**Challenging Behaviour Policy**

**Differences not Disabilities**

**Policy Statement:**

**At Differences not Disabilities, we are committed to creating a safe and supportive environment for all students. We recognize that some individuals may exhibit challenging behaviours as a way of communicating unmet needs. Our approach to managing challenging behaviour is grounded in respect, understanding, and evidence-based practices. We are dedicated to reducing the use of restraint and promoting positive behavioural support strategies.**

**1. Purpose**

**The purpose of this policy is to outline our approach to managing challenging behaviour in line with the Restraint Reduction Network (RRN) standards and Proact-SCIPr-UK (Lodden) guidelines. This includes proactive, active, and reactive strategies to support individuals in managing their behaviour effectively and safely.**

**2. Scope**

**This policy applies to all employees, volunteers, and contractors working with or on behalf of Differences not Disabilities.**

**3. Definitions**

**Challenging Behaviour: Behaviour that can cause harm to the individual or others, disrupt learning, or lead to the restriction of the individual's access to ordinary community activities.**

**Restraint: Any method of restricting an individual's movement, liberty, or freedom to act independently.**

**Proact-SCIPr-UK (Lodden): A proactive approach to supporting individuals with challenging behaviour, focusing on prevention, understanding, and de-escalation techniques.**

**4. Proactive Strategies**

**Proactive strategies are designed to prevent challenging behaviour by addressing the underlying causes and creating a supportive environment.**

**Positive Relationships:**

**Building trusting relationships with students to understand their needs and triggers.**

**Encouraging open communication and active listening.**

**Environmental Adjustments:**

**Creating a structured and predictable environment to reduce anxiety and confusion.**

**Ensuring sensory-friendly spaces to accommodate individual sensory needs.**

**Individualized Support Plans:**

**Developing Behaviour Support Plans (BSP) tailored to each student's needs and preferences.**

**Regularly reviewing and updating BSPs based on ongoing assessments and feedback.**

**Skills Development:**

**Teaching coping strategies and social skills to help students manage their emotions.**

**Providing opportunities for choice and control to empower students.**

**Staff Training:**

**Ensuring all staff are trained in Proact-SCIPr-UK (Lodden) techniques.**

**Providing regular refresher courses and professional development opportunities.**

**5. Active Strategies**

**Active strategies are used when a student begins to display early signs of distress or agitation.**

**Early Intervention:**

**Recognizing early warning signs of challenging behaviour.**

**Intervening promptly to prevent escalation.**

**De-escalation Techniques:**

**Using calm and non-threatening communication.**

**Offering choices and alternatives to help the student regain control.**

**Redirection:**

**Redirecting the student to a preferred activity or task.**

**Using distraction techniques to shift focus away from the source of distress.**

**Time-Out:**

**Providing a safe and quiet space for the student to calm down if needed.**

**Ensuring that time-out is used as a supportive measure, not a punishment.**

**6. Reactive Strategies**

**Reactive strategies are used when challenging behaviour escalates and immediate action is required to ensure safety.**

**Crisis Management:**

**Implementing crisis intervention plans as outlined in the student's BSP.**

**Using the least restrictive interventions necessary to maintain safety.**

**Physical Intervention (As a Last Resort):**

**Only using Physical interventions when absolutely necessary to prevent harm.**

**Following Proact-SCIPr-UK (Lodden) guidelines for safe physical interventions. techniques.**

**Ensuring that restraint is proportionate, necessary, and used for the shortest possible time.**

**Post-Incident Support:**

**Providing support to the student and staff involved after an incident.**

**Conducting a debrief to understand the incident and identify lessons learned.**

**Incident Reporting:**

**Documenting all incidents of challenging behaviour and interventions used.**

**Reviewing incident reports to identify patterns and inform future practice.**

**7. Compliance with Restraint Reduction Network (RRN) Standards**

**Policy and Procedure Alignment:**

**Ensuring all policies and procedures align with RRN standards.**

**Regularly reviewing and updating policies to reflect best practices.**

**Monitoring and Review:**

**Monitoring the use of restraint and other interventions.**

**Conducting regular audits and reviews to ensure compliance with RRN standards.**

**Staff Training and Support:**

**Providing ongoing training and support to staff in line with RRN and Proact-SCIPr-UK (Lodden) guidelines.**

**Promoting a culture of continuous improvement and learning.**

**8. Roles and Responsibilities**

**Designated Safeguarding Lead (DSL):**

**Overseeing the implementation of the challenging behaviour policy.**

**Ensuring compliance with RRN standards and Proact-SCIPr-UK (Lodden) guidelines.**

**Providing support and guidance to staff.**

**All Staff:**

**Following the challenging behaviour policy and procedures.**

**Participating in training and professional development.**

**Reporting and documenting incidents accurately.**

**Management:**

**Providing resources and support for effective implementation of the policy.**

**Reviewing policy effectiveness and making necessary adjustments.**

**9. Review and Evaluation**

**This policy will be reviewed annually, or sooner if there are changes in legislation or best practices. The review will involve feedback from staff, students, and families to ensure the policy remains effective and relevant.**

**Approved by:**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**By adopting this Challenging Behaviour Policy, Differences not Disabilities is committed to promoting positive behavioural support, reducing the use of restraint, and ensuring the safety and well-being of all students and staff.**