

**Introduction****What is this unit about?**

This unit is about supporting and implementing behaviour policies for children who challenge.

**Who is this unit for?**

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is for those who have some supervisory responsibilities or who work unsupervised with children.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Implement behaviour policies, procedures and strategies
2. Promote positive aspects of behaviour

**Place in the NVQ/SVQ framework**

This unit is an optional group 2 unit within the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

<b>Key Skills</b>	<b>Core Skills</b>
Communication: 1.1, 2.2, 2.3	Communication: Intermediate 1
Working with Others: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Working with Others: Intermediate 2

**What we mean by some of the words used in this unit**

<b>Compliance</b>	Children co-operating with requests
<b>Evidence-based programmes</b>	Structured approaches and strategies for the development of positive behaviour that have been shown to work through research

**CCLD 337****Create environments that promote positive behaviour****The National Standard****Element CCLD 337.1      Implement behaviour policies, procedures and strategies****Performance criteria**

This is the national standard which you must meet:

1. Identify appropriate policies and procedures for behaviour in the setting, according to best practice
2. Liaise with professionals, families and children to plan the implementation of evidence-based programmes for responding to challenging behaviour in individual children
3. Implement the agreed approach in partnership with colleagues and families
4. Listen to children's points of view and negotiate with them, checking understanding when agreeing an approach, taking into account the child's age, needs and abilities
5. Monitor the effect of behaviour strategies, policies and programmes on individual children
6. Adapt and modify the planned approach in consultation with colleagues, professionals and families, as required

**The National Standard****Element CCLD 337.2      Promote positive aspects of behaviour****Performance criteria**

This is the national standard which you must meet:

1. Adopt a firm and respectful approach when promoting positive aspects of the behaviour of children
2. Give children unambiguous directions and choices within clearly defined boundaries of acceptable behaviour
3. Ensure you are effectively communicating and exchanging information with children according to their age, needs and abilities
4. Set limits and firm boundaries as agreed with children, other professionals, colleagues and families
5. Implement agreed procedures when children continue to challenge
6. Encourage co-operation and problem solving between children
7. Positively reward compliance in ways that demonstrate the child is valued as an individual

**What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

<b>K3C542</b>	The possible effects of communication difficulties and attention deficits
<b>K3D691</b>	The different approaches to encouraging positive behaviour, according to children's age, needs and abilities
<b>K3D692</b>	Policies and procedures that enable a structured approach to encouraging positive behaviour
<b>K3D693</b>	Why it is important to agree approaches to behaviour with children, families and colleagues
<b>K3D694</b>	Situations in which programmes for positive behaviour might be necessary
<b>K3D695</b>	How you would monitor the effects of programmes on individual children's behaviour
<b>K3D696</b>	Under what circumstance might programmes for encouraging positive behaviour be modified
<b>K3D697</b>	What is meant by a firm and respectful approach
<b>K3D698</b>	What is meant by unambiguous directions, limited choices and defined boundaries for children; why these are important in your responses to behaviour
<b>K3D699</b>	The links between behaviour, self-esteem and relationships with others
<b>K3D700</b>	Possible reasons for children's challenging behaviour, how behaviour links to other things that are happening in the child's life
<b>K3D701</b>	How adults' expectations affect children's behaviour and can (where inappropriate) reinforce challenging behaviour