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## Overview

This standard is about helping children and young people who have offended, or are at risk of offending, to understand why aspects of their behaviour might be considered challenging, and the benefits of addressing such aspects.

This includes challenging their behaviour and providing support and encouragement for change. You need to recognise the complex range of factors which may lead to offending and be able to help children and young people to value themselves and others.

## Performance criteria

### *You must be able to:*

1. communicate at a pace and level appropriate to the child or young person and maximise the safety, rights and dignity of those involved whilst dealing with their behaviour
2. facilitate an open and constructive exchange of views and information
3. support children and young people to reflect on their behaviour and to identify the challenging aspects and associated consequences
4. help children and young people to consider the potential impact of their behaviour upon:
  - themselves
  - the public, including actual and potential victims of crime
  - people significant to them
  - people working with them
5. offer information and advice on the advantages of positive change, whilst recognising the complexity of the situation
6. explore with the child or young person their attitudes to offending and their motivation to change
7. challenge attitudes and behaviour which are abusive, aggressive or discriminatory, whilst taking account of your personal safety
8. give support to the child or young person and others involved in incidents of challenging behaviour
9. consider the child or young person's needs, feelings and responses to interventions
10. identify where a specialist assessment may be necessary and explain the need for this to the child or young person, their family or carer
11. help children and young people to value themselves positively and to recognise their strengths and ability to change
12. support children and young people to select options they can put into practice and are committed to
13. consider factors, including historical, psychological and situational which may have contributed to challenging behaviour with the child or young person and others involved
14. agree goals and boundaries appropriate to the child or young person's circumstances and clarify with them using a pace and level that is appropriate to their

understanding and requirements

15. identify when a child or young person's behaviour is outside the agreed goals and acceptable boundaries in ways that meet their requirements
16. share information with those that have a right to see it when agreeing strategies to enable children and young people to manage their behaviour
17. acknowledge unresolved conflicts and tensions between the child or young person and relevant others and discuss how these may be identified, resolved and progressed
18. seek relevant support, information and advice to help resolve difficulties in line with required timescales
19. complete and maintain records in line with organisational requirement

## Knowledge and understanding

### *You need to know and understand:*

1. relevant legislation and, organisational policies and procedures that apply to your own organisation for the work being undertaken
2. the impact of physical, social, psychological and emotional development upon the behaviour of children and young people
3. how equality and inequality can affect children and young people
4. the impact crime can have on victims and their need for protection, respect, recognition and information
5. ways of encouraging children and young people to see the need to change their behaviour and develop the motivation to do so
6. the obstacles to change which may exist for children and young people and methods of overcoming them
7. why it is important to help children and young people to consider the effects of their choices on others and to have ownership of, and be responsible for, the decisions that they make
8. the evidence for the effectiveness of different ways of supporting children and young people to change their behaviour
9. how to communicate with children and young people and how to adapt accordingly
10. how to apply the principles of equality, diversity and anti-discriminatory practice to your work
11. how to evaluate your competence when at work and to decide when further support and expertise are needed
12. types of additional support children and young people might require
13. child development including physical, cognitive, emotional, social, and communication skills
14. how to promote diversity, equality and inclusion through work with children and young people
15. the principles of trauma informed practice and impact on behaviour
16. the principles of restorative justice
17. the importance of adhering to professional codes or standards of practice
18. organisational policies and procedures for record keeping and sharing information

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