

Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals

Overview

This standard has been specifically written to promote good practice in working with all individuals including those whose behaviour is sometimes labelled as 'disruptive' or 'aggressive'. This standard is designed to focus practice by recognising the role of the worker in setting the context and climate in which interactions take place, and the effect which interactions and settings have on individuals' behaviour.

The first element describes the worker's contribution to developing a culture in which people are respected and valued as individuals, no matter their reason for being in the setting, their condition or behaviour. The term 'culture' is used to convey the ideas and habitual ways of interacting which occur in the setting. The second element describes how the worker should be seeking to develop strategies and ways of working which encourage people to value themselves as individuals and also value the other people around them. The third element describes those situations where the worker will need to respond to instances when for some reason there is a breakdown in relationships and some form of physical intervention takes place, be this removing oneself or others from the situation or in the last resort needing to restrain someone. The focus of the first two elements is based on minimising the need for such physical interventions by valuing and respecting people as individuals.

The term 'physical interventions' is taken to mean any method of responding to behaviour which involves some degree of direct physical force to limit or restrict movement or mobility. This might be through direct physical contact (e.g. holding a person's hands and legs), using barriers (e.g. a locked door) or using materials or equipment (e.g. having an individual wear a helmet to reduce the effects of head banging).

There are three elements

1. Contribute to the development of a culture in which people are respected and valued as individuals
2. Develop and implement strategies which promote the value of people as individuals
3. Contribute to minimising the adverse impact of individuals' behaviour on others

Target group

This standard is designed to be applicable to all settings and workers where the management of behaviour and the need to create cultures in which people are valued is necessary. It is likely to be particularly appropriate to group living settings such as hostels whether the residents' presence there is compulsory

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(e.g. under license) or non-compulsory.

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Performance criteria

You must be able to:

Contribute to the development of a culture in which people are respected and valued as individuals

1. **interact** with others in the setting using methods which acknowledge the rights of everyone involved and are supportive of those rights
2. create an environment that encourages people to identify their own personal beliefs, values and priorities and decide for themselves the actions they wish to take
3. allow others to make their own decisions in the context of their lives, and encourage them to recognise their responsibilities and any restrictions to the choices which they can make
4. outline and explain choices which involve risk in line with the needs of those concerned
5. take the **appropriate action to challenge** people when the choices made and actions taken infringe the rights of others
6. offer explanations of own actions to the individual
7. maintain an environment which promotes the value of individuals and encourages meaningful interactions
8. support individuals to contribute constructively themselves to developing and maintaining the environment and culture
9. encourage individuals, through the creation of an appropriate environment, to understand and accept the reasons for any change which is made to the environment and their routines
10. take **action to maintain calmness and safety** with as little control as possible and without denying people's rights
11. support people who wish to make a complaint about an infringement of their rights to do so appropriately
12. take opportunities to reflect on own behaviour with, and reactions to, the individual and use this to evaluate your practice

Develop and implement strategies which promote the value of people as individuals

13. encourage individuals, through the creation of an appropriate environment, to take an interest in the setting and the people who are there
14. engage with and approach individuals in ways which are consistent with those of other workers in the setting
15. observe individuals using appropriate methods and over a sufficient period of time to identify their behaviour patterns and the **factors** which affect their behaviour

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16. seek support from other members of the team when you have problems in interpreting the individual's behaviour
17. discuss information about the individual and their behaviour gained from observation with other members of the team to allow an understanding of the person as an individual
18. offer practical suggestions to the team on possible strategies to use with the individual
19. reach agreements with other members of the team as to the roles and actions of each in implementing strategies related to the individual's behaviour
20. agree the nature and boundaries of acceptable behaviour with the individual
21. explore the consequences of not behaving in the agreed manner with the individual in a way which is appropriate to them
22. identify **factors** which are known to trigger certain kinds of behaviour in the individual and take appropriate **preventive action**
23. support the individual to engage in activities which are likely to stimulate their interest, that are consistent with their preferences, and support constructive changes in their behaviour
24. support individuals to find alternative ways of expressing their feelings

Contribute to minimising the adverse impact of individuals' behaviour on others

25. challenge **actions and behaviours which do not value people as individuals** and offer explanations to those concerned on the potential consequences of their behaviour
26. initiate action appropriate to the individual, their behaviour and condition with minimum possible delay when behaviour is likely to lead to aggression or abuse
27. respond to aggressive behaviour using suitable techniques which acknowledge the expression whilst taking account of personal safety
28. talk to the individual about the action they are taking using techniques which are likely to promote calm and reassurance
29. use any physical interventions to protect individuals from themselves and others which are consistent with the plans of care, the personal safety of those involved and in line with organisational procedures
30. call further assistance without delay when it is required
31. leave the situation without endangering the safety of others if you feel endangered and are alone with the individual
32. manage **physically aggressive behaviour** by the safest possible method for all at risk that is consistent with legal and organisational requirements
33. report incidents and the circumstances leading up to them accurately to the appropriate person without delay

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- 34. record incidents in line with organisational requirements
- 35. discuss incidents as soon as is practicable with an appropriate person and identify and agree ways of preventing future occurrence
- 36. give the individual concerned and others involved sufficient time and space after any incident before encouraging them to discuss the situation
- 37. manage own feelings to minimise any adverse effects on self or the setting

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Knowledge and understanding

You need to know and understand:

Legislation, policy and good practice

1. where physical/eye contact is appropriate
2. why the ability to actively listen is important
3. why preventive action should be appropriate to the individual and their past history
4. why frequent opportunities should be made available to stimulate interest and the effects which this may have on behaviour
5. why information and experiences should be shared with other members of the team
6. legislation relating to people in general and that specific to individuals in the setting in which you work
7. why it is important to tell individuals the action you are taking even when they appear not to be listening
8. the relevant legislation, procedures and policies which surround the actions which you may take in response to aggressive behaviour and the rationale for these
9. safe methods of physical intervention and what is, and is not, legally permissible
10. organisational policies and procedures relating to the reporting of incidents and to whom reports should be made
11. why it is necessary to let out one's own feelings of tension after an incident
12. sources of information about what triggers different types of behaviour in different individuals
13. sources of help and support within the organisation and methods of accessing these

Factors which influence how others are respected and valued

14. the role which communication plays in maintaining an individual's identity
15. the role of communication in establishing and maintaining relationships
16. how interactions have beginnings, middles and ends and the need for each of these stages
17. the ways in which individuals will seek to communicate with others
18. the ways in which communication can be modified and altered for different needs
19. how facial expression may affect tone of voice used and may reveal personal attributes or emotions
20. behaviour which demonstrates value for individuals and that which does not

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21. the effects of behaviour on others - both the individual(s) at whom the behaviour is targeted and others in the setting
22. how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour
23. how your own culture, gender and beliefs affect the way that you view the behaviour of others and why it is important to recognise and challenge this
24. the factors that may influence an individual's ability and willingness to value other people and relationships
25. the difference between aggression and assertiveness
26. the reasons/possible factors for different sorts of behaviour especially those which may be viewed as aggressive or abusive
27. the effects which your own behaviour may have on others
28. the possible effects of the setting on the individual's behaviour
29. the factors which may contribute to aggressive behaviour, including experience of disadvantage and discrimination
30. how to maintain the dignity and promote the respect of all involved

How to achieve important outcomes

31. how to recognise what people are seeking to communicate with their behaviour
32. how communication can be encouraged and how this is linked to appropriate communication for the individual, their personal beliefs, preferences and background (physical, cultural, social and medical)
33. how best to manage the differences between styles and strategies which individuals and workers may naturally use in interactions
34. how to promote behaviour which values others and encourages individuals to express their feelings in alternative ways
35. actions which promote non-aggressive and non-abusive behaviour and the conflicts which might arise between current thinking and organisational policy
36. methods of explaining the impact of behaviour and how to encourage people to modify their behaviour
37. methods of defusing situations
38. how to access information on patterns of behaviour, including how relevant these may be
39. methods and models of promoting more valuing behaviour and for helping individuals to express their feelings in different ways
40. methods for dealing with aggressive behaviour
41. the access/exit routes out of danger, including:
 - 41.1 the methods of manoeuvring oneself into the safest position
 - 41.2 the relationship of this to the time which it may be possible to spend with an individual

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- 42. methods of controlling one's own emotions and feelings during incidents and portraying a calm and reasoned approach
- 43. how implicit or unconscious bias can impact on the judgement of individuals and how to counter this

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**Scope/range related
to performance
criteria**

1 Interactions

- 1.1 language and speech
- 1.2 actions, gestures and body language
- 1.3 space and position

2 Appropriate action to challenge

- 2.1 direct challenges consistent with the worker's role and responsibilities
- 2.2 help sought from others to enable an effective challenge to be made

3 Actions taken to maintain calmness and safety

- 3.1 divert the individual(s) to other activities
- 3.2 reasoning and suggestions for other activities
- 3.3 preventive action to stop the individual when there is direct risk
- 3.4 help sought from other workers

4 Factors

- 4.1 interactions between particular individuals
- 4.2 behaviour towards or in the vicinity of the individual
- 4.3 sensory contact
- 4.4 aspects of the environment
- 4.5 aspects of the individual's personal life
- 4.6 illnesses, medication and substances which may affect the individual's behaviour

5 Preventive actions

- 5.1 divert the individual on to other activities
- 5.2 stop the individual's actions when those actions place themselves or others at risk
- 5.3 co-ordination and consistency of approach with other workers

6 Actions and behaviours which do not value people as individuals

- 6.1 through communication (verbal and non verbal)
- 6.2 physical

7 Physically aggressive behaviour

- 7.1 directed at the individual themselves
- 7.2 directed at others
- 7.3 directed at the environment

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Glossary

Responsibilities

Responsibilities in performance criterion (3) will include encouraging people to think about: those with whom they live, work and directly interact with and also the broader community in which they live.

Risks

The sorts of risks which might need to be considered in performance criterion (4) are those which affect the individual her/himself, those which affect other people and those which might harm the environment.

Preventive action to stop the individual when there is direct risk (range 3.3) may include a risk of individuals causing harm to themselves, causing harm to others or to the environment, or adversely affecting the culture which is being promoted.

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