

EVICTION PREVENTION TOOLKIT

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Aims

- For service managers to consider a PIE approach when creating their eviction procedure and policy
- To prevent unnecessary evictions and potentially re-traumatising the young adults accessing our services.
- To provide guidance, based on research evidence, on how to work with young adults who are demonstrating behaviours that indicate high levels of distress.

Introduction

This eviction prevention toolkit has been developed collaboratively by Westminster Council's Commissioning Team, Groundswell, supported accommodation services from across the Young Adult's Pathway (including managers, area managers and keyworkers) and Brett Grellier (Director of BGPS). Taking a psychologically informed approach can reduce evictions - this document provides the guidance and tools for all staff.

This toolkit can be used in response to one-off incidents that may lead to an eviction, such as,

- intimidation towards staff, and
- on-going challenges, such as increasing arrears.

Staff are not expected to work through the toolkit in situations when a person needs to leave the service immediately, e.g., for the safety of themselves, staff, and other residents. However, services may wish to consider an exclusion on a temporary basis rather than a permanent eviction and it may be possible to organise the use of an emergency bedspace - please speak to the Commissioning Team about this.

Equality and Diversity Statement

Our commitment to equality of access and celebrating diversity is a key tenet at the core of everything we do in the Young Adults Pathway. We want our services to be available to as many people as possible and will actively find ways to improve access for discriminated against groups and to remove obstacles that could directly or indirectly restrict access to anyone on the grounds of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

Psychologically Informed Environments Statement

Services on the Pathway are striving to become Psychologically Informed Environments (PIEs). A PIE is one that appreciates the impact of traumatisation on people and how this may influence their behaviour and interaction with others.

People who have experienced significant and long-term trauma often

- find it hard to trust other people,
- can see the world as a dangerous and unpredictable place and due to the impact of trauma on the developing brain have limited capacity to regulate their emotions and behaviour. A PIE is also concerned with the psychological wellbeing of the people working at the services, understanding that people bring their own unique histories and that working with challenging situations and behaviour will have an impact on them.

Embedding a reflective mode of working helps people using and delivering the services to:

- develop key brain areas related to self-awareness,
- the ability to objectively note one's own physiological state in highly stressful scenarios and
- choose to respond based on knowledge and experience, rather than reactively.

Over time this approach leads to increased resilience, the ability to regulate emotions and behaviour in a range of situations and is preventative against burnout and stress-related ill health. Finally, a PIE is also one in which the environment itself, including private and social spaces, is designed in a way to reduce the perceived sense of threat and to create a sense of safety, connection, and collaboration. Where people feel safe, understood, and connected to others, they can access their innate wisdom, strength and courage that leads to positive change.

The six key elements of a PIE are: The Physical Environment and Social Spaces; Developing a Psychological Framework; Staff Training and Support; Managing Relationships; Reflective Practice and Evaluation of Outcomes. You can download the PIE toolkit [here](#).

Preventing evictions through PIE

As discussed in the previous section, a PIE service is one with a focus on building strong and authentic relationships with the recipients of the service, particularly between the individuals and their support worker. Through this relationship the support worker can work with the person to build an understanding of the environmental, situational, and interpersonal triggers that create strong emotional and physiological reactions, including the Fight, Flight, Freeze

responses. The Compassion Focused Therapy (CFT) Formulation (Appendix 1) is a helpful tool to enable the person, with the support of their keyworker, to make sense of these reactions.

The CFT Formulation validates the person's powerful emotional and behavioural responses to certain triggers as best efforts to stay safe. This is achieved by demonstrating how the person's early experiences, led them to develop understandable fears about themselves, other people, and the world around them, e.g., "I'm unlovable", "other people will hurt me", and "the world is dangerous and unpredictable". The powerful emotional and behavioural responses are understood as coping strategies to manage those fears, e.g., avoid getting close to others and act aggressively to protect from being hurt. The aim is for the person to develop compassion towards themselves; kindness and understanding for having these experiences, and the wisdom and courage to practice alternatives to the well-worn coping strategies that are no longer serving them.

Recognising the link between past experiences, key fears and coping strategies and current environmental, situational, and interpersonal triggers is the first step to begin making changes. With guidance and encouragement from the support worker the person can begin to differentiate between past experiences and current triggers that match these experiences, validating the similarities and the noticing the differences. For example, "this is a person in an institutional setting asking me to do something, which is triggering memories of being in care. However, the difference is I was hurt by people in the care setting, but I know that the staff at this hostel never hit or hurt the people living here."

The insights developed from the CFT formulation can be included in the Safety Plan (Appendix 2), e.g., noticing and recognising triggers, making links to the past and then differentiating these from the current situation. The person can collaborate with their support worker to strengthen their ability to regulate emotions and develop helpful coping strategies for managing these triggers, which can also be included in the Safety Plan. Building a CFT formulation and creating a personalised Safety Plan derived from the insights of the formulation, enables support workers to work with the person to learn from incidents reduce the risk of incidents escalating or occurring in the first place.

Referral & booking in

Services may find it useful to ask referrers to include information on the person's coping strategies in the referral form or during the assessment or first meeting. During the meeting, staff could ask the person to elaborate on what coping mechanisms they find useful.

De-escalation techniques

Witnessing or being subject to violence, aggression or seeing someone injure themselves creates powerful physiological responses. We can't change this, but it is important to be aware of how these influences and physical responses affect what we bring to situations

in the short and long term. It is also helpful to understand these kinds of behaviours as **signals of a person in distress** rather than a person who is challenging and being 'difficult'.

To prevent the likelihood of incidents relating to distressed behaviour, that could lead to eviction being considered, it is essential in a PIE led service that all staff are aware of how to de-escalate someone who is finding it difficult to regulate their emotions and behaviour. The aim is to demonstrate understanding whilst de-escalating the heightened state of emotion and behaviour.

Using the following 'Regulate, relate, reason' model, expressing yourself effectively and using conflict reducing strategies can help to de-escalate a situation. Taking the following steps helps to stay safe, mindful, and professional when working with people who are showing signs of distress, including aggression.

Regulate, Relate, Reason (Bruce Perry, Neurosequential Model*)

1. **Regulate:** Take a moment to ground yourself with your breath, noticing the environment around you and feeling your connection to the ground and the position of your body.
2. **Relate:** Take a beat to connect with yourself, your body, and your emotions and then use your ability for empathy to notice and connect with the other person, and what their body language is telling you about how they are feeling.
The 'Attend and Befriend' Method is helpful here – see link [here](#)
 - a) Pause.
 - b) Step into your own shoes.
 - c) Step into the other person's shoes.
3. **Reason:** Use the thinking part of your brain to take the perspective of the other person remembering that aggression is often a defensive response to a perceived threat. Recall the person's history, formulation, and support plan; in this context how does the behaviour make sense? Has something happened to trigger a trauma memory? What would be the most helpful thing to say or do? Is there a safety plan** for working with this person when they are showing distressed behaviour?

Express yourself effectively

The aim is to create a sense of safety for the person and to make it clear that you are there to help.

1. A clear, calm, and compassionate response is the most effective way of responding.
2. Use conflict reducing language (Table 1, page 6).
3. Demonstrate that you can understand the other person's perspective with a clear empathic statement, e.g., "I can see that you're upset, and I want to help you".

4. Reflect or paraphrase back what the person has said to further demonstrate understanding.
5. As you observe the person beginning to show signs of calming, continue with the Regulate, Relate, and Reason approach.
6. Ask what the person needs right now to feel safe and collaborate with them to achieve this. You can ask the person on a scale of 0-10 how safe they feel right now (0 = Not Safe and 10 = Completely Safe) and then ask, “What can I do to help you feel safer right now?”

The Environment

Generally, when people are experiencing anger, they need more personal space and so be aware of this and respect the other person’s physical boundaries. If you are in an enclosed space, invite the person into a more open area where they (and you) can easily see a safe exit. If you sense that you, or another person is in immediate danger, then retreat and go to a place of safety. Staff teams should discuss a service approach, including how to use the physical space and how/when to alert emergency services.

Table 1: Conflict Escalating and Conflict Reducing Strategies

Conflict-Escalating Strategies	Conflict-Reducing strategies
“You” statements	“I” statements
Focusing on the other person	Focusing on the behaviour
Aggression	Assertion
Accusing the other person	Expressing concern
Communicating vaguely	Communicating clearly
Trying to change the other person’s view	Trying to understand
Asking leading questions	Asking open questions
Interrupting frequently	Listening actively
Trying to get the upper hand	Seeking a solution
Being critical	Being positive
Being defensive	Asking for opinions and advice
Focusing on the past/ blaming	Focusing on the future/negotiating

*See “What Happened to You?” book & Bruce Perry’s website:

<https://www.bdperry.com/research>

Self-Care following an incident

- Take to a Post-Incident Debrief, and/or Reflective Practice.
- Allow your brain time to process, without ruminating or becoming overwhelmed.
- Talk to your colleagues.
- Acknowledge and work through thoughts of self-blame or blaming others.
- Exercise.

Take time for self-care (rest, fun, sleep, nutrition)

Individualised Safety Plan

In collaboration, support workers and the people they're supporting can complete an individualised Safety Plan as part of support planning (see appendix 2), which can then help create an understanding of potential triggers for distressed behaviour and the most helpful way to help calm the situation. The Safety Plan can be used as a tool to help inform the safety planning and understand what will be helpful to both prevent and work with distressed behaviour. This should be completed in collaboration with the person and other professionals as appropriate (e.g., social worker). Where possible, such information will be included within the persons original referral to the service be developed further with the person upon move in and as their relationship with the service and keyworker develops.

Considering an eviction

Providers will understand that people living in their services may have significant histories of traumatising and loss. For the majority reaching the point of having stable accommodation is preceded by overcoming significant fears relating to trauma histories, e.g., negative experiences in institutional settings, enclosed spaces and being in close proximity to others. Furthermore, there will have been significant commitment from various agencies to provide the support and guidance to get the person to the point of being in accommodation. For these reasons, services are dedicated to ensuring that every effort is made to create the conditions that will enable a person to make the changes necessary to maintain their accommodation before taking a decision to terminate a licence or seeking to repossess a tenancy.

Checklist before an eviction

Services are expected to evidence that the steps and considerations in table 2 (page 8) have been taken before proceeding with a decision to terminate a licence or seeking to repossess a tenancy. These steps include a post incident analysis including any learning points for an Improvement procedure, which is a PIE version of the Warning Procedure. It may be useful to work through these steps with BGPS or in-house PIE provision, and/or the Commissioning Team.

TABLE 2: CHECKLIST BEFORE MAKING AN EVICTION

Steps	Completed?	Notes
<p>1. Has a post-incident analysis taken place with both the staff and people involved? (see Table 3 page 10) What are the key reflections and learning points and can these be incorporated into an Improvement Procedure (see Table 4 page 12)</p>	Yes/No	
<p>2. Has the person been offered the opportunity to explore how the behaviour developed, given their trauma history and the function of the behaviour? For example, aggressive behaviour can be learnt through observation in childhood and have the function as an adult to keep others away when feeling unsafe, i.e., a fight response to perceived threat. Staff should first check-in with their own emotional and physiological state and take steps to regulate and calm themselves. From this perspective staff can provide empathy and understanding of the development of the problem, validate the distress being experienced by the person, help them to self-regulate and feel safe. Then encourage the person to communicate how they're feeling and suggest more adaptive ways of getting their needs met and suggest alternative strategies for meeting the function of the behaviour, e.g., emotional regulation skills. You may wish to use the post-incident analysis form (Table 3, page 10) collaboratively with the person you are supporting.</p>	Yes/No	
<p>3. Are there any elements of the environment or social spaces that could have contributed to the behaviours that have led to consideration of eviction? (e.g., glass barrier between the person and staff members, did the person feel cornered?)</p> <p>Within reason is it possible to make changes to the environment or social spaces that will help mitigate further incidents of this behaviour?</p>	Yes/No Yes/No	
<p>4. Has an Improvement Plan (see Table 4, page 12) been put in place in collaboration with the person, following this incident or previously, which clearly</p>	Yes/No	

<p>communicates that their accommodation is at risk? Particular attention should be paid to ensure the person fully comprehends the situation including a consideration of listening, comprehension and reading ability. People experiencing homelessness are almost twice as likely to have a speech, language and communication need (SLCN) The organisation Change Communication can offer assessments for people with SLCN – Westminster services can speak to the Commissioning Team for more information</p> <p>Can the outcomes be measured? Ideally, both increases in prosocial behaviours and reductions in anti-social behaviours should be measured.</p>	<p>Yes/No</p>	
<p>5. Is it a possibility that staff members involved became hijacked by their own threat systems leading to catastrophising and generalising? The threat system works on a ‘better safe than sorry’ principle and therefore can lead to unnecessarily punitive decisions.</p> <p>Have the staff (including managers) been offered support and asked to review their understanding of the situation from a safe and calm perspective (see Table 5, page 13)</p> <p>Is there a case for some staff training that could help reduce the likelihood of future incidents of the behaviour?</p>	<p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p>	
<p>6. Is there an opportunity for mediation between the involved parties – including staff and other residents. This could be facilitated by outside party if beneficial (i.e. BGPS , Organisational Mediator)</p>	<p>Yes/No</p>	
<p>7. Would it be beneficial for the person to stay in another service (e.g., an emergency bedspace) as respite for staff and residents and to provide thinking space to consider next steps in housing for the person, whether it’s a return to the service or a move elsewhere. This may be particularly beneficial in cases</p>	<p>Yes/No</p>	

where an immediate exclusion is needed for safety reasons.		
<p>8. Have the following agencies been informed and consulted and what different perspective did they have?</p> <ul style="list-style-type: none"> • Commissioning Team • PIE support (i.e., BGPS or in house PIE team) • Children/Adult Social Services (for people linked to social services) • Other professionals working with the person (for example, Insight, YOT, IGXU) • Change Communication for support with speech language and communication (SLCN) needs. Westminster Services can speak to the Commissioning Team for more information. 	<p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p> <p>Yes/No</p>	

Tools for analysis and decision making

Incident Analysis (Table 3)

Analysis of Incident	Example	Incident being discussed
Background factors (What happened recently in the person's life that could be relevant to the incident?)	It was the anniversary of X wife's death and he was feeling stressed and vulnerable.	
Direct factors (What happened immediately before the incident happened or what triggered the incident?)	X got into an argument with Y about a disputed £10 loan.	
<p>What were the key behaviours and emotions?</p> <p>How does this behaviour make sense given the person's background, trauma history, and coping</p>	<p>Shouting, racist language, threatening Y, but he also seemed scared.</p> <p>X finds it difficult to express his needs and to regulate his emotions and often feels</p>	

<p>strategies? See Appendix 1, CFT Formulation document.</p>	<p>powerless and feels that aggression is his only way of staying safe.</p>	
<p>What were the key team behaviours and emotions?</p> <p>Could it be that staff members involved, triggered by their own threat systems, unwittingly escalated the situation?</p>	<p>Staff 1 tried to move Y to another part of the hostel. Staff 2 told X he was breaking house rules and that he could be evicted. Both staff were fearful about incident escalating and were hijacked by their own threat systems. Moving Y away from the situation was helpful but looking back, Staff 2 was triggered into a 'fight' response and threatening eviction probably escalated the situation further.</p>	
<p>Were the de-escalation techniques put into practice?</p>	<p>No, looking back if we had been able to regulate our own threat responses, we would have acted differently.</p>	
<p>Taking the learning from the incident(s) is it possible, with the person, to collaboratively update the safety plans to reduce the likelihood of future incidents, thus negating the need for an eviction?</p>	<p>Yes, we can work with X to help him find more helpful ways of expressing himself and to plan when difficult anniversaries are coming up and include these in the safety plan. As staff we can role play the Regulate, Relate and Reason technique to be better prepared for future incidents.</p>	

Improvement Procedure Guidance (Table 4)

The Improvement Procedure is a PIE version of the Warning Procedure. The emphasis here is not only on the person making improvements, but also a consideration of the way in which improvements could be made to the environment and social spaces, the way the staff team understand and interact with the person and the commitment of the service to put appropriate measures in place to maximise the likelihood of the necessary changes taking place.

1. A collaborative decision should be taken between the person and staff team to decide on the behaviours that are required for the person to remain in the accommodation.
2. This will include what is required by the service to ensure the individual and other people living and working at the project to remain safe.
3. Anything that might make it difficult for the person to achieve the changes should be explored fully along with specific actions the staff team can take to enable the person to overcome these obstacles.
4. Use the CFT Formulation (see Appendix 1) to understand the origin and function of behaviours and empower the person with achievable alternatives for dealing with distress and getting their needs met.
5. Incentives should be built into the plan to keep the person on track and to reward positive changes. Research evidence demonstrates that incentives are far better at creating and maintaining behaviour change than avoidance of punishment.
6. Ensure the person fully understands the plan. Check understanding by asking the person to describe what they have taken from the meeting, what they need to do and how they'll do it and where they can seek help to follow the plan through. Look for full answers and not just yes or no.

Staff reflection crib sheet (Table 5)

- Are you willing to support the proposal?
- What reasoning have you used to get to the decision? What are the key pieces of information, assumptions, interests, and values that are relevant to the decision?
- What concerns, if any, do you have about supporting the proposal?
- What would need to happen for you to support this decision?
- Is this a decision you can support and implement, given your role in the system?
- Are you open to being influenced about this decision?
- Does the situation feel different from a calm/affiliative perspective compared to a threat-focused perspective?
- How would the person, other residents, family members or members of the public understand this decision?
- What are the power dynamics at play? Are there ways to further empower the person and remove arbitrary forms of organisational and staff control?

Delivering the eviction notice

If after working through the decision-making checklist, it is still felt that an eviction notice should be issued, staff member(s) will serve the notice on the resident by handing it to them in person or placing the notice under their door. Serving an eviction can be highly stressful and threatening for both the person receiving the notice, and the staff member serving it. People do not choose to work in social care to then evict people from their homes and so the task presents a clash with values and motivations, potentially leading to significant distress. If there is a risk of being on the receiving end of distressed behaviour in the form of aggression or threats, this will also represent a significant stressor for the staff member. Therefore, it is essential that the staff member is offered support and the opportunity of debriefing after the notice is served.

It is also important to note that during threatening situations our brains are designed to narrow focus onto the perceived threat, reducing awareness and consideration of the wider context, which in turn can lead to dehumanising the person who is to be served the notice. It is essential therefore, to focus our attention on the person and their right to dignity and respect and not only on the behaviour and the task.

Right of appeal

The right of appeal is an important safeguard to protect the legal rights of citizens and an essential aspect of a democratic society. Many people experiencing homelessness have experienced multiple layers of discrimination and disadvantage with their basic rights routinely disregarded. A key value of Young Adults Pathway is to empower and promote the voices of disadvantaged groups and the appeal process represents such an opportunity.

Staff should remind the person of their right to appeal and actively encourage the person to exercise this right. Particular attention should be given to any disadvantage, e.g., poor literacy or language barrier, which could impede the person's ability to appeal, and steps taken to create equity with those without the disadvantage. The staff team needs to ensure that the person is fully supported to comprehend the information to overcome possible disadvantage or discrimination, with particular attention to the protected characteristics stated in The Equality Act 2010.

The appeal process

- Where possible the appeal should be held by a Service Manager who was uninvolved in the decision to terminate the licence. This individual should not work at the project the appeal is being made against. A staff member from the service should also be present at the appeal to share the service's perspective of events.
- To address the power imbalance, it is helpful if the appeal is also attended by an Expert by Experience former service user. This person should not have a personal history to the project or a relationship with the person who is having the licence terminated. Having been in receipt of services, Experts by Experience have a unique insight into procedures and how the way in which they are delivered can impact on psychological wellbeing. A PIE is one that values these insights and gives as much weight to this perspective as the staff/organisational view.
- The person should be provided with information on the benefits of being accompanied or having someone represent them at the appeal, including signposting options to advocacy services. The person facing eviction should be clearly advised that they will need to provide the name of the person accompanying or representing them at least 2 working days before the meeting, making it explicit that Saturday and Sunday do not count as working days. It is good practice for the support worker to provide an additional reminder of the right to be accompanied 5 working days before the appeal.
- It is important that the appeal meeting is held in a place that feels safe and secure for all parties. Before commencing the meeting, the chair should acknowledge that the process is potentially stressful and that the aim is for all parties to treat each other with dignity and respect.
- It is good practice to make a time-out agreement that can be enacted if tensions run high, to enable people to calm their threat system and re-focus. From a PIE perspective we understand that everyone's threat system will be active during the

appeal meeting, and this will be particularly difficult for people with histories of traumatisation who find it difficult to regulate their emotions. The chair should aim for a wise balance between the permission of understandable distress and expression of anger and the need for everyone, including staff members, to feel safe.

Proposed move on and move out

If the service, in collaboration with partners and the person (if possible), have decided it is no longer possible for the person to stay at the service, it is expected that the service and partners work to find other accommodation, involving the person wherever possible, to avoid them becoming homeless. The provider should initiate this work as early as possible.

If it has not be possible to find alternative accommodation and the person will be rough sleeping, services should inform the Commissioning Team who will make the outreach team aware. Please ask the person where they intend to go and pass on that information.

Guidance on endings

Endings can be difficult for all of us. How we approach endings will depend on our personality, attachment style and previous experiences of endings. For instance, one staff member might find it hard to let go of the relationship with the person, while another might prefer the 'rip off the plaster quickly' approach. There is no right or wrong, we are all different, but it is important to be self-aware and for staff to think about how their own feelings about endings will interact with how the person who is being evicted is feeling about endings.

Even though the end of the accommodation stay is through an eviction, there is still the possibility of making the ending psychologically informed and potentially therapeutic. The **following 5 steps** provide guidance on how you can do this.

1. Plan Ahead

- Talk and plan with the person about how best to bring your work together to an end.
- Give them notice of an ending in advance wherever possible.
- Even if a person has requested an ending appreciate that it could still be difficult for them.
- Don't try and cram multiple things into an ending appointment.

2. Writing

- Written words can mean so much and can have a lasting effect.
- Consider writing something for your person, highlighting their progress and their positive attributes. Include what you have learnt from them.

- Pick a notecard with an image or words that will resonate with the person or something you did together.
- It's okay to send a letter or an email of thanks to the person after an ending appointment.

3. Creative Ideas

- Leave the person you've been supporting with tools which could support their recovery, if appropriate, e.g., self-help guidance, mantra cards, affirmations. Some have suggested a kindness jar of positive statements.
- You could give a pebble picked up from a beach or a polished stone. These can be a physical reminder of your relationship together or a link to the person's strengths and abilities.
- 'Worker in the Pocket' – you can ask the person to imagine a pocket-sized version of yourself they can turn to for advice in times of difficulties, i.e., "What would (workers name) say about this?"
- A gift doesn't have to cost anything – it's the intention and meaning that is important. It is always important to consider potential boundary violations when considering an ending gift.

4. Future Coping Plan (see Appendix 3, page 22)

Collaboratively creating a 'Future Coping Plan' or 'Ending Blueprint' is a helpful way to summarise the work and progress the person has made during their period engaging with your project. It is also an opportunity to elicit the person's strengths, abilities, and positive attributes and think about how these can help them to overcome future obstacles. Finally, it is a chance to note down sources of support and who to contact if support is needed. If it feels appropriate, then it can be communicated that often the most difficult experiences can lead to the most growth. However, be sensitive about using this intervention, e.g., if the ending is the result of an eviction and a suitable alternative accommodation has not been found.

Here are some example questions that you can use for your project's Future Coping Plan:

- What ideas and techniques I have learnt that have been helpful?
- What have I learnt about my own unique abilities, strengths, and positive qualities?
- How am I going to build on what we did together (and how will I take it forward)?
- What might make it difficult for me to do so? How will I overcome these obstacles?
- If I did have a setback, what would I do about it? What would help?

It is important to ensure that the person has a pack of information with further sources of support relating to accommodation, physical and mental health, substance use, advocacy and information and work and learning opportunities. <https://web.nth.nhs.uk/selfhelp/>
<https://www.cci.health.wa.gov.au/Resources/Looking-After-Yourself>

5. Self-Reflection Questions for Staff Members

Endings are an opportunity for workers to assess and reflect on their own learning and insights from their work with the departing person as part of their ongoing professional development as reflective practitioners.

The example questions below can be reflected on during reflective practice sessions, with a line manager or colleague or individually.

What I have I learnt about myself: my strengths, capacities, and areas for development?

What have I learnt from the person I've worked with?

What do I understand about the wider structural and social issues relating to people who have been homeless that I did not know before?

How can I build on this and take it forward?

Reversing the eviction process

In some situations, the issues that led to the eviction notice being served could improve significantly or resolve in the time between the notice being issued and the person needed to leave the service. This is most likely to happen in services with Assured Shorthold Tenancies as there can be around 6 months before the bailiff's eviction date.

In these situations, services should work with the person and the organisational legal team to reserve, retract or suspend the eviction, considering the use of an Improvement Plan (see table 4, page 12) if required.

Consider the five elements of PIE during the time between the notice being issued and the person needing to leave the service.

- Have there been **any environmental or situational changes** that would make a repeat of the incident of behaviour that led to the notice being served less likely, e.g., a change to the accommodation design, changes to visitor policies, requirements to isolate due to COVID or change in staffing levels?
- Behaviour does not occur in a vacuum- **behaviour is intimately linked** to interpersonal relationships, attachment patterns, transference, and group dynamics. It could be that if key staff members, or other people living in the building are no longer present, the behaviour leading to the eviction is less likely to occur. People's behaviour can change significantly when circumstances change and so it important to provide several chances to make changes, i.e., "elastic tolerance."
- Staff should be aware of and actively override the **tendency for confirmation bias**, i.e., we tend to pay attention to behaviour that confirms how we see a person or situation and ignore contradicting evidence. Instead, staff are encouraged to look for signs of

change, contrition and evidence in behaviour that contradicts the belief that the person needs to be evicted from the property. Like scientists we want to consistently work to disprove our hypotheses. If we treat people as if they are best, they can be, they tend to act better because of this.

- During the reflective practice and/or post-incident debriefs following the incident(s) that led to the decision for notice being issued, **were there areas of growth and learning identified for staff members?** Have the staff members now attended the training, and will this increased knowledge enable them to respond differently, potentially leading to alternative outcomes if similar circumstances that led to the incident(s) were to arise again?
- **It is essential that cases in which notices are being served are brought to reflective practice.** Exploring the incident(s), collaborating on a trauma-focused formulation (e.g., Appendix 1), and understanding the information, interests, underlying assumptions, and reasoning that led to the decision in a calm affiliative space can lead to change of perspective. This in turn can generate ideas about alternative approaches to working with the person, that could negate the need for eviction.

Arrears

As noted, this toolkit can be used for ongoing challenges that can lead to evictions, such as arrears. However, the non-payment of rent and/or service charge can have it's own unique causes and challenges and so in the future we'll be producing a separate information sheet on arrears to supplement this toolkit. In the meantime, some top-tips on arrears are below;

- Try to establish why the person fallen into arrears, using the incident analysis table (page 10). Services should be mindful that non-payment could indicate a safeguarding concern, such as financial exploitation.
- Consider supporting the young person to learn money management and budgeting skills through in-house life-skills training, guided self-help, or online courses, e.g.,
 - <https://www.moneyinstructor.com/budgeting.asp>
 - <https://www.princes-trust.org.uk/help-for-young-people/tools-resources/money-management/budget-planner>
- Co-design a realistic repayment plan with the person you're supporting – the guidance around the Improvement Plan (table 4, page 12) would be useful for this.
- Consider an application for a short term [Discretionary Housing Payment](#) for extra support in covering the shortfall between housing benefit and rent for those who are working to prevent arrears occurring, while they are supported to manage their new budget and/or transition out of supported housing.
- Support the person to pay their rent/arrears on their pay day.
- Consider an application to the [Vicar's Relief Fund](#) for support with paying off arrears.
- Consider writing off the arrears through bad debt, if this is possible within your organisation.

Support services

Organisation	Details
<p>Coram Voice will help if you are in care, leaving care, have or need a social worker.</p> <p>They will tell you about your rights, give you the support you need through our advocates and work with you to improve the care system.</p>	<p>Website: https://coramvoice.org.uk/</p> <p>Helpline: 0808 800 5792</p>
<p>Rethink helps support people severely affected by mental illness through our network of local groups and services, expert information and successful campaigning.</p>	<p>Website: https://www.rethink.org/</p> <p>Peer online forum: https://cllc-uk.org/</p> <p>Information sheets: https://www.rethink.org/advice-and-information/rights-restrictions/</p>
<p>Citizens Advice is an independent organisation specialising in confidential information and advice to assist people with legal, debt, consumer, housing and other problems in the United Kingdom.</p>	<p>Website: https://www.citizensadvice.org.uk/ https://www.citizensadvice.org.uk/housing/</p>
<p>The Cardinal Hume Housing Advice Team offer advice for people who are homeless or at risk of homelessness, and can advocate for people facing eviction</p>	<p>https://www.cardinalhumecentre.org.uk/</p> <p>Phone number: 020 227 1673</p> <p>info@cardinalhumecentre.org.uk</p>
<p>Red Cross Support Line for people who are lonely, worried and/or struggling with Coronavirus.</p>	<p>Call free and confidentially, 10am to 6pm daily</p> <p><u>0808 196 3651</u></p>
<p>Samaritans support people in emotional distress and struggling to cope.</p>	<p>Helpline: 116 123</p>
<p>Shelter provides online housing advice and can provide advocacy and support work.</p>	<p>Website: https://england.shelter.org.uk/housing_advice https://england.shelter.org.uk/housing_advice/eviction</p> <p>https://www.westminster.gov.uk/housing/homelessness/shelters-homeless-prevention-service (Westminster Specific Service)</p> <p>Helpline: 0808 800 4444</p>

Appendix 1: Compassion Focused Therapy formulation template

Childhood and Teenage experiences. (What threats or difficulties have affected you whilst growing up?)	Key Fears/Threats. (What did this leave you feeling concerned/worried about regarding yourself and others?)	Safety/coping strategies. (Given these fears how did you try your best to keep yourself safe?)	Intended Consequences. (How did the strategies you developed help you?)	Unintended Consequences. (What are the drawbacks of these safety strategies?)
<i>E.g., Mum and Dad divorced when I was aged-8. Bullied at school.</i>	<i>E.g., People I love will leave me and can't be trusted. I'm not good enough.</i>	<i>E.g., Always put on a brave face. Acting the way, I think others want me to be.</i>	<i>E.g., Not showing vulnerability means I don't get hurt. I managed to keep a group of friends.</i>	<i>E.g., I don't get the love and support I need. I feel guilty for 'faking it' and worry people won't like the real me.</i>

Compassionate Perspective: You can listen to a compassionate mind guided meditation or simply recognise your own struggles and ask yourself, “May I be kind to myself in this moment, may I give myself the compassion I need” and then ask yourself the following questions:

1. At my compassionate best, my wisest, my strongest, and my most committed to try to address this, how would I approach these difficulties?
2. What is a compassionate thing that I could do now for myself?
3. What opportunities for growth and change might be here?

Appendix 2 - Safety plan

Risk to others (to be completed collaboratively with the person being supported)

What are the main triggers for anger or violence?	
What steps can be taken to avoid or prepare for these triggers?	
If I do become agitated and angry, how would I like people around me to behave, e.g., Leave me alone and give me space or talk to me?	
What are the strategies that have helped in the past?	
Can I learn and practice new strategies?	
Immediate action needed to keep myself and people around me safe.	

Safety planning – risk to self (to be completed collaboratively with the person being supported)

Main current risks and warning signs / triggers.	
Coping strategies that have helped in the past?	
What is the most helpful approach from people around me?	
People that I know whom I can ask for help and support.	
Immediate plans to ensure safety.	

Appendix 3: Future coping template

Future Coping Blueprint for.....

1. What were the main problem areas that I worked on whilst staying at 'Project'
2. What kept these going including things I was or wasn't doing (e.g., avoiding dealing with the problem)?
3. What did I learn about my own strengths, abilities and personal qualities that was useful?
4. What were the most helpful things I did and what did I learn from them? (both with my worker and on my own)
5. How can I continue to build on what I have learned?
6. What would trigger/cause a setback in the future? What would be the early warning signs?
7. How might I deal with this setback in the future (e.g., sources of help or my own strategies)?
8. Useful Contact Numbers and Email addresses

