



Supporting Positive Behaviour

Version 2.0 | Prepared 1 September 2026

Policy owner: Head of Programming

Approval authority: Directors

Next scheduled review: September 2027

Supporting Positive Behaviour : Roar Trails Behaviour Policy

Introduction

This policy “Supporting Positive Behaviour” outlines the purpose and nature of Roar Trails’ behaviour policy.

At Roar Trails we recognise many of our young people have identified special education needs and disabilities and have faced significant challenges within education previously which require a greater understanding and an empathetic approach. Young people with learning disabilities typically face difficulties communicating and expressing their needs verbally. This can result in behaviour that challenge being presented as young people seek to express and have their wants and needs met in other ways.

Roar Trails believes that the development of positive, meaningful and trusting relationships and creating an environment that is nurturing, is at the heart of being able to support the personal, social, emotional and mental wellbeing of our learners through our programmes. Through our behaviour policy “Supporting Positive Behaviour” Roar Trails aims to embed a culture that:

- builds meaningful and trusting relationships between learners and staff so that everybody feels valued and respected.
- encourages a deeper understanding of individual learners’ needs so staff can be proactive in supporting regulation and maintaining positive behaviours.
- supports the learner in becoming more aware of their emotions through developing strategies that promote self-regulation.
- Identifies how best to react to behaviour to keep everyone safe.

Positive Behaviour Support

Roar Trails has adopted “Positive Behaviour Support” as a recognised approach to support positive behaviour change. Positive Behaviour Support (PBS) focuses on promoting more effective and acceptable behaviours and ways of managing both unacceptable behaviours and behaviours that challenge. In recognition that many of our learners have identified learning difficulties, Roar Trails have adopted PBS more broadly due to its primary focus on supporting learners’ self-regulation through a **proactive** approach of understanding the learners wants and needs and focuses on strategies to support effective communication, so the learner remains regulated, relaxed and engaged. Furthermore,

having a good understanding of the learners' triggers and signals of distress following the arousal curve (see image) helps staff to recognise and deploy strategies to de-escalate rising anxieties. In the event of learners becoming distressed, anxious and displaying behaviour that challenge PBS focuses on the reactive strategies to keep the learner and those around them safe from harm. Practical guidance for staff on the implementing PBS can be found in Appendix 1 of this document.

Defining Generic Desirable and Unacceptable Behaviours

Roar Trails makes a distinction between more generic behaviours and behaviours that challenge which are more typically presented by young people with learning difficulties. To define more generic desirable and unacceptable behaviours Roar Trails use a traffic light system as follows:

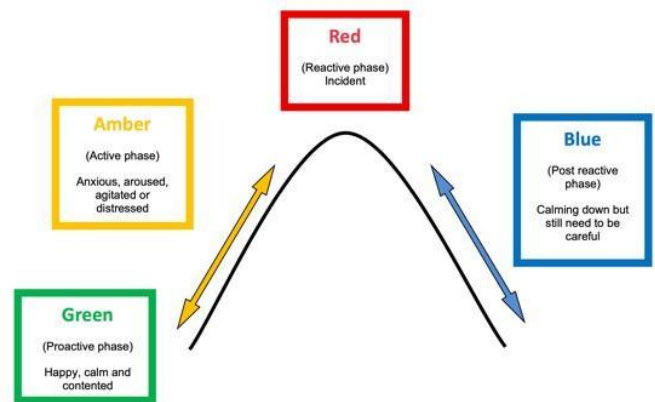


Figure 1: Arousal curve showing different stages of behaviour

Green Light: Exemplary Behaviour

- **Respect:** Consistently treating others, oneself, and the environment with care. Demonstrates positive interactions and respectful communication.
- **Listen:** Actively pays attention to guidance from staff and leaders, ensuring personal and group safety.
- **Stay Safe:** Always participates in activities with safety in mind, adhering to rules and instructions.
- **Engage:** Enthusiastically participates in all activities, showing eagerness to learn and grow.
- **Be Accountable:** Takes full responsibility for actions, showing a willingness to learn from experiences and improve.
- **Celebrate Your Progress:** Regularly acknowledges and celebrates personal achievements, boosting motivation and self-esteem.

Yellow Light: Warning Signs

1. **Respect:** Occasionally shows disregard for others, oneself, or the environment. Needs reminders to maintain respectful interactions.
2. **Listen:** Sometimes ignores guidance from staff or leaders, putting personal or group safety at risk.
3. **Stay Safe:** Occasionally fails to follow safety rules, requiring prompts from leaders.
4. **Engage:** Shows inconsistent participation in activities, sometimes lacking enthusiasm or commitment.
5. **Be Accountable:** Sometimes avoids responsibility for actions, showing reluctance to learn from mistakes.
6. **Celebrate Your Progress:** Rarely acknowledges personal achievements, which can impact motivation and self-esteem.
7. **Personal and social conduct:** Disruptive behaviour in the community or on site, requiring staff to reinforce boundaries.
8. **Offensive language:** Directed offensive language towards staff, peers or members of the public. This is a first warning at this level.

Red Light: Unacceptable Behaviour

- **Endangering Safety:** Engaging in behaviour that threatens the safety of oneself or others, including noncompliance with safety instructions during activities.
- **Bullying or Harassment:** Any form of bullying or harassment, whether physical, verbal, or psychological.
- **Destruction of Property:** Intentional destruction or significant damage to property belonging to the programme or to other participants.
- **Theft:** Stealing property from the programme, staff, or other participants.
- **Refusal to Participate:** Consistent refusal to engage in programme activities over four weeks or follow the guidance of staff, undermining the programme's educational goals.
- **Illegal Activities:** Involvement in any illegal activities, including the possession or use of illegal substances.
- **Offensive and racist language:** Directed offensive language towards staff, peers or members of the public as well as comments about others. Racist comments directed towards others or used in social scenarios.
- **Aggressive or Threatening behaviour:** Any aggressive or threatening behaviour towards instructors, peers or members of the public. This is both physical and verbal.

Understanding Behaviours That Challenge

Definition

The term “behaviour that challenges” has been used to refer to the “difficult” or “problem” behaviours which may be shown by children or adults with a learning disability. Such behaviours include aggression (e.g., hitting, kicking, biting), destruction (e.g., ripping clothes, breaking windows, throwing objects), self-injury (e.g., head banging, self-biting, skin picking), outbursts and many other behaviours (e.g., running off, screaming, eating inedible objects, getting 'stuck' in repetitive movements). Characteristically, challenging behaviour puts the safety of the person or others at risk or has a significant impact on the person's or other people's quality of life (Challenging Behaviour Foundation, 2022.a)

Functions of Behaviours That Challenge

1. To gain positive or negative attention: This may be due to limited communication skills, boredom, or an inability to occupy themselves.
2. To escape or avoid something or someone: Opposite to the above some learners may actively seek to avoid people, activities, situations and environments.
3. To get an object they want – a tangible: This can often be an toy or object or even a basic need such as food and drink where the learner may not know how to communicate their wants and needs.
4. To get sensory feedback or stimulation, often referred to sensory needs: This often refers to a draw towards things that are rewarding, self-reinforcing and soothing where the learner cannot communicate their desires.

Roles & Responsibilities

Directors

- Directors must ensure that statutory guidelines and local authority guidance is adhered to met through implementation of policy.

- Directors are responsible for ensuring policy is reviewed and implemented in full and hold all staff accountable for their roles and responsibilities.
- Directors have overriding responsibility on decisions regarding sanctions and exclusions.

Senior Management Team

- Senior management team (SMT) are responsible for reviewing the behaviour policy.
- SMT will ensure that the staff have the appropriate skills to be able to implement PBS through clear communication of policy and organised internal and external training where necessary.
- Designated SMT on call are required to provide immediate on call support in the event of severe challenging behaviour incident occurring and to be able to support staff on session.
- SMT are also required to conduct post event actions such as well-being check on staff, review meetings in line with crisis / challenging behaviour management procedure (see page 8 and appendix 1).
- SMT will work alongside directors when making decisions on interventions, sanctions, exclusions and reintegration of the learner post incident.
- SMT will line manage the Program Leadership Team and hold them account for monitoring the implementation of PBS.

Program Leadership Team

- The Program Leadership Team (PLT) are responsible for reviewing learner's EHCP's and establishing and disseminating pupil profiles to instructors prior first sessions. This will include a discussion with the instructor sharing individualised strategies to support learners' positive behaviour and help build relationships.
- PLT will ensure staff are recording behaviour through ABC record keeping (see appendix ii) and monitoring patterns and causes of concern requiring support or intervention. PLT will raise a cause for interventions with SMT for persistent and escalating incidents.
- PLT will take the lead on creating individual Positive Behaviour Support Plans for those at higher risk of displaying challenging behaviour (appendix iii).
- PLT will take the lead on assessing the level of risk posed by learners' behaviour and create a Learner Risk Assessment in collaboration with instructors and parents (see appendix v). Control measure need to be agreed by SMT before any changes to program.
- PLT will support instructor's ongoing development through internal training delivered through twilight and weekly support sessions as well as updating teaching and learning resources.

Instructors

- Instructors are required to get to know learners through reading Pupil Profiles and having discussions with PLT prior to learners first session.
- Instructors must aim to build trusting and meaningful relationships with learners so they feel emotionally and physically safe.
- Instructors must adopt a personalised approach that is considerate to the learners needs and desired EHCP outcomes.
- Instructors are expected to follow guidance from within this behaviour policy and modal both proactive and reactive strategies to support the learners behaviour.
- Instructors are required to monitor the behaviour of learners and to develop an understanding of the learners triggers and signals through the ABC record (see appendix ii).

- Instructor should raise concerns to PLT on learners escalating or persistent behaviours, with a view to seek interventions if required.
- Instructors are to work alongside the PLT in the development of positive behaviour support plans if required.
- Instructors are required to communicate with parents and feedback at the end of sessions.

Parents / Carers

- Parents / Carers must have read and understand Roar Trails supporting positive behaviour policy shared prior to learners first sessions.
- Parents / Carers relationships with instructors is vital to sharing how best to support their young person, this is especially the case during hand over if learners have displayed challenging behaviour prior to the session and are in the recovery phase.
- Parents / Carers are requested to be available during sessions if their young person requires immediate support to help deescalate rising anxieties and distressed behaviours.
- Parents / Carers may be requested to collect their young person earlier than planned if learners are requiring immediate support or are unable to recover from severe challenging behaviour incidents.

Learners

- Learners are required to have signed to say they have understood Roar Trails Behaviour policy through induction or during their first session.
- We believe that all learners want to behave well and are encouraged to attempt to regulate their own behaviours. Roar staff are there to support learners to develop strategies and improve methods to help self regulation.
- All learners are expected to respect themselves, others and the environment they share.

Implementation

Roar Trails believes in a holistic approach to supporting positive behaviour of learners throughout our programmes. This section clearly outlines the process of imbedding a culture of supporting positive behaviour from induction and beyond.

Induction

1. From the point of referral an assessment of learners' needs will be assessed on an individualised basis to ensure that the provision is right for them so that their needs can be supported and they can develop towards their identified EHCP outcomes.
2. Following this PLT staff will assess the learners EHCP outcomes including behaviours to create a Pupil Profile that identifies how the learner can be supported initially on program.

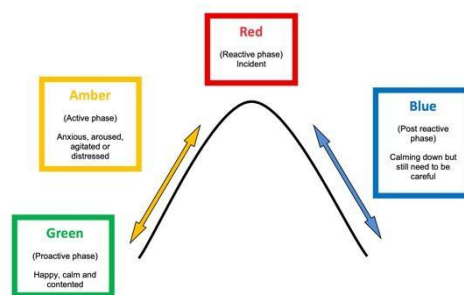


Figure 1: Arousal curve showing different stages of behaviour

3. PLT are then required to share information with instructor staff so they are informed prior to the learners first session.
4. An ABC record will be attached to the learner's folder so instructors on session can develop a greater understanding of the learner triggers, signals, exhibited behaviours and effective support strategies.

First session

1. Learners and Parent / Carers are required to have understood Roar Trails Behaviour policy and have agreed this on their first session.
2. Instructors should go through behaviour expectations and routines during the learners first session and aim to build positive relationships.

Positive Behaviour Support

Guidance & Severe Challenging Behaviour Incident Procedure

This guidance aims to support instructors understanding of learners exhibited behaviours and how to respond both proactively and reactively.

Furthermore, set guidance is given to staff to better support learners and respond to incidences of Challenging Behaviour.

Green 'Proactive' Phase: Calm & Relaxed (Prevention and Relationship Building)

Focus: Relationship building; understanding learners communication preferences; understanding and embed their 'likes' into sessions; embed strategies that reduce chances of challenging behaviour and promotes regulation.

Behaviour Exhibited: The learner is feeling mostly calm, relaxed and engaged.

Staff Support Strategies:

- Set clear routines
- Adapt to learners preferred method to communicate, such as visual aids.
- Provide choice but not excessive **(2-3 max)**
- Praise positive effort to regulate behaviour
- Change environment to suit needs
- Remove sensory triggers ● Keep language simple
- Consider body language to have an open posture, avoid crossing arms and try to engage eye contact.
- Use positive language **(avoid no's and don't)**
- Be consistent
- Consider use of PANDA approach for young people displaying Pathological Demand Avoidance traits.

Amber 'Reactive' Phase (Early Warning Phase Before They Resort To Challenging Behaviour)

Focus: Focus on de-escalation strategies and be prepared for moving to red 'crisis' phase.

Behaviour Exhibited: Understand the learners triggers and signals such as pacing, sweating, changes in vocalisation, body language, facial expressions.

Staff Support Strategies:

- Take away trigger if possible
- Divert or distract
- Try to use humour if you know the learner responds to this.
- No responding to behaviour, planned ignoring
- Give the person what they need, where possible and if appropriate.
- Withdraw from the learner, tag in with a neutral member of staff.
- Change person of support
- Give them a voice, listen and give them a chance to voice what is wrong.

Red 'Reactive' Phase: Crisis (Challenging Behaviour / Incident Occurs)

Focus: To respond to challenging behaviour as safely as possible, keep the person and staff safe.

Behaviours Exhibited:

- Intense emotional outbursts, potentially including verbal aggression, throwing objects, or self-harming behaviours.
- Complete refusal to engage, withdrawing from others or becoming highly confrontational.
- **Fight Response:** Potential for targeted physical aggression such as punching and kicking, as well as picking up objects to use as weapons.
- **Flight Response:** Potential flight risk such as running off and hiding.
- **Destructiveness:** Targeted destruction and damage to property

Staff Management Strategies:

- **Appear Calm**
- **Low Arousal Communication:** use monotone calm voice and consistent language.
- **Body Language:** Consider eye contact but do not stare. Consider your own language and be non-threatening.
- **Space:** Create distance and reduce feeling of being threatened.
- **Do not make demands**
- **Distract or Redirect:** Consider change in environment or alternative activity such as a guided walk. ● **Seek Support & Withdraw**

- **Physical Intervention:** Only to be considered in incidents where there is risk of harm to self and others, or significant damage to property. Should only be used following positive handling training and advice and must be recorded in detail.

Severe Challenging Behaviour Incident Procedure:

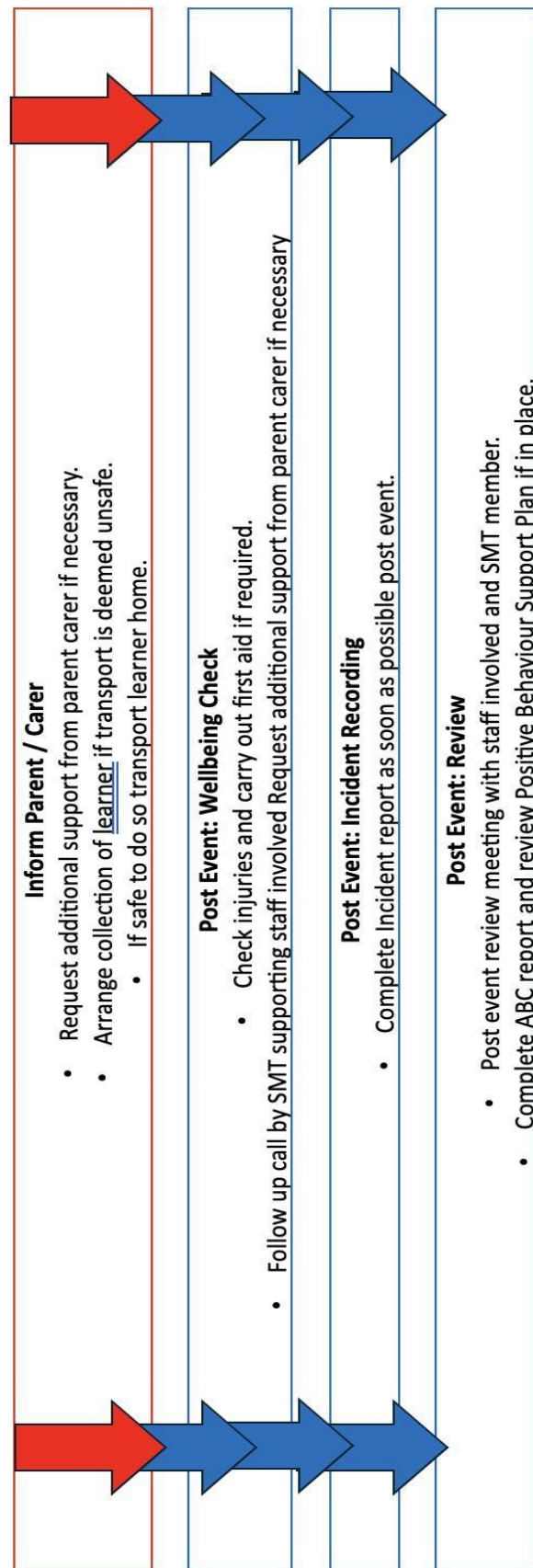
Roar defines a severe challenging behaviour incident as:

- **Physical Harm** 'Fight Response': Acts of physical aggression; intention and acts to harm self (the learner) and others (such as, other learners, staff and members of the public).
- **Absconding** 'Flight Response': Learner running away from staff, as well as hiding.
- **Damage:** Significant damage to property.

In the event of any of the any of the above staff are required to follow the procedures below.

Crisis / Challenging Behaviour Incident Management Procedure

Physical Harm 'Fight Response'	Abandoning 'Flight Response'	Damage
Immediate response: Protect Learner & Self - If safe to do so remove objects that have potential to cause harm. - Move learner into safe space if possible. - Try to withdraw and give space. Call for help if other staff in proximity. Consider physical intervention if received positive handling training and guidance. Contact SMT for support when safe to do so. Withdraw and replace staff if possible. Call emergency services if appropriate.	Immediate response: Protect Learner & Self - If safe to do so, follow and keep an eye on the learner. Keep calm and signpost learner to space. Allow distance and be non-threatening. Do not make demands Consider physical intervention if received positive handling training and guidance. Contact SMT for support. Withdraw and replace staff if possible. Call emergency services if appropriate.	Immediate response: Protect Learner & Self - If safe to do so remove objects that have potential to cause harm. Keep calm and signpost learner to space. Allow distance and be non-threatening. Do not make demands Consider physical intervention if received positive handling training and guidance. Contact SMT for support. Withdraw and replace staff if possible. Call emergency services if appropriate.



Blue 'Post Reactive' Phase: Recovery (Post-Crisis Reflection and Support)

Focus: Aim to keep the learner calm and return to the green phase. This is where the learner is starting to recover but behaviour may escalate quickly. Caution in making demands and reflecting on incidents too early may trigger a return to crisis.

Behaviours Exhibited:

- May be exhausted, withdrawn, or need support in recovering emotionally.
- May demonstrate increased sensitivity to guidance or reassurance.
- May feel guilty and feel they have sabotaged relationships with trusted adults they care for.

Staff Management Strategies:

- **Wellbeing Check:** Check physical wellbeing of all involved and carry out first aid if necessary.
- **Make no demands**
- **Change of environment or activity**
- **Space:** Give the person space if they look like they require it.
- **Engage** in further activity if appropriate, focusing on learners' special interests.
- **Consider a return home.**

Post Event Actions:

- **Incident Report Form:** Complete incident report form as soon as possible post event.
- **Post Event Wellbeing Check:** Check-in with staff involved post event from member of SMT.
- **Post Event Review Meeting:** Meeting with staff involved and an SMT member min of 24 hours post event to review challenging behaviour incident, review 'Positive Behaviour Support Plan' if in place and complete ABC report.
- **Reintegration:** Conversation to be had with learner reviewing Antecedent, Behaviour, Consequences and future support needs.
- **Ongoing Recording:** Ongoing recording of learner's behaviour through ABC record in learners folders.
- **External Staff Support:** Staff have access to employee assistance program delivered 'Health Assured'. This provides confident advice and can help deal with personal and work-related problems such as: Family issues, financial wellbeing, legal information, medical information, relationship advice, house concerns, alcohol or drug issues, childcare support, stress & anxiety, bereavement, counselling.

Go to: <https://wisdom.healthassured.org/login>

Use the code: MHA016219

Or

You can call: 0800 206 2533

Promoting & Rewarding Positive Behaviour

Roar Trails believe that recognising and praising positive efforts by learners to self-regulate can be motivational and promote positive behaviour change. The culture at Roar Trails through our Instructors is to develop meaningful relationships with learners so that when they display or make positive efforts to change behaviours, recognition and verbal praise is given and valued. Instructors celebrate the development of learners as they become more independent at using strategies to self-regulate. This is further shared with parents and carers at handover and through regular report writing, whereby there is a focus on what the learner has done well over each term against their EHCP outcomes.

Promoting and rewarding positive behaviour is also achieved through our learner centred approach to session planning. Instructors have the autonomy to create opportunities to adapt their planning to use enrichment activities centred around the learners interests as either rewards or incentives. More formal recognition is also celebrated through the achievement of individually set AQA unit awards, where deemed appropriate for the learning, which focuses on positive behaviour change.

Sanctions

Roar Trails understand the need for a sensitive and individualised approach to sanctions due to the complex and diverse nature of our learners, many of whom have special educational needs and disabilities as identified within their EHCP. As such we continue to distinguish between sanctions for generic unacceptable behaviours and challenging behaviours typically presented by young people with learning difficulties.

Low Level Disruptive & Unacceptable Behaviours

In accordance with Roar Trails current use of the traffic light system presented to the learner through the Behaviour policy persistent low level disruptive behaviours and early warning signs (**Yellow Behaviours**) are addressed with warnings and reminders. Students may receive a one-on-one conversation with staff to discuss their behaviours and steps for improvement. Repeated behaviours could lead to a formal meeting with parents or guardians. At this stage PLT should consider development of a Positive Behaviour Support Plan to develop strategies for encouraging positive behaviour change.

In the event of the learner presenting unacceptable behaviours (**Red Behaviours**) Immediate and serious consequences. Students may face suspension from the programme. Each incident will be reviewed by our DSL and senior management team. In the case of a suspension, parents or guardians should be informed of the steps discussed in the decision-making process. In the case of the need for immediate dismissal; this should be discussed with the case worker and parents before a final decision is made.

Challenging Behaviours

Following a severe challenging behaviour incident, the incident will be reviewed on an individual bases following the post event actions as outlined in the guidance (see appendix I). The creation of a positive behaviour support plan at this

stage should be implemented or reviewed (if already in place) to ensure the safety of the learner and staff for future sessions. An additional risk assessment may be required to review the controls measures required to safely manage the risk posed by specific events such as interactions with other learners, transitions, transport and staff changes. Finally, depending on the risk of harm posed to the learner or staff, SMT may need to discuss the suitability of the provision at meeting the learners' needs whilst ensuring everybody's safety.

Positive Behaviour Support Plans

A Positive Behaviour Support (PBS) plan is a step-by-step guide that aims to help instructors understand the learner behaviours and know how to deploy individual strategies to reduce the likelihood of severe challenging behaviour occurring. This follows the same process modelled within the guidance but is written for individual learners.

An individual Positive Behaviour Support (PBS) Plan is for learners regularly displaying behaviours that challenge. Instructors are required to raise concerns of persistent challenging behaviours and have recorded these through the ABC record.

The PLT team will work collaboratively to create a behaviour support plan with instructors to share information on the best strategies that work to help learners stay calm and engaged, regulate and recover. Using a PBS plan means that there is a consistent approach by everybody using the same effective strategies, increasing the likelihood of supporting regulation and positive behaviour change.

Physical Intervention

In some circumstances of severe challenging behaviour staff may be required to use reasonable force to restrain a student to prevent them from causing harm to themselves and others or significantly damaging property.

Physical intervention is only to be considered as a last resort where every attempt to de-escalate, following the guidance as stated within this policy, has been exhausted. Physical intervention should only be carried out by staff who have had recognised and up-to-date training. Any use of physical intervention must be applied using the minimum amount of force for the minimum amount of time possible. Physical intervention must be used in a way that maintains the safety and dignity of all concerned.

Any incidents where physical intervention has been required a incident report form must be completed and forwarded to the DSL. The completed form must then further be forwarded to the learner's case worker.

Further and more detailed guidance on when and how physical intervention may be used can be found within the specific "Physical Intervention policy 2026" which should be read in conjunction with this wider behaviour policy.

Training

- New staff are required to have read and understood the behaviour policy and be supported on the implementation of positive behaviour support through mentoring of more senior staff over the first few months of employment.
- PLT support sessions are offered weekly where internal training is identified around the developmental needs of staff.
- Specific training on implementing Positive Behaviour Support and strategies for responding to challenging behaviours delivered internally through twilight sessions.
- External training sought by SMT to ensure staff have the appropriate skills and training to deliver sessions for learners.

Review and Feedback

This policy is reviewed:

- Annually
- After any serious incident
- When guidance or best practice updates

We welcome feedback to help make this policy better.

Links to other internal policy documents

- Safeguarding Policy
- Health & Safety Policy
- Physical Intervention Policy
- Incident Reporting Form
- Lone Working Policy
- Employee Handbook

Links to Statutory Guidance & Sources of Information

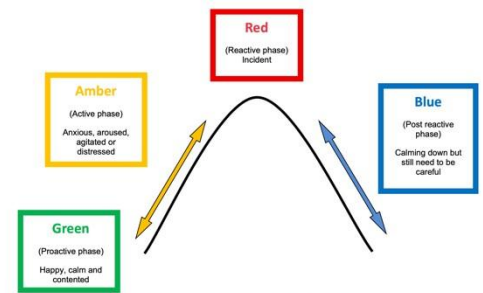
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Appendix 1

Positive Behaviour Support: Guidance & Severe Challenging Behaviour Incident Procedure

Roar has adopted “Positive Behaviour Support” as a recognised approach to support positive behaviour change. Positive Behaviour Support (PBS) focuses on promoting more effective and acceptable behaviours and ways of managing challenging behaviours.

This guidance aims to support staffs understand of learners exhibited behaviours and how to respond to both proactively and reactively. Furthermore, set guidance is given to staff to better support learners and respond to incidences of Challenging Behaviour.



Green 'Proactive' Phase: Calm & Relaxed (Prevention and Relationship Building)

Focus: Relationship building; understanding learners communication preferences; understanding and embed their 'likes' into sessions; embed strategies that reduce chances of challenging behaviour and promotes regulation.

Behaviour Exhibited: The learner is feeling mostly calm, relaxed and engaged.

Staff Support Strategies:

- Set clear routines
- Adapt to learners preferred method to communicate, such as visual aids.
- Provide choice but not excessive **(2-3 max)**
- Praise positive effort to regulate behaviour
- Change environment to suit
- Remove sensory triggers
- Keep language simple
- Use positive language **(avoid no's and don't')**
- Be consistent

Amber 'Reactive' Phase (Early Warning Phase Before They Resort To Challenging Behaviour)

Focus: Focus on de-escalation strategies and be prepared for moving to red 'crisis' phase.

Behaviour Exhibited: Understand the learners triggers and signals such as pacing, sweating, changes in vocalisation, body language, facial expressions.

Staff Support Strategies:

- Take away trigger if possible
 - Divert or distract
 - Try to use humour if you know the learner responds to this.
 - No responding to behaviour, ignoring
 - Give the person what they need
-
- Withdraw from the learner, tag in with a neutral member of staff.
 - Change person of support
 - Give them a voice, listen and give them a chance to voice what is wrong.

Red 'Reactive' Phase: Crisis (Challenging Behaviour / Incident Occurs)

Focus: To respond to challenging behaviour as safely as possible, keep the person and staff safe.

Behaviours Exhibited:

- Intense emotional outbursts, potentially including verbal aggression, throwing objects, or self-harming behaviours.
- Complete refusal to engage, withdrawing from others or becoming highly confrontational.
- **Fight Response:** Potential for targeted physical aggression such as punching and kicking, as well as picking up objects to use as weapons.
- **Flight Response:** Potential flight risk such as running off and hiding.
- **Destructiveness:** Targeted destruction and damage to property

Staff Management Strategies:

- **Appear Calm**
- **Low Arousal Communication:** use monotone calm voice and consistent language.
- **Body Language:** Consider eye contact but do not stare. Consider your own language and be non-threatening.
- **Space:** Create distance and reduce feeling of being threatened.
- **Do not make demands**
- **Distract or Redirect:** Consider change in environment or alternative activity such as a guided walk. ● **Seek Support & Withdraw**
- **Physical Intervention:** Only to be considered in incidents where there is risk of harm to self and others, or significant damage to property. Should only be used following positive handling training and advice and must be recorded in detail.

Severe Challenging Behaviour Incident Procedure:

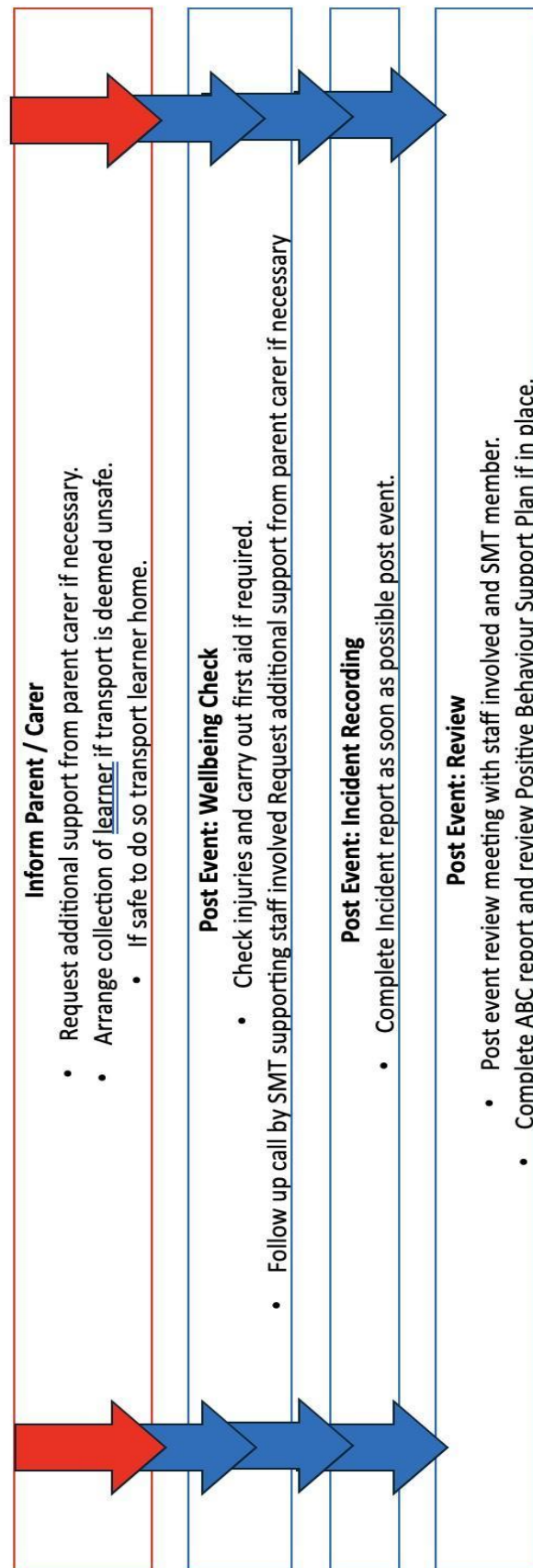
Roar defines a severe challenging behaviour incident as:

- **Physical Harm 'Fight Response':** Acts of physical aggression; intention and acts to harm self (the learner) and others (such as, other learners, staff and members of the public).
- **Absconding 'Flight Response':** Learner running away from staff, as well as hiding.
- **Damage:** Significant damage to property.

In the event of any of the any of the above staff are required to follow the procedures below.

Crisis / Challenging Behaviour Incident Management Procedure

Physical Harm 'Fight Response'	Abducting 'Flight Response'	Damage
Immediate response: Protect Learner & Self - If safe to do so remove objects that have potential to cause harm. - Move learner into safe space if possible. - Try to withdraw and give space. Call for help if other staff in proximity. Consider physical intervention if received positive handling training and guidance. Contact SMT for support when safe to do so. Withdraw and replace staff if possible. Call emergency services if appropriate.	Immediate response: Protect Learner & Self - If safe to do so, follow and keep an eye on the learner. Keep calm and signpost learner to space. Allow distance and be non-threatening. Do not make demands Consider physical intervention if received positive handling training and guidance. Contact SMT for support. Withdraw and replace staff if possible. Call emergency services if appropriate.	Immediate response: Protect Learner & Self - If safe to do so remove objects that have potential to cause harm. Keep calm and signpost learner to space. Allow distance and be non-threatening. Do not make demands Consider physical intervention if received positive handling training and guidance. Contact SMT for support. Withdraw and replace staff if possible. Call emergency services if appropriate.



Blue 'Post Reactive' Phase: Recovery (Post-Crisis Reflection and Support)

Focus: Aim to keep the learner calm and return to the green phase. This is where the learner is starting to recover but behaviour may escalate quickly. Caution in making demands and reflecting on incidents too early may trigger a return to crisis.

Behaviours Exhibited:

- May be exhausted, withdrawn, or need support in recovering emotionally.
- May demonstrate increased sensitivity to guidance or reassurance.
- May feel guilty and feel they have sabotaged relationships with trusted adults they care for.

Staff Management Strategies:

- **Wellbeing Check:** Check physical wellbeing of all involved and carry out first aid if necessary.
- **Make no demands**
- **Change of environment or activity**
- **Space:** Give the person space if they look like they require it.
- Engage in further activity if appropriate.
- **Consider a return home.**

Post Event Actions:

- **Incident Report Form:** Complete incident report form as soon as possible post event.
- **Post Event Wellbeing Check:** Check-in with staff involved post event from member of SMT.
- **Post Event Review Meeting:** Meeting with staff involved and an SMT member min of 24 hours post event to review challenging behaviour incident, review 'Positive Behaviour Support Plan' if in place and complete ABC report.
- **Reintegration:** Conversation to be had with learner reviewing incident, Behaviour, Consequences and future support needs.
- **Ongoing Recording:** Ongoing recording of learners behaviour through ABC record in learners folders.
- **External Staff Support:** Staff have access to employee assistance program delivered 'Health Assured'. This provides confident advice and can help deal with personal and work related problems such as: Family issues, financial wellbeing, legal information, medical information, relationship advice, house concerns, alcohol or drug issues, childcare support, stress & anxiety, bereavement, counselling.

Go to: <https://wisdom.healthassured.org/login>

Use the code: MHA016219

Or

You can call: 0800 206 2533

