



THE
HOUSE PROJECT
Lancashire

Positive Behaviour Support Policy

2023 - 2025



Related Procedures	LHP – Safeguarding Policy LHP – Missing Young Person Policy
Relevant Guidance	Supported Accommodation (England) Regulations 2023
Issue Date	September 2023
Revision Date	September 2023
Version	1

Section	Content
1	Introduction
2	Management of LHP Practitioners
3	Planning and Recording a Support Session
4	One to One Time Alone with Young People
5	Personal Care, Enuresis and Encopresis
6	Positive Relationships and Behaviour Support
7	Use of Restraint and Physical Intervention
8	Emergency Access and Searching a LHP Home
9	Surveillance and Monitoring
10	Countering Bullying and Peer Abuse
11	Offending and Anti-Social Behaviour – Guidance on when to involve the police

1 Introduction

Lancashire's House Project should provide a nurturing environment that is welcoming and supportive. It should be an environment that supports a young person's physical, mental and emotional health, in line with the approach set out in Lancashire's House Project's Statement of Purpose.

The arrangements to promote a nurturing environment should take into account the young person's gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, any disability, their assessed needs, previous experiences and any relevant plans e.g. Placement Plan and Care/Pathway Plan.



The Registered Service Manager is responsible to ensure the ethos and culture of Lancashire's House Project promotes supportive and caring relationships through a trauma sensitive, relational and strength-based approach that promote positive behaviour and help all young people of Lancashire's House Project to develop the knowledge, skills and confidence to live safe and well independently in their LHP Home. The Registered Service Manager should ensure that everyone working at Lancashire's House Project (including volunteers) adhere to this Positive Behaviour Support policy.

2 Management of LHP Practitioners

Section	Content
1	Being there for the young person
2	The Role of the LHP Facilitator – General

The Registered Service Manager is responsible for the quality of the overall service provision of Lancashire's House Project and supervises the LHP Lead.

The LHP Lead is responsible for ensuring that each young person has appointed to them a LHP Facilitator who is able to engage in a positive and constructive relationship with the young person. The LHP Lead should ensure that all LHP Facilitators are suitably trained and fully competent to carry out the duties required of them.

The LHP Facilitator should remain consistent throughout the young person's time in the House Project; however, the LHP Lead may decide that the LHP Facilitator for a young person should change if:

- a. The young person complains that the relationship is not working;
- b. The LHP Facilitator leaves the employment of the House Project;
- c. The LHP Facilitator is unable to establish a positive relationship;
- d. The LHP Lead believes that the relationship is not in the best interests of the young person or the LHP Facilitator.

The LHP Lead should ensure that LHP Facilitators are properly supervised and/or provided with mentors who may offer them support and guidance.

2.1 Being there for the young person

Build a Supportive Relationship – Moving from a family or group living environment into a single occupancy LHP Home can increase a young person's social isolation and impact on their emotional wellbeing. Hence it is important for LHP Practitioners to form a strong and positive relationship with the young person. Being trauma sensitive and strength-based is crucial to achieve this. Know the young person's care history and always show care and concern for the young person, even if they find it difficult to maintain a positive relationship with a young person. Applying professional curiosity and a holistic approach in conversations with a young person not only helps to develop an awareness and knowledge of the young person's routines, usual whereabouts and associates, but also to identify any support needs and changes in behaviours, routines or patterns as an early warning sign.

Be authentic and reliable – Be open and honest about everything you do, even if the young person may disagree, or this may lead to an uncomfortable or difficult conversation. Take the time to clearly explain why something is not happening the way the young person would like it to be and make sure they really understand it. Do what you say you will be doing, be realistic about what the young person can expect from you, what is not possible and give realistic timescales that you can meet. Keep the young person informed about what changes are happening in their lives, in education, at the House Project, in their overall plan and with the social worker. Advocate on behalf of the young person even if this means you may disagree with your manager and help the young person to advocate for themselves including accessing independent advocacy services. Be professional, keep your professional boundaries and respect yours and the young person's privacy but bring your personal self into the relationship with the young person. You are responsible for the young person even when you are not there! If issues need to be dealt with while you are off, make sure you inform the LHP Lead or colleagues. If you are likely to be away on leave plan ahead; don't leave the young person alone wondering what is going to happen in your absence.

Keep in Touch – Maintain frequent and regular contact at least weekly with the young person, even if they say they do not need your help, so they know you are there for them. Take an interest in what's going on for them and ask them about anything special happening for them. Be sensitive to any difficulties the young person may experience so you can provide the right support in time.



Birthdays and Special Celebrations – Remember their birthday, anniversaries and any cultural or religious celebrations that are important to them and make sure the right arrangements are in place for them to celebrate these.

Celebrate successes – Recognise and celebrate even the smallest success a young person has to help them build on their strength and gain the confidence they need to live well independently.

Connect with others – Take an interest in the young person's family, friends and interests and help them to build connections and relationships with other young people in the House Project and groups in the local community. Attend appointments together to overcome anxiety and barriers. Build relationships with other professionals to work as part of a multi-agency team from which the young person can benefit. Work closely with the social worker and get to know the young person's Independent Reviewing Officer.

LHP Home – See what help the young person may need to manage living in their LHP Home well so they do not feel overwhelmed. Help them to maintain a good routine, in particular with household chores and provide some practical support, if they need, to keep it a nice and comfortable home. Spend time together in the young person's LHP Home to understand how it feels to live in the LHP Home and to show how you respect and value it.

Keeping safe - Young people often give the impression that they are 'cool', that they are not bothered or that they can cope, but the reverse is usually the case. Young people can feel vulnerable and frightened. Some are bullied or abused or live in fear of it. Most worry about the future. Your job is to understand and 'Be There' for them. Know when it is difficult for the young person and find ways of support and how the young person can manage this. You need to ensure that you are aware when the young person does not feel safe and do all you can to make them feel safe and supported. Know the young person - their file, background and family details; know their interests and hobbies; encourage them to take part, join clubs etc; what makes them happy, sad and angry; what frightens or worries them. Then try to ease or reduce their concerns by offering advice, guidance or direction. If necessary, get additional help for the young person.

2.1 The Role of the LHP Facilitator – General

All LHP Practitioners have a duty to each young person of the House Project regardless of their role.



A LHP Facilitator is a named member of LHP Practitioners who has a central role in respect of a particular young person.

As a LHP Facilitator the areas of responsibility are broad and involve getting to know the young person in an enhanced way including their care history, the details of their file and also it is important to get to know other individuals and service providers that are involved with the care of the young person.

Responsibilities of the LHP Facilitator include:

- Acting as a positive role model;
- Assessing the needs of the young person;
- Supporting the young person's links with their families and local community;
- Promoting positive behaviour choices;
- Providing guidance to resolve conflict positively;
- Giving social, spiritual and emotional support;
- Supporting the young person to create a safe and happy environment in which to live;
- Helping the young person to access and use community education, health and leisure services;
- Support the development of independent living skills;
- CSC/LHP recording systems for the young person;
- Establishing and maintaining an appropriate relationship with the young person
- Collating information required for the young person's Looked After Reviews.

The LHP Facilitator should become the main co-ordinator of multi-agency services for the young person to implement relevant aspects of the young person's Placement Plan and Care/ Pathway Plan. They should also help to monitor and evaluate the effectiveness of each of the services.

The LHP Facilitator should make sure the young person has a copy of the Young People's Guide and understands its content, their rights, the support offered to them, the expectations upon them and how to make a complaint.

The LHP Facilitator should ensure that all the young person's records and recording systems are adequately set up and that recording is taking place.

The LHP Facilitator should provide guidance and advice to the young person to maintain social, recreational, cultural and religious links when living in a LHP Home.

Being a LHP Facilitator means working towards meeting a whole range of social, spiritual, emotional and intellectual needs in a way that promotes dignity, choice, independence and interdependence, whilst promoting a caring, healthy, stimulating, safe and secure environment for the young person.

3 Planning and Recording a Support Session

Section	Content
1	General Guidance
2	Health Care
3	Educational Achievement
4	The Young Person's Support Network
5	Interdependence and Independent Living Skills
6	Complaints
7	Paperwork, Files and Plans

3.1 General Guidance

Support sessions provide LHP Facilitators with a chance to develop their relationship, observe and assess, identify and resolve problems etc.

LHP Facilitators must arrange at least weekly support sessions with the young person as soon as possible after they join the House Project. Sessions are a mix of 1:1 and groupwork. This frequency remains in place for at least 3 months after a young person has moved into a LHP Home with additional contact and support being provided in line with the young person's level of needs. At the 3 months point, the frequency of support sessions will be reviewed by the LHP Lead together with the young person and key professionals and may reduce depending on the level of need for support. However, the LHP Facilitator has to maintain at least weekly contact with the young person until their 18th birthday and support will continue to be provided to the young person beyond their 18th birthday.

The overall purpose of support sessions is to support the young person developing the relevant interdependence and independent living skills, review and develop relevant plans and to discuss progress, problems and achievements.

There are various ways to do this: formally in a meeting or informally whilst undertaking an activity.

PLAN AHEAD: It is not exhaustive, but this is a list of things you should do in planning a structured support session:

- Plan ahead, talk to the young person and build time into your week when it will be suitable to conduct a session;
- It is important that the young person feels comfortable so consider which is likely to be better: a formal meeting or informal i.e. during an activity;
- Plan the meeting or activity in advance, arrange resources, funding etc;
- Inform the young person of the date, time and where you will be having the session;
- Ask the young person to think about issues they want to talk about;
- What is the purpose of the session: developing specific independent living skills; reflecting on ownership and responsibilities; developing general life skills; reflecting on progress; dealing with specific issues, behaviours or problems; planning for an assessment or review, support to attend a meeting with other services/professionals; developing ideas for the future; talking about the past;
- Think through (with the LHP Lead) what you need to deal with or talk about and how you can make it work;
- Follow the House Project Programme as well as matters beyond this to prepare the young person well for independent living;
- Be clear about the boundaries or rules about how you will conduct your sessions. For example: That you will meet once a week, that you can't offer confidentiality, but you will keep information safe, that you will be keeping a record, that you will be on time, what sort of meeting would suit: formal or activity based (if so what activities);
- If you need to deal with negative behaviours or issues think carefully about how to present them. Don't forget you need the young person to accept the negatives and be prepared to change;
- Relationships take time and change is always difficult so don't try to do too much too soon;
- The young person may try to reject or avoid you. Don't let this get to you; keep at it but talk to the LHP Lead if you need support or guidance;
- Start small, concentrate on the positives;

- If you are unsure about your own or the young person's safety talk to the LHP Lead and ensure you plan to reduce or avoid your concerns;
- Afterwards talk to the LHP Lead - do this immediately if you have any concerns or you feel uncomfortable about what has happened.

All support sessions have to be recorded on LCS and include details of the purpose, activity, engagement and outcome.

3.2 Health Care

The LHP Facilitator must actively promote the health care of each young person and enable young person to learn about healthy living. In doing so they should liaise with key health professionals, including the Clinical Nurse specialist, the young person's GP and dental practitioner.

The LHP Facilitator should ensure that the physical and emotional health needs of the young person are identified, and appropriate action is taken to support the young person to access the medical, dental and other health services needed to meet their needs.

The Young person should be provided with guidance, advice and support on health and personal care issues appropriate to their age, needs and wishes.

The LHP Facilitator must ensure that relevant health care procedures are adhered to, in particular, that the young person is registered with a GP and has access to a Dentist; and that the young person has an up-to-date Health Plan.

3.3 Educational Achievement

The LHP Facilitator is responsible for promoting the educational achievement, employment and career pathway of the young person and to develop and review a Learning Plan with the young person. The LHP Facilitator should also liaise with key professionals from education and the virtual school.

.

Promoting a young person's education or employment may include ensuring that the young person is:

- Provided with facilities conducive to study and do homework, and encouraged and supported in doing so;



- Encouraged to participate in extra-curricular activities and explore funding opportunities for this;
- Encouraged to discuss any problems they may have at school, college or work in privacy;
- Encourage attendance.

This may include coordinating with the social worker who attends parent's evenings and other school events with or without the young person. The LHP Facilitator should ensure that they are receiving all the necessary information and literature regarding events that effect the young person's education. These duties should be carried out with the purpose of strengthening links and improving the young person's educational outcomes in the absence of the young person's parents.

3.4 The Young Person's Support Network

LHP Facilitators need to keep themselves and their young person in touch with interested parties outside the home.

Family time - Are there any restrictions? What support may the young person need to manage family time well independently? Who do they visit or are they in contact with? Is the young person calling or writing to their family? Build a relationship with the family where appropriate.

Visitors to the LHP Home – Who is agreed to visit? What are the restrictions? How are they planned? What support may the young person need?

Social Workers - keep them regularly informed of good news as well as bad and build up a working relationship. Ensure social workers visit frequently.

Education – Partners need to be informed and aware of issues and you should be equally aware of how the young person is getting on at school/college or, where possible, work.

Specialist/expert support and guidance: If the young person needs additional support or guidance from specialists or experts (e.g. on drug misuse, budgeting, sexual health), talk to the LHP Lead or the social worker about how it can be obtained. Make sure this is obtained and provided in a form which is accessible and understandable to the young person. When support has been identified the LHP Facilitator needs to ensure that arrangements are made for the support to be introduced to the young person and for the relevant support to be

sustained and monitored. It is the LHP Facilitator's role where necessary to ensure a review takes place and to ensure any changes to the young person's level of support are agreed with relevant others and to make the necessary amendments to the young person's records.

3.5 Interdependence and Independent Living Skills

It is LHP Facilitators' responsibility to ensure the young person has an up-to-date Orchid, Orchid Plan, Learning Plan, Wellbeing Plan, and Safety Plan which are to be developed with the young person as part of a reflective discussion.

Together with the team and other professionals, the LHP Facilitator delivers the House Project Programme and supports the young person to develop the relevant interdependence and independent living skills to manage living in a LHP Home safely and well.

The LHP Facilitator should raise any concerns about the young person's ability to live in a LHP Home with the LHP Lead at the earliest opportunity.

The LHP Facilitator develops the support agreement with the young person before they move into a LHP Home and are to ensure young people understand the support agreement and tenancy agreement. The LHP Facilitator must ensure rent payments are in place, support the young person to manage their utility bills and apply for the relevant benefits to secure an income and rent payments, where applicable.

3.6 Complaints

The LHP Facilitator must ensure the young person understands how the complaints procedures work, that they have a copy of the complaint's procedure for both Children's Services and the House Project and are confident enough to use the procedures if necessary.

Also, it is the LHP Facilitator's responsibility to ensure the young person has an up-to-date copy of the Young Person's Guide and other information produced by the House Project for young people.

3.7 Paperwork, Files and Plans

The LHP Facilitator should ensure that LHP recording and the young person's LHP files are current, well organised and stored accurately as outlined below:

- Recording of any contact with the young person or professionals – LCS case note



- Placement Plan – accessed via LCS
- Child and Family Assessment/Needs Assessment – accessed via LCS
- Care Plan/Pathway Plan – accessed via LCS
- Health Assessment and Health Plan – accessed via Documentum
- Care Chronology – accessed via LCS
- Personal Education Plan – accessed via LCS
- Education Health Care Plan – accessed via LCS
- Orchid and Orchid Plan – NHP portal & uploaded to Documentum with case note on LCS
- Wellbeing Plan – LHP Folder and uploaded to Documentum with case note on LCS
- Learning Plan – LHP Folder and uploaded to Documentum with case note on LCS
- Safety Plan - LHP Folder and uploaded to Documentum with case note on LCS
- Support Agreement - LHP Folder and uploaded to Documentum with case note on LCS
- Tenancy Agreement - LHP Folder and uploaded to Documentum with case note on LCS
- Service Level Agreement - LHP Folder and uploaded to Documentum with case note on LCS

The LHP Facilitator must ensure that the young person's file is kept up to date, in particular, that the following records are up to date and contained in it:

- Orchid
- Orchid Plan
- Wellbeing Plan
- Learning Plan
- Safety Plan
- Support Agreement (once the young person moves into a LHP Home)

All support sessions have to be recorded on LCS and include details of the purpose, activity, engagement and outcome.

If anything 'unusual' happens the incident is recorded on LCS and a case note alert sent to the LHP Lead and Registered Service Manager. The Incident Report should include:

- a. The time and date of the incident;
- b. Type of incident
- c. Those involved in the incident (both young people and LHP Practitioners)



- d. The context/pretext of the incident;
- e. The details of the incident;
- f. The impact on the young people involved and any injuries (both victim/perpetrator)
- g. The immediate actions taken to intervene and safeguard

If an accident happens during 1:1 time with a young person an accident report form is filled in and signed by all parties as with any other accidents. The form is available on [LCC's Health & Safety Site \(intranet\)](#). The accident is also recorded on LCS.

Giving first aid as a result of an accident, should be recorded on the accident report form. Giving first aid in any other circumstances, should be recorded as part of the incident record on LCS.

4 One to One Time Alone With Young people

Also see: Lone Working Procedure

LHP Practitioners will be alone in one-to-one situations with young people frequently as part of planned and pre-arranged 1:1 support sessions and home visits. LHP Practitioners might also undertake home visits ad hoc to support young people's welfare and safety. LHP Practitioners should inform their line manager of both planned and ad hoc 1:1 sessions and home visits, or other LHP Practitioners in their absence.

Additionally, young people may visit the LHP base for support ad hoc at a time when no additional LHP Practitioners is present. LHP Practitioners should inform their line manager of these situations at the earliest reasonable opportunity, unless other arrangements have been confirmed for that particular young person for example, following a risk assessment.

LHP Practitioners should ensure that the space and environment to spend 1:1 time alone with a young person is suitable to respect the young person's personal space and to safeguard themselves.

LHP Practitioners will also transport young people alone in their car at times. LHP Practitioners must comply with LCC's policies and procedures for essential car users and driving at work; and should inform their line manager or other LHP Practitioners in their absence. Young people are permitted to sit on the front passenger seat providing they comply with all law and regulations.



The LHP Lead will, where it is deemed necessary, ensure a risk assessment is carried out for the delivery of 1:1 support sessions, home visits or to transport a young person.

LHP Practitioners should seek to meet in open or public spaces where this is practicable to safeguard the young person and themselves and not enter the young person's bedroom in a LHP Home alone during home visits once the young person has moved in, unless there is an immediate safeguarding concern.

No volunteer working at Lancashire's House Project should ever be in a 1:1 situation alone with a young person.

If an accident happens during 1:1 time with a young person an accident report form is filled in and signed by all parties as with any other accidents. The form is available on [LCC's Health & Safety Site \(intranet\)](#). The accident is also recorded on LCS.

If anything 'unusual' happens the incident is recorded on LCS and a case note alert sent to the LHP Lead and Registered Service Manager. The Incident Report should include:

- h. The time and date of the incident;
- i. Those involved in the incident (both young people and LHP Practitioners)
- j. The context/pretext of the incident;
- k. The details of the incident;
- l. The impact on the young people involved and any injuries (both victim/perpetrator)
- m. The immediate actions taken to intervene and safeguard

Giving first aid as a result of an accident, should be recorded on the accident report form. Giving first aid in any other circumstances, should be recorded as part of the incident record on LCS.

If any LHP Practitioner is uneasy about the behaviour of others who are putting himself or herself or the young person at risk they must inform the Registered Service Manager.

Where a LHP Practitioner feels that the unease is centred on the Registered Service Manager, they must report this to a senior manager of Children's Services, and the social worker, if it relates to their young person.

Any allegations, suspicions and/or disclosures of abuse should be reported as per LHP's Safeguarding Policy.

5 Personal Care, Enuresis and Encopresis

LHP Practitioners will not provide personal or intimate care and are not permitted to do so.

If it is known or suspected that a young person is likely to experience enuresis or encopresis it should be discussed openly, with the young person if possible, and the young person be supported in adopting strategies for managing it. These strategies should be outlined in the young person's Placement Plan.

The young person may need to be supported to consult a Continence Nurse or other specialist, who will provide advice on the most appropriate strategy to adopt. In the absence of such advice, the following should be adopted:

- a. Talk to the young person in private, openly but sympathetically;
- b. Do not treat it as the fault of the young person, or apply any form of sanction;
- c. Support the young person to clear up and wash any soiled bedding and clothes;
- d. Support the young person to consider interim changes to their routine (e.g. food and drinks at evenings) and access to additional equipment (e.g. mattress protectors)
- e. Support the young person to access professional advice and support
- f. Agree with the young person to arrange a support meeting with the young person, their social worker and any other relevant professional/person.

LHP Practitioners should record the incident and support provided on LCS.

6 Positive Relationships and Behaviour Support

Section	Content
1	Physical Contact
2	Positive Relationships
3	Positive Behaviour Support
4	Supporting Good Tenant Behaviour
5	Risk Assessment

6	Managing Challenging Behaviour and De-escalation of Conflict
7	Follow Up After an Incident
8	Additional Guidance and Resources

6.1 Physical Contact

LHP Practitioners must demonstrate care and kindness which can include physical contact designed to demonstrate warmth, respect, and positive regard for young people.

However, physical contact may be misconstrued by the young person, others or an observer. Touching young people including well-intentioned gestures, can if repeated regularly lead to serious questions being raised about its appropriateness, professional conduct and imbalance of power.

LHP Practitioners should always ask for permission from the young person for any close physical contact (e.g. hugs), except in emergency situations, and be confident that the young person fully understands and not misconstrues the intention of the physical contact.

There may be occasions where a distressed young person needs comfort and reassurance, which may include physical comforting such as a caring friend would give. LHP Practitioners should use their own professional judgement when they feel a young person needs this kind of emotional support and ask for permission, except for emergency situations. Young people may need prompts, to be shown how to do something or be provided with first aid.

LHP Practitioners should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same young person over a period of time. Any physical contact has to respect the young person's personal space, their personal preferences and consider the trauma they have experienced.

Where a member of LHP Practitioners has a particular concern about the need to provide this type of support and reassurance they should seek the advice and guidance of their line manager.

6.2 Positive Relationships

All LHP Practitioners have a full and active part to play in protecting our young people from harm and this includes supporting our young people with relationships, helping them to engage with the House Project and helping them to maintain their LHP Home. This includes

supporting them with positive behaviours, problem resolution and making suitable relationships. Young people in Lancashire's House Project are helped to develop, and to benefit from, relationships based on:

- Mutual respect and trust;
- An understanding about acceptable behaviour; and
- Positive responses to other young people and adults.

In particular, the Registered Service Manager will ensure that LHP Practitioners:

- Meet each young person's behavioural and emotional needs, as set out in the young person's relevant plans;
- Help each young person to develop socially aware behaviour;
- Encourage each young person to take responsibility for the young person's behaviour, in accordance with the young person's age and understanding;
- Help each young person to develop and practise skills to resolve conflicts positively and without harm to anyone;
- Communicate to each young person expectations about the young person's behaviour and ensure that the young person understands those expectations in accordance with the young person's age and understanding;
- Help each young person to understand, in a way that is appropriate according to the young person's age and understanding, personal, sexual and social relationships, and how those relationships can be supportive or harmful;
- Help each young person to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship;
- Strive to gain each young person's respect and trust;
- Understand how young people's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with young people;
- Are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of young people, and to help young people to do the same;
- De-escalate confrontations with or between young people, or potentially violent behaviour by young people;
- Understand and communicate to young people that bullying is unacceptable; and
- Have the skills to recognise incidents or indications of bullying and how to deal with them; and
- That each young person is encouraged to build and maintain positive relationships with others.

LHP Practitioners should understand and help young people to understand what makes a healthy, nurturing relationship. LHP Practitioners should be skilled in understanding the range of influences that friendships can have and should encourage those with a positive impact and discourage those with a negative impact. LHP Practitioners should be skilled to recognise the signs and provide support to young people in danger of or involved in exploitative or damaging relationships with others and where possible prevent these types of relationships.

6.3 Positive Behaviour Support

Lancashire's House Project will support young people to maintain a reasonable standard of behaviour that reduces the risk of harm to, and supports the welfare and protection of themselves and others.

The general principles for positive behaviour support are:

- Treating each young person with understanding, dignity, kindness and respect; building, protecting and preserving positive relationships between each young person and the adults supporting them;
- Understanding each young person's behaviour to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced;
- Involving young people and relevant others wherever practical in positive behaviour support;
- Supporting each young person to balance safety from injury (harm) with making appropriate choices;
- Making sure the young person's rights are upheld.

The relationship with and support from LHP Practitioners assists young people to develop a positive self-view and to increase their ability to form and sustain positive relationships, develop resilience and a sense of their own identity. This also helps them to overcome any previous experiences of neglect and trauma.

Lancashire's House Project's approach to behaviour support:

- Aims to create a safe, caring environment where young people are supported to develop understanding and empathy towards each other;
- Ensures that all young people have opportunities to become confident and achieve their full potential;

- Encourages the young people's consultation and participation in setting rules and consequences;
- Ensures that all young people have clear expectations in relation to their behaviour, are supported to understand and to develop alternative positive approaches to challenges within their lives;
- Ensures that all young people understand how positive behaviour is recognised;
- Ensures that all young people are supported to understand the consequences of negative behaviour;
- Ensures that all LHP Practitioners understand and share the principles of positive approaches to behaviour;
- Accepts the individuality of young people and celebrates the diversity of their backgrounds.

The quality of relationships between LHP Practitioners, professionals, the young people and their family and friends (as appropriate) is crucial to this approach.

LHP Practitioners knowledge of social pedagogy and training on behaviour management techniques and strategies will enable them to achieve and develop a more positive relationship with the young person and a more harmonious life and will enable the young person to feel good about themselves. The development of safe, stable and secure relationships with LHP Practitioners of Lancashire's House Project is central to the ethos of the project and supports the development of more secure attachment related internal working models.

The capacity and competence of LHP Practitioners to build constructive, warm relationships with young people that actively promote positive behaviour, provides the foundations for managing any negative behaviour. Where positive relationships exist between young people and LHP Facilitators this should be respected and maintained as far as possible when making any decisions to alter LHP Facilitator arrangements. The LHP Lead should respond to young people's views about changes to LHP Facilitators and be aware of the potential impact this may have for the young person's stability and emotional well-being.

Positive behaviour and relationships should be reinforced, praised and encouraged; poor behaviour should be challenged and discussed.

Lancashire's House Project will make clear to young people the expectations in relation to their behaviour and what will happen if those expectations are not met. The Registered Service Manager will ensure that young people know what those behaviour expectations are.

LHP Practitioners should at all times endeavour to:

- Understand factors that affect young people's motivation to behave in a socially acceptable way to enable them to respond to each young person's individual behaviour;
- Encourage an enthusiasm for positive behaviour through the use of positive behaviour strategies in line with the young person's relevant plans;
- Listen to and empathise with young people, respect their thoughts and feelings and take their wishes into consideration;
- Look for things that are going well, or any step in the right direction, and praise;
- Make sure that young people and young people are aware of the things that they have done well. This should involve prompt verbal feedback, along with clear recording in the young person or young person's file;
- Where necessary, manage conflict, maintain constructive dialogues and react appropriately if challenged by a young person in their care.

The Orchid Framework supports LHP Facilitators to have reflective discussions with young people, in particular about ownership and responsibility regarding the decisions they make, actions they take and consequences of their actions. It assists in linking positive behaviour support to the young person's overall development of good interdependence and independent living skills.

Lancashire's House Project will work closely with the social worker to understand the young person's relationship history and the impact that the young person may have on groupwork sessions and the community ethos of the project. Regular consultations for LHP Practitioners with the clinical psychologist further support the way young people are supported in developing positive behaviours.

Lancashire's House Project will maintain effective working relationships with the Children and Youth Justice Service and police services where young people have targets to achieve in reducing offending or socially unacceptable behaviour.

Lancashire's House Project will work closely with health and education professionals to ensure that outcomes are identified and progress made by young people in building relationships and achieving socially acceptable behaviours.

6.4 Supporting Good Tenant Behaviour

The LHP Facilitator supports the young person to successfully complete the relevant House Project Programme (HPP) modules that help the young person to become a good tenant. Their rights, responsibilities and the expectations of good tenant behaviour should be explained to the young person by the LHP Facilitator and made sure the young person understands, before they move into a LHP Home. The support agreement and copy of tenancy agreement provide the young person with a written summary of the expected behaviour.

The LHP Facilitator should assist the young person to establish positive relationships with their neighbours and local community and develop an insight into how their actions may affect neighbours.

The LHP Lead should liaise frequently with the Registered Social Landlord that provides the property for the young person's LHP Home, work together to support the young person's development of good tenant behaviour and address any issues or concerns regarding the young person's tenant behaviour. Clear, consistent and young person friendly communication with the young person is to be used to ensure they understand what to do to be a good tenant. Lancashire's House Project will issue the young person written warnings where there are serious concerns that could impact on their tenancy, inform the social worker and offer additional support to the young person to avoid a tenancy breakdown.

Where a tenancy breakdown has not been possible to prevent and the Registered Social Landlord intends to or has issued an eviction notice, Lancashire's House Project together with Children's Services will identify an alternative accommodation pathway for the young person and support the young person to move on.

6.5 Risk Assessment

The young person's Placement Plan should outline strategies for managing vulnerabilities and behaviours of concerns to promote positive behaviour and outcomes.

When the young person joins Lancashire's House Project and again before a young person moves into a LHP Home, the social worker will provide information on the following as part of the placement planning process:

- Any previous challenging behaviour (including violence and aggression);
- A description of the behaviour, including any triggers so LHP Practitioners can identify whether there are any patterns of behaviour.



- What intervention strategies have been used to manage the behaviour?
- What interventions had positive outcomes?
- What interventions triggered further acts of aggression or violence?

The Registered Service Manager should:

- Ensure all LHP Practitioners are provided with training on how to de-escalate conflict and confrontation and manage aggression and potentially violent behaviour;
- Know how to undertake written risk assessments and develop strategies for managing any challenging behaviour of individual young people in specific circumstances.

The LHP Lead should:

- Ensure the Orchid Plan to support a young person's continued development of positive behaviour and the Safety Plan with appropriate strategies to manage any challenging behaviour of individual young people in specific circumstances are up to date.

LHP Practitioners working with young people who display aggressive and violent behaviour should be supported and trained to manage their own feelings and responses.

6.6 Managing Challenging Behaviour and De-escalation of Conflicts

All LHP Practitioners should receive training in preventative and de-escalation techniques, safe practices around managing difficult behaviour and effective conflict management and conflict resolution. LHP Practitioners should use these measures when dealing with challenging behaviour.

LHP Practitioners respond with clear boundaries about what is safe and acceptable and seek to understand the triggers for behaviour. Conflict management is used effectively by LHP Practitioners and includes help for the young person to reflect on ownership of the decisions they make and responsibility for their actions as well as developing safe and positive skills for problem solving and conflict resolution.

If LHP Practitioners are aware that a young person is likely to present with challenging behaviour, there should be a clear plan in place on how to manage this situation.

- Manage the situation by defusing the situation;
- Involve the social worker/other relevant professionals so everyone is aware of the plan;
- Brief LHP Practitioners to ensure that they know what action should be taken and where appropriate provide training or guidance;

- Ensure that additional support can be summoned if appropriate.

In managing difficult situations and violent behaviour, it is important that any action taken by LHP Practitioners is measured and proportionate and does not cause unnecessary criminalisation of young people. More information can be found in the [National Protocol on Reducing Unnecessary Criminalisation of Looked-after Children and Care Leavers](#).

LHP Practitioners receive support on how to manage their responses and feelings arising from supporting young people, particularly where young people display very challenging behaviour, and understand how young people's previous experiences can manifest in challenging behaviour.

Also see:

- Section 10 – Countering Bullying and Peer Abuse
- Section 11 – Offending Behaviour and Anti-Social Behaviour – Guidance on when to involve the police

6.7 Follow Up After an Incident

Whenever an act of violence or aggression has occurred, the Registered Service Manager is notified immediately by LHP Practitioners and should ensure that both LHP Practitioners and the young people concerned are safe and well. This includes considering the need for:

- Support from other professionals;
- Actions under the LHP Safeguarding Policy
- Actions under Lancashire's Children's Services Safeguarding Procedure
- Actions under CSAP Pan-Lancashire's Safeguarding Procedure
- Significant Event Notification to the Director of Children's Social Care
- Notification to other agencies such as police or Ofsted

The Registered Service Manager together with LHP Practitioners should consider the following before reporting an act of aggression or violence:

- LHP Practitioners should question their own behaviour and responses;
- Has the young person responded inappropriately to a feeling or act against them where the right to be angry was acceptable, but their response/behaviour was not?
- Did this occur with a specific person with whom it is known they have difficulty?
- Had the young person received visitors or contact from family/ friends at the time of the incident or shortly before or after?



LHP Practitioners should explore all of the above and look for any triggers before they label a young person as aggressive or violent.

The LHP Lead should:

- Notify the young person's social worker
- Oversee the review of the young person's Safety Plan by the LHP Facilitator to help with reducing or preventing incidents from occurring in the future;
- Discuss with LHP Practitioners how they dealt with the situation and, if required, how they could deal with the situation differently in the future.

All incidents of aggressive and violent behaviour must be recorded on the young person's record (LCS) and a case note alert be sent to the LHP Lead and Registered Service Manager.

The Incident Report should include:

- n. The time and date of the incident;
- o. Those involved in the incident (both young people and LHP Practitioners)
- p. The type of aggression or violence
- q. The context/pretext of the incident;
- r. The details of the incident;
- s. The impact on the young people involved and any injuries (both victim/perpetrator)
- t. The immediate actions taken to intervene and safeguard

Accurate records are important as they allow evaluation to take place and help identify any patterns in behaviour. This critical assessment of a situation will ensure that future reports of behaviours, which can 'label' a young person aggressive or violent will be based on factual and evaluative reporting.

A decision should be made between the Registered Service Manager, LHP Practitioners and young person about whether to report matters to the Police, see [Offending and Anti-Social Behaviour – guidance on when to involve the Police Procedure](#).

If the level of risk is such that the young person's place at Lancashire's House Project is threatened, or may be at risk of coming to an end, the LHP Lead must clearly communicate this to the social worker and Independent Reviewing Officer (IRO), who may decide to convene a Looked After Review.

The Registered Service Manager should debrief the LHP Practitioners and collate data emanating from incidents and periodically undertake a review. Lancashire's House Project's procedures, training strategies, routines and methods for promoting positive behaviour amongst young people should be revised as required.

6.8 Additional Guidance and Resources

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

[Positive and Proactive Care: Reducing the Need for Restrictive Interventions - Department of Health and Social Care](#)

[Guidance: Positive Environments Where Young people Can Flourish \(Ofsted\)](#)

[National Protocol on Reducing Unnecessary Criminalisation of Looked-after Children and Care Leavers.](#)

7 Use of Restraint and Physical Intervention

It is expected that given the assessed needs and level of independence, autonomy, and responsibility of young people in Lancashire's House Project - restraint are not necessary and LHP Practitioners are not permitted to use restraints. Restraint includes physical restraint techniques that involve using force or restricting liberty of movement.

LHP Practitioners should not restrict the movement of a young person to keep them inside a building, even if they have safeguarding concerns. As part of developing and maintaining good and trusting relationships with young people, LHP Practitioners should encourage open dialogue so they can discuss risks and concerns with the young people to support them to keep themselves safe. If LHP Practitioners have concerns around a young person's safety and/or risk of harm or exploitation, they should follow the LHP Safeguarding Policy and LHP Missing Young Person Policy.

In the rare and unforeseen event of an extreme emergency where the young person presents an immediate and serious danger to themselves or those around them and preventative and/or de-escalation methods are not effective in managing the situation, LHP Practitioners may

choose to restraint the young person. Emergency services must be contacted in these situations.

The Registered Service Manager should be notified at the earliest opportunity when it is safe to do so and the guidance of the Residential Procedure for the [Use of Restraint and Physical Intervention](#) should be applied.

8 Emergency Access and Searching a LHP Home

Related Procedures	LHP – Safeguarding Policy LHP – Missing Young Person Policy

Section	Content
1	Preventative Actions
2	Searching a LHP Home
3	Emergency Access to a LHP Home
4	Recording and Notifications

8.1 Preventative Actions

A young person's LHP Home should not be generally entered without the young person's permission.

It is important for LHP facilitators to form strong and positive relationships with young people of Lancashire's House Project that ensures frequent communication with the young person and visits to the young person's LHP Home. The LHP Facilitator should apply professional curiosity and a holistic approach in their conversations with young people and be vigilant during home visits to not only develop an awareness and knowledge of the young person's routines, usual whereabouts and associates, but also to be able to identify any changes in behaviours, routines or home environment as an early warning sign.

Where there are concerns about a young person's wellbeing, illegal items being kept in the LHP Home or illegal activities being undertaken in the LHP Home, the LHP Facilitator should raise these concerns with the LHP Lead and Registered Service Manager to agree an appropriate and safe plan of actions.

The LHP Facilitator should discuss the concerns with the young person using the guidance provided in this policy and the LHP Safeguarding Policy, where applicable. The aim is to assist the young person in recognising the concerns, accessing relevant support to address their wellbeing or safety and where illegal items are kept at the LHP Home to dispose of them safely.

However, Lancashire's House Project holds a spare key to every LHP Home until the tenancy is transferred to the young person after their 18th birthday in case emergency access is required.

8.2 Searching a LHP Home

Where it is safe to do so, the young person should always be informed before a search is initiated and they should be given the opportunity to engage with preventative actions.

Given the assessed needs and level of independence, autonomy, and responsibility of young people in Lancashire's House Project, it would be disproportionate for LHP Practitioners to search a LHP Home.

In the extremely rare situation where it is deemed by the Registered Service Manager that the search of a LHP Home is needed to safeguard the young person or others, the Registered Service Manager will notify the social worker and request a joint visit with the Registered Social Landlord who are to lead on the search of their property.

LHP Practitioners are not permitted to confiscate items but should either encourage the young person for these to be handed over voluntarily, the Registered Social Landlord should follow their own procedure on confiscating tenant's possessions or assistance from the police may need to be requested.

Where there are immediate concerns for the safety of the young person or others, a joint visit with the police will be requested by the Registered Service Manager.

The incident is to be recorded on LCS and the young person's safety plan should be updated by the LHP Facilitator.

Also see:



- Section 11 – Offending Behaviour and Anti-Social Behaviour – Guidance on when to involve the police

8.3 Emergency Access to a LHP Home

Emergency access means entering a LHP Home without the prior permission of the young person.

Where it is safe to do so, the young person should always be informed before a LHP Home is entered in emergencies and they should be given the opportunity to engage with preventative actions.

The Registered Service Manager may decide that emergency access to the LHP Home is required for safeguarding purposes, where there is an immediate concern for the safety of the young person or others. The Registered Service Manager will notify the social worker and liaise with the police to either report the concerns and intention to access the LHP Home or to request a joint visit.

Where a young person has been identified as missing from care (see: LHP Missing Young Person Policy), the LHP Lead will liaise with the social worker who may decide that emergency access to the LHP Home is needed to assist in locating and safeguarding the young person. This is to be a joint visit with the social worker. Where there are safety concerns, the joint visit should include the police.

Where access to a LHP Home is needed for the repair of or prevention of serious damage to the property, the Registered Service Manager will arrange a joint visit for the LHP Facilitator with the Registered Social Landlord (who may involve relevant maintenance workers).

The Registered Service Manager will consider an appropriate plan of actions to avoid an escalation when accessing a LHP Home in emergencies. Where it is anticipated for a young person to physically refuse access to the LHP Home or present with aggression and violence and all attempts to engage the young person and de-escalate have failed, the Registered Service Manager may decide to request assistance from police.

The incident is to be recorded on LCS and the young person's safety plan should be updated by the LHP Facilitator.



8.4 Recording and Notification

Incidents should be recorded on the young person's electronic case file (LCS) with details as listed below:

- a. The time and date of the incident;
- b. The reason to conduct the search or for emergency access;
- c. Those involved (incl. whether the y/p was present and cooperative)
- d. Preventative Measures taken
- e. For the search of a LHP:
 - What was found, and whether items found were retained/confiscated;
 - If items were retained/confiscated, what happened to them.
- f. For emergency access, what was done in the property and the outcome

Depending on the seriousness of the Incident, other people/agencies may have to be notified such as police or Ofsted.

9 Surveillance and Monitoring

Lancashire's House Project aims to provide a positive environment in which young people can live and learn and where relationship-based practice is promoted.

All LHP Practitioners should:

- Strive to build relationships of trust and understanding with young people;
- Be able to identify triggers and find solutions; and
- Where incidents occur, seek to defuse the situation as quickly as possible.

In line with Ofsted guidance, Lancashire's House Project will ensure that it provides a positive environment where young people can flourish, with LHP Practitioners who work positively and confidently with young people, and who find the least intrusive way to support and empower young people and keep them safe.

Lancashire's House Project will not apply any monitoring or surveillance inside a LHP Home unless the young person explicitly requests this for their own safety and this has been agreed by the social worker.

Monitoring and surveillance systems may be used by Lancashire County Council and Registered Social Landlords in communal/public spaces of their buildings where the LHP Base



and a LHP Home are located in accordance with law and legislation. The young person will be informed of these arrangements before moving into a LHP Home and be supported to make any enquiries they have about such arrangements.

In the rare and exceptional circumstance that a young person requests a monitoring or surveillance system in a LHP Home, the use will be in line with Lancashire County Council's Children's Home Procedure for Surveillance and Monitoring. For details see here: https://www.proceduresonline.com/lancashire/ch/p_surveillance.html

10 Countering Bullying and Peer Abuse

Related Procedures	<p>LHP – Safeguarding Policy</p> <p>CSAP Pan-Lancashire's Safeguarding Procedure - Bullying</p> <p>CSAP Pan-Lancashire's Safeguarding Procedure - Peer Abuse</p>

Section	Content
1	A Safe and Supportive Environment
2	Types of Bullying and Peer Abuse
3	Prevention of Bullying
4	Risk Assessment and Planning
5	Countering Bullying
6	Notifications, Recording and Review
7	Additional Guidance and Resources

10.1 A Safe and Supportive Environment

All young people have a right to feel confident that Lancashire's House Project will provide a safe and supportive environment.

To this end, LHP Practitioners should take every step to make sure that individual young people are not subject to discrimination, marginalisation or bullying from their peers by virtue of their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, disability or for any other reason.

The Registered Service Manager has a responsibility to ensure that procedures for dealing with allegations of bullying are followed and LHP Practitioners have the skills required to intervene, protect and address bullying behaviours effectively.

10.2 Types of Bullying and Peer Abuse

Bullying is the behaviour or actions of a person, group of people or a whole organisation designed to cause distress or to hurt a person or group of people.

Bullying often starts with apparently trivial events such as teasing and name calling. Bullying is a type of behaviour which needs to be defined by the impact on the young person being bullied rather than by the intention of the perpetrator.

Peer abuse can include, but is not limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting ([Keeping Young people Safe in Education \(DfE, 2016\)](#)). This can be within young people's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Bullying can be:

- **Physical** - for example, hitting, kicking, pushing, theft;
- **Verbal** - for example, threats, name calling, racist or homophobic remarks;
- **Emotional** - for example, isolating an individual from activities/games and the social acceptance of their peer group;
- **Cyberbullying** - is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved;
- **Racist** - racial taunts, graffiti, gestures;
- **Homophobic or gender identity** - because of, or focusing on the issue of sexuality.
- **Sexual** - unwanted physical contact or sexually abusive comments and harassment;
- **Upskirting**- taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; is a specific example of abusive behaviour which has been linked to online bullying and grooming. Upskirting is a criminal offence;

An Ofsted thematic review ([Review of sexual abuse in schools and colleges \(Ofsted, June 2021\)](#)) identified substantial levels of sexual harassment for both girls (90%) and boys (nearly

50%) and that in a number of schools this went unreported as a result of the school's 'culture' – a part of which appeared to be that LHP Practitioners were not aware; did not countenance that this could happen, and because once it was discussed (the young people) feared the process would be out of their control.

Sexual harassment and sexual violence exist on a continuum and may overlap. Where the latter occurs, there could be a criminal offence committed.

The Review recognised a wide variety of behaviours that children and young people told (them) happened online including:

- Receiving unsolicited explicit photographs or videos, for example 'dick pics';
- Sending, or being pressured to send, nude and semi-nude photographs or videos ('nudes');
- Being sent or shown solicited or unsolicited online explicit material, such as pornographic videos.

Sexting is a term which many young people do not recognise or use, therefore it is important that when discussing the risks of this type of behaviour with children and young people the behaviour is accurately explained.

Sexting (some children and young people consider this to mean 'writing and sharing explicit messages with people they know' rather than sharing youth-produced sexual images) or sharing nudes and semi-nudes are terms used when a person under the age of 18 shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages.

LHP Practitioners will be trained to recognise and address different types of bullying behaviour.

10.3 Prevention of Bullying

LHP Practitioners must be alert to the risk of bullying and should take all reasonable steps to prevent such behaviour. Clear messages must be given that bullying is not acceptable and children and young people must be reassured that significant adults involved in their lives are dealing with bullying seriously. Some acts of bullying could be a criminal offence.



The Registered Service Manager must ensure that LHP Practitioners are able to recognise and address different types of bullying and peer abuse and follow the procedure to counter bullying and peer abuse.

LHP Practitioners must be alert to the risk of bullying and should take all reasonable steps to prevent such behaviour. This includes:

- Undertaking risk assessments at point of referral and at appropriate stages thereafter;
- Providing information and guidance to young people;
- Providing clarity to young people on acceptable behaviours;
- Drafting Individual Crisis Management Plans/contracts with relevant young people;
- Providing opportunities for young people to explore issues of bullying e.g. in group discussion, one to one sessions and explain why it matters.

Creating an anti-bullying climate can be achieved by:

- Demonstrating low tolerance of minor bullying – dealing with incidents at the earliest sign;
- Never ignoring victims of bullying, always showing an interest/concern;
- Publicly acknowledging the bullied young person's distress;
- Organising quality groups/circles, which allow young people to work together to identify their own problems, causes and solutions with sensitive facilitators.

LHP Practitioners should respond promptly and effectively to issues of bullying.

Everyone involved in supporting young people shares responsibility for countering bullying and for creating a culture which positively encourages acceptable behaviour and reduces or prevents the likelihood of bullying.

As part of this ethos, everyone must understand what bullying means and what measures should be taken within Lancashire's House Project and by individual LHP Practitioners to counter it. Everyone should also be clear what measures they should take if they suspect bullying or it is reported to them.

A young person is breaking the law if they:

- Take an explicit photo or video of themselves or a friend;
- Share an explicit image or video of a young person, even if it's shared between young people of the same age;
- Possess, download or store an explicit image or video of a young person, even if the young person gave their permission for it to be created.



However, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

With effect from 29 June 2021, section 69 Domestic Abuse Act 2021 expanded so-called 'revenge porn' to include **threats** to disclose private sexual photographs and films with intent to cause distress.

In this respect, everyone should be alert to the fact that bullying may constitute Significant Harm and, if so, must be reported under the Safeguarding Young People and Referring Safeguarding Concerns Procedure.

Where young people attend the same school or college, LHP Practitioners should work together with educational establishments where bullying occurs between young people they both have responsibility for.

10.4 Risk Assessment and Planning

As part of the placement planning process, the LHP Lead must ensure to gather the relevant information from the social worker to ascertain whether the young person has been bullied, is likely to be bullied or is likely to engage in bullying behaviour.

If there is any concern, it should be addressed in the young person's Orchid Plan and/or Safety Plan with details of the strategies that must be adopted to prevent or reduce the bullying or bullying behaviour.

10.5 Countering Bullying

If LHP Practitioners have any concerns, they must discuss them with the LHP Lead, who should take what actions are necessary to reduce or prevent it.

In order to maintain an effective strategy for dealing with bullying, traditional ideas about bullying should be challenged by everyone working at Lancashire's House Project, e.g. by emphasising.

- It's NOT only a bit of harmless fun;
- It's NOT part of growing up;
- Young people do NOT have to put up with it;



- Adults getting involved will NOT make it worse.

A climate of openness should be established in which young people are not afraid to address issues and incidents of bullying. Young people should feel able to approach any member of LHP Practitioners with any concerns.

Consideration should always be given to the existence of any underlying issues in relation to race, gender and sexual orientation. This should be addressed and challenged accordingly. Support should be offered to young people for whom English is not their first language to communicate needs and concerns.

Where a young person is thought to be exposed to bullying, action should be taken by the member of LHP Practitioners involved or approached to address the immediate wellbeing needs of the young person. The allocated LHP Facilitator should assess the young person's needs and provide support services urgently to avoid a deterioration of the young person's emotional health. This may include involving other professionals and organisations such as emotional wellbeing and mental health services or community services that are specific to the young person's identity. The times, places and circumstances in which the risk of bullying is greatest should be ascertained and action taken to reduce the risk of recurrence.

If the bullying involves a physical assault, as well as seeking medical attention where necessary, consideration should be given to whether there are any protection and safeguarding issues to consider.

Immediate actions should be taken by the member of LHP Practitioners involved or approached (followed up by the allocated LHP Facilitator) to either manage future contact with the young person engaging in bullying behaviour where this is a young person from Lancashire's House Project, or support be provided to the young person suffering bullying to manage future contact where the young person engaging in bullying behaviour is not a member of Lancashire's House Project.

LHP Practitioners may have to support the victim as well as the perpetrator of bullying. It should be borne in mind that bullying behaviour may in itself be an indication of previous abuse or exposure to violence. The focus should be on the bullying behaviour rather than the young person and, where possible, the reasons for the behaviour should be explored and dealt with. A clear explanation of the extent of the upset the bullying has caused should be given to the

young person who perpetrated the bullying behaviour and they should be encouraged to see the bullied young person's points of view.

A restorative approach and the use of restorative enquiry and subsequent mediation between those involved can provide an opportunity to meet the needs of all concerned. The young person who has been bullied has the chance to say how he or she has been affected. The opportunity is provided for the young person doing the bullying to understand the impact of their actions and to make amends. Both the young person engaged in bullying behaviour and those who are the target of bullying should then be closely monitored.

It may be appropriate to convene a meeting, preferably with the young person/people concerned, to discuss strategies to prevent or reduce the bullying. This may include the following:

1. The bully (bullies) may be asked to genuinely apologise;
2. In serious cases, some form of sanction or exclusion from the other young person will be considered;
3. If possible, the young people will be reconciled;
4. After the incident / incidents have been investigated and dealt with, each case will be continuously monitored to ensure repeated bullying does not take place.

Whatever plan of action is implemented, it must be reviewed at regular intervals to ascertain whether interventions by LHP Practitioners have been successful.

10.6 Notifications, Recording and Review

Minor or Non-Persistent Bullying

Where bullying is not persistent or not serious it should be notified to the LHP Lead at the first opportunity; the LHP Lead will decide whether to inform the young person's social worker and what further actions to take. The LHP Lead will inform the Registered Service Manager.

Persistent or Serious Bullying

Serious or persistent bullying must be notified immediately to the LHP Lead and Registered Service Manager. Consideration should be given as to whether additional action under the LHP Safeguarding Policy should be taken. The relevant social worker should be notified within 1 working day and decide whether a strategy discussion is required.

Recording and Review



All incidents must be recorded on the young person's record (LCS). The Incident Report should include:

- a. The time and date of the incident;
- b. Those involved in the incident (both young people and LHP Practitioners)
- c. Where it is possible the specific category of bullying e.g. verbal/physical/cyberbullying so that different incidents of bullying can be monitored as required
- d. The context/pretext of the incident;
- e. The details of the incident;
- f. The impact on the young people involved (both victim/perpetrator)
- g. The immediate actions taken to intervene and safeguard

If there is any concern, the LHP Facilitator should review the young person's Safety Plan, and it should identify details of the strategies that must be adopted to prevent or reduce the bullying or bullying behaviour.

The Registered Service Manager is responsible for reviewing the incidents and nature of bullying in Lancashire's House Project as part of regular quality reviews.

10.7 Additional Guidance and Resources

Specialist Organisations:

- [The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Young people's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues;
- [Kidscape](#): Charity established to prevent bullying and promote young person protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school LHP Practitioners, and assertiveness training for young people;
- [The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors;
- [The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Cyber Bullying:



- [Young personNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves;
- [Internet Watch Foundation](#): (for reporting illegal images and content);
- [Think U Know](#): Resources provided by Young person Exploitation and Online Protection (CEOP) for young people and young people, parents, carers and teachers;
- [Digizen](#): Provide online safety information for educators, parents, carers and young people;
- [Advice on Young person Internet Safety 1.0](#): The UK Council for Young person Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping young people safe online.

LGBT:

- [EACH](#): A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation;
- [Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education;
- [Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

- [Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with young people and young people;
- [Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference;
- [Cyberbullying and Young people and Young People with SEN and Disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism:

- [Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism;
- [Kick it Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools;
- [Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

11 Offending and Anti-Social Behaviour – Guidance on when to Involve the Police

Related Procedures	<p>LHP – Safeguarding Policy</p> <p>LHP – Missing Young Person Policy</p> <p>CSAP Pan-Lancashire's Safeguarding Procedure</p> <p>Lancashire's Children's Social Care Procedure</p>
--------------------	--

Section	Content
1	Requirement for Police Involvement
2	Notifications and Categories of Response
3	Recording

11.1 Requirement for Police Involvement

Lancashire's House Project Supporting Positive Behaviour Policy sets out expectations around managing difficult situations and violent behaviour so that any action taken by LHP Practitioners is measured and proportionate and does not cause unnecessary criminalisation of young people.

More information can be found in the [National Protocol on Reducing Unnecessary Criminalisation of Looked-after Children and Care Leavers](#).

Young people being supported will be helped by LHP Practitioners to develop skills and strategies to manage their own conflicts and difficult feelings through developing positive relationships with LHP Practitioners.

LHP Practitioners will help the young people they support to manage the conflict and use restorative practices to improve relationships, increase the young person's sense of personal responsibility and reduce the need for formal police intervention.

Proactive and effective working relationships between Lancashire's House Project and multi-agency partners aim to support and protect young people, with LHP Practitioners working with the police to protect the young people living in LHP Homes from any unnecessary involvement in the criminal justice system.



Lancashire's House Project maintains effective working relationships with Lancashire's Children and Youth Justice Service and police services where young people have targets to achieve in reducing offending or socially unacceptable behaviour.

Young people should not be charged with offences resulting from behaviour within Lancashire's House Project that would not similarly lead to police involvement if it occurred in a family setting.

A decision to contact the police should normally be taken by the Registered Service Manager, unless a serious incident has occurred, in which case LHP Practitioners may contact the police immediately then inform a manager.

The following situations are the most common ones in Lancashire's House Project where police involvement might be necessary; other young people of the House Project may make the decision to involve the police and this decision should be respected.

Missing Young people

If a young person/young person goes missing from care. See LHP Missing Young Person Policy.

Violence by a Young person on Another

Such incidents can range from minor disagreements to serious assaults where physical injury is caused.

The Registered Service Manager should consider the following when deciding whether to notify the police:

- Wishes of the victim;
- Severity of the injury sustained/nature of threat received by the victim;
- Probability of a repeat incident;
- Previous relationship between victim and offender;
- Potential impact on the young person/young person following formal police involvement;
- Likely effectiveness of police action/court proceedings;
- Future best interests of both parties;
- Message sent to other young people;

- Availability of alternative causes of action, e.g. restorative approaches with the consent of the victim;
- Previous behaviour or offending, bullying/peer pressure/duress.

Violence to LHP Practitioners by a Young person or Young Person

Violence towards LHP Practitioners can range from verbal threats to physical acts amounting to assault. Whilst Lancashire's House Project has a responsibility of care towards young people, their welfare needs to be balanced with the rights of LHP Practitioners not to be subjected to violence in the course of their duties.

The decisions whether to report such incidents to the police will be affected by factors similar to those listed above, and incidents should only be reported when it is agreed that they cannot be dealt with through other means. Where there is no immediate continuing threat of violence it may be in the best interests of the LHP Practitioners member to take time to discuss and consider possible options. One option could be a referral to the Children and Youth Justice Services Youth Crime Prevention Programme.

Following such incidents, it is important that LHP Practitioners utilise standard de-briefing processes, and the Registered Service Manager should ensure risk assessments/safety plans are updated or completed in relation to the risk of violence or injury to themselves or colleagues. A professional's meeting could be a useful method by which to assess these risks and look at ways this risk could be reduced.

Criminal Damage to LHP Base/Home

The majority of criminal incidents involving police relate to damage to property, and serious consideration should be given to finding alternative responses. It is important to consider whether involving the police is an effective and proportionate response, taking into account the following:

- Level/value of damage caused;
- Previous incidents of a similar nature by the same young person or young person;
- Suitability or effectiveness of police involvement;
- Impact of police involvement of the young person's overall Care Plan;
- Message sent to other young people if applicable;
- Availability of alternative courses of action, for example referral to the Youth Offending Team.

Theft from LHP Base/Home



When a young person has stolen an item from Lancashire's House Project or a permanent fixture of their LHP Home, or from another young person or LHP Practitioners member the following should be considered before involving the police:

- Wishes of the victim;
- Nature and seriousness of the allegation;
- Requirement for formal investigation, e.g. insurance claim requires a crime reference report;
- Availability of alternative courses of action, e.g. restorative approaches.

Criminal Damage to LHP Practitioners Cars or Property

Factors for consideration should be similar to those under Criminal Damage to LHP Base/Home and again this list does not reflect any order of priority:

- Nature and seriousness of the allegation;
- Requirement for formal investigation, e.g. insurance claim;
- Wishes and best interest of the victim;
- Availability of alternative courses of action, e.g. restorative approaches.

Disorder in or Around the LHP Base/Home

The area of disorder is subjective and requires judgement by LHP Practitioners to avoid unnecessary police involvement for minor infringements of discipline. The main factors that should be considered are:

- Nature and seriousness of the disorder;
- Risk or threat of violence;
- The wishes of and impact on the immediate community;
- The availability of alternative courses of action.

Where there is disorder in or around the LHP Home, it is highly likely that neighbours will report incidents to the police. LHP Practitioners should work with the young person to prevent such incidents and, where this has not been possible, explore opportunities with the young person to repair the relationship with their neighbours and how to prevent future incidents.

7.1.8 Substance Misuse

For young people who misuse substances appropriate strategies to manage this are discussed at Placement Planning and recorded in the young person's placement plan, Orchid Plan and/or Safety Plan.

Substance misuse at the LHP Base or in a LHP Home is not permitted and any incidents have to be reported to the Registered Service Manager immediately and social worker within 1

working day. However, young people should not be criminalised unnecessarily and instead supportive strategies be identified and implemented.

Only in serious incidents, following discussion with the Registered Service Manager, the police should be involved or where there is an emergency.

Where a young person is suspected to be involved in the supply of illegal substances, the LHP Safeguarding Policy should be followed.

7.1.9 Hate Crime (Racism, Religion, Homophobic, Gender, Disability)

In the recording of hate crime incidents the minimum data content required should be as follows:

- Reported to: (the person receiving the report such as the registered manager, LHP Practitioners, police);
- At: (location reported at): (i.e. Home, police station, etc.);
- Referred by: (the organisation or other person referring the victim to the police if the incident is being referred);
- Time and date of report and nature of incident.

11.2. Notifications and Categories of Response

LHP Practitioners will generally manage problematic situations except where they are so severe that immediate police involvement is essential in order to avoid physical assault or substantial damage.

Serious Incidents

Incidents of violence requiring an immediate police response where a young person or LHP Practitioners are:

- At risk of immediate serious physical harm;
- Where there is a risk of substantial damage to property; or
- Risk of significant disorder within the LHP Base or a LHP Home.

In such situations LHP Practitioners should contact the police by calling 999.

If the registered person has not been consulted/informed prior to contacting the police, they should be notified without delay:

- If the police are called, or
- A serious offence is committed



It will also be necessary to notify the social worker and the Regulatory Authority.

Incidents which are not considered serious

This is an incident where no immediate police response is required for example where assaults or damage has occurred and there is no risk of recurrence/Significant Harm to people, or incidents of theft. The incidents should be reported to the Registered Service Manager who then has the responsibility of identifying the appropriate course of action. It is important to avoid any unnecessary reporting of incidents to the police. Should the Registered Service Manager decide and/or the victim wishes that formal police involvement is necessary, where possible this should be through the local police, for example as part of regular Liaison Meetings.

When a situation involving a young person is to be discussed at the Liaison Meeting the young person's social worker should be informed and they may wish to join the discussion.

If the discussion needs to be held sooner the Registered Service Manager should arrange for a member of the Local Policing Team to attend a joint visit to the young person as soon as possible. If there is a specific officer who frequently liaises with Lancashire's House Project and this officer is unavailable the Registered Service Manager should contact the Police to request a delay or scheduled response visit by another officer.

In certain circumstances preservation of evidence may be an issue and LHP Practitioners will need to ensure that reasonable steps are taken to retain articles relevant to any criminal allegation or police investigation.

A referral to the Youth Crime Prevention Programme (usually organised by the Children and Youth Justice Service) should be considered for those incidents considered not serious or internal - via the social worker.

Ongoing Liaison

Police involvement should be on a risk assessment basis. If there is no risk, then the involvement will be with managers or at a low level of involvement.

The **primary** police involvement should be through a member of the local police meeting LHP Practitioners on a regular basis. Whilst some officers may already perform this duty it must be emphasised that a good working relationship is the most effective way to respond to young

people with difficulties, and it is in this area that consideration should be given for joint agency training.

A liaison meeting between a member of the local police and the LHP Lead or Registered Service Manager would provide for discussion of non-serious incidents within Lancashire's House Project to identify the appropriate method of resolution, including:

- Internal action by LHP Practitioners with no police involvement;
- Formal police investigation primarily by a member of the local police (and any resulting action).

This liaison meeting will also provide an opportunity to share more general views and co-operation and develop a better understanding of each agency's responsibilities and practices. It is important to be flexible when determining the most suitable option for dealing with young people and young persons. Additional advice and support could be sought from the young person's social worker.

11.3. Recording

All incidents need to be recorded on the young person's electronic case file. The Incident Report should include:

- a. The time and date of the incident;
- b. Those involved in the incident (both young people and LHP Practitioners)
- c. The behaviour of concern e.g. criminal damage or violence to LHP Practitioners)
- d. The context/pretext of the incident;
- e. The details of the incident;
- f. The impact on those involved in the incident (both young people and LHP Practitioners)
- g. The immediate actions taken to intervene and safeguard

The Registered Service Manager will confirm whether a Lancashire County Council [Accident/Incident Report](#) (including Near Misses) has to be completed.