

H5ME 04 (SCDHSC0336) — Promote Positive Behaviour

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.

Additional Information

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Challenging behaviour may include behaviours that are repetitive/obsessive; withdrawn; aggressive; physically abusive; verbally abusive; bullying; threatening; self-injurious; damaging to people or property; disruptive; antisocial; illegal.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 wellbeing. 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 wellbeing 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.

Scope/range related 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.

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 38 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.

Work with individuals to understand the reasons for and consequences of their behaviour

	Performance Criteria	Evidence Number where this criteria has been met
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 behavior

	Performance Criteria	Evidence Number where this criteria has been met
8	Work with the individual in person centred ways that promote their active participation in decision-making and day to day life.	
9	Work with the individual, key people and others to agree plans for promoting positive behaviour and responding to incidents of challenging behavior.	
10	Maintain the environment in a way that encourages meaningful interactions between people.	
11	Communicate with the individual, key people and others in ways that show respect for them and take account of their preferences and needs.	
12	Ensure that your own actions and those of others model positive behaviour.	
13	Ensure that the environment, your own actions and those of others do not lead to situations likely to trigger challenging behaviour in the individual.	
14	Work with the individual, key people and others to ensure that any agreed boundaries are regularly discussed and consistently applied.	
15	Support the individual to find positive ways of expressing their thoughts and feelings.	
16	Take opportunities to promote positive behaviour through praise and reinforcement.	

Manage incidents of challenging behavior

	Performance Criteria	Evidence Number where this criteria has been met
17	Follow the agreed behaviour plan, legal and work setting guidelines when responding to an incident of challenging behaviour.	
18	Support others to respond to the incident in accordance with the agreed behaviour plan.	
19	Ensure your own actions contribute to defusing the incident and do not exacerbate it.	
20	Ensure your own actions demonstrate respect for the individual and their safety throughout.	
21	Ensure your own actions are likely to promote calm and reassurance.	
22	Take action to protect those towards whom the behaviour is directed or who are present and likely to be affected.	
23	Take prompt action to access any necessary assistance and support.	
24	Support the individual to return to a calm state after the incident.	
25	Ensure support is made available for anyone involved who needs help to manage the feelings aroused in them by the incident.	
26	Complete records and reports about the incident in accordance with legal and work setting requirements.	

Review incidents of challenging behavior

	Performance Criteria	Evidence Number where this criteria has been met
27	Encourage those involved in the incident to contribute to its review.	
28	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.	
29	Offer time, space and support to enable others involved to express their feelings and examine their actions.	
30	Reflect on your own thoughts, feelings and actions at the time of the incident.	
31	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.	
32	Support the individual to identify what aspects of the behaviour plan are most helpful in enabling them to avoid or minimise incidents.	
33	Contribute to agreement on lessons learned from the incident and any changes needed to the behaviour plan.	
34	Make referrals to the appropriate people if specialist help is required.	
35	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.	
36	Access support where necessary to manage your own feelings aroused by the incident.	
37	Complete records and reports in accordance with legal and work setting requirements.	

Review incidents of challenging behavior (cont)

	Performance Criteria	Evidence Number where this criteria has been met
38	Provide accurate and clear information to others so that issues and needs can be addressed.	

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 52 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.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How and when to seek support in situations beyond your experience and expertise.	

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

23	Principles of reflective practice and why it is important.	
----	--	--

Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	Sources of information and advice that can inform your understanding of positive behaviour and your practice in promoting it.	
36	The range of factors that may be associated with challenging behaviour.	
37	The ways in which individuals communicate through behaviour and how this can be interpreted.	
38	The difference between proactive and reactive strategies in promoting positive behaviour.	
39	The importance of maintaining person centred approaches when establishing strategies to promote positive behaviour.	
40	The importance of reinforcing positive behaviour	
41	The importance of identifying patterns of behaviour and triggers to challenging behaviour when establishing strategies to promote positive behaviour.	
42	The importance of recognising how behaviours may be used and interpreted differently in different cultures.	
43	The impact on individuals' wellbeing of using proactive rather than, or as well as, reactive strategies.	
44	How to maintain the dignity of individuals when responding to incidents of challenging behaviour	
45	The importance of using agreed plans and your knowledge of the individual to judge the timing and degree of intervention needed.	
46	Methods of interacting which are likely to maximise engagement.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
47	The effects that your own behaviour and communication can have on others and how to use this when promoting positive behaviour.	
48	How feelings of anger and frustration can be displaced from their original source to those in authority and how to address this.	
49	The difference between aggression and assertiveness.	
50	The possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive.	
51	The meaning of restrictive interventions and why restrictive interventions must only ever be used as a last resort.	
52	The safeguards that must be in place if restrictive interventions are to be used.	

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

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	