



All Island Restraint Reduction Network Conference Report 2022



The AIRRN Conference was funded by



**The Community
Foundation for Ireland**

An All-Island Restraint Reduction Network- Definitions



A Restraint Reduction Network:

Committed individuals and organisations working together to ensure that the use of coercive and restrictive practice is minimised, and the misuse and abuse of restraint is prevented. We want to create a culture of respect for human rights across education, health and social care services so that services are safe, dignified and respect people's autonomy and well-being.

Restrictive Practices: also known as restrictive interventions, are those that intentionally limit a person's freedom of movement or function. This can be through restraint, mechanical, physical or chemical – with or without the use of force, or by seclusion. ¹

Mechanical restraint:

The use of a device, equipment, or other tool for compelling, controlling, or subduing the bodily movements of the person to whom such mechanical restraint is administered.

Physical restraint: the use of direct physical contact by one or more persons for the purpose of compelling, controlling, preventing, or subduing the bodily movements of the person being restrained. ²

Chemical restraint:

The use of substances as ingested, inhaled, or injected for the purpose of compelling, controlling, or subduing the behaviour of the person to whom the medication is administered, regardless of whether such substance has been medically prescribed for the treatment of formally diagnosed physical or mental illness. ²

Seclusion:

The placing and keeping of a person (alone) in a room or other space from which they are unable to leave. Inability to leave can arise from exits being locked or being otherwise obstructed; inference, instruction, or threat to the secluded person not to leave; belief on the part of the secluded person that they are being stopped from or are otherwise not allowed to leave, reluctance or refusal to leave because of fear of consequences of doing so. ²

An All-Island Restraint Reduction Network - Beginnings



The Project Idea

As the All-Island Restraint Reduction Network (AIRRN) a core group of individuals and organisations came together, to address the issue of restrictive practices, to widen our reach and to have greater influence on policy makers on the whole island. Heretofore each stakeholder had identified the issue and advocated independently with some progress but limited success.

Commencing in 2021, and with project funding from the Community Foundation for Ireland, the starting idea was the creation of a vital cross border Restraint Reduction Network group in Ireland – modelled on existing groups in England, Scotland and Wales.

What are the causes behind the issue?

The use of seclusion and restraint in educational, social care and health settings can be a hidden issue.

There is an absence of legislation and guidance, particularly in educational settings, on the use of restrictive practices.

There is a lack of awareness and lack of the training and oversight needed to reduce the use of restrictive practices.

What can be achieved?

We believe an all-island voice or forum will have a much greater impact on this issue. The aim is for policy and legislative change resulting in the implementation of the necessary training, oversight and resources to ensure children and adults in educational, health and social care settings are not subject to seclusion and misuse of restrictive practices.



An All-Island Restraint Reduction Network - First steps



The aims of the All-Island Restraint Reduction Network are to:


- Reduce the reliance on restrictive practices through appropriate policy, changes in legislation and rights-based training.
- Advocate for a robust monitoring and oversight system of restrictive practices in all settings where they may occur.
- Advocate for appropriate supports for people who have experienced restrictive practices.

To that end our objectives in 2022 were:

To hold a 1 day round table event which sought to:

- Bring together stakeholders across education, health and social care to expand advocacy for regulation, monitoring and reduction of restrictive practices. The focus of the event was on educational settings, an area of particular concern and relevance, currently subject to policy and legislative reviews in both jurisdictions.
- Bring together cross-border policy makers and legislators to hear about the use of these practices and what change is needed to regulate, monitor and reduce these harmful practises.
- Produce a conference report that sets out what needs to be done to better safeguard children and adults against the misuse of restraint and seclusion
- Inform parents of the rights and actions they may avail of if they find themselves in a situation where a family member experiences seclusion or restraint.

Restraint and seclusion is a human rights issue across the lifespan and in many different settings but if we get things right early for children in educational settings, we can pave the path for the elimination of restraint throughout their lives



AIRRN 2022 - The First All-Island Restraint Reduction Network Conference



Our first All-Island Restraint Reduction Network conference (AIRRN 2022) on the use of restrictive practises was held on 11th October 2022, hosted by Dundalk Institute of Technology. The conference aim, to bring together stakeholders across education, health and social care, to hear about practices and experiences and consider what needs to change. This would in turn assist the AIRRN in creating a wider alliance of interested groups and individuals and strengthen our fledgling collaboration. The AIRRN 2022 theme was Pathways to Restraint Elimination in Educational Settings.



"The conference helped me to fully recognise the true impact on children caused by the lack of guidelines and procedures and recording of incidents in schools. The words of the mothers, in describing the pain of their children, following numerous incidents were powerful and harrowing. It is incumbent upon the State to ensure that seclusion and restraint within our education system become distant memories, in the same way that corporal punishment has. Educators argued for many, many years that they needed to option of physical punishment in order to "maintain order" in schools, but that has been very clearly debunked and we need to do the same with seclusion and restraint."

Dr. Niall Muldoon, Ombudsman for Children RoI.



AIRRN 2022 - Why a Focus on Education?

The Current Situation in Educational Settings

In Northern Ireland the Department of Education produced interim guidelines in May 2021 committing to a review with guidance to follow when the review process was completed. The review report, published in March 2022, recommended that the Department of Education should, in the 2022/23 school year, issue statutory guidance on the use of restrictive and support practices for educational settings.

In the Republic of Ireland the Department of Education has consulted with stakeholders on Guidelines on the Use of Physical Intervention for the Prevention and Management of Crisis Situations. There is currently no legal requirement north or south for a teacher or school to record or report the use of restraint or seclusion of a student.

Informing our focus on education were two significant and challenging independent reports, the 2018 Inclusion Ireland Report - Shining a Light on Seclusion and Restraint (RoI) and the 2021 NICCY Report – Neither Seen Nor Heard.

Shining a Light on Seclusion and Restraint - 2018



"Children are being restrained and/or secluded in schools across Ireland. There is no regulation or reporting of these practices, so it is impossible to say how many children are affected."

"The case studies (in the report) demonstrate that seclusion and restraint has occurred across all school settings: mainstream classes, special classes and special schools. In most cases staff were not trained in any 'crisis intervention or prevention' strategy.

There is no compulsory training on crisis intervention for school staff."

Neither Seen Nor Heard - 2021

"There are too many examples in this report that challenge the assertion that inappropriate use of restraint and any use of seclusion are "isolated" incidents."

"...schools and education settings are operating in a vacuum and report that they frequently found themselves alone when implementing such methods which has allowed disturbing practices to continue."

"...parents were left in the dark about what was happening to their child and often unable to understand why they were so distressed."

"I am genuinely lost for words that the guidance, training, reporting, recording and communication with parents and carers is not clearly laid out in a mandatory framework." - Koulla Yiasouma, NI Commissioner for Children and Young People.



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The use of restraints on children in educational settings raises the most serious human rights concerns potentially amounting to inhuman and degrading treatment in some circumstances. Children should not be subjected to inhuman and degrading treatment in any situation. Restraints can impact on a child's right to access and benefit from education and the use of physical restraints can only be used in minimal circumstances. It must be lawful, necessary, proportionate and for a particular purpose prescribed in human rights law.

Tanya Ward, Chief Executive, Children's Rights Alliance

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AIRRN 2022 - Shared Learning and Better Understanding

The conference was opened by Dr. Niall Muldoon Ombudsman for Children and Koulla Yiasouma, NI Commissioner for Children and Young People. Professor Eilionoir Flynn School of Law NUI Galway presented on a human rights approach. Parent Emma McAfee of Our Voices Matter, parent Deirdre Shakespeare of Harry's Law and parent Faye Hayden of Not OK in School spoke with strength and emotion about their children's experiences with seclusion and restraint in school. And representatives from the Children's Law Centre (NI) and the Children's Rights Alliance and National Council for Special Education (RoI) participated in the roundtable and panel discussions.

AIRRN 2022 Conference Roundtable Discussions

Central to the conference were the roundtable or group discussions. They were an opportunity for all to contribute, to listen and to explore the work needed to tackle the use of restraint and seclusion in educational settings. Participants remarked on the opportunity to meet so many committed individuals in such a welcoming space.

Important conversations were had, and connections made. This opportunity for personal interaction between decision and policy makers and those with lived experience was significant for all. In a practical and real way it helped better inform policy makers and legislators on this important rights issue and assure family members of the importance of their voice on this issue.



Taking part in the roundtable discussions

Participants were first asked, in relation to seclusion and restraint, to identify the problems and name the challenges. Participants then discussed areas of action for restraint reduction, what constitutes best practice and what resources are needed. To take part in discussions participants divided into 4 groups of between 12 and 15 people, each group led by a facilitator and supported by a notetaker. The bullets below summarise recommendations made by participants.

As the AIRRN is in development, the organisation has not as yet put in place a process for the development or adopting of agreed positions on particular issues. As such, the recommendations presented are not formally adopted. Nevertheless participants considered that the recommendations provide useful suggestions to inform advocacy and, critically, implementation.

It was clear during the discussions that many taking part have a considerable lived or professional experience, and an in depth understanding of the underlying causes and impact of this issue. Participants spoke to the need for urgent reforms but also reforms that are systemic, integrated and properly resourced. The changes and improvements they propose are, we believe, both well informed and pragmatic.



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“There was so much to process as an adult hearing lived experiences, you can’t begin to imagine how it felt for a child, often on a daily basis. These practices are creating a trauma response, restraint and seclusion is not a last resort it’s corporal punishment by another name. Restraint and seclusion is a human rights scandal, but this issue has a veil of silence, we came to the AIRRN event to try to change this, I strongly agree with Tanya Ward every media platform should be speaking about this it needs maximum exposure.

Everyone had a different story to tell but it all had the same starting point, a child’s distress manifesting in a traumatic response from restrictive practices and lack of support or understanding their needs creating ACE’s. Language is a barrier; professional speak has left parents in the dark as to what is happening their children when they send them to school.

The day highlighted how much blame is shouldered onto the child, a system that punishes and blames neurodivergent or disabled children. It was obvious from the event Restraint and seclusion in schools is not a last resort, it’s an unregulated behaviour management tool. From speaking to other parents on the day I felt that schools disassociate and dehumanise our children using language such as therapeutic for this inhumane degrading practice, this has allowed its longevity of practice in schools.

The event painted a stark picture, how has restraint and seclusion been allowed to become normalised, Niall Muldoon the children ombudsman was a great voice for our children failing to collect data is giving this practice a place to hide. Shame on all you allowing to happen, I won’t forget his words... I agree!”

Deirdre Shakespeare, Parent, Harry’s Law NI

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AIRRN 2022 Roundtable

Discussions - Findings

Question 1. Seclusion and Restraint - Identifying the problem

“What are the weaknesses in the education system that allow seclusion and restraint to recur, your perspective, experiences and challenges?”

Participants were concerned that:

Culture

- In some instances, the current approach is not focussed on the child's experience.
- Language informs culture. Terms such as challenging behaviour present the child as the challenge rather than understanding and resolving the difficulties the child is experiencing.
- Use of restraint is seen as normal
- There is not a culture of listening to the child and the parent/s.
- The impact of use of seclusion and restraint is not understood.

Policy, guidance and legislation

- There are shortcomings in regulation and policy at both national and school level. Legislation, policy and guidance must have a human rights-based framework.
- There is a failure to learn from other sectors and from the past e.g. Ryan report.
- There is a lack of leadership, guidance, governance in relation to use of restrictive practices.
- There is no record keeping in relation to use of restrictive practices.
- Inspection should give everyone a voice and identify problems.
- There are weaknesses in the complaint procedures and a lack of enforcement in cases of wrongdoing.
- The EPSEN Act has not been fully implemented, children do not have a high-quality IEP. (RoI)
- For parents there is a lack of transparency and a lack of involvement or consultation in relation to their child including instances of restrictive practices implemented without consent.



Understanding and Knowledge

- There is a need for specific training for educators, at university level, at professional development level and at management level.
- There is a need for training in relation to supporting children with disabilities, use/misuse of restrictive practices, alternatives to restrictive practices, appropriate use of school facilities such as sensory rooms and also working in partnership with parents/carers.
- There is a need for further training for staff, boards of management in leadership & supervision and human rights based approaches in relation to use/misuse of restrictive practices.
- The transition of the disabled child into school needs to be better managed. The school should have an opportunity to get to know the child as they transition into the school.
- The absence of recording and oversight in relation to restrictive practices means that there is a lack of data to inform understanding and support decision-making on the issue.

Resources

- It was noted at roundtable that there is a shortage of teachers and special needs assistants to support the disabled child.
- There is a lack of psychological supports and multi-disciplinary supports, a lack of access to therapeutic interventions.
- Staff turnover – there is the loss of knowledge and understanding of the individual child and the loss of experience and expertise in general



"I feel like everyone at the conference truly heard and acknowledged the pain and trauma behind our lived experiences. Yet I remain sceptical about their commitment to push for the effective and meaningful changes we need as a matter of urgency. A. R Bernard said, 'When change is necessary; not to change is destructive.'"

Emma McAfee, Co-founding Member Our Voices Matter NI



Quotes from Roundtable Discussion 1

"teachers are expected to be more than teachers i.e. social workers and psychologists, but they are not trained in these areas."

"A high staff turnover means that staff student relationships are being constantly re-invented."

"The language and terminology helps to shape this culture – e.g. the language of managing 'challenging behaviours' rather than addressing the distress of the child and calling a seclusion space 'calm room' rather than an 'isolation unit'."

"there is no mandatory recording, no reporting about incidents of restraint and seclusion; data doesn't go to an outside agency."

AIRRN 2022 Roundtable

Discussions - Findings



Question 2. A pathway to restraint reduction & elimination of unnecessary restrictive practices?

What are the areas for action? What are your ideas for best practice and the resources needed.

The participants agreed that many areas need to be addressed, the following are some themes that emerged from the discussion:

Culture

- Have the political will to change.
- Educate for better public awareness.
- Support an approach where educators work with the child and those in the child's life – to better know the child.
- Place a value on the lived experience of the child and their parent/s.
- Seek collaboration rather than confrontation.
- Centre the voice of the child. It is the relationship between the child and the educators which is of most importance.

Policy, guidance and legislation

- Legislate and provide clear standards, policy and guidance. This must be underpinned by training, monitoring and mandatory recording of critical incidents.
- Require internal auditing and independent external auditing.
- Establish a duty of candour.
- Develop an effective complaints process.

Understanding and Knowledge

- Engage all stakeholders to identify the issues and work collaboratively
- Define what constitutes a restrictive practice.
- Focus on alternatives to physical interventions.
- Provide teaching and school team training on restrictive practices and related areas such as disability awareness and human rights.
- Establish a national standard for special educational needs teachers.
- Provide training and supports for parents.
- Understand best practice and respond to distress manifesting as disruptive behaviour.

- Listen to the child communicating through their actions.
- Understand that “one size does not fit all” when creating spaces in the school environment.
- Adapt the curriculum to the needs of the child with additional needs – so they can show their achievements.

Resources

- Ensure a good skill mix in schools, to include trained and skilled teachers, therapists, psychologists and a multidisciplinary team.
- Commit to IEPs for each child, developed in co-operation with parents and subject to review.
- Provide appropriate accommodation and physical space, to include, places to play and rest and sensory spaces etc as needed.
- Provide transport services that enable children with additional needs access mainstream schools.



"Children are entitled to equal protection under the law which gives effect to their human rights across all settings, whether they 're at school, in a health and social care facility or in the community. It is a matter of the utmost urgency that legal provisions which may enable violation children's human rights are repealed, to prevent trauma and harm to vulnerable children. Restrictive practices ought to be limited, to be used lawfully only in exceptional circumstances and only for the purpose of protecting children or others from serious harm. Mandatory safeguarding regulation, disaggregated data gathering systems, training programmes and regular equality and human rights monitoring should be set in place without delay. Significant cross-departmental co-operation on regulation of restrictive practices is required immediately to ensure equal protection under the law in education settings and elsewhere, to ensure compliance with human rights protections for all children, regardless of their age, disability or any other protected characteristic."

Rachel Hogan, Children's Law Centre NI.



Quotes from Roundtable Discussion 2

"Clear guidelines and framework within schools for a solution-focussed engagement with parents and young people at every step of the process."

"We must listen to what the children are communicating by their actions."

"There should be access to the expertise of multi-disciplinary teams and this should be done in a way that also upskills teachers and parents and develops their understanding."


"there is a need for staff training to understand what constitutes a restrictive practice and to learn about best practice in responding to and addressing the distress of children that manifests as disruptive behaviour."

What needs to be done in education settings: Final recommendations from the conference

Guidance

It is now necessary for the introduction of robust guidance which has a statutory footing on the use of restrictive practices in school settings. The guidelines must be child-rights centred and must be about preventing the use of restrictive practices through building a relationship with the child and understanding what they need to thrive and flourish. The guidelines must stipulate that restrictive measures are used only to protect the child or others and not as a form of punishment. Seclusion should never be allowed in school.

Guidance must stipulate:

1. Mandatory recording and reporting of all incidents of restraint and seclusion with regular publication of data on the use of restrictive interventions on children in all educational settings.
 2. Clear definitions of restrictive practices and support practices, with restraint solely used to prevent serious harm to the child or others and only as a last resort. The use of seclusion must be banned outright.
 3. A clear outline of the roles, responsibilities and accountabilities of school staff, health professionals, Principals, Boards of Management, child welfare and statutory organisations, parents/carers, children and young people and the Department of Education.
 4. Exemplars of positive, preventative and early intervention practices informed by best practice.
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5. Mandatory training and supervision for staff in educational settings. Guidance must include details of training and resources available for educational settings in relation to supporting a child who is distressed.
6. Access to a multi-disciplinary team to include educational psychology, child mental health or children's disability services as appropriate
7. The requirement to notify of parents/carers of any incident and to follow up with a written report to include details of supports for the student and staff to minimise the prospect of repeat incidents.
8. Access to an appeal on the use of restraint and seclusion, and access to independent advocacy where required.
9. Access to a complaints process with links to statutory safeguarding and child protection services. An outline of whistleblowing procedures.
10. Provision for review and published reporting of the guidance in operation.

Informed by the

- UN Convention on the Rights of the Child
 - UN Convention on the Rights of Persons with Disabilities
 - Harry's Law Campaign Northern Ireland - 10-point mandate
 - 2019 Department of Education (RoI) consultation and draft Guidelines for Schools on the use of Physical Intervention for the Prevention and Management of Crisis Situations,
 - the 2022 Department of Education Northern Ireland Review of the Use of Restraint and Seclusion in Educational Settings in Northern Ireland,
 - consultation with parents/carers and professional stakeholders for the 2018 Inclusion Ireland Shining a Light on Seclusion and Restraint Report and 2022 All-Island Restraint Reduction Network Conference Report.
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Building an All-Island Restraint Reduction Network



From the beginning the core stakeholders have worked well together for the set-up stage of the AIRRN. Now, to progress, there is a need for the AIRRN with leadership from the core group to develop as an entity in its own right with its own independent structures and governance.

To inform the process, participants at the AIRRN conference 2022 were asked in written survey form about their expectations of an All-Island Restraint Reduction Network and their interest in being part of such a network.

Question 3. The creation of an All-Island Restraint Reduction Network group in Ireland.

What are your expectation of an All-Island Restraint Reduction Network? Participants responded that the network should:

- Advocate and campaign for positive change, influencing and supporting change in practices and culture to reduce restraint.
- Provide a space for discussion, sharing information and learning, sharing experiences and concerns.
- Provide a forum to consider and adopt agreed positions on best policy and best practice.
- Be a collaborative, cross sector, all-island organisation.
- Provide insight into practices north and south.
- Provide education and training.
- Provide an voice for families.
- Be persistent.

What would encourage you to become part of the network?

Participants responded that they would like:

- Opportunities to meet and share on an All-Island basis
- Meetings that are accessible to attend, whether in person or online, be held regularly and with adequate advance notice.
- An organisation that is person centred and accessible for all, where all stakeholders are respected and have a voice.
- Flexibility to enable varied levels of engagement by members and stakeholders.
- A network that actively campaigns for change.
- Success, making progress in the core objective of restraint reduction
- An agreed ethos and goals
- A network that provides guidance in relation to best practice
- Further information and shared learning events, a network that is educational.
- Periodic updates on progress in the area.

A Restraint Reduction Network Model - Scotland



Restraint Reduction Scotland is facilitated by the Scottish Commission for People with Learning Disability (SCLD). SCLD is a knowledge hub, a lead partner to the Scottish Government in the delivery of learning disability policy and strategy, an independent charitable organisation for the learning disability sector. SCLD collaborates with wide range of stakeholders including commissioners, providers, researchers, advocates, people with learning disability and carers. SCLD supports a number of networks one of which is the Restraint Reduction Scotland.

Restraint Reduction Scotland is led by a core group of stakeholders including professionals, family carers, with the expertise and shared commitment to work towards reduction in restrictive practises. They set agendas for each network meeting and support the work of subgroups.

There are 3 subgroups working under the core stakeholder group. They are focussed on 3 key areas or themes from the RRS vision and approach document – Leadership, workforce development, monitoring and data. The subgroups report quarterly to the main network.

Restraint Reduction Scotland works collaboratively across sectors (health, social care, education etc) with family members and professionals. You can become an individual or group member of RRS. Restraint Reduction Scotland meets quarterly to consider good practice and share learning from different sectors. Each meeting has theme. Restraint Reduction Scotland aims for restraint reduction and the elimination of misuse of restrictive practices.

Restraint Reduction Scotland, when fully established, aims to link in with the wider UK Restraint Reduction Network. The national Restraint Reduction Network is a standard setting body and among many key activities provides training, provides toolkits and holds significant seminars.



“Currently every time a door closes to seclude a child, a door closes on their future, restraint doesn't just hold down their arms and legs, it holds down their potential. If we want to truly affect positive change then we must focus on what is wrong for the child, not with the child. Everyone working together to understand and address this, reconciling everyone's needs, has the potential to create happy healthy classrooms for all students and staff, where everyone can thrive and enjoy a meaningful experience in education.”

Faye Hayden, Parent, Chairwoman Not OK in School RoI



The All-Island Restraint Reduction Network - Next Steps



Our development work to date, particularly AIRRN 2022, confirmed the interest and willingness to create a wider alliance of interested groups and individuals and strengthen the fledgling collaboration.

For 2023 the AIRRN objectives are to:

1. Develop terms of reference and create a detailed action plan for the development of the AIRRN.
2. Establish AIRRN as a co-ordinating body with a considered and an agreed position on the critical issue of educational reform in the first instance, in order to achieve progress in restraint reduction and the elimination of misuse of restrictive practices in educational settings.
3. Grow the membership of the AIRRN from the current core group membership, to include students with lived experience, parents/family members, professionals, advocacy organisations and relevant service providers/ organisations with a commitment to restraint reduction.

To achieve these early objectives -

Funding is being sought for Inclusion Ireland (lead organisation) to enable the development of the AIRRN by putting in place the administrative and networking support necessary for progress.

While focussed on educational settings in these early stages, we aim to work collaboratively with

- families,
- students affected by seclusion and restraint,
- professionals and organisations across educational, health, social care and criminal justice services and
- for all adults and children who are at risk of restrictive practices,
- to benefit from cross sectoral experience, competencies and membership.

We will consult with and learn from RRN Scotland & Wales in particular, developing organisations with structure comparable to ours, with a model of working that we believe can be adopted to build our existing partnership and so progress our work. We will be in contact with all who have expressed an interest in being part of the AIRRN, for your support and participation and to share news about developments and events in 2023. As a new organisation the AIRRN welcomes and values diverse experience and perspectives.

Some positive outcomes in 2022

For the core stakeholders, working and learning within the AIRRN over the last year has enabled us to better advocate and campaign with and on behalf of the impacted children and their families.

In the Republic of Ireland the project has supported the development of alliances with other rights-based organisations such as the Children's Rights Alliance and the Ombudsman for Children. The Children's Rights Alliance are naming restraint reduction as a significant and priority children's rights issue.

Restraint reduction was a key part of the Inclusion Ireland submission to the UNCRC committee, a staff member attended the pre-committee hearing in Geneva and raised the issue. The joint submission to the UNCRC from the Children's Rights Alliance also stated it as a core issue.

In Northern Ireland the Department of Education have released their recommendations following their March 2022 Review of the Use of Restraint and Seclusion in Educational Settings in Northern Ireland. They have taken on board all but 2 of the recommendations sought by AIRRN members Harry's Law Campaign. Dr. Patricia O'Lynn MLA has committed to bring forward a private members bill if the Department of Education recommendations are not implemented in a timely manner.

Be a part of the All-Island Restraint Reduction Network

The All-Island Restraint and Reduction Network is working

- to bring together stakeholders across education, health and social care,
- to hear about practises and experiences and consider what needs to change,
- to create a wider alliance of interested groups and individuals.

We are grateful for your interest.

If you would like more information or you would like to be part of the development of this important All-Island Network

- contact the All-Island Restraint Reduction Network at Inclusion Ireland -at admin@inclusionireland.ie or 01 8559891
- contact any of the AIRRN core stakeholders' group (see next page)

"We have moved away from seeing the inappropriate use of restraint and seclusion in schools as isolated incidents but an issue that requires legislative and systemic reform North and South. This event left me optimistic that we are finally listening to parents and children and that we will work with them to make sure that all children are treated with respect and dignity."

Koulla Yiasouma, Commissioner for Children and Young People NI.

AIRRN Core Stakeholders

- Adele Boyd, Queens University Belfast, previously, British Association of Social Workers (NI). <http://linkedin.com/in/adele-boyd-she-her-884224187>
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- Valerie Sullivan CEO CAUSE NI.
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CAUSE NI advocates for adults in psychiatric care and those who care for them and has worked on DOH regional policy on use of restraint and seclusion.

Dundalk Institute of Technology (RoI) is represented by Dr. Kevin McKenna and Dr. Aoife Watters. Dr. Kevin McKenna is a recognised expert in the field of reducing the use of restrictive practices and has authored a seclusion and restraint reduction strategy in mental health settings. Dr. Aoife Watters is a lecturer in law and has been involved in research and oversight of places of detention for over 10 years. Aoife has been appointed as an expert to assist the CPT.

Harry's Law NI is represented by co-founders Deirdre Shakespeare, Parent Advocate and Adele Boyd, Independent Social Work Educator and Associate Lecturer. Harry's Law, campaigning since 2018 with significant media coverage, presented evidence to the NI Assembly and participated in the NICCY review 2021. Also part of our team, Dr. Heather Hanna, Consultant Child and Adolescent Psychiatrist in Intellectual Disability who, along with Adele Boyd, is co-author of Three Steps to Positive Practice - RCN guide to a rights-based use of restrictive practices.

Inclusion Ireland (RoI) is the National Association for People with an Intellectual Disability. Inclusion Ireland produced the 2018 Shining a Light on Seclusion and Restraint Report. The organisation has long track record of successful advocacy including on restrictive practices in schools and has established relationships with legislators and policy makers.

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