

## **H5N8 04 (SCDHSC0326) — Promote the Development of Positive Behaviour in Children and Young People**

### **Overview**

This standard identifies the requirements when you promote the development of positive behaviour in children and young people. This includes working with children and young people to identify goals and boundaries for their behaviour and then working in partnership to implement these. It also includes supporting children and young people to understand and manage their own behaviour and to develop positive behaviour.

## 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 a child or young person 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 child or young person.

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.

**Child or young person** includes those from birth to 18 years of age who require health and care services and those who are still eligible through legislation or policy to receive children's and young people's services until they reach 21 (or in some cases 25, if still in educational provision).

To **communicate** may include using the child or young person'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.

**Interventions** may include a range of specified responses, actions and strategies. Where these include any form of physical intervention, this must be used in strict accordance with legal and work setting requirements, only when unavoidable, as a last resort, solely in order to maintain safety and never as a punishment.

**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.

**Level of development** includes the cognitive, physical, social, emotional and intellectual level of the child or young person

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Unwanted behaviour** may include verbal abuse (racist comments, threats, bullying others); physical abuse (such as assault of others, damaging property); behaviour which is destructive to the child or young person; and behaviour which is illegal.

## **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 may include:**

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; 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 that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- ◆ 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 29 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 children and young people to establish goals and boundaries to promote positive behaviour

|   | <b>Performance Criteria</b>  | <b>Evidence Number where this criteria has been met</b> |
|---|--|---|
| 1 | <b>Communicate</b> with the <b>child or young person</b> in ways which are appropriate to their age, abilities and <b>level of development</b> .           |   |
| 2 | Support the child or young person to understand expectations for their behaviour.  |   |
| 3 | Support the child or young person to understand why there is a need to set goals and boundaries for their behaviour.                                       |   |
| 4 | Work with the child or young person, <b>key people</b> and <b>others</b> to identify achievable goals and boundaries that will promote positive behaviour. |   |
| 5 | Support the child or young person and key people to understand the goals and boundaries that are set and their implications.                               |   |

**Support the implementation of goals and boundaries to promote positive behaviour**

|    | <b>Performance Criteria</b>  | <b>Evidence Number where this criteria has been met</b> |
|----|--|---|
| 6  | Use your own behaviour and actions to model best practice for promoting positive behaviour.  |   |
| 7  | Ensure that your own actions and behaviour comply with the goals and boundaries agreed.  |   |
| 8  | Support the child or young person and key people to apply agreed goals and boundaries consistently.                                      |   |
| 9  | Give constructive feedback to the child or young person when their behaviour does not meet goals, boundaries and expectations.           |   |
| 10 | Work with key people to ensure that their own behaviour is appropriate in all circumstances when dealing with the child or young person. |   |
| 11 | Ensure that implementing goals and boundaries contributes to the social, emotional and physical wellbeing of the child or young person.  |   |
| 12 | Modify goals and boundaries to take account of feedback from the child, young person, key people and others.                             |   |
| 13 | Complete records and reports on implementing goals and boundaries, in accordance with legal and work setting requirements.               |   |

### Support children and young people to understand their behaviour

|    | <b>Performance Criteria</b>  | <b>Evidence Number where this criteria has been met</b> |
|----|--|---|
| 14 | Use spontaneous events and situations to help the child or young person to understand when their behaviour is unacceptable and the consequences of it. |   |
| 15 | Support the child or young person to identify patterns of behaviour that are not consistent with the development of positive behaviour.                |   |
| 16 | Use information about the child or young person's past and recent experiences to identify factors which may contribute to <b>unwanted behaviour</b> .  |   |
| 17 | Work with the child or young person to understand factors that may cause or contribute to their behaviour.   |   |

### Support children and young people to manage their behaviour

|    |   |  |
|----|---|--|
| 18 | Apply general rules and boundaries for behaviour fairly and consistently with all the children and young people you support.  |  |
| 19 | Use <b>active participation</b> methods to engage the child or young person in creative activities that reduce the likelihood of boredom and frustration.   |  |
| 20 | Support the child or young person to recognise the benefits of positive behaviour to themselves, key people and others.   |  |
| 21 | Share positive aspects of the child or young person's behaviour with key people and others to enhance the child or young person's self-esteem and promote positive expectations for their future behaviour. |  |
| 22 | Use praise and other proactive strategies to reinforce positive behaviour in the child or young person.   |  |

## Support children and young people to manage their behavior (cont)

|    | <b>Performance Criteria</b>  | <b>Evidence Number where this criteria has been met</b> |
|----|--|---|
| 23 | Intervene in an appropriate and timely manner to support the child or young person to end an instance of unwanted behaviour, maintaining their dignity and rights. |   |
| 24 | Ensure that your <b>intervention</b> is consistent with behaviour support plans, agreed ways of working and legal and work setting requirements.                   |   |
| 25 | Support the child or young person to understand why their behaviour has been considered unacceptable.  |   |
| 26 | Support the child or young person to understand the consequences of their behaviour, including any restrictions that are to be placed on them.                     |   |
| 27 | Complete records and reports in accordance with legal and work setting requirements.   |   |
| 28 | Share information with key people and others within confidentiality agreements and according to legal and work setting requirements.                               |   |
| 29 | Report any concerns to appropriate people, seeking additional help and advice where there are persistent difficulties in promoting positive behaviour.             |   |

## 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 61 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

|   | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>                           | <b>Evidence Number</b><br><b>where this knowledge</b><br><b>point has been met</b> |
|---|---|--|
| 1 | Legal and work setting requirements on equality, diversity, discrimination and human rights.            |  |
| 2 | Your role in promoting children and young people's rights, choices, wellbeing and active participation. |  |
| 3 | Your duty to report any acts or omissions that could infringe the rights of children and young people.  |  |
| 4 | How to deal with and challenge discrimination.  |  |
| 5 | The rights that children and young people have to make complaints and be supported to do so.            |  |

## Your practice

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>  | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 6  | Legislation, codes of practice, 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 child or young person as an individual.      |  |
| 12 | The prime importance of the interests and wellbeing of children and young people.  |  |
| 13 | The child or young person'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 children and young people's dignity, respect, personal beliefs and preferences. |  |
| 17 | How to work in partnership with children, young people, key people and others.   |  |
| 18 | How to manage ethical conflicts and dilemmas in your work.   |  |

### Your practice (cont)

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>    | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 19 | How to challenge poor practice.  |  |
| 20 | How and when to seek support in situations beyond your experience and expertise. |  |

### Theory

|    |   |  |
|----|---|--|
| 21 | The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support. |  |
| 22 | Theories underpinning our understanding of child development and factors that affect it.  |  |
| 23 | Theories about attachment and its impact on children and young people.  |  |

### Communication

|    |  |  |
|----|--|--|
| 24 | The importance of effective communication in the work setting.   |  |
| 25 | Factors that can have a positive or negative effect on communication and language skills and their development in children and young people. |  |
| 26 | Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences. |  |

### Personal and professional development

|    |  |  |
|----|--|--|
| 27 | Principles of reflective practice and why it is important. |  |
|----|--|--|

## Health and Safety

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>  | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 28 | Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment. |  |
| 29 | Practices for the prevention and control of infection in the context of this standard.                                       |  |

## Safeguarding

|    |  |  |
|----|--|--|
| 30 | The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.   |  |
| 31 | Indicators of potential or actual harm or abuse.   |  |
| 32 | How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties. |  |
| 33 | What to do if you have reported concerns but no action is taken to address them.   |  |

## Handling information

|    |  |  |
|----|--|--|
| 34 | Legal requirements, policies and procedures for the security and confidentiality of information.                                   |  |
| 35 | Legal and work setting requirements for recording information and producing reports including the use of electronic communication. |  |
| 36 | Principles of confidentiality and when to pass on otherwise confidential information.  |  |

## Knowledge that is Specific to this NOS

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>   | <b>Evidence Number where this knowledge point has been met</b> |
|----|---|--|
| 37 | How and where to access information and support that can inform your practice when supporting children and young people to manage their behaviour.  |  |
| 38 | The purpose of and arrangements for your supervision and support when promoting positive behaviour with children and young people.  |  |
| 39 | How to access records and information on the preferences and needs of children and young people, their parents, families and carers.  |  |
| 40 | Theories relevant to children and young people with whom you work, about the impact that all forms of abuse, neglect, bullying, persecution and violence may have on development and behaviour. |  |
| 41 | The importance of stable adult and peer relationships and the impact of disruption, including placement disruption, on development and behaviour.   |  |
| 42 | The role of relationships and support networks in promoting the wellbeing of children and young people with whom you work.  |  |
| 43 | Key indicators of problem behaviour in the context of the child or young person's emotional, physical, intellectual, social and communication development.                                      |  |
| 44 | Signs of regression, withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour related to children and young people.   |  |
| 45 | Stress and distress, the frustration these may cause in children and young people and ways to address them.   |  |

### Knowledge that is Specific to this NOS (cont)

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>   | <b>Evidence Number where this knowledge point has been met</b> |
|----|---|--|
| 46 | The concepts of positive behaviour and unwanted behaviour and how these may vary across organisations and cultures.   |  |
| 47 | Positive and negative sources and reinforcements that can affect the child or young person's confidence, identity and self-esteem and contribute to unwanted behaviour. |  |
| 48 | Factors that cause risks and those that ensure safe and effective care for children and young people.   |  |
| 49 | Types of support for disabled children, young people and parents.   |  |
| 50 | The role of relationships and support networks in promoting the wellbeing of children and young people with whom you work.  |  |
| 51 | Issues you are likely to face in your work with children and young people and parents, families and carers.   |  |
| 52 | Principles for selecting reward systems, including the factors and circumstances which may support or provoke changes in the usual behaviour pattern of children.       |  |
| 53 | The basic principles of influencing behaviour, the principles of positive reinforcement and why it is important actively to promote positive aspects of behaviour.      |  |
| 54 | How to construct a recording system for children and young people's behaviour.  |  |
| 55 | Methods of defusing situations that might lead to unwanted behaviour.   |  |
| 56 | The importance of observing children and young people's behaviour.  |  |

### Knowledge that is Specific to this NOS (cont)

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>   | <b>Evidence Number where this knowledge point has been met</b> |
|----|---|--|
| 57 | Techniques for observing and monitoring children's and young people's behaviour individually and in groups.                           |  |
| 58 | The reasons why frameworks for children's and young people's behaviour are necessary.   |  |
| 59 | The purpose and use of time out, removal from activities and other strategies as agreed responses to instances of unwanted behaviour. |  |
| 60 | How to work with children and young people to enable them to understand what positive behaviour is and how they can achieve it.       |  |
| 61 | The importance of boundary setting and consistency of application by others involved with children and young people.                  |  |

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>                |  |