BILD
Restraint Reduction Network

Sarah Leitch
s.leitch@bild.org.uk
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
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.

(ECTHR 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
Believe in every child
Positive approaches to behaviours that challenge

#believeineverychild2019