# SCDLMCSB8
# Lead and manage provision of care services that promotes positive behaviour

| **Overview** | This unit is for leaders and managers of care services. It is about leading and managing provision that promotes behaviour to enable positive outcomes to be achieved |
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**Elements of Competence**

1    Implement and monitor behaviour policies, systems, procedures and practices
2    Promote positive behaviour
3    Support workers to promote positive behaviour

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**Performance criteria**

**Implement and monitor behaviour policies, systems, procedures and practices**

*You must be able to:*

P1    you review **behaviour** policies, procedures and practices to ensure that they comply with legislation, regulation, policy, inspection and **organisational requirements**

P2    you work with **people**, **workers** and **relevant others** to set in place systems, procedures and practice that support positive behaviour and provide a clear framework for people, workers and relevant others to adhere to

P3    you ensure that people are aware of how behaviour policies, systems, procedures and practices can contribute to minimising **risk** and promoting safety and well being

P4    you work with people, workers and relevant others to produce a statement about positive behaviour that promotes respect for everyone

P5    you ensure that people, workers and relevant others are aware of actions that may be taken when behaviour policies, systems, procedures and practices are not adhered to

P6    you ensure that workers and relevant others working with the **provision**:

     P6.1    understand and can implement behaviour policies, systems, procedures and practices

     P6.2    understand their roles and responsibilities in promoting positive behaviour

P7    you ensure that you, workers and relevant others:

     P7.1    understand how to implement policy, systems, procedures and practices to reduce incidents that create a risk of **danger**, **harm** and **abuse**

     P7.2    are able to deal with and record and report incidents where behaviour does not adhere to the provision's behaviour policy, systems, procedures and practices

     P7.3    are able to identify, record and report concerns about incidents that might lead to behaviour that does not adhere to the provision's behaviour policy, systems, procedures and practices

P8    you ensure that systems are in place to enable people, workers and relevant others:

     P8.1    to suggest changes to improve behaviour policies, systems, procedures and practices

     P8.2    to be actively involved in reviewing monitoring and evaluating the effectiveness of policies, systems, procedures and practice for promoting positive behaviour

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**Promote positive behaviour**

*You must be able to:*

P9    you implement and review the effectiveness of the provision's behaviour policies and procedures in the context of legal, regulatory, inspection and organisational requirements

P10   you work with people, workers and relevant others to identify and agree expectations about behaviour that are appropriate to the needs, histories, circumstances and conditions of people

P11   you work creatively to support people to take as much control of their behaviour as possible

P12   you ensure that people are aware of actions that may be taken if their behaviour creates a serious risk to themselves or others

P13   you ensure that people, as far as they are able, understand:

P13.1   the provision's expectations about their behaviour

P13.2   what will happen if their behaviour creates a risk to themselves, other people, workers, relevant others or the environment

P13.3   systems for redress where there is conflict of judgement about the behaviour, the way in which it was addressed or actions taken to deal with the behaviour

P14   you ensure that individual behavioural assessments and plans are in place and implemented that take account of people's needs, their histories, circumstances and conditions

**Support workers to promote positive behaviour**

*You must be able to:*

P15   you assess your abilities, those of your workers and the needs of the people within your provision to identify whether specialist expertise is required to:

P15.1   develop your own and your worker's knowledge and competence in responding to the behaviour of people within the provision

P15.2   work with people to support positive behaviour

P15.3   support workers to use appropriate measures and techniques to promote the positive behaviour of people

P16   you create a **culture** which enables workers to recognise the needs of each person in relation to the promotion of positive behaviour

P17   you ensure that workers and relevant others are aware of behaviour policies, procedures and practice of the provision and are trained and competent to manage the behaviour of the people for whom they have responsibility

P18   you ensure that workers are trained, competent and supported to deal with:

P18.1   behaviour that is the result of people's conditions, their histories and circumstances

P18.2   different forms of abuse they may experience including potential

P19    or actual violence

P19    you ensure that you, workers and relevant others can identify and respond

    P19.1  signs and symptoms of risk to people's physical or mental health

    P19.2  signs and symptoms of a gradual or sudden deterioration in behaviour that indicates a risk of abuse, harm to the person or others

P20    you ensure that workers' practice set and maintain safe, consistent and understandable boundaries for people in relation to positive behaviour

P21    you ensure that systems, procedures and practices are set in place and used to:

    P21.1  identify and recognise success in promoting positive behaviour

    P21.2  critically review incidents and debrief staff to identify lessons that can be learned and action taken to reduce or avoid further incidents

    P21.3  ensure that any lessons learned are shared with other relevant workers and implemented

    P21.4  highlight where improvements are required

P22    you regularly monitor, review, record and report on the provision's record of:

    P22.1  how successful actions and interventions have been

    P22.2  incidents have occurred

    P22.3  the use of restraint

in accordance with legal, regulatory, inspection and organisational requirements and with child/vulnerable adult protection procedures

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**Knowledge and understanding**

**Values**

*You need to know and understand:*

K1    legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to leading and managing provision that promotes positive behaviour

K2    knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the promotion of positive behaviour, in ways that:

     K2.1    place the people's preferences at the centre of everything you do whilst considering their best interests and managing risks

     K2.2    ensure people have access to information about themselves in a format that they can understand

     K2.3    provide opportunities for **independent representation and advocacy**

     K2.4    use a person's preferred communication methods and language

     K2.5    provide active support for people

     K2.6    recognise the uniqueness of people and their circumstances

     K2.7    empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able

K3    how to critically evaluate and **take informed action against discrimination** when leading and managing provision that promotes positive behaviour

K4    how to support people, workers and relevant others to recognise and take informed action against discrimination when leading and managing provision that promotes positive behaviour

K5    theories and approaches to advocacy, empowerment and people's rights

**Legislation and policy**

*You need to know and understand:*

K6    regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:

     K6.1    your provision

     K6.2    your own roles, responsibilities and accountability

     K6.3    the roles, responsibilities and accountability of others

     in relation to leading and managing provision that promotes positive behaviour

K7    current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the **Leadership** and **management** of positive behaviour in your provision including:

     K7.1    the need to achieve **positive outcomes** for people

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K7.2    the need to safeguard and protect people from all forms of danger, harm and abuse

K7.3    employment practices for the provision and **service**

K7.4    your provision's governance arrangements

K7.5    data protection, recording and reporting

K7.6    making and dealing with comments and complaints to improve services

K7.7    whistle blowing

K7.8    **partnership** and other types of working

K7.9    promoting your provision's services and facilities

K8    organisational requirements for recording and reporting on behaviour and behaviour policies and practices, including:

K8.1    how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)

K8.2    how to ensure that records and reports do not contribute to labelling and stigmatisation

K8.3    the security requirements for different records and reports

K8.4    the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales

K8.5    types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people

K8.6    the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion

K8.7    how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

K9    how to implement, evaluate and influence the future development of management policies, systems, processes and procedures on the promotion of positive behaviour

**Leadership and management theory and practice**

*You need to know and understand:*

K10    how to critically evaluate and implement best practice using up-to-date knowledge of:

K10.1    literature related to leadership and management of positive behaviour in relation to your provision

K10.2    leadership and management methods, principles and approaches relevant to promoting positive behaviour in your provision

K10.3    government reports, inquiries and research relevant to leadership and management of positive behaviour in your provision

K10.4    evidence and knowledge-based theories and models of good practice in leadership and management of positive behaviour in your provision

K10.5 lessons learned for leadership and management of positive behaviour from successful interventions and serious failure of service and practice in your provision

K10.6 the experiences of people within your provision in relation to behaviour policies and practices and their effectiveness

K11 performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing positive behaviour in your provision

K12 methods of managing and developing practice in relation to promoting positive behaviour within your provision, about:

K12.1 how you consult with people, workers and relevant others

K12.2 how you promote the participation and involvement of people

K12.3 how you support, supervise and develop workers

K12.4 the impact on the provision of organisational behaviour

K12.5 group and individual processes

K12.6 how power relationships can be used and abused

K13 how to plan and manage **resources** for the promotion of positive behaviour and the implications for:

K13.1 the delivery of services

K13.2 the achievement of targets

K13.3 the achievement of positive outcomes

K14 different types of change and their implications for the leadership and management of positive behaviour within your provision and service

K15 how psychological, socio-economic, cultural and environmental factors of those within the provision may influence behaviour

K16 how and where technology should be used for the promotion of positive behaviour within your provision

K17 the implications for management of people who have:

K17.1 insecure attachments, trauma, distress

K17.2 experienced loss and change

K17.3 been abused, neglected, bullied, persecuted and experienced violence

K17.4 experienced systematic and organised abuse

K18 the implications for management of promoting:

K18.1 factors that contribute to, and prevent people from behaviour which is damaging to themselves or others

K18.2 cultures and environments that promote and safeguard the well being of all within the provision

K19 developmental factors and the differing conditions of people within the provision and how these may affect their behaviour and the impact this has on your management of the provision, the people, your workers and relevant others

K20 theories, methods and approaches, which focus on:

K20.1 the management and promotion of positive behaviour within your

provision

K20.2 effective communication and engagement with people

K20.3 the development of an open and safe environment for all within the provision

K20.4 risk and management for all within your provision

K20.5 work with people who have been abused, neglected, bullied, persecuted, are at risk of significant harm and/or are at risk of becoming involved in offending behaviour

K20.6 work with discrimination, deprivation, bullying, self-harm, violence, mental health issues and substance misuse

K21 the impact that the provision's culture, workers' morale, and levels of violence and aggression have on the quality of care and on workers' performance

K22 behaviour and actions of yourself, workers, relevant others, families/carers and significant others that could trigger behaviour with people within the provision that may lead to the risk of danger, harm and abuse

K23 management responsibilities for:

K23.1 the safety and protection of workers and others within your provision

K23.2 training and development of workers for the promotion of positive

K23.3 behaviour and the protection of all within the provision

K23.4 dealing with issues relating to protection and risk

K23.5 dealing with behaviour that might lead to the risk of harm (including self harm) and abuse of people, workers and relevant others

K24 how to promote people's capacity to cope with change, problems and obstacles they may face in their lives

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## Additional Information

**Scope/range**

The scope is here to give you guidance on possible areas to be covered in this unit.  You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

**Actions that could adversely affect the use of evidence in future investigations** could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals

**Harm and abuse** within this unit will cover: institutional; financial; discriminatory; neglect; physical, emotional and sexual abuse; bullying; self-harm; behaviour that is a risk to self or others

**Information** could include: any plans; care needs assessments; records and reports

**People** include:
1    adults using care services, their families, carers, groups and communities
2    children and young people using care services, their parents/carers, families, carers, groups and communities

**Preferred communication methods and language** including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

**Relevant others** could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

**Risks** could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse

**Statements that could adversely affect the use of evidence in future investigations**: changing information; removing information; adding to information.

**Workers** could include:  those supporting the people within your provision who are paid, unpaid, contractual or non contractual

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Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future.

Competent leadership and management practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent leadership and management in the performance described in this unit.

## Values

**Values underpinning the whole of the unit** The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries.

## Glossary

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

**Abuse**
Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level

**Behaviour**
Behaviour describes a person's verbal, non-verbal, physical, emotional, cognitive and intellectual actions (or lack of them) and reactions

**Culture**
A shared set of ideas, beliefs, values and knowledge which underpins behaviour

**Danger**
The possibility of harm and abuse happening

**Harm**

The short, medium and long term affects of a person being physically, emotionally, sexually and/or financially hurt or abused

**Independent representation and advocacy**

Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate

**Leadership**

The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect

**Management**

The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress

**Organisational requirements**

Aspects of policy, procedure and practice that are required by the service and the provision

**Partnership**

Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes

**People**

For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities

For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities

**Positive outcomes**

Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:
1    improved health, emotional well being and quality of life

2    staying safe and being free from discrimination and harassment
3    enjoying, achieving and making a positive contribution
4    exercising choice and control
5    achieving economic well being, dignity and respect

Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:
1    being healthy
2    staying safe
3    enjoying and achieving
4    making a positive contribution
5    achieving economic well being

**Provision**
The specific unit or part of the service for which you have leadership and management responsibilities

**Relevant others**
Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it

**Resources**
The assets of the provision: financial, human, physical and environmental

**Rights**
The rights of:
1    adults are those embodied in the United Nations Universal Declaration of Human Rights
2    children and young people are those embodied in the United Nations Convention on the Rights of the Child

These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language

**Risk**
The likelihood of danger, harm and/or abuse

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**Service**

The overall organisation, agency or service within which your specific provision resides and for which you are the manager

**Take informed action against discrimination**

Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated

**Workers**

Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

**Links to other NOS**

To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

**External Links**

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit.

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