

SFJCJAA3

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



Overview

This unit 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 unit is designed to re-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 unit 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 (e.g. under license) 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

- P1 **interact** with others in the setting in a manner which acknowledges the rights of everyone involved and is supportive of those rights
- P2 encourage people, through the creation of an appropriate environment, to identify their own personal beliefs, values and priorities and decide for themselves the actions they wish to take
- P3 act in a way which acknowledges people's rights to make their own decisions in the context of their lives and encourages them to recognise their responsibilities and any restrictions to the choices which they can make
- P4 outline and explain choices which involve risk in a manner which is supportive of those concerned
- P5 take the **appropriate action to challenge** people when the choices made and actions taken infringe the rights of others
- P6 offer explanations of their own actions to the individual even when the individual does not appear to understand the explanations or be listening to them
- P7 maintain the environment in a way which promotes the value of individuals and encourages meaningful interactions
- P8 support individuals to contribute constructively themselves to developing and maintaining the environment and culture
- P9 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
- P10 take **action to maintain calmness and safety** with as little restriction of action as possible and without denying people's rights
- P11 support people who wish to make a complaint about an infringement of their rights to do so appropriately
- P12 take opportunities to reflect on their own behaviour with, and reactions to, the individual and use this to evaluate their practice

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

You must be able to:

- P13 interact with others in the setting in a manner which acknowledges the rights of everyone involved and their value as individuals
- P14 encourage individuals, through the creation of an appropriate environment, to take an interest in the setting and the people who are there
- P15 act towards and approach individuals in a manner which is consistent with those of other workers in the setting

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- P16 observe individuals in an appropriate manner and over a sufficient period of time to identify their behaviour patterns and the **factors** which affect their behaviour
- P17 seek appropriate support from other members of the team when the worker has problems in interpreting the individual's behaviour
- P18 discuss information about the individual and their behaviour gained from observation with other members of the team in a manner which encourages an understanding of the person as an individual
- P19 offer realistic suggestions to the team on possible strategies to use with the individual
- P20 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
- P21 agree the nature and boundaries of acceptable behaviour with the individual
- P22 explore the consequences of not behaving in the agreed manner with the individual in a way which is appropriate to them
- P23 identify **factors** which are known to trigger certain kinds of behaviour in the individual and take appropriate **preventive action**
- P24 Encourage, through the creation of an appropriate environment, and support the individual to engage in activities which are likely to stimulate their interest and are consistent with their preferences, and support constructive changes in their behaviour
- P25 support individuals to find alternative ways of expressing their feelings

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

You must be able to:

- P26 challenge **actions and behaviours which do not value people as individuals** and offer explanations to those concerned on the potential consequences of their behaviour
- P27 initiate action appropriate to the individual, their behaviour and condition with minimum possible delay when behaviour is likely to lead to aggression or abuse
- P28 respond to aggressive behaviour in a manner which acknowledges the expression whilst taking account of personal safety
- P29 give the individual information about the action they are taking in a manner which is likely to promote calm and reassurance
- P30 use any physical interventions to protect individuals from themselves and others which are consistent with the plans of care and the personal safety of those involved
- P31 call further assistance without delay when it is required
- P32 leave the situation without endangering the safety of others when they feel endangered and are alone with the individual and seek advice from

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- an appropriate person without delay
- P33 manage **physically aggressive behaviour** by the safest possible methods for the individual, themselves and others, consistent with legal and organisational requirements
- P34 report incidents and the circumstances leading up to them accurately to the appropriate person without delay and record them accurately, legibly and completely
- P35 discuss incidents as soon as is practicable with an appropriate person and identify and agree ways of preventing future occurrence
- P36 give the individual concerned and others involved sufficient time and space after any incident before encouraging them to discuss the situation
- P37 manage their own feelings in a way which supports their right to have such feelings whilst minimising any adverse effects on the care setting

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Knowledge and understanding

You need to know and understand:

Legislation, policy and good practice

- K1 where physical/eye contact is appropriate
- K2 why the ability to listen is important
- K3 why preventive action should be appropriate to the individual and their past history
- K4 why frequent opportunities should be made available to stimulate interest and the effects which this may have on behaviour
- K5 why information and experiences should be shared with other members of the team
- K6 legislation relating to people in general and that specific to individuals in the setting in which the worker works (such as the Mental Health Act, Children Act)
- K7 why it is important to tell individuals the action you are taking even when they appear not to be listening
- K8 the relevant legislation, procedures and policies which surround the actions which the worker may take in response to aggressive behaviour and the rationale for these
- K9 safe methods of physical intervention and what is, and is not, legally permissible
- K10 organisational policies and procedures relating to the reporting of incidents and to whom reports should be made
- K11 why it is necessary to let out one's own feelings of tension after an incident

Services and products

You need to know and understand:

- K12 sources of information about what triggers different types of behaviour in different individuals
- K13 sources of help and support within the organisation and methods of accessing these

Factors which influence what workers do

You need to know and understand:

- K14 the role which communication plays in maintaining an individual's identity
- K15 the role of communication in establishing and maintaining relationships
- K16 what is meant by 'communication'
- K17 how interactions have beginnings, middles and ends and the need for each of these stages
- K18 how all interactions are a form of communicating
- K19 the ways in which individuals will seek to communicate with others
- K20 the ways in which communication can be modified and altered for

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different needs

- K21 how facial expression may affect tone of voice used and may reveal personal attributes or emotions
- K22 behaviour which demonstrates value for individuals and that which does not
- K23 the effects of behaviour on others - both the individual(s) at whom the behaviour is targeted and others in the setting
- K24 how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour (such as it may be seen to be more acceptable for men to be assertive than women)
- K25 how the worker's own culture, gender and beliefs affect the way that they view the behaviour of others and why it is important to recognise and challenge this
- K26 the factors that may influence an individual's ability and willingness to value other people and relationships (e.g. illness, experience, the amount they are valued and value themselves)
- K27 the difference between aggression and assertiveness
- K28 the reasons/possible factors for different sorts of behaviour especially those which may be viewed as aggressive or abusive
- K29 the effects which the worker's own behaviour may have on others
- K30 the possible effects of the care setting on the individual's behaviour
- K31 the factors which may contribute to aggressive behaviour

How to achieve important outcomes

You need to know and understand:

- K32 how to recognise what people are seeking to communicate with their behaviour
- K33 how communication can be encouraged and how this is linked to the appropriate communication for the individual and their personal beliefs and preferences and background (physical, cultural, social and medical)
- K34 how best to manage the differences between the different styles and strategies which individuals and workers may naturally use in interactions
- K35 methods of explaining the impact of behaviour and how to encourage people to modify their behaviour
- K36 how to promote behaviour which values others and encourages individuals to express their feelings in alternative ways (e.g. by becoming more assertive and less aggressive)
- K37 the actions which are appropriate in terms of promoting non-aggressive and non-abusive behaviour and the conflicts which might arise between current thinking and organisational policy, and the appropriate actions for the worker to take in these circumstances
- K38 methods of explaining the impact of behaviour and how to encourage people to modify their behaviour

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- K39 methods of defusing situations (such as de-escalation, talking people down)
- K40 how to access information on patterns of behaviour, how relevant these may be
- K41 method and models of promoting more valuing behaviour and for helping individuals to express their feelings in different ways
- K42 methods for dealing with aggressive behaviour
- K43 the access/exit routes out of danger and the methods of manoeuvring oneself into the safest position and the relationship of this to the time which it may be possible to spend with a individual
- K44 methods of controlling one's own emotions and feelings during incidents and portraying a calm and reasoned approach

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Additional Information

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

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 3c) 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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