

WORKING WITH CHILDREN AND YOUNG PEOPLE WITH CHALLENGING BEHAVIOURS

Policy Review

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **17th August 2022**

Date of next review: **21st August 2024**



Signed
Craig Dembicki
Managing Director
Education 1st

A) PURPOSE AND POLICY

This policy has been developed to ensure all employees are aware of how the company expects you to manage behaviours of children and young people with challenging behaviours.

We do not condone any form of violence or aggression towards staff, service users or members of the public in any way.

However, we do recognise that each child and young person we work with has a unique set of needs and sometimes these children require additional support to live rewarding lives. Some children and young people who use the service exhibit a series of complex behaviours which may prove challenging.

The aim of this policy is to outline our position on challenging behaviour, to outline the support we can offer staff and to identify and promote positive approaches to support children and young people.

B) DEFINITION

For the purposes of this policy the term 'challenging behaviour' refers to overt behavioural difficulties including impulsive violent or aggressive behaviour of such an intensity, frequency or duration that threatens the safety of others.

C) TRAINING

All staff will receive regular training to support individuals to effectively manage challenging behaviours and promote positive working relationships with children and young people. It is a condition of your employment that you attend all mandatory training provided.

D) POSITIVE BEHAVIOUR SUPPORT APPROACH

Positive behaviour support approaches involve a person-centred approach to support individuals to develop and live fulfilling lives.

At Education 1st we aim to understand the reasons for challenging behaviours and to develop bespoke strategies which supports the child or young person. Each service user has an individual file containing a risk assessment and an Individual Education Plan outlining successful approaches to deal with an individual's needs. We expect all staff who work directly with our users to make themselves familiar with these plans.

When supporting an individual displaying challenging behaviours we expect staff to:

- Show respect to the child or young person
- Provide non-punishment-based support
- See the challenging behaviour in the context of the child's whole life and experiences
- Recognise that strategies may need to be changed or adapted if the challenging behaviour continues regularly
- Work collaboratively with staff, families, carers and external agencies to support each service user



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E) POLICY REVIEW

This policy will be reviewed every 3 years. In the event that the policy is not reviewed within the stated timeframe, the latest approved policy will continue to apply.