SES KITE

RESIDENTIAL ACCOMMODATION

Positive Risk Policy and Procedure

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SES Kite Ltd (12634002) is a subsidiary company of
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CONTENTS

1	**PREFACE**		5
2	**INTRODUCTION**		6
3	**RATIONALE**		6
4	**SCOPE**		7
5	**PRINCIPLES**		7
6	**ENTITLEMENT**		
	6.1	Young Adult's Entitlement	8
	6.2	Staff Entitlement	9
	6.3	Family/Carers Entitlement	9
	6.4	Local Authorities Entitlement	9
	6.5	Community Entitlement	10
7	**A STRUCTURED ENVIRONMENT**		
	7.1	Promoting a Person-Centred Approach……	10
	7.2	Promoting Appropriate Use of Authority……..	11
	7.3	Promoting Positive Relationships…….....	12
	7.3.1	*Role Modelling Quality Relationships*	
	7.3.2	*Positive Personal Contact Between Young adults and Staff*	
	7.3.3	*Care and Control*	
8	**ROUTINES**		15
9	**INDIVIDUAL PROGRAMMES**		
	9.1	Portfolio of Achievements and Needs (PAN)……..	15
	9.2	The Pan Process…….	15
	9.3	General Risk Assessments……	16
	9.4	Young Adult Medical Risk Assessment……	17
10	**SOCIAL DEVELOPMENT AND PARTICIPATION**		
	10.1	Developing Socially Responsible Behaviour……	19
	10.2	Engaging with Peers……	19
	10.3	Interacting with Staff……	19
	10.4	Group and Community Participation……..	20
	10.5	Transition to Independent Life……	20
11	**EDUCATION, LEARNING AND PERSONAL DEVELOPMENT**		
	11.1	Planning and Delivery…….	21
12	**POSITIVE VERBAL REINFORCEMENT: DESCRIPTIVE PRAISE**		21
13	**REFLECTIVE AND SUPPORTIVE CONVERSATIONS**		
	13.1	Principles……	23

13.2 Aims…… 23
13.3 Specific Approaches…… 23
13.4 Targeted Approaches…….. 24
13.5 Outcomes from Supportive Conversations……. 24
13.6 Evaluation of Personal and Group Support…….. 24
13.7 Core Skills…….. 24
13.7.1 Posture
13.7.2 Listening
13.7.3 Encouragement of Young Adult to Dialogue
13.7.4 Conveyance of Understanding
13.8 Behaviour to Avoid…… 26
14 DE-ESCALATION TECHNIQUES
14.1 Attitude and Approach……. 27
14.2 Non-Verbal Intervention and De-Escalation Skills…….. 28
14.3 Verbal Intervention and De-Escalation Skills…….. 29
14.3.1 Calm the Situation
14.3.2 Analyse the Problem
14.3.3 Problem Solve
14.3.4 Resolve the Situation
14.4 Group Expectations……. 31
14.5 Providing Verbal Prompts and Setting Clear Boundaries … 33
15 WHY ARE RESTRICTIVE PRACTICES NECESSARY?
15.1 Restorative Approaches……. 34
15.2 Restorative Action and Restitution…… 36
15.3 Recording of Restorative Approaches …… 36
16 CRITICAL BEHAVIOUR OF CONCERN
16.1 Responses to behaviour that could constitute a criminal offence 37
17 POSITIVE HANDLING STRATEGIES INCLUDING THOSE PRECEDING, LEADING UP TO AND INVOLVING RESTRICTIVE PHYSICAL INTERVENTION (RPI)
17.1 Dialogue or Persuasion and Dissuasion……..…. 39
17.2 Physical Diversion. …….. 39
17.3 Increased Staffing Levels…… 39
17.4 Restrictive Physical Intervention (RPI) ……. 39
17.5 Considerations When Using Restrictive Physical Intervention 42
17.6 Elevated Risks and RPI..... 43
17.7 Ending an RPI..... 43

17.7.1 Preparing to Release

17.7.2 Power and Control

17.8 Recording RPI Serious Incidents…… 46

17.9 Review and Monitoring the Use of Physical Intervention ….. 47

18 STAFF TRAINING FOR POSITIVE HANDLING STRATEGIES

18.1 Choice of Norfolk Steps 49

19 GOVERNANCE AND QUALITY ASSURANCE 50

1 PREFACE

This policy sets out SES Kite's commitment to enabling and supporting positive risk taking in a way that empowers individuals, promotes independence and protects wellbeing. Positive risk taking is a key principle of person-centred care, underpinned by national legislation, guidance and the ethos of adult social care in England.

The aim of this policy is to:

- Encourage individuals to make informed choices, including those involving a degree of risk.
- Balance safety with autonomy by assessing and managing risks collaboratively.
- Support culture that avoids unnecessary restrictions while fulfilling legal and safeguarding duties.

This policy reflects and aligns with the following statutory and national frameworks:

- The Care Act 2014 – promoting wellbeing, independence, and proportionality in decision-making
- Mental Capacity Act 2005 and Code of Practice – supporting individuals to make their own decisions and acting in their best interests when they cannot.
- CQC Quality Statements and Key Line of Enquiry (KLOEs)
- SCIE Guidance on Positive Risk Taking (2022)
- Human Rights Act 1998 – particularly Article 8: rights to private and family life
- Health and Social Care Act 2008 (Regulated Activities) Regulations 2014, including:
    - Regulation 11: Need for consent
    - Regulation 12: Safe care and treatment
    - Regulation 17: Good governance

This policy is also informed by guidance from:

- Skills for Care – promoting person-centred approaches and best practice in adult social care.
- Local safeguarding adult's boards (LSAB) and multi-agency policies.

The Registered Service Manager and senior leadership team are responsible for monitoring the effectiveness of this policy. Monthly reviews of incident reports, risk assessments, and positive risk decision will be undertaken to identify trends, themes and learning. Findings are shared with staff in team meetings and used to inform supervision, training and improvement.

Other SES Kite policy and practice documentation should also be read alongside this document, e.g. Anti-Bullying Policy, SES Kite Safeguarding, 'SES Way' An Exploration of Our Therapeutic Model

2 INTRODUCTION

It is the philosophy of SES Kite to have as its first priority the needs of the young adult in its care. We are committed to supporting young adults with complex needs, such as learning disabilities, autism, and social, emotional or mental health (SEMH) conditions, to live meaningful, fulfilling lives. A key part of this commitment is enabling individuals to take positive risks as part of their personal growth, independence and self-determination.

Care and support are delivered through personalised care expressed in a Portfolio of Achievements and Needs or PAN, (see Section 10). This is influenced by young adult's specific needs, talents, interests and future aspirations. It is similarly held important that young adults whose behaviour may have been chaotic, experience a calm, caring and consistent environment. However, it is also considered equally important that the establishment's approach is flexible and tolerant enough to be able to manage a range of behaviours whilst enabling individual young adults to develop internal restrictive practices.

The overall aim of SES Kite is to provide a therapeutically managed facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth and development.

Each young adult's care is guided by and individual Care Plan, which reflects their goals, needs, preferences and identified risk. We work collaboratively with individuals, families, advocates and professionals to co-produce these plans and ensure that decision-making about risk is informed, shared, and respectful of people's legal rights and unique circumstances.

We are committed to:

- Supporting young adults to take risks that are meaningful and reflect their values.
- Embedding positive risk taking in everyday care practices and planning
- Equipping staff with the training and confidence to support risk safely and proportionately.
- Promoting a culture where risk is not avoided but sensitively supported.

This policy provides the framework and guidance to ensure positive risk-taking is understood, implemented and embedded in practice across SES Kite.

3 RATIONALE

The purpose of this Positive Risk Policy and Procedure document is to describe the establishment's ethos, culture and values within a framework for relating positively to young adults. Positive risk-taking means supporting individuals to make choices that involve risk, in a way that promotes dignity, independence and wellbeing. It involves enabling informed decision-making, recognising individual rights to autonomy, and assessing and managing potential harms collaboratively. The goal is not to eliminate risk, but to balance it with opportunities for growth, fulfilment and self-determination. This approach requires an environment with clear, predictable

and consistent structures that also operates in such a way as to maintain the naturalness and flexibility of domestic living.

Our values as expressed in our Vision Statement are that:

- ✓ *We believe in a 'no limits' approach to supporting young adults to grow, achieve, and live fulfilling lives*
- ✓ *We believe in every young adult's abilities and potential, regardless of past experiences or challenges*
- ✓ *We believe in unconditional positive regard, showing compassion, empathy and respect in every interaction*
- ✓ *We believe our young adults deserve happiness, opportunity and a sense of belonging in their lives*
- ✓ *We believe in a 'can do' philosophy that encourages resilience, independence and confidence*
- ✓ *We believe in success and learning from mistakes as part of lifelong growth*
- ✓ *We believe intelligence and ability are multifaceted and everyone has unique strengths to build upon*
- ✓ *We believe learning and development is lifelong, whether through education, work, personal growth or community involvement*
- ✓ *We believe assessment of progress should be based on improvements from each person's 'previous best,' celebrating individual achievement*
- ✓ *We are future orientated, supporting each young adult to build skills, independence and aspirations for adulthood*

This positive view of young adults and our work underpin and drives our culture and ethos creating a firm foundation for the positive management of behaviour.

All practice under this policy is guided by the five statutory principles of the Mental Capacity Act 2005:

1 – presume capacity
2 – support to make decisions
3 – right to make unwise decisions
4 – decisions made in best interests where capacity is lacking
5 – any intervention must be the least restrictive option.

Staff are trained and supported to apply these principles consistently in daily practice.

4 SCOPE

This statement of policy and practice relates to the operation of each SES Kite Residential Accommodation community.

5 PRINCIPLES

The policy and procedure seek to demonstrate:

- a whole establishment approach conducive to quality physical and emotional care, and therapeutic intervention which incorporates effective care in an innovative and sensitive way,
- arrangements and practices that are known to young adults, staff, family/carers and placing authorities that effectively convey the culture of SES Kite.
- a sense of home, community and shared values
- mutual respect
- the promotion of positive relationships
- a commitment to proactivity rather than crisis driven approaches
- the encouragement of self-worth, self-confidence and self-discipline
- an emphasis on preferred futures
- an emphasis on positive effort and achievement
- the encouragement and generalisation of good behaviour to the community
- an appropriateness to off-site experiences and environments as well as on-site
- where possible, an active partnership with family/carers
- that restorative approaches are embedded as a response to inappropriate behaviour that impacts on others
- that any use of sanction is considered, fair and consistent
- sensitivity to the needs of the local community

6 ENTITLEMENT

SES Kite recognises that young adults, staff, family/carers, placing authorities and the community all have rights and responsibilities that should be reflected in its policy and practice for understanding distress or dysregulation and responding in a supportive way.

Information, care plans and risk assessments will be made available in accessible formats e.g. easy-read, large print, visual symbols and with the support of advocacy, interpreters or communication aids where required. SES Kite is committed to ensuring all entitlements are upheld in line with the Equality Act 2010 and the Human Rights Act 1998.

6.1 YOUNG ADULT'S ENTITLEMENT

All young adults are entitled to:

- be listened to again and again and again and again……
- opportunities to develop self-worth through gaining success and accepting responsibility
- opportunities to develop self-discipline
- an orderly, caring and supportive regime in which each individual's growth can be nurtured through personalised care
- consistency of treatment from staff member to staff member and between staff groups
- know the boundaries designed to maintain safety and wellbeing, routines and expectations of the establishment
- participate as appropriate in the development and continued review of the establishment's policy and practice in respect of behaviour
- praise and reward for positive achievements and endeavour

- open access to support mechanisms within the establishment
- positive role models to emulate
- be treated as an individual
- expect their potential to be fully explored in a range of situations and activities
- have any complaints dealt with effectively and speedily, if necessary, through an independent source
- contribute to decisions about the operation and management of the establishment through regular meetings with staff within the home
- a de-briefing, repair and reflection process following serious incidents

6.2 STAFF ENTITLEMENT

All staff are entitled to:

- mutual respect
- an orderly and supportive environment in which effective caring can occur
- active participation in the development and review of the Positive Risk policy and procedure
- systems which allow staff to be involved in the personal and social growth of the young adults
- access to positive handling training
- advice and support from senior colleagues
- regular time allocation for induction, personal and professional development and supervision
- a de-briefing, repair and reflection process following serious incidents

6.3 FAMILY/CARERS ENTITLEMENT

Family/carers are entitled to:

- be regularly and actively involved in the social and person-centred care of their relative
- involvement in seeking constructive solutions to problems involving their relative
- regular agreed contact with staff
- information about the SES Kite Positive Risk policy and procedure
- a quality of service that meets National Standards

6.4 LOCAL AUTHORITIES' ENTITLEMENT

The Local Authority are entitled to:

- partnership working between SES Kite staff and placement agency representatives
- expect each establishment to respond to a range of needs as described in its admission specification
- be kept informed of specific and general developments
- information about the SES Kite Positive Risk policy and procedure
- a quality of service that meets National Standards

6.5 COMMUNITY ENTITLEMENT

The local and wider community is entitled to:

- consideration and respect
- neighbourliness
- the co-operation of the establishment in matters which effect the community
- make representation to the establishment and/or its parent company (SES Topco Ltd)

7 A STRUCTURED ENVIRONMENT

Positive Management of Behaviour can only be achieved through creating the right culture, ethos and appropriate structures within which potential problems are minimised and dealt with at a low level before they escalate. The best behaviour management is unseen.

Young adults' basic needs are met within an overall structure that reinforces:

- Individuality and development
- Rights and responsibilities in the form of entitlement
- A high standard of care and attention to health, safety and security
- Partnerships with family/carers and the local authorities
- Person-centred collaboration based upon high quality inter-disciplinary teamwork
- An emphasis on preferred futures and solutions rather than problems
- Listening to the "Voice of the Young adult"
- A proactive not a reactive environment
- Restorative approaches

7.1 PROMOTING A PERSON-CENTRED APPROACH

First and foremost, SES Kite seeks to create a safe, warm and caring environment where young adults can learn to trust staff. This is often described as a Person-Centred Approach. It means consistently putting the needs of young adults first, and always putting them before the staff's own convenience. It involves recognising the worth of each young adult no matter what their behaviour.

We are committed to delivering care and support that is person-centred, rights based and empowering. This means working in partnership with each individual young adult to understand their needs, values, goals and preferences, while recognizing their right to make choices, take risks and live meaningful lives.

A person-centred approach involves:

- Placing the individual's needs, views and choices at the heart of all decision-making.
- Listening to what matters to the person and recognizing their right to take positive, informed risks.
- Supporting individuals to be actively involved in shaping their care and lifestyle.

To be person-centred, staff must provide support young adults to make their own decisions, or where this is not possible, acting in their best interests under the MCA. This can be particularly challenging in the face of violence and aggression, and to safeguard and promote the welfare of young adults, all staff must have a shared understanding about what young adults need to thrive. Young adults should be:

Safe Young adults should be protected from abuse, neglect and avoidable harm by others at home and in the community, while being supported to make informed choices.

Valued Young adults should live within a supportive setting, with additional assistance if required, or, where this is not possible, within another caring setting, ensuring a positive and rewarding experience. Young adults must be treated with dignity and respect, with their experiences and opinions take seriously.

Healthy Young adults should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.

Empowered Young adults should have access to a positive home environment and be encouraged to develop their independence, skills, confidence and self-esteem to the fullest potential.

Active Young adults should be active with opportunities and encouragement to participate in leisure and recreation, including sport.

Respected and Responsible
Young adults and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.

Included Young adults and their families should have access to high quality services, when required, and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

Heard Young adults must be involved in planning and reviewing their care, with accessible information and advocacy where needed.

7.2 PROMOTING APPROPRIATE USE OF AUTHORITY

In order to provide security for individuals and the group and to aid personal development, young adults need to develop an appreciation of the limits on their behaviour set by society and their community. They need to understand the implications of breaching these limits. A clear framework of authority (but not authoritarianism) facilitates the development of inner self-discipline and maturity. As maturity of response develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment, which leads naturally to choice and independence, is fundamental in bringing this about.

Person-centred practice does not mean that staff should be reluctant to take charge when they are responsible for a young adult's safety. Staff need to be clear about what the young adults can decide, what is negotiable and what is non-negotiable, and when a controlled choice should be given. A strong, confident staff presence, using authority appropriately, will reduce the need for physical intervention. Acting in this way, staff can give the young adults and their colleagues a sense of security. However, there must be a sense of fairness and a spirit of unconditional positive regard underlying all interactions and decision-making.

7.3 PROMOTING POSITIVE RELATIONSHIPS

The principal reward and encouragement for any young adult is the positive attention and frequent expression of approval, support and care by the staff around them. This expression of the quality of relationships between young adults and staff is a critical feature of the ethos and culture of SES Kite. All progress with our young adults relies on the relationships they form with the staff they encounter. A central feature of the structure of each establishment is the young adult's network of relationships with staff.

7.3.1 Role Modelling Quality Relationships

Everywhere there are rules, structures and codes of conduct that seek to guide formally how people behave, interact and respond. Sometimes these expectations are explicit; sometimes they are part of a hidden culture.

There is an even greater need for young adults with relationship and adjustment difficulties to have clear and unambiguous expectations explained to them and for them to be appropriately reminded of these. These expectations and aspirations should be conveyed in a way that is clear, unambiguous and readily understood by young adults of all ages. This should be done within a positive, nurturing environment.

Our aspiration for Quality Relationships must be conveyed at all times by staff in their personal interactions and role modelling. They should pervade the work staff are engaged in at all times and not solely at times of crisis or conflict.

7.3.2 Positive Personal Contact Between Young Adults and Staff

There is clear and unequivocal recognition at SES Kite of the importance of normal, positive, physical contact between staff and young adults, where it is appropriate, welcomed and proportionate. This is not physical contact that in any way seeks to establish authority, but rather a natural expression of care and support e.g. to provide comfort, ease distress and signal care as would be expected in any trusting, therapeutic relationship.

To deny this would be tantamount to emotional deprivation, and we believe appropriate and person-centred physical contact is a critical therapeutic factor in young adults' care plans to a greater or lesser degree.

Our policy on positive personal contact has been affirmed by the latest research and knowledge of neurobiology, and as illustrated by the writings of Dr Margot Sunderland. Particularly important is the clear connection between the production of positive neurochemicals of oxytocin and opioids, and warm parental physical contact and affirmation. Many young adults will have experienced the opposite of this, where their brain chemistry has been swamped by repeated high levels of cortisol, adrenaline and noradrenaline created by stressful situations.

Nevertheless, every staff member needs to understand the difference between appropriate and inappropriate touch, and to be aware of touch which poses as therapeutic, but which is actually being used to satisfy the practitioner's need for contact rather than that of the young adults. Naturally staff have to be fully cognisant of touch that is invasive or which could be confusing, re-traumatising, or experienced as stimulating in any way whatsoever. Should any such touch be used, it would be deemed as the most serious breach of professional boundaries warranting disciplinary action. All physical contact must be guided by the person's informed consent, and where capacity is in doubt, staff must follow the MCA to ensure decisions are made in the person's best interests and in the least restrictive manner. Staff should document the person's preferences around physical touch in their care plan, including cultural, sensory or trauma related factors that may influence how contact is experienced.

Bearing in mind the specific context, the following guiding principles should apply:

- Specific programmes involving therapeutic physical contact will be considered through the PAN process and reviewed regularly.
- Given that a high proportion of young adults with emotional and behavioural problems may have experienced sexual and/or physical abuse, staff must take great care and ensure that any physical contact is not misinterpreted.
- If a young adult communicates verbally or non-verbally that they are uncomfortable with physical contact, staff should respond immediately by ceasing that contact.
- There should be no general expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in exceptional circumstances (e.g. bereavement)
- Cultural background, trauma history, age and maturity are all factors that influence how physical contact is experienced. Staff must be sensitive to these differences.
- In cases where physical contact is not appropriate, the young adult should be supported verbally and emotionally. Where it is not possible to respond as requested, such as safeguarding reasons, this must be sensitively explained to the young adult, and support offered in another form.
- Young adults should be counselled with regard to socially appropriate/inappropriate times/places/situations to seek physical comfort
- Appropriate physical contact should be a focus of discussions with family/carers, advocate and local authorities through Support Workers/Personal Advisors.

- If an embrace takes place, care should be taken to make it a 'sideways' gesture wherever possible and appropriate, sensitively and tactfully handled.
- The topic of physical and appropriate boundaries is included in interviews and induction training for staff and discussed in staff development and supervision.
- Physical contact of any kind initiated by staff should be no more than is necessary to meet the intended therapeutic or emotional support goal. For example, in comforting a young adult in distress, such physical comfort should be the minimum necessary to assist the young adult to regain composure and calm.

There may be some young adults for whom any physical contact is particularly unwelcome. For example, some young adults may be particularly sensitive to physical contact because of their cultural background, medical condition or past trauma. It is important that all staff have an awareness of these young adults individual preferences, as documented in care plans and obtaining consent before initiating physical contact. If staff believe their intentions have been misconstrued, they should immediately seek to discuss this with a senior colleague.

Further details about positive physical contact is provided in the **SES Kite Supported Working Alone Policy and Practice document.**

7.3.3 Care and Control

The aim of staff is to co-produce a culture and ethos where restrictive practices are unnecessary. Within SES Kite, the use of restrictive physical intervention is expected to be extremely rare and only considered in exceptional circumstances. Any intervention must be lawful, necessary and proportionate, in line with the MCA, Human Rights Act 1998 and relevant safeguarding frameworks. The focus is always on empowering young adults to develop safe coping strategies, exercise choice and maintain positive relationships.

Norfolk Steps is used for staff training purposes. This complies with statutory guidance and has been accredited nationally by the Institute of Conflict Management. SES has its own Step On, Up and Advanced instructors.

Staff training promotes the least intrusive positive handling strategies and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before any physical intervention is utilised.

Hopefully this enables staff to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

Training increases the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.

8 ROUTINES

One explicit feature of an establishment's structure is its routines. Valid routines contribute greatly to the smooth operation and settlement of the home. Young adults thrive emotionally on the security that results from the consistency of predictable routines. When implemented in a flexible and person-centred way, routines can support wellbeing, promote independence and foster a safe and therapeutic environment.

All young adults are provided with a young adult's guide to assist them in having an understanding of the home, the support structures around them and their rights and responsibilities. They also sign an Accommodation Agreement that specifically sets out expectations for residential accommodation living. These documents are presented in accessible formats and explained in ways that support each individuals understand and informed decision making.

Introducing new admissions to the routines, staff take time to support individuals learn the daily routines through relaxed and supportive conversations. This isn't about strict rules but about helping people feel confident and comfortable in their new home. Staff are encouraged to respond to each young adults' individual needs and offer support where routines feel unfamiliar or challenging. Routines at SES Kite are not about control, they are there to help young adults feel secure, build trust and support their independence in a way that works for them.

9 INDIVIDUAL PROGRAMMES

One of the most obvious indicators to young adults that staff care is the visible time put into discussion with them concerning their progress and the purposeful addressing of issues to clarify with them how they can effect change. A young adult is much more likely to engage in this process if they view it as a joint venture to help with their own progress. The starting point for this process is the Portfolio of Achievements and Needs (PAN).

9.1 PORTFOLIO OF ACHIEVEMENTS AND NEEDS (PAN)

At the centre of our work is a 'no limits' highly personalised recovery package developed from the young adult's Portfolio of Achievements and Needs (PAN). Our young adults need a holistic framework of care, support and guidance for young adults to develop their independence. SES Kite provides such a framework of high-quality care and therapeutic intervention embedded in a highly personalised and person-centred care experience. **We accept no barriers to innovation, creativity and response in order to reawaken a passion for personal development in each young adult.**

9.2 THE PAN PROCESS

The PAN process commences as part of the admissions process, identifying long-term aspirations for our young adults in partnership with the placing authority, and where appropriate, their family. **We actively seek to start with a person's strengths, gifts, passions and talents and expand from there.**

Our My Journey model summaries the persons achievements and needs in six dimensions:

- **My Learning** – Careers, Education and Training
- **My People** – Family and Relationships
- **Who I Am** – Identity
- **My Opportunities** – Experience and Leisure
- **My Health** – Health
- **My Future** - Transition

This is all underpinned by our vision of *learning without limits*, supporting each young adult to build confidence, develop their skills, and progress towards independence in a way that is fully person-centred.

We regard the person as a resource (rather than a problem) in the process of seeking solutions in their lives

We encourage young adults to make choices, state preferences and define outcomes for themselves, and we respect these choices and preferences.

The ultimate goal for our young adults is **maximising their personal development and independence**, vocationally, academically and socially, while promoting choice, dignity and person-centred outcomes. We place no limits on what their individual learning and development journey may involve. This might include continuing education or skills-based learning, workplace training, volunteering, or supported employment opportunities tailored to their goals. In some cases, they may be supported, coached or taught by adults from SES Kite team, or by specialist consultants or instructors bought in to enrich skills, development, confidence and independence. In most circumstance it will be a combination of these.

9.3 GENERAL RISK ASSESSMENTS

At SES Kite, risk assessments for each young adult are personalised and focused on supporting safe decision-making while encouraging positive risk-taking to help build independence and confidence. When a young adult moves in, their known risks, needs, preferences, and history are carefully reviewed to identify areas where risk may be present. These risk areas are documented and regularly updated throughout their time with us to reflect any changes in circumstances or new information.

Staff work collaboratively with the young adult to develop strategies that reduce unnecessary risks while enabling them to make informed choices. This includes planning how to safely manage identified risks and agreeing on clear responses should any adverse situations arise. The aim is to balance safety with respect for the young adult's autonomy, ensuring that risk management does not impose unnecessary restrictions or limit opportunities for growth.

Only risks that are relevant and evidence-based are included in the general risk assessment. For example, if there is not history or indication of choking or swallowing difficulties, this will not be part of the general risk assessment. Where a particular risk is identified as high or complex, a specific and more detailed risk assessment will be developed to address that area thoroughly, rather than it being

covered only within the general risk assessment. This ensures that all significant risk receive the focused attention and management they require.

Risk assessments take account of the young adult's cultural background, communication needs, and any protected characteristics under the Equality Act 2010. Where risks involve health or complex needs, multi-agency input e.g. GP, nurse, therapist, or advocate, will be sought to ensure balanced and well-informed decision-making.

By maintaining this personalised, balanced approach to risk, SES Kite ensures that young adults are supported to develop confidence and independence in a safe and enabling environment.

GENERAL RISK ASSESSMENT FORMAT

Name:	**Completed by:**	**Date Completed:**	**Review Date:**

Identified Risk Areas	**Risks and Triggers**	**Score <u>Without</u> Restrictive practices**	**Proactive Risk Reducing Measures**	**Active Management Measures**	**Score <u>With</u> Restrictive practices**	**Reactive Response to Adverse Outcomes**

All Risk Assessments are reviewed by the 5th of each month, or as a response to significant events. Staff are expected to read and be familiar with young adults' risk assessments and updated ones where changes have been notified through team meetings.

The General Risk Assessment should always be read in conjunction with their Medical Risk Assessment (if required).

9.4 YOUNG ADULT MEDICAL RISK ASSESSMENT

At SES Kite, we recognize and celebrate the individuality of each young adult, including their unique medical needs. Our approach to health care is rooted in promoting independence, dignity, and wellbeing, while ensuring that any potential risks are understood and managed in a way that enables positive outcomes.

Medical needs are identified through collaborative discussions with young adults, their families, carers and health professionals. These needs are clearly outlined within our General Risk Assessment to support a comprehensive understanding of each young adult's care requirements.

Where a young adult has a medical condition that requires specific support, monitoring, or intervention relating to their medical health, a dedicated Medical Risk Assessment is completed. The purpose is to ensure all relevant medical considerations are explored, and that clear, person-centred guidance is in place to support both day-to-day living and emotional wellbeing. Conditions that may warrant a separate medical risk assessment include, but are not limited to: diabetes, epilepsy, asthma, physical disability, or other complex or long-term health needs.

To ensure the most appropriate and informed care, input may be sought from relevant professionals such as GPs, specialist nurses, or consultants. Collaboration with health professionals allows us to respond proactively and confidently to medical needs, supporting each young adult in living a full and active life.
All staff receive training relevant to the medical needs of the young adults in our care, including emergency procedures where necessary. We place a strong emphasis on preparation and communication. During trips, visits or external activities, staff ensure that relevant medical information is shared appropriately with other professionals or venue staff to maintain a safe and inclusive environment.

By viewing medical needs through a lens of opportunity and support with a no limits approach, we empower young adults to take positive, informed risks as part of a fulfilling and independent life.

10 SOCIAL DEVELOPMENT AND PARTICIPATION

Social development is a core aspect at SES Kite, supporting young adults to develop the skills, awareness and confidence needed to build and maintain healthy relationships and participate meaningfully in community life. We adopt a 24-hour learning model, recognising that all elements of daily livening, from shared meals to recreation, offer valuable opportunities for social learning.

Many of the young adults referred to SES Kite may have had limited opportunities to develop positive social skills due to disrupted early experiences, trauma, or unmet support needs. Our approach provides structured, adult-appropriate opportunities for social engagement, delivered in a way that respects the individual and promotes emotional wellbeing.

Rather than ‘teaching’ social skills, we model, encourage, and reinforce them naturally through respectful relationships and day-to-day interaction. Social development is woven into all aspects fo residential life, and staff support each individual in a way that protects their dignity, choice and independence.

Without opportunities to develop these competencies, young adults may face isolation, rejection or difficulty adapting to wider society. We view social development as essential to long-term wellbeing, inclusion and personal fulfilment, not simply behaviour management.

We also recognise that social development is closely connected to all other domains of support, emotional health, physical wellbeing, identity and future planning. Social opportunities are embedded in home life, group activities,

community engagement, and supported routines, all underpinned by trauma-informed, person-centred care.

The intended outcomes of social development include:

- Developing socially responsible behaviour
- forming and sustaining positive relationships with adults and peers
- gaining and maintaining group, family membership and community participation
- Preparing for independence, including community integration

10.1 DEVELOPING SOCIALLY RESPONSIBLE BEHAVIOUR

Young adults are supported to:

- Identify personal characteristics needed for acceptance
- Behave appropriately in public
- Respect the rights and property of others and the community
- Understand and follow agreed boundaries
- Understand and acknowledge the impact of their behaviour on others
- Understand social rules that fall within and outside the law and custom
- Understand differing cultural values
- Understand expectations linked to law, rights and cultural norms
- Understand the effect of racial, religious, gender and sexual discrimination
- Respect the needs of others whatever their age or disability

10.2 ENGAGING WITH PEERS

Young adults are supported to:

- Build and maintain respectful peer relationships
- Communicate effectively and listen actively
- Manage differences or conflict constructively
- Respect personal boundaries and preferences
- Recognise the importance or mutual respect and understanding
- Develop emotional resilience and assertiveness in social situations
- Form meaningful and positive connections with others

10.3 INTERACTING WITH STAFF

Young adults are supported to:

- Build consistent, positive and respectful relationships
- Understand and maintain appropriate boundaries
- Communicate confidently
- Ask for support, guidance or advocacy when needed
- Adjust to a range of situations, with a variety of adults with different interests
- Accept appropriate positive feedback and critical advice
- Greet and interact with visitors to the home politely
- Express their views assertively and respectfully

10.4 GROUP AND COMMUNITY PARTICIPATION

Young adults are supported to:

- Participate meaningfully in group routines and shared responsibilities
- Express their views and preferences within group settings
- Understand how to manage group dynamics, including when facing rejection or exclusion
- Recognise the value of teamwork and shared goals
- Identify and avoid harmful group behaviours
- Value their role in group activities
- Engage confidently in wider community activities and spaces

10.5 TRANSITION TO INDEPENDENT LIFE

As part of a structured and personalised transition plan, young adults are supported to:

- Build on their existing skills and carry them forward into independent or semi-independent settings
- See themselves as capable, connected and valued members of the wider community
- Prepare for the shift from care settings in independent life with confidence, practical skills and social awareness
- Access further support, advocacy, or resources where needed during the transition process
- See themselves as role models for other young adults and demonstrate by working through their transition, there is a sense of security regarding SES Kite's commitment to them when they physically leave

11 EDUCATION, LEARNING AND PERSONAL DEVELOPMENT

At SES Kite, we recognise that while we are not an education provider, we play a vital role in supporting access to and engagement with external education, training and development opportunities. Whether through college, vocational programmes, apprenticeships, we help young adults to sustain their participation, celebrate progress and address any barriers.

Many individuals in our care arrive with gaps in education, negative school experiences, or have a history of disrupted learning. We work to reframe education as something valuable, achievable and meaningful, not just for employment but for self-esteem, autonomy and future independence.

Young adults are support to:

- Access education, training, volunteering, or employment opportunities that reflect their personal goals and aspirations
- Develop practical life skills that promote independence, such as managing money, cooking, self-care, travel training and digital literacy

- Build confidence to advocate for themselves in education, work or community settings
- Celebrate progress and achievements, however small, as meaningful steps towards independence and self-fulfilment
- Access reasonable adjustments, advocacy, or additional support where required
- Recognise that learning is lifelong and takes place in many forms, including community participation, work, hobbies, and lived experiences

However, staff will reinforce the important notion that:

a) Learning is lifelong and occurs in many forms
b) Learning happens all the time (24 hours)
c) Every staff can contribute to learning irrespective of their role or job title
d) You can learn from peers
e) Others can learn from you
f) Skills gained through lived experience, domestic life, volunteering and personal interests are equally valid

11.1 PLANNING AND DELIVERY

Staff using good practice regularly recognise progress and positive behaviour. This feedback helps reinforce a sense of achievement for the young adults and support ongoing motivation. Over time, young adults are supported to understand how their choices and efforts contribute to their own progress.

Planning and support should be based on the belief that everyone has the potential to learn, grow and success in areas that matter to them. Satisfaction often comes from completing meaningful tasks or making progress. This process helps promote personal development and emotional wellbeing.

Positive outcomes are more likely when support and daily activities include:

- Activities that reflect careful planning
- Work tasks and activities are at a challenging but achievable level
- Young adults experience more success than failure
- ‘Mistakes’ are capitalised upon as powerful learning experiences
- Young adults are rewarded for their efforts and small achievements
- Young adults work in a warm, welcoming and comfortable environment
- Young adults and their contributions are valued
- Equipment and materials are at hand
- Expectations are appropriately high at an appropriate level

A young adult’s experiences are not just limited to its content. Their experience, views and opinions will take account of other factors such as their relationships with staff, and the method and richness of activities that are tailored to their goals and interests.

12 POSITIVE VERBAL REINFORCEMENT: DESCRIPTIVE PRAISE

In the context of positive risk-taking, verbal reinforcement plays a key role in encouraging confident, responsible decision-making. Personal, positive feedback, especially when delivered clearly and respectfully by staff. This is a powerful tool in

supporting young adults to reflect on their actions, assess outcomes and build confidence.

All young adults should have their efforts, achievements and learning around risk taking recognised. Our role is to create regular, genuine opportunities for this recognition as part of daily life and support planning.

The most effective reinforcement comes from staff paying attention to detail, noticing effort, safe decision-making, problem-solving or resilience. Praise should be descriptive rather than judgemental, focusing on what the young adult did, rather than making generalised statements about who they are,

Descriptive praise supports risk-taking because:

- it helps young adults take ownership of their actions and choices
- it reinforces safe or thoughtful risk-taking without ignoring learning needs
- It helps both staff and young adults recognise what worked and why
- It builds mutual respect and confidence
- It is honest, specific and affirming

Some illustrations of this type of positive verbal reinforcement are:

- The extra time you put into making this cake has really paid off – it tastes really soft and fluffy.
- You've thought about safety and used gloves when pruning the garden bushes that protected you hands and I didn't need to remind you at all.
- I like the way you co-operated with Jimmy when you were working together. It means you achieved a lot more and the result was better than if you hadn't.

Descriptive praise has the following characteristics:

- it avoids one-word global judgements, such as 'brilliant'.
- it describes appreciatively what can be seen or experienced

- it frequently includes or implies the word 'because'
- it avoids the word 'but' – this cancels all that was said before it
- it avoids unnecessary negative focus on weaknesses

In correcting errors, the following advice is useful:

a. give a long enough positive description first to reassure, then....
b. describe errors in terms of future corrective action – not just as mistakes made – *"By the way next time I'd try.....* or *You might like to think about….."*

13 REFLECTIVE AND SUPPORTIVE CONVERSATIONS

At SES Kite we recognise that supporting emotional wellbeing is a core part of person-centred care. Staff offer emotional support through everyday conversations, shared experiences, and reflective discussions. These moments happen across formal and informal contexts, during quiet one-to-one time, in small group settings or in casual interactions throughout the day.

These conversations are a vital part of how we support positive risk-taking, emotional wellbeing, and personal growth. They encourage reflection, build self-awareness and help adults to understand the impact of their choices and actions. This understanding support young adults to manage their emotions, navigate challenges and make informed decisions as they build greater independence.

Support takes place across three levels:

a) Everyday conversations – informal but intentional referred to above
b) Planned reflective discussions – focused on specific areas of concern or progress
c) Targeted emotional support – where specialist input may be required

13.1 PRINCIPLES

At SES Kite, reflective and supportive conversations are grounded in a person-centred and strengths-based approach that upholds the dignity, choices, and aspirations of each individual. These conversations are not formal counselling or therapy but are structured, supportive interactions to promote emotional wellbeing, resilience and personal growth. Staff provide emotional support by listening with empathy, encouraging individuals to reflect on their experiences and helping them build confidence in making decisions about their lives.

The focus of these conversations is always led by the individual and takes place only with their consent. They provide opportunities to explore thoughts and feelings in a safe and supportive environment, enabling individuals to develop greater self-awareness and understanding of how their choices and actions affect their wellbeing. Staff work alongside the young adults in our care to identify strengths, build coping strategies, and explore practical solutions, ensuring the discussions are rooted in real-life situations such as relationships, employment, education and daily challenges.

13.2 AIMS

- to allow young adults access to individual staff time
- to enable young adults to be as open in discussion as they wish
- to help young adults address issues with adult support and guidance, while promoting independence and informed decision making
- to improve young adults' ability to cope with issues that might occur in the future
- to develop new and increasingly better ways of solving and coping with issues

13.3 SPECIFIC APPROACHES

When emotional support requires a more focused conversation, staff are expected to utilise skills related to the Solution Focused Brief Therapy approach. The essence of these is:

- To work with the person rather than the problem
- To look at resources rather than deficits
- To explore possible and preferred futures

- To explore what is already contributing to those possible futures
- To recognise and respect that individuals are the experts in their own lives

These principles relate easily to the 'No Limits' philosophy of SES Kite.

13.4 TARGETED APPROACHES

A more targeted approach may be taken in relation to individual needs of the young adults, and this will usually involve an additional contribution from particular external professionals and/or consultants e.g. psychologist, psychiatrist, specific therapy, etc.

13.5 OUTCOMES FROM SUPPORTIVE CONVERSATIONS

Learning takes place during all stages of personal and group supportive conversations. These discussions may also lead to actions outside the discussion itself. These changes include:

- Finding new information
- Thinking in new ways
- Changes in attitude or emotion
- Skill(s) development
- A sense of self-empowerment

This can be achieved in many ways such as direct learning, role-play, modelling, positive reinforcements, problem solving, social skill training, shaping, and modelling

13.6 EVALUATION OF PERSONAL AND GROUP SUPPORT

Evaluation is an ongoing part of how we provide emotional support, rather than a final stage. Regular review helps ensure that the support remains effective and continues to promote personal growth and positive risk-taking. The main purposes of evaluation are:

- To enable young adults to check their progress towards achieving their goals and preferred futures
- To enable young adults to evaluate the effectiveness of newly learned strategies, skills and knowledge
- To provide feedback to staff on the content and efficiency of programmes

All evaluations also include a review of any incidents, near-misses or safeguarding concerns linked to risk-taking. Lessons learned are documented, shared with the staff team, and used to update care plans, training, and this policy where required.

13.7 CORE SKILLS

There are a number of core skills that are crucial to personal and group emotional support. These core skills relate to staff being able to convey empathy, respect and acceptance. There is a range of complementary skills that will assist staff in encouraging young adults into dialogue. These latter skills concern staff posture,

the ability to listen, encouragement of young adults into dialogue and conveyance of understanding.

13.7.1 Posture

Body posture plays a significant part in interpersonal communication. It can either support or deny that which is communicated by words.

To enable young adults to know that they are being actively attended to:

- adopt an open non-defensive position and stay relaxed
- use judicious eye contact
- arrange seating so that facial and eye contact can be maintained but bodies are at an angle to each other
- lean slightly towards the individual

13.7.2 Listening

The skill of listening is a critical one. Listening involves more than just hearing what others say. It includes responding in such a way that understanding is evident. Listening is active and includes:

- paying attention to the young adult
- interpreting the young adults' posture, gesture, facial and voice cues
- understanding what young adults are thinking and feeling
- use responsive nods and short verbal assurances

13.7.3 Encouragement of Young Adults to Dialogue

It is critical that staff do not dominate conversations. Indeed, it is important that the young adult is engaged in dialogue. It helps to encourage dialogue if:

- sentences are kept short
- the young adult is expected to reply
- the young adult is given a chance to reply
- frequent non-verbal feedback is given
- periods of silence are not broken too prematurely
- open questions are used

13.7.4 Conveyance of Understanding

Conveying understanding is the means by which a climate of support is engendered and trust between young adult and adult gained. It is the most crucial of skills, and central to the process of all interpersonal communication. It helps to communicate understanding if:

- ensuring plain and easily understood language is used, avoiding jargon and adapting language to suit the needs of the young adults, including those with learning disabilities or autism
- voice tone and manner of responses is congruent to the young adult

- time is taken to reflect
- clarification is sought when issues are unclear, affirmation is sought to confirm understanding - (How and What not Why)
- check out by paraphrasing or replaying what has been said, e.g. “So, what I understand you to be saying is……?”

13.8 BEHAVIOUR TO AVOID

The following behaviours do not contribute towards a climate of mutual trust and respect within personal and group counselling. Certain behaviours undermine these aims and can make young adults feel dismissed, misunderstood, or unsupported which can reduce their willingness to engage in positive discussions about choices and risks. They should be avoided.

- Pretending to understand
- Using clichés
- Parroting
- Giving an inappropriate minimal response
- Ignoring what is said
- Being long-winded
- Being judgmental
- Misinterpreting advice given as understanding
- Making patronising or condescending responses
- Becoming defensive
- Interpreting (playing the psychologist/therapist)
- Interrupting and overriding
- Giving false promises

14 DE-ESCALATION TECHNIQUES

Despite attempts to create and sustain a positive environment that encourages appropriate behaviours, our young adults may at times cope poorly with frustrations, conflict and anxiety, resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and on occasions a temporary loss of control.

Most experienced staff know in what situations and under what circumstances a young adult is likely to lose self-control. Staff induction and training seeks to minimise variations in individual thresholds and tolerances to such behaviour and reduce personal differences or idiosyncrasies. Management of young adults should not be dependent upon personal or spontaneous whims.

To achieve consistency and a safe environment, it is important that all staff seek a team approach to managing the following:

- dangerous behaviour
- scapegoating
- gender, racial or religious intolerance abuse
- bullying
- loss of self-control
- damage to property

- causing tension
- spreading gossip
- physical aggression
- debilitating anxiety
- negativism towards self
- inappropriate language
- ongoing defiance or refusal to engage
- intimidating behaviour

The type of staff interaction with young adults is crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting behavioural growth in young adults. It is self-evident that if some staff responses promote positive and appropriate behaviours in young adults then others inadvertently increase the likelihood of acting out behaviour.

Responses likely to promote positive behaviour and de-escalate inappropriate behaviour can be grouped as follows:

- staff attitude and approach
- non-verbal communication
- verbal communication
- clear and fair group expectations

For each area of technique, the following pages outline de-escalating behaviours and inflammatory behaviours. The lists are neither exclusive nor prescriptive. They are, however, an indicator of the dynamic influence staff behaviour has upon young adults' behaviour, helping to prevent escalation while supporting young adults to reflect, learn and develop safe, more constructive coping strategies.

14.1 ATTITUDE AND APPROACH

Staffs attitude and approach in all situations affects the quality of relationships with young adults. In situations of rising tension staff attitude and approach is crucial. It can either improve or reduce the chance of success.

Staff must balance maintaining safety with supporting young adults to manage risks, reflect on their emotions and develop strategies for coping. Consistency, empathy and professionalism are essential.

DO

- ✓ Appear calm and collected if at all possible
- ✓ Be clear and firm about boundaries of acceptability
- ✓ Show a non-biased nature
- ✓ Be prepared to listen
- ✓ Know when the situation is in stalemate and don't create a win/lose situation if it can be avoided
- ✓ Be flexible in thought and response
- ✓ Spontaneously provide a range of roles from assertiveness to reflective support
- ✓ Value people as individuals
- ✓ Be a sensitive, objective observer who can make valid diagnoses
- ✓ Trust others and perceive them as being capable of solving their own problems

- ✓ Seek to understand situations from the point of view of others and base your own behaviour on this perception
- ✓ Try to understand the behaviour of others in terms of how they think, feel, behave and understand now; don't let past influences hinder you
- ✓ Perceive other as being friendly and enhancing rather than as hostile and threatening
- ✓ Perceive others as being in control of their own development rather than shaped by external events
- ✓ Understand the mechanics of staff influence so that you are able to diagnose the present situation and determine the range of possible reactions to it.
- ✓ Develop a confident and positive regard for yourself – this should give you reassurance and be transmitted to others in terms of your outward confidence about being able to deal with things.

DON'T

- X Be fooled into thinking you should always be able to deal with any situation, and don't automatically assume/expect colleagues to do so without your support
- X Be insensitive
- X Be unfair or hostile
- X Use high key intervention where low key will suffice
- X Emphasise situation out of all proportion
- X Allow yourself to be wound up
- X Carry on even when you know you are wrong
- X Restart the argument or incident once calm has been achieved
- X Use unnecessary peer group pressure

14.2 NON-VERBAL INTERVENTION AND DE-ESCALATION SKILLS

The primary reason for using and understanding non-verbal signals is to de-escalate at a very early stage. There will usually be a response to this if signals are sent clearly. Being in control of your own non-verbal behaviour and clearly recognising others is a critical pre-requisite to de-escalation.

This is particularly important when supporting young adults with learning disabilities or autism, as they may interpret non-verbal signals differently, be more sensitive to changes in tone or proximity, or require clearer visual cues for reassurance.

DO

- ✓ Seek clear eye contact or other sign of recognition when you are making an important point
- ✓ Be aware of the signals which you give out by your body position and posture
- ✓ Be aware of the physical distance between yourself and others, particularly the personal space 'danger zone'
- ✓ Nod your head to indicate attentiveness
- ✓ Smile to show agreement
- ✓ Use raised eyebrows to question
- ✓ Use hand, shoulder and whole body gestures to support discussion
- ✓ Use judicial physical contact as reassurance
- ✓ Seek signals that your message has been correctly received

- ✓ Use proximity as early intervention
- ✓ Use your observation of others non-verbal actions or reactions in order to judge your own level of intervention

DON'T

X Invade personal space
X Stand over young adults in a threatening manner
X Use staring threatening eye contact
X Be oblivious to signals within the environment
X Appear to lack confidence
X Appear tense
X Appear intimidated
X Retaliate with physical gestures
X Use inappropriate physical contact with particular young adults

14.3 VERBAL INTERVENTION AND DE-ESCALATION SKILLS

Verbal communication operates at many levels within the learning, caring and therapeutic processes of the establishment. It is the single most important skill staff have in helping young adults towards personal growth, and when employed correctly it is the most powerful de-escalation skill staff possess.

Verbal intervention skills range from the simplest level (e.g. use of someone's name) to the most complex (conflict resolution and problem-solving). These skills become most critical when dealing with early stages of a rising crisis. The key is to use clear, calm and supportive communication, tailored to each individual, particularly when supporting young adults with learning disabilities or autism, who may need extra processing time, simpler language and reassurance.

The following format of four stages is a very useful way of conceptualising what you are trying to do and hence help you guide the interaction through to a positive solution.

14.3.1 Calm the Situation

It is important to calm a situation where the temperature is rising, as nothing will be listened to if the other individual(s) is too agitated.

- ✓ Choose appropriate timing of initial verbal intervention
- ✓ Acknowledge the existence of a problem
- ✓ Use reflective listening
- ✓ Show genuine concern and understanding
- ✓ Show empathy and allow the individual to express their feelings
- ✓ Give reassurance and offer support.
- ✓ Careful use of humour may be employed
- ✓ Silence is useful – it is choosing not to speak – and can also be thinking time
- ✓ You may ask directly for a particular response

In effect what you are trying to do is bring some calm, order and clarity to the situation. Make sure the young adult is 'with you' before going on to the next stages as too early an attempt to move on will only escalate things.

14.3.2 Analyse the Problem

This phase is about helping the young adult recognise and understand what is happening.

- ✓ Use non-threatening dialogue suited to the young adult's needs and situation as well as corresponding body language
- ✓ Be aware of voice quality, tone, volume, cadence, timing and making good use of pauses and appropriate replies
- ✓ Paraphrase what is being said and check back with the young adult that it is accurate
- ✓ If necessary, offer some structure to explain things
- ✓ Put relevant information together
- ✓ Put things in some order
- ✓ Repeat and stress important points
- ✓ Take the most important messages first
- ✓ Be consistent and avoid confusing or conflicting messages
- ✓ Present facts/issues which may not be known to the young adult
- ✓ Use personalisation and former relationship factors

14.3.3 Problem Solve

This phase is about helping the young adult to look for possible solutions.

- ✓ Make your language clear and understandable so that messages are not misinterpreted
- ✓ Use the word "we" when in discussion and explain that you can work things out together
- ✓ Point out that they are in control of the situation – element of choice in escalation or de-escalation is theirs – this is a choice point
- ✓ Try to get them to go through their options
- ✓ Look for win-win scenarios
- ✓ Avoid confusing or conflicting messages and be consistent
- ✓ If the young adult appears stuck, possibly offer, "Would you like to know what I think your options are?" or "If I were you……..but it's up to you, it's your decision"
- ✓ Put the onus on the young adult to resolve the situation, repeating choices, alternatives and potential consequences

14.3.4 Resolve the Situation

This is the point at which some restoration of "normality" occurs.

DO

- ✓ You may need to use input from others, fresh faces and new ideas to the situation
- ✓ Keep the focus of control with the young adult
- ✓ Check with the young adult that they understand what they have decided to do

- ✓ If necessary, set appropriate, clear boundaries but be prepared to be flexible according to the situation at the time
- ✓ Retrack to help the young adult see a choice point where an alternative route could have been followed
- ✓ Give positive feedback for having resolved the situation so that this might be more of a preferred option next time

DON'T

- X Put the young adult in position of no escape
- X Use destructive criticism
- X Use reminders of previous situations the young adult might prefer to forget
- X Use personal details of a young adult in front of a group
- X Make unrealistic threats or use provocative tone of voice
- X Lose your temper
- X Make insensitive remarks
- X Use "you will" statements
- X Get involved in "Yes you did – No I didn't" arguments with the young adult
- X Argue with adults present
- X Use inappropriate language

14.4 GROUP EXPECTATIONS

Much of the work with young adults takes place on an individual level. However, understanding how to set group expectations is an integral aspect of effective work with young adults as a group can be two young adults or more. If there is no order to group functioning neither individual nor group objectives can be met. Research has shown that experienced staff make use of a number of factors which affect how well a group will react. The following points hold true across a range of activities and situations.

DO <u>Be Punctual and Prepare Well</u>

- ✓ Be there on time. Starting and finishing on time are very important. This sends signals to young adults about the importance and value that member of staff places on the activity and makes colleagues' tasks easier
- ✓ Settle the group to its task with as little delay as possible.
- ✓ Whatever activity you are going to engage in, good preparation and planning are essential. The more prepared you are, the better you feel, the higher your level of confidence, the better things are likely to go.
- ✓ Possess a firm grasp of whatever activity/skill you want the group to experience.
- ✓ In team situations communication with colleagues as part of preparation, including alternative activities/strategies just in case is essential

<u>Display Confidence</u>

- ✓ Maintain relaxed and non-threatening eye contact with the group and individuals; be sure to avoid nervous mannerisms and gestures

Give Careful Instructions and Guidance

- ✓ Use appropriate, simple and clear language
- ✓ Give clear statements of expected tasks which must be relevant to the ability levels of the young adults
- ✓ Make instructions brief and to the point
- ✓ Ask for questions
- ✓ Check if everything is clear
- ✓ Always make it clear that if they have any problems or difficulties all the have to do is ask you

Be Consistent and Fair

- ✓ Young adults need to know the standards you present are not going to be subject to arbitrary and unexpected change and that you are not going to treat individuals differently from each other for no apparent reason.
- ✓ Give clearly explained expectations of behaviour

Firmness in the Face of Problems

- ✓ Try and be clear and decisive
- ✓ Address and resolve situations don't let them drag on or escalate unattended
- ✓ Use appropriate body language and non-verbal communication
- ✓ Keep your word
- ✓ Always point out the consequences of a particular piece of behaviour
- ✓ Know how do be assertive without appearing angry or annoyed

Awareness of What is Happening

- ✓ Be alert to what is going on around you and ensure your attention is distributed across the group
- ✓ Keep as physically mobile as possible within the area you are using
- ✓ Try not to leave yourself vulnerable by becoming too engrossed with one particular individual or sub-group
- ✓ Relate to all the young adults in the group by verbal exchange, eye contact, etc.
- ✓ Be aware of the importance of role modelling; the part played by member of staff is instrumental in setting a good example
- ✓ Keep giving positive feedback for effort and endeavour

Realistic Standards

- ✓ Your expectations must be at an appropriate level and consistent with your colleagues
- ✓ Demonstrate your belief in the young adults' abilities
- ✓ Verbalise your confidence in their success
- ✓ Remind them of past successes

Enjoyment and Enthusiasm

- ✓ Don't be afraid to show it; it shows the work and the young adults have worth and importance
- ✓ It is more likely to stimulate interest and reduce boredom and apathy
- ✓ Allow yourself and them to have fun – young adults learn better if they do

DON'T

- X Make wild threats that you find hard to enforce or get support for
- X Be unclear and hurried in speech and actions
- X Overreact to behaviours
- X Issue long or complicated instructions
- X Show favouritism
- X Be inconsistent
- X Collude
- X Provoke by ridicule or sarcasm
- X Have inappropriate expectations
- X Belittle effort of endeavour
- X Confuse firmness and hostility

14.5 PROVIDING VERBAL PROMPTS AND SETTING CLEAR BOUNDARIES

Most incidents of behaviours of concern are prevented or resolved quickly by staff, often without drawing attention to the intervention. However, in any establishment seeking to create and maintain a secure, stable and caring environment for young adults, and particularly one where young adults' self-restrictive practices are often only emerging, clear limits need to be set.

Even in the most considered environments sometimes the behaviours of concern of young adults are unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Whatever the situation, it is fundamental that the intervention is accomplished in a manner that retains respect for the individual young adult. It is the behaviour which is not acceptable not the young adult.

Sometimes, despite the supportive environment, behaviour may occur that is unsafe, distressing or disruptive to others. In these situations, staff need to feel confident and supported to address the behaviour promptly and fairly, always respecting the individual's dignity and rights. Staff are to provide supportive guidance to help individuals reflect on their actions and maintain a positive, safe environment.:

- Clearly identify what behaviour is unsafe or inappropriate
- Use language that separates the action from the individual e.g. "shouting can upset others" rather than "you are upsetting people"
- Speak with a steady and respectful tone, avoiding pleading, sarcasm or raised voices
- Keep prompts simple and to the point
- Treat the individual as an adult, ensuring that communication upholds dignity at all times

- Avoid language or actions that could be perceived as shaming, belittling or confrontational
- Use prompts and boundaries consistently across the team so individuals understand expectations
- Follow agreed care plans, behaviour support plans and risk assessments
- Calm gestures, steady eye contact or moving closer (if appropriate and safe) can help reinforce a message without escalating tension
- Only state consequences that can and will be followed through, as agreed in care plans and casework
- Do not make threats to gain cooperation and engagement
- Whenever possible, address behaviour privately and calmly to prevent embarrassment or escalation
- Once the immediate situation is resolved, offer space and time for the person to reflect and, if appropriate, discuss what might help prevent similar situations in the future
- Ensure any follow-up is done respectfully, focusing on learning and future support

15 WHY ARE RESTRICTIVE PRACTICES NECESSARY?

The importance of feeling safe is a fundamental principle. If young adults do not feel safe and secure, it becomes difficult for them to engage, develop independence or meet their social and emotional needs. All societies, groups and institutions require clear expectations and boundaries to regulate and order their activities for the benefit of the majority. All young adults need to know what behaviour is acceptable and what is not, as this helps build trust and a sense of security.

Restrictive practices are not about punishment but may be used in rare and exceptional circumstances where there is an imminent risk of harm. Their purpose is always to:

- Prevent serious harm to the individual or others
- Protect health, safety, dignity and wellbeing
- Fulfil safeguarding responsibilities under the Care Act 2014 and MCA
- Provide immediate stability while alternative, less restrictive solutions are identified.

Any restrictive practice must be lawful, necessary, proportionate, time-limited, and subject to recording, review and oversight by the Registered Manager. The focus is always on reducing and eliminating the need for restrictive practices through positive risk-taking, co-production, and person-centred planning.

15.1 RESTORATIVE APPROACHES

At SES Kite we are committed to building a community ethos and spirit, one where there is an understanding that behaviours, both positive and negative, have a consequential impact upon the community. All behaviours of concern therefore should be viewed as a learning opportunity, particularly in respect of building understanding and empathy. A restorative approach is essential in building this

understanding and empathy for others and achieving sustained, positive change in behaviour.

Restorative principles include:

- A process where young adults face and listen to the impact on, and feelings of, others who have been affected directly by their behaviour and indirectly in the wake of their behaviour.
- That due reference is given to its impact on the community.
- As part of the process alternative choices and actions are reflected upon or reflected back, and explored.
- That acts of restorative action relates as far as possible to atonement to the individuals affected or are for the benefit of the community.

There is an ongoing commitment and investment to embedding and further developing restorative approaches within SES Kite practice which involves training for the whole community of staff and young adults. A key focus of all staff training is understanding restorative approaches are a philosophy that should guide all of our dealings with young adults and staff. The importance of informal ways of working with young adults is emphasised, such as affective statements and questions, in order to build young adults' understanding of emotional language; this is fundamental to developing empathy.

Restorative practices embedded in staff induction relate to a number of key elements and restorative "scripts" used with young adults. These are based on five core restorative principles or themes (Unique perspectives; Linking thoughts, feelings and behaviour; Harm, effect, affect, repair; Needs; Accountability):

- Restorative questions to respond to behaviours of concern:

    1. What's happened?
    2. What were you thinking?
    3. And so how were you feeling?
    4. Who has been affected by what has happened?
    5. What do you need for the harm to be repaired so you can move forward?
    6. So what needs to happen now?

The questions are neutral and non-judgmental, focusing on the young adult's behaviour and its effect upon others. As open questions they require an answer, taking everyone from the past to the future (repairing harm). They require people to reflect on who has been affected and are likely to help the whole community develop some empathy for those affected.

Restorative approaches may take many forms and those dealing with situations, as well as those involved, are encouraged to think creatively about how matters might effectively be addressed encompassing a restorative approach. This can, and sometimes will, involve a full restorative conferencing meeting where all affected meet with the perpetrator(s), using one of the restorative scripts above.

15.2 RESTORATIVE ACTION AND RESTITUTION

For minor incidents, it is important for the person to make amends in a way that is meaningful, proportionate and agreed. It is critical that the young adult feels accountable to the member of staff with whom they have transgressed. Staff have a range of options they can consider some examples of which may be:

Completion of task/work	responsible young adults may not need direct supervision to do this but may be monitored from a distance. Equally, a member of staff may set a time scale and leave responsibility for completion with the young adult.
A community focused task	for example, helping with shared household tasks to contribute positively to the home
Spending additional time in a shared activity	Part of rebuilding trust and communication

This process is most effective when it is linked to the incident and focused on repairing relationships or contributing positively, rather than as a punitive measure.

All acts to repair the relationship should be recorded as part of the normal process of recording on individual young adults. As such it forms a whole picture of the young adult and can be evaluated and form a basis for discussion and reflection on the value/effectiveness of the range of approaches being used for individual young adults.

15.3 RECORDING OF RESTORATIVE APPROACHES

Significant incidents which warrant a formal response are recorded using a Restorative Approaches Form on Clearcare. These forms are not intended for low-level behaviours where things are dealt with instantly as part of day to day support.

The Restorative Approaches Form is designed to reflect the full nature of response and outcome in respect of each event. Although the response to a behaviour of concern may involve some form of restorative action, it is absolutely compulsory for staff overseeing the response to particular behaviours to complete the restorative approaches section of the form. In some instances, this may be the only response box completed. All restorative action must be time specific; therefore, the member of staff completing a Restorative Approaches form must trigger a Restorative Approaches Final Outcome form.

16 CRITICAL BEHAVIOUR OF CONCERN

Despite the extensive range of support available to the young adults, there may be times when an individual's behaviour so severely inhibits the establishment's positive ethos, and significantly disrupts the caring and therapeutic process that decisions and warnings in line with their accommodation agreement may need to be considered.

In rare cases, an individual young adult's behaviour may present a serious and immediate risk to their safety, the safety of others, or the overall culture of the home. Examples include:

- Violence or aggression towards others
- Serious damage to property creating risk to health and safety
- Behaviour that places themselves or others at immediate risk of harm, including leaving the home without the support needed to remain safe
- Repeated refusal to follow agreed risk management plans where this creates significant danger.
- Choosing to leave the premises without support, where this presents a significant and immediate risk to the person's safety or wellbeing. Staff must respond lawfully and proportionately, using the least restrictive option and taking account of the young adult's capacity, wishes and feelings. Where ongoing supervision or restrictions are proposed, the RSM must assess the young adult's individual circumstances to determine whether the arrangements amount to a deprivation of liberty. If they do, the RSM must ensure that appropriate legal authorisation is sought, using DoLS where applicable to the care home.
- Repeated or sustained behaviour that creates serious risk to self or others, despite agreed risk management plans and support being in place. In these situations, staff will review the young adult's care plan, capacity, and safeguarding arrangements to ensure responses remain lawful, person-centred, and proportionate.

SES Kite defines violence as:

"Behaviour that produces damaging or hurtful effects physically or emotionally on other people"

Every attempt will be made to deal with critical behaviours of concern within the range of strategies and approaches available to the staff. Whilst not wishing to criminalise young adults unnecessarily, there may be exceptional circumstances where police involvement is unavoidable. This can only be instigated after consultation with the Registered Service Manager and/or delegate, ensuring the action is necessary, lawful and in the best interests of everyone involved.

Any restrictions placed upon the young adults in our care must:

- Be supported by a capacity assessment
- Be recorded as a best interest's decision if the person lacks capacity
- Be considered for DoLS authorization if ongoing
- Be necessary, proportionate and the least restrictive option, consistent with Article 5 (liberty) and Article 9(private/family life) of the Human Rights Act.

16.1 RESPONSES TO BEHAVIOUR THAT COULD CONSTITUTE A CRIMINAL OFFENCE

If a young adult's behaviour may amount to a criminal offence, SES Kite will prioritise de-escalation, restorative approaches, and safeguarding where safe and appropriate. Our approach is to encourage accountability and repair of harm

through restorative conversations or agreements, with the aim of building empathy, understanding, and reducing the changes of future occurrences.

Proactive application of best practice is always the first response, engagement through high quality, personalised support, care planning, PAN, involving family where appropriate, and bespoke individual work delivered by the staff team and, where appropriate, therapists. Unconditional positive regard underpins this practice.

An embedded restorative approach is central. This does not mean there are no consequences for actions, but rather that consequences are arrived at through accountability, discussion, listening and reflection. Applied well, this helps to build empathy, understanding, and safer choices for the future. Wherever possible this work should be owned and delivered by staff directly involved, drawing upon wider support when necessary.

Where significant risks persist despite proactive and restorative responses, involvement of senior leadership may be required to support decision-making and ensure proportionate responses. In some situations, a multi-agency meeting may be convened with representatives from the placing authority (usually social worker or personal advisor) and, where appropriate, the young adult's family. This signals the seriousness of the situation and ensures all stakeholders contribute to finding the safe and creative solutions.

The Registered Service Manager will ensure that:

- Any response considers the individual's capacity and rights under the MCA and Human Rights Act 1998.
- Restorative processes are explored where appropriate, even if other agencies are involved.
- Police involvement is only sought where necessary to safeguard individuals, protect others from serious harm, or is required by law.
- Wherever possible, SES Kite works in partnership with the young adult, the local authority, safeguarding boards, and the policy to ensure a proportionate response. All decisions are recorded and reviewed, with learning shared across the team to strengthen practice.

17 POSITIVE HANDLING STRATEGIES INCLUDING THOSE PRECEDING, LEADING UP TO AND INVOLVING RESTRICTIVE PHYSICAL INTERVENTION (RPI)

On rare occasions, physical interventions may be necessary to prevent an immediate risk of harm to a young adult or another person, including where damage to property creates such a risk. Such interventions are only used as a last resort, in line with the Mental Capacity Act 2005, Deprivation of Liberty Safeguards (where applicable), and the principles of necessity, proportionality and the least restrictive option.

These strategies are designed to reduce immediate risk, support emotional regulation, and maintain a safe, calm environment while safeguarding the rights and dignity of all involved. Harm is understood not only as physical injury but also

significant emotional distress or psychological harm, and staff have a duty of care to intervene appropriately when such risks are present.

Positive handling strategies may include persuasion and de-escalation, staff presence, restricting access to certain areas, physical diversion, increased staffing, one to one supervision and, where unavoidable, restrictive physical intervention (RPI). Each member of staff must assess the specific circumstances, using their training and professional judgement to choose the most proportionate response.

17.1 DIALOGUE OR PERSUASION AND DISSUASION

In any situation where a young adult's behaviour provokes intervention, dialogue is an essential response. It is only when this needs to be reinforced that other actions should be considered.

Persuasion or Dissuasion is where staff focus the discussions with young adults with the aim of persuading them towards or dissuading them from an intended course of action. It is in effect focussed guidance. This approach is grounded in respect, empathy and person-centred care, and promotes personal responsibility and choice.

17.2 PHYSICAL DIVERSION

Physical Diversion differs from Holding and Restrictive Physical Intervention in the degree of force used. Physical Diversion may be, for example, holding a hand, placing a hand on the forearm, or putting an arm round a shoulder. Physical Diversion is a means of deflecting a young adult from destructive and/or disruptive behaviour. It serves to reinforce staff attempts to reason and is persuasive rather than coercive. It is important that:

- it should guide, comfort and reassure
- if possible, the intervening member of staff should already have an established and trusting relationship with the young adult
- Physical Diversion should not arouse sexual expectations or feelings
- it should be ended if it is met with resistance, when staff must assess whether another form of intervention, including RPI, is appropriate and lawful

17.3 INCREASED STAFFING LEVELS

When there is a problem in a particular location because of the behaviour of a particular young adult or number of young adults, a temporary increase in staffing is a means to maintain safety and de-escalate tensions. A temporary increase of staffing is particularly useful because it does not label individual young adults. All additional staffing arrangements must be proportionate, documented and reviewed to ensure they remain necessary and effective.

17.4 RESTRICTIVE PHYSICAL INTERVENTION (RPI)

RPI refers to the use of proportionate, necessary and time limited physical force to prevent an immediate risk of harm to a young adult or another person, including where damage to property creates such a risk.

In the rare event of an extreme emergency where preventative and/or de-escalation methods are not effective in managing the situation and staff are concerned for the safety of any person including themselves, staff should follow the SES Kite's emergency protocols set out below. If the urgency of a situation results in a member of staff restraining a young adult to prevent harm to them or another person, including where damage to property creates that risk, staff must use no more force than necessary and end the restraint as soon as the risk of harm has passed. If restraint is used on a young adult, staff must ensure the young adult obtains medical assistance if they have been hurt. Any intervention must be consistent with the MCA, DoLS (where applicable), the Human Rights Act 1998, and SES Kite's duty of care.

Training, teamwork, policy and practice documentation and discussion of practice all help a member of staff to make the decision about whether and when to use restrictive physical intervention. However, the responsibility lies with the individual member of staff to decide when this position has been reached, and whether is necessary and proportionate.

All uses of restrictive practice are recorded, monitored and reviewed by the Registered Manager. Patterns. And frequency is analysed monthly and reported to senior leadership and regulatory bodies as required. Where restrictive interventions are used more than once, the care plan and risk assessment must be reviewed and adapted to reduce reliance on restriction.

RPI must NOT be used when:

- you can restore safety in another practicable way;
- you are not in control of yourself;
- you consider it clearly unsafe to do so;
- you consider there are not enough staff to restrain the young adult safely;
- even with enough adults you are not confident you can manage to restrain the young adult safely;

In any event, it is SES Kite policy that RPI is used only:

- as a last resort wherever possible
- where any other course of action would be likely to fail or are not viable
- when staff have good grounds for believing that immediate action is necessary
- when all other courses of action with regard to control have been tried or the situation has developed so rapidly and to a degree that RPI has to be employed as the only justifiable response

and specifically falls into the following justifiable criteria:

- where a young adult is injuring themselves, others or damaging property
- where a young adult is in potential danger of injuring themselves, others or damaging property
- where a young adult is committing a criminal offence and there is a clear and proportionate need to act to prevent harm

RPI must not be used to:

- punish or retaliate
- simply gain young adult cooperation and engagement with staff instructions where there is no immediate risk
- cause pain, threat, humiliation or intimidation
- oppress, bully, or assert authority inappropriately

Staff using RPI must always adhere to the following principles:

- consider the individuals age, size, health and known vulnerabilities and adjust the level of intervention accordingly

- if possible, always warn the young adult quietly but clearly and firmly that you are likely to take physical action BEFORE taking action

- NEVER act out of temper or frustration, if you have lost your control, seek immediate support from another member of staff

- Whenever possible more than one member of staff should be involved. This engenders teamwork, is safer and is therefore likely to minimise the risk. It also prevents particular staff becoming associated with physical methods of control
- in every case no more force should be used, nor more time taken up, than is necessary to effectively resolve the situation and manage the risk

- the young adult should be repeatedly offered the opportunity of exercising their own self-control and the restraint should cease AS SOON AS POSSIBLE and the immediate risk has passed

- whilst it may be necessary for staff to be given support in restraining young adults, staff should be aware that creating an audience often escalates the situation

- in the 'follow up' phase of the incident a young adult should be given the opportunity to talk through the incident, with support to reflect and give feedback, and fill in the Young Adult's Response Form

- all RPI incidents must be recorded using a Serious Incident Form involving Physical Intervention on Clearcare.
  - The decision-making process
  - Capacity and best interest considerations (where applicable)
  - The techniques used and duration
  - Any injuries or medical interventions provided

- involved staff should be afforded supportive discussion as soon as possible after any such incident

- the RSM should be informed immediately if RPI has been used

17.5 CONSIDERATIONS WHEN USING RESTRICTIVE PHYSICAL INTERVENTION

- Give a clear verbal warning. Try to maintain the offer of an alternative by them regaining composure, calming down and regaining self-control– in fact this offer must stand all the way through the incident.

- If physical intervention is necessary then it is important that it happens quickly, smoothly, confidently and successfully. Make sure someone takes the lead to minimise the risk of injury or escalation

- The young adult should be offered dialogue which reinforces their safety, that they will not be hurt and they will be helped to de-escalate and regain control

- The specific physical techniques and choices available to staff are covered and explained thoroughly within the Norfolk Steps Positive Handling Strategies training available to all staff and regularly refreshed.

- The situation should now be made safe – concentrate on this first and dialogue second.

- The emphasis should be on the choices the young adult has and that the focus of control will be returned to them as soon as possible and the immediate risk has passed.

- It is not uncommon to be faced with a continuous use of verbal aggression and obscenities. Ignore these and let them run their course. Each time you try and talk, be calm, deliberate and conciliatory in tone. Choose vocabulary carefully. Be very aware of your tone of voice. Keep both neutral. Offer positive feedback as soon as possible. Remember your Norfolk Steps Help Script and keep the emphasis on making safe.

- Once things begin to calm it can be coupled with significant changes in restraint, but this must be carefully judged and timed. What is counterproductive is for the change in restraint to result in another explosion of temper/aggression/violence from the young adult. This is a matter of experience with other restraint situations and your knowledge of the individual young adult's triggers and behaviour.

- The overall aim is to enable the young adult to regain composure. Ultimately, it is important at the follow up stage to discuss what provoked the whole episode and problem-solve more acceptable alternatives, however, staff should be mindful of the need to allow time for a complete calming of the situation, followed by the recovery phase, before dialogue becomes possible.

- In the end the staff member should work with the young adult to enable them to repair relationships with others and return things to normal where possible.

- The extent of force used should be no more than is necessary to control the immediate risk.

- Any young adult who has been restrained should be offered emotional support with an appropriately trained staff member as is practicable, ideally within 24 hours of the restraint incident.

- The event should be discussed with other involved staff so that provision of feedback is achieved and the potential for improved approach, teamwork and skills gained.

- The Serious Incident Form involving Physical Intervention form MUST be completed in liaison with the RSM and involved colleagues.

- At the appropriate time the young adult should be given the opportunity to discuss and record their own reflections and wishes and this will be done on the **Young Adult's Response Form**, ideally before the next phase of a young adult's time.

- Staff having any concerns about the use of Restrictive Physical Intervention, or indeed any other form of external control* should discuss the situation with the Registered Service Manager or the Operational Director.
  (Refer also to SES Kite Complaints Procedure).*

17.6 ELEVATED RISKS AND RPI

The whole emphasis of training is that of risk reduction. However, it is recognised that there can be risks for both adults and young adults in situations where extreme or dangerous behaviour is being exhibited and alternatives to physical restraint are continuously under consideration. Specific elevated risks, in particular positional asphyxia, are considered as part of the Norfolk Steps training package. There is an emphasis on the constant monitoring of the young adult's breathing and wellbeing. There are clear protocols for the observation of young adults during and after RPI situations.

Under **no circumstances** should an adult:

- deliberately inflict pain or use pain compliance (this is different from the discomfort associated with personal safety responses in release from bites for example)
- put weight on the young adult's back or neck
- use any form of 'choke', 'neck' or 'strangle' holds
- restrict airways such that the young adult has no control over their breathing

Norfolk Steps techniques seek to avoid injury to the young adult; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate out come when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

17.7 ENDING AN RPI

The way in which a physical restraint is ended, and the action staff take immediately

after it, will have a large influence on its overall effect. The process through which adults give back control to the young adult and let go is important in terms of the effect it has on the young adult and their relationships with the staff involved. Releasing too soon and having to immediately manage violent or otherwise high-risk behaviour all over again is obviously something to avoid. Equally holding a young adult for longer than is needed is not only poor practice, but will damage relationships. In between the extremes of much too soon and far too long lies a difficult area that involves skilled and knowledgeable practice.

17.7.1 Preparing to Release

- Only one staff member should lead the process of releasing the young adult. This is often the person who has been the lead in the restraint, but there can be exceptions to this if you believe that the young adult cannot calm down when spoken to by the lead staff.

- If the young adult does not appear ready to start or continue the letting-go process, don't start or continue.

- While this may seem obvious, at the time it can be difficult to assess. So, tell the young adult clearly, and as often as needed, how they can let you know they are ready. Do not confuse the young adult by starting to let them go, or continuing to release them, if they have not let you know that they are ready.

- Use a firm, neutral and reassuring tone throughout the process. Avoid statements that further provoke or stimulate the young adult, including accusations and demands. At the same time, be firm: mean what you are saying. It may help the young adult to be able to calm down when all other staff stay silent.

- Once you see that the young adult has calmed down enough, let them know what you want them to do to show you that they are ready to begin the process of releasing.

- Tensions are likely to still be high, and having to answer questions while still being held can often feel like a further humiliation. To avoid this, let the young adult know what you are looking for in terms of an indication that they are ready. Focus on what you are looking for so you know that the young adult is ready to start the process of releasing (for example, asking them to take two deep breaths). You may want to tell the young adult that what you are already seeing shows you that the young adult is ready to start the process of letting go. Once a young adult is calm, slow deep breaths can be a good place to start. This offers a simple indication that the young adult is ready and helps to calm the body. As the last step of the process, let the young adult know what will happen after you release them, before you make the final release (for example, that the young adult can take a few moments to get themselves together, and then will be brought something to drink, or they can take some time in their room)

- Releasing should be more of a process than an abrupt event. Take your

time and assess throughout whether the young adult is showing that they remain ready to regain control and be safe. A gradual release (either of limbs or firmness of hold - depending on the hold used) will give you time to make this assessment.

- Keep your statements short and simple. Long and complicated messages can be difficult to follow.

- You should offer brief words of reassurance throughout the process. You need a firm, neutral and reassuring tone. The process of releasing is also a good time to slow… things… down.

- Once the young adult has shown that they are ready to start the process of releasing, let them know what your next step will be and what you will look for from them to show they are ready to continue with the process. Deliver your messages in a person-centred way:

"I'll know you're ready for us to start letting go when you take two deep breaths. That will show me you are ready take control of yourself in a safe way."

NOT

"Right, now you have to do exactly what I say before I'm ever going to let you go. Give me two deep breaths, or you are staying right here."

- The process of releasing is <u>not a time for negotiation</u>.

  This may seem to contradict some of the guidance given previously. However, once you have decided that the young adult's behaviour is serious enough to call for physical restraint, you must then take full control. It would send an inappropriate message if the young adult were in any position to negotiate. You need to be in control in a way that lets the young adult feel cared for and not abused.

  Don't think that this means that the young adult doesn't deserve to be negotiated with in general. It is not about what the young adult deserves in general. It is about securing his or her welfare. Because of the seriousness of the events that led to this point, it is your responsibility to keep control until you assess that the young adult is ready to begin to be given that control back, with you supporting and helping all the way through.

17.7.2 <u>Power and Control</u>

Usually, the behaviour and events leading up to an RPI feel out of control to the young adult, the staff or both, as can the physical intervention itself. The process of releasing can be affected by the young adult's or the staff's reaction to losing control and the desire to get it back. It is therefore essential that the releasing process does not become a power play in which you show who's boss.

Sometimes a young adult may appear to be in control of themselves but they are still not able to show you they are ready to act safely. In these circumstances they may still be looking to assert power in a dangerous way.

A desire to feel in control of what is happening is natural, especially while being held, and in itself this is not the problem. Be clear about the appropriate boundaries of control (who really should be in control of what), and manage that desire to control. This helps to prevent it from becoming counterproductive.

Member of staff's influence at this time can be huge as the final stages of being held can make some young adults drop their defenses. Being careful about the messages you are delivering, and managing your own urges for a power-play will greatly influence how the young adult makes sense of their restraint.

It is sometimes the case that the only thing the young adult feels they have left is control over the point at which you let them go. This can be difficult when the young adult decides to make a power play of this issue. You should invite an attitude of partnership with the young adult. When restrained, most young adults will feel stripped of all control. This may be necessary in circumstances in which there is no other way to keep a situation safe. It is important to let the young adult know, as soon as it is safe, your willingness to share control of the situation and help them through the restraint.

This is not the same as negotiating and may be passed on as much through your overall attitude as the words you choose.

17.8 RECORDING RPI SERIOUS INCIDENTS

The criterion for an RPI Serious Incident to be recorded is if the incident involved restrictive physical intervention.

Records should set out the name of the young adult, the details of the behaviour that led to the intervention, the time, date and location of the use of restraint, the reason why the restraint took place, what steps were taken to prevent the use of restraint and how the restraint was carried out, who carried out the restraint and a description of any injury to anyone as a result of the incident.

The incident must be recorded by the member of staff on the Serious Incident Form involving Physical Intervention that is located on Clearcare. Once this has been completed the RSM or delegate will complete the Post Physical Intervention Communication and Comments form on Clearcare.

A copy of the form is sent to placing authorities, by the Registered Service Manager or delegate.

The members of staff involved must complete their report within 24hrs, and unless there are exceptional circumstances, before they go off duty from that particular shift. Serious Incident Forms involving physical interventions should be filled in using the descriptions in this document, which defines types of physical

intervention, and descriptions should refer to Norfolk Steps descriptors used in training.

Additional procedures following RPI incidents exist around the monitoring checks following any front or side ground recovery holds, and around the Young Adult's Response Form, completed at the appropriate follow up stage of the incident. The RSM will take the lead in ensuring these procedures are followed and support and guide any staff involved.

Any use of restrictive physical intervention must be reported to the Care Quality Commission (CQC) where it meets the threshold for statutory notification.

17.9 REVIEW AND MONITORING THE USE OF PHYSICAL INTERVENTION

A robust review of the any incident involving physical intervention must take place with the young adult and relevant key workers such as a social worker, personal advisor or advocate, where possible within 24 hours of the incident. The review should provide the opportunity for amending practice and policies to ensure they are lawful and meet the needs of young adults.

As part of the review process, young adults should be given the opportunity to feedback on how the situation was handled using the SES Kite Young adult Response Form. The purpose of this review is to:

- Ensure the young adults voice is heard and their rights respected
- Amend practice and risk management plans as required
- Ensure all actions taken were lawful, proportionate and necessary

Within five days of the incident the RSM should have spoken to the young adult about the incident, to agree the accuracy of the report and identify any support needs and any steps the RSM has taken to reduce the likelihood of restraint ever needing to be used in future.

The Registered Service Manager should monitor the use of Physical Intervention if it occurs by examining:

- the frequency of its use
- the justification and circumstances for its use
- the nature of interventions used
- the views of young adults about their experiences
- the impact on staff and others

The Registered Service Manager must ensure that:

- restrictive practices are only used as a last resort, and only when necessary and proportionate
- the least restrictive option is always applied
- placing authorities are informed and involved, including family (where appropriate), where the use of restrictive practices with the young adult repeatedly involves Physical Intervention

The Registered Service Manager must also:

- report on the use of restrictive practices to a Director, including any patterns, concerns or issues arising from the incident reviews
- take appropriate action over issues of concern of either a general of specific nature
- report on any ground recovery techniques using the Norfolk Steps Ground Recovery reporting format on an 8-week cycle
- make available on request whatever records are required by the placement authorities
- ensure that the referral and admission process fully informs placement authorities of prospective young adults about the use of restrictive practices.
- Inform CQC of any physical intervention, where it meets the threshold of a statutory notification
- report on the use of restrictive interventions and significant findings to the Directors.

The Directors should:

- monitor the work of the Registered Service Manager and sample monitor RPI serious incidents.

All Staff should:

- approach any senior member of staff if they have concerns about the frequency of use of restrictive interventions with any young adult.

18 STAFF TRAINING FOR POSITIVE HANDLING STRATEGIES

Training must take place against a background of common values and principles and plays a part in developing and maintaining an agreed way of working. It supports the development of a culture that prioritises de-escalation, relationships building and the use of the least restrictive practices.

In training new staff it is useful to have a period of time between an initial induction training that includes dealing with behaviours of concern, and training in the actual techniques of physical intervention. There is a risk that sometimes staff only remember the physical part of the training, and this will have a negative effect on their work. New staff need time to develop relationships with the young adults before they might have to employ physical intervention. This must be balanced with the natural pressures to bring staff quickly up to full team operation.

Training commences during the full induction period for all new staff. The whole team are regularly updated with positive handling strategies training and the company have adopted Norfolk Steps as its recognised training package in this respect.

All staff receive Step On and Up training as well as specific Advanced Modules in relation to risk assessment. An internal ‘drip feed’ programme of refresher training and quality control is maintained from that point on. A detailed SES recording system exists for all staff trained in addition to the standard Norfolk Steps recording structure.

More specific details in respect of training in gradual and graded responses including RPI is contained within the course and training materials held by each member of the team on completion of their Step On and Up courses. These materials are available for inspection and representatives from any placement authority are welcome to observe staff training sessions.

In addition to training, staff competence in applying positive behaviour support, MCA principles, and restrictive practice procedures is assessed regularly through supervision, observed practice and refresher training. Competency checks are documented and used to ensure practice remains safe, lawful and person-centred.

The Managing Director holds overall responsibility for the co-ordination, monitoring and evaluation of the Positive Handling Strategies training programme, ensuring it that it remains compliant with CQC regulations, the Health and Social Care Act 2008 (Regulated Activities) Regulations 2014, and other relevant statutory requirements.

Norfolk Steps is not the sole training vehicle for staff. It is underpinned by a range of staff training in behaviour management, trauma-informed care, and understanding the needs of adult with learning disabilities and social, emotional and mental health (SEMH) needs. This ensures staff have the knowledge and skills to prevent, reduce and manage behaviours of concern without unnecessary reliance on restrictive practices.

18.1 CHOICE OF NORFOLK STEPS

At SES, we are committed to providing a safe, supportive and therapeutic environment for all our children, young people, young adults and staff. In line with our vision — No Limits — and our ethos of Be Curious, Show Love, Build Connections, we continually review our practice to ensure it reflects current best practice and the individual needs of our setting. As part of this commitment to our SES Way, we have made the decision to embrace the Norfolk Steps framework for behaviour support and physical intervention.

Norfolk Steps aligns closely with our therapeutic, trauma-informed model. Its emphasis on solution-focused, relational practice supports our goal of understanding and addressing the underlying causes of behaviour, rather than simply responding to incidents. Norfolk Steps takes a holistic approach to supporting individual needs and wellbeing with the aim of all children and young people flourishing and achieving their unique potential; this mirrors our SES vision and statement of purpose – *“to provide a holistic therapeutic facility that offers a safe, nurturing, caring, positive and protective homely environment that promotes personal growth, development and learning”.*

The ability to adapt and integrate the SES Way alongside core Norfolk Steps materials ensures we are building a positive culture based on SES principles. This supports our commitment to keeping everyone safe while protecting the dignity and emotional wellbeing of our young people.

Norfolk Steps places significant emphasis on proactive planning, risk reduction, and the use of individualised strategies such as Anxiety Mapping and Roots and Fruits

analysis. This aligns with our goal to reduce the need for physical interventions through thoughtful preventative work. This focus on functions of behaviour and proactive positive planning underpins our exceptional personalised risk assessments for children.

Norfolk Steps are accredited by the Institute of Conflict Management. Their principles and training are aligned with the Restraint Reduction Network. It is widely used across the region and increasingly recognised as best practice for schools and specialist settings. Norfolk Steps helps strengthen partnerships with local services, settings, schools, and professionals who share this approach.

The Norfolk Steps programme will further develop staff skills and confidence in de-escalation, relational practice, and restorative approaches.

19 GOVERNANCE AND QUALITY ASSURANCE

SES Kite is committed to ensuring that positive risk-taking is embedded, monitored and continuously improved. Governance arrangements include:

- Monthly audits of incident reports, risk assessments, and restrictive practices.
- Quarterly reviews by senior leadership, with themes and trends reported.
- Annual policy review informed by feedback from young adults, families, staff and external professionals.
- Findings from audits and reviews are shared with staff, commissioners and, where appropriate, young adults and families to demonstrate transparency and continuous improvement.