

## SCDHSC0326

# Promote the development of positive behaviour in children and young people



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### 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.

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### Performance criteria

#### Work with children and young people to establish goals and boundaries to promote positive behaviour

*You must be able to:*

- P1 **communicate** with the **child or young person** in ways which are appropriate to their age, abilities and **level of development**
- P2 support the child or young person to understand expectations for their behaviour
- P3 support the child or young person to understand why there is a need to set goals and boundaries for their behaviour
- P4 work with the child or young person, **key people** and **others** to identify achievable goals and boundaries that will promote positive behaviour
- P5 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

*You must be able to:*

- P6 use your own behaviour and actions to model best practice for promoting positive behaviour
- P7 ensure that your own actions and behaviour comply with the goals and boundaries agreed
- P8 support the child or young person and key people to apply agreed goals and boundaries consistently
- P9 give constructive feedback to the child or young person when their behaviour does not meet goals, boundaries and expectations
- P10 work with key people to ensure that their own behaviour is appropriate in all circumstances when dealing with the child or young person
- P11 ensure that implementing goals and boundaries contributes to the social, emotional and physical well-being of the child or young person
- P12 modify goals and boundaries to take account of feedback from the child, young person, key people and others
- P13 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

*You must be able to:*

- P14 use spontaneous events and situations to help the child or young

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person to understand when their behaviour is unacceptable and the consequences of it

P15 support the child or young person to identify patterns of behaviour that are not consistent with the development of positive behaviour

P16 use information about the child or young person's past and recent experiences to identify factors which may contribute to **unwanted behaviour**

P17 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

*You must be able to:*

P18 apply general rules and boundaries for behaviour fairly and consistently with all the children and young people you support

P19 use **active participation** methods to engage the child or young person in creative activities that reduce the likelihood of boredom and frustration

P20 support the child or young person to recognise the benefits of positive behaviour to themselves, key people and others

P21 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

P22 use praise and other proactive strategies to reinforce positive behaviour in the child or young person

P23 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

P24 ensure that your **intervention** is consistent with behaviour support plans, agreed ways of working and legal and work setting requirements

P25 support the child or young person to understand why their behaviour has been considered unacceptable

P26 support the child or young person to understand the consequences of their behaviour, including any restrictions that are to be placed on them

P27 complete records and reports in accordance with legal and work setting requirements

P28 share information with key people and others within confidentiality agreements and according to legal and work setting requirements

P29 report any concerns to appropriate people, seeking additional help and advice where there are persistent difficulties in promoting positive behaviour

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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 human rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, codes of practice, 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 child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person'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 children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others

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- 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

### Theory

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

### Communication

*You need to know and understand:*

- K24 the importance of effective communication in the work setting
- K25 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K26 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### Personal and professional development

*You need to know and understand:*

- K27 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

- K28 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K29 practices for the prevention and control of infection in the context of this standard

### Safeguarding

*You need to know and understand:*

- K30 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K31 indicators of potential or actual harm or abuse
- K32 how and when to report any concerns about abuse, poor or

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discriminatory practice, resources or operational difficulties

- K33 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K34 legal requirements, policies and procedures for the security and confidentiality of information
- K35 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K36 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

*You need to know and understand:*

- K37 how and where to access information and support that can inform your practice when supporting children and young people to manage their behaviour
- K38 the purpose of and arrangements for your supervision and support when promoting positive behaviour with children and young people
- K39 how to access records and information on the preferences and needs of children and young people, their parents, families and carers
- K40 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
- K41 the importance of stable adult and peer relationships and the impact of disruption, including placement disruption, on development and behaviour
- K42 the role of relationships and support networks in promoting the well-being of children and young people with whom you work
- K43 key indicators of problem behaviour in the context of the child or young person's emotional, physical, intellectual, social and communication development
- K44 signs of regression, withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour related to children and young people
- K45 stress and distress, the frustration these may cause in children and young people and ways to address them
- K46 the concepts of positive behaviour and unwanted behaviour and how these may vary across organisations and cultures
- K47 positive and negative sources and reinforcements that can affect the child or young person's confidence, identity and self-esteem and

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- contribute to unwanted behaviour
- K48 factors that cause risks and those that ensure safe and effective care for children and young people
- K49 types of support for disabled children, young people and parents
- K50 the role of relationships and support networks in promoting the well-being of children and young people with whom you work
- K51 issues you are likely to face in your work with children and young people and parents, families and carers
- K52 principles for selecting reward systems, including the factors and circumstances which may support or provoke changes in the usual behaviour pattern of children
- K53 the basic principles of influencing behaviour, the principles of positive reinforcement and why it is important actively to promote positive aspects of behaviour
- K54 how to construct a recording system for children and young people's behaviour
- K55 methods of defusing situations that might lead to unwanted behaviour
- K56 the importance of observing children and young people's behaviour
- K57 techniques for observing and monitoring children's and young people's behaviour individually and in groups
- K58 the reasons why frameworks for children's and young people's behaviour are necessary
- K59 the purpose and use of time out, removal from activities and other strategies as agreed responses to instances of unwanted behaviour
- K60 how to work with children and young people to enable them to understand what positive behaviour is and how they can achieve it
- K61 the importance of boundary setting and consistency of application by others involved with children and young people

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### Additional Information

#### Scope/range in relation 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 well-being. 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 well-being 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



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#### Scope/range in relation 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

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<b>Developed by</b>	Skills for Care & Development
<b>Version number</b>	1
<b>Date approved</b>	March 2012
<b>Indicative review date</b>	August 2014
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating organisation</b>	Skills for Care & Development
<b>Original URN</b>	HSC326
<b>Relevant occupations</b>	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services;
<b>Suite</b>	Health and Social Care
<b>Key words</b>	negotiate, management, behaviour