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| **Introduction** | |
| **Purpose** | This document provides direction and a guide to use least restrictive practices when providing services to/with tāngata whai ora/tāngata whaikaha. |
| **Scope** | Staff providing a service to tāngata whai ora/tāngata whaikaha. |
| **Policy** | **Restraint is not applied at our service.**  If de-escalation or other crisis interventions are not effective and no longer a safe option staff:  http://www.writingwildly.com/uploads/4/3/6/6/4366763/5952066.png  **Call the Police on 111**  **&**  [**The mental health crisis service**](http://www.health.govt.nz/your-health/services-and-support/health-care-services/mental-health-services/crisis-assessment-teams)  Staff responds to an unmanageable situation in a manner to keep themselves, tāngata whai ora/tāngata whaikaha, and visitors safe.  If staff use restraint under section 41 (1) under the [Crimes Act 1961](https://www.legislation.govt.nz/act/public/1961/0043/latest/whole.html?search=sw_096be8ed81d369a9_restraint_25_se&p=1#DLM328259) all criteria of NZS 8134:2021 Ngā Paerewa subsection 6.1, 6.2 and 6.3 will be implemented.  We implement the processes identified in the ‘Adverse Events’ policies and procedures for near-miss restraints and restraint episodes. |
| **References** | |
| **Legislation** | [Code of Health and Disability Consumers’ Rights 1996](https://www.hdc.org.nz/your-rights/about-the-code/code-of-health-and-disability-services-consumers-rights/)  [New Zealand Bill of Rights Act 1990](https://www.legislation.govt.nz/act/public/1990/0109/latest/DLM224792.html)  [Human Rights Act 1993](https://www.legislation.govt.nz/act/public/1993/0082/latest/DLM304212.html) |
| **Standards** | [NZS 8134: 2021 Ngā paerewa 6.1.](https://www.standards.govt.nz/shop/nzs-81342021/) |
| **Guidelines and Information** | [Cross-Cultural Resources](https://www.ecald.com/resources/cross-cultural-resources/cross-cultural-resource/)  [Te Pou: Least restrictive practice](https://www.tepou.co.nz/initiatives/least-restrictive-practice)  [Sensory Modulation](https://www.tepou.co.nz/initiatives/least-restrictive-practice/sensory-modulation) |
| **Training resources** | [De-escalation Techniques](https://www.health.tas.gov.au/hospitals/ambulance/ambulance-services-tasmanians/keeping-ambulance-officers-safe#learn-techniques-to-help-us) ‘*This web page provides de-escalate techniques. Estimated reading time: 5 minutes Produced by: Department of Health – Tasmania‘*  [Facilitate responsible behaviour](https://etraining.communitydoor.org.au/course/view.php?id=7) ‘*This is a free online eLearning module which covers monitoring of client behaviour, communication strategies to de-escalate conflict and managing conflict. In order to access this training, you will need to set up an account and search 'facilitate responsible behaviour' in the search bar. Type: eLearning Produced by: QCOSS Community Door ‘* |
| **Related Organisational Documents** | Adverse Events  Hunga Mahi Me Te Hanganga – Workforce and Structure  Mana Whakahaere – Governance.  Ō Tātou Motika – Our Rights |
| **Definitions and Practices** | |
| **De-escalation** | A set of complex interactive processes in which a highly aroused person is redirected from an unsafe course of action towards a supported and calmer emotional state. This usually occurs through timely, appropriate, and effective interventions and is achieved by service providers using skills and practical alternatives. (Ngā paerewa). |
| **Least restrictive practices** | Practices that enhance tāngata whai ora/tāngata whaikaha autonomy and respect their rights, individual ‘*or collective’* worth(added by GSHarnisch), dignity and privacy. Restrictive practices make someone do something they do not want to do or stop someone doing something they want to do. (Ngā paerewa). |

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| **Restraint** | The use of any intervention by a service provider that limits a person’s normal freedom of movement. Where restraint is consented to by a third party, it is always restraint. (Ngā paerewa). |
| **Restraint elimination** | Evidence of good assessment and planning processes that provide early identification of a possible need for restraint and therefore assist in planning interventions that best reduce the likelihood of restraint being required. (Ngā paerewa). |
| **Responsibilities** | |

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| **Board members/**  **Director** | * Ensure the budget includes provision of training and consultations to maintain a restraint free environment. * Review any patterns of restraint episodes and make sure that systems are put in place to eliminate restraints. * Ensure that representatives with lived experience participate in any reviews related to restraint and our restraint-free practices. * Ensure that Māori representatives participate in any reviews related to restraint and our restraint-free practices. |
| **Service delivery lead** | * Ensure that the processes in our Adverse Event policy are implemented in regards to near misses and restraints under the Crimes Act. * Ensure that the least restrictive practices are routine in our services. * Ensure that legislative requirements and reporting systems are implemented. * Monitors the implementation of this policy and procedure. * Provides our Board members/Directors with a six monthly report on near-miss restraints and restraints that includes trends, analysis and improvement measures. |
| **Health care workers** | * Attend de-escalation training. * Provide the least restrictive practices and environments. * Report all near-miss restraint and restraint episodes via our adverse event system. * Adhere to this policy and procedure. |

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| **Measures that support a restraint-free environment** | | |
| **Physical environment** | **Relationships** | **Mauri ora** |
| Attending to tangata whai ora/tangata whaikaha individual needs (examples):   * Enough space. * Quiet space. * Individual space. * Spaces to meet others. * Private space. * Sensory modulation space. * Outside space. * Exercise space. | * Choice of health care worker. * Honouring the right to company. * Supporting the maintenance of family and support relationships. * Engaging an [advocate.](https://advocacy.org.nz/) * Engaging [peer support](https://mentalhealth.org.nz/groups). * Provision of [ethnic](https://healthpages.co.nz/directory/categories/ethnic-support)/cultural supports. | * Facilitating optimal wellbeing. * Healthy living programmes. * Cultural activities. * Engaging with Māori service providers. * Providing a mana boosting service. * We ensure mātauranga Māori can be practiced in our service. |
| **Training** | **Assessments** | **Care planning** |
| Staff have:   * De-escalation training. * Safety training. * Consumer rights training. * Sensory modulation training. * [Trauma informed care](https://www.tepou.co.nz/initiatives/lets-get-real/trauma-informed-approaches) knowledge. * [Training in recovery approaches.](https://www.tepou.co.nz/initiatives/lets-get-real/107) * Tangata whaiora/tangata whaikaha education in self-de-escalation. | Tāngata whai ora/ tāngata whaikaha assessments include:   * Triggers. * Early warning signs. * Cultural protocols and supports. * Safety issues. * Recovery capital. * Previous successful de-escalation strategies. * Sensory screens. * Identification of recovery capital. | Service users will participate in and determine all aspects of service delivery such as:   * Wellness plan. * Relapse prevention plan. * Safety plan. * Collaborative records/notes. * Advanced directives. * Resources tangata whai ora/tangata whaikaha find helpful. |

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| **Cultural consideration** |
| 1. We implement our organisation’s values and principles as this is vital in maintaining a restraint-free service. Apply those values when defusing a situation! |
| 1. We implement the tikanga of the culture tangata whai ora/tangata whaikaha treasures. |
| 1. We use interpreters or staff that speak the language of tangata whai ora/tangata whaikaha who is distressed. |
| **Safe service provision** |
| * We provide an emotional/spiritual safe space. |
| * We do not tolerate the following behaviour by staff:   + Not keeping arrangements   + Using punishment to manage behaviour   + Giving mixed messages   + Unreasonably withholding information   + Refusing to answer question   + Emotional outbursts   + Undervaluing, criticising or mock. |
| * We implement Ō Tātou Motika – Our Rights policies and procedures. |
| * [We Implement value informed practices](https://www.tepou.co.nz/resources?keywords%5b%5d=27241&publicationDate=&sort=newest). |

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| **Top 10 De-Escalation Tips (Crisis Prevention Institute)** | |
| **Be Empathic and Non-judgmental** | Do not judge or be dismissive of the feelings of the person in distress. Remember that the person’s feelings are real, whether or not you think those feelings are justified. Respect those feelings, keeping in mind that whatever the person is going through could be the most important event in their life at the moment. |
| **Respect Personal Space** | Be aware of your position, posture, and proximity when interacting with a person in distress. Allowing personal space shows respect, keeps you safer, and tends to decrease a person’s anxiety. If you must enter someone’s personal space to provide care, explain what you’re doing so the person feels less confused and frightened. |
| **Use Non-threatening Non-verbals** | The more a person is in distress, the less they hear your words—and the more they react to your non-verbal communication. Be mindful of your gestures, facial expressions, movements, and tone of voice. Keeping your tone and body language neutral will go a long way toward defusing a situation. |
| **Keep Your Emotional Brain in Check** | Remain calm, rational, and professional. While you can’t control the person’s behaviour, how you respond to their behaviour will have a direct effect on whether the situation escalates or defuses. Positive thoughts like “I can handle this” and “I know what to do” will help you maintain your own rationality and calm the person down. |
| **Focus on Feelings** | Facts are important, but how a person feels is the heart of the matter. Yet some people have trouble identifying how they feel about what’s happening to them. Watch and listen carefully for the person’s real message. Try saying something like “That must be scary.” Supportive words like these will let the person know that you understand what’s happening—and you may get a positive response. |
| **Ignore Challenging Questions** | Engaging with people who ask challenging questions is rarely productive. When a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, but not the person. Bring their focus back to how you can work together to solve the problem. |
| **Set Limits** | As a person progresses through a crisis, give them respectful, simple, and reasonable limits. Offer concise and respectful choices and consequences. A person who’s upset may not be able to focus on everything you say. Be clear, speak simply, and offer the positive choice first. |
| **Choose Wisely What You Insist Upon** | It’s important to be thoughtful in deciding which rules are negotiable and which are not. For example, if a person doesn’t want to shower in the morning, can you allow them to choose the time of day that feels best for them? If you can offer a person options and flexibility, you may be able to avoid unnecessary altercations. |
| **Allow Silence for Reflection** | We’ve all experienced awkward silences. While it may seem counterintuitive to let moments of silence occur, sometimes it’s the best choice. It can give a person a chance to reflect on what’s happening, and how they need to proceed. Silence can be a powerful communication tool. |
| **Allow Time for Decisions** | When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you’ve said. A person’s stress rises when they feel rushed. Allowing time brings calm. |