

## **H5PK 04 (SCDLMCS B8) — Lead and Manage Provision of Care Services That Promotes Positive Behaviour**

### **Overview**

This Unit is for leaders and managers of care services. It is about leading and managing provision that promotes behaviour to enable positive outcomes to be achieved.

### **Elements of Competence**

- 1 Implement and monitor behaviour policies, systems, procedures and practices.
- 2 Promote positive behaviour.
- 3 Support workers to promote positive behaviour.

## Additional Information

The scope is here to give you guidance on possible areas to be covered in this Unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items.

**Actions that could adversely affect the use of evidence in future investigations** could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

**Harm and abuse** within this Unit will cover: institutional; financial; discriminatory; neglect; physical, emotional and sexual abuse; bullying; self-harm; behaviour that is a risk to self or others.

**Information** could include: any plans; care needs assessments; records and reports.

**People** include:

- 1 adults using care services, their families, carers, groups and communities.
- 2 children and young people using care services, their parents/carers, families, carers, groups and communities.

**Preferred communication methods and language** including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children.

**Relevant others** could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity.

**Risks** could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

**Statements that could adversely affect the use of evidence in future investigations:** changing information; removing information; adding to information.

**Workers** could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual.

Your **knowledge and understanding** for this Unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the wellbeing of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future.

Competent leadership and management practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent leadership and management in the performance described in this Unit.

## Values

**Values underpinning the whole of the Unit.** The values underpinning this Unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries.

## Glossary

This section provides explanations and definitions of the key words and concepts used in this Unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

## Abuse

Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level.

## Behaviour

Behaviour describes a person's verbal, non-verbal, physical, emotional, cognitive and intellectual actions (or lack of them) and reactions.

## Culture

A shared set of ideas, beliefs, values and knowledge which underpins behaviour.

## Danger

The possibility of harm and abuse happening.

## Harm

The short, medium and long term affects of a person being physically, emotionally, sexually and/or financially hurt or abused.

## **Independent representation and advocacy**

Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate.

## **Leadership**

The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect.

## **Management**

The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress.

## **Organisational requirements**

Aspects of policy, procedure and practice that are required by the service and the provision.

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## **Partnership**

Working effectively together with people, professionals, agencies and organisations to enhance the wellbeing of people and support positive and improved outcomes.

## **People**

For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities.

For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities.

## **Positive outcomes**

Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:

- 1 improved health, emotional wellbeing and quality of life.
- 2 staying safe and being free from discrimination and harassment.
- 3 enjoying, achieving and making a positive contribution.
- 4 exercising choice and control.
- 5 achieving economic wellbeing, dignity and respect.

Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:

- 1 being healthy.
- 2 staying safe.
- 3 enjoying and achieving.
- 4 making a positive contribution.
- 5 achieving economic wellbeing.

### **Provision**

The specific Unit or part of the service for which you have leadership and management responsibilities.

### **Relevant others**

Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it.

### **Resources**

The assets of the provision: financial, human, physical and environmental

### **Rights**

The rights of:

- 1 adults are those embodied in the United Nations Universal Declaration of Human Rights.
- 2 children and young people are those embodied in the United Nations Convention on the Rights of the Child.

These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language.

### **Risk**

The likelihood of danger, harm and/or abuse.

### **Service**

The overall organisation, agency or service within which your specific provision resides and for which you are the manager.

## **Take informed action against discrimination**

Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated.

## **Workers**

Those supporting people within the provision who are paid or unpaid, contractual or non-contractual.

## **Links to other NOS**

To achieve this Unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1.

## **External Links**

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this Unit.

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 22 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Implement and monitor behaviour policies, systems, procedures and practices

	Performance Criteria	Evidence Number where this criteria has been met
1	You review <b>behaviour</b> policies, procedures and practices to ensure that they comply with legislation, regulation, policy, inspection and <b>organisational requirements</b> .	
2	You work with <b>people, workers</b> and <b>relevant others</b> to set in place systems, procedures and practice that support positive behaviour and provide a clear framework for people, workers and relevant others to adhere to.	
3	You ensure that people are aware of how behaviour policies, systems, procedures and practices can contribute to minimising <b>risk</b> and promoting safety and wellbeing.	
4	You work with people, workers and relevant others to produce a statement about positive behaviour that promotes respect for everyone.	
5	You ensure that people, workers and relevant others are aware of actions that may be taken when behaviour policies, systems, procedures and practices are not adhered to.	
6	You ensure that workers and relevant others working with the <b>provision</b> :  6.1 understand and can implement behaviour policies, systems, procedures and practices.  6.2 understand their roles and responsibilities in promoting positive behaviour.	

**Implement and monitor behaviour policies, systems, procedures and practices (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	<p>You ensure that you, workers and relevant others:</p> <p>7.1 understand how to implement policy, systems, procedures and practices to reduce incidents that create a risk of <b>danger, harm and abuse</b>.</p> <p>7.2 are able to deal with and record and report incidents where behaviour does not adhere to the provision's behaviour policy, systems, procedures and practices.</p> <p>7.3 are able to identify, record and report concerns about incidents that might lead to behaviour that does not adhere to the provision's behaviour policy, systems, procedures and practices.</p>	
8	<p>You ensure that systems are in place to enable people, workers and relevant others:</p> <p>8.1 to suggest changes to improve behaviour policies, systems, procedures and practices.</p> <p>8.2 to be actively involved in reviewing monitoring and evaluating the effectiveness of policies, systems, procedures and practice for promoting positive behaviour.</p>	



## Promote positive behavior

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	You implement and review the effectiveness of the provision's behaviour policies and procedures in the context of legal, regulatory, inspection and organisational requirements.	
10	You work with people, workers and relevant others to identify and agree expectations about behaviour that are appropriate to the needs, histories, circumstances and conditions of people.	
11	You work creatively to support people to take as much control of their behaviour as possible.	
12	You ensure that people are aware of actions that may be taken if their behaviour creates a serious risk to themselves or others.	
13	<p>You ensure that people, as far as they are able, understand:</p> <p>13.1 the provision's expectations about their behaviour.</p> <p>13.2 what will happen if their behaviour creates a risk to themselves, other people, workers, relevant others or the environment.</p> <p>13.3 systems for redress where there is conflict of judgement about the behaviour, the way in which it was addressed or actions taken to deal with the behaviour.</p>	
14	You ensure that individual behavioural assessments and plans are in place and implemented that take account of people's needs, their histories, circumstances and conditions.	

## Support workers to promote positive behavior

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
15	<p>You assess your abilities, those of your workers and the needs of the people within your provision to identify whether specialist expertise is required to:</p> <p>15.1 develop your own and your worker's knowledge and competence in responding to the behaviour of people within the provision.</p> <p>15.2 work with people to support positive behaviour.</p> <p>15.3 support workers to use appropriate measures and techniques to promote the positive behaviour of people.</p>	
16	<p>You create a <b>culture</b> which enables workers to recognise the needs of each person in relation to the promotion of positive behaviour.</p>	
17	<p>You ensure that workers and relevant others are aware of behaviour policies, procedures and practice of the provision and are trained and competent to manage the behaviour of the people for whom they have responsibility.</p>	
18	<p>You ensure that workers are trained, competent and supported to deal with:</p> <p>18.1 behaviour that is the result of people's conditions, their histories and circumstances.</p> <p>18.2 different forms of abuse they may experience including potential or actual violence.</p>	

### Support workers to promote positive behavior (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	<p>You ensure that you, workers and relevant others can identify and respond:</p> <p>19.1 signs and symptoms of risk to people's physical or mental health.</p> <p>19.2 signs and symptoms of a gradual or sudden deterioration in behaviour that indicates a risk of abuse, harm to the person or others.</p>	
20	<p>You ensure that workers' practice set and maintain safe, consistent and understandable boundaries for people in relation to positive behaviour.</p>	
21	<p>You ensure that systems, procedures and practices are set in place and used to:</p> <p>21.1 identify and recognise success in promoting positive behaviour.</p> <p>21.2 critically review incidents and debrief staff to identify lessons that can be learned and action taken to reduce or avoid further incidents.</p> <p>21.3 ensure that any lessons learned are shared with other relevant workers and implemented.</p> <p>21.4 highlight where improvements are required.</p>	

**Support workers to promote positive behavior (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
22	<p>You regularly monitor, review, record and report on the provision's record of:</p> <p>22.1 how successful actions and interventions have been</p> <p>22.2 incidents have occurred</p> <p>22.3 the use of restraint</p> <p>in accordance with legal, regulatory, inspection and organisational requirements and with child/vulnerable adult protection procedures.</p>	

# Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 24 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

## Values

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge point has been met</b>
1	Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , confidentiality and sharing of information in relation to leading and managing provision that promotes positive behaviour.	
2	Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the promotion of positive behaviour, in ways that: <ul style="list-style-type: none"> <li>2.1 place the people's preferences at the centre of everything you do whilst considering their best interests and managing risks.</li> <li>2.2 ensure people have access to information about themselves in a format that they can understand.</li> <li>2.3 provide opportunities for <b>independent representation and advocacy</b>.</li> <li>2.4 use a person's preferred communication methods and language.</li> <li>2.5 provide active support for people.</li> <li>2.6 recognise the uniqueness of people and their circumstances.</li> </ul>	

## Values (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
	2.7 empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able.	
3	How to critically evaluate and <b>take informed action against discrimination</b> when leading and managing provision that promotes positive behaviour.	
4	How to support people, workers and relevant others to recognise and take informed action against discrimination when leading and managing provision that promotes positive behaviour.	
5	Theories and approaches to advocacy, empowerment and people's rights.	

## Legislation and policy

6	<p>Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:</p> <p>6.1 your provision</p> <p>6.2 your own roles, responsibilities and accountability</p> <p>6.3 the roles, responsibilities and accountability of others</p> <p>in relation to leading and managing provision that promotes positive behaviour.</p>	
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## Legislation and policy (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	<p>Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the <b>Leadership</b> and <b>management</b> of positive behaviour in your provision including:</p> <p>7.1 the need to achieve <b>positive outcomes</b> for people.</p> <p>7.2 the need to safeguard and protect people from all forms of danger, harm and abuse.</p> <p>7.3 employment practices for the provision and <b>service</b>.</p> <p>7.4 your provision’s governance arrangements.</p> <p>7.5 data protection, recording and reporting.</p> <p>7.6 making and dealing with comments and complaints to improve services.</p> <p>7.7 whistle blowing.</p> <p>7.8 <b>partnership</b> and other types of working.</p> <p>7.9 promoting your provision’s services and facilities.</p>	
8	<p>Organisational requirements for recording and reporting on behaviour and behaviour policies and practices, including:</p> <p>8.1 how reports and records should be accessed, manually and through Information and Communication Technologies (ICT).</p> <p>8.2 how to ensure that records and reports do not contribute to labelling and stigmatisation.</p> <p>8.3 the security requirements for different records and reports.</p>	

## Legislation and policy (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
	<p>8.4 the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales.</p> <p>8.5 types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people.</p> <p>8.6 the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion.</p> <p>8.7 how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports.</p>	
9	How to implement, evaluate and influence the future development of management policies, systems, processes and procedures on the promotion of positive behaviour.	

## Leadership and management theory and practice

10	<p>How to critically evaluate and implement best practice using up-to-date knowledge of:</p> <p>10.1 literature related to leadership and management of positive behaviour in relation to your provision.</p> <p>10.2 leadership and management methods, principles and approaches relevant to promoting positive behaviour in your provision.</p> <p>10.3 government reports, inquiries and research relevant to leadership and management of positive behaviour in your provision.</p>	
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## Leadership and management theory and practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
	<p>10.4 evidence and knowledge-based theories and models of good practice in leadership and management of positive behaviour in your provision.</p> <p>10.5 lessons learned for leadership and management of positive behaviour from successful interventions and serious failure of service and practice in your provision.</p> <p>10.6 the experiences of people within your provision in relation to behaviour policies and practices and their effectiveness.</p>	
11	<p>Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing positive behaviour in your provision.</p>	
12	<p>Methods of managing and developing practice in relation to promoting positive behaviour within your provision, about:</p> <p>12.1 how you consult with people, workers and relevant others.</p> <p>12.2 how you promote the participation and involvement of people.</p> <p>12.3 how you support, supervise and develop workers.</p> <p>12.4 the impact on the provision of organisational behaviour.</p> <p>12.5 group and individual processes.</p> <p>12.6 how power relationships can be used and abused.</p>	

## Leadership and management theory and practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
13	<p>How to plan and manage <b>resources</b> for the promotion of positive behaviour and the implications for:</p> <p>13.1 the delivery of services.</p> <p>13.2 the achievement of targets.</p> <p>13.3 the achievement of positive outcomes.</p>	
14	Different types of change and their implications for the leadership and management of positive behaviour within your provision and service.	
15	How psychological, socio-economic, cultural and environmental factors of those within the provision may influence behaviour.	
16	How and where technology should be used for the promotion of positive behaviour within your provision.	
17	<p>The implications for management of people who have:</p> <p>17.1 insecure attachments, trauma, distress.</p> <p>17.2 experienced loss and change.</p> <p>17.3 been abused, neglected, bullied, persecuted and experienced violence.</p> <p>17.4 experienced systematic and organised abuse.</p>	

## Leadership and management theory and practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
18	The implications for management of promoting:  18.1 factors that contribute to, and prevent people from behaviour which is damaging to themselves or others.  18.2 cultures and environments that promote and safeguard the wellbeing of all within the provision.	
19	Developmental factors and the differing conditions of people within the provision and how these may affect their behaviour and the impact this has on your management of the provision, the people, your workers and relevant others.	
20	Theories, methods and approaches, which focus on:  20.1 the management and promotion of positive behaviour within your provision.  20.2 effective communication and engagement with people.  20.3 the development of an open and safe environment for all within the provision.  20.4 risk and management for all within your provision.  20.5 work with people who have been abused, neglected, bullied, persecuted, are at risk of significant harm and/or are at risk of becoming involved in offending behaviour.  20.6 work with discrimination, deprivation, bullying, self-harm, violence, mental health issues and substance misuse.	

## Leadership and management theory and practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
21	The impact that the provision's culture, workers' morale, and levels of violence and aggression have on the quality of care and on workers' performance.	
22	Behaviour and actions of yourself, workers, relevant others, families/carers and significant others that could trigger behaviour with people within the provision that may lead to the risk of danger, harm and abuse.	
23	Management responsibilities for: <ul style="list-style-type: none"> <li data-bbox="277 837 1018 913">23.1 the safety and protection of workers and others within your provision.</li> <li data-bbox="277 949 1018 1025">23.2 training and development of workers for the promotion of positive.</li> <li data-bbox="277 1061 1018 1137">23.3 behaviour and the protection of all within the provision.</li> <li data-bbox="277 1173 1018 1249">23.4 dealing with issues relating to protection and risk.</li> <li data-bbox="277 1285 1018 1397">23.5 dealing with behaviour that might lead to the risk of harm (including self-harm) and abuse of people, workers and relevant others.</li> </ul>	
24	How to promote people's capacity to cope with change, problems and obstacles they may face in their lives.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	