

Positive Behaviour Support **Policy** – SO-0029

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1. Values Statement

We believe that every person with autism should be able to live the life they choose.

All staff are required to adhere to the principles and values set out in the National Autistic Society (NAS) Ethical Framework and endeavour to embed them in their daily working ethos and routines.

2. Scope

This policy applies to all National Autistic Society schools, children and adult services where autistic individuals and their families receive direct and indirect support and as an organisation, we have a duty of care towards the individuals and respective families we support. This policy relates to all aspects of individuals' behaviour, across the education, residential and adult settings as well as when out in the community.

It should be read, in conjunction with other NAS policies and guidance including: Positive Behaviour Support Procedure SO-0028, Safeguarding Adults Policy (SO-0194), Safeguarding Children's Policy (SO-0189), Restrictive Practices Intervention Policy (RPI) (SO-0039), Anti- Bullying Policy (SO-0193), Incidents leading to a near miss reporting and the High-risk support needs framework.

3. Purpose

This policy sets out how all NAS Services promote and develop an understanding of Positive Behaviour Support (PBS), and its application within all service settings.

It aims to outline the key philosophical underpinning identified within PBS, as a broad framework for developing person centred PBS plans/Combined records, and approaches for individuals receiving a service at the NAS.

4. Introduction

Positive Behaviour Support (PBS) is an evidence-based approach that brings together the value base of person-centred approaches.

It does so with the overall aim of improving the quality of a person's life, and that of the people around them. This includes all individuals throughout their lifespan.

PBS supports human rights and promotes respect, dignity, inclusion and a life without unnecessary restriction. PBS means treating people equally and working in partnership with each individual and their family to improve their quality of life (QoL) and make things better for everyone.

PBS is about providing the right support at the right time for an individual, so they can lead a meaningful, fulfilling and interesting life, participating in activities and learning new skills. It is a long-term multi-component framework (BILD, 2013), following the person throughout their life and providing opportunities within and without each service, so that growth enable each individual and their families to reach their full potential.

PBS uses different methods to gather information to work out what each individual's behaviour means - its function and/or message behind the action. There is a focus on conducting in-depth functional assessments using evidence-based tools to enable staff

teams to better understand the individual they support, thus enabling services to improve the support offered.

By doing this, PBS empowers all involved to adopt more efficient, positive, and less harmful ways to fulfil their individual needs. These can range from developmental, educational, social, psychological, biological needs, which forms the foundations for a meaningful and fulfilling life (QoL). This often involves using a range of different approaches that enhance an individual's life, including functional skill teaching, active support, the development of functional communication skills, the development of emotional self-regulation skills all in the context of the individual's environment.

There is a recognition that PBS is most effective when it's systems and values are embedded throughout a whole service or organisation. The NAS promotes the use of system level interventions including the SPELL framework, Practice Leadership, PersonCentred Active Support, Reflective practice, Quality of Life Framework and investing and promoting support in staff wellbeing and their development.

5. Legal Context

The relevant statutory legislation in England and Wales related to **adults** (aged 18 years or above) are:

- The Care Standards Act 2000 (with the associated regulations and national minimum standards)
- The Mental Capacity Act 2005 (applies to those over 16 years)
- Mental Capacity Act Code of Practice for Wales (2016)
- The Human Rights Act, 1998
- The Care Act 2014
- The Social Services and Wellbeing Act 2016

In Scotland the legislation is covered by:

- Regulation of Care (Scotland) Act 2001
- The Adults with Incapacity (Scotland) Act 2000
- The Adult Support and Protection (Scotland) Act 2007
- Human Rights Act, 1998

In Northern Ireland the legislation is covered by:

- Mental Capacity Act (Northern Ireland) 2016
- Human Rights Act 1998
- The Protection of Children and Vulnerable Adults (Northern Ireland) Order 2003
- Health and Social Care (Reform) Act (Northern Ireland) 2009

The relevant statutory legislation in England and Wales regarding **children** and young people includes:

- The Children Act 1996, 2002, 2011
- The Education and Inspections Act 2006
- The Care Standards Act 2000 (with the associated regulations and national minimum standards),
- The Mental Capacity Act 2005,
- The Human Rights Act, 1998.

In Scotland the legislation is covered by:

- The Children (Scotland) Act 1995
- The Mental Health Care and Treatment (Scotland) Act 2003

In Northern Ireland the legislation is covered by:

- Safeguarding Board Act (Northern Ireland) 2011
- Children's Services Co-operation Act (Northern Ireland) 2015
- The Children (Northern Ireland) Order 1995.
- Co-operating to Safeguard Children and Young People in Northern Ireland 2017

6. Complaints

Individuals using National Autistic Society services, their parents, friends or family have the right to offer comments and refer to the Complaints Procedure in the case of any disagreement in the management of behaviour. Please refer to the Complaints Resolution Policy further information.

7. Whistleblowing

Employees have a duty to voice any concerns over care practice. Please refer to the Policy on Whistleblowing (HR-0002) for further information. The National Autistic Society is committed to support staff who engage in whistle blowing in good faith. Please refer to Safecall posters for further information.

8. References

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NICE (2015) Challenging Behaviour and Learning Disabilities: Prevention and

Interventions for People with Learning Disabilities Whose Behaviour Challenges (NG11). NICE (<https://www.nice.org.uk/guidance/ng11>).

Royal College of Psychiatrists, British Psychological Society, Royal College of Speech and Language Therapists (2007) Challenging Behaviour: A Unified Approach (CR144). Royal College of Psychiatrists (<http://www.rcpsych.ac.uk/files/pdfversion/cr144.pdf>).

Wolfensberger W. (2000) A brief overview of social role valorization. Mental Retardation. 2000; 38:105–123. [PubMed]

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9. Appendices / Support Documents:

- PBS Procedure SO-0028
- PBS Protocol – Adult Services
- PBS Team – Referral Form (National)
- EIO Summary Poster
- Appendix I – Protocol for managing the eating of inedible objects (EIO) (SO-0029001-1222)
- NAS Ethical Framework