JIGSAW FAMILY SUPPORT

Behaviour Management Policy

1. Purpose
This policy outlines Jigsaw Family Support's approach to promoting positive behaviour and managing challenging behaviour in a safe, consistent, trauma-informed manner.
The aims are to:
- Support young people to develop positive behaviour patterns
- Ensure consistency across staff and sessions
- Promote emotional regulation and safety
- Respond to behaviour using least-restrictive and child-centred approaches
- Reduce risk to children, staff, and the public

2. Policy Principles
Jigsaw Family Support believes that:
- All behaviour is a form of communication
- Positive relationships underpin positive behaviour
- Children need structure, predictability, and emotional safety
- Behaviour should be managed through support, not punishment
- Trauma-informed practice must guide all responses
- Physical intervention is a last resort only

3. Scope
This policy applies to:
- All staff, volunteers, contractors
- All children and young people engaged with the service
- All outreach, home visits, community sessions, and alternative provision activities

4. Understanding Behaviour
Staff must consider:
- Underlying needs (emotional, social, developmental)
- Trauma history or adverse childhood experiences (ACEs)
- Neurodiversity (ADHD, ASD, etc.)
- Mental health concerns
- Environmental factors
- Triggers and stressors
- Communication difficulties

The aim is always to **understand**, not blame.

5. Promoting Positive Behaviour
Jigsaw Family Support will:
- Build trusting relationships
- Create safe and predictable environments

- Set clear expectations and boundaries
- Use positive reinforcement
- Model respectful communication
- Teach emotional regulation strategies
- Support children to reflect on choices
- Use active listening and empathy

6. Staff Expectations

Staff must:

- Remain calm and consistent
- Use trauma-informed approaches
- Avoid shouting or threatening behaviour
- Use restorative language
- Recognise achievements and effort
- Avoid power struggles
- Treat young people with dignity

Staff must not:

- Use humiliating or degrading language
- Punish, shame, or ridicule
- Enforce punitive consequences
- Use physical punishment
- Use unapproved restraint

7. Managing Challenging Behaviour

Strategies include:

- Verbal de-escalation
- Offering choices
- Redirecting or distraction
- Creating physical space
- Calm, non-confrontational tone
- Validating emotions ("I hear you…")
- Encouraging breaks or time away

Behaviour should be managed proportionately.

Staff must never:

- Corner or block a child's exit
- Use physical intimidation
- Force compliance
- Escalate confrontation

8. Physical Intervention

Physical intervention is **not part of routine practice** and may only be used:

- As a **last resort**

- Where a child is at immediate risk of harming themselves or others
- To prevent serious damage to property
- In line with legal requirements

Any intervention must be:
- Reasonable
- Proportionate
- Necessary
- Short in duration

After any physical intervention:
- Inform the Manager immediately
- Complete an incident report
- Inform parents, school, and DSL
- Review risk assessments
- Offer debrief to the child and staff

9. Risk Assessments
Behaviour-related risk assessments must be completed for:
- High-risk young people
- Home visits where behaviour is unpredictable
- Community sessions with known triggers
- Transport situations

Risk assessments must be:
- Reviewed regularly
- Updated after incidents
- Shared with relevant staff

10. Working with Parents & Carers
Jigsaw Family Support will:
- Engage parents in behaviour planning
- Share concerns in a constructive manner
- Explain strategies used
- Avoid blame language
- Promote collaborative problem-solving

11. Record Keeping
Staff must record:
- Any behaviour incident
- Strategies used
- Impact and outcomes
- Actions taken

- Physical interventions (if any)
- Communication with parents/school
- Safeguarding concerns

Records must be:
- Factual
- Timely
- Secure

12. Safeguarding Links
Behaviour may be a symptom of:
- Abuse or neglect
- Exposure to domestic abuse
- Emotional distress
- Mental health issues
- Unmet needs

Staff must report concerns to the DSL immediately.

13. Training
Staff will receive training in:
- Trauma-informed practice
- De-escalation techniques
- Behaviour management strategies
- Safeguarding
- Lone working
- SEND awareness

Additional training provided where behaviour risks are high.

14. Monitoring & Review
This policy will be reviewed:
- Annually
- After significant incidents
- After feedback from children, staff, or parents
- Following changes in legislation or best practice

Improvements will be reflected in training and practice.

Policy Title	Behaviour Management Policy
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JIGSAW FAMILY SUPPORT

Managing High-Risk Behaviours Policy

1. Purpose

This policy sets out Jigsaw Family Support's approach to managing high-risk behaviours in children and young people during outreach, alternative provision, home visits, or community sessions.

The purpose is to:

- Prevent harm to children, staff, and the public
- Respond safely and professionally to risk
- Ensure consistent practice across staff
- Recognise triggers and early warning signs
- Promote trauma-informed de-escalation
- Comply with safeguarding, health and safety, and legal expectations

2. Scope

This policy applies to:

- All staff and volunteers
- Any service delivered in homes, schools, community spaces, alternative provision, or public areas
- All children and young people receiving support

High-risk behaviours include:

- Violence or aggression
- Self-harm or suicidal ideation
- Going missing / absconding
- Substance misuse
- Unsafe sexual behaviour
- Damage to property
- Weapon possession or threats
- Emotional dysregulation that affects safety

3. Principles of Managing High-Risk Behaviour

3.1 Safety First No activity takes priority over ensuring safety.

3.2 Trauma-Informed Practice Behaviour is understood as communication of need.

3.3 Individualised Support Every child has unique triggers and responses.

3.4 De-Escalation Over Control Staff use non-physical, relationship-based de-escalation.

3.5 Never Work Beyond Your Competence Staff must request support when behaviour exceeds their training.

3.6 Transparency All high-risk behaviours must be recorded and reported promptly.

4. Understanding High-Risk Behaviour

Risk behaviours may stem from:

- Trauma
- Neurodiversity (e.g., ASD/ADHD)
- Mental health challenges
- Family conflict
- SEND needs
- Peer pressure or exploitation
- Substance misuse
- Emotional dysregulation

Staff must seek to understand:
- The child's history
- Triggers
- Protective factors
- Known vulnerabilities

5. Planning for High-Risk Behaviour
5.1 Support Plans
Every child with known risks must have:
- A Behaviour Risk Management Plan
- Known triggers and early warning signs
- De-escalation strategies
- Crisis protocols
- Contact numbers for parents/referrers
- Safety planning specific to environment

5.2 Multi-Agency Collaboration
Plans must be informed by:
- Schools
- Parents/carers
- Social workers
- Mental health teams
- Youth offending services (if applicable)

6. Types of High-Risk Behaviours & Staff Response
6.1 Aggression or Violence
Examples:
- Threatening staff or peers
- Throwing objects
- Physical assault

Staff actions:
- Stay calm, use low-arousal voice
- Increase physical distance

- Remove other children from the area
- Do NOT physically intervene unless in immediate danger
- End session if escalation continues
- Call **999** if necessary

6.2 Self-Harm or Suicidal Behaviour

Examples:
- Expressing suicidal thoughts
- Attempting self-harm
- Using objects to cause harm

Staff actions:
- Remain with the child (unless unsafe)
- Remove unsafe objects only if safe to do so
- Contact DSL immediately
- Call **999** if child is at imminent risk
- Inform parents/referrer according to safeguarding procedure

6.3 Going Missing / Absconding

Staff must:
- Follow Missing Child Procedure
- Maintain visual contact if safe
- Do not chase into unsafe environments
- Notify Manager/DSL immediately
- Inform police if risk is high
- Record details accurately

6.4 Substance Misuse

Includes:
- Alcohol
- Drugs
- Solvents
- Unknown substances

Staff must not:
- Attempt to confiscate substances
- Remain in unsafe environments
- Transport intoxicated children

Staff must:
- Remove child to a safer area if possible
- Call emergency services if required
- Report to DSL immediately

6.5 Unsafe Sexual Behaviour

May include:

- Sexualised language
- Inappropriate contact
- Sharing explicit images
- Coercion

Staff actions:

- Maintain boundaries
- Document details factually
- Report immediately to DSL
- Do NOT investigate further
- Support referrals to specialist services where needed

6.6 Damage to Property

Staff must:

- Ensure safety by increasing distance
- Move to another area if possible
- Report to Manager/DSL
- Review behaviour plan afterwards

6.7 Weapon Possession or Threats

Weapons include:

- Knives
- Blades
- Firearms (real or imitation)
- Blunt weapons

Staff must:

- Leave immediately
- Call **999**
- Report to DSL
- NOT attempt to disarm the child
- NOT block exits

Immediate safeguarding procedures must follow.

7. De-Escalation Strategies

Staff must use trauma-informed approaches, including:

- Calm tone of voice
- Non-confrontational body language
- Giving personal space
- Offering choices
- Acknowledging feelings

- Using visual aids (where helpful)
- Allowing time to regulate
- Redirecting to grounding activities

Staff must avoid:
- Raising their voice
- Physical prompts
- Cornering the child
- Threatening consequences during crisis

8. When to End a Session
Staff must **end the session immediately** if:
- Safety cannot be maintained
- Child becomes physically aggressive
- A weapon is present
- Others in the environment pose a threat
- Mental health crisis escalates
- Substance use impairs safety

Managers must be informed as soon as possible.

9. Recording & Reporting
Staff must complete:
- Incident form
- Risk assessment review
- Updated behaviour plan (if required)
- Safeguarding report (if concern involves harm or risk)

Records must be:
- Factual
- Timely
- Objective
- Stored securely

10. Post-Incident Review
Managers will:
- Discuss the incident with staff
- Update risk assessments
- Adjust staffing arrangements (e.g., two staff required)
- Notify partner agencies
- Hold a multi-agency review meeting if needed
- Provide emotional support to staff

11. Staff Training Requirements

Staff must be trained in:
- Trauma-informed practice
- De-escalation techniques
- Behaviour support
- SEND and SEMH needs
- Safeguarding & exploitation risks
- Mental health awareness
- County lines and gang-related behaviours

Specialist high-risk roles may require advanced training.

12. Multi-Agency Involvement

For serious or repeated incidents, Jigsaw Family Support will work with:
- CAMHS
- Youth offending teams
- Police
- Social workers
- Schools
- Substance misuse teams

Collaboration ensures the child receives appropriate support.

13. Policy Review

This policy will be reviewed:
- Annually
- After any major incident
- Following guidance updates
- As part of the quality assurance cycle

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