

Reality Adventure Works In Scotland Ltd.

**Team Leader's Guidelines on
Care & Control Policy
On Reality Activity Events**

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Care and Control at Reality Activity Events

1. Introduction

- 1.1 Reality has been set up to meet the needs of youngsters from disadvantaged backgrounds who have a number of difficulties in their lives and may exhibit a wide, varied and often complex varieties of challenging behaviour. (See page ... for definitions of challenging behaviour). All Team Leaders and Members should be aware that to some extent this behaviour is normal for the children and young people attending and that being part of a Reality event will involve responding to different forms of difficult behaviour.
- 1.2 The guidelines which follow are intended to assist teams to show their care for young people by managing challenging behaviour in the best possible way and should be read in conjunction with our 'Protecting Children, Young People and VolunteersTowards Good Practice in Activity Breaks' Document, dated August 2008. This and other related documents mentioned herein add to and become relating documents of the Health and Safety Policy of the organisation.
- 1.3 Guidelines cannot cover every eventuality but indicate the required level of care, responsibility and necessary recording of incidents, demonstrating the professionalism of the organisation as it addresses the needs of both young people and volunteers.
 - 1.3.1 A team member's primary responsibility is to seek to prevent where possible an escalation of any potentially critical situation.
 - 1.3.2 Effective resolution requires knowledge of an individual including triggers and behavioural patterns.
 - 1.3.3 The degree to which the team member is able to retain self control is an essential determinant of outcome.
 - 1.3.4 The team member has a responsibility to maximise the safety of themselves, the young person, the other young people and anyone else engaged with and taking part in the event.
- 1.4 It should be noted that the term 'team leader' in the following guidelines indicates the overall supervising event leader whereas 'team member' includes both team leaders and all other volunteers at the event.

2. The Responsibility of Reality

- 2.1 The Trustees have the responsibility to ensure that this policy statement is understood by team leaders and included in training programmes for all team members, together with the booklet 'The Volunteers Guide to Reality' and the "Leaders' Introduction" leaflet.
- 2.2 The Activities Co-ordinator has responsibility, liaising with Trustees, Project Staff and the supervising team leader/s, to ensure as far as possible that sufficient numbers of team members with an appropriate mix of skills and experience, are on duty at an event at all times. The usual ratio of adults to young people or children

taking part at any Reality event is 1:2 which may be reduced according to the support needs of the children and young people taking part in the event. A consistent level of care should be achieved, to ensure that team members and young people do not feel vulnerable because of inadequate staffing levels or skills mix.

3. Sanctions

- 3.1 Acceptable behaviour is more likely to result where children and young people regard team members' actions as fair and equitable, and where a consultative approach is taken to the organisation of daily affairs at the event. Young people will be responsive to the positive use of relationships. Given this, team members' disapproval is the most effective means of preventing and curtailing unacceptable behaviour.
- 3.2 Equally, unacceptable behaviour is more likely to be minimised where team members recognise and reward young people's achievements and where there are regular opportunities for praise and approval from people whose opinions are valued.
- 3.3 The application of sanctions should be consistent with any individual care or education plans of young people. This will mean that young people may be responded to in different ways in similar situations.
- 3.4 A sanction should be discussed with, and as far as possible understood by, the young person. This opportunity can be used to explore the young person's feelings, and to relate the incident to ongoing planning to meet needs. Details of the incident and sanction are to be noted in an Incident Report for that event, and patterns of conduct and team members' responses are evaluated at team meetings or debriefings.
- 3.5 Young people's comments should be recorded following the use of a sanction. The application of sanctions should also be an issue for discussion by young people at each event.
- 3.6 Sanctions should be:
 - 3.6.1 Appropriate to the individual, and understandable to that individual.
 - 3.6.2 Directly related to the incident.
 - 3.6.3 Time limited.
- 3.7 Group sanctions will only be appropriate as a response to behaviour which has involved the whole group, and not as a means for getting an unknown culprit to own up.
- 3.8 The following sanctions have been drawn from the Skinner Report, a government review of Residential Child Care. They are considered acceptable in appropriate circumstances; however they must be used within the context of a systematic care plan and be child-centred in their use:
 - 3.8.1 A verbal reprimand.

- 3.8.2 Increased supervision.
 - 3.8.3 The withdrawal of privileges.
 - 3.8.4 The temporary restriction of leisure activities, such as outings or T.V.
 - 3.8.5 The reduction of pocket money, by up to half of that payable in any week.
 - 3.8.6 This should only be applied in cases where wilful damage or misappropriation has taken place, and should be seen as reparation and not as a fine. The pocket money should be withheld and returned to the referring agent or carer at the end of the event.
 - 3.8.7 The supervision of the spending of pocket money, where its abuse is related to the unacceptable behaviour.
 - 3.8.8 Separating the young person from the group, in a room of his/her own, until self-control has been regained. The door should not be locked and team members must monitor and/or appropriately accompany the young person during the period of separation.
- 3.9 The following are not acceptable sanctions:
- 3.9.1 Physical punishment, or the threat of such, under any circumstances.
 - 3.9.2 Being deprived of a meal – and neither should planned menus be altered as a punishment.
 - 3.9.3 Being deprived of normal indoor clothing, or being required to wear alternative or inappropriate clothing (such as night attire) as a punishment, or to prevent absconding.
 - 3.9.4 The denial of contact with family or significant adults.
 - 3.9.5 The withdrawal of communication by the team leadership.
 - 3.9.6 The withholding of medication, or the use of medication or medical treatment.
- 3.10 No sanction should involve the humiliation of a young person, and team members should ensure that young people are able to maintain their dignity and self-respect.

4. Searching

- 4.1 Team leaders have a responsibility to provide a safe environment. Where team members believe that a young person is bringing in prohibited items or where it is thought that a theft has taken place, appropriate action must be taken. It may be that a search of the young person or his/her property is the most effective way of resolving such concerns.
- 4.2 Young people should receive a clear statement of what items they are not permitted to bring to an event, such as drugs, weapons, alcohol and stolen property and other items which are regarded by Reality as detrimental to the individual and group's attitude and behaviour to the event. They should be informed that if team leaders have reasonable cause to believe that any such items are in their bedroom, it will be searched. Normally, the team leaders will inform the young person that the room will be searched and where possible this will be done by two team members in the presence of the young person. If the young person objects to this action then, following consultation with the Project Manager or Activities Co-ordinator and Trustees, the police should be called and the young person restricted from having access to their belongings until the police search is complete.

- 4.3 Personal searches should never be carried out as a matter of routine. However, if there is reason to believe that the young person is in possession of an offensive weapon, banned substance or property belonging to others, the young person should be given opportunities to hand over the item. Where there is an immediate risk to the young person or to others, or there is reason to believe an offence has been committed, following consultation with the Project Manager or Activities Co-ordinator and Trustees, the police should be informed and asked to attend.
- 4.4 The reason and outcome of personal property searches should be recorded in an Incident Report for that event. Team leaders should ensure that the parent or guardian, and all other appropriate professional staff, are informed of the search and its outcome.

5. Dealing with Challenging Behaviour

- 5.1 “Challenging behaviour” has been defined as ‘culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in a person being denied access to, ordinary community facilities.’ *

* Emerson E 1995 “Challenging Behaviours : Analysis and Interventions in people with Learning Difficulties” (CUP)

- 5.2 Zarkowska and Clement’s Five Point Definition of Challenging Behaviour:

- 5.2.1 ‘behaviour is inappropriate given the person’s age and level of development
- 5.2.2 the behaviour is dangerous to the person or others
- 5.2.3 the behaviour constitutes a significant additional handicap by interfering with learning new skills or exclude them from important learning opportunities
behaviour causes stress in the lives of those who live and work with the person
- 5.2.4 the behaviour is contrary to social norms

5.3 Why do children/young people present challenging behaviour?

5.3.1 individual issues

- a) it is part of the human condition
- b) it is part of ‘normal development
- c) special needs eg. disability, communication difficulties
- d) personal experiences e.g. **is** the behaviour an attempt to tell us something else? or is it an expression of unmet need
- e) environmental factors e.g. family, community
- f) it is behaviour that has been learnt
- g) frustration

Whatever we conclude may give us a clue about how it should be handled or it requires to be handled

5.3.2 group issues

- a) is there something happening in the group?
- b) group dynamics
- c) peer group pressure (again this may help us to change something).

5.3.3 staff issues

- a) our behaviour
- b) knowing yourself, what are your triggers? eg. 'what winds you up?'
- c) what kind of environment have we created?

5.3.4 wider factors

- a) local environment issues
- b) others

5.4 Understanding the context of the behaviour - Some things to consider about what is happening:

5.4.1 being in a new living situation

- a) living with people you don't know
- b) uncertainties and anxieties
- c) will I be able to meet the expectations?
- d) pushing the limits (testing out)

5.4.2 it's a new experience for everyone

- a) this is new situation to everybody (shared experience)
- b) establishing ways of living together
- c) developing new relationships (what does that involve?)

5.4.3 your purpose of your activity- your hopes and expectations

- a) what is it you are trying to achieve?
- b) What are your aims?
- c) what do you bring personally to the event?
- d) knowing what you expect from the young people?

5.4.4 what does this person bring?

- a) their life experiences
- b) their hopes
- c) their influences (what others tell them)
- d) they are more than their challenging behaviour

5.5 What can we do? How should we respond?

5.5.1 Creating a good environment

- a) what is your value base?
- b) have an open environment, give the young people a sense of transparency
- c) establish ground rules about the event e.g. what is expected of the participants, what they can expect of you, simple consequences, routine of the events, etc. It should be kept simple, don't create a list of rules and regulations. This process should give the overwhelming sense of purpose and keeping people safe. Use gentle language but relate to

where they are coming from. (Some young people will find gentleness a strange concept and may see it as weaknesses)

- d) have a system for dealing with 'complaints. Let the young people know what this is
- e) have good adult responses
- f) give out calmness and confidence - a sense of wellbeing

5.5.2 Adult Responses

- a) Be calm and self controlled in your demeanor and actions
- b) *Always* put your thoughts into action before your feelings. There should be an appropriate time later to talk about feelings.
- c) Respond proportional to the behaviour i.e. don't over or under react.
- d) Be prepared for misbehaviour.
- e) It also seems important to take a bit of time to think about how you respond in more difficult situations before the event (know yourself)
- f) Don't respond when you are angry we often say things we regret and which may escalate the situation unnecessarily.
- g) Let someone else support you.

5.5.3 Specific Strategies

- a) Methods where self control is encouraged.
 - i. positive ignoring-must be obvious to the person, most commonly used with one difficult member of the group e.g. deliberately talk across
 - ii. signally-non verbal, often only noticed by those concerned e.g. frown, proximity/touch-non verbal, get close to the action.
 - iii. humour sometimes a difficult situation can be avoided by making light of it. (Be careful children do not have the same sense of humour as adults). Don't make fun of them.
 - iv. Injection - do something (usually verbal) to boost the person's self worth
- b) Methods by which a reminder is given of the reality of the situation and the values of the event .
 - i. direct appeal- the appeal may be personal or to fairness, or to the rules or to others .
 - ii. criticism and encouragement- more effective when you have a better relationship with the person
 - iii. limit setting- 'if you....then...: It needs to be realistic
 - iv. authoritative forbidding- often aloud shout or a firm ' no
 - v. reality interpretation- look at the result of your actions' or 'this is what you are really doing
- c) Methods in which the situation **is** used or changed to give assistance.
 - i. hurdle help- provide extra help at difficult times to avert a crisis (I will help you)
 - ii. involvement in interest relationship- can be used when the adult and the young person share a common interest ('Come and do this with me)
 - iii. limiting space and props- change the environment to eliminate the source of trouble or facts preventing a resolution e.g. take away the

- audience
- iv. support the routines- 'but we always...'
- v. restructuring- change the activity
- vi. regrouping- change the personnel of the group / removal from the group

5.6 Remember - Challenging behaviour as part of the whole child

- 5.6.1 challenging behaviour is only one aspect of the whole person
- 5.6.2 challenging behaviour is inter-related to other aspects of the child's life e.g. past experiences, relationship difficulties, etc
- 5.6.3 the child is an individual who has a variety of needs
- 5.6.4 challenging behaviour is part of a young person's normal growth and development
- 5.6.5 challenging behaviour can be seen as an opportunity to help young people to deal with past and present trauma
- 5.6.6 All these factors can be drawn together in the support plan for each young person

6. The response to challenging or aggressive behaviour

- 6.1 Team members should strive to intervene at an early stage in the escalation of challenging behaviour. This will involve using a range of strategies including diversionary tactics aimed at de-escalating the behaviour, and responding to the issues and feelings that triggered it. When deciding to intervene in such situations, team members should take account of their own emotions in the situation, the child's needs, and what the most appropriate response would be.
- 6.2 However they are managed, some incidents of challenging behaviour escalate to a stage when physical intervention becomes necessary. The objective of physical intervention is always to restore a safe situation, using only force that is consistent with the legal requirement of being reasonable and proportional.
- 6.3 Intervention may be required if:
- 6.3.1 The young person presents or is about to present a danger to themselves, or to other people.
 - 6.3.2 The young person is doing or is about to do significant damage to property including their own.
 - 6.3.3 The young person is about to abscond and will thereby present a danger to themselves or others or serious risk to property if they do so, taking account of the setting and of their age and circumstances.
 - 6.3.4 The young person is behaving in a way which incites others to dangerous or uncontrolled behaviour.
- It should be noted that the Incident Report would need to explain how 'significant danger' was perceived.
- 6.4 Physical intervention must not be used when:
- 6.4.1 Other means of restoring safety are likely to be successful.
 - 6.4.2 There would be no change in the final outcome.
 - 6.4.3 The young person has a dangerous weapon – in these circumstances, it may be necessary to call the police, and the priority will be to ensure the safety of other young people and team members in the interim.
- 6.5 Following any incident of challenging behaviour, a team leader should meet with the young person once they have calmed down to attempt to identify the cause of the incident, how it may be avoided in the future and any required action. This encourages young people to become more aware of their behaviour, and its effect on themselves and others. It provides a forum for discussing better coping mechanisms, and beginning to address the underlying issues. This may involve the team member who was involved in the incident. A record of this discussion should be recorded in the incident report.
- 6.6 Following significant incidents of challenging behaviour, team members should have a debriefing meeting with the supervising team leader/s. A Trustee could also be consulted if that would be helpful.
- 6.7 One of the roles of the duty Trustee is to be available to any team member should the team member wish.
- 6.8 Following an incident of challenging or aggressive behaviour, the referring agent should be given full information for input in the appropriate care plan.

7. Young people being present at camp (and absconding)

- 7.1 Absconding take place when a young person is not present for a particular activity and his / her absence is noted. There may be many reasons for this unexpected absence ranging from fear of the activity, perceived intimidation by others (bullying before, during or after), unintentional non- registering that this activity is taking place at this time and at this time (or mistaking the times and location) to deliberate running away from the activity or location. This is not the same as disappearing to go to the toilet without notice (although in certain cases, one may lead to the other!)
- 7.2 In all cases, it is the responsibility of the Safety Office at the camp (the Team Leader) to find out where the young person is and bring him / her back to the event as soon as possible with the least amount of anxiety to all concerned. (This does not mean that no-one feels anxious about the well being of the young person, but that the manner of his / her return does not add to the anxiety being experienced by anyone involved.)
- 7.3 The best way is to deal with this threat is to prepare for this as much as possible so that it will not happen.
- 7.4 The following steps will be taken in advance of the camp :
- 7.4.1 the background of each young person will be gathered before the event and risk-assessed. This information will be understood and kept by the Team Leader and provided to the other team members. If there is any serious likelihood that a young person may abscond (and no supporting staff have been provided by the referring agency) – for whatever reason - a specific team member will be assigned to deliberately befriend this young person on a daily or shift basis.
- 7.4.2 from the background information and risk assessment, it may be known that for particular young people the best procedure, if they should leave/storm out of an activity because they are upset/angry/annoyed, is to follow them / allow them to cool down on their own in a pre-agreed room eg their dorm. If they leave an outdoor activity session it is much easier to give them some space and watch where they decide to go, because they are usually in a much more open environment (no walls to hide our view of them).
- 7.4.3 a photograph of each young people attending each activity break will be taken at the very start of each event and held for identification purposes (eg for Police, Mountain Rescue services etc).
- 7.4.4 it is more than likely that the first 24 hours of any residential activity will prove to be the most demanding on the young person because of their discovery of the challenges of living in such a temporary community. It is recommended that during this period each young person will be assigned one team member to keep an eye on him /her as appropriate and to make sure that this initial period of transition be as smooth and enjoyable as possible.
- 7.4.5 it is helpful for each team member to know who is meant to be doing what, where and when in this period. It is also vital for the framework and structure of the event to be communicated and understood (as much as possible) by everyone in this early period of each event eg the need to stay at their tables until the signalled end of the mealtime, the use and non-use

of dorms, when, where and for whom smoking will take place. Notice board and other visual notices play a big part as information sheets and reminders (necessary for folk with learning difficulties), which team members may utilise as they develop good relationships with the young people in this initial period.

- 7.4.6 an initial and continued emphasis on all being part of their team and the significance of each person's contribution towards gaining individual team points, which mean prizes!! (see Beginners Guide to Reality)
- 7.4.7 being aware that one of the hardest tasks of the event will be to get the right people to the right place at the right time with all the right resources!! It will require constant attention!!

7.5 The following steps will be taken during the camp :

- 7.5.1 each young person will be assigned to a team and the adult team members will make sure that each young person is present and prepared to take part in each activity of the programme (whether an instructed or non-instructed activity).
- 7.5.2 It may not be necessary for each young person to be the 'responsibility' of a particular adult after the initial 24 hours in order to give that young person the opportunities of developing many good relationships with a range of adults attending the event. However if a particular young person has been assessed as being unable to cope with some of the challenges of the programme, the procedure above (para 3) should be adopted making sure that the young person does get on reasonably well with the adult so assigned.
- 7.5.3 any trigger points previously noted about the young person must be known by the adult(s) assigned. They may include extreme homesickness (talking constantly about missing parents / carers / pets / their family/ their home); repeated threats to walk out; anger and frustration with certain individuals (adults and young people) and their behaviour (especially young people in the same dorm); alleged bullying; inability to adhere to rules or having had imposed sanctions on them; their existing conditions eg Aspergers,
- 7.5.4 all team members and leaders to become aware of potential absconding moments eg toilet breaks (requested or not and during any activities), non-instructed times before and after meals; making a special request to phone home at an unusual time; after a phone call home; after 'lights out'
- 7.5.5 all team members to become aware of potential absconding departure points eg check windows and the location of fire exits in relation to dorms; 'hidey holes' in the centre and across the site and especially if some supervised but non-instructed activities take place in other building on site.

7.6 The following procedure will take place once a person is found to be missing:

- 7.6.1 to realise that this might bring a very difficult situation to all, not to be complacent about this absence but to regard the incident as serious and even potentially life threatening
- 7.6.2 all the other team members to be notified as soon as possible and the other young people to be asked for any helpful information without causing any unnecessary panic in attitude or expression. It will be more helpful to keep all the remaining young people together constructively and enjoyably engaged in a series of activities within the normal timetable and programme

as possible. It is important to understand and deal with the possible subsequent outbursts of challenging behaviour by other young people at this time.

- 7.6.3 to write down an understanding of the last known movements and timetable of the young person in question to be written up and a two-stage search of the centre and site to be carried out with other adults (volunteers and centre staff).
 - 7.6.4 The first stage to be concluded within 15 minutes of the original notice of absence, is for a search party of Reality team members to have checked out the Centre's rooms, including ascertaining whether the young person has packed any of his / her belongings.
 - 7.6.5 The second stage is if there is no trace of missing person, the centre staff will be notified and another search party of experienced adults will 'sweep' the locality according to limits set up by the Centre staff. At this stage, the Reality office with the Project Manager should be notified. It is recognised that this step may take at least an hour because of the nature of the sites involved.
 - 7.6.6 the next step is to inform the Police, the social worker and the carer /key worker/ parent of the young person and to keep the Reality office (and Project Manager) updated. Although this may not be timed, it is recommended - according to the perceived information of the absence and risk assessment of the young person – this notification should be made if possible about an hour after the original intimidation of absence.
 - 7.6.7 the Centre staff will then act as the liason point for further searches which will probably be made with other agencies as necessary. During this time, liason with social workers and carer/key worker / parent should be maintained on an hourly basis by the Team leader.
 - 7.6.8 an ongoing full report of this incident should be started and all actions noted as they happen.
- 7.7 Once found and the young person not requiring any medical treatment, the following steps will be taken :
- 7.7.1 all the necessary authorities including carer / parent should be notified as soon as possible.
 - 7.7.2 the young person should be welcomed back and depending on the time and the time taken, should be supported to resume his / her place in the programme and timetable after making sure of their state of wellbeing and with sensitivity to the attitude of the other young people. This should be done with sympathetic recognition and understanding of their condition which may or may not lead to some sort of talking the matter through with them immediately.
 - 7.7.3 possibly at a better time – but within the next 12 hours - the young person, the team leader with another adult from their team or centre should have a conversation about this incident and endeavour to ascertain its cause and the potential for any similar action by the young person – and make decisions about this accordingly.
- 7.8 It may happen that a young person decides to run away whilst in the company of adults during an activity either on site or away from the centre eg during an expedition day. The following points should be noted :

- 7.8.1 although, it is recognised that the young person has either a problem with the activity or those taking part or there is a more deep-seated cause for this behaviour (and this needs to be taken into account in subsequent dialogues), **the most important matter is to be with the young person and make sure that everyone is safely and calmly returned to the centre or the activity.**
 - 7.8.2 if the location of the activity is based in an environment which requires skill and experience to maintain safety eg on an expedition day with a risk assessment requiring immediate management of the situation, then the young person must be regarded as putting him/herself at greater risk by their decision to abscond and should be stopped from proceeding further. This should be through earliest intervention and dialogue but if necessary by the legitimate use of appropriate and relevant physical intervention – as quickly as possible, and if possible out of the attention of the others in the group.
 - 7.8.3 if the young person has already ‘done a runner’, as much as is possible, he/she should be accompanied or trailed by 2 adults who will endeavour to persuade the young person to stop, rest and return to the main group. If this is impossible, one of the adults should return to the group, notifying the instructor and the Team Leader who will make arrangements to bring in others to meet up with the young person and the accompanying adult and stop them from proceeding further.
 - 7.8.4 during this time, the rest of the people in the group should be kept together under the supervision of the centre instructor, who may decide to halt the activity completely and make arrangements to return the group back to the Centre.
 - 7.8.5 at every activity taking place away from the centre, a centre instructor will carry a mobile phone and it recommended that there should be another working and prepared mobile phone carried by another adult for such emergencies.
 - 7.8.6 the team should be aware that the young person may try to abscond again immediately or within a short space of time after their return.
 - 7.8.7 it is important for the young person to be able to engage in a good conversation with the team members and the Team Leader into the circumstances of their action with the purpose of trying to re-establish him/her back into the event and all its participants but if he / she is adamant that their wish is to leave the event permanently, the appropriate arrangements for their return should be set up.
- 7.9 At the next team meeting, the leader will talk through this matter with the other team members and establish any amendments to behaviour, practice and structure of the programme which are deemed to be necessary.
- 7.10 After any such incident, a full incident report should be completed. A copy of this will subsequently be made available to the referring agency/ parent / carer / keyworker.

8. Recording challenging and aggressive behaviour

- 8.1 All incidents of challenging and aggressive behaviour should be recorded in an Incident Report Form for that particular event. This should include the probable

cause of behaviour, the means by which it was managed and the outcome. Young people should have the opportunity to see and make comment on what has been written about them in this record.

- 8.2 All incident reports should be kept for a minimum of 10 years.
- 8.3 A copy of every incident report will be forwarded to the Project Manager who will monitor on behalf of the Trustees and liaise with the Trustees, giving a report at the next Board meeting. The Chairman or Trustee responsible for Child Protection will also receive a copy to follow up any incident so recorded.
- 8.4 Where incident reports record physical intervention used by team members or allegations of abuse, then these will be shared with the referring Social Worker as soon as possible after the event.

9. Reality Policies and Procedures

9.1 Offending Behaviour at a Reality event

- 9.1.1 Any vandalism / theft is to be corrected / goods returned, etc., if possible. This must always be reported firstly to the Team Leader and to the Centre Staff.
- 9.1.2 Sanctions will be flexible according to the young person and the particular incident. Sanctions will be applied in line with Reality policy. Serious theft/vandalism may involve police and the appropriate Social Work Department will be informed in this instance. The Team Leader should notify the Project Manager or Activities Co-ordinator and Duty Trustee before involving the police. The continuation of the young person's placement at the event is at the discretion of the Team Leader and the Project Manager or Activities Co-ordinator or Duty Trustee.

9.2 Criminal Activity at a Reality event

- 9.2.1 When an offence is committed, the decision to bring in the police should be that of the Team Leader in conjunction with the Project Manager or Activities Co-ordinator and Duty Trustee. Examples of behaviour which may lead to police involvement include:-
 - a) Seriously abusing another young person.
 - b) Theft of motor vehicles/minibus.
 - c) Excessive vandalism on/off site.
 - d) Assault.
 - e) Persistent thieving, e.g. money at camp sites.
 - f) Supplying drugs.

- 9.2.2 Minor offences such as shoplifting/intent to steal should be treated on an individual basis. However, the young person should never get the impression that their crime is minimal and simply accepted as a normal part of what they do.
- 9.2.3 Following an incident, a team member may wish to exercise the right as a citizen to make a formal complaint to the police against an alleged assailant, and will receive support from Reality. The organisation may also decide on the need to pursue police action in certain circumstances.

9.3 Smoking/Buying Cigarettes

- 9.3.1 Our policy of smoking is “tolerating without promoting”. Team members must not encourage smoking. A ‘Young Person’s Smoking Consent ’ form is to be completed by parents/ guardians (along with the health form) making them aware Reality’s views on smoking and the conditions for a young person who wants to smoke while on camp, subject to the Centre’s own regulations. Team Members should not smoke in front of young people and any form of smoking materials cannot be purchased for young people’s use.

9.4 Drinking/Drugs/Solvents

- 9.4.1 If the young person is caught drinking or taking drugs, the normal practice would be to inform the referring agent. Whilst it may be possible to sustain the young person at the event if they have only been involved in possession, if they have had an intent to supply other young people then their placement at the event and the question of whether to press charges must be reviewed by the Team Leader, the Project Manager or Activities Co-ordinator and the Trustees. Any incidence of drink or drugs taking should be recorded on an Incident Form and kept and returned to the office once the event has finished.
- 9.4.2 Alcohol can be taken from the young person, but not disposed of unless they request it. Otherwise it will be returned to the young person’s Social Worker after camp. A record of this should be kept.

Note: Where substances are being disposed of, two members of staff should be present and sign the Incident Report.

9.5 Incident Reports

9.5.1 The principle of the Incident Report is so that we have concise information that is recorded accurately which will then be kept on file at Reality's office. Incident Reports should be completed whenever outside agencies are involved or where sanctions are applied to a young person. These are treated seriously and team members should expect to report in writing within 24 hours of an incident of challenging behaviour, noting possible causes and their response, as this will also be a protection for team members should reference be made to an incident sometime in the future.

9.5.2 The list is not exhaustive but could include:

- a) All areas where police may be involved.
- b) Outside agency involvement, e.g. someone making a complaint about a young person.
- c) Accidents resulting in health personnel being involved.
- d) Disclosure of abuse.

9.6 Procedure for Sending Young Person Home

9.6.1 Before sending a young person home, there should be initial discussions with the young person with regard to them modifying their behaviour. If this is unproductive then the Team Leader should consult their team and try to determine appropriate action which would enable the young person to stay at the event without putting the other young people or leaders at risk. If this is not successful, then the Team Leader should consult the Reality office to discuss returning the young person to their home base. The decision to return a young person home finally rests with the young person's agreement or not to modify their behaviour. If such an agreement is NOT forthcoming, the young person will be asked to explain this by phone to their carer and referrer, with the news that they will be on their way home.

9.6.2 Once a decision has been taken to send a young person home, the relevant Social Work Department should be notified and arrangements should be made for them to collect the child, as per our booking conditions. In exceptional circumstances, where Reality is providing an escort, there should usually be two adults to return the young person home.

9.6.3 Again, where a young person is returning home, an Incident Form should be completed by the team leader and returned to the office once the event is finished. A form of transference, signing the child over to the Social Worker should be completed.

- 9.6.4 Whilst we will endeavour to work with every young person referred to us, there may be rare instances when we will have to send a child back home. This decision should only be in the last instance and only after everything has been done to stabilise the child and integrate them into the event.
- 9.6.5 We recognise that there may be instances of significant homesickness felt by the young person, so much so that this event is no longer suitable for them to remain at the event.
- 9.6.6 It is impossible to list all reasons for sending a child home and the list below should only be used as a guideline.
- a) Continual challenging behaviour which is disruptive to the event.
 - b) Intimidation of leader/other young person.
 - c) Serious assault.
 - d) Excessive negative behaviour which encourages other young people to respond similarly, e.g. excessive vandalism.
 - e) A recognition by the young person that they no longer wish to remain at the event, by endeavouring to observe the requested behaviour modification by the camp leaders.

INCIDENT REPORT



Please Print Clearly

Incident Report No:

CAMP CODE: _____

DATE: ____ / ____ / ____

TIME: _____

NAMES OF YOUNG PERSON(S) INVOLVED:

NAMES OF TEAM MEMBER(S) INVOLVED:

LOCATION: _____

REPORTING STAFF: _____

Brief Description of Incident:

Action Taken:

REPORTED TO: _____

ACTION: _____

SIGNATURE: _____