

Title of Document	Behaviours that Challenge		
Name of Department	Quality Assurance		

What type of document is this?	Policy	This sets out instructions for how a particular procedure in Helping Hands is to be routinely carried out	
Which Helping Hands POL/SOP/W.I does this document relate to?	N/A	Reference number of POL/SOP/W.I	N/A

Which Operational Priority/Priorities does this document link to?	Superior Client Care			

Custodian of document	Clinical Manager	Committee/Group responsible for this document	Quality & Governance Committee	
Approval date and committee chairperson signature	14.04.2023	When is its next scheduled review?	14.04.2026	

Who does it apply to?	All staff working with customers				
	Does it apply to bank workers?	Yes	Does it apply to agency staff?	Yes	Does it apply to third party contractors?

Purpose of the Policy	To define behaviours that challenge and how they should be managed with the least negative impact to all involved.				
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Behaviours that Challenge Policy Requirements

ROLES AND RESPONSIBILITIES

Role	Responsibility
Care Managers	Where the service has been informed of or the service has identified 'behaviours that challenge', ensure risk assessment is in place/implemented. Where concerns or incidents have been raised by staff, ensure to complete relevant incident report, investigations, review risk assessment/care plan, consider actions and learning.
Carers	To ensure safety of the customer and staff, ensure that 'behaviours that challenge' risk assessments are read and understood prior to providing care for the customer. Follow applicable control measures outlined within risk assessments. Report concerns or incidents to line manager promptly.

1.0 Definition

- 1.1 Behaviour is challenging if it is harmful to the person and others around them, and if it stops the person achieving things in their daily life. Behaviour that challenges is not a learning disability, but people with a disability are more likely to show challenging behaviour. (*Mencap, 2023*).
- 1.2 There is no single cause for behaviours that challenge, but environment, relationships, discomfort, and frustration are all common reasons. People with a disability affecting the brain are more likely to show challenging behaviour in order to express themselves. Behaviours that challenge are more prevalent in people who have a learning disability co-existing with (ASD) autistic spectrum disorder. '*Challenging behaviour: assessing risk factors in people with learning disability*', (*Rauf, 2012*).
- 1.3 Behaviours that challenge can include:
 - Aggression
 - Self-harm
 - Destructiveness
 - Disruptiveness

These behaviours can appear as:

- Hurting others (e.g., hair pulling, hitting, head-butting)
- Self-injury (e.g., head banging, eye poking, hand biting)
- Destructive behaviours (e.g., throwing things, breaking furniture, tearing things up)
- Eating inedible objects (e.g., cigarette butts, pen lids, bedding)
- Other behaviours (e.g., spitting, smearing, removing clothes in public, running off)

1.4 Behaviours that challenge can also include sexually inappropriate behaviour in adults. This can be a result of a mental health or neurological condition, such as dementia. It may include:

- Undressing in public
- Fondling genitals
- Touching someone inappropriately

2.0 Purpose

2.1 It is important to understand why a person is behaving in a challenging way. In many cases, it's a way for a person to control what is going on around them and to get their needs met. Identifying the potential triggers can improve the use of constructive interventions to alleviate behavioural issues. Challenging behaviour may be associated with various physical health problems such as Epilepsy, urinary tract infection, uncontrolled pain, constipation, hypo/hyperglycaemia.

2.2 Excluding physical health problems as a cause can help to identify other possible causes such as seeking social attention, using certain behaviours to get a 'reward' such as food or objects, avoidance of certain situations that the person does not like such as blood tests or going to the dentist, or gaining sensory pleasure through behaviours such as repetitive rocking or masturbation.

3.0 Process

3.1 According to the Challenging Behaviour Foundation, challenging behaviour is unlikely to be spontaneous. It usually develops in stages:

- Green 'Proactive' phase: where a person is mostly calm and relaxed
- Amber 'Active' phase: where a person starts to become anxious. Quick action must be taken to avoid challenging behaviour
- Red 'Reactive' phase: where challenging behaviour occurs
- Blue 'Post-Reactive' phase: where the person starts to relax again

3.2 Keeping a record can help healthcare professionals find out why a person is behaving in a certain way. It is important to record:

- Description of the behaviour - exactly what happens?
- Early warning signs such as becoming red in the face or pacing
- What happens before the behaviour, does something trigger the behaviours?
Noisy environment, being told no, etc.

- What happens after the event? What is the person getting or not getting from the behaviour that makes them do it again?

3.3 A 'Behaviour Support Plan' is used based on the information shared with health and social care professionals to plan how to manage the challenging behaviour or lessen the impact on the person and those caring for them. Two important parts of the plan are:

- *Proactive strategies.* These are used to make sure that the person has got what they need. They also describe ways to teach the person communication and other skills. Examples include:
 - Look for triggers
 - Teach skills for communication such as a sign for "finished"
 - Be aware of how to talk to the person – keeping firm, funny and calm voice
 - Adjusting the environment - dim the lights, carers to tie their hair back to stop someone pulling hair.
 - Rewards in response for positive behaviour
 - Routine and structure
 - Boundaries
- *Reactive strategies.* These are designed to keep the person and those around them safe. Examples include:
 - Do not respond to the undesired behaviour
 - Give reminders
 - Distract the person
 - Give the person what they want
 - Remove yourself from the situation e.g., leave the room

A good plan has more proactive than reactive strategies.

TRAINING

Is training required?	Yes
Details of training	All Helping Hands staff working with behaviours that challenge should undertake the LMS Positive Behaviours module.

COMPLIANCE

How is compliance with the POL going to be monitored	In the event of change to internal process this SOP will be reviewed. Care Managers to monitor understanding and compliance with requirements through one to one discussions and team meetings.
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EQUALITY IMPACT ASSESSMENT AND PROCEDURAL INFORMATION

	Yes / No	Comments
Does the document have a positive or negative impact on one group of people over another on the basis of their:		
• age?	No	
• disability?	Yes	As described within section 1.0 of the policy, people with a learning disability are more likely to show challenging behaviour, but it is important to realise that people with a learning disability should not all be automatically judged and determined as at risk of displaying behaviours that challenge. However, where it is identified (as with any person), the policy provides key detail on the safe and effective support.
• gender reassignment?	No	
• pregnancy and maternity (which includes breastfeeding)?	No	
• race (including nationality, ethnic or national origins or colour)?	No	
• marriage or civil partnership?	No	
• religion or belief?	No	
• sex?	No	
• sexual orientation?	No	
If you have identified any potential impact (including any positive impact which may result in more favourable treatment for one particular group of people over another), are any exceptions valid, legal and/or justifiable?	Yes	The impact is positive as the policy provides key detail on safe and effective care, not only for the customer but also for staff members.
If the impact on one of the above groups is likely to be negative:		
• Can the impact be avoided?	N/A	
• What alternatives are there to achieving the document's aim without the impact?	N/A	
• Can the impact be reduced by taking different action?	N/A	
• Is there an impact on staff, client or someone else's privacy?	N/A	<i>If yes, privacy impact assessment required</i>

What was the previous version number of this document?	This is a new Policy	
Changes since previous version	N/A	
Author of the document	Regional Clinical Lead – South East	
Who was involved in developing/reviewing /amending the POL?	Clinical Manager Regional Clinical Lead	
How confidential is this document?	Restricted	Can be shared freely within Helping Hands but NOT outside
References	Mencap.org.uk :- Challenging behaviour Challengingbehaviour.org.uk : -The Challenging Behaviour Foundation NHS.uk :- How to deal with challenging behaviour in adults	
Associated Documents	Access Care Planning – Support Plan Risk Assessment	