

# SCDHSC0336

## Promote positive behaviour



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### Overview

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

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### Performance criteria

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

*You must be able to:*

- P1 work with the **individual, key people** and **others** to examine why the individual behaves in certain ways and the **factors** associated with this
- P2 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
- P3 support the individual to explore their feelings and views about their behaviour
- P4 support the individual to consider how they can overcome or avoid situations that **trigger** certain behaviour in them
- P5 support the individual to understand the effects of their behaviour on themselves and on other people
- P6 support the individual to understand the possible consequences of behaviour that is unacceptable or illegal
- P7 where necessary, support the individual to access specialist support to help them to understand their behaviour

#### Implement proactive strategies to promote positive behaviour

*You must be able to:*

- P8 work with the individual in person centred ways that promote their **active participation** in decision-making and day to day life
- P9 work with the individual, key people and others to agree plans for promoting positive behaviour and responding to incidents of challenging behaviour
- P10 maintain the environment in a way that encourages meaningful interactions between people
- P11 **communicate** with the individual, key people and others in ways that show respect for them and take account of their preferences and needs
- P12 ensure that your own actions and those of others model positive behaviour
- P13 ensure that the environment, your own actions and those of others do not lead to situations likely to trigger challenging behaviour in the individual
- P14 work with the individual, key people and others to ensure that any agreed boundaries are regularly discussed and consistently applied
- P15 support the individual to find positive ways of expressing their thoughts and feelings
- P16 take opportunities to promote positive behaviour through praise and

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reinforcement

### Manage incidents of challenging behaviour

*You must be able to:*

- P17 follow the agreed behaviour plan, legal and work setting guidelines when responding to an incident of challenging behaviour
- P18 support others to respond to the incident in accordance with the agreed behaviour plan
- P19 ensure your own actions contribute to defusing the incident and do not exacerbate it
- P20 ensure your own actions demonstrate respect for the individual and their safety throughout
- P21 ensure your own actions are likely to promote calm and reassurance
- P22 take action to protect those towards whom the behaviour is directed or who are present and likely to be affected
- P23 take prompt action to access any necessary assistance and support
- P24 support the individual to return to a calm state after the incident
- P25 ensure support is made available for anyone involved who needs help to manage the feelings aroused in them by the incident
- P26 complete records and reports about the incident in accordance with legal and work setting requirements

*You must be able to:*

### Review incidents of challenging behaviour

- P27 encourage **those involved in the incident** to contribute to its review
- P28 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
- P29 offer time, space and support to enable others involved to express their feelings and examine their actions
- P30 reflect on your own thoughts, feelings and actions at the time of the incident
- P31 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
- P32 support the individual to identify what aspects of the behaviour plan are most helpful in enabling them to avoid or minimise incidents
- P33 contribute to agreement on lessons learned from the incident and any changes needed to the behaviour plan
- P34 make referrals to the appropriate people if specialist help is required
- P35 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

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- : P36 access support where necessary to manage your own feelings aroused by the incident
- P37 complete records and reports in accordance with legal and work setting requirements
- P38 provide accurate and clear information to others so that issues and needs can be addressed

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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*You need to know and understand:*

### Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

### Personal and professional development

*You need to know and understand:*

- K23 principles of reflective practice and why it is important

### Communication

*You need to know and understand:*

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### Health and Safety

*You need to know and understand:*

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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### Specific to this NOS

*You need to know and understand:*

- K35 sources of information and advice that can inform your understanding of positive behaviour and your practice in promoting it
- K36 the range of factors that may be associated with challenging behaviour
- K37 the ways in which individuals communicate through behaviour and how this can be interpreted
- K38 the difference between proactive and reactive strategies in promoting positive behaviour
- K39 the importance of maintaining person centred approaches when establishing strategies to promote positive behaviour
- K40 the importance of reinforcing positive behaviour
- K41 the importance of identifying patterns of behaviour and triggers to challenging behaviour when establishing strategies to promote positive behaviour
- K42 the importance of recognising how behaviours may be used and interpreted differently in different cultures
- K43 the impact on individuals' wellbeing of using proactive rather than, or as well as, reactive strategies
- K44 how to maintain the dignity of individuals when responding to incidents of challenging behaviour
- K45 the importance of using agreed plans and your knowledge of the individual to judge the timing and degree of intervention needed
- K46 methods of interacting which are likely to maximise engagement
- K47 the effects that your own behaviour and communication can have on others and how to use this when promoting positive behaviour
- K48 how feelings of anger and frustration can be displaced from their original source to those in authority and how to address this
- K49 the difference between aggression and assertiveness
- K50 the possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive
- K51 the meaning of restrictive interventions and why restrictive interventions must only ever be used as a last resort
- K52 the safeguards that must be in place if restrictive interventions are to be used

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### 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; anti-social; illegal

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

**Factors** may include those associated with power imbalance; inconsistent approaches; lack of boundaries or goals; boredom; sensory needs; mental health; physical health; excessive demands placed on the individual; communication; emotional expression; the environment; the individual's past experiences; age and gender

The **individual** is the person you support or care for in your work

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

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

**Those involved in an incident** may be the individual; people who were the targets of the behaviour; people who witnessed or were drawn into the incident; team members; others

The **trigger** may include interactions between individuals; behaviours towards or in the vicinity of the individual; environmental factors; personal or social aspects of the individual's life



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### Scope/range relating to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

**Factors that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

### Values

#### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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