



POSITIVE BEHAVIOUR SUPPORT POLICY

--	--	--

Version Control Tracker

Version

--	--	--

CONTENTS

1. Introduction

- The Percy Hedley Foundation's responsibility with PBS
- History of PBS
- What is Positive Behaviour Support (PBS)
- Latest definition (Gore et al., 2022) and PBS core components
- Percy Hedley pledges

2. Definition

- Most used phrases within PBS & within the policy

3. Purpose

- Rationale- why PBS?
- Legal considerations
- Functional behaviour assessment
- Behaviour Support planning
- Reducing restrictive practice
- Debriefing/post incident support
- Workforce development

4. Scope

5. Monitoring and Compliance

- Governance

6. Associated Policies and References

1. Introduction

The Percy Hedley Foundation s responsibility with PBS

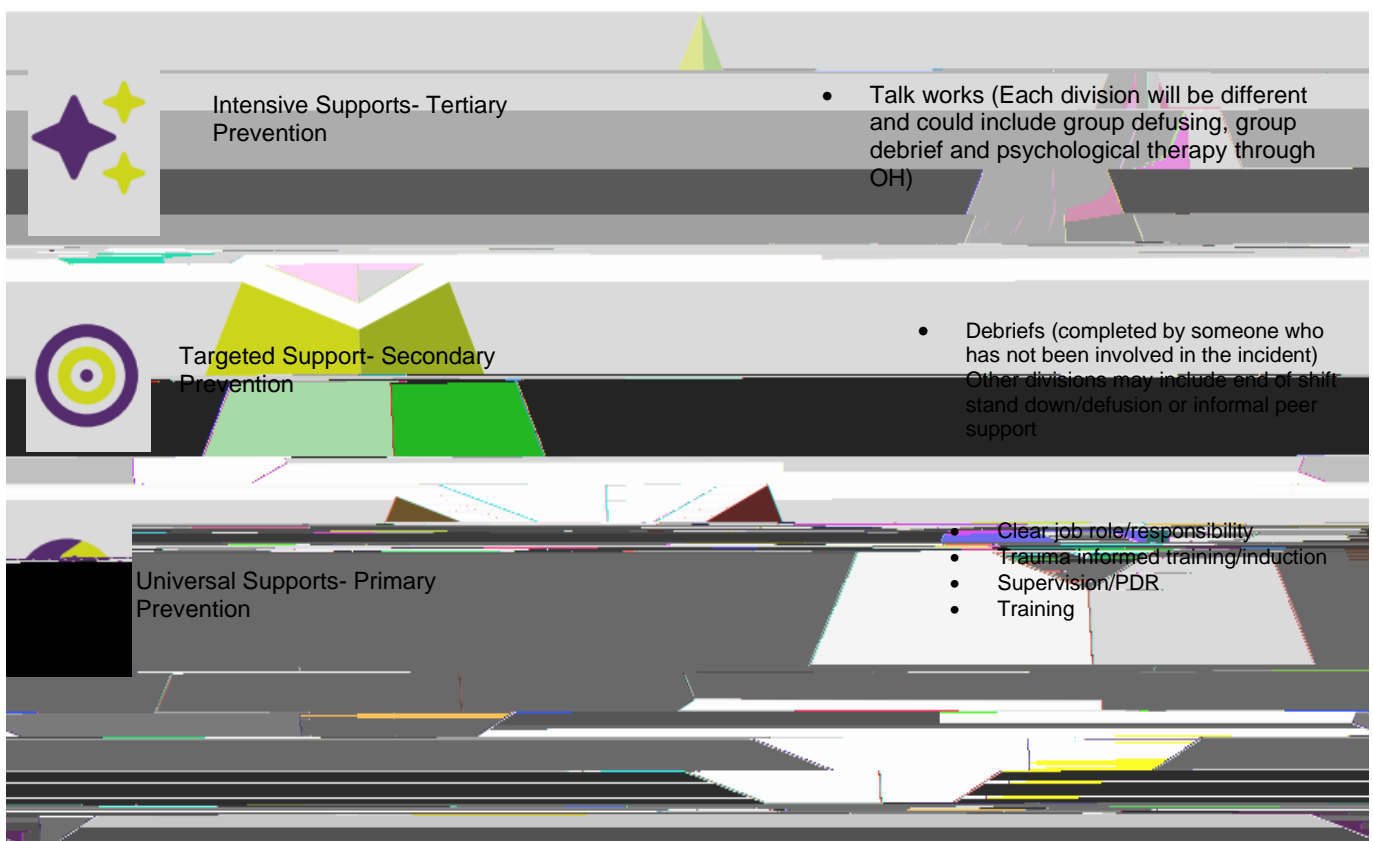
- The Percy Hedley Foundation provides support to people with intellectual disabilities, learning difficulties, physical disabilities, and additional communication needs. The support is provided through a variety of settings such as special education, care and support with accommodation, and lifelong learning opportunities.
- Most of our care and support is provided through two schools, one college, several residential and independent supported living homes, and Horizons lifelong learning service. Some of the people we support can present with behaviour of concern which could pose a risk to themselves or others.
- It is our responsibility, as a supportive Foundation, to find ways to care, support and communicate in the best way possible with the individuals who use our service. Positive behaviour support (PBS) provides a framework that seeks to understand the context and meaning of behaviour in order to inform the development of supportive environments and skills that can enhance a person's quality of life. The Percy Hedley Foundation has committed to the PBS framework as a best-practice way of delivering the service to our children and individuals that we

- Positive Behaviour support, in practice, has been evolving rapidly over the past 25 years and this meant different things to different professionals and/or people but it broadly implied that challenges presented by an individual can be understood as being a form of communication. Therefore, if the challenges were understood then the individuals support could be tailored to better meet their need.
- Positive Behaviour Support has had some significant growth and investment since 2011 with the development of the PBS Academy and its definition of competency standards. The standards incorporate 0.145 0.161 rg0.129 0.

- Continuously work to ensure that support is collaborative, personalised, culturally responsive, proactive, and evidence based.
- All of Percy Hedley Foundation staff will:
 - Understand that behaviour is a form of communication – we must ensure that all our individuals are supported to communicate their needs safely and appropriately.
 - We will provide the ri

- Active Support- “

- To provide a framework for our collective beliefs around human behaviour as it relates to adults, children and young people accessing Percy Hedley services
- To provide an inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.
- To embrace and embed a culture of restraint reduction through the use of strategies designed to promote minimum impact and trauma informed care.
- At Percy Hedley Foundation we will use a multi-tiered model of staff support to achieve psychologically health and resilient staff in order to meet the needs of those we support. Our organisation-wide support is set out below:



- Article 5- The right to liberty and security of person
 - That no-one should be deprived of their liberty unless it is in accordance with the law.
- Article 6- the right to a fair trial
 - It may be necessary for a person wi5 12 1 3

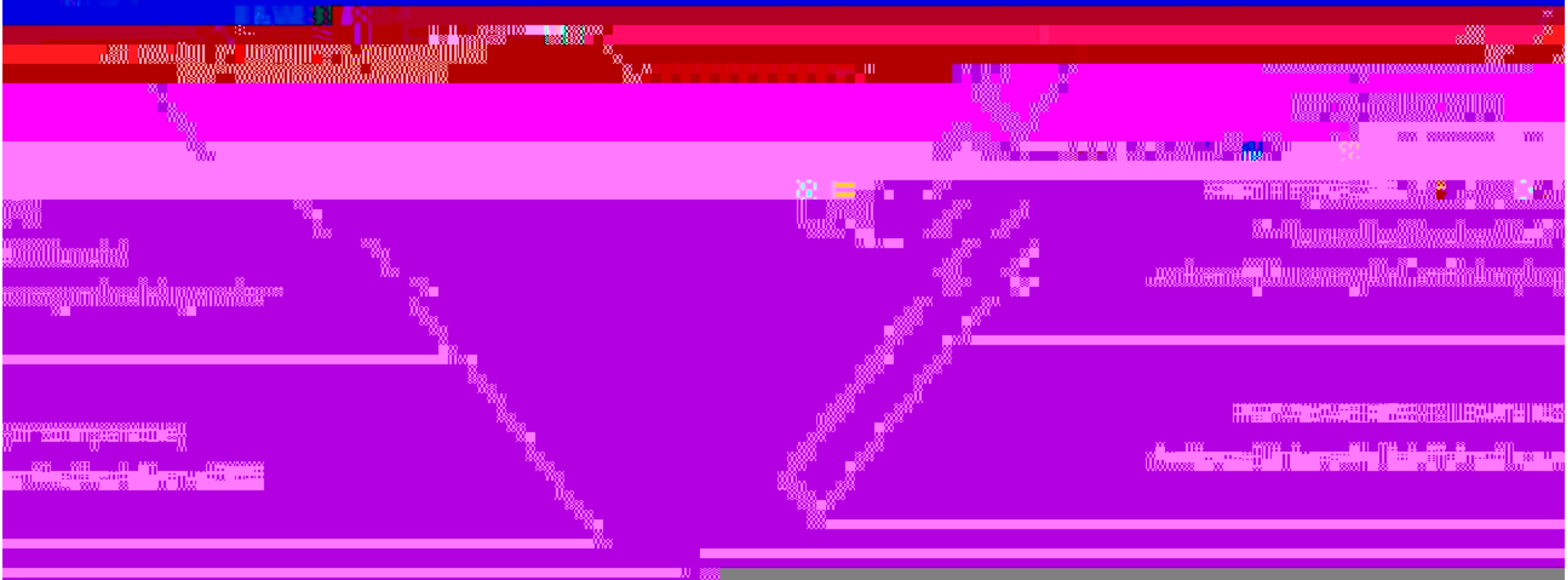
At Percy Hedley we are committed to developing and maintaining a competent workforce is key to successful outcomes in any service sector. It is particularly pertinent in the care of those with behaviours that challenge because of the relationship between challenging behaviour and the social environment.

We ask that our direct care staff:

- Participate in training programmes identified by management
- Participate in specific training in the im



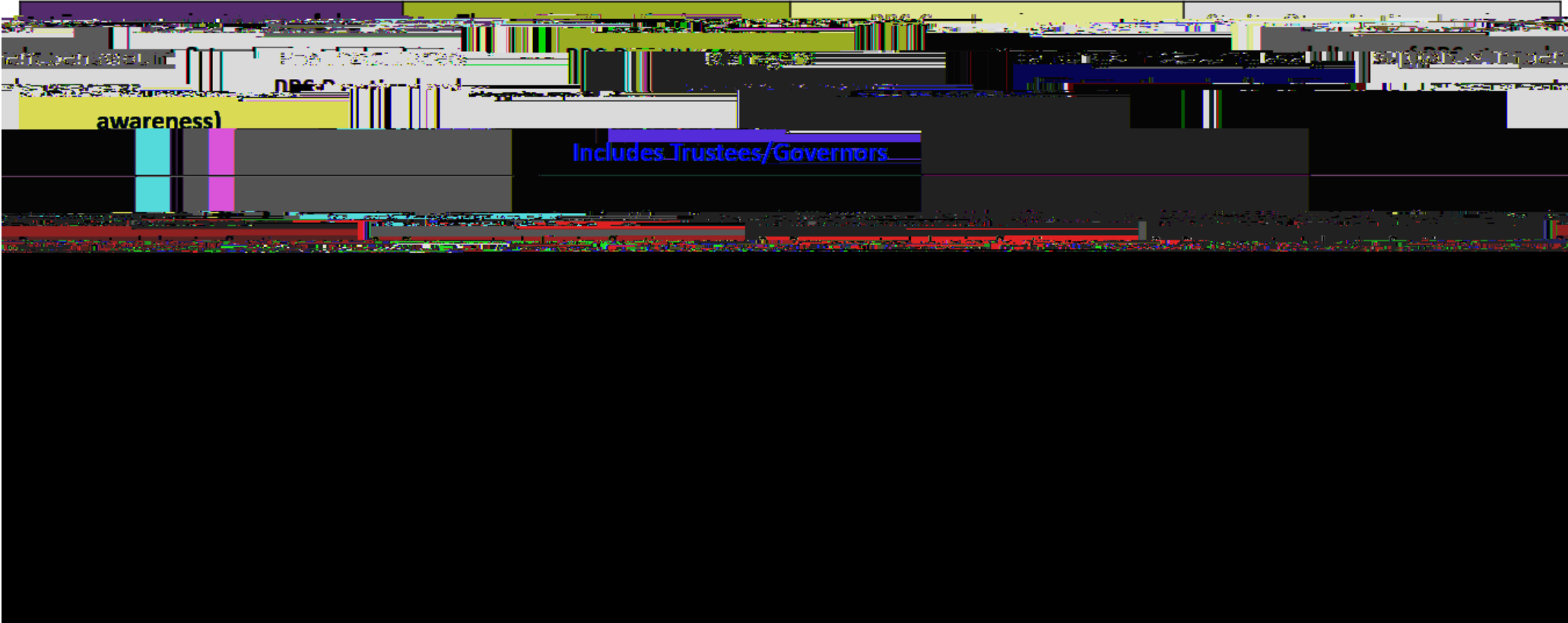
L4/5 (BTECH Diploma) PBS practice leader



Training pathways:



Competencies and understanding needed at each level (as in the UK PBS Alliance Organisational & Workforce Development



- Training percentage (All levels)
- Restrictive practice incidents
- In date DoLs
- Debriefs/post incident support
-

--	--	--

Care Quality Commission Fundamental Standards; Health and Social Care Act 2008 (Regulated Activities) Regulations 2014 England and Wales (for all regulated care services)

- Regulation 9: Person-centred care
- Regulation 10: Dignity and respect
- Regulation 11: Need for consent
- Regulation 12: Safe care and treatment
- Regulation 13: Safeguarding service users from abuse and improper treatment
- Regulation 14: Meeting nutritional and hydration needs
- Regulation 15: Premises and equipment
- Regulation 16: Receiving and acting on complaints
- Regulation 17: Good governance
- Regulation 18: Staffing
- Regulation 19: Fit and proper persons employed
- Regulation 20: Duty of candour

Reference: www.cqc.org.uk/content/fundamental-standards
