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| Overview | This standard identifies the requirements when you promote positive behaviour with individuals. This includes working with individuals to understand the reasons for and consequences of their behaviour and implementing proactive strategies to promote positive behaviour. It also includes responding to incidents of challenging behaviour and working with the individual and others to review and learn from such incidents. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to:  You must be able to:  *:* | **Work with individuals to understand the reasons for and consequences of their behaviour**   1. work with the **individual, key people** and **others** to examine why the individual behaves in certain ways and the **factors** associated with this 2. work with the individual, key people and others to identify situations, events, environments, actions, people or the behaviour of others that may trigger **challenging behaviour** in the individual 3. support the individual to explore their feelings and views about their behaviour 4. support the individual to consider how they can overcome or avoid situations that **trigger** certain behaviour in them 5. support the individual to understand the effects of their behaviour on themselves and on other people 6. support the individual to understand the possible consequences of behaviour that is unacceptable or illegal 7. where necessary, support the individual to access specialist support to help them to understand their behaviour   **Implement proactive strategies to promote positive behaviour**   1. work with the individual in person centred ways that promote their **active participation** in decision-making and day to day life 2. work with the individual, key people and others to agree plans for promoting positive behaviour and responding to incidents of challenging behaviour 3. maintain the environment in a way that encourages meaningful interactions between people 4. **communicate** with the individual, key people and others in ways that show respect for them and take account of their preferences and needs 5. ensure that your own actions and those of others model positive behaviour 6. ensure that the environment, your own actions and those of others do not lead to situations likely to trigger challenging behaviour in the individual 7. work with the individual, key people and others to ensure that any agreed boundaries are regularly discussed and consistently applied 8. support the individual to find positive ways of expressing their thoughts and feelings 9. take opportunities to promote positive behaviour through praise and reinforcement   Manage incidents of challenging behaviour   1. follow the agreed behaviour plan, legal and work setting guidelines when responding to an incident of challenging behaviour 2. support others to respond to the incident in accordance with the agreed behaviour plan 3. ensure your own actions contribute to defusing the incident and do not exacerbate it 4. ensure your own actions demonstrate respect for the individual and their safety throughout 5. ensure your own actions are likely to promote calm and reassurance 6. take action to protect those towards whom the behaviour is directed or who are present and likely to be affected 7. take prompt action to access any necessary assistance and support 8. support the individual to return to a calm state after the incident 9. ensure support is made available for anyone involved who needs help to manage the feelings aroused in them by the incident 10. complete records and reports about the incident in accordance with legal and work setting requirements   **Review incidents of challenging behaviour**   1. encourage those involved in the incident to contribute to its review 2. offer time, space and support to enable the individual to express the thoughts and feelings they had at the time of the incident and examine their actions 3. offer time, space and support to enable others involved to express their feelings and examine their actions 4. reflect on your own thoughts, feelings and actions at the time of the incident 5. promote the active participation of everyone involved to explore the reasons for the incident, the events leading up to it, the way it was managed and the consequences of it 6. support the individual to identify what aspects of the behaviour plan are most helpful in enabling them to avoid or minimise incidents 7. contribute to agreement on lessons learned from the incident and any changes needed to the behaviour plan 8. make referrals to the appropriate people if specialist help is required 9. use lessons learned from the incident to make clear and constructive contributions to team discussions and the development of practice about addressing behaviour that challenges 10. access support where necessary to manage your own feelings aroused by the incident 11. complete records and reports in accordance with legal and work setting requirements 12. provide accurate and clear information to others so that issues and needs can be addressed |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand: | **Rights**   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your role in promoting individuals’ rights, choices, wellbeing and active participation 3. your duty to report any acts or omissions that could infringe the rights of individuals 4. how to deal with and challenge discrimination 5. the rights that individuals have to make complaints and be supported to do so   **Your practice**   1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. your own background, experiences and beliefs that may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. the roles, responsibilities and accountabilities of others with whom you work 5. how to access and work to procedures and agreed ways of working 6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual 7. the prime importance of the interests and well-being of the individual 8. the individual’s cultural and language context 9. how to build trust and rapport in a relationship 10. how your power and influence as a worker can impact on relationships 11. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences 12. how to work in partnership with individuals, key people and others 13. how to manage ethical conflicts and dilemmas in your work 14. how to challenge poor practice 15. how and when to seek support in situations beyond your experience and expertise   **Theory**   1. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support 2. theories underpinning our understanding of human development and factors that affect it   **Personal and professional development**   1. principles of reflective practice and why it is important   **Communication**   1. factors that can affect communication and language skills and their development in children, young people and adults 2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences   **Health and Safety**   1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment 2. practices for the prevention and control of infection in the context of this standard   **Safe-guarding**   1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. indicators of potential harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. legal and work setting requirements for recording information and producing reports 3. principles of confidentiality and when to pass on otherwise confidential information   Specific to this NOS   1. sources of information and advice that can inform your understanding of positive behaviour and your practice in promoting it 2. the range of factors that may be associated with challenging behaviour 3. the ways in which individuals communicate through behaviour and how this can be interpreted 4. the difference between proactive and reactive strategies in promoting positive behaviour 5. the importance of maintaining person centred approaches when establishing strategies to promote positive behaviour 6. the importance of reinforcing positive behaviour 7. the importance of identifying patterns of behaviour and triggers to challenging behaviour when establishing strategies to promote positive behaviour 8. the importance of recognising how behaviours may be used and interpreted differently in different cultures 9. the impact on individuals’ wellbeing of using proactive rather than, or as well as, reactive strategies 10. how to maintain the dignity of individuals when responding to incidents of challenging behaviour 11. the importance of using agreed plans and your knowledge of the individual to judge the timing and degree of intervention needed 12. methods of interacting which are likely to maximise engagement 13. the effects that your own behaviour and communication can have on others and how to use this when promoting positive behaviour 14. how feelings of anger and frustration can be displaced from their original source to those in authority and how to address this 15. the difference between aggression and assertiveness 16. the possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive 17. the meaning of restrictive interventions and why restrictive interventions must only ever be used as a last resort 18. the safeguards that must be in place if restrictive interventions are to be used |

**Additional Information**

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| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.  **Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual’s right to participate in the activities and relationships of everyday life as independently as possible  **Challenging behaviour** may include behaviours that are repetitive/obsessive; withdrawn; aggressive; physically abusive; verbally abusive; bullying; threatening; self-injurious; damaging to people or property; disruptive; anti-social; illegal  To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication  **Factors** may include those associated with power imbalance; inconsistent approaches; lack of boundaries or goals; boredom; sensory needs; mental health; physical health; excessive demands placed on the individual; communication; emotional expression; the environment; the individual’s past experiences; age and gender  The **individual** is the person you support or care for in your work  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  **Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role.  **Those involved in an incident** may be the individual; people who were the targets of the behaviour; people who witnessed or were drawn into the incident; team members; others  The **trigger** may include interactions between individuals; behaviours towards or in the vicinity of the individual; environmental factors; personal or social aspects of the individual's life |

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| Scope/range relating to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **Factors** **that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse |

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| Values | **Values**  Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:  To be treated as an individual  To be treated equally and not be discriminated against  To be respected  To have privacy  To be treated in a dignified way  To be protected from danger and harm  To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them  To communicate using their preferred methods of communication and language  To access information about themselves |

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| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | HSC 336 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services; |
| Suite | Health and Social Care |
| Key words | abusive, aggressive, behaviour |