

Promoting Positive Behaviour (Scotland)

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Aims

One Call 24 supports and promotes practice that avoids the need for physical restraint. It is part of our beliefs that positive behavioural support can enable our staff to provide high-quality care and support for people who display, or are at risk of displaying, behaviours which challenge.

Challenging behaviour is most often exhibited by persons with developmental disabilities, dementia, psychosis and by children, although such behaviour can be displayed by any person. There are 2 types of challenging behaviour for which the following definitions apply:

- **“Challenging behaviour”** - culturally abnormal behaviour by individuals or groups, which causes others’ problems, and which significantly interferes with the quality of life of all concerned. In an healthcare scenario this will relate to challenging behaviour displayed by the service user towards care staff and / or family members, visitors etc.
- **“Severely challenging behaviour”** - challenging behaviour of such frequency, intensity or duration, that the physical safety of the person or others is likely to be placed in serious jeopardy, and which is likely to seriously limit or delay access to and use ordinary community facilities.

Challenging behaviour can manifest itself in many forms and can depend upon many parameters. The more common types that the care worker may encounter are as follows:

- Aggressive behaviour towards others: e.g., spitting, screaming, hitting, kicking, biting.
- Self-harm: e.g., hitting self, head-banging, biting, skin picking.
- Destructive behaviour: e.g., ripping clothes, breaking windows, throwing objects; stealing.
- Inappropriate sexualised behaviour: e.g., groping, public masturbation.
- Other stereotyped behaviours: e.g., repetitive rocking, elective incontinence, running away; eating inedible objects.

Promoting Positive Behaviour

One Call 24 workers’ priority in managing challenging behaviour is to prevent a challenging situation from either occurring or worsening. There are 3 basic principles involved in preventing challenging behaviour:

- a.) Addressing and reviewing a service user’s general life situation and environment:

- workers must be sensitive to the environment in which a service user with challenging behaviour lives, and how best to provide an environment that offers the greatest possible control for the service user.
 - workers must be sensitive to the need for a service user with challenging behaviour to communicate their needs and feelings in all aspects of their life
 - Care staff must be sensitive to the need to maintain a balance when considering a service user's general lifestyle, particularly in the areas of social contact and task requirements. Too much stimulation can prove as counterproductive as too little.
- b.) Acting to de-fuse a challenging situation at its earliest stage:
- Prevention of challenging behaviour should begin at the initial stages, i.e., ensuring effective needs assessment, care planning for the service user, and thorough risk assessments. However, in the event of a challenging situation occurring care staff should employ the following techniques or approaches as appropriate to the situation. These techniques must be identified and agreed at the care planning stage:
 - a.) Talk calmly to the service user - try and find out what the service user is thinking or feeling, or whether he / she is upset, hurt, annoyed or in pain. Try and find out what triggered the behaviour.
 - b.) Comfort the service user - if upset, try and comfort the service user verbally and, if appropriate, gentle physical contact. It is vital that touching is not interpreted as an invasion of space; some people hate being touched and may react adversely.
 - c.) Ignore the behaviour, but not the person - treat the service user as if the behaviour is not occurring, though there is a risk that this may trigger an escalation of challenging behaviour if the service user feels that he / she is being ignored.
 - d.) Interrupting and deflecting - try and get the service user to focus upon another person or situation.
 - e.) Rewarding positive behaviour - reward any positive behaviour that the service user may be showing with praise or attention.
 - f.) Allow the service user time - access to a quiet place and giving the service user some time to recover them can be helpful.
 - g.) Use the physical environment - ensure that type and layout of furniture and space enhances positive behaviours; e.g. not too cluttered or too sparse. If the service user is being aggressive, and if it is safe to do so, place a table or chair to act as a natural barrier.
- c.) Managing one's own behaviour appropriately
- How the care worker appears and behaves are key factors in preventing the onset and escalation of challenging behaviour. The care worker should be aware of himself / herself and be always in control. When faced with a challenging situation the care worker should try to:
 - a.) acknowledge personal prejudices, emotions, and feelings.
 - b.) appear calm and confident.
 - c.) be aware of not being arrogant, aggressive, or challenging.
 - d.) consider the causes of previous episodes of challenging behaviour.
 - e.) move slowly and purposely.

- f.) keep proper space and distance.
- g.) identify a safe exit.
- h.) speak clearly and calmly.
- i.) remain relaxed and maintain normal breathing.
- j.) maintain eye contact but do not stare or show anger.

How to developed Positive behavioural support skills

One Call 24 workers undergo specialist training to ensure they have the skills needed to promote positive behaviours whilst on duty and to ensure they have awareness of the types, causes and effects of challenging behaviour to ensure that they can work pro-actively in a person-centred way to respond effectively to triggers, signs and symptoms of challenging behaviour. Staff training will be built into Induction Training programmes, and will be structured as a 3-stage strategy:

Stage 1: All staff should receive training appropriate to their needs in how to develop the skills and knowledge necessary to promote positive behaviours and support service users with learning or mental disabilities.

Stage 2: More intensive training will be provided to care staff working in long term placements with service users where the expected level of challenging behaviour is high. It will be tailored to meet the specific needs of the individual whose behaviour has been identified as challenging. The basis for the provision of this training will be the original Assessment of Need leading to the service user's Care Plan.

Stage 3: Training will address the management of complex situations, including the use of physical intervention in line with the British Institute of Learning Disabilities' Code of Practice. (*Handling Challenging Behaviour - The Use of Physical Intervention*).

Review

This policy statement will be reviewed annually as part of our commitment to upholding professional standards. It may be altered from time to time in the light of legislative changes, operational procedures or other prevailing circumstanc

