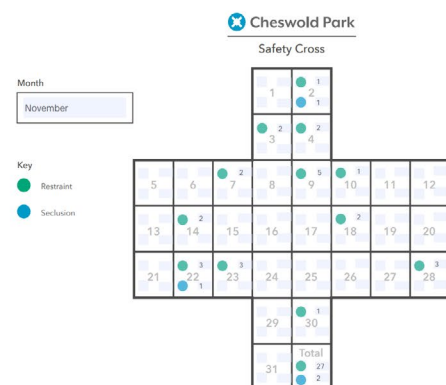
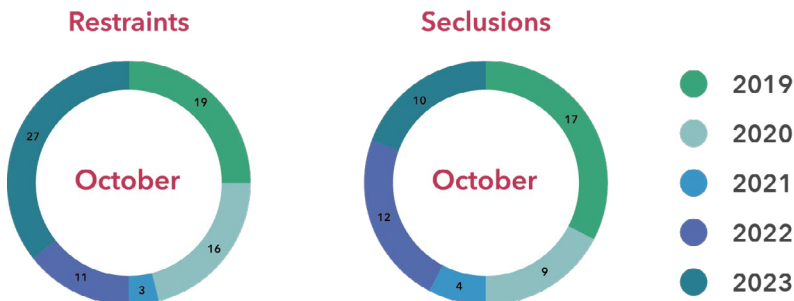
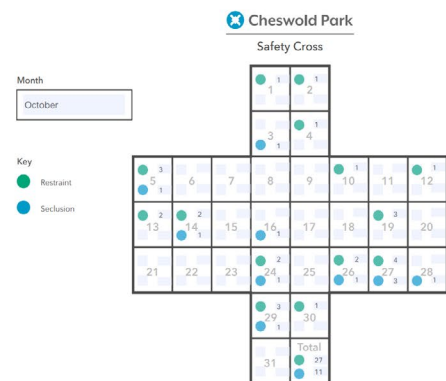
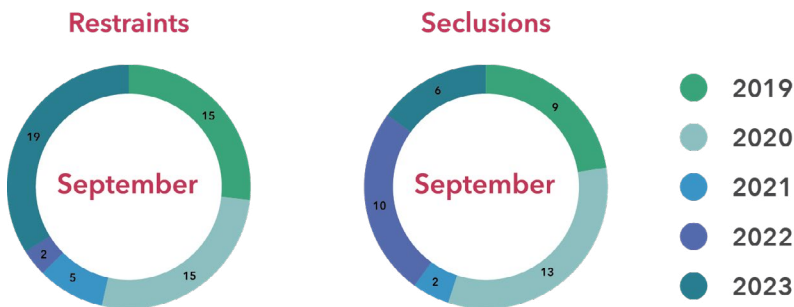


Positive & Safe News Letter

November 2023



PMVA Drop in Dates for December

Please feel free to come and see the PMVA team on the dates below, you can help us identify good practice, raise any concerns or just revisit any techniques you need a refresher on.

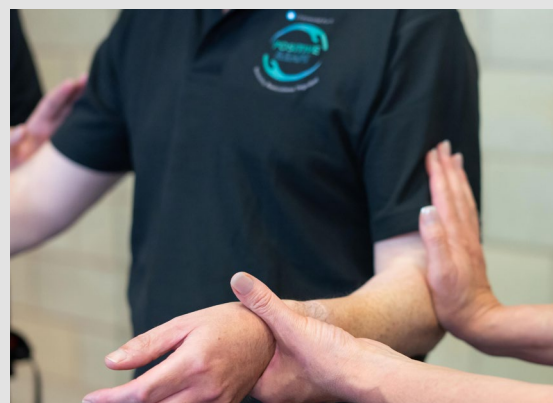
In the professional development office.

December 2pm

11th

18th

28th



The PMVA team would like to share some learning in relation to good practices identified upon completion of Positive & Safe reviews.

There has been improvement on staff specifying on Ulysses that debriefs have been completed, a learning point to note would be for staff to ensure this is detailed in the boxes provided and attached as a document at the end of the Ulysses under 'Attachments'.

Verbal de-escalation is always documented throughout the Ulysses, reflecting good use of secondary strategies which often results in reducing the use of tertiary interventions.

Clear evidence that staff are following the patient's individual care plans when dealing with challenging behaviour

The PMVA team would like to thank staff for their positive engagement in PMVA training. This has allowed us to keep the training up to date and develop new practices to keep everyone safe.

We would also like to welcome our new PMVA instructors: Andy Bainbridge, Martin Norton, Joe Gelder and Rob Richardson to the team, don't hesitate to speak to them if you need any support or advice.

Restraint Reduction Network

When someone needs your support

SUPPORT MEANS SUPPORT
• It is not about debriefing or educating
Your expertise is your humanness. Use it in the support session

UNDERLYING REASONS
• Listen and be curious about the real issues behind the young person's distress and your response
Check in with yourself before you try to support another. You might need time too
WHAT WILL THIS PERSON AND THEIR PARENTS/GUARDIAN FIND HELPFUL?

PROVIDE STAFF SUPPORT
• Check everyone is OK.
• Provide support where it's needed
AM I IN A PLACE TO PUT THIS CHILD FIRST?

PLAN YOUR APPROACH
• Check in with yourself

ORGANISE THE BEST PERSON TO HELP AND RESPOND
• The best person might not be you
I WANT TO LISTEN AND MAKE SENSE OF WHAT JUST HAPPENED

RESPOND
• Reassure and maintain a good alliance
• Acknowledge emotions
• Listen and validate
I WANT TO HEAR YOU
I'M STILL HERE FOR YOU
I CAN SEE WHY THAT WAS SO FRUSTRATING FOR YOU
IT'S IMPORTANT TO ME THAT YOU FEEL OK

TIMING
• Will we have a few short conversations about this or one longer one?
• Would it be best to talk about this now or later only?
THAT WAS SCARY!

DON'T PROBE! DON'T INTERROGATE! DON'T FACT FIND! DON'T EDUCATE!

How to give good post-incident support

Using the initial letters of the word **'SUPPORT'** can help you remember what helps young people following an incident.

SUPPORT MEANS SUPPORT It is not about debriefing or educating. Any post-incident support you give should leave the young person feeling safe and accepted. Avoid interrogating them about what they have done. Instead, say you want to listen and help them when they are ready.

UNDERLYING REASONS Distressed behaviour is a means of communication. Listen and be curious about the issues behind the behaviour. Try to understand what it might be telling you about how the young person is feeling.

PLAN YOUR APPROACH Ask yourself, "What do I need so that I can put the young person first?" Get to know the young person's triggers and what helps them to manage their distress. Ask them (and their family) what helps and plan to these (eg dim the lights or allow them to pace or throw a ball against the wall). Use the RRN's 'My Support Plan' to help you with this.

PROVIDE STAFF WITH SUPPORT It's important to check that everyone is OK and that you and your colleagues get the help you need.

ORGANISE THE BEST PERSON TO HELP For support to be effective, it needs to be personalised and based on good relationships. The best people to provide post-incident support are therefore those who already have good relationships with the young person. However, bear in mind that you too might have been affected by what has happened. If so, it can be helpful to step away and allow a co-worker to take over. This gives you a chance to recover, while doing something else to support the young person's recovery (eg to make them a warm drink).

Manage your own **RESPONSES** Try to develop your powers of reflection and awareness of your own needs. 'Check in' with yourself before you offer support. Remember that you are working with young people who are in psychological (and even physical) pain, and that this can also include families and co-workers. Constant exposure to such pain can have a negative impact on you and make you vulnerable to reacting to a person's distress in a way that isn't helpful. If you think this is happening, it is important to seek the support of a supervisor or trusted colleague.

Get the **TIMING** right. Have you readied yourself to put the young person first? Do they need some time to themselves before they are ready to talk? Offer a choice, "Would it be better to talk about this now or later on?" Do they want frequent check-ins or a longer chat? You could ask, "Shall we have a short chat and maybe follow it up later on?" or "Would you like to have a longer conversation?"