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Courses – **Positive Behaviour Training**

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Level 1 – PBS: Understanding Behaviours of Concern and Developing Proactive Support Strategies

A 1-day course including:

- Understanding behaviours of concern (including violence and aggression)
- Understanding the importance of Setting events, Triggers and Cues (early warning signs)
- What does the research evidence tell us about why people might exhibit behaviours of concern?
- Record keeping and the principles of behavioural assessment
- The importance of a 'rights-based' approach
- Safeguarding, Duty of Care and Duty of Candour
- What is Positive Behaviour Support (PBS)?
- Developing proactive (primary) strategies aimed at prevention – specifically covering Environment & Structure, Communication and Attitudes
- The potential impact of inappropriate attitudes and cognitive biases
- Developing a positive (therapeutic) relationship

The course and its theoretical content are based on the latest research evidence and includes universally recognised models that assist in our understanding of human behaviour.

There is a strong emphasis on preventative (proactive) strategies throughout the courses.

The course can accommodate up to a maximum of 18 participants per trainer although we recommend a group size of 12.



Level 2 – PBS & Breakaway/self-protection skills

A 2-day course including:

- Understanding behaviours of concern (including violence and aggression)
- Understanding the importance of Setting events, Triggers and Cues (early warning signs)
- What does the research evidence tell us about why people might exhibit behaviours of concern?
- Record keeping and the principles of behavioural assessment
- The importance of a 'rights-based' approach
- Safeguarding, Duty of Care and Duty of Candour
- What is Positive Behaviour Support (PBS)?
- Developing proactive (primary) strategies aimed at prevention – specifically covering Environment & Structure, Communication and Attitudes
- The potential impact of inappropriate attitudes and cognitive biases
- Developing a positive (therapeutic) relationship
- De-escalation skills (secondary intervention)
- Developing person-centred distraction/diversion strategies (secondary strategies)
- Reactive (tertiary) strategies aimed at ensuring safety in response to behaviours of concern
- Non-restrictive reactive (tertiary) strategies
- The law and how it relates to responding to behaviours of concern
- Specific national guidelines on responding to behaviours of concern
- Gradients of control
- Breakaway and self-protection skills

The course and its theoretical content are based on the latest research evidence and includes universally recognised models that assist in our understanding of human behaviour.

There is a strong emphasis on preventative (proactive) strategies throughout the course.

Under the RRN Training Standards, the course can accommodate a maximum of 18 participants per trainer although we recommend an ideal group size of 12.

The physical skills include:

- Breakaways from grabs to the arms/wrists, clothing and hair
- Airway protection
- Biting release
- Basic guard and evasion technique

The physical skills are simple to learn and highly effective when used in practice.

NB In some circumstances, it is possible to extend the range of physical skills to meet the needs of the commissioning service(s) and the people it supports. Please contact us to discuss this further – we are confident we can find solutions to meet your training needs.



Level 3 – PBS, Breakaway/self-protection skills & restrictive physical intervention skills

3-day course including:

- Understanding behaviours of concern (including violence and aggression)
- Understanding the importance of Setting events, Triggers and Cues (early warning signs)
- What does the research evidence tell us about why people might exhibit behaviours of concern?
- Record keeping and the principles of behavioural assessment
- The importance of a 'rights-based' approach
- Safeguarding, Duty of Care and Duty of Candour
- What is Positive Behaviour Support (PBS)?
- Developing proactive (primary) strategies aimed at prevention – specifically covering Environment & Structure, Communication and Attitudes
- The potential impact of inappropriate attitudes and cognitive biases
- Developing a positive (therapeutic) relationship
- De-escalation skills (secondary intervention)
- Developing person-centred distraction/diversion strategies (secondary strategies)
- Reactive (tertiary) strategies aimed at ensuring safety in response to behaviours of concern
- Non-restrictive reactive (tertiary) strategies
- The law and how it relates to responding to behaviours of concern
- Specific national guidelines on responding to behaviours of concern
- Gradients of control
- Breakaway and self-protection skills
- Developing restrictive (tertiary) strategies
- The risks associated with restrictive physical interventions (restraint) including physical health, mental health and trauma
- Monitoring health during a restrictive physical intervention (restraint)
- Responding to emergencies
- Post-incident support and debriefing
- Restrictive physical intervention (restraint) skills

The course and its theoretical content are based on the latest research evidence and includes universally recognised models that assist in our understanding of human behaviour.

There is a strong emphasis on preventative (proactive) strategies throughout the course.

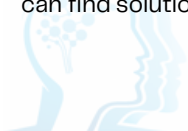
Under the RRN Training Standards, this course can accommodate up to a maximum of 12 participants with one trainer. The maximum permissible group size for Restrictive Physical Interventions/restraint training is 18. Any group larger than 12 must have a second trainer present for the third day of the course.

The physical skills include:

- Breakaways from grabs to the arms/wrists, clothing and hair
- Airway protection
- Biting release
- Basic guard and evasion technique
- Standing/walking RPI/restraint
- Seated RPI/restraint

The physical skills are simple to learn and highly effective when used in practice.

NB In some circumstances, it is possible to extend the range of physical skills to meet the needs of the commissioning service(s) and the people it supports. Please contact us to discuss this further – we are confident we can find solutions to meet your training needs.



Train-the-Trainer (for the delivery of Levels 1, 2 and 3 training)

An intensive 5-day course enabling successful candidates to deliver our courses in Positive Behaviour Support and Physical Interventions including the RRN Approved, BILD-ACT/UKAS certified Level 2 and 3 courses under license within their employing organisation. Successful candidates become Associate Trainers and their employers Affiliate Organisations.

This is sometimes a preferred option for larger organisations or organisation that seek to develop local expertise.

Candidates should have at least 2 years working in a service where the management of challenging behaviours has been part of that experience, should possess or be working towards an adult education teaching qualification and hold a suitable first aid qualification (including emergency first aid, resuscitation and the use of an AED).

Being an Associate Trainer is potentially a demanding role. Our course is designed to prepare the candidate as much as possible for fulfilling this role but our support does not end there. We offer ongoing helpline support plus at least one annual site visit to observe training (providing feedback and guidance) and also to ensure that appropriate record keeping systems are in place. This also provides an opportunity for an annual supervision from us as accredited training provider and an opportunity for ongoing support. We also see trainers annually for their refresher course.

Please contact us to discuss this option with one of our Directors/Senior Trainers if you are considering it for your service.



County Lines

County lines is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse.

The term 'county lines' describe situations where children may be trafficked for the purpose of criminal exploitation (in cases of county lines, this is usually drug related but there are many other possible factors), leading to harm caused by various forms of child criminal exploitation, abuse and traumatic experiences. Evidence from the National Crime Agency shows that child criminal exploitation is increasing across all areas of the UK where children, due to their ease of manipulation and coercion, are being groomed and criminally exploited.

In 2021, 27,000 children in England were identified as being involved in county lines. Intervening early is so important to keep children safe from this devastating form of abuse and being aware of the signs a child might be being exploited enables parents and professionals to seek support quickly.

This county lines training course provides you with the knowledge and skills to understand, identify and support children and young people who may be vulnerable to exploitation and at risk of being recruited into county lines.

Course Overview

- The risks associated with county lines
- Recognising and responding to concerns about county lines
- How professionals can work to prevent county lines
- Summary of the relevant legislation and guidance.

Learning Outcomes

Understand the meaning of child criminal exploitation and county lines

- Describe the meaning of the term 'child criminal exploitation'
- Describe the meaning of the term 'county lines'

Understand links between child criminal exploitation, trafficking and county lines

- Define the meaning of and relationship between; grooming, trafficking and exploitation
- Describe different actions which constitute criminal exploitation
- Explain the links between county lines, trafficking and criminal exploitation

Understand potential reasons why children and young people become involved with exploitation and county lines

- Describe potential reasons why children may become involved in exploitation and county lines
- Analyse how a child's involvement in exploitation and county lines could make them feel and react

Understand indicators which may raise concerns that a child is being criminally exploited

- Describe indicators which could raise your concern that a child is potentially being criminally exploited

Understand actions to take if you are concerned that a child is being exploited

- Explain the stages of action which must be taken if there are concerns that a child is being exploited or involved in county lines

Understand proactive ways of supporting children to minimise risk

- Describe different ways of working to support and safeguard children who may be at risk of child criminal exploitation, trafficking and county lines.

