

Note: All courses will offer opportunity to discuss individual behaviours and behaviour plans and will be designed specifically for the need of commissioner

Name of course	Level 1 Introduction – Education and Children’s Services Day One: Positive Behaviour Support
Length/duration of course	1 day 6.5 hours average contact time.
Course aims	This course is designed for professionals who want a better understanding of how to manage a child’s disruptive or challenging behaviour. The objective is to help staff to understand the underlying causes of challenging behaviour and provide practical help and support to reduce the likelihood of the behaviour occurring, as well as for when challenging behaviour does occur.
Course outcomes	<p>By the end of this workshop, delegates will be able to:</p> <p>Understand the functions of challenging behaviour, the impact of challenging behaviour and the underlying causes of the behaviour (RRN Std 2.5)</p> <p>Understand the philosophy that underpins Positive Behaviour Support (PBS) and recognise the different types of strategies used throughout each phase of behaviour escalation – <i>what works, when and why?</i> (RRN Std 2.5, 2.6, 2.7, 2.8), namely:</p> <p><i>‘primary’ interventions</i>, which are proactive strategies that reduce the likelihood of challenging behaviour occurring. Examples such as building relationships, consistency of approach, modelling positive behaviour, visual prompts, considerations for the environment, engaging with parents and carers etc. (RRN Std 2.3)</p> <p>Complete an ABC (Antecedent, Behaviour, Consequence) chart and other good practice behaviour planning templates through the use of evidence- based case study work (RRN Std 2.12. 2.13)</p> <p><i>‘secondary’ interventions</i>: including recognising low-level disruption, early warning signs, implementing <i>planned</i> ignoring, the use of redirection, peer praise and de-escalation and considerations for supporting the child regain self-control (RRN Std 2.6, 2.7)</p> <p><i>‘reactive’ interventions</i>: subject to behaviour audit: Demonstrate competency with certified release (breakaway) techniques and understand the Law in relation to national and local policy, reasonable force, restraint reduction, human rights and risk management (RRN Std 2.8. 2.10, 2.15)</p>
Participant profession	All staff working in Education settings and Children’s Residential services

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This level is typically for staff who will be supporting children and young people with documented behaviour support plans

Name of course	Level 2 Foundation: Day 2: Positive Behaviour Support (*if required: incorporating certified BILD ACT and RRN training)
Length/duration of course	Foundation Level. 1 day 6.5 hours average contact time
Course aims	To further develop person-specific proactive and preventative strategies based on the function of the behaviour.
Course outcomes	<p>As per Day 1 of the Introduction Level, with the addition of being able to:</p> <p>Implementation of prevention strategies: Avoiding triggers and understand what is meant by reframing and how to introduce 'the Alternative to No' (Std 2.5)</p> <p>Implementation of prevention strategies: Reinforcing positive behaviour by considering the social and emotional aspects alongside intrinsic and extrinsic motivators (STD 2.5)</p> <p>Implementation of prevention strategies: Avoiding the use of 'punishers' by using logical and positive consequences to empower choice and decision making for the child. (RRN Std 2.4, 2.5)</p> <p>Ensure consistency of approach by understanding the key components of a Behaviour Rapid Support plan (based on a model of 70 percent prevention, 20 percent secondary and 10 per cent reactive strategies) (RRN Std 2.3, 2.5, 2.6, 2.7, 2.8, 2.14)</p> <p>Consider how we can build positive, appropriate relationships through our language, voice and vocabulary (RRN Std 2.3, 2.14)</p> <p>Consider the requirements for post incident management and review including team and individual debrief and incident recording (RRN Std 2.12, 2.13).</p> <p>*Subject to behaviour audit: Demonstrate competency with certified release (breakaway) techniques and positive handling techniques. Understand the Law in relation to national and local policy, reasonable force, restraint reduction, human rights and health, risk and safety consideration (RRN Std 2.8, 2.10, 2.15)</p>
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