

**Unit Title:** **Implement a Positive Relationship Policy in residential childcare**

OCR unit number: 10  
 Sector unit number: RCC 5.10  
 Level: 5  
 Credit value: 6  
 Guided learning hours: 41  
 Unit reference number: R/506/8192

## Unit aim and purpose

This unit provides the knowledge and skills required to implement a Positive Relationship Policy in residential childcare.

Learning Outcomes	Assessment Criteria	Additional guidance
<p><b>The Learner will:</b></p> <p>1 Understand the interconnection between relationships and behaviour</p>	<p><b>The Learner can:</b></p> <p>1.1 Critically analyse how socially aware behaviour and positive relationships interlink</p> <p>1.2 Explain why the link between behaviour and relationships is relevant to supporting children and young people in residential childcare</p> <p>1.3 Explain how strategies can be used to develop socially aware behaviour in children and young people by strengthening relationships</p> <p>1.4 Compare the impact on relationships of restorative approaches and other responses to socially unacceptable behaviour</p>	
<p>2 Be able to develop a positive relationship policy that promotes good behaviour and positive outcomes for children and young people</p>	<p>2.1 Research elements required in a <b>Positive Relationship Policy</b> and the rationale for each</p>	<p><b>Positive Relationship Policy</b> may previously have been called a Behaviour Management Strategy</p>

Learning Outcomes	Assessment Criteria	Additional guidance
	<p>2.2 Work with children or young people and <b>others</b> to evaluate existing policies relating to positive relationships and behaviour management</p> <p>2.3 <b>Develop</b> a Positive Relationship Policy that meets legal, ethical and statutory requirements for promoting socially aware behaviour using reflection and findings from the evaluation</p>	<p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other professionals</li> <li>• Family members</li> <li>• Advocates</li> <li>• Independent visitors</li> </ul> <p>To <b>develop</b> a policy may be to develop directly or to propose developments to others (eg in a larger organisation) for consideration</p>
<p>3 Be able to establish systems to implement the positive relationship policy</p>	<p>3.1 Review systems for risk management and record keeping to ensure they reflect the Positive Relationship Policy</p> <p>3.2 Ensure systems are in place for children or young people to have access to support and the opportunity to feedback after any use of <b>physical intervention</b> or <b>restraint</b></p> <p>3.3 Establish timeframes for regular review of the Positive Relationship Policy and associated systems</p>	<p><b>Physical intervention</b> refers to methods of controlling children and young people that do not involve any use of force, eg offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger.</p> <p><b>Restraint</b> is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations.</p>
<p>4 Be able to equip team members to implement the positive relationship policy</p>	<p>4.1 Evaluate the knowledge and skills team members have for</p> <ul style="list-style-type: none"> <li>• building trusting and enduring relationships with <b>vulnerable</b> children or young people</li> <li>• supporting children or young people to develop socially aware behaviour</li> </ul> <p>4.2 Address gaps identified in knowledge and skills</p> <p>4.3 Arrange training in restraint that meets statutory requirements for team members</p>	<p>Children and young people may be <b>vulnerable</b> due to factors such as:</p> <ul style="list-style-type: none"> <li>• social, economic, physical, emotional or family circumstances</li> <li>• previous experience of traumatic or dysfunctional relationships</li> <li>• disability or specific conditions</li> </ul>

Learning Outcomes	Assessment Criteria	Additional guidance
	4.4 Implement systems that allow team members to reflect on their own practice and emotional responses after addressing an instance of negative behaviour	
5 Be able to review a Positive Relationship Policy	5.1 <b>Review</b> the impact of the Positive Relationship Policy on relationships and behaviour in the setting  5.2 Propose improvements to the Positive Relationship Policy and systems	<b>Review</b> may involve children or young people, families and carers, team members and other professionals
6 Understand the context for use of physical intervention and restraint	6.1 Explain principles for the use of <b>physical intervention</b> and <b>restraint</b> with children and young people in residential childcare  6.2 Analyse how understanding of child development and individual needs relate to the use of physical intervention and restraint  6.3 Analyse how the culture of the setting and the approach to support for socially aware behaviour affect the use of physical intervention and restraint  6.4 Review the range of checks needed to ensure that training in restraint addresses all legal, ethical and statutory requirements	<b>Physical intervention</b> refers to methods of controlling children and young people that do not involve any use of force, eg offering a 'guiding hand' to lead away from a harmful situation, or to block the way to prevent a child or young person putting themselves in danger.  <b>Restraint</b> is the use of, or threat to use, force, or the restriction of a child's liberty of movement (whether or not they resist), to prevent injury to any person or serious damage to property. From April 2015, a definition of restraint can be found in the children's homes regulations.

## Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment

Assessment decisions for competence based learning outcomes (e.g. 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.

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.

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

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is a requirement for new staff working in residential childcare to be working towards these qualifications from 01/01/15. 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 *SCDLMCB8*.

## Functional skills signposting

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

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

## Additional information

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We do 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.

The Centre Handbook contains important information for anyone delivering this unit which is part of the residential childcare qualifications.

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' on our website [www.ocr.org.uk](http://www.ocr.org.uk).