



Reducing restrictive intervention - safeguarding children and young people (RRISC)

Key messages

These messages have been agreed and endorsed by the following organisations: The Challenging Behaviour Foundation, PABSS, Mencap, the Council for Disabled Children, the National Association of Special Schools, and NSPCC.

- The Challenging Behaviour Foundation and PABSS report published on 31 January 2019 suggests that vulnerable disabled children are being physically and emotionally harmed by restraint, seclusion and other restrictive interventions.
- Families report harmful restrictive interventions in schools as well as health and social care settings (such as hospitals or respite care). Most of the incidents reported by families took place in schools.
- With no legal requirement to record or report the restrictive intervention of children in the UK it is impossible to know how widespread the restraint and seclusion of children is.
- When children leave their families to go to school, hospital or short breaks, the law is clear that their rights must be upheld. Children have the right to be protected from harm, to be well cared for, to be free from cruel or inhuman treatment and to access education. These rights apply to *all* children.
- There is evidence about how to provide good support for children with learning disabilities or autism who display behaviours that challenge. Schools using Positive Behaviour Support (PBS) report huge reductions in the use of restrictive interventions. We want to build on the good practice that exists and share it across all schools.

- Experts agree that evidence-based intervention should begin early. There is strong evidence that some of the key factors causing challenging behaviour can be changed, and when changed can lead to marked reductions in challenging behaviour.

What we are calling for

- We are calling on the Department for Education to show strong leadership to reduce the use of restrictive intervention on children. This should include:
 - Publication of the promised national guidance;
 - Evidence-based early intervention to support children with learning disabilities or autism whose behaviours challenge and their families;
 - Positive Behaviour Support (PBS) training for school leaders and staff;
 - A safeguarding system that is fit for purpose for disabled children;
 - A stronger accountability system to include reporting and recording of restrictive interventions and action when children are harmed.

#NoHarm #flipthenarrative #HumanToo

