



Behaviour that Challenges Services: Supplementary Guidance

The Ensuring Quality standards expect a demonstration of quality which is proportionate to the type of service that it delivers. This document provides guidance on the sort of information we expect from a provider who wishes to advertise their service as appropriate to supporting individuals with behaviours that challenge.

Behaviour that challenges services can:

- Negatively impact on a person's quality of life
- Put a person and the people around them at risk of harm

This does not mean that people with behaviour that challenges do not have the same rights as everyone else including the right to participate in ordinary social, educational and leisure activities. Behaviour that challenges can often be managed by good support through tools such as positive behaviour support planning.

Positive behaviour support recognises that “people engage in challenging behaviours because they have unmet needs, are exposed to environments and interactions which they find challenging and often have a generally impoverished quality of life. Much of the time, people's behaviours represent a desperate attempt to meet their own otherwise unmet needs”.¹

In order to meet the standards we expect a specialist organisation to demonstrate that they have the systems, skills and understanding necessary to enable someone with behaviour that challenges to live as 'normal' a life as possible. Commitment to this ethos can be demonstrated by signing up to the [Challenging Behaviour Charter](#)² and/or the [Driving Up Quality Code](#)³.

Supplementary Guidance

Here is some guidance as to how a specialist organisation can demonstrate that it meets some of the standards which require a specialist level of knowledge.

Standard 2: I am supported to reach what I want to achieve by using the service

¹ [Royal College of Nursing \(RCN\)\(2014\) Draft guidance on the minimisation of and alternatives to restrictive practices in health and adult social care, and special schools](#) page 6

² <http://www.challengingbehaviour.org.uk/learning-disability-files/CBF-Charter-2013.pdf>

³ <http://www.drivingupquality.org.uk/about-the-code>



In order to do this the organisation must have effective methods of understanding the causes of a person's behaviours and what function they serve for that person.⁴ This should inform support systems which meet the needs/outcomes of the person. Organisations therefore must demonstrate:

- Close **partnership working** with the individual, family, carers, health and social care professionals, for example, through cooperation with and /or implementation of:
 - functional assessments (nb we are not expecting you to carry these out just to ensure that you base your plans on previous specialist assessments)
 - incident records (ABC charts etc)
 - behaviour management plans
 - person centred planning
 - communication strategies
- NB it is important that you know how to ask for support from professionals and understand your local referrals process
- Knowledge and understanding of the **causes of a person's behaviour** and what **function** they serve for that person including but not limited to:
 - Nature of challenging behaviour
 - Level of functioning
 - Communication methods of the individual and a strategy to work within this (see guidance in section E)
 - Social and environmental factors including daily routines
 - Additional physical/sensory disabilities
 - Assessment of conditions causing pain/discomfort
 - Understanding of any Psychiatric disorders/underlying genetic factors
 - Risk and Safeguarding
 - Capacity⁵
 - **A Positive Behaviour Support plan**⁶ which:
 - Puts the individual at the centre of the plan and involves them in its creation
 - Covers all their needs including physical health, mental health, communication, sensory, mobility and environmental needs
 - Promotes active support⁷
 - Positively manages risk
 - Supports people to find better ways of getting their needs met as alternatives to using behaviours which challenge (primary preventative or proactive strategies)
 - Details de-escalation techniques (secondary preventative strategies)
 - Details reactive strategies to be used when behaviours place the individual or others at significant risk of harm

⁴ <http://www.challengingbehaviour.org.uk/learning-disability-files/02---Finding-the-Causes-of-Challenging-Behaviour-Part-2-web.pdf>

⁶ Guidance on how to create a positive behaviour support plan can be found here: <http://www.challengingbehaviour.org.uk/learning-disability-files/03---Positive-Behaviour-Support-Planning-Part-3-web.pdf>

⁷ A way of helping people with learning disabilities to engage in meaningful activity and relationships as active participants not passive recipients.



- Is regularly reviewed using accurate records and in response to any incident
- **Good communication** is crucial to meeting the needs of this client group and is defined here by the Royal College of Speech and Language Therapists⁸:
 - There is a detailed description of how best to communicate with individuals.
 - Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services.
 - Staff value and use competently the best approaches to communication with each individual they support.
 - Services create opportunities, relationships and environments that make individuals want to communicate.
 - Individuals are supported to understand and express their needs in relation to their health and wellbeing.

Standard 7: The organisation has staff and volunteers with the right qualities, skills and experience

Skills for Care has recently produced some guidance for employers '[Supporting staff working with people who challenge services](#)'.⁹ In it they describe the key skills staff need:

- Understanding the nature of behaviour that challenges
- Understanding positive strategies to support and address behaviour that challenges
- Using person-centred approaches
- Communications skills
- Non-aversive interventions
- NB regular supervisions are essential for this

In order to demonstrate that your staff meet these standards you will have to explain how your training, recruitment and supervision mechanisms result in staff who meet these standards.

In addition, any organisation that uses physical intervention should evidence that their staff have been trained by an accredited [British Institute of Learning Disabilities](#) professional.

⁸ http://www.rcslt.org/news/docs/good_comm_standards

⁹ [http://www.skillsforcare.org.uk/Document-library/Skills/People-whose-behaviour-challenges/Supporting-staff-working-with-challenging-behaviour-\(Guide-for-employers\)vfw-\(June-2013\).pdf](http://www.skillsforcare.org.uk/Document-library/Skills/People-whose-behaviour-challenges/Supporting-staff-working-with-challenging-behaviour-(Guide-for-employers)vfw-(June-2013).pdf)



Standard 8: The organisation has everything in place to deliver a safe service

In order to demonstrate that you can keep staff and people who buy your services safe you must demonstrate not only the standard health and safety requirements but also that you have systems in place to effectively and safely manage incidents of challenging behaviour. This can be included in the risk management evidence above.

Skills for Care has produced some guidance on how to manage violence within services:

<http://www.skillsforcare.org.uk/Standards/Safety-guidance-for-employers-and-staff/Safety-guidance-for-employers-and-staff.aspx>

Safeguarding

As seen in recent national scandals there is a high risk of abuse within this client group. The Royal College of Nursing has recently drafted some guidelines about restrictive practice which should be implemented by all Organisations with the aim of reducing restrictive practices¹⁰

It is important that:

- All staff are clear about what constitutes restrictive practices which for example includes medication, seclusion and psychosocial practices such as the removing of a favourite activity or object
- Understand that restrictive practice is a method of last resort which should only be used along with a range of other tools
- Physical intervention is only be used by people who have been trained by an accredited [British Institute of Learning Disabilities](#) professional
- There are clear guidelines as to its use and a clear recording system which is shared with the relevant people with an aim to finding better alternatives.

Quality

In order for an organisation to demonstrate quality it must show that it has mechanisms in place which deliver:

- A reduction in the intensity and frequency of incidence
- Performance against outcomes contained within the individual support plan

Evidence for this should include

- Organisational strategies that minimise the use of restrictive practices, as well as to ensuring that when they are used it is in a safe and ethically acceptable manner
- An annually updated document which summarises the use of restrictive practices in the service, outlines their training strategy, techniques used and reasons why. This must be available to users of services and their family carers
- An annual report on the use of each form of restrictive practice and plans for their reduction within their annual quality accounts, or equivalent document reporting on the quality and safety of their services.

¹⁰ [RCN Draft guidance on the minimisation of and alternatives to restrictive practices in health and adult social care, and special schools](#)



- Executive boards (or equivalent) should at least annually, review the incidences of restrictive practices, agree the training strategy and plans for reduction of restrictive practices, and monitor progress made¹¹

Governance

In order to evidence that good governance practices are being followed the following guidance from the Winterbourne View review should be demonstrated:¹²

- Owners, boards of directors and senior managers of organisations must ensure that systems and processes are in place to provide assurance to themselves, service users, families, local Healthwatch and the public that essential requirements are being met and that they deliver high quality and appropriate care
- The Board must understand the quality of the care and support services they deliver
- The organisation must identify a senior manager/director to ensure that the organisation pays proper regard to quality, safety, and clinical governance for that organisation.

¹¹ [RCN Draft guidance on the minimisation of and alternatives to restrictive practices in health and adult social care, and special schools](#) page 5

¹² [Department of Health \(2012\) Transforming care: A national response to Winterbourne View Hospital](#) page 30