

Challenging Behaviour Policy – Children and Young People

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CHALLENGING BEHAVIOUR POLICY CHILDREN AND YOUNG PEOPLE

1. Statement of Intent

We are committed to the principles of good corporate governance and sustainability and will endeavour to develop fair and consistent policies, procedures and practices.

We do not condone violence and aggression towards staff, supported children and young children and young people or members of the public.

However, we recognise each child or young person we support has a specific set of needs and some children and young people need extra support to live full and rewarding lives. Some of the children and young children we support have complex behaviours and can display behaviours that may challenge. This can have a negative impact on their participation in everyday life, their self esteem and their relationships with others.

The purpose of this policy is to define our position on challenging behaviour, to identify and promote positive approaches to practice in this area and to give guidance to staff who support children and young people who display behaviours that may challenge.

2. Definition

Throughout this policy, the terms “challenging behaviour” or “behaviours that may challenge” are used. The definition of these terms which Kingdom Support and Care CIC have adopted is as follows:-

“Behaviour of such an intensity, frequency or duration as to threaten the quality of life and / or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion”

(“Challenging Behaviour: A Unified Approach” Royal College of Psychiatrists, British Psychological Society and Royal College of SALT 2007).

We also define challenging behaviour as behaviour that results in:

- A negative impact on the child or young person’s quality of life – to the extent their development, life opportunities, relationships with others and their confidence and self esteem may be negatively affected.
- A threat to the safety of the child or young person or others i.e. staff, members of the public or other supported individuals.
- Consideration of the use of responses such as physical intervention (CALM), seclusion, monitoring technology or the use of medication to manage behaviour which may temporarily limit the freedom of the child or young person.



3. Value of a Positive Behaviour Support Approach

We have adopted a positive behaviour and multi element approach to support children and young people who display challenging behaviour. Positive behaviour support involves a child or young person-centred approach to support with regard to their challenging behaviour. A multi element approach ensure the whole child or young person is recognised and supported

Positive behaviour support adopts a position that all challenging behaviour has a purpose and serves a function for the individual. The focus of the approach is to understand the reasons for the behaviour and use this as a basis to develop support plans and strategies which will support the child or young person to move on from their behaviour and be able to express and meet their needs in a more appropriate way. The approach is based on functional assessment of the behaviour.

Positive behaviour support adopts a holistic child or young person centred approach to behaviour change and does not accept any punishment or punitive based approaches.

Behaviour cannot be seen as separate from the individual's whole life and changes to the individual's support, activity, opportunities and relationships will need to be made in order to support the child or young person to change their behaviour.

When supporting a person who displays challenging behaviour staff are expected to always:

- Show respect to the child or young person.
- Provide non-punishment based support.
- Commit to the belief that, with the appropriate support and approach, services can be provided to anyone who needs them.
- Recognise that even the most difficult behaviours have a value to the child or young person.
- See the challenging behaviour in the context of the child or young person's whole life and their life experiences.
- Recognise that if challenging behaviour continues to occur regularly we must look at the support we are providing and recognise where the support and approaches may need to change.
- Promote an inclusive lifestyle for the child or young person , regardless of the behaviours they may present.
- Work in a collaborative and respectful manner with family carers and other agencies involved in the child or young person's life.



4. Our Commitment to Staff and Supported Children and Young People

We are committed to ensuring the safety and wellbeing of our staff and supported children and young people as far as is reasonable in the provision of services.

In order to support staff and children and people receiving support, we have a dedicated Positive Behaviour Support Officer as part of our Management team, whose role is to provide support, advice, training and direct input to services where we support children and young children and young people who display challenging behaviour.

The aim of the Positive Behaviour Support Officer is to:

- Improve the quality of life for children and young people who display challenging behaviour.
- Increase staff skills and confidence when supporting children and young people who display challenging behaviour, thus reducing the likelihood of injury or stress.
- Reduce the intensity, frequency and duration of challenging behaviour.
- Support the child or young person to find alternative methods to have their needs known and met rather than by using behaviours that may challenge.

This work involves working with Coordinators and / or Senior Support Workers, spending time in services with staff and direct work with children and young people who display challenging behaviour and working in partnership with family carers and other agencies, involved in the child or young person's life.

The Positive Behaviour Support Officer has adopted an evidence based approach to challenging behaviour. This means they monitor and record outcomes of implementing positive behaviour support based on functional assessment, in order to ensure this is making a positive difference in the lives of the children and young people we support.

We will ensure where children and young people display challenging behaviour, a multi element positive behaviour support plan is created, implemented, followed, monitored and reviewed.

This plan will be drawn up by the Positive Behaviour Support Officer in conjunction with the Coordinator, family carers and other agencies, the child or young person and any relevant other parties such as Social Work and Welfare Guardians.

Training in Reacting and Responding to Challenging Behaviour and Proactive Approaches to Challenging Behaviour will be given to all staff working in services where challenging behaviour is present. This will be delivered in conjunction with the service specific training for children and young people identified in the training plan.



Where the challenging behaviour of a child or young person requires a physical or other intervention which limits their freedom, the Physical Intervention and Limits to Freedom Policy should be followed. These approaches must be considered as a last option and based on a benefits risks analysis.

5. Policy Review

This policy will be reviewed 5 years from the date of implementation or latest review, which will be the date the policy, is approved by the Board of Management or earlier if deemed appropriate. In the event that this policy is not reviewed within the above timescale, the latest approved policy will continue to apply.



Policy drawn up with reference to:

Challenging Behaviour: A Unified Approach” Royal College of Psychiatrists, British Psychological Society and Royal College of SALT 2007
Health and Safety at Work Act (1974)
Human Rights Act (1998)
Mental Health (Care and Treatment) (Scotland) Act (2003)
The Children and Young People (Scotland) Act 2014
Regulation of Care (Scotland) Act (2001)
Children (Scotland) Act 1995
Equality Act 2010

Reference made to the following sources and other guidance:

Holding Safely 2005 updated 2013
UN Convention on the Rights of the Child
Mental Welfare Commission: Rights, Risks, Limits to Freedom
British Institute Learning Disabilities: Physical Interventions

Prepared by:

Reference to the current policy and date if one exists.

Draft 1 Reviewed by

Draft 2 Reviewed by

Draft 3 Director final review on

Presented for discussion and to Board of Management on

Policy Approved

Next review date:

