

**INDEPENDENT HORIZONS****Positive Behaviour Support and Behaviour Management Policy and Procedure**

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|-----------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Date reviewed and reissued</b> | 27 June 2026                                                                                                  |
| <b>Next review due</b>            | 27 June 2027, or earlier following a significant incident, regulatory change or management review             |
| <b>Revision</b>                   | 2026 v1                                                                                                       |
| <b>Approved by</b>                | Karen Burton, Registered Manager / Nominated Individual                                                       |
| <b>Applies to</b>                 | All team members, agency workers, volunteers and managers supporting looked after young people aged 16 and 17 |

**Purpose**

This policy explains how Independent Horizons promotes positive behaviour and responds to behaviour that challenges safety, relationships, boundaries or the stability of the home. It gives team members clear expectations about what to notice, how to respond, when to escalate, what to record and how to support young people to learn safer ways of coping.

The policy applies to all behaviour support, daily routines, expectations agreements, risk assessments, room checks, substance concerns, threats, bullying, property damage, police contact, restorative work, placement review and the team / team member conduct.

Procedure How PBS plan plans and risk assessments are use together for young people and recorded on Lief

How expectation document is used when a YP first arrives at NH and then reviewed

Encompassing the yp voice throughout documents and recording

**Aim**

1. Create a settled, safe, respectful and predictable home where young people know what is expected and what support is available.
2. Help young people build independence, emotional regulation, accountability, healthy relationships and safe community living skills.
3. **The team to** Recognise that behaviour is often communication, while making clear that unsafe, abusive, threatening, discriminatory or illegal behaviour is not acceptable.
4. Ensure team members respond calmly, consistently and proportionately, with safeguarding, risk management and trauma-informed practice working together.

5. Ensure that young people know Independent Horizons expectations clearly and these are reviewed as well as knowing their rights as a looked after young person, how to raise complaints, feedback and seek support both internally and independently.
6. Ensure the YP is supported to recognise risks and plans for the PBS, with their voice part of all plans and reviews
7. Ensure all risks and behaviours are evidence and reviewed, risk and PBS is reviewed alongside the young person and documents demonstrate attainment and recognise change behaviours and risk positive and concerns, allegations, complaints, safeguarding, feedback

## Legislative and Regulatory Framework

This policy is written to align with the current framework for supported accommodation for looked after children and care leavers aged 16 and 17 in England.

| Legislation, regulation, standard or guidance                                           | How it relates to this policy                                                                                                                               |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The Supported Accommodation (England) Regulations 2023</b>                           | Sets the regulatory requirements for supported accommodation providers.                                                                                     |
| <b>Regulation 4 - Leadership and management standard</b>                                | Requires effective leadership, oversight, training and quality assurance.                                                                                   |
| <b>Regulation 5 - Protection standard</b>                                               | Requires young people to be protected from harm, abuse, neglect and avoidable risk.                                                                         |
| <b>Regulation 7 - Support standard</b>                                                  | Requires support that promotes wellbeing, independence and positive outcomes.                                                                               |
| <b>Regulation 20 - Safeguarding policy</b>                                              | Requires clear safeguarding procedures, reporting and recording of concerns.                                                                                |
| <b>Regulation 22 - Behaviour management policy and records</b>                          | Requires a behaviour management policy, positive relationships, de-escalation, proportionate involvement of authorities and records where restraint occurs. |
| <b>Regulations 24, 25 and 26 - Records and storage</b>                                  | Requires accurate, up-to-date and securely stored records.                                                                                                  |
| <b>Regulation 27 - Notification of a serious event</b>                                  | Requires serious events to be notified to Ofsted and relevant persons where required.                                                                       |
| <b>Regulation 31 - Complaints and representations</b>                                   | Requires young people to be able to raise concerns without reprisal.                                                                                        |
| <b>Regulation 32 - Quality of support review</b>                                        | Requires monitoring, review and learning from incidents, complaints and feedback.                                                                           |
| <b>DfE Guide to the supported accommodation regulations including quality standards</b> | Explains how providers should meet the supported accommodation standards in practice.                                                                       |
| <b>Ofsted SCCIF: supported accommodation</b>                                            | Sets the inspection framework for supported accommodation for looked after children and care leavers aged 16 and 17.                                        |

| Legislation, regulation, standard or guidance                              | How it relates to this policy                                                                          |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>Children Act 1989</b>                                                   | Sets duties relating to looked after children, care planning and safeguarding.                         |
| <b>Children Act 2004</b>                                                   | Supports safeguarding, welfare promotion and partnership working duties.                               |
| <b>Working Together to Safeguard Children 2023 and 2026</b>                | Sets expectations for multi-agency safeguarding practice.                                              |
| <b>Care Planning, Placement and Case Review (England) Regulations 2010</b> | Supports care planning, placement review and risk planning for looked after children.                  |
| <b>Children (Leaving Care) Act 2000</b>                                    | Relates to pathway planning and preparation for independence.                                          |
| <b>Equality Act 2010</b>                                                   | Requires non-discriminatory practice and reasonable consideration of protected characteristics.        |
| <b>Human Rights Act 1998</b>                                               | Supports dignity, privacy, family life, liberty and proportionate responses.                           |
| <b>Health and Safety at Work etc. Act 1974</b>                             | Requires the service to manage foreseeable risks to the team / team member, young people and visitors. |
| <b>Data Protection Act 2018 and UK GDPR</b>                                | Requires lawful, fair and secure handling of personal information and incident records.                |
| <b>Criminal Damage Act 1971</b>                                            | Relevant where property is intentionally or recklessly damaged.                                        |
| <b>Misuse of Drugs Act 1971</b>                                            | Relevant where controlled drugs, supply, possession or related concerns arise.                         |
| <b>Common law duty of care</b>                                             | Requires reasonable steps to avoid foreseeable harm.                                                   |

## Policy Statement

Independent Horizons uses a relationship-based, trauma-informed and boundaries-led approach. **Team members must ask: what has happened, what is the young person communicating, what do they need now, what risk is present and how can everyone be kept safe without shame or unnecessary escalation?**

This approach does not remove accountability. Young people are supported to understand the impact of their words, actions and choices. **Expectations and** Boundaries must be clear, consistent and explained. Where behaviour **may create or** creates risk, Independent Horizons will take proportionate action to protect the young person, other young people, team members, visitors, property and the wider community.

**Independent Horizons use PBS Plans, Risks assessments alongside the young person to ensure all risks are discussed, reviewed and how the young person wishes to be supported, encompassing the young persons voice.**

Independent Horizons team uses de escalation based on the young persons needs and in non-emergencies can seek support and guidance from the on call manager.

Supported accommodation is not a children's home and team members must not use physical restraint as routine practice. Where there is immediate danger, serious injury, a weapon, a crime in progress, urgent medical risk or the team cannot safely manage the situation, team members must call 999 and call senior manager on duty as per safeguarding procedures.

## **What Positive Behaviour Means at Independent Horizons**

Positive behaviour means the young person is learning to live safely and respectfully with others while preparing for adulthood. It does not mean the young person is always calm or never makes mistakes. It means they are beginning to use safer ways to express feelings, take responsibility, repair harm and work with support.

### **Positive behaviour may include**

8. speaking to team members, young people and others with respect, even when frustrated or disappointed;
9. using the work phone or agreed contact routes appropriately, without threats, repeated abusive messages or intimidation;
10. young people and the team to use de escalation to reduce risk and increase safety such as asking for help before emotions become unsafe, or accepting support when team members notice early signs;
11. walking away, going to their room, taking space, going for a walk or agreeing to pause a conversation when asked;
12. following house expectations about safety, substances, smoking, visitors, noise, cooking, cleaning, room checks, transport and community behaviour;
13. taking responsibility for words, actions, damage, mess, missed appointments, substance use or unsafe choices;
14. allowing team members to complete reasonable checks where there are safety concerns, such as smoke, cannabis smell, fire risk, weapons concern, self harm or welfare concern;
15. engaging in key work, education, training, cooking, tenancy awareness, appointments, health support and independence planning, ensuring the young person voice is listened to, supported, respected and recorded;
16. the team member, young person come together to repair relationships after conflict, apologising where appropriate and agreeing what will be different next time;
17. being polite, kind, trustworthy and inclusive, including respecting protected characteristics, personal space and privacy.

Team members must actively notice and record progress on LIEF using PBS plans key worker sessions, reward, consequences and risk assessments. Small signs of progress matter, such as a young person leaving a situation before it escalates, returning to apologise, accepting a boundary after time to think, attending a planned session or speaking honestly about substances or risk.

## **What Behaviour That Challenges Means**

Behaviour that challenges is any behaviour, communication or pattern of actions that creates concern for safety, wellbeing, respect, property, relationships, the young person's placement, or the safe running of the home. It may be linked to trauma, loss, shame, anxiety, unmet need,

neurodiversity, mental health, exploitation, substance use, peer pressure or difficulty managing disappointment. Understanding the reason does not make the behaviour acceptable.

Team members **work in a trauma responsive approach without judgement or blame, seeking the young persons views whilst considering both the behaviour and the impact on others as well as the young person.** A young person may say they did not mean something, but threats, intimidation, bullying, damage, substance use, illegal items or unsafe actions can still cause fear, harm, police involvement, safeguarding action or placement review **and need to be discussed with the young person, being recognised in PBS and risk assessments.**

## Types and Presentations of Challenging Behaviour (non-negotiables)

| Type                                        | How this may present                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional dysregulation</b>              | shouting, crying, pacing, repetitive questioning, fixation, anger, panic, refusal to talk, shutting down, blaming others, minimising, <b>throwing items</b> or becoming overwhelmed when told no or asked to wait.                                                                                                                        |
| <b>Verbal aggression</b>                    | swearing at people, name-calling, mocking, personal comments, insults, shouting in someone's face, humiliating language, repeated hostile messages or aggressive phone calls.                                                                                                                                                             |
| <b>Threats and intimidation</b>             | threatening to hurt, stab, kill, assault, damage property, get others to harm someone, get the team / team member sacked, ruin someone's life, <b>threats to others</b> , or saying phrases such as 'you will regret it' in a threatening way.                                                                                            |
| <b>Bullying and targeting</b>               | targeting one person repeatedly, following someone, refusing to leave them alone, using diagnosis or personal information against them, winding people up, exclusion, online targeting or repeated hurtful comments.                                                                                                                      |
| <b>Controlling behaviour</b>                | trying to dictate rules, rotas, the team / team member actions, transport, <b>telling others what to do, not seeking others views, demanding other people do what the YP is telling them to do, not respecting</b> boundaries or decisions; demanding immediate responses; blocking exits; standing over people; refusing to allow space. |
| <b>Physical aggression</b>                  | pushing, hitting, slapping, punching, kicking, spitting, throwing items, squaring up, clenching fists, damaging items during anger, or unsafe use of body language and personal space.                                                                                                                                                    |
| <b>Criminal damage or threats of damage</b> | kicking or punching walls, breaking furniture, damaging doors, locks, <b>taking any keys that re not yours</b> , cars, windows, gardens or personal belongings; throwing food, drink or furniture; burn marks; threats to smash, break or burn property.                                                                                  |
| <b>Respect for personal space</b>           | <b>not entering other peoples bedrooms, personal space, drop in room when door is shut. Do not crowd, corner, block or stay in someones space when they have asked for space</b>                                                                                                                                                          |

| Type                                            | How this may present                                                                                                                                                                                                                                        |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Respect for others and others belongings</b> | Not to lend or take money, buy or sell personal belongings, not to take items from others in at nelson House. Keeping to Nelson House boundary of no loud noise between 10pm – 7am. Keep to agree curfew                                                    |
| <b>Drugs, alcohol and substances</b>            | using, carrying, supplying or storing cannabis, illegal substances, alcohol or drug-related items; returning under the influence; smell of cannabis/tobacco; refusal of reasonable checks; risk-taking linked to intoxication.                              |
| <b>Illegal items and weapons</b>                | having knives (including kitchen knives away from the kitchen), weapons, stolen items, drug paraphernalia or any item used to threaten, intimidate, harm, damage or control others. Kitchen knives must remain in appropriate kitchen use only.             |
| <b>Smoking and vaping concerns</b>              | smoking tobacco, cannabis or vaping inside the home, in bedrooms, bathrooms or communal spaces; cigarette ends, ash, smoke smell, burn marks or fire risk.                                                                                                  |
| <b>Discriminatory behaviour</b>                 | racist, sexist, homophobic, transphobic, ableist, faith-based or other hateful language, jokes, gestures, bullying or harassment. This may also be a hate incident or hate crime.                                                                           |
| <b>Unsafe community or transport behaviour</b>  | aggression in vehicles, carrying substances during transport, unsafe behaviour at bus stops, refusing agreed times, threatening drivers or making the team / team member feel unsafe while supporting travel.                                               |
| <b>Safeguarding and self-risk</b>               | self-harm, suicidal comments, going missing, unsafe relationships, online exploitation risk, dangerous dares, debt, coercion, substance-related vulnerability or contact with unsafe adults or peers. Weekly room checks to ensure safety in personal space |

## Behaviours Not Acceptable at Independent Horizons and Why

The following behaviours are not acceptable because they make the home feel unsafe, affect wellbeing, damage trust, may be illegal, may lead to police, safeguarding involvement, warnings from Independent Horizons and can place the young person's placement and future opportunities at risk.

| Behaviour not acceptable                                                                          | Why this is not acceptable at Independent Horizons                                                                                                                                |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Threats to hurt, kill, stab, assault, intimidate or get others to harm someone</b>             | Threats make people feel unsafe, may be criminal, can escalate quickly and may require police or safeguarding action even where the young person later says they did not mean it. |
| <b>Threats to damage the home, cars, furniture, doors, walls, bedrooms, gardens or belongings</b> | Threats to damage property create fear and instability, may indicate escalating risk and may amount to criminal damage or require police advice/reporting.                        |
| <b>Physical violence, assault, spitting, throwing items,</b>                                      | This places young people, team members and visitors at immediate risk of harm and may                                                                                             |

| Behaviour not acceptable                                                                                                                      | Why this is not acceptable at Independent Horizons                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| blocking exits or intimidating body language                                                                                                  | require emergency services, medical support and placement review.                                                                                                                       |
| Bullying, harassment, targeting, insults, humiliation, fixation or repeated name-calling                                                      | This harms emotional safety, damages relationships, may amount to harassment and prevents the home from being respectful and inclusive.                                                 |
| Using someone's diagnosis, family, appearance, identity or private life against them                                                          | This is shaming and harmful, can be discriminatory or abusive, and undermines trust and dignity.                                                                                        |
| Racist, sexist, homophobic, transphobic, ableist, faith-based or other discriminatory language or behaviour                                   | This is not tolerated because it harms safety and dignity, may be a hate incident or hate crime and conflicts with equality duties, <b>this can lead to Police involvement</b>          |
| Bringing, using, storing, sharing or supplying cannabis, illegal drugs, alcohol, illegal items, stolen items, drug paraphernalia or weapons   | This creates legal, safeguarding, health, exploitation and community safety risks and may require police, social worker, health or EDT involvement.                                     |
| Smoking tobacco, cannabis or vaping inside the home, especially in bedrooms                                                                   | This creates fire risk, health risk, legal/substance concerns, damage to property and impact on other people living or working in the home. <b>This can lead to Police involvement.</b> |
| Refusing reasonable safety checks where there is concern about smoke, fire, cannabis smell, welfare, weapons, illegal items or immediate risk | Reasonable checks are sometimes needed to keep everyone safe. Refusal can increase safeguarding concern and may require management or emergency advice; including Police involvement.   |
| Persistent refusal to follow reasonable house boundaries                                                                                      | Repeated refusal can increase risk to the young person, others, the team / team member, property and placement stability, and may require expectation agreements or placement review.   |

Team members must explain boundaries in a calm and direct way, **when a young person first comes to Independent Horizons using the expectations document, these must then be reviewed with the young person when they are able to share the views in a planned manner as part of PBS planning and risk assessment reviews.** The message should be: this behaviour is not acceptable here, this is why it is unsafe, this is what needs to happen now, and this is the support available to help the young person make a safer choice.

## What Team Members Must Look Out For

### Early signs that behaviour may escalate

18.raised voice, clenched jaw or fists, pacing, staring, standing too close, following the team / team member, refusing to move away or becoming unusually silent;

19. repeated calls, texts or demands; fixation on one issue; not accepting an answer; repeated arguments about rules, transport, money, substances or boundaries;
20. sudden mood change after a phone call, message, social media contact, family contact, peer contact / conflict, disappointment or being told no;
21. smell of cannabis, tobacco, alcohol or smoke; red eyes, slurred speech, unsteady movement, agitation, secrecy, hiding items or refusing to answer reasonable questions;
22. talk of revenge, karma, getting someone sacked, damaging the house, getting others involved, carrying a knife, going out to meet unsafe people or not caring about consequences;
23. property being hit, kicked, thrown, emptied, damaged or moved in a way that may become unsafe;
24. other young people becoming frightened, withdrawing, leaving the area, reporting concerns or changing their behaviour because they feel unsafe.

### **Team Response: Prevention and De-escalation**

25. Pause before responding. Lower your voice, slow your body language and do not match the young person's anger, volume or language.
26. Assess immediate safety. Consider who is at risk, whether anyone needs to move away, whether another team member or on-call is needed, and whether emergency services are required.
27. Reduce the audience and stimulation where safe. Do not crowd the young person, block exits, stand over them or have multiple team members talking at once.
28. Use short, clear, respectful statements: 'I can see you are angry. I will listen, but I cannot accept threats.'
29. Try to gain eye contact to support the young person to calm and focus on you.
30. Offer safe choices: space in their room, a walk, a drink, a later conversation, one trusted adult, written communication or time to calm.
31. Name the boundary and the next safe action: 'The knife needs to stay in the kitchen. Move away from it now and I will give you space.'
32. Avoid debating consequences while the young person is heightened. Decisions about warnings, police reports, transport support or placement review must be made when risk is understood and management has been consulted, unless immediate safety action is needed.
33. Contact Michael Robinson, Karen Burton or Gary Burton where risk is increasing, a contract or agreement may have been breached, police contact is being considered, or the team / team member are unsure what to do.

### **Specific Procedures for Key Behaviour Concerns**

34. All known risks to be recorded on the young person risk assessment and PSB with young person views on how they like to be supported when behaviours are of concern

### **Threats, bullying, intimidation and abusive language**

35. Tell the young person calmly that the behaviour must stop and that the team / team member will give space or continue the conversation when it is safe.

36. Do not argue about whether the young person meant it. Record the exact words used on LIEF, who heard them, the context and the impact. **Where you are stating your opinion state this clearly.**
37. If threats continue, if anyone feels unsafe, if threats include serious harm, weapons or third parties, or if risk is escalating, contact on-call and consider police action.
38. After the incident, complete restorative work with the young person about the impact of threats, bullying and intimidation and update the PBS and risk plan.

### **Physical violence, weapons or immediate danger**

39. Move yourself and others to safety. Do not attempt to physically manage the young person unless there is an immediate need to prevent serious harm and no safer option is available.
40. Call 999 where there is immediate danger, a weapon, serious assault, serious threat to life or injury, fire risk or urgent medical/mental health risk.
41. Inform the Registered Manager, social worker/EDT and Ofsted where notification thresholds are met.
42. Preserve evidence where safe, record objectively and ensure the young person is offered support after the immediate risk has reduced.

### **Criminal damage or threats to damage property**

43. Do not stand close to the young person or the item/property at risk. Encourage them to step away and give themselves a chance to bring the situation down.
44. Move other young people away if needed. Contact on-call where there is damage, threats to damage, repeated escalation or risk to the team / team member.
45. Photograph damage where appropriate and safe, record what happened, and report to the social worker and police where the damage or threat meets the threshold.
46. The young person should be supported to clean mess or repair harm where safe and appropriate, without using shame or humiliation.

### **Drugs, alcohol, tobacco, vaping and illegal items**

47. Cannabis, illegal drugs, alcohol, illegal items and weapons must not be brought into, used, stored or supplied in the home, garden, vehicles or during support.
48. If team members smell cannabis, tobacco or smoke, they should first check whether there is an immediate fire or welfare risk. If not immediate, follow the young person's plan or house procedure: knock, explain the concern, ask calmly, check outside where relevant, text/call if the young person is not answering, and complete the least intrusive check needed to establish safety.
49. If cannabis, illegal substances, drug paraphernalia, alcohol, illegal items or weapons are seen, found or strongly suspected, contact the Registered Manager/on-call for direction, **this will be reported on the Police Portal**, unless there is immediate danger requiring 999.
50. If a young person appears under the influence, treat this and record it as a safeguarding and health concern. Consider medical risk, exploitation, missing risk, consent, vulnerability and whether the social worker, EDT, police or health services need to be informed.
51. Young people must not be transported by the team / team member where they are carrying drugs, illegal substances, weapons or illegal items, or where their behaviour makes the journey unsafe. The team / team member should stop at the safest place and contact on-call or emergency services if risk develops during travel.

## **Expectation Agreements, Consequences and Placement Review**

Where behaviour is repeated, escalating or serious, Independent Horizons may use a written expectation agreement. This must be written for the individual young person but must not be punitive. It must explain what needs to happen, why it matters, what support will be offered, what will happen if the behaviour continues, when it will be reviewed and how the young person's views have been included.

Possible actions may include increased key work sessions, a restorative meeting, review of transport or practical support, room or safety checks, updated risk assessments and PSB plans, professionals' meetings, social worker involvement, police advice/reporting, written warnings, or placement review. Any decision that affects placement stability must involve the Registered Manager and placing authority.

Immediate notice or placement ending must only be considered where risk is serious and cannot be safely managed.

## **Police Contact and Avoiding Unnecessary Criminalisation**

Independent Horizons will not use police contact as a shortcut for behaviour management. Police involvement must be necessary, proportionate and linked to immediate safety, criminal concern, safeguarding risk or the need for formal advice/reporting.

52. Call 999 for immediate danger, weapons, serious violence, serious threats, fire risk, urgent medical risk, crime in progress or when the team / team member cannot safely manage the situation.
53. Use 101 or the online police portal for non-emergency reporting or advice where the incident has already happened and there is no immediate danger (including but not limited to missing from care, personal drug use / storage, ongoing non serious threats / humiliation / stalking).
54. Unless there is immediate danger, the team / team member must speak with Michael Robinson, Karen Burton or Gary Burton before making a non-emergency police report.
55. The team / team member must record **the incident on a an incident form including**; why police contact, what de-escalation was attempted, who authorised the action, what was reported and what support was offered to the young person afterwards. **The information must be recorded and linked to a safeguarding form, consequences form and reviewed with the young person using their PSB, risk assessment and if required the expectation document to be reviewed with the young person.**

## **Recording and Post-Incident Support**

56. Check immediate physical and emotional safety, including any injuries, health risks, substance concerns or safeguarding concerns.
57. Record the incident, using an incident form on LIEF, before going off duty, the full incident and details must be written and completed within 72 hours of the incident, this include the registered managers comments and sign off. Use factual language: what was seen, heard, said and done; who was present; what triggered concern; what action the team / team member took; and what happened afterwards.
58. **All incident, deescalation, safeguarding, consequences, rewards, risks, key worker sessions, young persons view must be completed on the correct form on LIEF within 72 hours of the event**

and **MUST** be included in the **verbal and written handover** at the end of the team members shift.

59. If this did not become an incident and de-escalation was successful record all information on a de escalation form.
60. Record exact words for threats, discriminatory language, allegations and abusive messages. Do not soften or exaggerate.
61. Update other forms to cross reference – safeguarding, consequences, reward, key worker session, ILS, young person views, visits
62. Keyworker is to update risk assessments, positive behaviour support plans, missing plans, substance plans, expectation agreements and key work plans where learning has emerged, with the young person.
63. Keyworker is to share all updating information, and plans going forward with the team to ensure a consistent approach; team member are to ask questions and seek support from Michale Robinson or Karen Burton.
64. Offer the young person a reflective conversation when calm. Do not force reflection while they are still dysregulated.
65. Hold a team debrief after significant incidents to consider what happened, what helped, what escalated, whether the team / team member practice needs to change and what support the team / team member need.
66. Repair the relationship. Young people need to know adults still care and will continue to support them after an incident, while keeping clear boundaries.

## **Roles and Responsibilities**

### **Registered Manager / Nominated Individual: Karen Burton**

67. Ensure this policy is implemented, reviewed, understood and reflected in induction, supervision and quality assurance.
68. Review significant incidents, trends, police contact, safeguarding referrals, complaints, restraint/restrictive practice concerns and placement-risk decisions.
69. Ensure Ofsted, placing authorities, social workers, EDT, LADO, police or health services are informed where required.

### **Operations Director: Gary Burton**

70. Support leadership oversight, risk management, the team / team member accountability and multi-agency escalation.

### **Senior Support Worker: Michael Robinson**

71. Support daily practice, key work, expectation agreements, debriefs, plan updates, the team / team member guidance and reflective learning.

### **All team members**

72. Read and follow this policy, individual plans, risk assessments and expectation agreements.
73. Respond calmly, consistently and professionally, and never shame, threaten, mock, intimidate or discriminate against a young person.
74. Report risk promptly, complete records before going off duty and seek management advice when behaviour is escalating.

## **The Team / Team Member Conduct, Training and Review**

Team members must model the behaviour expected from young people: calm communication, respectful language, safe boundaries, honesty, accountability and inclusion. Any concern about the team / team member language, aggression, bullying, discrimination, unsafe practice or failure to follow safeguarding procedures must be reported to the Registered Manager and managed through supervision, safeguarding, LADO, disciplinary, whistleblowing if the concerns is regarding Karen Burton or Gary Burton or DBS processes where required.

All team members must receive induction and ongoing training in safeguarding, trauma-informed practice, de-escalation, conflict management, equality, substance concerns, LIEF CRM / recording and incident procedures. This policy will be reviewed annually or earlier following serious incident, regulatory change, Ofsted feedback, local authority feedback or quality assurance learning.

## **Linked Independent Horizons Documents**

This policy should be read alongside the Statement of Purpose, Safeguarding Policy, Missing Young Person Policy, Abuse and Violence by a Young Person Policy, Anti-Social Behaviour Policy, Substance Misuse Policy, Complaints Policy, Notifications of Serious Events Policy, Risk Assessment and Support Planning documents, Trauma-Informed Practice Policy and Guidance, Team Members Training and Supervision Policy, Confidentiality and GDPR Policy, Young Person's Guide and individual expectation agreements.