

POSITIVE BEHAVIOUR MANAGEMENT POLICY



N.B. Policy to be considered alongside current Government Covid guidance and individual Covid risk assessments in each home.

Reviewed December 2022 by MC

BEHAVIOUR MANAGEMENT

1. ETHOS

The SEEDS offers young people aged 11- 17 a service that consists of outreach, short breaks and emergency short break stays. Apple Trees offers a short break service for children with a disability and complex needs.

The ethos of the residential provisions within Blackburn with Darwen is vital to the way in which young people perceive themselves as part of the 'home'. It will determine the extent to which the young people feel that they 'belong', and as a result, this will impact on all aspects of behaviour. The key aim is to achieve a positive, calm and facilitative environment in which the young people are provided with opportunities for personal growth such as developing social, emotional, spiritual, physical and cognitive skills, resilience and coping strategies. Positive relationships are those which are categorised by consistency and unconditional positive regard for the young people on the part of staff and where staff acknowledge the importance of understanding and responding to the young peoples lived experience. Staff support young people with an emphasis on the development of social, emotional and behavioural skills through partnership with young people to encourage informed choices about behaviour.

There is overwhelming research evidence to demonstrate that a 'high warmth-low criticism' relationship between staff and young people promotes positive social interactions. It is also widely recognised that a reward based rather than a punishment-orientated ethos, which rewards good behaviour and attitudes and avoids whole group sanctions, is more likely to bring about desired behaviour. Similarly, the use of any force as a punishment, as well as being unlawful, is unlikely to induce positive attitudes and behaviour in young people. Such an environment will be one where rewards and personal affirmation are more frequent than sanctions that are applied flexibly and only in the context of the individual needs of a young person. Similarly, all achievements will be recognised and acknowledged. Staff within the home will develop relationships with the young people based on mutual trust and respect. Such relationships will be the firm foundation for communicating expectations in regard to each individual as well as managing all behaviours.

It is perhaps easier to recognise the physical needs rather than the emotional needs of young people. However, there is a need to offer consolation, affection, encouragement, and acceptance to each young person as their individual need demands. Young people should not be discriminated against in any way or for any reason.

Sometimes young people who have healthy relationships with staff seem to put those relationships at risk. This may be because they think so little of themselves that they cannot enjoy a warm relationship. Or it may be because they have had damaging experiences in the past and these make it hard for them to respond naturally to a positive relationship. Another reason may be that they initially don't have the ability to understand the cause and effect of challenging behaviour on others. They may seek to cause damage to the home, in which they are residing, hurt themselves or others. It is important to deal with this challenging behaviour in a manner consistent with the positive, caring ethos of the home. Coping with such behaviour will involve maintaining or restoring an atmosphere of control within the home. It may include the use of additional measures, but it must always include the use of relationships, normally through dialogue, and the teaching, by example, the value of positive relationships. It may be appropriate for staff to express 'parental affection' towards the young people in their care and to provide comfort to ease distress. This may include a hug or friendly arm on the shoulder etc. However, the staff need to be mindful that a high proportion of the young people in our care have experienced sexual and physical abuse. Therefore, staff need to be cautious and ensure that any physical contact is not misinterpreted.

Some young people, who are in our care due to the damage that they have suffered, display awkward or difficult behaviour, often as a means of communication. Punishing such young people for acts of misbehaviour will often not improve the situation and will perhaps lead to a further deterioration in their behaviour. It is recognised however that young people require

management and control, and all young people need boundaries and clear indications of what is allowed and what is to be avoided. The distinction between behaviour which results from a young person's failure to mature or develop properly, and plain rule breaking is a fine one and therefore careful consideration of each episode and incident is required.

2. AIMS AND OBJECTIVES

- The Team Manager, Deputy Team Managers and ASTW's (Adolescent Support Team Workers) should be conscious of the need to establish and maintain a culture which is positive, preventative and in which the boundaries of behaviour are clearly defined. These guidelines should be operated within the parameters of anti-discriminatory practice concerning issues of race, culture, gender, disability, and sexuality.
- Staff will base their practice on pro-social role modelling and a restorative approach. This will involve fostering positive relationships and encouraging strong bonds between the staff and young people based on jointly undertaken activities, shared daily life, domestic and non-domestic routines.
- Each provision has a 'Statement of Purpose' with the methods of control appropriate to the home.
- Good staff ratios are essential, and it is imperative that staff spend minimal time in the office away from the young people.
- The Team Manager will review this policy bi-annually, or earlier if necessary, and ensure that staff understand all aspects of the behaviour management principles of the home.
- To provide guidance that builds on existing good practice and provides a clear statement about how unacceptable behaviour can be effectively managed, the methods of positive control which are permitted and how staff may or may not respond to given situations.
- To eliminate confusion and support the development of creative alternatives in more difficult situations.
- To ensure the safety and wellbeing of each young person, other young people in the home, staff who work within the home and in some circumstances, the public.
- To provide guidance on how to intervene in situations where young people are causing personal injury to others or self, or serious damage to property.
- To ensure that all staff understand, share and implement the home's ethos, philosophy and approach to caring for young people.
- Staff are required to maintain their understanding of those challenging behaviours which are part of the process of child development. These behaviours should not become confused with serious control issues.
- Care should be outward facing, working with the wider system of professionals for each young person, their families and communities of origin to sustain links and understand past problems. The staff will take advice from relevant professionals to inform the support packages for individual young people. (e.g., psychologist, REVIVE, ELCAS, speech and language therapists and Health workers)
- Young people, those with parental responsibility and ASTW's should be made aware of the departments Customer Care Procedures and how these can be accessed. All staff should familiarise themselves with these procedures and encourage young people to make use of them. This is in addition to the young people being informed of how to contact the Office of the Children's Commissioner for advice and assistance about their rights and entitlements. The young people should also be aware that they can access support from an Independent Advocate if necessary.
- Issues relating to bullying will not be tolerated. The message communicated to the young people is that bullying of any description is unacceptable. Staff have the skills to recognise

incidents or indications of bullying and how to deal with them. ***(Please refer to the Bullying Policy)***

- It is imperative that each young person should be provided with short breaks or the right placement at the right time.
- The provision should be a positive and beneficial choice for the young people. It should provide a safe and stimulating environment in high quality buildings with spaces that support, nurture and allow privacy as well as common spaces and spaces to be active.
- The process of safer recruitment, induction, appraisal, and reflective supervision is seen as integral to the development of appropriate attitudes in understanding issues of positive control within The SEEDS. It is the responsibility of all ASTW's to familiarise themselves with guidelines, regulations, and the values from which they drive. Reflective supervision both 1:1 and group should be used as a forum in which to confirm whether staff are able to manage conflict, maintain constructive dialogues and react appropriately if challenged by a young person in their care. Particular attention should be paid to the staff techniques of managing difficult behaviour. Issues where staff show areas of difficulty in dealing with conflict should be addressed, enabling them to understand and manage their own feelings and responses to the behaviour and emotions of young people. Staff may need to understand that unacceptable behaviour and problems of control may arise from their own behaviour, stresses and attitudes. This will enable the staff to help the young people to do the same. High expectations of staff as committed members of a team, as decision makers and as activity leaders should form the foundation of all appraisals. In support of this, all staff and managers should be engaged in on-going learning about their role and the young people and families that they work with.

Problems will occur where expectations of behaviour are unrealistic or inconsistent, or where insensitive methods of control are used. Good professional practice would recognise that often misbehaviour by young people stems from a failure by staff to be sufficiently receptive to the needs and problems of them, rather than a wilful defiance of authority. The need to avoid labelling young people as disruptive or seeking to resolve misbehaviour by moves to new placements without the original behaviour being properly addressed must be recognised.

Extensive research about the impact of early life neglect and abuse on children's development demonstrates that challenging behaviour within a residential context is a result of difficulties with emotional regulation and attachment difficulties. These difficulties are best addressed using an attachment informed therapeutic care intervention. Attachment informed therapeutic care recognises the significance of interpersonal relationships, in particular focussing on the importance of a young person being able to develop key relationships with 1 or 2 members of staff characterised by consistency, longevity and unconditional acceptance. Challenging behaviours can be seen, within this framework, as a sign that a young person is struggling with their emotional regulation, and therefore needs their attachment figure to be available to provide a regulating presence. Whilst consequences and typical behaviour management techniques remain an important part of helping young people to learn about appropriate and socially acceptable behaviour, consequences should only be put in once a young person has returned to an emotionally regulated state. With this in mind, all staff within The SEEDS have attended attachment training. Specifically, the underlying principles of the promotion of positive behaviour, taking into account an attachment informed approach, are:

- To enable individual young people to develop inner controls so that in time they learn self-control and resilience.
- To encourage each young person to take responsibility for their own behaviour in accordance with their age and understanding.
- To establish feelings of worth and self-respect.
- To focus on positive behaviours and where appropriate ignore negative behaviours.

- To reward positive behaviours verbally rather than using physical incentives. This may include indirect praise to significant others.
- To provide a consistent approach whereby positive behaviour and relationships are reinforced, praised and encouraged.
- Young people must feel safe and be safe.
- To be motivated towards improved behaviour. Staff are to understand the factors that affect a young person's motivation to behave in a socially acceptable way.
- To develop and practice skills to build and maintain positive relationships.
- To resolve conflicts positively without harm to anyone by helping each young person to develop and practice skills.
- Young people should have confidence that staff looking after them are able to help them manage their sometimes-difficult behaviour.
- To help young people develop a proper awareness of their rights and responsibilities and those of others.
- To encourage parental participation whilst remaining sensitive to any factors that may create difficulties with communication.
- To debrief and revisit incidents, including educating the young people about the impact of their behaviour on others.

It is acknowledged that even with the best planning, situations will occur where a young person may participate in violent, aggressive or self-abusing behaviour. However, as professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they will occur. It is recognised that staff cannot force young people to engage or work productively with them. However, evidence should demonstrate what has been done to achieve engagement including any actions taken to escalate concerns.

3. LEGISLATIVE FRAMEWORK

The following legislation and guidance have been adhered to:

- Children's Homes (England) Regulations 2015
- Children's Act 1989 & 2004
- Quality Standards
- Care Standards Act 2000
- Care Planning Guidance
- UN Convention on the Rights of the Child
- Health and Safety at Work Act 1974

4. THE NORMAL DAY TO DAY CONDUCT WITHIN THE HOMES

Staff relationships with young people are the single most influential factor in managing behaviour. If the young person invests in staff relationships and feels cared for, valued, respected and feel that they are a person and not a care file this will act as a huge motivator for appropriate behaviour. Relationships must be based on mutual respect and recognise good professional practice. It should be remembered that the majority of young people cared for in our homes have been subjected to abusive and often inconsistent handling in the past, and this will strongly influence their response to controls imposed upon them whilst they are in our care. Staff should familiarise themselves with the history and background of the young people in their care, how this may be demonstrated through behaviour and be aware of any forms of control or management that may have a negative impact. This is particularly important in relation to situations where physical contact may occur e.g., holding. The successful conduct of any home is dependent on a combination of sound management, high standards of professional planning, and care planning. It is for the Team Manager to have regard for the role and purpose of the Home, and to the nature, resilience and characteristics of the young people accessing short breaks, to develop a written policy and to implement this in the day-to-day management of the service.

Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well defined. Young people need to be made aware of what is expected of them and how the arrangements for short breaks actually work. It is essential that young people are consulted, and their wishes and feelings ascertained in matters concerning them. Examples of continuing consultations include the 'Voice and Participation of the Child', LCS recordings, Information and Target Plans, Short Break Plans, consultations and young people's meetings etc. The young people should be able to see the results of their views being listened to and acted upon. Good order is much more likely to be achieved in the home where the young people are routinely involved in decision making about their stay. They should be encouraged to accept responsibility for their own care, appropriate to their age and understanding. When young people struggle to accept or respond to a positive environment, then these issues should be addressed promptly in multi-agency planning meetings/risk management meetings and recommendations made with regard to the resources needed to meet their needs. There must be proper provision for the social, physical, emotional and intellectual needs of the young people. It is important that there should be a structure to the young people's day and that the correct balance should be achieved between free time and controlled time. There should be ample opportunity for the young people to participate in a range of appropriate leisure time activities.

The intention of the Short Break Plan includes:

- The individual plan for the young person's short breaks stay, frequency, risks to consider, health, likes and dislikes including allergies, fears and phobias etc.
- Involve the young person in making decisions about their stay.
- The Short Break Plan should be seen as a 'working document' as it constantly evolves and changes in consultation with the young person and other significant individuals.
- Help the young people to understand how their views, wishes and feelings have been taken into account by explaining the reasons for any decisions that are made in relation to them and balance these against what is seen to be in the young person's best interests when making decisions about their care and welfare.
- Seek feedback about the quality of support received.
- Review the effectiveness of any behaviour management strategies and amend them if necessary.

Before, or on admission for a short break, young people need to be made aware of the levels of behaviour that will be acceptable and the boundaries that may be imposed. This should be formalised in the form of the induction/contract. This is discussed with the young person and signed prior to any short breaks being agreed/arranged.

Within the nurturing environment, the staff act as 'champions' for the young people, expecting nothing less than a good parent should. Positive behaviour is celebrated and rewarded accordingly including when young people have managed situations well. A positive culture is maintained by challenging incidents of poor behaviour, discussing what has happened and viewing the incident as a learning opportunity for all concerned.

The young people are encouraged to get along with their peers when accessing support.. Staff manage relationships between the young people. Any conflict is resolved where possible in a positive manner. In the event of a serious incident, pragmatic planning is required to ensure that the appropriate control measures are applied.

Staff take the initiative in identifying others who are part of the young people's lives and engage with them proactively, advocating for the young person whilst also ensuring that the young people's privacy and confidentiality are appropriately protected.

5. BULLYING WITHIN THE HOME

The SEEDS has a Bullying Policy which is specific to the service. This includes the following:

- Definitions of bullying
- Prevention
- Risk assessment and planning
- Countering bullying on a day to day basis
- Notifications, recording and review

6. CONDUCTING SEARCHES OF A YOUNG PERSON AND/OR THEIR BELONGINGS

The Homes are run in a manner that respects the privacy and dignity of the young people staying for short breaks. Allocated bedrooms should only be searched if the young person has been informed or asked for their permission. Immediate searching may be necessary where there are reasonable grounds for believing that there is a risk to the young person or another person's safety and wellbeing.

A search of a young person's clothing may be appropriate where there are concerns for their or others safety. Examples would include concealed weapons or drugs. In such circumstances, the search of a young person's clothing can only be undertaken with their agreement and co-operation. The use of restraint to aid the search of a young person's clothing is prohibited as to do so may be construed as an assault.

There is a Searching Policy and a form on LCS that needs to be completed and referred to for further information.

7. POSITIVE INTERVENTIONS AND APPROVED MEASURES/SANCTIONS

Measures approved for use at the Home should be age appropriate and take into consideration the personal circumstances of the individual young person and be based on practical evidence of 'what works' with individual young people.

Rewards and sanctions must:

- Be consistent
- Take into account the context/circumstances of the behaviour
- Be relevant to the young person's behaviour/achievements
- Be strictly time limited
- Be flexible enough to be reviewed and reconsidered at any time

- Be understood by the staff and young person
- Be reasonable, fair and proportionate to the behaviour
- Be negotiated with the young person wherever possible
- Be restorative in nature to help the young person recognise the impact of their behaviour on themselves, other young people, and staff caring for them and the wider community
- Encourage the young person to take responsibility and make amendments for their actions
- Promote resolution
- Be non-discriminatory

It is important to note that the following interventions and measures are not listed in any order of preference or priority:

Increasing supervision – this form of positive control can be effective if there are specific times when difficult behaviour is occurring i.e., mealtimes, bedtimes. Any increase of supervision needs to be planned with specific tasks for the individual staff to achieve with the young person. It is the quality of the interaction between the staff and the young person that is important and not just the presence of another member of staff. A deprivation of liberty may occur where a young person is under continuous supervision and control and is not free to leave the home. The SEEDS cannot routinely deprive a young person of their liberty without an order from court when they are attending for short breaks/outreach etc.

Verbal reprimands – can be used to challenge the behaviour and not the individual. Staff need to communicate with the young person on a level that they understand, which allows for choices and opportunities to be negotiated. Time and space for a young person to consider the options is also important.

Household responsibilities – as a part of the culture of The SEEDS at weekends, young people should be encouraged to be involved in sharing household responsibilities with active guidance and assistance from staff. Contribution to household responsibilities can allow a young person to develop and feel like a valued member of the home. Before agreeing that additional household responsibilities should be the agreed action to take, staff need to consider:

- 1) Whether they are able to enforce such a measure.
- 2) Whether the measure would embarrass the young person in front of others.
- 3) Whether such measures would help the young person learn from their actions in the future.

Restrictive strategy – on occasions it is necessary to advise young people to remain in the home (for example during the hours of education, to safeguard them etc.). This would be reflected in a young person's risk assessment and agreed with the Social Worker and significant others. Young people should be able to access all shared areas unless there are specific reasons why this would not meet their needs. Any decisions to limit a young person's access to any area of the Home and any modifications to the home must only be made where this is intended to safeguard their welfare. All decisions should be informed by a rigorous assessment of the young person's needs, be properly recorded and be kept under regular review.

Loss of Leisure Activities – such activities are crucial to allowing opportunities for young

people to both exercise and socialise. Therefore, serious consideration should be given as to whether it is beneficial to remove a leisure activity and must only be used when repeated use of previous measures has not proved effective.

Reward Systems – i.e., a star system that allows the young person to earn additional personal items. These systems should be used as rewards and not as sanctions. Particular care needs to be exercised when using such reward systems as stated, considering age and level of understanding.

Verbal Reward – genuine praise of young people should be seen as a positive action. It can be given instantly, costs nothing, and is often valued by the young person who may have been deprived of praise in the past.

Apologies – a young person may make amends by way of an apology. This may be verbal or demonstrated through behaviour. It is equally important for staff to apologise when necessary. In some cases, it will be important for the young person to make reparation in some form to anyone hurt by their behaviour.

Imposition of restitutions – in cases of wilful damage or of misappropriation of monies or goods belonging to others, it would be perfectly proper for the young person to be required to pay for, or at least to make a contribution towards, the cost of repairs or replacement of misappropriated monies or goods.

Confiscation of property – the confiscation, temporary or permanently, of any article, material or substance belonging to a young person may be necessary if it is considered to be a serious nuisance to others or to be dangerous or injurious to others or themselves. In the event that the confiscated article may be an illegal substance or of unknown provenance or ownership, staff must seek further guidance from the Team Manager/Deputy or On-Call Manager.

Blackburn with Darwen Borough Council has devised procedures and guidance in partnership with the Police. This addresses police involvement in the homes with the aim to reduce their unnecessary involvement in managing behaviour and the criminalisation of behaviours. Young people should not be charged with offences resulting from behaviour within a children's home that would not similarly lead to police involvement if it occurred in a family home.

Whenever a measure is implemented, staff must ensure that details regarding the measure is recorded on the appropriate form located on LCS (Protocol) within 24 hours. This should be completed in consultation with the young person. The following details should be recorded:

- a. The name of the young person
- b. Details of the behaviour prior to the use of the measure
- c. The date, time and location of the use of the measure
- d. A description of the measure and its duration
- e. Details of any methods used, or steps taken to avoid the need to use the measure
- f. The name of staff who used the measure and any other person's present when the measure was used

- g. The effectiveness and consequences of the use of the measure
- h. A description of any injury to the young person or anyone else, and any medical treatment administered as a result of the measure

Within 48 hours of the use of the measure, the Team Manager or Deputy should have spoken to the staff responsible for the measure and commented on the measures form to confirm that it is accurate.

Within 5 days of the use of the measure, the Team Manager or Deputy should have completed a management oversight on the form and recorded that they have spoken to the young person about the measure. The young people should be encouraged to record their own comments and sign the recording as soon as possible after the event. (These details and timescales apply to serious incidents also)

It is beneficial to negotiate a reasonable response to a young person's behaviour which is restorative in principle and appropriate to their age and ability. The young person is invited to negotiate where possible as to the additional measure that is implemented which is recorded in the book.

The following measures are not acceptable and must not be used to manage the young people's difficult behaviour:

- Any form of corporal punishment
- Any punishment involving the consumption or deprivation of food or drink
- Any restriction, other than imposed by a court or in accordance with Regulation 22 on:
 - a. A young person's contact with parents, relatives or friends
 - b. Visits to the young person by their parents, relatives or friends
 - c. A young person's communications with their parents, relatives, friends, advocate, Social Worker or any other professional
- A young person's access to any internet-based or telephone helpline providing counselling
- The use or withholding of medication, medical or dental treatment
- The intentional deprivation of sleep
- Imposing a financial penalty other than a requirement for the payment of a reasonable sum (which may be by instalments) by way of reparation
- Any intimate physical examination
- Withholding any aids or equipment needed by a disabled young person
- Any measure involving a young person imposing any measure against another young person
- Any measure involving punishing a group of young people for the behaviour of an individual young person.
- The negative control that a young person may hold within their peer group must never be exploited to maintain order

It is important to clarify that the above does not prohibit the taking of any action that is necessary to prevent injury to any person or serious damage to property.

The use of praise, positive feedback to young people, incentive and reward schemes are all integral to promoting positive behaviour. Praise and positive feedback could be given in many ways and may include the following:

- A quiet word or encouraging smile
- Discussed in one to one sessions
- A positive record for the young person's file that is fed back to them
- The Team Manager being informed who then speaks with the young person directly
- Acknowledgement of positive behaviours in young people's meetings
- A letter, phone call or e-mail to significant others informing them specifically of some action or achievement deserving praise
- Positive feedback from partner agencies such as school, clubs etc.
- Praise and reward schemes to acknowledge good behaviour and achievement
- Rewards for positive behaviour in the home and when out of the home such as trips out, extra responsibility etc.

8. RISK ASSESSMENT AND BEHAVIOUR MANAGEMENT

If a young person is displaying a particular behaviour(s) these should be recorded on the necessary plans. The purpose of this is to:

- a. Identify the specific behaviours and appropriate staff responses
- b. Establish the goal for change and the steps required to achieve it
- c. Set procedures for recognising and monitoring changed behaviour
- d. Choose the appropriate behavioural strategies that will be most effective

**POSITIVE
INTERVENTION
AND
RESTRAINT**



1. DE-ESCALATION TECHNIQUES

Staff will be expected to exhaust all behaviour management strategies (where possible) before using restraint. Where and when there is time, restraint must be seen as the 'last resort' option for staff. There are various de-escalation techniques that can be used. There is no restriction on how many of the de-escalation techniques can be used at any one time.

The de-escalation techniques are: -

- Verbal advice/support
- Rewards for positive behaviour
- Positive reinforcement for an appropriate behaviour
- Reminders of behaviour targets and goals for self-management
- Modifying the environment, antecedents to behaviour or routine
- Changing expectations and demands placed upon the young person
- Reassurance
- Calm talking
- Non – threatening body language
- Humour
- Options offered using a positive rather than coercive approach
- Time out offered
- Distraction
- Step away
- Time out directed
- Withdrawal/planned ignoring/tactical ignoring of the behaviour
- Negotiation
- Consequences
- Other i.e., stop

Hopefully these techniques will defuse the situation but with some young people, certain techniques may aggravate them more. Therefore, it is imperative that the particular de-escalation techniques that staff know will either work with or aggravate a young person be included on the young person's relevant plans.

If the de-escalation techniques fail to calm the situation, it may be necessary to physically intervene. At this point staff must try to give the young person a clear warning regarding the use of restraint whilst still trying to offer an alternative way out of the situation.

2. REASONABLE FORCE

What is 'reasonable force'?

There is no legal definition of reasonable force. However, consideration of what constitutes reasonable force will always depend on all circumstances in each individual case. In determining what constitutes reasonable force, the following factors need to be taken into account: -

- The use of force can be regarded as reasonable, only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if this is not

the case. Therefore, the use of force to prevent a young person from committing a trivial misdemeanour or where resolution of the issue could be achieved without the use of force cannot be justified.

- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any use of force must always be the minimum required for the desired result.
- Where force is applied, it should be utilised in a manner that attempts to reduce rather than provoke a further aggressive reaction.
- The number of staff involved should be the minimum necessary to safely manage the young person whilst minimising the risk of injury to all parties.
- It is possible that during a restraint, the young person may receive minor injuries such as scratches and bruising. This in no way implies that the staff involved have been inappropriate in their management of the situation nor have they used unnecessary force. All incidents involving restraint will be investigated as part of the serious incident procedure.
- 'Restraint' also includes restricting a young person's liberty of movement.

3. RISK MANAGEMENT

All young people should have the relevant documentation that defines their needs. The young person's Case Worker should consider the following:

- Is there a 'trigger'? I.e., contact with family, another young person etc.
- What are the disruptive behaviours?
- Are there issues relating to the group dynamics?
- Staffing ratios.
- Is there a clear pattern?
- What are the preferred supportive strategies?
- What are the preferred handling strategies? This should include preferred holds (as taught in Team Teach), number of staff etc.
- Who needs to be notified following any incident of restraint?
- Is there an issue of bullying/harassment?

The aforementioned considerations should be reviewed regularly; the frequency of which will clearly be decided in relation to the severity of the behaviour and the frequency at which the patterns of behaviour are occurring.

Obviously, staff cannot foresee every possible incident but by establishing a strategy to cope with a young person, staff will then have a foundation from which to work. Staff should be encouraged to be creative in their approach.

All staff should familiarise themselves with each young person's plans at The SEEDS.

4. AUTHORISED INDIVIDUALS AND TRAINING

The Children's Services in Blackburn with Darwen is committed to providing initial training on restraint in the form of Team Teach. Staff are authorised to use techniques defined within Team Teach and the young person's individual plans. This will be supplemented with two yearly refresher training.

Team Teach Key Points

- Team Teach is an accredited training programme which focuses on valuing and respecting young people.
- The courses are specifically designed for the particular service setting around a core curriculum.
- All Team Teach training programmes include the following core schemes:
 - a. Values
 - b. Behaviours that challenge
 - c. De-escalation and positive handling skills
 - d. Planning, recording and reporting
 - e. Personal safety
 - f. Post incident support
- The course aims to develop shared values which promote the attitudes, skills and knowledge needed to implement Team Teach in the home.
- The course aims to develop positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe effective humane physical interventions.
- The course aims to develop skills in listening and learning.
- Emphasis is placed upon a supportive team approach.
- Team Teach helps staff to feel confident in offering, seeking and accepting help.

The individuals responsible for commissioning training in physical intervention for the staff within The SEEDS/short breaks should be satisfied that the training fits with their approach and is appropriate to the needs of the young people who access the service.

Additional training includes the following

- Restorative Justice
- Mental Health Awareness
- Aggression and Violence
- Systemic Practice

All staff receive monthly case supervisions and annual appraisals at which any issues relating to behaviour management can be discussed on a one to one basis. Team meetings occur monthly, providing a forum for the team to discuss any behaviour management issues which ultimately encourages consistency and continuity within The SEEDS. Additional support is available from a Clinical Psychologist both for the young people and staff.

New employees should be introduced to issues of behaviour management as part of the induction process and to enable the skills acquired to be maintained and built upon, it is advised that follow up training and support be provided including Team Teach.

5. TYPES OF RESTRAINT

In considering the use of 'reasonable force' to manage a young person, it is essential that there is clarity about the terms that are used to describe restraint when this occurs.

The following principles must govern the use of restraint. These are:

- Staff should have good grounds for believing that immediate action is necessary to prevent a young person from significantly injuring himself or others or causing serious damage to property. Examples of significant injury include:

- a. Actual or grievous bodily harm
 - b. Physical or sexual abuse
 - c. Risking the lives of, or injury to self or others by wilful or reckless behaviour
 - d. Self-poisoning
- It must be possible to demonstrate that unless immediate action had been taken, there were strong indicators that injury would follow.
 - Staff should take steps in advance to avoid the need for restraint e.g., through dialogue and diversion, and the young person where possible should be warned verbally that restraint may be used.
 - Only the minimum force necessary to prevent injury or damage should be applied.
 - Every effort should be made to secure the presence of other staff on duty before physically intervening. These staff can act as assistants and witnesses.
 - Staff should maintain verbal communication with the young person at all times, advising them to take deep breaths slowly and calmly.
 - As soon as it is safe, restraint should be gradually relaxed to allow the young person to regain self-control.
 - Restraint should be an act of care and control, not punishment.
 - Restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
 - A calm and measured approach is needed.
 - Approaches to restraint should recognise that young people are continuing to develop, both physically and emotionally.
 - Any use of restraint should be suitable for the needs of the individual young person.
 - The context in which restraint is used should recognise that as a result of past experiences, young people will have a unique understanding of their circumstances which will affect their response to restraint by staff responsible for their care.

There may be circumstances where it is necessary to prevent a young person from leaving the home if it is suspected that they are going to participate in gang related activities, use drugs or to meet someone who is sexually exploiting them or intends to do so. Any such measure of restraint must be proportionate and in place for no longer than is necessary to manage the immediate risk.

6. ACCEPTABLE LEVELS OF INTERVENTION

When circumstances justify, staff can restrain in the following ways:

- In a standing position – techniques include single elbow, double elbow, figure of four, and half shield.
- In a seated position – techniques include single elbow, figure of four, and leg/ankle hold.
- In a kneeling ground position – this is in the event that the young person lifts their feet off the floor whilst in a hold.

Before any restraint takes place, the staff involved need to make an instant risk assessment of the situation. This will involve considering the following:

- The young person's characteristic ways of responding to stress and authority etc.
- The relevance of any disability, health problem or medication to the behaviour in question and the action that might be taken as a result.
- The relative risks of not intervening.
- The young person's previously sought views on strategies that they considered might de-escalate or calm a situation, if appropriate.
- The method of restraint which would be appropriate in the specific circumstances.
- The known intention of the young person.
- Personal history.
- Knowledge of the young person.
- Age and level of understanding.
- The size of the young person.
- Location.
- Cultural influences.
- Whether the young person is on prescribed medication or under the influence of drugs.
- The availability of other staff.
- The presence of other young people.
- The confidence, competence and self-control of staff involved.
- The impact of the restraint on the member of staffs' future relationship with the young person.

Staff should reassure the young person that they will relinquish the control when the young person has regained sufficient composure and self-control. This may require phasing up or down the holds as necessary. It may even be necessary to bring in another member of staff in order to relieve a colleague. Constant reassessment and reappraisal of the situation must take place and in certain circumstances, consideration should be given to releasing the holds if it is proving counterproductive.

It is not appropriate to record that staff aren't permitted to use restraint as this does not acknowledge the 'Duty of Care' that staff have for the young people.

7. RECOVERY AND FOLLOW UP

The overall aim after any restraint is to review the incident and discuss what provoked the whole episode. Staff should encourage the young person to acknowledge and learn that there are acceptable and appropriate ways of managing their feelings and dealing with certain situations.

Both staff and young people should be provided with a support process that allows for reflection, repair and change. The young person should be allowed to calm down but will need to be supervised carefully after an incident. Support should be available for the young person immediately if they require it. Triggers and patterns of behaviour should be looked for and alternate ways of managing behaviour sought. A plan should be agreed about future action, and this should involve the young person, staff, Social Worker and any significant others i.e., parent. Any necessary amendments should be added to the appropriate plans.

The incident should be discussed with all staff involved so that the provision of feedback is achieved and the potential for improved approach, teamwork and skills gained are explored. It is important that the Serious Incident Report be completed in as much detail and as accurately as possible. This may prevent any misunderstanding or misrepresentation of the incident and could be used, as evidence, should there be a complaint made. It will also help to ensure that staff are following the correct procedures.

Guidance has been devised for staff to inform them of how to deal with a serious incident including restraint in a positive manner. The guidance consists of 3 stages, which are:

- Immediate Response
- Support Checklist
- Review and Audit

The guidance underpins the principles of 'Restorative Justice', which meets the perceived need for 'payment' via a more positive route that offers an opportunity to repair the harm done and restore relationships with others. It involves a variety of techniques, which in each case involves revisiting the incident to address directly the harm caused and the effect of what they have done.

8. INJURIES

Episodes of physical intervention can lead to injuries to either young people or the staff involved.

If an injury occurs to a young person, the following should be considered:

- a) If needed, medical intervention should be sought by either calling an ambulance or escorting the young person to the Accident and Emergency Department at the Royal Blackburn Hospital.
- b) Minor injuries should be treated within the home recorded in the Accident/Illness/Over the Counter Medication Book and reported on the Accident Report and Investigation Form and on the Serious Incident Report.
- c) Injuries to a young person should be reported to the Team Manager, Social Worker and if appropriate the Service Manager either in person, by e-mail or telephone. If the injury is deemed serious a manager is to be informed immediately.
- d) Best practice dictates that a professional who was not involved in the incident, should explore the incident as soon as possible after the event and a decision can then be taken as to whether or not the incident warrants further investigations.

If an injury occurs to a staff member the following should be considered:

- a) If needed, medical intervention should be sought by either calling an ambulance or by the member of staff attending the Accident and Emergency Department at the Royal Blackburn Hospital. Appropriate cover should be sought immediately in this eventuality.
- b) Minor injuries should be treated within the establishment, reported on the Accident Report and Investigation Form and the Serious Incident Report.
- c) Injuries to a member of staff must be reported to the Team Manager, Social Worker, and Service Manager either in person, by e-mail or telephone. If the injury is deemed serious a manager is to be informed immediately.
- d) An assessment must be made of the staff's fitness for duty. If the need arises, he/she should be sent home.
- e) Following an incident where an injury has occurred to a member of staff, the line manager should offer a support interview at the earliest opportunity and consider all support options.

9. COMPLAINTS

The availability of a clear policy about reasonable force and the early involvement of support systems should reduce the likelihood of complaints but not eliminate them. The dispute about the use of restraint might lead to an investigation, either under disciplinary procedures or by the Police and Children's Services as part of the Local Safeguarding Children's Board procedures. Any concerns or issues can also be addressed with the LADO.

The possibility that a complaint might result in a disciplinary hearing or criminal prosecution cannot be ruled out. In those circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of restraint was reasonable in all the circumstances. It would also be likely to take in to account the departments policy on behaviour management and restraint, whether that had been followed, and the need to prevent injury or serious damage, from taking place.

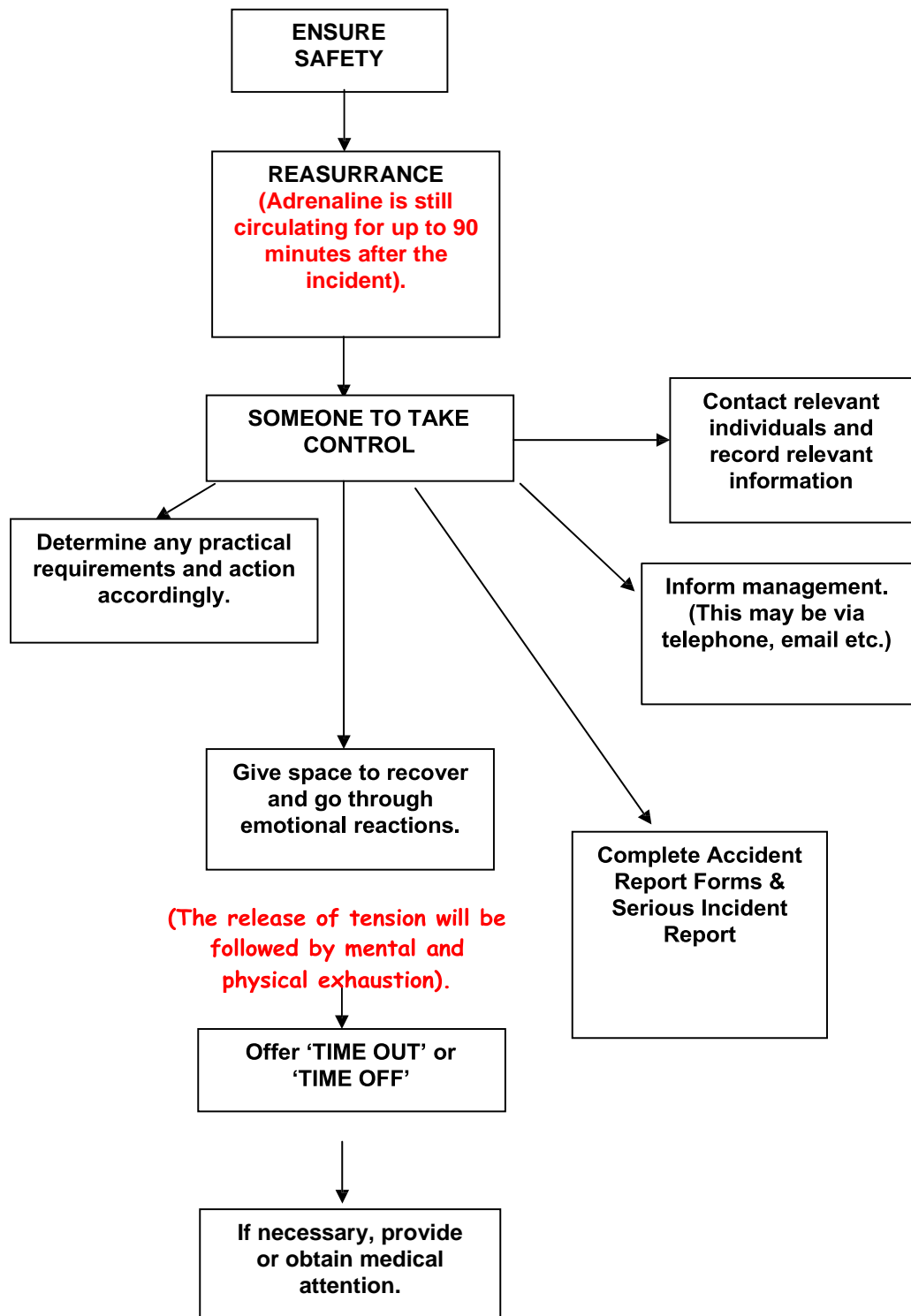
In the case of any action concerning an employee, they would be advised to seek advice from their professional association/Trades Union. The employee should be made aware that they would be supported in matters of conflict where they have followed procedures and related guidance. Where an employee wishes to pursue an issue through the Criminal Justice system following an assault by a young person, support would be provided to enable them to do so.

SERIOUS INCIDENT PROCEDURE



STAGE 1

IMMEDIATE RESPONSE



SERIOUS INCIDENT RESPONSE STAGE 1 – GUIDANCE

It is imperative that some clarity is given as to what is deemed a serious incident. The following are to be viewed as serious incidents and subsequently the correct procedure is to be adhered to:

- If a young person has required restraint.
- A young person or staff member has been assaulted.
- Staff have had to intervene due to there being an immediate danger of personal injury to a young person or staff.
- Significant damage to property has occurred.
- Staff have had to intervene to avoid serious damage to property.
- Any incident involving illegal substances.

During and following a serious incident it is paramount that all staff that are on duty take responsibility to ensure the safety of all i.e., young people, staff and significant others.

A serious incident involves three stages which are: - the circumstances leading up to the incident, the actual incident and the outcome, all of which will have a direct impact on the needs of the individuals involved. Those individuals involved may require reassurance. This reassurance could reflect varying options such as 'time out', verbal support and where appropriate 'time off'. *(It is a known or proven fact that once the fight or flight response has been activated, adrenaline is still circulating for up to 90 minutes after the event or incident.)*

Immediately after a serious incident emotions are raw, and staff may need space to recover and reflect on their emotional reactions. *(The release of tension will be followed by mental and physical exhaustion)*. Therefore, if necessary, it may be appropriate for a specific member of staff to take control of the situation. In most circumstances, someone will automatically adopt the role of 'leader' and will ensure that all procedural requirements are met whilst ensuring the safety and emotional well-being of everyone involved. It may be that this person is impartial and hasn't been involved in the incident, but this is not always practical. The person who does take control will assess the situation and direct everyone involved in the appropriate manner. This may involve directing staff to take time out, providing comfort and reassurance etc. Should it be deemed necessary to provide 'time off' or if a member of staff specifically requests 'time off', a manager is to be consulted whether that be the Team Manager, Deputy Manager or the Service Manager. In the event that the incident occurs out of office hours, a manager can be contacted through the on-call system.

The person who has adopted the role of 'leader' will assist in reporting the incident to management and also with any practical matters that need acting upon, i.e., medical attention, completing the Serious Incident Report and assessing whether there is appropriate staffing levels. In all events of restraint, the young person should be offered the opportunity to seek medical assistance.

The following details should be recorded in the Serious Incident Report within 24 hours:

- a. The name of the young person
- b. Details of the behaviour prior to the incident
- c. The date, time and location of the incident
- d. A description of the incident and its duration
- e. Details of any de-escalation techniques used and any other steps that were taken to try and avoid the incident from occurring
- f. The names of staff involved and any witnesses present
- g. The effectiveness and consequences of the actions taken
- h. A description of any injury to the young person or anyone else, and any medical treatment administered as a result of the incident
- i. The young person's responses to the follow up question

Within 48 hours of the serious incident, the Team Manager or Deputy should have spoken to the staff involved and acknowledged that it is accurate.

Within 5 days of the incident, the Team manager or Deputy should complete a management oversight on the form and confirm that they have spoken to the young person involved.

The Team Manager/ Deputy Team Manager will need to decide whether the incident is a Notifiable Event (Regulation 40). If this is the case, Ofsted is to be contacted as soon as possible after the event.

Serious Incident

Name of young person:	Date	Time	Location of Incident:	Duration of Incident:
Staff Involved:			Names of any Witnesses:	

Reason for Serious Intervention/Restraint:				
Possible injury to young person:		Possible Injury to Others:		Destruction of Property:
Prevention of Significant Harm:		Actual Injury to YP & Others		Actual/possible risk/danger to YP:

De-escalation techniques used/attempted:									
Calm talking and stance		Verbal advice/support		space		Step away		Negotiation	
Reassurance/allow time		Informed consequences		Humour		Withdrawal		Praise partial compliance	
Distraction		Planned Ignoring		Change of Face		Choices		Consequences	

Restraint Techniques used/attempted:									
Caring 'C' Guide		Friendly Hold		Single Elbow		Figure of Four		Double Elbow	
T Wrap		Hair pull/clothing release		Bites		Half Shield		Dead Weight	
No Restraint Required:									

Detail of the Behaviour prior to the Incident:

Description of the Incident: <i>(including de-escalation techniques, restraint used, and any other steps tried to avoid the incident from occurring)</i>		
Staff Signature:	Date	

Medical Intervention	Was the young person's breathing monitored during the incident? Any medical support offered?	Yes	
		No	

Any Injury suffered by:	Young Person:	yes		No	
	Staff:	Yes		No	
	Others:	yes		No	

Has the Accident Near Miss Form been completed?	
If yes, please specify name, injury and any treatment required;	Yes

Discussion held with the young person: <i>(please record details)</i>	
Young Person's Signature:	Date

Follow up interview with staff involved including witnesses and those affected by the incident:			
Name of person		Date:	
Name of Person		Date:	
Name of person		Date:	
Name of Person		Date:	

Managers Comments: <i>(The effectiveness and any consequences of the action taken)</i>	
Managers Signature:	Date

Checklist:			
Has Social Worker been Notified?		Has the young person been given customer care information & informed of their rights	Has a notification to Ofsted been completed? Ref No:
Does a Risk Management meeting need to be arranged?		Have parents been notified?	Does the Risk Assessment need updating?

GUIDELINES FOR COMPLETING THE SERIOUS INCIDENT REPORT

The Serious Incident Report should be completed within 24 hours in all circumstances that require staff intervention as a result of the reasons specified. In the event that staff are unsure as to whether they need to complete the Serious Incident Report, they should consult with the Team Manager/Deputy Manager.

The staff completing the report should understand the importance of careful, objective and clear recording. Staff should record information in a non-stigmatising way that distinguishes between fact, opinion and third party information.

De-escalation techniques used/attempted:

- Staff must tick any of the de-escalation techniques used/attempted.

Restraint Techniques used/attempted:

- Staff must tick the restraint technique used/attempted.

Detail of the Behaviour prior to the Incident:

- Staff to report the behaviour the young person was exhibiting prior to the incident. (Relevant factual information, provide as much information as possible)

Description of the incident: (including de-escalation techniques, restraint used, and any other steps tried to avoid the incident from occurring)

- Staff to fully record the incident and include any de-escalation techniques, restraint used and any other steps in trying to avoid the incident from happening. Staff must also include any conversations they have with the young person. For example: advising them when you may need to physically intervene etc.
- As a means of good practice, when describing the incident that resulted in restraint being utilised, it is important that reference is made to the young person's risk assessment. This is not a means of assessing whether the staff involved accurately followed the assessment in order to apportion blame, but rather as a means of identifying methods that are effective with the young person and therefore applying them wherever necessary.
- A young person who has subsequently been involved in a serious incident that required restraint may have their preferred holds stipulated in their relevant plans. If so, staff should endeavour to follow the information recorded on these.
- When completing the description of restraint used, it is necessary to cross reference to the boxes that have been ticked, reflecting the holds used. When describing the reasons for using a particular hold it is necessary to explain why the hold was used, and if several holds were used, it is necessary to explain why. For example, during an incident that required restraint, staff may have applied the 'single elbow' but due to the young person persisting in their assault of the staff/significant others involved, the 'figure of four' hold may have been used. As the young person calmed down, staff may have then returned to the 'single elbow'. Therefore, the reasons for adapting the holds would be that the young person initially required a higher level of physical intervention but as they calmed down, less intervention was necessary.

It is imperative that the staff involved reflect on the effectiveness or consequences of restraint in order that future incidents can be dealt with more efficiently where possible.

Medical Intervention:

- Staff must monitor that young people are able to breathe during any physical intervention.
- If an injury is suffered by any person(s) then an online Accident Incident Report Form is submitted to the Health & Safety Department, a copy of this is also sent to the line manager/Social Worker and any relevant person.
- If any pain relief is administered, this will be recorded in the Over the Counter Medication book/MAR chart.

Discussion with young person:

- The young person who has been restrained should be given the opportunity to express their feelings about their experience of the restraint as soon as is practicable, ideally within 24 hours of the incident, taking the age and the circumstances of the restraint into account. In some cases, the young person may need longer to work through their feelings, so a record that the young person has talked about their feelings should be made no longer than 5 days after the incident of restraint. The young person should be consulted in relation to who they would wish to interview them. This may need to be reflected on the young person's individual plans for future reference as to who is the most appropriate individual to interview the young person.
- Consideration should be given as to whether it is the right time and right place to engage the young person in a follow up interview.
- The young person should be encouraged to add their views and comments throughout the support interview.
- The young person should be offered the opportunity to access an advocacy support.
- Staff should use open questions wherever possible throughout the interview/discussion.
- It may be necessary to explore if there are any contributing factors which may have resulted in the young person behaving in the manner that they have. i.e., has the young person any worries or difficulties in relation to their parents, family, school, placement, staff, other young people that they live with, friends, boundaries etc.
- Staff should discuss with the young person how they feel they can help themselves to manage a potentially similar incident.
- Staff should try not to identify blame. They should try to avoid using the word 'why' as this tends to be difficult for the young person to answer without it seeming that the staff are apportioning blame. Also, the young person may become defensive which may affect the outcome of the interview.
- After the interview/discussion the young person should be asked to sign and date the form. Should a situation occur in which the young person refuses to cooperate/contribute to the interview, this should be recorded on the form and the Team Manager/Deputy Team Manager should be informed. At this stage, the manager may feel it is appropriate to invite the young person's Social Worker or Independent Visitor to meet with the young person to discuss the reason for their reluctance in discussing the incident.
- Should the incident occur whilst the young person is attending The SEEDS, it may not be possible to conduct the follow up interview with the young person prior to them returning home. In such circumstances, it may be necessary to conduct a home visit or telephone the young person to discuss the incident.
- In the event that a young person may have communication difficulties, every attempt is to be made to obtain their views which may include liaising with their parents.

Follow up interviews with staff or young people involved including witnesses and those affected by the incident:

- The staff involved in a serious incident should have a follow up interview within 48 hours of the incident conducted by either the Team Manager or Deputy Team Manager. However, it is at the discretion of the manager and the staff involved how detailed the follow up interview needs to be, depending on the severity of the incident. Should the staff member not return to work until after 48 hours of the incident occurring, they will receive a welfare call from the Team Manager or Deputy Team Manager. In the event that the Team Manager is involved in a serious incident, the follow up interview should be conducted by their line manager.
- Any additional young people, staff including witnesses who were involved or affected by the serious incident should be provided with the opportunity to have a follow up interview also within 48 hours.
- A series of questions will be asked during all support interviews which will be recorded on a specific form.
- Once the form has been completed and the relevant signatures have been obtained, the individual who has participated in the interview should receive a copy of the form. An additional copy should then be kept in a Follow up Interview File which should be treated as confidential and stored securely.

Manager's comments/oversight:

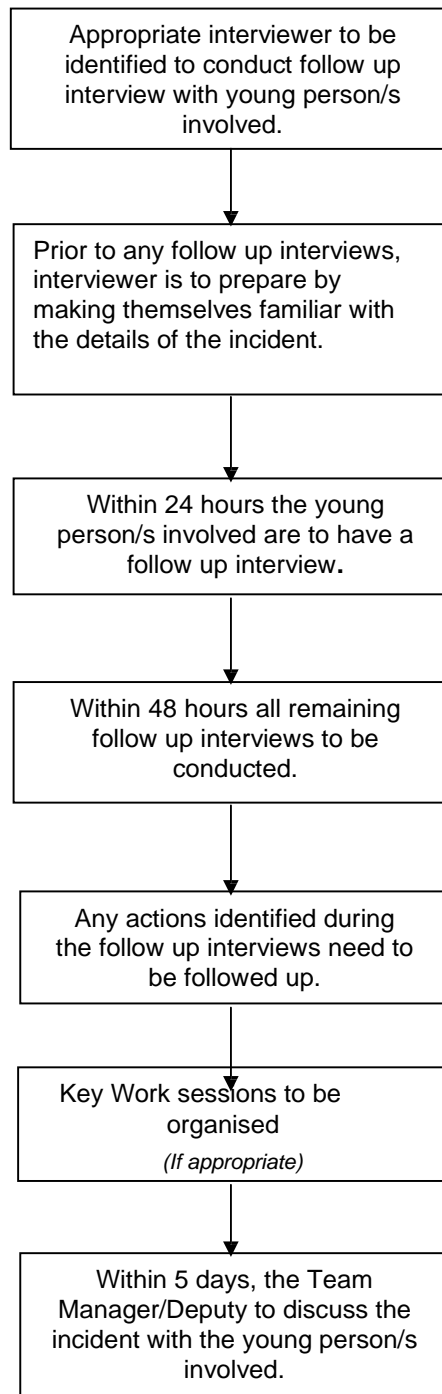
- Following any serious incident, the Team Manager/Deputy Manager must respond on the effectiveness and of any consequences of action taken. This will also include the time, date and signature.

Action Taken/Monitoring:

- With all serious incidents, staff must ensure that the information is completed within 24 hours. This is now stored on LCS on the young person's individual case record.
- It may not always be appropriate to arrange a Risk Management Meeting, but this will need to be assessed in relation to the frequency of the incidents involving the young person and the severity of the incident in regard to the impact on the young person involved, other young people, staff and the local community.
- In regard to Police intervention, please refer to the Blackburn with Darwen Borough Council Agency Protocol to Assist in Dealing with Offences in Residential Children's Care Homes.
- The relevant plans of each young person involved in the incident should be reviewed by the Team Manager/Deputy, ideally in consultation with their Case Worker, Social Worker and any parents or carers. Should any amendments be made to any plans, it is essential that all the relevant professionals and individuals are fully informed.
- If the incident involves a group of young people staying at The SEEDS, it may be necessary to review the 'Group Risk Assessment'.
- If the incident is deemed to be a bullying issue, there is a Bullying Policy available which includes a form which will require completing.
- The Team Manager/Deputy should ensure that the staff involved in the incident have completed the relevant sections and contacted the necessary individuals.
- Parents/carers to be notified.
- Manager to assess whether a notification needs submitting to Ofsted.

SUPPORT CHECKLIST

STAGE 2



SERIOUS INCIDENT RESPONSE

STAGE 2 – GUIDANCE

The reasons for conducting follow up interviews are:

- To provide an opportunity for a de-brief
- To clarify the circumstances surrounding an incident
- To promote reflective practice
- To consider creative approaches, new strategies and alternative solutions to future incidents
- To enable any worries or concerns to be expressed
- To compliment and acknowledge positive actions
- To use the incident as a learning opportunity
- To reassure individuals of their capability
- To help those involved recover, rebuild and restore positive relationships
- To identify if any further support is required i.e., increased sessions, Stress Risk Assessment, self-referral to EAP Health and Wellbeing, CIC etc.

It may be appropriate to conduct a group interview if there are differences in individual's accounts or the young person expresses any concerning details. It is professional practice for staff to challenge each other appropriately to ensure best practice at all times to ensure the safety of both the young people and the staff caring for them.

Prior to any follow up interviews, it is essential that the interviewer has carried out the adequate preparation such as familiarising themselves with the incident. If any further action is required following the interview either by mutual agreement or direction, this should be acknowledged on the form in the relevant section.

It is imperative that any incident is followed up by the Case Worker to enable all options to be explored on how to reduce the risk of repeated occurrences and to find alternative ways of dealing with the young person's behaviour. This will also involve the young person reflecting on their behaviour, encouraging them to recognise their feelings and different ways of handling situations and challenges, thus resulting in different outcomes and minimising consequences.

Those involved in a serious incident may have a delayed reaction and therefore may require additional support.

Within 5 days, the Team Manager/Deputy is to discuss the incident with the young person/s involved.

If any young person feels that they wish to make a complaint regarding an incident, they should be advised of their options and provided with the opportunity to do so, whether this involves speaking with the Team Manager, contacting the Customer Care Manager, contacting Ofsted etc.

If any staff believe that an incident could have implications for child protection, they should inform their manager or on-call if out of office hours. In the absence of a manager, the Service Manager should be consulted. If there are any concerns relating to professional abuse the LADO will be consulted along with the Service Manager. Any member of staff has the right to Whistle Blow for which there is a policy that can be accessed via the Intranet or tri.x.

FOLLOW UP INTERVIEW QUESTIONS

The following list is a selection of questions that may be asked during a follow up interview depending on the individual being interviewed. The list is not exhaustive.

1. How are you and how are you feeling following the incident?
2. Did you sustain any injuries?
3. Did you require medical attention?
4. What happened?
5. Did you feel the incident was managed safely and did you feel supported by others?
6. Have you experienced any other reactions or feelings since the incident?
7. Is there anything you feel we can put in place for future events?
8. Do you think the incident could have been dealt with differently?

Additional questions that may be asked to any staff involved or affected by a serious incident are:

9. Were you prepared and had you attempted any strategies to de-escalate the situation?
10. How do you feel about the individuals involved?
11. Do you require any further support such as a Stress Risk Assessment?
12. How do you feel about resuming work? (*If absent from work due to the incident*)

In the event of a serious incident that has required restraint, a discussion needs to occur which considers the following:

- Was it in the young person's best interest to use restraint?
- Why was it absolutely necessary?
- How was the restraint used and was it reasonable and proportionate?

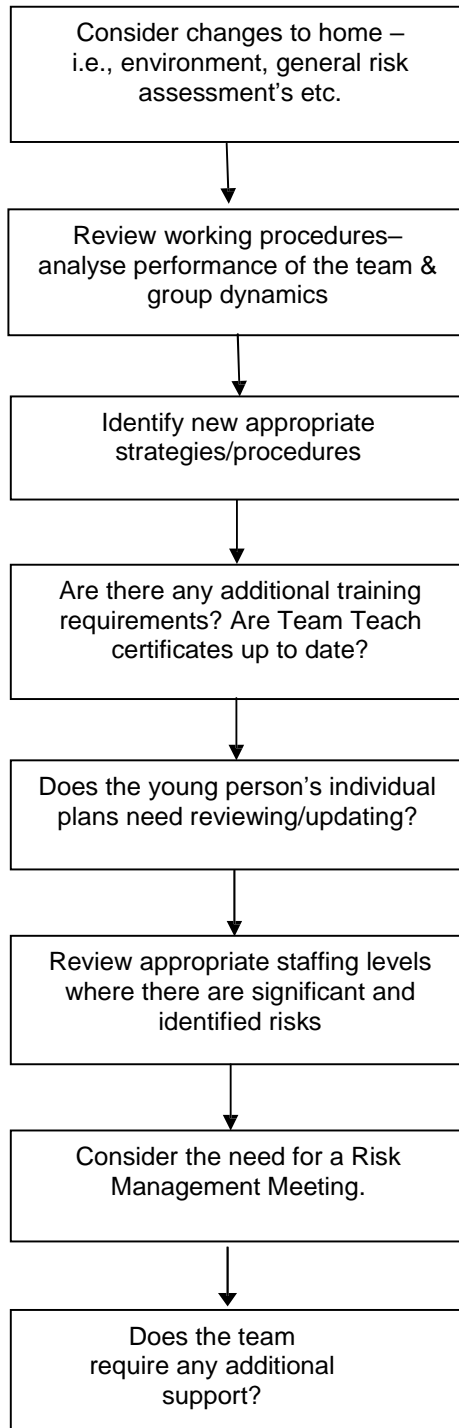
FOLLOW UP INTERVIEW FOR INDIVIDUALS FOLLOWING A SERIOUS INCIDENT

Name/s of Individuals Involved:	Date of Interview:	Name of Interviewer:
Initial/s of Young People Involved:	Date of Incident:	Designation of Interviewer:
Brief Description of Serious Incident:		
Details of Discussion in Relation to the Incident:		
Further Action: Yes/No If Yes, Record Action Taken:		
Signature/s Of Individuals Involved:	Signature of Interviewer:	Signature of Interviewer's Line Manager:

SERIOUS INCIDENT RESPONSE

STAGE 3

REVIEW AND AUDIT



SERIOUS INCIDENT RESPONSE STAGE 3 - GUIDANCE

After all the stages have been followed in relation to a serious incident, including the follow up interviews, the Team Manager/Deputy will address any outstanding issues and consider whether any changes are required. Such considerations will include: - changes to the ratio of staff to young people, environment and general risk assessments. It may be appropriate to review and clarify specific working procedures and analyse the performance of the team. For example, if a number of serious incidents occurred within a short period of time which directly impacted on the performance of the team, the management team involved in reviewing and analysing this impact, may conclude that a team building exercise is required whether that take the form of an away day, in house training etc. As part of this process, it is sometimes necessary to identify the strengths and weaknesses within a team and devise action plans to develop the team.

Team meetings should be seen as an opportunity to review the use of control, discipline and restraint to identify effective practice and respond promptly where any issues or trends of concern emerge. In addition, reflective supervisions should also provide a forum in which staff can express any concerns that they may have in regard to behaviour management.

In relation to assessing whether any additional training is required, it would be beneficial to ensure that all staff have received the 'Team Teach' training and those staff that have not will need to be nominated. If it is felt that staff require additional training, this can be discussed with line managers during supervision.

After a serious incident the Team Manager/Deputy will discuss with staff involved or with the Case Worker's whether the young person's plans need amending. Part of this process will involve reviewing patterns of behaviour and identifying possible triggers to avoid flashpoints in the future. In addition to this, the aforementioned individuals will consider the need for a Risk Management Meeting with significant professionals such as the Social Worker, IRO, Youth Offending Team, Police, family etc. This decision will be based upon the severity and frequency of the incidents. The aim of a Risk Management Meeting is to identify the risks to staff, the young person, other young people etc. and subsequently identify behaviour management strategies that staff can implement. The individual responsible for chairing a Risk Management Meeting is a Team Manager from Children's Services or the Team Manager from the home. It may be appropriate to update Ofsted should a Notification have been forwarded following the incident.

Once the Team Manager and Service Manager conclude that they have exhausted all potential strategies to ensure the well-being of the staff, the young person, the other young people and any other significant individuals, therefore deeming the continuing short break stays of a young person to be detrimental to the young person themselves, staff, the other young people, the community etc, it may be necessary to cease short breaks for a period of time for that young person.

It is imperative at this stage to reiterate that Blackburn with Darwen Borough Council has a duty of care towards their employees under the Health and Safety at Work Act 1974 which requires employers to provide a safe working environment for employees and clear guidance about safe working practices. The Act also imposes a duty on employees to take care of themselves and anyone else who may be affected by their actions or failings.

The Team Manager will review incidents of challenging behaviour when completing their monthly audits and the Regulation 45 report with the aim of examining any trends or issues and enabling amendments to behaviour management practice where necessary.

Reviewed by SH December 2020