



# Reducing Restrictive Practices Checklist

A self-assessment tool to help organisations ensure that the use of coercive and restrictive practice is minimised and the misuse and abuse of restraint is prevented.

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# Checklist Overview

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## INTRODUCTION

The following self-assessment tool is intended for use by organisations who have joined the Restraint Reduction Network™ and made a clear public commitment to work together with service users, families, leaders, managers and frontline staff to ensure coercive and restrictive practice is minimised and the misuse and abuse of restraint is prevented.

Self-assessment is one of a number of helpful ways to enable an organisation to better understand its performance. The tool has been designed to help member organisations identify and think about those aspects of performance that can be celebrated and shared, and to understand which aspects of performance are weaker or not fully implemented. By undertaking this assessment it is hoped that this information can be used to inform the organisation's improvement/development plans.

In addition to informing organisational learning and improvement, the self-assessment tool has been developed to enable organisations to share their performance so that service users and families, frontline staff, commissioners and regulators can easily see what is happening: what is **going well** and what aspects are **being improved**. Some organisations may also wish to use the findings of the self-assessment tool to benchmark their service with other members of the Restraint Reduction Network™ (RRN). However, organisations should note that there is no 'pass' or 'fail' score, and there is no 'league table' which provides evidence to suggest that one organisation is performing better than another.

## ASSESSMENT

Assessment and feedback are essential to organisational learning and improved performance and can be used to examine any aspect of service delivery at any level within an organisation. Whilst the assessment process can be undertaken by service users; families; frontline staff or managers; or small teams made up from a cross section of people/stakeholders within the organisation, the key to assessment is to focus on those aspects of service delivery which matter most to service users, families and those staff employed to deliver safe, effective and compassionate services. Regardless of approach, assessors need to be mindful that observer bias can influence findings so it is important that the process is valid, reliable, transparent and authentic to ensure that the assessment gives clear insight into organisational performance. When undertaking an assessment it is important to consider:

<b>Validity</b>	The extent to which the assessment reflects accurately what is observed and reported and how well this shows an approach aligned to the assessment criteria or evidence base.
<b>Reliability</b>	The extent to which the assessment is fair and consistent.
<b>Transparency</b>	The extent to which the assessment is clear to others so everyone knows what is expected/ what evidence is needed.
<b>Authenticity</b>	The extent to which the assessment is relevant to the workplace and the evidence identified is valued by stakeholders (e.g., service users and families, staff, regulators/commissioners).

Before undertaking the assessment, organisations may want to consider a few key questions:

1. What is the purpose of the observation/assessment?
2. Who is best placed to undertake the observation/assessment?
3. Do assessors need any preparation and/or support?
4. How and when will the observation/assessment take place?
5. How will the summary of findings be collated and shared?
6. How will areas for improvement be agreed upon and implemented?

Whilst all observation methods have particular strengths and weaknesses, the self-assessment tool does not specify any particular approach as it is the organisation's responsibility to consider which approach will best fit their circumstances and services. A number of methods can be used to assess performance including direct observations; oral questions, surveys or interviews; written reports, policies or guidance; service user information such as behaviour support plans, advance directives or person-centred plans; case studies; training records; internal audits; and regulatory inspection reports. Assessors should be prepared to use a mixture of assessment methods and should endeavour to triangulate evidence using two or more sources so that there is a degree of confidence in relation to any specific aspect of organisational performance identified.

## LAYOUT

Based on a review of published literature between 2004 and 2010, the self-assessment tool is presented in the form of a simple checklist structured around Huckshorn's Six Core Strategies (2005) which have been shown to enable organisations to eliminate or significantly minimise coercion and restrictive practices.

When undertaking the assessment, there is a criteria statement under each of the Core Strategies against which observed evidence is gathered or established so that the assessor can give a rating. The rating should be seen as a confidence 'score' which illustrates the extent to which the assessor believes the organisation implements a specific approach. It is important to note that during the assessment, it is not the role of the assessor to determine what, if and how any improvements can or should be made as this responsibility lies with the team, department or organisation.

## PROCESS

Organisations should consider a suitable approach to assessing performance which best reflects the needs of their service. Whilst the self-assessment checklist provides the assessment criteria for assessors to observe or ask questions, organisations should also consider who to ask, how to ask, when to ask, factors that may positively or negatively influence the responses people give or the observations made, as well as how the assessment information will be collated and used in feedback.

When undertaking the assessment, a number of approaches can be used including:

### 1. Self-Assessment

Individual teams or departments can be asked to undertake a self-assessment in order to give greater control and responsibility by engaging with the assessment criteria, becoming more active in their learning and taking ownership of their performance.

Self-assessment and developing effective reflective skills are essential elements of restraint reduction that can help teams or departments to have a better understanding of exactly what is expected so that they can clearly identify what they do well (and can be celebrated) and what they may wish to improve.

### 2. Peer Assessment

Peer assessment involves one team or department taking responsibility for assessing the performance of another team or department. It is a powerful way to increase motivation and engagement. Peer assessment can encourage deeper understanding and learning of the assessment criteria and can allow departments to gain an understanding of how their peers implement or operationalise different approaches. Whilst peer assessors are often the harshest critics, they are also very good at identifying good practice and everyday examples of positive outcomes that their peers may overlook.

### 3. Service User and Family Assessment

Working together to increase understanding of service users' and families' experiences and ensuring the differing views of service users and families are collected and used to improve performance is a considerable challenge but one which brings many benefits to organisations. Gaining service user and family feedback on performance can have an effect on how services are planned, organised and delivered, which in turn can have a positive effect on care outcomes by making services more responsive to people's individual needs.

The National Centre for Involvement (2008) provides a number of guiding principles for service user involvement but in particular emphasises that honesty, in terms of what can and can't be changed, and feedback are two critical elements in the process.

## SCORES

A simple assessment score is used to determine how well the organisation is perceived to be implementing a particular approach based on the assessor's observations and triangulation of evidence. Once a judgement is made, the score is entered against the criteria and an overall score is calculated for each section. The score can be taken from each section of the assessment tool and collated at the end to give an overall picture of the organisation's performance:

Criteria	Ranking	Score
This score is given to illustrate that the assessors believe that a particular approach is fully embedded into everyday working practice, values and culture. It would be an exception to find this approach not being implemented.	Yes	5
This score is given to illustrate that the assessors believe that some or all of a particular approach does happen, but it is not fully embedded into working practice, values and culture.	Partly	3
This score is given to illustrate that the assessors believe that a particular approach has been newly implemented and is not embedded in working practice, values and culture.	No	1
This score is given to illustrate that the assessors believe that a particular approach does not happen; or is not relevant to this team, department, organisation or service user group.	N/A	0

## FEEDBACK

Once the assessment is complete, the organisation should consider how they will report the findings to stakeholders and how they will decide to identify those areas of performance which will become part of an improvement plan. Giving feedback is important and has greater credibility and validity to stakeholders (e.g., service users and families, staff, regulators and commissioners) when provided immediately after the assessment. Careful consideration should be given to when feedback is given and to whom, as well as how feedback is presented. Immediate or real-time feedback to stakeholders provides organisations with the opportunity to increase responsiveness by outlining how improvements will be made in order to drive quality and keep the focus on continuous improvement.

# Assessment Criteria

Strategy 1: LEADERSHIP AND GOVERNANCE > The organisation develops a mission, vision and set of guiding values which promote non-coercion and the avoidance of restrictive practices.				
Criteria	Score			
	Yes	Partly	No	N/A
The organisation has a current restraint reduction strategy which outlines a range of multi-strategic approaches to reduce coercive approaches and to prevent the misuse and abuse of restraint.				
The restraint reduction strategy supports the organisation's mission, vision and values and emphasises the importance of person-centred care, compassion and dignity.				
The restraint reduction strategy directly evidences approaches which meet national, service-specific and regulatory guidelines and standards.				
The restraint reduction strategy is based around the RRN's Six Core Strategies and addresses restraint reduction across the entire organisation (service, department, team, individual service user).				
Service user and family views are considered and integrated into the reduction plan.				
The restraint reduction strategy is communicated across the organisation and shared with stakeholders (service users and families, staff, commissioners, regulators).				
Restraint reduction is supported by strong, visible leadership. A senior manager is named as a lead for restraint reduction, and service users and families know who to speak to if they have concerns.				
The organisation's Senior Management Team and Board receives regular reports on the organisation's performance in relation to restraint reduction.				
There is an effective governance framework and policy in relation to the use of restrictive practices to ensure restraint is not misused or abused.				
There is a clear and transparent complaints procedure specific to the use of restrictive practices which enables service users, families and staff to raise concerns regarding the use of restraint.				
The organisation's policy on the use of restrictive practices provides clear and unambiguous criteria outlining when restrictive practice may be considered an appropriate and reasonable intervention.				
Leaders and managers promote a culture of care and compassion and inspire staff to build open and positive relationships with service users and families.				
The prevailing culture in the organisation emphasises that the use of restraint is a 'treatment failure'. Whenever restrictive practices are implemented, there is a clear approach which shows how staff will attempt to ensure further restraint is avoided in the future.				
The misuse and abuse of restrictive practices is consistently addressed by leaders and managers.				
<b>TOTAL SCORE</b> Add all scores above for Raw Score. Divide by 14 for Mean.	Raw		Mean (Raw/14)	

## AREAS FOR IMPROVEMENT

Strategy 1: LEADERSHIP AND GOVERNANCE > In order of priority, list the potential areas for improvement.
1.
2.
3.



**Strategy 2: PERFORMANCE MANAGEMENT** > The organisation uses a 'systems thinking' approach and identifies the key performance measures.

Criteria	Score			
	Yes	Partly	No	N/A
The organisation clearly sets out the measures that are used to determine the level of performance in relation to restraint and restraint reduction.				
The measures used are valid and the data captured takes account of the varying number of users accessing the service (e.g., incident rates are expressed as a rate per number of service users; rates per number of care hours/days delivered).				
The measures used capture the use of all restrictive practices to ensure a reduction in one method of restrictive intervention is not substituted for an increase in another.				
The organisation has an approach to incident reporting and recording which accurately captures measures of performance.				
Data is captured and used to inform the organisation about performance in relation to the specified measures.				
Data is shared at all levels within the organisation so that everyone is aware of the organisation's performance (organisational, department, team and individual level).				
Data is used non-punitively to understand organisational performance and to highlight achievements and successes so that good practice is shared.				
Data is used non-punitively to understand organisational performance and to identify potential areas for improvement.				
Data is used non-punitively to identify potential areas of conflict that lead to restrictive practices being used so that preventative measures can be maintained or implemented in order to avoid or minimise such conflict.				
Data is provided to and used by staff to help them understand the needs of each person they support.				
<b>TOTAL SCORE</b> Add all scores above for Raw Score. Divide by 10 for Mean.	Raw		Mean (Raw/10)	

## AREAS FOR IMPROVEMENT

**Strategy 2: PERFORMANCE MANAGEMENT** > In order of priority, list the potential areas for improvement.

1
2.
3.

**Strategy 3: LEARNING AND DEVELOPMENT** > The organisation ensures its workforce has the necessary knowledge and skills to improve workplace performance.

Criteria	Score			
	Yes	Partly	No	N/A
The organisation has a workforce development plan which sets out the training required to develop and maintain the knowledge and skills staff need to support service users effectively.				
As part of the workforce development plan, staff receive an appropriate level of training in person-centred values, recovery and restraint reduction.				
As part of the workforce development plan, staff receive an appropriate level of training in Positive Behaviour Support.				
As part of the workforce development plan, staff receive training in a range of preventative measures which focus on conflict avoidance and resolution including: <ul style="list-style-type: none"> <li>• Understanding the nature and cause of conflict, aggression and violence.</li> <li>• Effective interpersonal skills.</li> <li>• Effective listening skills.</li> <li>• Verbal de-escalation.</li> <li>• Trauma-informed care.</li> <li>• Delivering person-centred support.</li> <li>• Collaborative problem solving.</li> <li>• Risk assessment and positive risk taking.</li> <li>• Debriefing.</li> </ul>				
As part of the workforce development plan, staff receive training in crisis prevention and management, including the use of physical interventions where required.				
Staff training is accredited and/or linked to national or sector-specific guidance.				
Staff training provides evidence of competence which enables the organisation to deliver outcomes which meet national, regulatory or sector-specific guidance.				
Staff receive effective ongoing supervision, support and workplace coaching to ensure learning is transferred into practice.				
The organisation implements an ongoing training cycle which ensures that staff maintain their competencies and continue to develop their knowledge and skills.				
Staff receive workplace support which enables them to apply their learning to the specific needs of individuals they support.				
<b>TOTAL SCORE</b> Add all scores above for Raw Score. Divide by 10 for Mean.	Raw		Mean (Raw/10)	

**AREAS FOR IMPROVEMENT**

**Strategy 3: LEARNING AND DEVELOPMENT** > In order of priority, list the potential areas for improvement.

1.
2.
3.

Strategy 4: PERSONALISED SUPPORT > Staff focus on providing personalised support that 'works' for individuals using services.				
Criteria	Score			
	Yes	Partly	No	N/A
Service users are fully involved in planning their individualised care and support.				
Each service user has an individual behaviour support plan which outlines how flexible and responsive support is provided at a primary and secondary preventative level so that potential conflict or crisis situations can be avoided.				
The primary and secondary interventions in each service user's support plan focus on approaches which help the person to address factors that impact on their behaviour (e.g., physical and mental well-being; personal, social and environmental factors; coping strategies; occupation).				
A formal risk assessment is used to determine those individuals who are likely to present crisis behaviour which is a risk to self or others.				
Where risk behaviours are identified, each service user's behaviour support plan outlines how flexible and responsive crisis intervention and post-crisis support will be delivered.				
Where restrictive practices are used to manage crisis behaviour, individual service user risks assessments are completed to ensure the welfare, safety and dignity of the individual is maintained.				
Staff are routinely briefed on each user's behaviour support plan and know how to implement the service user's preferred strategies to avoid or minimise conflict and how to safely implement restrictive practices if required.				
Behaviour support plans are trauma-sensitive and trauma-informed so the specific needs of each service user are identified and supported.				
All restrictive practices are considered and planned around the needs of individual service users in order to maintain their welfare, safety and dignity. Universal or blanket restrictions are not applied unless supported by a risk assessment and appropriate guidance which considers the welfare, safety and dignity of all users; e.g. restricting materials which pose a fire hazard (matches, cigarette lighters).				
The environment promotes a culture of care, welfare, safety and collaboration. There is a calm and positive culture which promotes interpersonal connections between service users and staff.				
Service users have access to quiet areas or sensory rooms where they can go as an alternative to seclusion.				
All incidents of restrictive practice are reviewed by the team in partnership with the service user so that everyone gains a better understanding of what happened and what can be addressed in the future so that conflict can be avoided and future restrictive interventions minimised.				
There is a non-punitive external review* of all incidents which helps everyone to gain a better understanding of performance in order to improve personalised support so that the use of restrictive practices can be avoided in the future.  *The term 'external review' is used to indicate that the review involves someone not directly involved in the incident. This can be another team member, line manager or advocate; or it may include individuals or teams from external departments or agencies.				
<b>TOTAL SCORE</b> Add all scores above for Raw Score. Divide by 13 for Mean.	Raw		Mean (Raw/13)	

## AREAS FOR IMPROVEMENT

Strategy 4: PERSONALISED SUPPORT > In order of priority, list the potential areas for improvement.
1.
2.
3.



**Strategy 5: CUSTOMER INVOLVEMENT** > The organisation fully involves the people who use services and establishes a clear understanding of their needs.

Criteria	Score			
	Yes	Partly	No	N/A
Organisations clearly communicate the range of restrictive practices authorised and approved for use within the service. Clear information is given to service users and families which outlines the circumstances when restrictive practices can be used, including how to complain when service users and families are unhappy about the use of restraint.				
Organisations involve service users and families in developing their restraint reduction strategy.				
Organisations ensure that best practice in restraint reduction focuses on the specific needs of individuals and ensures that the potential for discriminatory bias (e.g., as a result of age, gender, race, religion) in the use of restrictive practice is avoided.				
Service users are recruited as advocates, experts by experience and workplace champions to promote the restraint reduction strategy within the service.				
Organisations implement strategies which engage and empower service users to determine the care and support they need so that conflict and the use of restrictive practices are avoided.				
Service users are involved in the co-delivery of training to staff on the use of restrictive practices.				
Service users are involved in establishing communal rules which enable people living in shared environments to avoid or minimise conflict.				
Debriefing is always offered/provided to service users when any restrictive practice is implemented.				
Where it is difficult for the service user to engage in debriefing, debriefing is augmented to the needs of the individual.				
Outcomes of debriefing are used to enable collaborative action with service users and staff to develop more effective personal support and behavioural management strategies.				
Organisations share their performance with service users and families so that everyone knows the successes achieved and any key areas for improvement.				
<b>TOTAL SCORE</b> Add all scores above for Raw Score. Divide by 11 for Mean.	Raw		Mean (Raw/11)	

## AREAS FOR IMPROVEMENT

**Strategy 5: CUSTOMER INVOLVEMENT** > In order of priority, list the potential areas for improvement.

1.
2.
3.

**Strategy 6: CONTINUOUS IMPROVEMENT** > The organisation adopts a culture of reflection and learning in order to improve how it operates.

Criteria	Score			
	Yes	Partly	No	N/A
The organisation has a systematic process and management method for improving, building and sustaining performance in relation to conflict avoidance and restraint reduction.				
Continuous improvement in relation to conflict avoidance and restraint reduction occurs at an organisational, team and individual service user level.				
The organisation's governance arrangements ensure the use of all restrictive practices is scrutinised so that efforts to prevent or minimise restrictive practices are continually implemented and evaluated.				
The organisation uses assessment tools which give an indication of staff attitudes towards restraint reduction and the level of care and compassion afforded to service users subject to restrictive practices.				
Project teams are established to help the organisation find successful improvement strategies to reduce conflict and the use of restrictive practices.				
The organisation provides staff with simple tools and techniques to understand workplace performance and how to make improvements to the quality of service delivered.				
There is a culture of candour. The organisation accepts when things go wrong and shows a commitment to improve.				
<b>TOTAL SCORE</b> Add all scores above for Raw Score. Divide by 7 for Mean.	Raw		Mean (Raw/7)	

## AREAS FOR IMPROVEMENT

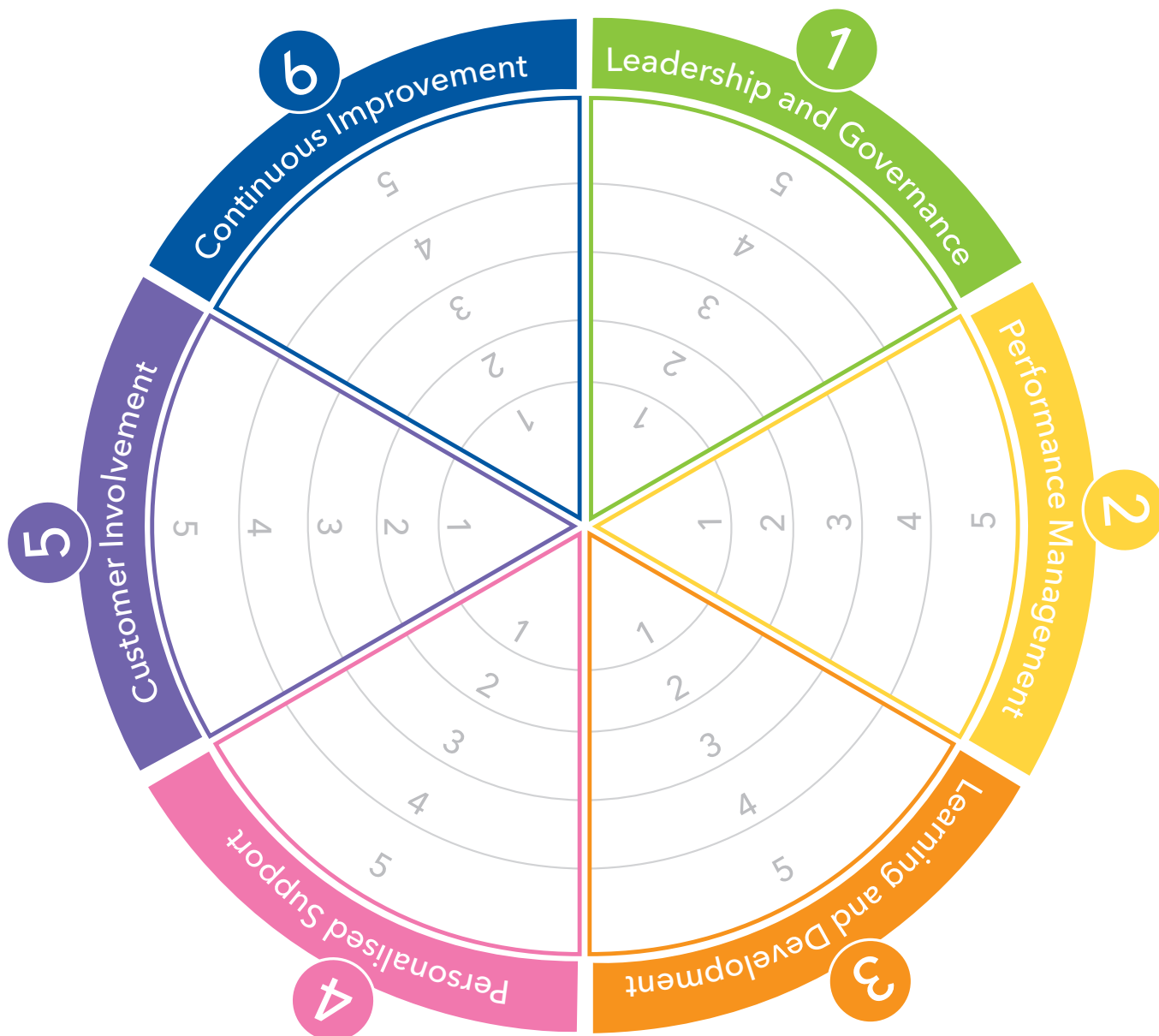
**Strategy 6: CONTINUOUS IMPROVEMENT** > In order of priority, list the potential areas for improvement.

1.

2.

3.

Shade in the approximate mean score for each strategy in the chart below.



This year we are committed to improving the following aspects of our service:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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