

Unit 4: Promote Children and Young People's Positive Behaviour

Unit code: A/601/4069

QCF Level 3 Specialist

Credit value: 3

Guided learning hours: 15

Unit aim

This unit provides the knowledge, understanding and skills required to promote children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing inappropriate behaviour, dealing with challenging behaviour and contributing to reviews of behaviour and behaviour policies.

Unit introduction

All adults working with children and young people have an important role in promoting positive behaviour. Children and young people need an environment where they feel safe, valued and respected; this encourages the development of high quality relationships with adults, which has a positive impact on behaviour. In schools where positive aspects of behaviour are actively promoted, and adults apply clear, consistent boundaries upheld with clear policies and procedures, children and young people feel safe and able to learn. A consistent approach to dealing with inappropriate and challenging behaviour is essential as this ensures that all are protected and children and young people with behaviour problems are supported. This unit aims to develop learner knowledge and understanding in these key areas.

Learners will examine the policies and procedures relevant to promoting positive behaviour and consider how the policies support the Every Child Matters outcomes to feel safe and make positive contributions. The benefits of the consistent application of boundaries and rules by all staff are examined.

Learners will investigate the benefits of actively promoting positive aspects of behaviour are investigated. They will apply their learning by establishing ground rules, promoting positive behaviour, demonstrating supportive, consistent responses to the behaviour of children and young people and by providing an effective role model.

Learners demonstrate skills in managing inappropriate behaviour by minimising disruption, using strategies to manage inappropriate behaviour, by applying rules and boundaries consistently and fairly and by supporting colleagues. Learners consider behaviour which should be referred.

Learners demonstrate their ability to recognise patterns and triggers which may lead to inappropriate behaviour and use strategies to deal with challenging behaviour and manage risk. Learners take action to deal with bullying, harassment or oppressive behaviour.

Learners support children and young people to review their behaviour and identify and agree targets. Learners contribute to the review of policies and procedures including providing feedback on the effectiveness of behaviour management strategies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand policies and procedures for promoting children and young people's positive behaviour	1.1 Summarise the policies and procedures of the setting relevant to promoting children and young people's positive behaviour 1.2 Evaluate how the policies and procedures of the setting support children and young people to: feel safe, make a positive contribution, develop social and emotional skills and understand expectations and limits 1.3 Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting
2 Be able to promote positive behaviour	2.1 Explain the benefits of actively promoting positive aspects of behaviour 2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others 2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting 2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour 2.5 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting

Learning outcomes	Assessment criteria
<p>3 Be able to manage inappropriate behaviour</p>	<p>3.1 Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people</p> <p>3.2 Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting</p> <p>3.3 Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people</p> <p>3.4 Provide support for colleagues to deal with inappropriate behaviour of children and young people</p> <p>3.5 Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred</p>
<p>4 Be able to respond to challenging behaviour</p>	<p>4.1 Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points</p> <p>4.2 Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting</p> <p>4.3 Assess and manage risks to own and others' safety when dealing with challenging behaviour</p> <p>4.4 Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening</p> <p>4.5 Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting</p>

Learning outcomes	Assessment criteria
5 Be able to contribute to reviews of behaviour and behaviour policies	5.1 Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment 5.2 Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets 5.3 Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions 5.4 Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development

Unit content

1 **Understand policies and procedures for promoting children and young people's positive behaviour**

Policies and procedures of the setting: different policies eg behaviour, code of conduct, rewards and sanctions, dealing with conflict and inappropriate behaviour, anti-bullying, attendance; reference to other policies and procedures eg health and safety, child protection; restorative justice

How policies support children: Every Child Matters outcomes; to feel safe eg inappropriate behaviour is consistently responded to; make a positive contribution eg involvement in setting ground rules; develop social and emotional skills eg positive behaviour rewarded, adults model appropriate behaviour

Benefits of applying boundaries and rules: need to know boundaries and what is expected; benefits eg children and young people respond positively to consistent responses of adults, children are confused by inconsistencies, gives all adults in school the same status, encourages good behaviour management in school, supports a positive learning environment

2 **Be able to promote positive behaviour**

Encouraging and rewarding positive behaviour: benefits eg children and young people more likely to repeat behaviour which is recognised/praised/rewarded; Behaviourist theory of BF Skinner

Establishing ground rules: involve pupils in devising school or classroom rules; ways eg brainstorm, vote to decide rules, agree rules, display in classroom; encourages taking responsibility for actions

Promoting positive behaviour: strategies eg build trusting relationships, be consistent, recognise children's positive behaviour/effort, give clear directions; ensure children know why they are being rewarded

Supportive responses to behaviour: expectations according to age/stage of development eg physical development, social and emotional development, cognitive development; sanctions realistic to age/stage of development

Role model: children and young people copy adults; unrealistic to expect children to behave positively if adults behave inappropriately

3 **Be able to manage inappropriate behaviour**

Minimising disruption: strategies eg maintain professional relationship, apply rules and sanctions, repeat directions calmly, intervene early, use time out if agreed strategy

Inappropriate behaviour: types eg speech, writing, non-verbal behaviour, physical abuse; actions eg use agreed behaviour management strategies, use agreed sanctions, send for additional help if needed; remove items that are being used inappropriately

Applying rules and boundaries: realistic expectations according to age/stage of development; responses appropriate to individual needs of child eg Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome

Support for colleagues: behaviour management eg act spontaneously if alone, offer to support colleagues, back up colleagues if required

Behaviour and discipline problems for referral: situations eg when pupils are a danger to themselves and/or others, dealing with a difficult situation alone, dealing with an unpredictable situation/pupil; referral to others within school eg SENCO, other teachers or members of support staff, head teacher or deputy head, educational psychologist

4 Be able to respond to challenging behaviour

Recognise triggers and take action: action eg observe children's behaviour, reference to individual behaviour plan/behaviour support plan; knowledge of child of young person's triggers; avoid triggers

Dealing with challenging behaviour: types of behaviour eg verbal abuse, physical abuse, illegal behaviour destructive behaviour; awareness of factors affecting child or young person's behaviour eg transitions, family influences, health-related factors; behaviour support plans/individual behaviour plans

Assessing and managing risk: ways eg follow risk assessment procedures of school, manage risks to self and others, follow health and safety policy of school, follow guidelines for the use of restraint

Identify triggers: processes eg keep a record/log of triggers, report triggers to others, involve special educational needs coordinator (SENCO), speak to child/remove child from situation if distress is observed, discuss with child or young person situations they find difficult

Bullying, harassment or oppressive behaviour: bullying eg physical attacks, playground name calling, taunts, email, texts or hurtful comments through social networking sites; action eg immediate, follow policy and procedure of school

5 Be able to contribute to reviews of behaviour and behaviour policies

Review behaviour: support eg help pupils recognise triggers, discuss consequences of behaviour, empower pupils, use of restorative justice

Identify and agree behaviour targets: behaviour plans eg based on identified triggers, clear, measurable targets agreed, rewards for meeting targets, clear and realistic timeframe to run the plan, baselines for evaluation, key success criteria, regular review, self-evaluation, renegotiation of targets

Review behaviour policies: policies eg bullying, attendance, rewards and sanctions, all staff involvement, all systems in school evaluated, outcomes considered

Effectiveness of behaviour management strategies: review eg monitor and record, based on data, evaluated against outcomes

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. DVDs and case studies will give learners opportunities to link theory to practice. Role play enables learners to develop and practise their skills in promoting positive behaviour and managing inappropriate and challenging and behaviour. Discussions, peer observations and peer assessment support assessment for learning and contribute to an understanding of the skills required for effective practice. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Learners should have the opportunity to look at a range of school policies and procedures relevant to promoting children and young people's positive behaviour and consider how these support the Every Child Matters outcomes and promote social and emotional development. The benefits of a consistent and fair application of rules and boundaries could be explored through case studies.

At this level learners need to understand how the behaviourist theory underpins the practice of encouraging and rewarding positive behaviour. Learners could carry out independent research and feed back to the whole class. The importance of establishing effective relationships with children and young people to support and encourage positive behaviour and the importance of adults as role models for behaviour should be emphasised.

Assessment

The following criteria must be assessed in the workplace: 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

Evidence for learning outcome 1 and assessment criteria 2.1, 3.1 and 3.5 could be a presentation prepared for the induction of new support workers on promoting positive behaviour in the school. This will need to include:

- a summary of the all school policies and procedures which support positive behaviour
- an assessment of the value of the policies and procedures in enabling children and young people to feel safe and make positive contribution, promoting the development of social and emotional skills and helping children and young people to understand limits and expectations
- an explanation of the benefits of all staff applying boundaries and rules consistently and fairly
- an explanation of the benefits of actively promoting positive behaviour
- an explanation of behaviour that should be referred.

Learners will be assessed directly on workplace performance for assessment criteria 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4. Evidence from the workplace may be provided by witness observations and professional discussions. This will enable learners to demonstrate understanding of positive behaviour by providing evidence of the skills they have developed in their work with children and young people. Workplace evidence must be included of the learner:

- establishing ground rules with children and young people
- applying strategies to promote positive behaviour
- responding realistically, consistently and supportively to children and young people's behaviour
- role modelling expected standards of behaviour
- applying strategies to manage inappropriate behaviour
- applying rules and boundaries consistently and fairly according to the age, needs and abilities of children and young people
- providing support for colleagues to deal with inappropriate behaviour
- recognising patterns and triggers which may lead to inappropriate behavioural responses and acting to pre-empt, divert or diffuse potential flash points
- applying strategies to deal with challenging behaviour
- assessing and managing risk when dealing with challenging behaviour
- supporting children, young people and colleagues to identify triggers and ways to avoid these happening
- recognising and taking action to deal with bullying, harassment or oppressive behaviour
- supporting children and young people to review their behaviour
- supporting children and young people to identify and agree behaviour targets
- contributing to a review of behaviour policies
- providing feedback on the effectiveness of behaviour management strategies to inform policy review.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required this unit

Learners will need examples of school policies and procedures relevant to promoting children and young people's positive behaviour.

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Hendry R – *Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice* (Routledge, 2009) ISBN 9780415544276

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

O'Moore M & Minton S J – *Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Sage, 2004) ISBN 9781412902816

Roffey S – *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing* (Sage, 2010) ISBN 9781849200783

Journals

Times Education Supplement (TES)

Websites

www.bullying.co.uk	BullyingUK
www.education.gov.uk/	Department for Education
www.kidscape.org.uk	Kidscape
www.nspcc.org.uk/pbb	NSPCC
www.teachernet.gov.uk/wholeschool	Teachernet
www.teachingexpertise.com	Teaching Expertise
www.tda.gov.uk/upload/resources/ppt/ support_staff_	The Training and Development Agency for Schools