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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You must be able to:

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**

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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You need to know and understand:

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

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

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

K27 principles of reflective practice and why it is important

Health and Safety

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

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

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

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

Factors that cause risks and those that ensure safe and effective care for children and young people

Types of support for disabled children, young people and parents

The role of relationships and support networks in promoting the well-being of children and young people with whom you work

Issues you are likely to face in your work with children and young people, families and carers

Principles for selecting reward systems, including the factors and circumstances which may support or provoke changes in the usual behaviour pattern of children

The basic principles of influencing behaviour, the principles of positive reinforcement and why it is important actively to promote positive aspects of behaviour

How to construct a recording system for children and young people's behaviour

Methods of defusing situations that might lead to unwanted behaviour

The importance of observing children and young people's behaviour

Techniques for observing and monitoring children's and young people's behaviour individually and in groups

The reasons why frameworks for children's and young people's behaviour are necessary

The purpose and use of time out, removal from activities and other strategies as agreed responses to instances of unwanted behaviour

How to work with children and young people to enable them to understand what positive behaviour is and how they can achieve it

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

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**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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