SCDLMCB8
Lead and manage provision of care services that supports the development of positive behaviour

Overview

This standard identifies the requirements associated with leading and managing the provision of care services that supports the development of positive behaviour. It includes leading and managing systems, policies, procedures and practice that support person centred approaches to the development of positive behaviour.

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Manage the implementation of policies, systems, procedures and practice for supporting the development of positive behaviour

You must be able to:

P1   review policies, systems, procedures and practice for positive behaviour support to ensure that they comply with legislative, regulatory and organisational requirements and local and national guidelines

P2   ensure that all policies, systems, procedures and practice for positive behaviour support are **person centred**

P3   implement policies, systems, procedures and practice for positive behaviour support in the context of legislative, regulatory and organisational requirements

P4   support workers to understand how policies, systems, procedures and practice guidelines which support the development of positive behaviour can reduce **behaviours** of **individuals** that create a risk to themselves, **key people** or others within the service provision or within community settings

P5   ensure that workers adhere to policies, systems, procedures and practice guidelines that support the development of positive behaviour

P6   ensure that workers have access to **development opportunities** that support them to develop the knowledge, understanding and skills needed to support individuals with positive behaviour

Lead and manage practice that supports the development of positive behaviour

You must be able to:

P7   develop a culture within the service that actively supports the development of positive behaviour

P8   lead the management of practice that sets clear, safe and consistent boundaries for individuals

P9   develop a culture where **active participation** methods are used to engage individuals to reduce the likelihood of boredom or frustration

P10   ensure that **positive interaction** is used by workers to reinforce the positive behaviours of individuals

P11   ensure that workers **support individuals** to recognise the benefits of positive behaviour for themselves, key people and others

P12   ensure that workers support individuals to develop an understanding of why some behaviours are considered harmful or

unacceptable

P13 ensure that workers support individuals to develop an understanding of the consequences of harmful or unacceptable behaviours

P14 ensure that workers practice in ways that support individuals to take as much control of their own behaviour as possible

P15 role model best practice in supporting the development of positive behaviour

P16 ensure that workers are consistent in their approaches and responses to individuals

P17 seek additional support where there are on-going concerns about the behaviour of individuals

P18 ensure that behaviour support plans have been agreed by a multi-disciplinary team where **interventions** are needed to support individuals to develop positive behaviour

P19 ensure that behaviour support plans are person centred and take full account of the individual's needs, history and circumstances

P20 ensure that all workers comply with behaviour support plans for individuals

P21 ensure that all workers understand that they cannot take punitive actions against individuals

P22 ensure that workers undertake the training required to carry out agreed interventions safely in line with legislative, regulatory and organisational requirements

P23 ensure that interventions are monitored and accurately recorded in line with legislative, regulatory and organisational requirements

P24 ensure that interventions are analysed and used to routinely review behaviour support plans

P25 ensure that workers reflect on their use of interventions to identify where these have been successful and where changes or improvements are required

P26 use analysis of interventions to inform the practice of workers and their development needs

P27 implement systems, procedures and practice to debrief workers involved in incidents of unwanted behaviour

P28 provide **post incident support** to workers where this is needed following an incident of harmful or unacceptable behaviour

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Knowledge and understanding

Rights

You need to know and understand:

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in developing and maintaining systems, procedures and practices which promote 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 **critically evaluate** and take informed action against discrimination

K5 the rights that individuals have to make complaints and be supported to do so

K6 how to ensure that individuals are informed about the service they can expect to receive

K7 your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand

K8 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

K9 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K10 your own background, experiences and beliefs that may have an impact on your practice

K11 your own roles, responsibilities and accountabilities with their limits and boundaries

K12 the roles, responsibilities and accountabilities of others with whom you work

K13 how to access and work to procedures and agreed ways of working

K14 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K15 the prime importance of the interests and well-being of the individual

K16 the individual's cultural and language context

K17 how to build trust and rapport in a relationship

K18 how your **power and influence** as a leader and manager can

	impact on relationships
K19	the role of independent representation and advocacy for individuals
K20	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K21	how to work in ways that achieve positive outcomes for individuals
K22	how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals
K23	how to distinguish between **outputs** and **outcomes**
K24	how to work in partnership with individuals, key people and others
K25	how to identify and manage ethical conflicts and dilemmas in your work
K26	how to challenge and address poor practice
K27	how to address concerns and complaints
K28	how and when to seek support in situations beyond your experience and expertise
K29	the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
K30	theories underpinning our understanding of human development and factors that affect it

Personalisation and resources

You need to know and understand:

K31	how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services
K32	how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change
K33	the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them
K34	the nature of **personalisation** and personalised services, including self directed support
K35	the range of resources available within informal networks, within the wider community, through formal service provision and through innovation
K36	how assistive technology can be used to support the independence of individuals
K37	how to lead, manage and support others to plan, deliver and review personalised services with individuals

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Continuing professional development

K38 principles of reflective practice and why it is important

K39 your role in developing the professional knowledge and practice of others

K40 how to promote **evidence based practice**

K41 methods of managing performance to meet targets and achieve positive outcomes

K42 how to assess performance

K43 how to provide constructive feedback to others on their practice and performance

K44 how to address performance that does not meet required standards

K45 how to use supervision to support the practice and performance of others

K46 how to use appraisal to support the practice and performance of others

K47 systems, procedures and practices for managing workloads

K48 methods for delegating work

Communication

K49 factors that can affect communication and language skills and their development in children, young people or adults

K50 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

K51 factors that can affect communication within and between organisations

K52 methods to promote effective communication within and between organisations

Health and Safety

K53 legal and statutory requirements for health and safety

K54 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

Safe-guarding

K55 legislation and national policy relating to the safe-guarding and protection of children, young people and adults

K56 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K57 indicators of potential harm or abuse

K58 how and when to report any concerns about harm or abuse, poor or
discriminatory practice, resources or operational difficulties

K59 what to do if you have reported concerns but no action is taken to
address them

K60 local systems and multi-disciplinary procedures that relate to
safeguarding and protection from harm or abuse

K61 how to support others who have expressed concerns about harm or
abuse

Multi-disciplinary working

*You need to know and
understand:*

K62 the purpose of working with other professionals and agencies

K63 the remit and responsibilities of other professionals and agencies
involved in multi-disciplinary work

K64 features of multi-disciplinary and interagency communication

K65 how different philosophies, principles, priorities and codes of
practice can affect partnership working

Handling information

*You need to know and
understand:*

K66 legal requirements, policies and procedures for the security and
confidentiality of information

K67 legal and work setting requirements for recording information and
producing reports within timescales

K68 principles of confidentiality and when to pass on otherwise
confidential information

K69 how to support the effective sharing of information to achieve
positive outcomes for individuals

K70 how to record written information with accuracy, clarity, relevance
and an appropriate level of detail

K71 how to use evidence, fact and knowledge-based opinion to support
professional judgements in records and reports

K72 how and where electronic communications can and should be used
for communicating, recording and reporting

Leading and managing practice

*You need to know and
understand:*

K73 how to **critically analyse** theories about **leadership** and
management

K74 standards of practice, service standards and guidance relating to
the work setting

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	K75	national and local initiatives to promote the well-being of individuals
	K76	models of practice for the use of early interventions
	K77	lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
	K78	methods of supporting others to work with and support individuals, key people and others
	K79	how to lead and manage practice that achieves positive outcomes for individuals
	K80	methods of supporting others to recognise and take informed action against discrimination
	K81	how to develop systems, practices, policies and procedures
	K82	how to implement, monitor and evaluate systems, practices, policies and procedures
	K83	how to promote the services and facilities of your work- setting
	K84	techniques for problem solving and innovative thinking
	K85	how to motivate others
	K86	how to critically evaluate evidence and knowledge based theories and models of good practice about change management
	K87	how to use change management techniques

Risk management

You need to know and understand:

	K88	how to critically evaluate principles and frameworks of risk assessment and risk management
	K89	principles of positive risk-taking
	K90	how to lead others to develop practice that supports positive risk-taking

Managing people

You need to know and understand:

	K91	legal and work-setting requirements for **employment practices**
	K92	internal and external governance arrangements for the work-setting
	K93	factors that can lead to pressures on the service, individual and team performance
	K94	how to manage time, resources and workload of self and others
	K95	how to manage team dynamics
	K96	how to create a culture that promotes openness, creativity and problem solving
	K97	how to create a culture that supports people to embrace change

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Specific to this NOS

You need to know and understand:

K98   how to critically evaluate leadership and management methods, principles and approaches relevant to supporting the development of positive behaviour

K99   how to use risk management techniques in the context of positive behaviour support

K100 how to critically evaluate literature, research, theories and models about supporting the development of positive behaviour

K101 the use of assessments and **functional analysis** to inform behaviour support plans

K102 the uses of primary and secondary prevention strategies in supporting the development of positive behaviour

K103 how to support workers to understand the difference between the consequences of behaviour and punishment or punitive actions

K104 how current legislation, regulations, national guidelines and policies inform positive behaviour support practice

K105 legislation and national guidelines and policies on the use of restrictive physical interventions

K106 how to provide post incident support to workers

K107 the importance of using **active participation** methods and positive reinforcement to encourage positive behaviour

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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

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 child or young person's right to participate in the activities and relationships of everyday life as independently as possible

Behaviours may include behaviours that are: aggressive; anti-social; disruptive; isolating, such as withdrawal; repetitive; obsessive; verbally abusive and put the physical safety of the individual or others in serious jeopardy or are likely to seriously limit the individual's use of ordinary community facilities

Development opportunities may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions

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

Interventions would be either 'primary prevention' – proactive strategies that involve changing aspects of an individual's living, working and recreational environments to reduce the likelihood of unwanted behaviours occurring or 'secondary prevention' – reactive strategies that apply when an individual's behaviour begins to escalate. They are then used to prevent a major incident from occurring. Where these include any form of physical interventions, they must be used in strict accordance with legal and work setting requirements and the behaviour support plan of the individual

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

Person centred approaches are practices that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support

Positive interaction would include providing adequate levels of support to individuals to engage in activities, breaking activities into manageable steps,

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proving positive reinforcement by using praise or other agreed rewards

Post incident support may include: emotional support; time away from the service setting; first aid; quiet time; space; temporary redeployment; additional training; personal reflection; counselling; the opportunity to express feelings

To **support individuals** must take account of their level of understanding, development and abilities

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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 statement required for achievement of the NOS.

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

In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice

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 child or young person's right to participate in the activities and relationships of everyday life as independently as possible

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Employment practices should include recruitment, performance management, disciplinary procedures, grievance procedures

Evidence based practice uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive

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outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; 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

Functional analysis the process for identifying or analysing the function or purpose of someone's behaviour, using a range of structured measures

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Outcomes are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of well-being or how they see or feel about themselves

Outputs are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes

Personalisation can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in

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selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships

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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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