although challenging behaviour is not always predictable and can happen anywhere and at any time, individual risk assessments may identify the possibility of such behaviour occurring, and the possible causes, or “trigger points”.

When such behaviour occurs, it is considered to be the product of individual and environmental factors interacting together. Generally this is when an individual is unhappy with or cannot understand the situation they are in and have difficulty expressing their wishes and feelings.

This may be due to an inability to communicate and/or a cognitive impairment. Both of these factors may be temporary or permanent. It can apply to a broad range of individuals, e.g. people with learning disabilities, autistic spectrum disorders, sensory impairments, acute mental illness, brain injury, substance misuse problems and some forms of physical illness.

The most effective way of managing challenging behaviour is to ensure that everyone receiving care has an individualised assessment which outlines their needs and aspirations and an individualised care plan that details how their services are to be delivered.

The assessment should take account of any history of challenging behaviour(s), should include a risk assessment, and should give clear guidance to staff about how to prevent and manage predicted challenging behaviour(s). This “person-centred” approach should enable staff to deal more confidently with situations as they arise, with better results, providing greater confidence. Any assessment should also take into account that the child may have impaired safety awareness due to their disability.

The home commits to giving each child a voice in the assessment process, the formulation of care plans, and their review. This will be achieved using the child’s preferred communication method. This process allows understanding not only of the “triggers” to challenging behaviour, but also offers an understanding of the child’s preferences as to how they wish such behaviour on their part to be handled. These interactions help put the child at the centre of their support.

All challenging behaviour situations will be handled with respect to the rights to safety, dignity, freedom and respect for those involved with any incident, including children, staff and any others who may be directly involved.

### Restraint

There may be instances of challenging behaviour which are so serious, and threatening that the use of some form of physical restraint may be the only course of action. In such cases the home’s policy on physical restraint will come into operation. This means there must be **significant risk** to the child or others for staff to physically intervene.

The policy states:

*“Staff will exercise physical restraint of a child only when other less intrusive methods have been attempted or considered, and only in extreme situations, and provided that they have been properly trained in how to exercise physical restraint safely and without inflicting pain. All occasions in which a child is restrained, physically, will be recorded in accordance with this policy”.*

### **Staff training and support**

Dealing appropriately with challenging behaviour calls for, amongst other things, understanding, patience, tolerance and appropriate expertise. The home understands that any employee may be faced with dealing with such issues and commits to:

- Providing effective support, supervision, and training to all staff in order to ensure the best possible outcomes for the people they support, and ensuring that staff understand that people who are labelled as “challenging” have the same rights as everyone else;
- Ensuring that staff understand behaviour that challenges, that it is a way of communicating something, why it occurs and how to support people effectively;
- Working with family members, where possible, so as to gain an understanding of the child’s history of challenging behaviour (if any) and solutions/techniques that have been effective in the past;
- Liaising and communicating with local support groups, social workers, healthcare professionals etc. in order to gain greater understanding and knowledge of not only how to manage challenging situations, but, more importantly, how they can be avoided. No single organisation possesses all the answers;
- Providing staff with guidance on dealing with challenging behaviour and flexible techniques, including non-aversive approaches, and proactive/reactive strategies;
- Sharing good practice through team meetings and good practice sessions;
- Fostering a culture of teamwork, communication and consistency;
- Supporting/counselling staff who have been involved in dealing with challenging behaviour;
- Recognising that although withdrawal of service is a last resort, it is sometimes the most appropriate course of action.

### **Reporting**

Where physical restraint is used, then a record of the incident must be made in accordance with the home’s policy. Most instances of challenging behaviour however may be handled without such restraint.

All staff are required to report incidents promptly, comprehensively and accurately, so that a review and assessment may be made, with due consideration of how the stressful situation might have been avoided at that time, and may be avoided in the future.

Harmonious relationships are difficult to maintain in a tense atmosphere. In view of this all incidents should be reported on the appropriate form, including those which may not have been too serious at the time, but which could easily have escalated.

### Examples of Challenging Behaviours

**NB: Many of the behaviours listed may be due to a child's diagnosed needs rather than deliberate behaviour.**

Behaviour	Examples
Physical violence or aggression	Assault or attempted assault on other children, staff or third parties.
Verbal abuse	Rude, insulting, racist, sexist or explicit language targeted at particular people.
Property Damage	Throwing furniture, smashing or breaking furniture, windows or facilities.
Threatening Behaviour	Physically intimidating behaviour (squaring up to, waving hands/fists), making threats of harm.
Harassment of others	Bullying others, racial, sexual or any other harassment based on a person gender, race or religion, harassing others to gain money or valuables, refusal to leave area/premises.
Self-Harm and/or Self-Neglect	Physically injuring self, deliberately provoking others into aggressive behaviour. Neglect of physical health, personal care or environment to the extent that wellbeing is endangered.
Non-engagement	Refusing to speak to staff or use preferred method of communication, avoiding interaction and declining support offered, not paying rent or service charge or other behaviour that puts tenure at risk.
Uninhibited Behaviour	Indecent exposure and/or sexually uninhibited behaviour.



<b>References to Legislation and Quality Standards</b>	
<b>Children's Homes (England) Regulations 2015</b>	<b>Regulation 11</b>
<b>Quality Standard</b>	<b>Positive Relationships</b>