Training Standard: Working positively with behaviour(s) of concern

This training standard becomes mandatory in all areas of adult social care when risk assessment has identified the need to respond to behaviour of concern. It describes the learning outcomes which must be delivered to staff working under Cambridgeshire County Council contracts or staff working for Cambridgeshire County Council.

Who must have this training?
Staff working with service user in a care/support role where there are behaviour(s) of concern

- This standard reflects current best practice in working with behaviour of concern. The emphasis is to ensure that challenges encountered by service users from challenging environments are kept to a minimum. It recognises the role and impact of others and the need for strategic oversight, robust systems and procedures to enable positive outcomes.

When must the training be taken and when must it be refreshed?
Prior to working unsupervised with a person where there are risk assessed behaviour of concern and annually thereafter

- If a specific knowledge gap is identified or there are changes in service need then further training will be required as soon as possible e.g. repeat of courses/undertake person specific training

How must the training be delivered?
Face to face

Who is qualified to deliver the training?
Where a physical response is assessed: BILD Accredited Instructor PROACT-SCIPr-UK Instructor for training involving restrictive Restrictive physical interventions
Where a physical response is not assessed: A minimum of 2 years’ experience of working with the service use group together with relevant expertise and training, e.g. line manager or service appointed behaviour lead.

All trainers must evidence subject specific Continual Professional Development / Refresher training and train others only to the level at which they have expert/professional knowledge and experience.
<table>
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<tr>
<th>Timescale</th>
<th>Required Learning Outcomes (progressive)</th>
<th>Additional information for designated persons</th>
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| Prior to working with a person where there are behaviour(s) of concern | **The learner must know and understand:**  
  - The current and historical influence of the term ‘challenging behaviour’, how this affects issues of power and control and impacts negatively on behaviour  
  - The concepts of person centred approaches, positive behaviour support and the importance of communication in responding to behaviour(s) of concern  
  - The impact and issues of the environment and social settings, (including care staff) in promoting positive behaviour  
  - Factors that can adversely affect behaviour including those specific to the person  
  - What is meant by the term ‘restrictive practice’  
  - What support is available to support the worker in working with behaviour(s) of concern  
  - The importance of record keeping  
| Before working with a person where there are behaviour(s) of concern, the above learning must be related to the individual(s) they will be working with. Adequate time must be given to gain an understanding of an individual’s needs and best practice responses in working with the person. Individuals using services should also have an opportunity to become familiar with any new staff. This can be accomplished by:  
  - Reading relevant organisational policies and procedures/risk assessments  
  - Care plans/behaviour guidelines/strategies  
  - Opportunity for instruction/discussion with supervisor/line manager  
  - Clear instructions about their role when things start to go wrong for the service user and/or crisis management plans  
  - Shadowing trained staff/line manager | Staff booked where appropriate on relevant training courses for service users needs, e.g. Safeguarding, Total Communication; Person Centred Planning; Supported Living; Challenging Behaviour; Autism; Complex Needs; PROACT-SCIPr-UK  
  Competent persons/line managers must ensure that learning has taken place. This can be achieved by asking relevant questions and **observation** of staff practice. A record of this must be kept in the staff members file together with the record of any training attended. |
- Being shadowed by trained staff/line manager

Managers are responsible for maintaining a written and signed record of all actions and instructions given

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<tr>
<th>When restrictive physical interventions are risk assessed to support people with behaviour of concern</th>
<th>The learner must know and understand:</th>
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<tr>
<td>- Own values and attitudes in relation to working with behaviour of concern</td>
<td>- Staff must be booked onto the earliest available course of the approach used.</td>
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<td>- How the main characteristics and issues of the social care area where the support takes place relates to the person’s behaviour of concern</td>
<td>- Training to be carried out by a qualified/certificated Instructor of the approach being used. Length of course will be dependent upon this.</td>
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<td>- How needs are met by behaviour</td>
<td>- Interventions are taught.</td>
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<td>- Techniques available to determine the function of behaviour</td>
<td>- A written assessment of the course content and assessment as being competent on the day in the physical intervention(s) must be carried out. Feedback to be provided to the individual and their manager.</td>
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<td>- The negative impact of challenging behaviour on an individual’s life</td>
<td>- Training and assessment records should be maintained by the manager and training organisation.</td>
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<td>- Individual factors and issues that affect behaviour</td>
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<tr>
<td>- Environmental factors that affect behaviour and the importance of minimising these</td>
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<td>- The part communication plays in working with behaviour of concern e.g. non verbal communication, communication breakdown and aided communication.</td>
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<td>- Identify early warning signs, triggers and the use of diversion, distraction and diffusion techniques to keep everyone safe (de-escalation)</td>
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<td>- The difference between primary (proactive), secondary (active/avoidance) and tertiary (reactive/crisis) strategies</td>
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<tr>
<td>- Person centred approaches, individual support planning and proactive support</td>
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<td>- The importance of written strategies in promoting positive behaviour and staff consistency of approach</td>
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<td>- Graded approach to crisis management</td>
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<tr>
<td>- How the restrictive physical intervention fits into an individual's crisis management plan</td>
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<tr>
<td>- The role of others in the development of safe systems of work, care planning and/or behaviour guidelines</td>
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<tr>
<td>- Health and Safety of using a physical intervention, including assessment</td>
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of risks
- Legal aspects of using a physical intervention relevant to the social care area where the support takes place
- Teaching and practice of the physical intervention used by a qualified/certified instructor of the approach being used
- Debriefing and systems of support
- The importance of record keeping

**Managers of newly trained staff must ensure staff have practice opportunities with others as soon as possible. This should be recorded.**

| Refresher Training | To be completed when a specific knowledge gap is identified or in response to a service need or at least annually. Refresher Course content will be based on a training needs analysis of the service in relation to the initial course content. Where restrictive physical interventions are used best practice recommends that refresher training should take place at least annually to ensure:
- Retention of appropriate knowledge to proactively support behaviour
- Review and refresh the safe application of physical skills that are currently being used within the service
- Review current working practices with the work setting |

| Further information on course content available from:
- Bild Code of Practice and SfH and SfC “A positive and proactive workforce” |

**The standards in this document comply with the following Legislation/Regulations:**

- Positive and Proactive Care: reducing the need for restrictive interventions (DoH Guidance, April 2014)
- A Positive and Proactive Workforce: A guide for workforce development commissioners and employers seeking to reduce the use of restrictive practices in health and social care (DoH; SfH and SfC, 2014)
- Ensuring Quality Services: Core principles for the commissioning of services for children, young people, adults and older people with learning disabilities and/or autism who display or are at risk of displaying behaviour that challenges (LGA, NHS England, Feb2014)
- Supporting staff working with people who challenge services, SfC & NDTi 2013
- Care Act 2015
- “No Secrets” Guidance (DoH 2000)
- CCC Adult Safeguarding Policy Guidance and Procedures, April 2012
- CQC Essential Standards and Quality and Safety
- Task Force on Violence Against Social Care Staff ‘A Safer Place’
- Mental Health Act 1983
- H&S at Work Act 1974
- The Human Rights Act 1998
- Care Standards Act 2000
- Mental Capacity Act 2005 and Deprivation of Liberty, 2008
- Bild Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training.
- Restrictive physical interventions: A Policy Framework (Bild 1996)
- Handbook for Trainers of Restrictive physical interventions (Bild) fourth ed, 2014
- The Second Mansell Report, 2007
- “Challenging behaviour: a unified approach” Report by: Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists, June 2007

### Version Control

<table>
<thead>
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<th>Participants</th>
<th>Changes</th>
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<td>May 2014</td>
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<td>May 2014</td>
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<td>December 2014</td>
<td>CCC Training Standards</td>
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