



Behaviour Policy

Including Restrictive Physical Intervention

*Written by Carly Steel (Director) Dec17, Reviewed April 19 CS, April 21 CS. March 23 CS, November 23 LSS
Review date November 2025.*

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Introduction

New Leaf Triangle (NLT) aims to use the natural environment and animals to help children, young people and adults to learn and combat personal challenges through fun motivational activities.

Documents that support this policy are listed below:

- Support plans and risk assessments
- Pre-entry assessment referral forms
- Incident report forms
- One page profiles

This policy is relevant to all the individuals that use the service and all employees/ volunteers.

Definitions

Behaviours of concern – otherwise known as challenging behaviour, most commonly defined as follows, 'severely challenging behaviour refers to culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour that is likely to seriously limit use of or result in the person being denied access of ordinary community facilities' *This includes self-harm and self-injurious behaviours.

Positive Behaviour Support (PBS) – This approach is used to improve the quality of life of the person and the people involved with them. It is based on understanding the behaviour(s), valuing the views of the person and assessing and improving the environment in which the behaviour occurs.

Proactive strategies – This involves knowing and understanding the person's needs, in order to develop strategies to reduce the likelihood of the behaviours of concern arising.

Reactive strategies – These are strategies used to ensure safety of the person and others if they display a behaviour of concern.

De-escalation – These are strategies used during an incident, without needing to use physical intervention.

Restrictive Physical Intervention (RPI) – This includes physical, environmental and mechanical restraint, as well as seclusion and time out.

Deprivation of Liberty – If the number, duration or intensity of restrictions placed upon a person means that they are constantly under supervision, the person is defined as being deprived of their liberty.

Duty of Care – a moral or legal obligation to ensure the safety or well-being of others.

*Emerson, E. (1995) *Challenging Behaviour, Analysis and Interventions in People with Learning Disabilities*. Cambridge: Cambridge University Press.

Policy

- We value every person as an individual. This means that New Leaf Triangle is committed to providing positive behaviour support in a person-centred manner, with a priority on increasing quality of life.
- We believe that behaviours of concern are often functional and used for communication.
- We recognise that individuals with social emotional mental health problems, autism and other disabilities may experience high levels of anxiety, which may lead to behaviours of concern.
- We recognise that there are a range of causes for a behaviour of concern, such as (but not limited to) illness, pain, lack of sleep, anxiety and mental health conditions.
- Our primary focus is on proactive strategies to behaviour support. This includes developing an environment that limits the possibility of 'sensory overload' and teaching individual's skills to manage their behaviour in other ways.
- We will provide debriefing to the individual and staff should an incident occur.
- We will promote an open and reflective approach to behaviour, so ensure that we learn from incidents and decrease the risk of abuse.
- Behaviour support plans (BSPs) will be created and used for individuals where their behaviour has a medium to high impact on themselves or others. For individuals with a lesser impact of their behaviour, information will be gathered using the pre-entry assessment.

- If an incident of concerning behaviour occurs, we will use de-escalation techniques as a first resort. For example, promoting the 'yes' environment, redirection, distraction, humour, listening and making changes to the environment.
- Reactive strategies will only be used as a last resort if the person is in danger of harming themselves or others, or gross destruction of the environment.
- Staff will receive Dynamis training. This is a bespoke de-escalation and positive handling training for children, young people and adult services.
- Seclusion and time out are not used.

Sanctions and Rewards

- We believe that sanctions and rewards are ineffective, particularly in creating any long-term positive changes for our students.
- Sanctions and rewards may be used occasionally for students but will be implemented on an individual basis if this strategy has been used effectively in the past or is currently being used by their school.

Exclusions

- Occasionally NLT may decide that they are no longer able to support for an individual, resulting in temporary or permanent exclusion. This is rare and we will always try our utmost to support each individual using person-centred approaches. Exclusion may occur if an individual is at risk to themselves or others, consistently damaging property or refusing to engage for a number of weeks or months. Any exclusion will be a last resort after all other strategies have been exhausted or following a serious incident that poses significant and unmanageable risk.
- Due to the diverse needs of our students, exclusions will be implemented on an individual basis in a way that is the best for that individual. Where possible a managed move will be used so as to have the least negative impact on the individual. Parents/carers, schools and local authorities will be informed of decisions and where possible will be involved in them.

Child on Child Abuse

- Child on child abuse will not be tolerated in any way and will be dealt with as documented in the NLT Child on Child abuse policy

Schedule of Responsibilities

All staff who provide direct support, including volunteers:

- Read and follow all support plans and risk assessments for the people you support.
- Ensure your practice reflects the policy points above.
- Participate in all training provided, including your induction.

- Record and report all incidents of behaviour of concern to a manager or director using the incident report form on the same day that the behaviour was seen.
- Recognise all forms of restrictive interventions and use these only as a last resort.
- Contribute to focus meetings and development of behaviour support plans.
- Seek support if you need it.
- Engage in debriefing and supervisions.
- Record incidents and record the use of any restrictive intervention used.

Directors:

- Ensure support plans, risk assessments and associated documents are completed to a high standard and reviewed at least annually.
- Ensure support plans include the positive sides of the person, what can increase their quality of life and review the function of behaviours.
- Ensure staff are trained, participate in an induction and do not work unsupervised until training has been completed to a good standard.
- Assess the risk of a person’s behaviour and communicate this, along with strategies, to the staff team.
- Ensure that any physical intervention is authorised, added to a person’s behaviour support plan and communicated to staff.
- Ensure any physical intervention used is documented on a Restrictive Physical Intervention log.
- If a physical intervention has been used, inform the commissioner and parent/carer (unless it has been requested otherwise by the person if they are over 18)
- If a restriction may constitute a deprivation of liberty, ensure that legal authorisation has been granted.
- Ensure that after an incident, the staff members receive debriefing and get any necessary first aid or medical treatment should they have been injured.
- Ensure that the pre-entry assessment is thorough and includes the support that the person needs for their behaviour.
- Develop an open and reflective culture within the staff team.

I hereby sign to agree I have read and understood the above Behaviour and Restrictive Intervention Policy and agree to follow the procedures and guidance within it

Staff name	Signature	date

