Higher National Unit specification: general information

Unit title: Promoting Positive Behaviour: Interventions

Unit code: H1MY 34

Superclass:	PK
Publication date:	July 2012
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This Unit is designed to provide a specific assessment framework for intervening with behaviour that challenges in an adult or children and young person's setting. The Unit will include assessment and application of service specific physical restraints and physical interventions where necessary. It is aimed at those candidates working in a social care setting with adults or children and young people who need knowledge and awareness of intervening with behaviour that challenges.

On completion of the Unit the candidate should be able to:

1   Demonstrate the application of appropriate breakaway techniques, taking account of safety issues, specific to the workplace setting.

2   Demonstrate the application of appropriate physical restraint and physical intervention techniques to deal with behaviour that challenges specific to workplace setting, taking account of safety issues for adults or children and young people and staff members.

Recommended prior knowledge and skills

While entry is at the discretion of the centre, it is recommended that candidates have appropriate experience of working within and are currently employed in a delivery setting. It is **strongly recommended** that candidates should have completed or be in the process of completing the *Promoting Positive Behaviour* Unit (H1MX 34) before commencing this Unit.

General information (cont)

Credit points and level

0.5 Higher National Unit credit at SCQF level 7: (4 SCQF credit points at SCQF level 7*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit forms part of the PDA in Promoting Positive Behaviour at SCQF level 7. It is strongly recommended that this Unit is only undertaken after the completion of the *Promoting Positive Behaviour* Unit (H1MX 34).

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Outcome 1

Demonstrate the application of appropriate breakaway techniques, taking account of safety issues, specific to the workplace setting.

Knowledge and/or Skills

♦ Breakaway techniques
♦ Safety considerations for workers and adults, child or young person during intervention
♦ Worker's and service user's fitness, health and physical ability
♦ Employer responsibility
♦ Impact of challenging behaviour on workers
♦ Self-regulation
♦ Emotional competence

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ demonstrate a minimum of four breakaway techniques that are observed by an assessor through role-play and describe how they are applied to adults or children and young people. Breakaway techniques should be relevant to candidate's workplace setting.
♦ describe the safety considerations for workers and adults or children and young people in the application of the techniques demonstrated. This description should take account of the worker's and service user's fitness, health and physical ability and employer's responsibility.
♦ describe the impact of behaviour that challenges on the feelings and behaviour of staff and the importance of self-regulation and emotional competence

Higher National Unit specification: statement of standards (cont)

Unit title: Promoting Positive Behaviour: Interventions

Outcome 2

Demonstrate the application of appropriate physical restraint and physical intervention techniques to deal with behaviour that challenges specific to workplace setting, taking account of safety issues for adults or children and young people and staff members.

Knowledge and/or Skills

- Physical skills, physical restraint and physical intervention techniques
- Safety considerations for workers and adults, children or young people during physical restraint or physical intervention
- Statutory framework
- Physical restraint and physical intervention guidance and policies
- Restraint reduction plans linked to debrief, supervision and monitoring
- Worker's fitness, health and physical ability
- Employer responsibility
- Care plans and risk assessment

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- demonstrate a minimum of three physical restraint techniques for the safe holding of adults or children and young people, and a minimum of two physical intervention techniques for the safe moving of service users, that are observed by an assessor through a role-play. The techniques demonstrated should be relevant to candidate's workplace setting.
- describe the statutory framework, guidance, policies, restraint reduction plans including debrief, supervision and monitoring, in relation to the use of physical restraint and physical interventions relevant to workplace setting
- explain the relevance of care plans and risk assessment when using physical restraint techniques
- describe safety considerations and risk assessment when involved in physical restraint techniques
- describe the implications of staff fitness, health and ability and employer's responsibilities in relation to physical restraint and physical intervention

Higher National Unit specification: support notes

Unit title: Promoting Positive Behaviour: Interventions

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

Guidance on the content and context for this Unit

This Unit provides opportunities to develop underpinning knowledge for the following National Occupational Standards in Health and Social Care. This does not provide automatic certification of skills and is dependent on the information produced by the candidate.

♦ **HSC 326** — Contribute to the Prevention and Management of Challenging Behaviour in Children and Young People
♦ **HSC 336** — Contribute to the Prevention and Management of Abusive and Aggressive Behaviour
♦ **HSC 335** — Contribute to the Protection of Individuals from Harm and Abuse
♦ **HSC 337** — Provide Frameworks to Help Individuals to Manage Challenging Behaviour
♦ **HSC 397** — Reinforce Positive Behavioural Goals during Relationships with Individuals

Outcome 1

In order to meet the Evidence Requirements for this Outcome, candidates will be required to take account of their own organisation's Health and Safety policy and procedures and reference to an individual's care plan.

They will require a sound understanding of how and when to use the appropriate self protection and breakaway techniques, such as deflecting blows and punches by using a safe, sideways on, stable posture with feet at least shoulder width apart and a low centre of gravity, using arms and hands as protection. Candidates will be able to demonstrate releases from situations such as grabs on the arms, chokes from behind and in front, bar chokes, hair pulls and bites by pushing firmly and gently into the bite, and breaking up fights. Candidates will also have to demonstrate that they know the safety issues surrounding their application in practice. In particular the candidate must explore the impact of the application of the breakaway techniques on the bodies of their service users taking account of any physical conditions affecting them. Candidates will also need to understand the meaning of pain compliance and ensure that any techniques demonstrated are **not** pain compliant.

Candidates should recognise the effects that working with challenging behaviour has upon themselves and demonstrate how they manage this within themselves as practitioners. In order to explore this, candidates need to understand the concepts of agitation, aggression and violence. This will include different types of aggression, the motivation for the aggression (ie reactive and proactive) and how the different types of aggression can be dealt with. Candidates should describe how the behaviour of individuals can affect their feelings in the workplace, including frustration, anger, fear, confusion and others. They should demonstrate their understanding of the importance of being able to positively regulate their responses and remain calm in the face of behaviour that challenges. They should be able to show how they are an emotionally competent worker. They should describe the importance of considered responses to behaviour and not behaving in a purely reactive manner.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour: Interventions

They should recognise how their own attitudes, behaviour and feelings can impact on the behaviour of adults or children and young people in their care. They should examine how their own attitudes have developed and how these can influence their responses to behaviour that challenges. They should demonstrate awareness of how their behaviour in crisis situations affects that of service users. Candidates should understand the importance of regulating their own feelings when faced with behaviour that challenges. In addition, they need to show that they can respond to the behaviour in a calm, reflective manner. This may include how they apply a range of verbal and non-verbal communication skills that are required to manage crisis situations.

Candidates should be aware of any health and safety requirements made by their organisation involving their health and safety in the application of breakaway techniques. Candidates will need to consider issues in relation to their own fitness, health and ability to implement breakaway techniques and the employer's responsibilities regarding this.

Outcome 2

In order to meet the Evidence Requirements of this Outcome, candidates will require a sound understanding of a range of non-pain compliant physical restraint (holds) and physical intervention (moving/handling) techniques to deal with behaviour that requires the use of safe holding or moving/handling appropriate to their workplace setting. Candidates will also be required to take account of their own organisation's Health and Safety policy and procedures and subsequent organisational policy related to this including reference to the individual's care plan.

The candidate will be required to demonstrate a range of safe physical restraints and physical interventions. For example, these techniques should include escorting and moving service users, taking account of safe moving and handling techniques and guidance, standing holds involving one and two staff members, or holds that can be used in emergency situations where there is immediate physical risk to service users and others. For example these may include seated holds in chairs and settees involving one and two staff members, or restraining service users in holds seated on the floor. It is recognised that there are many techniques that may be used. However, the guiding principle which the candidate must demonstrate is that the physical restraint or physical intervention is safe. To do this they must have knowledge of the physical skills necessary, the potential effect of any intervention on the body of the service user, and any particular conditions which affect service users which would need to be considered during the application of the techniques. For example they should ensure in all seated holds that the service user maintains a straight back to reduce the risk of hyper flexion and positional asphyxia. Candidates will demonstrate awareness of and actively avoid holds that can place service users at risk. Dangerous holds include any that place pressure on the neck, prone and supine restraints, obstructing the mouth or nose, and basket holds where service users can have their breathing restricted by hyper flexion and having their hands and arms placed across their abdomen or chest. Candidates will be able to demonstrate their knowledge of the risks associated with particular techniques, for example principles regarding the risks of asphyxia, pressure on joints, etc pre-disposing health conditions and environmental considerations.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour: Interventions

Candidates should consider physical restraint and physical intervention techniques which are applicable with different client groups including small children, individuals with learning and physical disabilities, and adult residential and dementia services. They should examine and demonstrate these techniques as they apply to the individuals in their care, taking account of their individual needs (disability, mental health, dementia, etc), their care plans and any risk assessments that are in place. This will include understanding the impact of the environment, relationships between staff and individuals.

Candidates will demonstrate an understanding of applying different levels of physical intervention for different behaviours — agitation, confusion, aggression, violence and responding to immediate emergency situations — and always abide by the principle of applying the lowest level of intervention appropriate to the situation.

They should show understanding of when physical restraint with adults or children and young people is an appropriate response and the safety issues and risk factors related to physical restraint. Where appropriate, candidates should show understanding of physical restraint techniques which minimise the risk of harm to adults or children and young people and staff and that maintain the dignity and safety of all.

Candidates will be expected to take account of the statutory framework, guidance applicable to their sector and organisational policies and procedures that relate to physical restraint. Candidates will need to consider issues in relation to the fitness, health and ability of staff to implement physical restraints and the employer's responsibilities regarding this. They will consider the implications of any health issues and disabilities of service users in carrying out physical restraint.

They should demonstrate awareness of existing risk assessments and describe the application of restraint reduction plans in their organisation and the importance of recording, debriefing, supervision, monitoring and review and their place in promoting the safety of individuals. Candidates should also describe situations and circumstances when physical restraint should not be used.

Legislation and Policy Documents which may supply relevant information for this Unit

♦   Changing Lives: Report of the 21st Century Social Work Review. Edinburgh: Scottish Executive (2006)
♦   Same as You: Scottish Executive, 2000
♦   Risk Management in Mental Health: Mental Health Foundation, 2001
♦   A Safer Place Employee Checklist: Department of Health National Task Force on Violence Against Social Care Staff, 2002
♦   Elder Abuse: House of Commons Health Committee, 2004
♦   Health in Scotland 2002: Scottish Executive
♦   Holding Safely 2005: SIRCC/Scottish Executive
♦   Let's Face It (Who Cares? Scotland 2003)
♦   Health and Safety at Work Act 1974 (Sect 2)
♦   Management of Health and Safety at Work Regulations 1999
♦   The Reporting of Injuries and Dangerous Occurrences Regulations 1995 (RIDDOR)
♦   Data Protection Act 1998

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♦ Human Rights Act 1998
♦ The Regulation of Care (Requirements as to Care Services) (Scotland) Regulations 2002
♦ The Residential Establishments — Child Care (Scotland) regulations 1996
♦ The BILD Code of Practice for the use of Physical Interventions — BILD 2010
♦ National Care Standards

The following is a list of reference documents that may or may not be available within the candidate's place of work:

♦ Health and Safety Policy
♦ Personal Safety Policy
♦ Lone Working Policy/Guidance
♦ Violence and Aggression at Work
♦ Code of Conduct Policy
♦ Dignity at Work Policy
♦ SSSC Code of Practice
♦ National Care Standards
♦ Violent Incident Report Form
♦ Accident/Incident Reporting Form
♦ Risk Assessment

Some useful websites include

http://www.sssc.uk.com
http://www.scswis.com
http://www.scie.org.uk/
http://www.scie-socialcareonline
http://www.ssks.org.uk
http://www.scotland.gov.uk
http://www.mentalhealth.org.uk
http://www.socialworkscotland.org.uk
http://www.challengingbehaviour.org.uk
http://www.thecbf.org.uk
http://www.bild.org.uk
http://www.celcis.org.uk

Some useful sources of additional reading and research

Physical restraint

De-escalation in the management of aggression and violence: Towards Evidence Bases Practice. Paterson — in Aggression and Violence: Approaches to Effective Management. Turnbull, J. & Paterson, B (Eds) (1999)
Ethical Approaches to Physical Interventions. — Allen, D. (Ed) BILD (2002)
Ethical Approaches to Physical Interventions — Volume 2. Allen, D. (Ed) BILD (2009)
The Edinburgh Inquiry. Recommendation 55 — Lindsay, M. and Hosie, A. University of Strathclyde/SIRCC (2000)
Independent Inquiry into Abuse at Kerelaw Residential School and Secure Unit — Frizzell, E. Scottish Government (2009)

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As The Last Resort? Reducing the use of restrictive physical interventions using an organisational approach — Deveau, R. and McGill, P. University of Kent (2007).
Learning from Tragedy: A survey of child and adolescent restraint facilities — Nunno, M. Holden, M, Tollar, A. *Child Abuse and Neglect*: The International Journal, 30, 1333-1342 (2006).
Deadly Restraint: A Hartford Courant Investigative Report — Weiss, E. M. (1998).
Guidance for Restrictive Physical Interventions. How to provide safe services for people with learning disabilities and autistic spectrum disorders. Department of Health and Department for Education and Skills (2002).
Physical Interventions: A Policy Framework. Harris, J. Cornick, M. Allen, D. Jefferson, A. Mills, R. BILD (2008).
Report on the use of Physical Intervention across Children's Services. Hart, D. and Howell, S. National Children's Bureau (2004).
Restrictive Physical Intervention in Secure Children's Homes. Hart, D. Department for Children, Schools and Families. National Children's Bureau (2008).
Rights, Risks and Limits to Freedom. Principles and good practice guidance for practitioners considering restraint in residential care settings. Mental Welfare Commission for Scotland (2006).
Examining the safety of high-risk interventions for children and young people. Nunno, M. Day, D. and Bullard, L. (Eds). Child Welfare League of America (2008).
The use of force to control or restrain pupils. Department for Children, Schools and Families. HMSO (2007).
Smallridge and Williamson. *Independent review into the use of restraint in juvenile secure settings.* (2008) — accessed at **www.eccruk.com/review%20of%20restraint.pdf**
Welsh Assembly Government — *Framework for Restrictive Physical Intervention, Policy and Practice* (2005).
Physical Intervention: a review of the literature on its use, staff and patient views and the impact of training. Stubbs, B. Leadbetter, D. Paterson, B. Yorston, G. Knight, C. and Davis, S. Journal of Psychiatric and Mental Health Nursing, 16, 99–105. (2009).
Children's Views on Restraint. Morgan R. Newcastle Upon Tyne: Commission for Social Care Inspection (2004).

Guidance on the delivery of this Unit

The Unit forms part of the PDA in *Promoting Positive Behaviour* at SQCF level 7.

It is **strongly recommended** that candidates should have completed or be in the process of completing the *Promoting Positive Behaviour* Unit (H1MX 34) before commencing this Unit.

It is recommended that this Unit is undertaken prior to assessment of SVQ Units within the PDA as it provides underpinning knowledge.

Delivery of this Unit should take place in a classroom or similar setting where there can be interaction between assessor and candidate.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour: Interventions

Guidance on the assessment of this Unit

Assessment of this Unit must allow for candidates to be assessed demonstrating, through role-play, their competence in a range of breakaway and physical intervention techniques appropriate to their work setting.

Assessment Guidelines

Outcome 1

Candidates will be required to practically demonstrate their competence in the use of breakaway techniques and through discussion with the assessor, provide an understanding of the application of breakaway techniques when dealing with behaviour that challenges. This should be undertaken through role-play scenarios where the assessor will assess candidates' competence and understanding providing feedback to both the candidate and organisation.

Outcome 2

Candidates will be required to practically demonstrate, through role-play, competence in a defined range of physical restraint and physical intervention techniques as appropriate to their work setting. This should be undertaken through role-play scenarios where the assessor will assess candidates' competence and also understanding through a checklist of questions about with whom and when each restraint technique can be used and the safety issues and risks associated with them. On completion of the checklist the assessor should provide feedback to both the candidate and organisation.

Online and Distance Learning

This Unit is not suitable for distance learning.

Opportunities for developing Core Skills

Candidates will be given opportunities to develop Core Skills in the following areas although these will not be certificated:

Communication (at SCQF level 5) — Written *Communication* skills could be developed through the production of reports, assessments and care plans. Oral *Communication* skills may be developed by candidates when working with individuals in a sensitive manner. *Communication* skills will be practiced and developed through discussion, information sharing, team working and assignment writing.

Information and Communication Technology (at SCQF level 5) — This will be developed by accessing information from workplace information systems related to individuals and behaviour that challenges and using *Information and Communication Technology* to provide and create information related to individuals and behaviour that challenges.

Higher National Unit specification: support notes (cont)

Unit title: Promoting Positive Behaviour: Interventions

Working with Others (at SCQF level 5) — This will be developed by working as part of a team, participating in team meetings and interacting with other staff involved in the delivery of the service. This will also be developed by negotiating and collaborating with service users.

Problem Solving (at SCQF level 5) — This will be developed by providing explanations of how they dealt with issues relating to risk and the need to protect individuals from behaviour that challenges. *Problem Solving* will also be developed by working with service users to develop values and attitudes in line with codes of practice.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for candidates

Unit title: Promoting Positive Behaviour: Interventions

This Unit supports the principle that behaviour and its management can present an opportunity for personal development. The Unit is to help you understand the need for good, proactive intervention skills. The importance of treating individuals with dignity and respect is fundamental to the interventions carried out. The Unit is designed for you to consider and recognise the effect this behaviour can have on you or your colleagues. Worker support is considered as an important component of this Unit. This, along with a person centred approach toward the individual, is with the aim of sustaining working relationships between the individual and service provider.

There are two Outcomes in this Unit. The first Outcome is designed to enable you to consider the importance of both the worker's and the individual's safety in the application and demonstration of a range of breakaway techniques taking account of care plans, organisational policy and procedure and individual risk assessments. In undertaking the practice element of this Outcome you will practice and demonstrate breakaway techniques in controlled and safe role-play scenarios.

The second Outcome will cover appropriate proactive restraint and physical intervention techniques that are compliant with any individual care plans and risk assessments. This will take account of what restraint techniques work with individuals and any predisposing risk factors such as health or disability. The Outcome will include the teaching of safe physical restraint and physical intervention techniques that are compliant with relevant legislation, organisational policy and procedure and that are specified within an individual's care plan and risk assessment. Again, you will practice and demonstrate safe restraint techniques in a controlled and safe role-play scenario.

You will be given opportunities to develop your Core Skills in the following areas although these will not be certificated:

Communication (at SCQF level 5) — Written *Communication* skills could be developed through the production of reports, assessments and care plans. Oral *Communication* skills may be developed by you when working with individuals in a sensitive manner. *Communication* skills will be practiced and developed through discussion, information sharing, team working and assignment writing.

Information and Communication Technology (at SCQF level 5) — This will be developed by accessing information from workplace information systems related to individuals and behaviour that challenges and using *Information and Communication Technology* to provide and create information related to individuals and behaviour that challenges.

Working with Others (at SCQF level 5) — This will be developed by working as part of a team, participating in team meetings and interacting with other staff involved in the delivery of the service. This will also be developed by negotiating and collaborating with service users.

Problem Solving (at SCQF level 5) — This will be developed by providing explanations of how you dealt with issues relating to risk and the need to protect individuals from behaviour that challenges. *Problem Solving* will also be developed by working with service users to develop values and attitudes in line with codes of practice.

General information for candidates (cont)

Unit title: Promoting Positive Behaviour: Interventions

The assessment for the Unit will be based on your learning and on evidence of your work practice, reflecting the policies and procedures of your workplace and be linked to current legislation, values and principles of best practice within the health and social care sector.

This will include the National Service Standards for your areas of work and the individuals you care for.