

Policy No: ReS 5.1B**Positive Behaviour Support – Children’s Services**
2020-21 Policy**1 Policy**

- 1.1 **This policy applies to Hesley Group Children’s Services, which are located at Fullerton House School and Children’s Home, Wheatley House Children’s Home and Wilsic Hall School and Children’s Home.** For ease of reference we refer to these services as “Children’s Services” within this policy and the associated guidance.
- 1.2 As set out in national guidance, Hesley Group is expected to operate a positive behaviour approach to supporting children and young people. This document, the internal guidance situated at [ReS 5.1B.1](#), Hesley Group Restrictive Intervention Reduction Guidance, [ReS 5.2](#), HELP (Hesley Enhancing Lives Programme) and national guidance as listed in the final section of this document together form our Positive Behaviour Support Policy for Children’s Services.
- 1.3 It is our policy that the principles of Positive Behaviour Support (PBS) will underpin everything that we do and that our approach will consistently support children and young people’s positive experiences of child-centred, safe, effective and compassionate care.
- 1.4 The main aim of our PBS and HELP approach is to improve children’s quality of life, personal and social development and access to learning. The children’s homes and schools are committed to reducing the need for restrictive interventions.
- 1.5 All children and young people will be supported by staff that have received a high standard of training and who understand their individual needs.
- 1.6 “Sometimes restraint will be necessary. Staff must have reasonable grounds for believing that restraint is necessary in order to justify its use. Staff will need to use their professional judgement in each case, assessing the risks involved and taking account of the needs and circumstances of the child or young person, as set out in relevant support plans drawn up for them”, (DfE/DH Guidance, see link at 11.5 below). Regulation 20 of the Children’s Homes (England) Regulations 2015 allows that restraint may be used where necessary and appropriate. All children and young people supported in our children’s homes and schools will be assessed in relation to their likely need for restrictive intervention and plans will be based on clear evidence of need and risk.

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- 1.7 This policy should not preclude anyone from acting in an emergency in the best interests of the child or young person concerned.
- 1.8 This policy and associated guidance will be kept under review by Hesley Group Quality Governance Board and in consultation between the Quality Team and each of our Children's Services.

2 Outcomes

Hesley Group as an organisation and each of our Children's Services is committed to delivering effective and child-centred positive behaviour support that prevents the need for restrictive physical interventions. Children and young people in our schools and children's homes, and those around them will experience an improved quality of life because we will:

- Provide a supportive home and school setting in which children and young people feel secure and where positive behaviour and effort is celebrated.
- Provide strategies that will encourage children and young people to communicate their feelings in more appropriate ways including use of their preferred means of communication.
- Support children and young people to become aware of the impact of their own behaviour and to develop self-regulation skills.
- Work to ensure that the school environment is calm, purposeful and informed which improves the quality of learning.
- Support children and young people to develop an awareness and consideration of others.
- Underpin our delivery of Spiritual, Moral, Social and Cultural Education and through the informed teaching of Promoting British Values.
- Provide consistency of approach to dealing with positive behaviour support through staff training (PBS/HELP, Restraint Reduction Network Training Standards and BILD-ACT certification).
- Structure the environment in a way that will help behavioural incidents from occurring in the first place.
- Enable and support children and young people to experience positive and rewarding relationships.
- Work to reduce the frequency and intensity of behavioural incidents.
- Ensure that children and young people experience restrictive intervention only as a last resort to prevent harm, when other less restrictive interventions have not been effective.
- Work with individuals to eliminate the need for restrictive interventions.

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3 Legal Basis for this Policy

This policy and the associated guidance are based on:

- Reducing the Need for Restraint and Restrictive Intervention, *Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings* (HM Government 27 June 2019).
- The Restraint Reduction Network Training Standards (BILD RRN August 2019).
- The agreed principles of Positive and Proactive Care (DH 2014).
- The Children's Homes (England) Regulations and Quality Standards 2015.
- The Education (Independent Schools Standards) Regulations 2014.

Please also see the document, from a family perspective - Statement on restrictive physical interventions with children (*The Challenging Behaviour Foundation, January 2016*).

4 PBS/HELP and the of Use of Restrictive Intervention

The law in relation to the use of restrictive interventions is set out in Positive Behaviour Support Practice Guidance for Children's Services (Fullerton House School and Children's Home, Wheatley House Children's Home and Wilsic Hall School and Children's Home), [ReS 5.1B.1](#), HELP and Hesley Group Restrictive Interventions Reduction Guidance, [ReS 5.2](#).

5 Health and Safety

Under health and safety legislation, Hesley Group is responsible for the health, safety and welfare of employees and the health and safety of persons not in employment, including children and young people using our services and visitors. This requires the managers and staff working in our Children's Services to assess risks to employees, children and young people using our services arising from work activities, including the use of physical interventions. Hesley Group as an employer has a duty to establish and monitor safe systems of work at the children's homes and schools, and to ensure employees are suitably trained. Use of physical intervention may result in injury, including psychological trauma to the child or young person concerned, making proper training and use, records and data about its use, imperative.

6 Workforce Development

- 6.1 Regulation 35 of the Children's Homes (England) Regulations and Quality Standards 2015 says:

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“As part of their induction, staff must receive training that is relevant to their role and at a suitable level to make sure any control, restraint or restrictive practices are only used when absolutely necessary, in line with current national guidance and good practice, and as a last resort. The provider should make arrangements to keep staff up to date at appropriate intervals”.

- 6.2 Hesley Group will provide training and development, including PBS and HELP for employees in our Children’s Services, in order to meet the requirements, set out in Regulation 18. Employees will not carry out a planned restrictive intervention unless they have been trained and assessed as competent to do so safely. Any unplanned intervention used in an emergency will be subject to scrutiny of the situation and any learning taken forward. The use of restrictive interventions will be monitored and reviewed at individual level, service level and corporate level using the HELP Management System, see Hesley Group Restrictive Intervention Reduction Guidance, [ReS 5.2](#) and associated documents.

7 Responsibilities and Accountability

- 7.1 The Chief Operating Officer is the lead for PBS on behalf of Hesley Group. They are responsible for ensuring that the use of a recovery-based approach is delivered in our Children’s Services, including positive behaviour support planning, an improvement in quality of life and a reduction in restrictive interventions as required in Reducing Restraint and Restrictive Interventions 2019, RRN Training Standards 2019, BILD ACT Certification and Positive and Proactive Care. The TCI programme (integral to HELP) meets the relevant specification. *(Note: BILD Guidelines were replaced in August 2019 by the new BILD - RRN standards for restraint reduction and this policy has been updated accordingly and our training certified appropriately).*
- 7.2 Hesley Group Board will maintain and be accountable for monitoring the overarching restrictive intervention programmes, including those in our Children’s Services and the associated model of support which is Hesley Enhancing Lives Programme (HELP).
- 7.3 Hesley Group Board via the Quality Governance Board will approve the behavioural support planning and restrictive intervention reduction to be taught to their staff. This will be reviewed annually.
- 7.4 Hesley Group will have in place and maintain an up-to-date governance structure and transparent policies around the use of restrictive interventions which involved the collection and analysis of data.
- 7.5 Hesley Group will maintain clear policy requirements in consultation with the children’s homes and schools to ensure these are available and accessible to users and carers.
- 7.6 Responsibilities at service level are set out in Positive Behaviour Support Practice Guidance for Children’s Services (Fullerton House School and Children’s Home, Wheatley House Children’s Home and Wilsic Hall School and Children’s Home, [ReS 5.1B.1](#)).

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| Date of Policy | Date Next Due for Review |
|----------------|--------------------------|
| 06/04/2020 | 06/04/2021 |

9 Standard Forms, Letters and Documents

9.1 [Positive Behaviour Support Practice Guidance – Children’s Services, ReS 5.1B.1](#)

9.2 [Accident/Incident Reporting Definitions, ReS 5.1B.2](#)

9.3 [Risk Rating Schedule for Incidents, ReS 5.1B.2a](#)

9.4 [Body Chart, ReS 5.1B.4](#)

9.5 [Incident Review Form, ReS 5.1B.5](#)

9.6 [Guidance to completion of Incident Review Form, ReS 5.1B.5a](#)

9.7 [Steps of Incident Review and Recovery – Guidance Notes, ReS 5.1B.6](#)

9.8 [Incident Investigation Form, ReS 5.1B.7](#)

9.9 [Flowchart for Reporting of Incidents, ReS 5.1B.8](#)

9.10 [HELP Profile Template, ReS 5.1B.9](#)

9.11 [HELP Profile Guidance, ReS 5.1B.10](#)

9.12 [Monitoring Record – Post Intervention, ReS 5.1B.11](#)

9.13 [Behaviour Observation Form, ReS 5.1B.12](#)

9.14 [Example Behaviour Observation Form, ReS 5.1B.12a](#)

9.15 [Learning Disabilities and Behaviour that Challenges: Service Design and Delivery, NICE guideline, March 2019, ReS 5.1B.13](#)

10 Other Documents to be Referred to

10.1 [Restrictive Intervention Reduction Guidance Policy, ReS 5.2](#)

10.2 [Incident Report Form, ReS 5.1D.1](#)

10.3 [Positive Behaviour Support Assessment Tools – Policy & Guidance, ReS 5.1E](#)

10.4 [Fullerton House School Behaviour Policy Statement, ReS 3.11A](#)

10.5 [Wilsic Hall School Behaviour Policy Statement, ReS 3.11B](#)

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- 10.6 [Staff Learning and Development Policy, Per 3.1](#)
- 10.7 [Health and Safety Policy, H&S 1.1](#)
- 10.8 [Accidents Policy, H&S 1.2](#)
- 10.9 [Near Miss Recording Policy, H&S 1.3](#)
- 10.10 [Planning and Delivery of Care and Health Support Policy, ReS 5.3](#)
- 10.11 [Individual Risk Assessment and Management Policy, ReS 6.11](#)
- 10.12 [People's Rights and Having a Say Policy, ReS 5.8](#)
- 10.13 [Capacity and Consent MCA Policy, ReS 6.4A](#)
- 10.14 [Capacity and Consent DOLS Policy, ReS 6.4B](#)
- 10.15 [Review Policy – Children's Services Policy, ReS 1.2B](#)
- 10.16 [Fullerton House School Safeguarding and Child Protection Policy, ReS 2.1A](#)
- 10.17 [Wilsic Hall School Safeguarding and Child Protection Policy, ReS 2.1B](#)
- 10.18 [Wheatley House Safeguarding and Child Protection Policy, ReS 2.1C](#)
- 10.19 [Speaking Up Policy, Corp 5.1](#)
- 10.20 [Information Sharing and Confidentiality Policy, ReS 2.4](#)
- 10.21 [Being Open - Hesley Group Duty of Candour Policy, Corp 8.1](#)
- 10.22 [PBS Positive Behaviour Support Easy Read – Tizard 2015, ReS 5.1A.13](#)
- 10.23 [Positive Behaviour Support and Active Support, *Essential Elements for achieving real change in services for people whose behaviour is described as challenging*, United Response, Tizard Centre, University of Kent, The Avenues Group, ReS 5.1A.14](#)

11 Other Guidance

- 11.1 Positive Behaviour Support Guide (United Response and Tizard)
<http://www.unitedresponse.org.uk/positive-behaviour-support-guide>
- 11.2 Active Support Guide (United Response and Tizard)
<http://www.unitedresponse.org.uk/active-support-guide>
- 11.3 The Children's Homes Regulations and Quality Standards 2015 (DfE)
<http://www.legislation.gov.uk/uksi/2015/541/contents/made>

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- 11.4 Reducing the Need for Restraint and Restrictive Intervention Guidance *Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings* (HM Government 27 June 2019),
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf
- 11.5 Positive and Proactive Care (DH 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf
- 11.6 Positive and Safe (SCIE 2014)
<https://www.gov.uk/government/speeches/positive-and-safe-reducing-the-need-for-restrictive-interventions>
- 11.7 Restraint Reduction Network Restraint Reduction Training Standards 2019
https://restraintreductionnetwork.org/wp-content/uploads/2016/11/BILD_RRN_training_standards_2019.pdf
- 11.8 HELP programme including TCI Programme (Cornell University 2010) – Hard copy only – see own copy or Workforce Development Manager.
- 11.9 TCI Post Crisis Response (Cornell University 2010) – Hard copy only – see own copy or Workforce Development Manager.
- 11.10 Statement on restrictive physical interventions with children; *The Challenging Behaviour Foundation January 2016*
<http://www.challengingbehaviour.org.uk/learning-disability-assets/statementonrestrictivephysicalinterventionswithchildren.pdf>