

Unit 13: Support the Development of Socially aware Behaviour with Children and Young People in Residential Childcare

Unit reference number:	Y/506/8193
QCF level:	3
Credit value:	5
Guided learning hours:	34

Unit summary

In this unit you will gain the knowledge, understanding and skills required to promote positive behaviour and to respond appropriately to incidences of challenging behaviour. You will gain an understanding of the principles for supporting the development of socially aware behaviour in children and young people, including theories of behaviour development and the importance of using own actions to model socially aware behaviour. You will also gain an understanding of the use of physical intervention and restraint, including the legal context and key principles relating to physical intervention and restraint and ethical reasons why restraint should be a last resort.

The unit will enable you to support children and young people to understand their actions relating to socially aware behaviour and to agree with them expectations about socially aware behaviour. You will also be able to support children and young people to achieve targets and adhere to agreed expectations, and to respond to instances of socially unacceptable behaviour.

Additional information

Key people are those who are important to a child or young person and who can make a difference to their wellbeing. Key people include family, friends, carers and others with whom the child or young person has an important relationship.

Others may include:

- team members
- other professionals.

Consistent support requires agreed responses to be made by all those involved in the care of a child or young person.

Activities should be selected to ensure they are stimulating to and achievable by the child or young person.

Agreed interventions should be designed to minimise the impact of the behaviour on the child or young person and those around them.

Physical intervention refers to methods of controlling children and young people that do not involve any use of force, for example offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger.

Restraint is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the Children's Homes Regulations.

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
<p>1 Understand principles for supporting the development of socially aware behaviour in children and young people</p>	<p>1.1 Summarise theories of behaviour development in children and young people</p> <p>1.2 Explain the links between positive relationships and socially aware behaviour</p> <p>1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour</p> <p>1.4 Summarise own organisation's policies and procedures to support socially aware behaviour</p> <p>1.5 Explain the importance of using own actions to model socially aware behaviour</p>
<p>2 Be able to support children and young people to understand their actions relating to socially aware behaviour</p>	<p>2.1 Adapt communication with a child or young person according to their level of ability and understanding</p> <p>2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them</p> <p>2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable</p> <p>2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour</p> <p>2.5 Support a child or young person to understand the consequences of their behaviour</p> <p>2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations</p>

Learning outcomes	Assessment criteria
<p>3 Be able to agree expectations about socially aware behaviour</p>	<p>3.1 Work with a child or young person, key people and others to agree expectations about socially aware behaviour</p> <p>3.2 Agree actions that will provide consistent support to a child or young person in working towards targets and expectations</p> <p>3.3 Support a child or young person to agree indicators that show they are meeting expectations</p> <p>3.4 Record agreed expectations, actions and indicators in relevant plans</p>
<p>4 Be able to support children and young people to achieve targets and adhere to agreed expectations</p>	<p>4.1 Provide consistent support to a child or young person to help them meet agreed expectations</p> <p>4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations</p> <p>4.3 Use activities to support a child or young person to meet agreed expectations</p> <p>4.4 Feedback to the child or young person about their behaviour</p> <p>4.5 Share observations about behaviour with key people and others to monitor progress</p> <p>4.6 Encourage progress towards agreed expectations through positive feedback and praise</p> <p>4.7 Explain why recognising and praising all observed progress towards agreed expectations is important</p>

Learning outcomes	Assessment criteria
<p>5 Be able to respond to instances of socially unacceptable behaviour</p>	<p>5.1 Access help and support where there are concerns about the behaviour of a child or young person</p> <p>5.2 Use agreed interventions when a child or young person is behaving in a socially unacceptable way</p> <p>5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations</p> <p>5.4 Record progress towards the achievement of expectations in line with work setting requirements</p> <p>5.5 Record instances of socially unacceptable behaviour in line with work setting requirements</p>
<p>6 Understand the use of physical intervention and restraint</p>	<p>6.1 Summarise the legal context and key principles relating to physical intervention and restraint</p> <p>6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting</p> <p>6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort</p> <p>6.4 Describe the post incident support needed for a child or young person after an instance of restraint</p> <p>6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint</p>

Unit amplification

1 Understand principles for supporting the development in children and young people

Theories of behaviour development in children and young people: e.g. competing theories; Piaget – cognitive/constructivist, learner-centred educational philosophy, learning through play; Bandura and social learning; psychoanalytical – Freud, Erikson, effects of early experience on personality; humanistic – Rogers' growth promoting climate; Maslow's hierarchy of needs; self-actualisation; effects on self- concept; learning/modelling; positive role models; behaviourist approach – Skinner, use of operands to shape and reinforce behaviour; use of reinforcement to promote learning; social pedagogy

The links between positive relationships and socially aware behaviour: e.g. positive reinforcement strategies; modelling positive behaviour and responses to situations; having an overall positive culture in the setting; creating an environment that promotes positive behaviour; individual behaviour planning; distraction and diversion strategies; boundary setting and collaborative ground rule making; supporting children and young people's reflection on and managing of own behaviour

Why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour: e.g. learned behaviour; outcomes; identifying triggers and how to minimise triggers, e.g. ensure appropriate structure/planning of environment; limited resources and activities to meet child's individual needs and provide sense of security; importance of consistency; familiarity and routine in minimising risk of triggers; no clear boundaries or effective communication; needs not being met; attention gained; stress; anxiety; substance misuse; abuse; learning difficulties; mental health problems; low self-esteem and aspirations; lack of education; lack of appropriate role models

The importance of using own actions to model socially aware behaviour: e.g. being a positive role model; reinforcing behavioural expectations; giving praise and positive attention; effective communication; building trusting relationships; allowing child to have privacy and space

6 Understand the use of physical intervention and restraint

The legal context and key principles relating to physical intervention and restraint: physical intervention – methods of controlling children and young people; do not involve any use of force, e.g. offering a 'guiding hand' to lead away from a harmful situation; block the way to prevent a child or young person putting themselves in danger; restraint – use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist); prevent injury to any person or serious damage to property; no more force than necessary; prevent absconding

The impact of physical intervention and restraint on values and relationships in a childcare setting: e.g. requiring reassurance; removal from situation and others; diary to record feelings and/or actions; debrief individual; support to reflect on incident; fear; anger; helplessness; pity; anxiety; confusion

The ethical reasons why restraint must always be regarded as an action of last resort: e.g. when using physical restraint, the level and duration of the restraint should always be the minimum necessary to restore safety; least restrictive interventions are in the best interest of the child or young person and others, e.g. could increase the child or young person's level of aggression or agitation; overly restrictive interventions may violate rights, dignity and safety of the child or young person

The post-incident support needed for a child or young person after an instance of restraint: e.g. opportunity to express feelings experienced before and during the incident, e.g. anger, fear, confusion, vulnerability, frustration; support for individual to recognise why their behaviour was unacceptable and the consequences of their behaviour for self and others, e.g. discuss facts in calm, non-judgemental way; refer to feelings of others involved; opportunity to express feelings experienced after the incident, e.g. relief, embarrassment, guilt, upset

Why it is important to work with a child or young person to gather and record their feedback after an instance of restraint: e.g. review approaches, e.g. policies; checking organisational practice against current good practice guidelines; sources of information, e.g. supervision; observations; record keeping; incident book; reflective log; feedback from children; young people; colleagues and others in the setting; offering appropriate support within boundaries of own role, e.g. creating a culture among children and young people that allows them to talk about what is happening to them; encouraging children and young people to recognise there is a problem; taking a no-blame approach; remaining non-judgemental; discussing choices and consequences

Information for tutors

Suggested resources

Books

Anning A – *Developing Multiprofessional Teamwork for Integrated Children's Services* (Open University Press, 2010) ISBN 9780335238118

Fulcher L et al – *Residential Child Care in Practice: Making a Difference (Social Work in Practice Series)* (Policy Press, 2013) ISBN 9781847423108

Music G – *Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development* (Psychology Press, 2010) ISBN 9781848720572

Smith M – *Rethinking Residential Child Care: Positive Perspectives* (Policy Press, 2009) ISBN 9781861349088

Taylor C A – *Practical Guide to Caring for Children and Teenagers with Attachment Difficulties* (Jessica Kingsley Publishers, 2010) ISBN 9781849050814

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Websites

www.barnardos.org.uk – includes research and publications for childcare professions, including the subject of residential childcare

www.early-education.org.uk – Early Education offers support to all early childhood education practitioners, including those in residential childcare, includes a range of publications

www.gov.uk – the government services and information website, includes information on the Department for Education, which is responsible for education and children's services for England

www.ncb.org.uk – National Children's Bureau, includes publications and reports on its research in the children's sector

Assessment

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 meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of 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 needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners required to demonstrate their understanding of the principles for supporting the development of socially aware behaviour in children and young people. Learners should first summarise theories of behaviour development in relation to children and young people. Learners could address this through using evidence relating to their own place of work, in a professional discussion or reflective account. Alternatively, they could generate their evidence through a relevant case study. For example, for assessment criteria 1.1 and 1.2 the learner could produce a report for colleagues that analyses the effect that theories have on practice when supporting the behaviour development of children and young people. The report should explore links between establishing positive relationships and socially aware behaviour. Learners also need to show that they understand the reasons why socially unacceptable behaviour might be demonstrated to bring about negative reinforcement. Finally, a summary of organisational policies and procedures for facilitating socially aware behaviour should be provided, including the influence the learner's action has on the development of socially aware behaviour for children and young people, covering assessment criteria 1.3, 1.4 and 1.5.

Observation could be used, where appropriate, as evidence for learning outcome 2.

There should be sufficient evidence over time to ensure that the learner has met all of the requirements. The observation should demonstrate the learner ensuring that communication meets the needs of children and young people when enabling them to identify the positive impact that socially aware behaviour can have; highlighting socially unacceptable behaviours. Learners are required to demonstrate how they support children and young people to be aware of the choices they can make in relation to their behaviour and what can bring about socially unacceptable behaviour. The evidence drawn from the observation should be supported by a reflective account or journal.

Learning outcome 3 requires evidence from direct observation, covering assessment criteria 3.1, 3.2, 3.3 and 3.4. The observation should demonstrate the learner collaborating with children and young people, and others, to identify expectations and support needs in relation to socially aware behaviour, agreeing and recording goals and progress. This evidence should be supported by a reflective account or journal.

For learning outcome 4, evidence is required from direct observation, covering assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6. Learners should be observed demonstrating supporting children and young people to achieve agreed goals, collaborating with others to provide consistent support that incorporates activities to meet identified objectives. Learners should also demonstrate sharing observations about children and young people's behaviour and how they facilitate progress towards identified expectations. A reflective account or professional discussion should be used to confirm learner competence and as evidence for AC 4.7.

Evidence for learning outcome 5 could be drawn from a reflective account and from anonymised work products. For example, records of a child or young person's progress (AC5.4) and of instances of socially unacceptable behaviour (AC 5.5) could be used.

A reflective account could be used to evidence learners' understanding of the use of physical intervention and restraint for learning outcome 6. Learners need to summarise the legal and policy requirements that influence the use of physical interventions and restraint. Learners should evaluate the impact of interventions on values and relationships in the setting. Learners should also include an exploration of ethics relating to the use of restraint and the support that a child or young person may require following an incident involving restraint.