

# Believe in every child

## Reducing restrictive practices and PBS: Leading the way in Wales

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Ariennir gan  
Lywodraeth Cymru  
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Welsh Government





# **BILD**

# **Restraint Reduction Network**

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# Plan for Session

- Tell you about a new framework being developed by Welsh Government in relation to restrictive practices
- Ask for your views about the draft framework
- Get input specifically around children's services

# Framework for the Reduction of Restrictive Practices (new policy)

- Not statutory guidance – principles for practice (should, not must)
- Cuts across all health, education and social care settings (not police or prisons ) Sectors will produce own implementation guidance
- Includes people with mental health conditions, people with a learning disability, autistic people, people living with dementia, children in care and more
- All ages – nursery – to older people
- Set within a Human Rights framework

# Positive Behaviour Support and Restrictive Practices Policy Development Task and Finish Group

- Commissioned BILD/RRN to produce draft policy in January 2019
- Draft produced at beginning of February by Sarah Leitch and Dr Anne MacDonald after consultation with an expert group
- Critical readers from a range of services feedback incorporated by end of February
- Back to the Task and Finish group on the 18th March



## Restraint...

**An act carried out with the purpose of restricting an individual's movement, liberty and/or freedom to act independently**

*( taken from MHA (1983) Code of Practice 2016 definition of restrictive intervention )*

**Restraint includes chemical, mechanical and physical forms of control, coercion and enforced isolation, which may also be called ‘restrictive interventions’.**

**Restraint does not require the use of physical force, or resistance by the person being restrained, and may include indirect acts of interference.**

*(ECHR framework for Restraint 2019 in draft )*

## **Restrictive practices :**

**‘Making someone do something they don’t want to do, or stopping someone from doing something they want to do’ (Positive and Proactive Care DoH 2014)**



**Restrictive practices therefore include restraints / restrictive interventions but also include a wider range of activities which restrict people.**

**This could include:**

- **Blanket rules**
- **Restricting access to items or places**
- **Ignoring people**

# Using restraints

**On very rare occasions we may need to use a form of restraint to keep a child safe from harm**

**However there are concerns that sometimes other alternatives could have been used instead.**

# What negative impacts does restraint have ?

On children ?

On staff ?



# Impact of restraint

- Causes injuries/deaths
- Causes trauma or retriggers traumatic memories
- Compromises relationships
- Interferes with learning
- Reduces self confidence
- Can be humiliating and degrading
- Can create a fear of school or of people

# How can we prevent crisis from happening and reduce the likelihood of having to use restraint?



# Preventative working

- Working in a person centred way
- Understanding the child and what their behaviour means for them
- Knowing the child's history and how it affects them
- Team working and sharing information
- Improving communication with the child
- Letting the child know what to expect from their day, being predictable
- Setting up environments that help the child thrive

# What do we mean by PBS?

- A person-centred framework for providing support
- Involves a psychological approach to understanding behaviour
- Helps us to better meet children's needs
- May include changing the environment or the support provided
- PBS incorporates the child's life experience, including trauma history & adverse childhood experiences (ACE'S)

# How can PBS help with RP reduction?

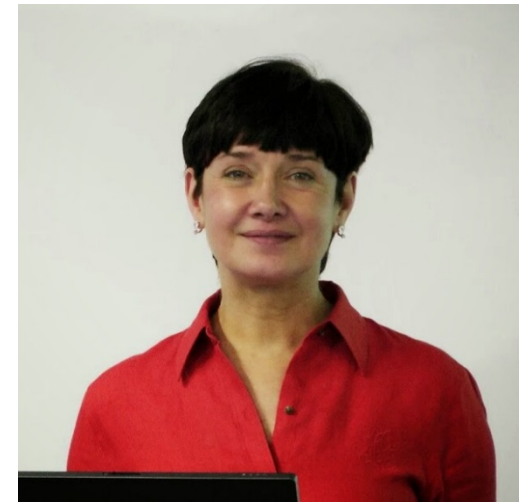
- PBS has a focus on improving quality of life
- PBS provides proactive approaches to minimising behaviours that challenge
- PBS can help children develop new skills and coping techniques so that behaviours that challenge occur less often
- A PBS approach is trauma-informed and recognises that the use of RP can be especially difficult for children who have experienced trauma



# Framework based on six core strategies of restraint reduction

- Leadership
- Workforce development
- Participation
- Data collection / evidence based decision making
- Specific restraint reduction strategies
- Post incident support and learning

(Huckshorn, 2005)



# Policy questions

Orange post its notes

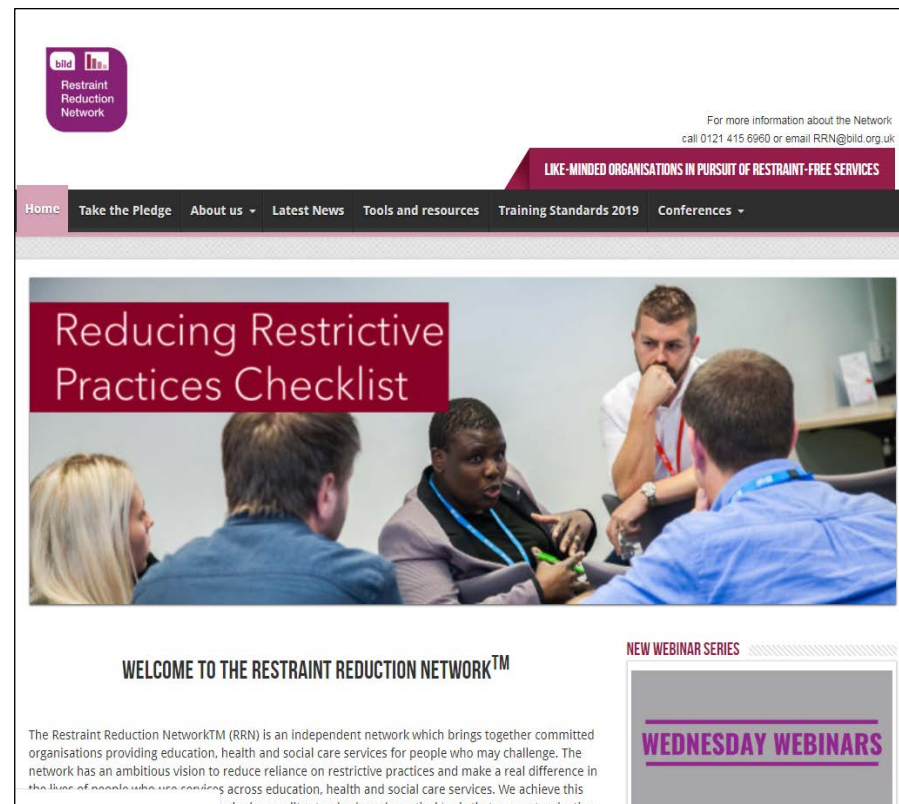
What are the key issues for  
schools/ children services  
that this policy need to cover ?



# Restraint Reduction Network

A Community of Practice  
with a collective vision to  
reduce the unnecessary  
use of restraint and all  
restrictive practices

<http://restraintreductionnetwork.org/>



# Facebook page



<https://www.facebook.com/RestraintReductionNetwork>

**Thank you for your contribution**  
**Dr Anne MacDonald and Sarah Leitch**



Learning Disability Wales  
Anabledd Dysgu Cymru



# Believe in every child

Positive approaches to behaviours that challenge



#believeineverychild2019

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