

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:

Key Skills	Core Skills
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

Compliance	Children co-operating with requests
Evidence-based programmes	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:

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