

LET'S TALK ABOUT
Restraints

INTRODUCTION

AIM OF THIS SESSION

To give participants the confidence to talk about restraint in a health and social care setting

LEARNING OUTCOMES

By the end of the session participants will be able to:

- Define restraint
- Identify different types of restraint
- Understand the imbalance in the relationship between PAs / carers and those they support
- Recognise appropriate and inappropriate restraint
- Understand the importance of talking about restraint
- Identify a personal action plan for continuing the restraint conversation

GROUND RULES

- Respect all points of view.
- Maintain confidentiality.
- Give people the chance to speak or ask questions.
- Take it seriously.
- Enjoy yourself.
- Be positive and confident.
- Don't judge others.
- Everyone should take responsibility for the group.
- Make the effort to share.
- Keep to the point so we don't waste time.
- Avoid jargon. If you don't understand a word, say!
- There is no such thing as a silly question.
- Turn mobiles off (if possible)
- Feel free to leave the room when needed.

ENSURE EVERYONE FEELS COMFORTABLE TAKING PART

DEFINING RESTRAINT

RESTRAINT

What comes to mind when you hear the word?

OUR DEFINITION

When we talk about restraint we mean
'anything that prevents someone doing something'

Restraint describes both **appropriate** and **inappropriate**
means of restraining an individual.

TYPES OF RESTRAINT

- Physical restraint
- Mechanical restraint
- Chemical restraint
- Financial restraint
- Restricting choices
- Withholding information

A HUMAN RIGHTS ISSUE

The Mental Capacity Act states:

“Restraint should only be used as a last resort when other options have been eliminated, and its use must always be minimised”



THE LAW

use force or threaten to use force to make someone do something they are resisting



MENTAL CAPACITY ACT

POWER IMBALANCE

Think of a time when you felt

POWERLESS

How did this make you feel?

Think of a time when you felt

IN CONTROL

How did this make you feel?

TRAFFIC LIGHTS

RED

This is inappropriate restraint

AMBER

I'm not sure

GREEN

This is appropriate or This is not restraint

“Please can someone put those mittens on Davina to stop her scratching herself”

RED
AMBER
GREEN

“I can’t reach my drink”

RED
AMBER
GREEN

**“My bed has been wet for three hours.
Can someone change it?”**

**RED
AMBER
GREEN**

**“I urgently need to write a letter.
I can’t do it without my PA’s help, but
she says it’s not part of her role.”**

**RED
AMBER
GREEN**

“I don’t like having the bed rails.”

RED
AMBER
GREEN

“Can you come here and turn the TV over? I hate watching Jeremy Kyle!”

**“I’m just busy filling your nomad.
Can you wait five minutes?”**

**RED
AMBER
GREEN**

CASE STUDIES

Case Study 1

DYLAN

Dylan has a team of three PAs who help him to live independently. He is at his work Christmas meal, assisted by one of his PAs.

Dylan orders chicken. As the PA cuts into the chicken she notices that it is undercooked.

"You can't eat that, it's undercooked. We need to send this back and get you another one" says the PA.

Dylan responds; *"I don't want a different one. I want to eat this one. I'm starving and I am not waiting another half hour as everyone else will have finished eating"*.

"I'm sorry but I'm not letting you eat that" says the PA.

Case Study 2

CRAIG

Craig is a disabled man who employs two PAs, Amy and Becky.

Craig enjoys attending football matches. Normally he goes with Amy, as she is a huge football fan.

It's Saturday afternoon and there is a home match, but the weather forecast is very bad.

Today Amy is on holiday so Becky is covering her shift. Becky decides not to tell Craig about the match because she doesn't want him to get wet and cold.

Case Study 3

AUDREY

Audrey is a disabled woman who has mental ill health. She has periods where she talks constantly, and is very unsettled during the night. She has a team of five PAs providing 24 hour support.

One PA has worked three nights in a row. Unfortunately she has been unable to sleep during the day due to roadworks. This means she is exhausted when she comes to work for her next shift.

She decides to give Audrey two extra pills tonight so they can both get a good night's sleep.

MOVING FORWARD...

PERSONAL ACTION PLAN

What do I want to do or change as a result of what I have learned about restraint?

How do I intend to achieve this?

When do I want to achieve this by?

How will I know if I have achieved my plan?

FURTHER READING

www.letstalkaboutrestraints.org

THANK YOU!

Remember to collect your certificate

