Unit Title: **Promote positive behaviour**

Unit sector reference: HSC 3045

Level: 3

Credit value: 6

Guided learning hours: 44

Unit accreditation number: F/601/3764

Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied to own working practice 1.2 Define what is meant by restrictive interventions 1.3 Explain when restrictive interventions may and may not be used 1.4 Explain who needs to be informed of any incidents where restrictive interventions have been used 1.5 Explain why the least restrictive interventions should always be used when dealing with incidents of **challenging behaviour** 1.6 Describe safeguards that must be in place if restrictive physical interventions are used	**Challenging behaviour** may include behaviours that are: • Repetitive/obsessive • Withdrawn • Aggressive • Self-injurious • Disruptive • Anti-social or illegal • Verbally abusive

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand the context and use of proactive and reactive strategies	2.1 Explain the difference between proactive and reactive strategies 2.2 Identify the proactive and reactive strategies that are used within own work role 2.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour when establishing proactive or reactive strategies to be used 2.4 Explain the importance of maintaining a person or child centred approach when establishing proactive strategies 2.5 Explain the importance of reinforcing positive behaviour with individuals 2.6 Evaluate the impact on an **individual's well being** of using reactive rather than proactive strategies	**Individual** Child, young person or adult accessing a service **Well Being** eg • Emotional • Psychological • Physical
3 Be able to promote positive behaviour	3.1 Explain how a range of **factors** may be associated with challenging behaviours 3.2 Evaluate the effectiveness of proactive strategies on mitigating challenging behaviours 3.3 Highlight, praise and support positive aspects of an individual's behaviour in order to reinforce positive behaviour 3.4 Demonstrate how to model to **others'** best practice in promoting positive behaviour	**Factors** • Communication • Environment • Power imbalance • Excessive demands • Boredom • Inconsistent approaches • Lack of boundaries or goals • Emotional expression • Sensory needs • Physical Health • Mental Health • An individual's past experiences • Age and gender **Others** may include: • The individual • Colleagues • Families or carers • Other professionals • Members of the public • Advocates

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
4 Be able to respond appropriately to incidents of challenging behaviour	4.1 Identify types of challenging behaviours 4.2 Demonstrate how to respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines 4.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour 4.4 Demonstrate how to complete records accurately and objectively in line with work setting requirements following an incident of challenging behaviour	
5 Be able to support individuals and others following an incident of challenging behaviour	5.1 Demonstrate methods to support an individual to return to a calm state following an incident of challenging behaviour 5.2 Describe how an individual can be supported to reflect on an incident including: • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequence of their behaviour • How they were feeling after the incident 5.3 Describe the complex feelings that may be experienced by others involved in or witnessing an incident of challenging behaviour 5.4 Demonstrate how to debrief others involved in an incident of challenging behaviour 5.5 Describe the steps that should be taken to check	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	for injuries following an incident of challenging behaviour	
6 Be able to review and revise approaches to promoting positive behaviour	6.1 Work with others to analyse the **antecedent, behaviour and consequences** of an incident of challenging behaviour 6.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities 6.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour	**Antecedent, behaviour and consequences** **Antecedent** is what happens before the behaviour **Behaviour** is the actions that are perceived as challenging behaviour or unwanted **Consequences** are what happened as a result of the behaviour

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 3, 4, 5 & 6 must be assessed in a real work environment.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National occupational standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 326, 337 and 398

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at **http://www.qcda.gov.uk/15565.aspx**

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.