

# **Unit 45: Promoting Positive Behaviour**

**Unit reference number: T/616/7114**

**Level: 3**

**Unit type: Optional**

**Credit value: 6**

**Guided learning hours: 44**

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## **Unit summary**

Some individuals will present with challenging behaviours that require careful approaches and structured strategies of behaviour modification. These behaviours can present in a variety of ways in different individuals. Positive behavioural support (PBS) is the best way of supporting people who display, or are at risk of displaying, behaviour that challenges services.

It is important that care workers have the right skills and knowledge to support people who might present with different behaviours. Evidence suggests that challenging behaviour is reduced when individuals actively participate in planning care-inclusive policies promote valued social roles.

In this unit, you will gain an understanding of the legislative frameworks and codes of practice that support agreed ways of working in the setting. You will understand the context in which to use positive behaviour strategies. This unit will support development of the skills you need to support individuals. You will be able to respond appropriately to incidents by promoting positive behaviour.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice
2 Understand proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies 2.2 Identify the proactive and reactive strategies that are used within own work role 2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive and reactive strategies to be used 2.4 Explain the importance of maintaining person-centred approaches when establishing proactive strategies 2.5 Explain the importance of reinforcing positive behaviour with individuals 2.6 Evaluate the impact on an individual's wellbeing of using reactive rather than proactive strategies
3 Understand the use of restrictive interventions	3.1 Define what is meant by restrictive interventions 3.2 Explain when restrictive interventions may and may not be used 3.3 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour 3.4 Describe safeguards that must be in place if restrictive physical interventions are used 3.5 Explain reporting and recording requirements of incidents where restrictive interventions have been used

Learning outcomes	Assessment criteria
<p>4 Be able to promote positive behaviour</p>	<p>4.1 Explain a range of factors associated with challenging behaviours</p> <p>4.2 Evaluate the effectiveness of proactive strategies on promoting positive behaviour</p> <p>4.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour</p> <p>4.4 Demonstrate how to model to others best practice in promoting positive behaviour</p>
<p>5 Be able to respond appropriately to incidents of challenging behaviour</p>	<p>5.1 Identify types of challenging behaviours</p> <p>5.2 Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines</p> <p>5.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to any incidents of challenging behaviour</p> <p>5.4 Complete records accurately and objectively in line with work-setting requirements following an incident of challenging behaviour</p>
<p>6 Be able to support individuals and others following an incident of challenging behaviour</p>	<p>6.1 Use methods to support an individual to return to a calm state following an incident of challenging behaviour</p> <p>6.2 Describe how an individual can be supported to reflect on an incident, including:</p> <ul style="list-style-type: none"> <li>• how they were feeling at the time prior to and directly before the incident</li> <li>• their behaviour</li> <li>• the consequence of their behaviour</li> <li>• how they were feeling after the incident</li> </ul> <p>6.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour</p>

Learning outcomes	Assessment criteria
	<p>6.4 Debrief others involved in an incident of challenging behaviour in line with agreed ways of working</p> <p>6.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour in line with agreed ways of working</p>
<p>7 Be able to review and revise approaches to promoting positive behaviour</p>	<p>7.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour</p> <p>7.2 Work with others to review the approaches to promoting positive behaviour using information from records, debriefing and support activities</p> <p>7.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour</p>

## Content

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### What needs to be learned

#### Learning outcome 1: Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support

##### Legislative frameworks

- Equality Act 2010.
- Human Rights Act 1998.
- Safeguarding Vulnerable Groups Act 2006.
- Mental Capacity Act 2005: Deprivation of Liberty Safeguards
- Health and Safety at Work etc. Act 1974.

#### Learning outcome 2: Understand the context and use of proactive and reactive strategies

##### Individual

Someone requiring care or support; it will usually mean the person or people supported by the learner.

##### Strategies

- Proactive, e.g. preventative and planned in response to known behaviours.
- Reactive, e.g. interventions used as a result of a behaviour.
- Stages of behaviour, e.g. green, amber, red, blue.
- Person-centred approaches.

##### Patterns of behaviour

- Identifying precursor behaviours.
- Personal space and privacy.
- Structured activities or events.
- Supporting autonomy.
- Dignity and respect.
- Recognising underlying health conditions.
- Intellect and understanding.
- Triggers:
  - home
  - school
  - health
  - change
  - attention or lack of.

##### Positive behaviour

- Effective strategies.
- Ethical considerations.
- Environmental factors.
- Targeted behaviours.
- Alternative behaviour.
- Positive behaviour strategies.
- Effective planning.

##### Wellbeing

- Emotional.
- Psychological.
- Physical.

## What needs to be learned

### Learning outcome 3: Understand the use of restrictive interventions

#### Restrictive interventions

- Physical restraint.
- Mechanical restraint.
- Chemical restraint.
- Seclusion.
- Planned interventions.
- Risk assessed.
- Lines of accountability.
- Ethical and legally justified.

#### Safeguards

- Reasonable, necessary and proportionate.
- Trained and competent staff.
- Combined with strategies.
- Minimal restriction.
- Carefully monitored.
- Formally recorded.

#### Reporting and recording of incidents

- In line with agreed ways of working

### Learning outcome 4: Be able to promote positive behaviour

#### Factors affecting behaviour

- Physical factors:
  - general health
  - sensory impairment or needs
  - pain or other unpleasant symptoms
  - drug or alcohol withdrawal
  - hunger or thirst
  - poor sleep.
- Cognitive factors:
  - inability to process new information or instructions
  - poor judgement and planning
  - difficulty with communication
  - memory loss.
- Emotional factors:
  - anxiety
  - anger
  - social isolation
  - depression
  - personality disorders
  - mental health
  - emotional expression
  - boredom.
- Environmental factors:
  - noise
  - bright lights
  - overcrowding
  - inactivity and boredom.

## What needs to be learned

- Social factors:
  - communication
  - power imbalance
  - excessive demands from others
  - inconsistent approaches from others or by self
  - lack of boundaries or goals
  - past experiences
  - age and gender.

### Proactive strategies

- Behaviour support plans.
- Monitoring triggers and responses.
- Consistency and person-centred care.
- Training.
- Stages of behaviour.
- Team approaches.
- Modelling best practice.

## Learning outcome 5: Be able to respond appropriately to incidents of challenging behaviour

### Types: antecedent, behaviour and consequences

- Antecedent is what happens before the behaviour.
- Behaviour is classified as actions that are perceived as challenging or unwanted.
- Consequences are what happened as a result of the behaviour.

### Definitions of challenging

- Repetitive/obsessive.
- Withdrawn.
- Aggressive.
- Self-injurious.
- Disruptive.
- Antisocial or illegal.
- Abusive, including verbal, physical and emotional.

### Challenging behaviours

- Non-verbal:
  - agitation
  - wandering, pacing, following
  - intimidating positioning and posture
  - cornering, invading personal space.
- Verbal:
  - shouting
  - swearing
  - crying
  - screaming
  - repetitive statements or questions.

## What needs to be learned

- Physical:
  - scratching
  - grabbing, hair pulling
  - biting
  - absconding.

### **Maintaining dignity and respect**

- Meaningful relationships.
- Promote changes in behaviours.
- Non-punitive approaches.
- Stimulative environments.
- Positive behaviour planning.
- Efficient and essential recording of incidents.

## **Learning outcome 6: Be able to support individuals and others following an incident of challenging behaviour**

### **Others**

- Others, e.g. colleagues, families or carers, other professionals, members of the public, advocates.

### **Reflecting on incidents**

- Antecedents.
- Behaviour triggers at the time of the incident.
- Consequences of the incident.
- Behaviour analysis charts.
- Staff debrief.

### **Supportive responses**

- Care planning.
- De-escalation.
- Communication skills.
- Non-confrontation.
- Negotiation.
- Compromise.
- Distraction and/or changes in staffing.
- Understanding and tolerance.
- Heightened observation.
- Therapeutic engagement.
- Physical and pharmacological intervention.
- Post-incident review.



## What needs to be learned

### Learning outcome 7: Be able to review and revise approaches to promoting positive behaviour

#### Behaviour analysis

- Partnership working.
- Person-centred ethos.
- Organisational policies.
- Record keeping and monitoring.
- Triggers and risks.
- Training and expertise.
- Staff support structures.
- Involving family and individual.
- Positive behaviour planning.

#### Review of approaches

- Open dialogue.
- Research different strategies.
- Seek expert support.
- Use of supervision.
- Culture focused on outcomes.
- Promote choice and control.
- Co-production.
- Self-reflection.

## Information for tutors

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### Suggested resources

#### Books

Allen D – *Reducing the Use of Restrictive Practices with People Who Have Intellectual Disabilities* (BILD Publications, 2011) ISBN 9781905218233

Collins S – *Supporting Positive Behaviour: A Workbook for Social Care Workers* (Jessica Kingsley Publishers, 2010) ISBN 9781849050739

Emerson E – *Challenging Behaviour* (Cambridge University Press, 2011) ISBN 9780521728935

#### Reports

Department of Health – *Positive and Proactive Care: reducing the need for restrictive interventions* (Department of Health, 2014)

Department of Health – *Transforming care: A national response to Winterbourne View Hospital* (Department of Health, 2012)

#### Websites

[www.legislation.gov.uk](http://www.legislation.gov.uk)

Website for current government legislation.

[www.nice.org.uk](http://www.nice.org.uk)

National Institute for Health and Care Excellence guidelines – challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities

[www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Skills for Care – positive behaviour support.

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 4, 5, 6 and 7 (competence) must be made based on evidence generated during the learner's normal work activity.

Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 4, 5, 6 and 7.

Assessment of learning outcomes 1, 2 and 3 (knowledge) may take place in or outside of a real work environment.