

Space Training Limited

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PI System/model: **SPACE System**

Geographical area covered UK

Who is training for? Children Autism
Children Learning Disability
Pupils with EBD
Adult Autism
Adult Learning Disability
Adult Mental Health
Elderly, Dementia,
Alzheimer Dual Diagnosis
Acquired Brain Injury
Other: Space works in Health Care and Social Care with all disciplines. We also have experience in retail, transport, security and local government, as well as non-governmental organisations.

Accredited courses A Proactive Approach to Conflict Core Programme

A series of programmes which range from awareness and de-escalation to person centred behaviour support plans, which may include proportional and ethical physical interventions.

All programmes are tailored to suit the needs of the looked after person/s and the commissioner of the training.

Stage 1 – One day Awareness and de-escalation skills and techniques

Stage 2 – Two Day with, Safe Positioning, Deflect, Divert, Escape

Stage 3 or 4 – Includes some physical interventions (for delegates who have already undertaken a 1 or 2 day Space course within the last 12 months)

Stage 4 – Includes physical interventions

Stage 5 – The development of a Positive Behaviour Support Plan and training of supporting staff (may be to level 4, 5)

Training for Trainers

Six Days – without physical interventions

Nine Days – with physical interventions

General Approach to Teaching Physical Interventions

SPACE teach sensitivity and awareness, most people have a natural reaction to conflict we aim to change this. The emphasis is teaching staff to be positive in their attitude and intent; developing skills in remaining calm and "centred" thereby preventing the majority of conflict. We teach carers to look first to their own behaviours, which can have an impact upon the way that others react to them.

- Remaining Calm and reasonable prevents potential aggression or dangerous situations. Release and assisted release techniques develop skills of escaping in a non-aversive manner, if a situation is becoming escalated.
- Safe positioning and stabilising and holding techniques give participants practical skills to calm situations and prevent them from escalating.
- Holding is a last resort, taught only to be used as part of a written agreed response or in emergency situations.
- The development of an individualised plan which helps carers to be consistent in promoting positive behaviour. The plan will be proactive and promote alternatives to any risky behaviour.
- The legal and ethical connotations, safety, capabilities of staff, risk and monitoring are considered.

Where a Positive Behavioural Support Plan has been developed an individual's support team may be trained in the use of specifically developed physical interventions which will aid the individual to be cared for in safe and person tailored manner, which meets their physical and emotional needs and improves their quality of life.

This training fulfils the legal requirement of the Health and Safety at Work Act 1974, and all programmes are delivered to the standards of the BILD Code of Practice. The Mental Capacity Act 2005 is also discussed.

The British Institute of Learning Disabilities Code of Practice fourth edition 2014.

Department of Health (2007) Services for People with Learning Disabilities and Challenging Behaviour or Mental Health Needs (Revised Edition, (Chairman: Prof J L Mansell)

Learning objective/s

By the end of this training participants will:

-  Have considered their own behaviour, and the way they react in difficult situations
-  Understand the principles of the Positive Behaviour Support Model
-  Be able to contribute to the Positive Behaviour Support Plan
-  Be aware of the impact that their behaviour and approach has on other people's behaviour
-  Know the importance of looking for the causes of conflict - what the other person is communicating via their behaviour etc.
-  Be able to record and contribute to Behaviour Support Plans

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- Understand that challenging behaviour may be functional, and focusing on what the behaviour is communicating, is often the key to a successful outcome
- Be aware that the predictability of situations, and predicting conflict is a vital component of everyone's safety, (behaviour risk assessment)
- Know that if hazards are identified, (Risk Assessment) appropriate precautions should be taken, i.e. agreed responses / intervention plans (risk management)
- Understand that safety in the workplace is a proactive and active process
- Understand the need to have safety procedures, (agreed responses) in place
- Learn practical responses to aggression and be competent in the relevant physical interventions appropriate to their role and workplace
- Be clear that physical interventions are to be used only in emergency situations, or as part of a written intervention plan
- Understand the risks involved in physical interventions, specifically 'Positional Asphyxia', avoiding potentially dangerous postures/d positioning and the contra-indicators that would preclude the use of P.I.
- Be aware of the use of gradients of control and support to implement the principles of minimum force and minimum duration
- Know that focusing on sensitivity, calms and builds confidence in difficult situations, that the use of pain is considered abusive
- Have a clear understanding about the importance of staff care, with particular regard to conflict

Main/Development (Key Vocabulary);-

- Legislation & Guidance concerning behaviours that challenge Health & Safety at work Act 1974,
- H&S Executive Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1999,
- 2005 Mental Capacity Act, Department of Health & Department for Education & Skills: Guidance for Restrictive Physical Interventions 2002,
- The Human Rights Act 1998, Services for people with challenging behaviour or Mental Health Needs.
- BILD Code of Practice for the use and reduction of restrictive physical interventions, Fourth Edition 2014.
- Department of Health (2007) Services for People With Learning Disabilities And Challenging Behaviour or Mental Health Needs (Revised Edition, Chairman: Prof J L Mansell) Commissioning organisations Policy/Guidance (if required)

Implications – Tenants / Service Users / Staff /
 Managers Principles of SPACE Training
 Approaching our practice with forethought and clarity.
 Team Exercise

Active and Proactive working
 Positive Behaviour Support – Agreed Responses
 Attitudes to conflict.
 Conditioned responses
 Communication through intent
 Punishment / Consequences
 Sensitivity and Awareness.
 The philosophy and practice of ‘least resistance’
 Staff Care, a fundamental part of effective professional practice,
 Symptoms and solutions.
 Barriers to Proactive Working and Solutions
 Summary / Conclusions, checking if objectives have been met
 Evaluation

Assessment focus

Delegates will be assessed on the following criteria:

- Attitude as reflected in the language and behaviour used during the course of
- the training Knowledge of appropriate positive behaviour support strategies
- Understanding of the theoretical background and current policy context of Positive Behavioural Support
- Ability to implement and assess the implementation of Positive Behaviour
- Support Plans Knowledge of the principles underpinning the safe use of restrictive physical interventions (when taught)
- Knowledge relating to the ethical and legal aspects in implementing the use of restrictive physical interventions (when taught)

Cross-curricular link

Underpinning Knowledge for QCF

Qualifications -

Level 2 Diploma in Health and Social Care

Domiciliary Care

SHC 24
 HSC 024
 HSC 026
 HSC 2031
 HSC 3022

Residential Home Care

SHC24
 HSC 024
 HSC 026
 LD 201
 LD 202

Community LD Team

SHC 24 LD 203
 HSC 024 HSC 2008
 HSC 026 HSC 2010
 LD 202 HSC 2013
 LD 202

Level 3 Diploma in Health and Social Care

LD 302
 LD 314C

SHC 34
 HSC 024
 HSC 036
 HSC 037
 HSC 3022

SHC 34 LD 303
 HSC 024 HSC 3025
 HSC 036 HSC 3065
 LD 201
 LD 202

Understanding, Implementing, and Leading the Positive Behavioural Support Model Specifically Units HSC 337 and HSC 398

Level 3

Level 4

Level 5

Relevant training topics

- 🌀 Conflict Awareness – one day
 - Principles of Positive Behaviour Support
 - Conflict and De-escalation
 - Risk assessment
 - Proactive working
 - Attitudes
 - Assessment and functional analysis

- 🌀 Prevention and awareness – two day
 - All of the above plus,
 - Behaviour Analysis
 - Contributing to PBS Plans
 - Fear control
 - De-escalation
 - Safe Position and Breakaway, Release and Escape Techniques

- 🌀 Safety Prevention and Awareness – three to five days
 - All of the above plus,
 - Practical responses (1 and 2)
 - Practical responses (3 and 4)
 - The Law and physical interventions
 - Teamwork and consistency
 - Person Centred Positive Behaviour Support Plan

- 🌀 Training for Trainers – **six days** (no physical intervention) Training to become an in-house Trainer and staff mentor. May teach one, or two day Space Programmes
- 🌀 Training for Trainers – **eight/nine days** including physical intervention techniques Training to become an in house trainer and staff mentor up to and including phase 4 physical interventions. May teach one, two, three, four and five day Space programmes
- 🌀 Working with Families, a range of individual person centred programmes designed to give families and carers the skills to provide positive behavioural support
- 🌀 Foster Carers
- 🌀 Bereavement for carers

OTHER PROGRAMMES OFFERED

Mental Health Programmes

- 👁️ Autism Awareness
- 👁️ Dementia Awareness
- 👁️ Acquired Brain Injury
- 👁️ Epilepsy Awareness
- 👁️ Dual Diagnosis
- 👁️ Adult Protection
- 👁️ Mental Health and Learning Disabilities

Statutory Programmes

- 👁️ Safeguarding Adults
- 👁️ Lone Working
- 👁️ Equality and Inclusion