

Unit 53: Promote Positive Behaviour

Unit code: HSC 3045

Unit reference number: F/601/3764

QCF level: 3

Credit value: 6

Guided learning hours: 44

Unit summary

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

Legislation: as applicable to own home nation eg Children Act 1989, Every Child Matters 2004, Care Standards Act 2000, Health and Safety at Work Act 1974, Education Act 1996, Human Rights Act 1998, Department of Health No Secrets, Mental Health Act 2007, SENDA 2001, Equality Act 2010; own working practice eg anti-discriminatory practice, equal opportunities, inclusivity, equality and diversity, human rights, employee and employer rights and responsibilities, recording and storing of information, confidentiality, multi-agency and integrated working, early identification and support, child-centred or young-person centred approach to planning, evaluation, review and service provision

Restrictive interventions: planned intervention based on risk assessment and care plan or emergency intervention based on judgement identification of risk; contact should be with robust areas of the body only and with clear justifications; guidance from Physical Control in Care (HMP, 2005)

Who needs to be informed when restrictive interventions have been used: as required by relevant legislation, policies or procedures eg manager, supervisor, headteacher, parent/carer of the child or young person who has been subject to restrictive intervention, if any other child or young person has been injured during the incident of restrictive intervention then the parent/carer of injured child or young person should be informed of injury to their child

Why least restrictive interventions should always be used: when using physical restraint, the level and duration of the restraint should always be the minimum necessary to restore safety; least restrictive interventions are in the best interest of the child or young person and others eg because restrictive intervention of child or young person who is aggressive or highly agitated could increase the child or young person's level of aggression or agitation; overly restrictive interventions may violate rights, dignity and safety of the child or young person, use of least restrictive interventions in order to maintain respect for the dignity and rights of the child or young person throughout the incident

Acceptable and unacceptable interventions: acceptable when reasonable force is necessary in order to restrict movement and protect from injury or harm eg head banging, hair pulling, self harming, cutting own skin, self-induced vomiting, injury to others; unacceptable eg shaking the child or young person, causing pain, using restrictive interventions as a source of punishment, restricting breathing

Safeguards must be in place if restrictive interventions are used: organisational policies and procedures, eg assessment of risk, risk reduction, lines of reporting, named persons, advocacy, confidentiality, recording arrangements, complaints policy, appeals procedure, behaviour management plan; staff training including breakaway strategies; presence of medically trained staff

2 Understand the context and use of proactive and reactive strategies

Proactive strategies: preparing, supporting and equipping the child or young person to behave in a positive way eg child-centred or young- person centred approach, setting boundaries and agreeing ground rules as appropriate to needs of individual child or young person, use of positive, realistic and effective behaviour management plan for individual child or young person, practical considerations such as arrangement of the setting, appropriate body language and tone of voice, proximity to child or young person

Reactive strategies: response to inappropriate behaviour of child or young person eg managing and de-escalating the situation, active listening, being non-threatening, being calm, encouraging appropriate behaviour, not ignoring the behaviour, removing demands, creating diversionary activities, reinforcing positive behaviour

Importance of identifying patterns of behaviour or triggers to challenging behaviour: identifying triggers and how to minimise triggers eg ensure appropriate structure/planning of environment, resources and activities to meet child's individual needs and provide sense of security, calm and safety; importance of consistency, familiarity and routine in minimising risk of triggers; setting clear boundaries and communicating them in a way that is clearly understandable to child or young person

Child- centred or young person-centred approach: eg use of individual behaviour management plans, involve child or young person in decision making as appropriate to their age and abilities, listening to views of child or young person, providing opportunities for child or young person to express their feelings and thoughts

Importance of reinforcing positive behaviour: eg being a positive role model, reinforcing behavioural expectations, giving praise and positive attention, effective communication, building trusting relationships, allowing child to have privacy and space

Impact on individual's wellbeing of using reactive rather than proactive strategies: eg proactive strategies more likely than reactive strategies to enhance child's sense of independence, self-esteem and self-efficacy because they are aimed at preventing rather than managing unacceptable behaviour

3 Be able to promote positive behaviour

Factors associated with challenging behaviours: eg substance misuse, abuse, learning difficulties, mental health problems, low self-esteem and aspirations, lack of education, lack of appropriate role models

Evaluate effectiveness: evaluate effectiveness using appropriate and agreed methods eg supervision, observation, goals and targets, record-keeping, reflective practice, feedback from children or young people and others in the setting

Highlight, praise and support positive aspects of individual's behaviour in order to reinforce positive behaviour: eg give feedback and praise for positive behaviour, identify and celebrate progress and achievements, use of rewards, incentives and sanctions, encourage child to focus on areas of strength, highlight how achievement and skill in one area is transferable

Best practice: eg refer to current research and trends in promoting positive behaviour, apply government guidelines and those of setting, demonstrate child-centred approach to behaviour management, emphasise proactive approach

4 Be able to respond appropriately to incidents of challenging behaviour

Types of challenging behaviour: disruptive behaviour; dangerous behaviour; destructive behaviour; aggression; self injury; stereotyped behaviour

Responding to incidents of challenging behaviour in a way that follows required guidelines and maintains the dignity of and respect for the individual child or young person: tell the child or young person that the behaviour is unacceptable; broken record strategy; active listening and communicating with the child or young person; address the behaviour in a way that does not diminish value or dignity of individual as a person; respond to the facts; stay calm; adopt consistent approach; use of positive/negative reinforcement; making child or young person aware of the consequences of their behaviour

Reporting and recording arrangements regarding incidents of challenging behaviour: follow organisational requirements for reporting and recording incidents eg record incident including time, location, name of child and staff members involved, description of incident and events leading up to the incident, intervention used, injuries sustained, witnesses, inform parent, carer and/or any other required person, include details in care plan and/or behaviour plan

5 Be able to support individuals and others following an incident of challenging behaviour

Methods to support return to calm state: reassurance; remove from situation and others, diary to record feelings and/or actions; debrief individual and support to them to reflect on incident

Support individual to reflect on incident: provide opportunity to express feelings experienced before and during the incident eg anger, fear, confusion, vulnerability, frustration; provide appropriate support for individual to recognise why their behaviour was unacceptable and the consequences of their behaviour for self and others eg discuss facts in calm, non-judgmental way, refer to feelings of others involved; provide opportunity to express feelings experienced after the incident eg relief, embarrassment, guilt, upset

Feelings of others involved or witnessing an incident of challenging behaviour: feelings eg fear, anger, helplessness, pity, anxiety, confusion

Debrief others involved or witnessing an incident of challenging behaviour: others eg children and young people (appropriate to age and understanding), families, colleagues, managers; debrief eg as a group and/or individually if required, provide reassurance, input from external agencies such as psychologist, Child and Adolescent Mental Health Service (CAMHS)

Steps that should be taken to check for injuries following an incident of challenging behaviour: as appropriate to and required by procedures of setting; if injuries have occurred, guidelines for health and safety must be followed; refer to health professionals to assess for injuries if necessary

6 Be able to review and revise approaches to promoting positive behaviour

Work with others to analyse behaviour: analysing triggers and reasons for challenging behaviour; analysing the behaviour itself; consequences for individual involved in incident of challenging behaviour; consequences for those who witnessed the incident; sharing information, ideas and skills to suggest how future incidents of challenging behaviour could be prevented

Work with others to review approaches using required sources of information: review approaches eg policies, checking organisation practice against current good practice guidelines; sources of information eg supervision, observations, record-keeping, incident book, reflective log, feedback from children, young people, colleagues and others in the setting

Reflection on how own role in an incident of challenging behaviour can improve the promotion of positive behaviour: evaluate practice against agreed criteria and objectives; use of appropriate tools and resources eg reflective practice log to identify where changes, developments and additional training or support are required; reflecting on whether own role has contributed to meeting the needs of individual children or young people; reflecting on whether own role demonstrated appropriate proactive strategies and techniques