



**CHALLENGING BEHAVIOUR SERVICES**

**ASSESSMENT TOOL**

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## **Introduction**

Over the last few years a number of publications have provided guidance on how to develop high quality services for people with a learning disability whose behaviours are described as challenging (e.g. Mansell Report, 2007; Challenging behaviour: a unified approach, 2007). To date though there has been limited guidance that provides practical and accessible support for service providers and those responsible for monitoring services on how to identify areas for service improvement.

This assessment tool has been developed by North Somerset Community Team for People with Learning Disabilities to promote good practice in services for people whose behaviour is described as challenging. It provides an accessible framework that will enable services to be assessed against specific good practice areas and highlight areas where further development is required. It should be used to supplement but not replace other forms of national and local guidance that learning disability services use to promote good practice.

The assessment tool is presented in a format that will enable the person completing it to clearly document evidence and identify actions for further development. It can be used by those responsible for monitoring and supporting the development of good practice in local services (e.g. social workers; as a self-assessment tool by home managers; challenging behaviour teams). Information that can be used in this assessment might be gathered from:

- Written/documentary evidence (D)
- Interviews (I)
- Observations (O)

If possible information should be gathered from all three sources. It may be helpful to code the evidence that is documented according to which sources are used (see above).

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## POLICIES & PROCEDURES

Good Practice Area	Description	Purpose
<b><u>Service Specification</u></b>	<ul style="list-style-type: none"> <li>• A document that clearly outlines:               <ul style="list-style-type: none"> <li>✓ what the service is for</li> <li>✓ who it is for</li> <li>✓ the aims of the service</li> <li>✓ how the aims of the service will be achieved</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To enable the service received to be evaluated against the service that is supposed to be provided.</li> </ul>
<b><u>Service Philosophy/Vision</u></b>	<ul style="list-style-type: none"> <li>• A document that outlines the values of the organisation and how these will be put into practice.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable people involved with the service to be clear about why the organisation wants to support people with a learning disability.</li> </ul>
<b><u>National Standards &amp; Best Practice</u></b>	<ul style="list-style-type: none"> <li>• Understanding of statutory requirements and national guidance and best practice information – all information to be accessible to staff.</li> <li>• Statutory requirements may include policies from government and regulatory bodies.</li> <li>• Best practice may be informed by the above and also from current research/ professional bodies.</li> <li>• National standards and best practice will inform how the service is provided.</li> </ul>	<ul style="list-style-type: none"> <li>• To make essential information available to enable the service to meet national standards and provide high quality support that reflects what is currently considered best practice.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Policy Framework</u></b>	<ul style="list-style-type: none"> <li>• A range of policies that contains the rules by which the organisation operates. These policies should reflect the type of service that is being provided and may include: <ul style="list-style-type: none"> <li>✓ communication</li> <li>✓ challenging behaviour</li> <li>✓ physical intervention</li> <li>✓ consent</li> <li>✓ staff training &amp; induction</li> <li>✓ post-incident support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To provide the rules that the service operates by so that all staff know what they should be doing and how things should be done</li> </ul>
<b><u>Accessible Policies and Procedures</u></b>	<ul style="list-style-type: none"> <li>• Policies and procedures information will be accessible to all staff.</li> <li>• The information will be located in places where staff can easily find it.</li> <li>• The information will be written in language that can be understood by all key staff.</li> </ul>	<ul style="list-style-type: none"> <li>• People are more likely to read and understand the policies and procedures and are therefore more likely to put them into practice.</li> </ul>
<b><u>Systems for the Implementation of Policy &amp; Procedures</u></b>	<ul style="list-style-type: none"> <li>• There must be a plan for how the information is communicated to staff.</li> <li>• There must also be a plan for checking how this is put into practice.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that policies and procedures are actually followed by staff and that staff connect their own practice with the policy framework of the organisation.</li> </ul>
<b><u>System of Reviewing and Update Policies and Procedures</u></b>	<ul style="list-style-type: none"> <li>• Policies and procedures need to be regularly reviewed and updated.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that policies and procedures are effective, promote best practice and remain relevant for the service.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## STAFF TRAINING & INDUCTION

Good Practice Area	Description	Purpose
<b><u>Statutory Training</u></b>	<ul style="list-style-type: none"> <li>This training is a legal requirement for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that the service meets the minimum legal requirements.</li> </ul>
<b><u>Mandatory Training</u></b>	<ul style="list-style-type: none"> <li>This training is compulsory within an organisation and directly relevant to the type of service that it provides.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that staff have the essential knowledge and skills to do their job properly.</li> </ul>
<b><u>Positive Behavioural Support Training</u></b>	<ul style="list-style-type: none"> <li>Specialist training that provides the appropriate knowledge and skills for staff supporting people with challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that staff understand the reasons why people behave in challenging ways and to know how to support individuals positively to have a good quality of life</li> </ul>
<b><u>Training to 'Fit' the Needs of Service-Users</u></b>	<ul style="list-style-type: none"> <li>Training that is required to understand the particular support needs of an individual.</li> </ul>	<ul style="list-style-type: none"> <li>To enable staff to learn and understand more about the individual and to think about positive ways to provide support to them.</li> </ul>
<b><u>Opportunities for Personal and Professional Development</u></b>	<ul style="list-style-type: none"> <li>Training or activities that enable staff to develop new skills and understanding.</li> <li>Training or activities that enables continuing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>To enable staff to continuously develop their knowledge and skills.</li> <li>To enable staff to feel valued and motivated in their role.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Induction Process</u></b>	<ul style="list-style-type: none"> <li>• A planned and systematic introduction to the service and the staff member's role.</li> <li>• A structured and phased period of probation in which a mentoring system should be in place.</li> <li>• An introduction to the value base of the service and to service-users and their individual support requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that new staff are supported effectively during their initial period of employment.</li> <li>• To ensure staff receive appropriate supervision and information that will enable them to support services users in a safe and respectful manner.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## STAFF SUPPORT & SUPERVISION

Good Practice Area	Description	Purpose
<b><u>Regular Staff Supervision</u></b>	<ul style="list-style-type: none"> <li>• Regular opportunities when staff meet with their line manager.</li> <li>• An opportunity when issues can be raised, support needs identified and performance feedback given.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure staff feel valued and supported.</li> <li>• To identify problems and enable staff to develop in a supportive and reflective context.</li> </ul>
<b><u>Post Incident Support (Staff)</u></b>	<ul style="list-style-type: none"> <li>• Systems for providing short, medium and long term support to staff following a behavioural incident.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that staff are well supported and reduce 'burn out' and stress.</li> <li>• To identify remedial actions and provide opportunities for staff to learn from incidents.</li> </ul>
<b><u>Staff Involvement in Planning Processes.</u></b>	<ul style="list-style-type: none"> <li>• Opportunities for staff to be included in decisions about improving services and service-user support.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable staff to feel involved and able to contribute to changes and developments.</li> </ul>
<b><u>Supportive Culture</u></b>	<ul style="list-style-type: none"> <li>• A culture within a service which is supportive of staff and not blaming or competitive.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure all staff feel valued and supported by their colleagues and are able to engage in opportunities for shared learning.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Out-of-Hours Support</u></b>	<ul style="list-style-type: none"> <li>• A list of important contacts and support that can be accessed during emergencies that occur outside of normal working hours.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide support staff with adequate support and guidance to effectively manage emergency situations that occur out-of-hours.</li> </ul>
<b><u>Reflective Practice</u></b>	<ul style="list-style-type: none"> <li>• A formal process by which individuals or teams reflect upon and learn from situations and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance self awareness and help people gain insights into their role and the contribution they make to different situations.</li> <li>• To create an environment where positive change is possible.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>RISK MANAGEMENT</b>		
<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Environmental Risk Management</u></b>	<ul style="list-style-type: none"> <li>• Identification of risks in the environment (e.g. home, employment; educational; community) that could cause harm to the service user, staff and others.</li> </ul>	<ul style="list-style-type: none"> <li>• By identifying these risks steps can be taken to minimise them. This is not about stopping people from doing things it is about managing risks so that opportunities for people can occur safely.</li> </ul>
<b><u>Individual Service User Risk Management</u></b>	<ul style="list-style-type: none"> <li>• Identifying the risks associated with activities the service-user engages in. The risks have the potential to cause harm to the service-user, staff and others</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
<b><u>Multi-Agency Risk Management</u></b>	<ul style="list-style-type: none"> <li>• A coordinated process involving all key agencies that includes the identification and assessment of complex risks and clearly formulated risk management plans that are reviewed on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• To share accountability for complex risk management issues and achieve effective management of risk.</li> </ul>
<b><u>Strategic Risk Management</u></b>	<ul style="list-style-type: none"> <li>• Identification of unmanaged risks within the service that compromise the safety or wellbeing of service users or others</li> <li>• Identification of appropriate action to highlight the risk to an appropriate authority.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that situations where people are unsafe are identified and communicated to the appropriate authority so that actions can be taken to address the issue as a matter of urgency.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Risk Documentation</u></b>	<ul style="list-style-type: none"> <li>• Risk areas that are identified and the plans to manage these risks are clearly documented.</li> <li>• Information is accessible for people to use.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that staff have access to information regarding the assessment and management of risk.</li> <li>• To promote consistent implementation of risk management strategies.</li> </ul>
<b><u>Implementation of Risk Management Plans</u></b>	<ul style="list-style-type: none"> <li>• There must be a process to ensure that the risk management plan is put into daily practice and used to maximise opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that staff implement the risk management plan appropriately.</li> </ul>
<b><u>Risk Management Training</u></b>	<ul style="list-style-type: none"> <li>• Staff should receive training about risk assessment and risk management so they can understand the process and implement strategies effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Trained staff will be better equipped to implement risk intervention strategies.</li> </ul>
<b><u>Positive Risk Management</u></b>	<ul style="list-style-type: none"> <li>• All of the service-user's risk assessments, strategies and training should be grounded in the idea of positive risk taking rather than attempting to eliminate risk.</li> </ul>	<ul style="list-style-type: none"> <li>• This ensures that the aim of risk management is to optimise service-user's opportunities rather than preventing them from doing things.</li> </ul>
<b><u>Monitoring Risk Management</u></b>	<ul style="list-style-type: none"> <li>• Effective systems are in place identifying frequency of reviews, individuals responsible for conducting reviews and where necessary updates.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the risk management plans are effective and up to date.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## MEANINGFUL ACTIVITIES

Good Practice Area	Description	Purpose
<b><u>In-House Activities</u></b>	<ul style="list-style-type: none"> <li>• To provide service-users on a daily basis with a range of activities which are stimulating, enjoyable and developmental within the residential/ day-service environment.</li> <li>• To offer in-house activities flexibly to suit the needs of the individual service user.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure service users have access to a range of individualised activities which are developmental and enjoyable.</li> </ul>
<b><u>Employment Opportunities</u></b>	<ul style="list-style-type: none"> <li>• To discuss options and offer practical and emotional support to enable service-users to access employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• To promote and support opportunities which will enhance the service-users quality of life and improve self-esteem and self-confidence.</li> </ul>
<b><u>Training, Learning &amp; Skills</u></b>	<ul style="list-style-type: none"> <li>• To provide and support opportunities for service-users to develop their skills and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• To support service-users to maximise their full potential.</li> </ul>
<b><u>Holidays</u></b>	<ul style="list-style-type: none"> <li>• To provide service users with opportunities for leisure breaks every year.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide short breaks from the service enabling the service-user to have relaxing breaks or access to new leisure experiences.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Person Centred Opportunities</u></b>	<ul style="list-style-type: none"> <li>• To provide opportunities that reflect the known and current preferences of the service user.</li> <li>• To provide opportunities that build upon existing strengths, likes and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide opportunities for positive engagement in a manner that is personally meaningful and currently relevant to the service user.</li> </ul>
<b><u>Planning and Coordination of Activities</u></b>	<ul style="list-style-type: none"> <li>• To plan activities and ensure the required resources are available for agreed activities.</li> <li>• Information about planned activities is accessible to both service users and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure opportunities and activities occur regularly and are consistently predictable to service-users.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>COMMUNICATION</b>		
<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Organisational Communication Pathway</u></b>	<ul style="list-style-type: none"> <li>• A clear system for communicating and exchanging information between support staff and the management team.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that decisions and information are available to all individuals within the organisation.</li> </ul>
<b><u>Communication Systems</u></b>	<ul style="list-style-type: none"> <li>• A range of opportunities for sharing information. These may include:               <ul style="list-style-type: none"> <li>✓ team meetings</li> <li>✓ formal handovers</li> <li>✓ staff supervision</li> <li>✓ communication books</li> <li>✓ diaries</li> <li>✓ information recording systems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To ensure opportunities are available that enable information to be discussed and shared at the appropriate time.</li> </ul>
<b><u>Multi Agency Communication</u></b>	<ul style="list-style-type: none"> <li>• Effective communication with all key agencies. These may include:               <ul style="list-style-type: none"> <li>✓ service-user</li> <li>✓ families</li> <li>✓ advocates</li> <li>✓ professionals</li> <li>✓ residential services</li> <li>✓ day-services</li> <li>✓ educational/ employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To contribute to effective multi-agency working – ensuring that service-users are appropriately supported.</li> <li>• To ensure that decision making reflects the views of all key agencies.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<p><b><u>Individualised communication approaches</u></b></p>	<ul style="list-style-type: none"> <li>• Communication approaches that are based upon and reflect the known communication abilities of the service-user. May include: <ul style="list-style-type: none"> <li>✓ a recognised signing system (e.g. Makaton; Signalong)</li> <li>✓ visual supports</li> <li>✓ accessible information</li> <li>✓ formal communication systems (e.g. PECS)</li> <li>✓ use of objects of reference</li> <li>✓ intensive interaction</li> <li>✓ a combination of the above</li> </ul> </li> <li>• Staff will be competent in the use of these approaches.</li> <li>• Service-users with communication needs should have a 'communication passport' that explains how to promote effective and positive communication</li> <li>• Service-users individual communication styles/abilities are highlighted in documents such as Health Action Plans/Traffic Light forms</li> </ul>	<ul style="list-style-type: none"> <li>• Increased choice, control and independence for the service user and increased opportunities for positive engagement.</li> <li>• Consistent opportunities for service-users to develop their communication skills.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Communication Supports</u></b>	<ul style="list-style-type: none"> <li>• The service will provide communication supports (e.g. visually based information) to show important information including:               <ul style="list-style-type: none"> <li>✓ who is on shift</li> <li>✓ the plan of the day</li> <li>✓ how to make choices</li> <li>✓ the location of things/places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• As above.</li> </ul>
<b><u>Communication Training</u></b>	<ul style="list-style-type: none"> <li>• Staff must receive the appropriate training so that they have the skills to implement the service-users individualised communication approach.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable staff to effectively communicate with service-users.</li> <li>• To increase the opportunities for enjoyable and positive interaction and to maximise the opportunities for developing communication abilities.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Service User Involvement</u></b>	<ul style="list-style-type: none"> <li>• Clear strategies which identify how to support a service-user to communicate their preferences and opinions. These may include: <ul style="list-style-type: none"> <li>✓ decisions about their own life</li> <li>✓ running of the home</li> <li>✓ running of the day-service</li> <li>✓ views and opinions of local services</li> <li>✓ commenting on the quality of support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To increased choice, control and influence for service-users.</li> <li>• To ensure services are person-centred and accountable to service-users.</li> </ul>
<b><u>Communicating and Promoting Choice</u></b>	<ul style="list-style-type: none"> <li>• Service users are effectively supported to make choices and to communicate these to others.</li> <li>• Staff are innovative and think about how service-users indicate choices and identify the conditions that need to be in place to enable the service-user to make choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased opportunities and confidence for service users to engage in positive decision making</li> </ul>
<b><u>Access to Service-User Documentation</u></b>	<ul style="list-style-type: none"> <li>• Written information is accurate, legible and up-to-date and is stored in the appropriate location where it can be accessed when required.</li> <li>• Information about service-users is available to the appropriate persons when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Information is accurate and easily accessed by those who are involved in supporting the service-user.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>RECORDING &amp; ASSESSMENT</b>		
<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Recording Systems</u></b>	<ul style="list-style-type: none"> <li>• Systems for accurately gathering information about a service user's behaviour and their support.</li> <li>• Systems for gathering accurate information that can be used for assessment and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• To provides quality information about a service user on an ongoing basis.</li> </ul>
<b><u>Incident Recording</u></b>	<ul style="list-style-type: none"> <li>• A detailed record of behavioural incidents including precipitating factors and subsequent actions taken.</li> </ul>	<ul style="list-style-type: none"> <li>• To provides a record of relevant information that can be used to investigate or learn from incidents.</li> </ul>
<b><u>Monitoring Information</u></b>	<ul style="list-style-type: none"> <li>• Regularly looking at the available information to monitor behaviours and the effectiveness of behavioural support.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable support plans to be regularly reviewed.</li> </ul>
<b><u>Functional Assessment</u></b>	<ul style="list-style-type: none"> <li>• An assessment of a specific behaviour that identifies its possible communicative functions.</li> </ul>	<ul style="list-style-type: none"> <li>• To provides accurate information that will enable effective positive behaviour support plans to be developed.</li> </ul>
<b><u>Specialist Assessment</u></b>	<ul style="list-style-type: none"> <li>• Further assessment that is related to a particular area of need. May include: <ul style="list-style-type: none"> <li>✓ communication</li> <li>✓ sensory issues</li> <li>✓ mental health</li> <li>✓ physical health</li> <li>✓ mobility</li> <li>✓ emotional needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that a holistic understanding of the service-user informs their positive behavioural support.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<p><b><u>Analysis and Planning</u></b></p>	<ul style="list-style-type: none"> <li>• Ongoing interpretation of recording and assessment material and using this analysis to develop effective support plans.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the important features of a service-users positive behaviour support plan.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## BEHAVIOURAL SUPPORT

Good Practice Area	Description	Purpose
<p><b><u>Access to Mainstream Services and Facilities</u></b></p>	<ul style="list-style-type: none"> <li>• Planned opportunities for service-users with challenging behaviour to be supported to use and participate in mainstream local community facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that service-users with challenging behaviours having access to the same rights and opportunities as everyone enabling them to have a good quality of life.</li> <li>• To provide opportunities for service-users with challenging behaviours to become valued members of their local communities.</li> </ul>
<p><b><u>Quality of Life Outcomes</u></b></p>	<ul style="list-style-type: none"> <li>• Support will focus on improving the quality of life for the service-user rather than focusing on reducing problematic behaviours.</li> </ul>	<p>As above</p>
<p><b><u>Evidence Base</u></b></p>	<ul style="list-style-type: none"> <li>• Support that is currently based on what we accurately know about the individual</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure support is individualised.</li> </ul>
<p><b><u>Non Aversive Approach</u></b></p>	<ul style="list-style-type: none"> <li>• Approaches to supporting service-users that do not include punishment, bullying and threats or unnecessary restriction.</li> </ul>	<ul style="list-style-type: none"> <li>• People will be supported in a respectful and dignified manner that promotes equality between staff and service users.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Aggression Management</u></b>	<ul style="list-style-type: none"> <li>• Service-user's who can sometimes be aggressive are positively supported in a planned and safe manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are able to support service-users in a safe and dignified way even during behavioural crises.</li> <li>• The safety of staff and service-users is prioritised during behavioural crises.</li> </ul>
<b><u>Choice and Control</u></b>	<ul style="list-style-type: none"> <li>• Challenging behaviour is recognised as way for a person with a learning disability to exert control in their life in the absence of more effective methods of communication.</li> <li>• Plans are in place to support the service-user to develop positive alternatives to challenging behaviour as way to exert control in their life.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that interventions to support services-users with challenging behaviours are constructive and developmental.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## MULTI-AGENCY WORKING

Good Practice Area	Description	Purpose
<p><b><u>Communication with Mainstream Services</u></b></p>	<ul style="list-style-type: none"> <li>• Communication with and access of local community based services. May include:               <ul style="list-style-type: none"> <li>✓ health</li> <li>✓ leisure</li> <li>✓ employment</li> <li>✓ education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To enable service-users to enjoy the same rights and opportunities as others in the local community.</li> </ul>
<p><b><u>Communicating with Specialist Services</u></b></p>	<ul style="list-style-type: none"> <li>• Communication with specialist learning disability services as required.</li> </ul>	<ul style="list-style-type: none"> <li>• To receive specialist support to enable service-users to access mainstream services.</li> </ul>
<p><b><u>Involving Families and Friends</u></b></p>	<ul style="list-style-type: none"> <li>• Communication with service users' families and friends as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable the views of significant others to be considered.</li> </ul>
<p><b><u>Involving Service-Users and/or Advocates</u></b></p>	<ul style="list-style-type: none"> <li>• The services user and/or advocate is actively involved in all aspects of support.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that support is person centred and what the person actually wants.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## PHYSICAL ENVIRONMENT

Good Practice Area	Description	Purpose
<b><u>Safety</u></b>	<ul style="list-style-type: none"> <li>The environment enables service-users to move freely and access available facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes independence whilst maintaining safety.</li> </ul>
<b><u>Control over environment</u></b>	<ul style="list-style-type: none"> <li>Service-users are supported to make choices and manage the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes independence and interaction with the environment and ensures environmental conditions are acceptable to service-users.</li> </ul>
<b><u>Comfort</u></b>	<ul style="list-style-type: none"> <li>Service-users are supported in an environment that they feel comfortable in.</li> </ul>	<ul style="list-style-type: none"> <li>Service-users feel relaxed and safe in the environment.</li> </ul>
<b><u>Personal space</u></b>	<ul style="list-style-type: none"> <li>Service-users have the opportunity to spend time away from other people.</li> </ul>	<ul style="list-style-type: none"> <li>Service-users can spend time alone and choose when they want to be with others.</li> </ul>
<b><u>Adaptation of environment to suit individual needs</u></b>	<ul style="list-style-type: none"> <li>The environment is designed around the needs of the service-users who use it (e.g. wheelchairs; sensory; behavioural risks; communication aides).</li> </ul>	<ul style="list-style-type: none"> <li>Promotes independence and ensures safety, comfort and well-being of service-users.</li> </ul>
<b><u>Staff facilities</u></b>	<ul style="list-style-type: none"> <li>Adequate facilities for administration; staff support and other staffing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>To provide acceptable conditions and facilities to enable staff to feel safe and comfortable in their place of work and to ensure that the coordination of the service does not impact upon the direct support of service users.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## PHYSICAL INTERVENTIONS

Good Practice Area	Description	Purpose
<b><u>Clear Policy Framework</u></b>	<ul style="list-style-type: none"> <li>• A policy that provides guidance on the use of physical intervention that is consistent with legal requirements and current best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that the use of physical intervention is lawful and does not infringe upon the rights of the service-user.</li> </ul>
<b><u>Accredited Training for Staff</u></b>	<ul style="list-style-type: none"> <li>• Staff who are required to use physical interventions have received training that is accredited by the British Institute of Learning Disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that if physical interventions are used they are have been accredited as appropriate to use with people with a learning disability.</li> </ul>
<b><u>Risk Management planning</u></b>	<ul style="list-style-type: none"> <li>• The planned use of physical interventions will only be used as a last resort within a comprehensive risk management plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures physical interventions will only be used as a last resort when preventative interventions have failed.</li> </ul>
<b><u>Multi-Agency Agreement</u></b>	<ul style="list-style-type: none"> <li>• An agreement by all relevant individuals including the service user (where possible) that physical interventions are required.</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability for the use of physical interventions is shared by all relevant individuals.</li> </ul>
<b><u>Assessment of Contra-Indications</u></b>	<ul style="list-style-type: none"> <li>• Identification of medical factors that may increase the risk associated with the use of physical interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Risks associated with the use of physical interventions are minimised.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<p><b><u>Recording &amp; Monitoring</u></b></p>	<ul style="list-style-type: none"> <li>• All use of physical interventions must be adequately recorded on appropriate forms separately from other recordings.</li> </ul>	<ul style="list-style-type: none"> <li>• Enables the use of physical interventions to be monitored and reviewed.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>CONSENT</b>		
<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Clear Policy Framework</u></b>	<ul style="list-style-type: none"> <li>• A policy that provides guidance for staff on how to seek consent from service-users and is consistent with legal requirements and current best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that staff are seeking consent from the service-user when support is offered.</li> </ul>
<b><u>Assessment of Capacity to Consent</u></b>	<ul style="list-style-type: none"> <li>• Where there is doubt regarding a service-users capacity to consent there is an assessment by an appropriate person (this will depend upon the issue) to determine if the person has the capacity to consent.</li> <li>• The assessment will ensure that information is presented in a manner that maximises the likelihood of the service-user understanding the information.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that service-users are assumed to have the capacity to consent unless assessed otherwise.</li> <li>• To ensure that attempts are made to provide service-users with accessible information regarding their support and how it is provided.</li> </ul>
<b><u>Best Interests Decisions</u></b>	<ul style="list-style-type: none"> <li>• Where the service user lacks the capacity to consent the relevant individuals are consulted regarding whether a course of action would be in the best interests of the service-user.</li> <li>• All best interest discussions and decisions are documented.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that best interest decisions are taken when a service-user lacks the capacity to consent and have been discussed with all key persons.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

<b>Good Practice Area</b>	<b>Description</b>	<b>Purpose</b>
<b><u>Training</u></b>	<ul style="list-style-type: none"> <li>• Training that provides staff with the knowledge and skills to understand the legal context in which they provide support.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that staff promote service-user involvement in all areas and understand the legal context for doing so.</li> </ul>

<b>Evidence</b>	<b>Actions</b>

## **General Notes & Comments**

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