

Unit Title:

Promote children and young people’s positive behaviour

OCR Unit No:

6

Sector Unit No:

TDA 3.4

Level:

3

Credit value:

3

Guided learning hours:

15

Unit accreditation number:

A/601/4069

Unit purpose and aim

This unit provides the knowledge, understanding and skills required to promote children and young people’s positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing inappropriate behaviour, dealing with challenging behaviour and contributing to reviews of behaviour and behaviour policies.

<p>Learning Outcomes</p> <p>The learner will:</p>	<p>Assessment Criteria</p> <p>The learner can:</p>	<p>Exemplification</p>
<p>1. Understand policies and procedures for promoting children and young people’s positive behaviour</p>	<p>1.1 Summarise the policies and procedures of the setting relevant to promoting children and young people’s positive behaviour</p> <p>1.2 Evaluate how the policies and procedures of the setting support children and young people to:</p> <p>a) feel safe</p> <p>b) make a positive contribution</p> <p>c) develop social and emotional skills</p> <p>d) understand expectations and</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p>Policies and procedures of the setting relevant to promoting positive behaviour eg:</p> <ul style="list-style-type: none"> • behaviour policy • code of conduct • rewards and sanctions • dealing with conflict and inappropriate behaviour • anti-bullying • attendance

	<p style="text-align: center;">limits</p> <p>1.3 Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting</p>	
2. Be able to promote positive behaviour	<p>2.1 Explain the benefits of actively promoting positive aspects of behaviour</p> <p>2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others</p> <p>2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting</p> <p>2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour</p> <p>2.5 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting</p>	
3. Be able to manage inappropriate behaviour	<p>3.1 Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people</p> <p>3.2 Demonstrate strategies for managing</p>	<p>Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.</p>

	<p>inappropriate behaviour according to the policies and procedures of the setting</p> <p>3.3 Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people</p> <p>3.4 Provide support for colleagues to deal with inappropriate behaviour of children and young people</p> <p>3.5 Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred</p>	
<p>4. Be able to respond to challenging behaviour</p>	<p>4.1 Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points</p> <p>4.2 Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting</p> <p>4.3 Assess and manage risks to own and others' safety when dealing with challenging behaviour</p> <p>4.4 Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding</p>	<p>Challenging behaviour may involve:</p> <ul style="list-style-type: none"> • verbal abuse (eg. racist comments, threats, bullying others) • physical abuse (such as assault of others, damaging property) • behaviour which is destructive to the child/young person • behaviour which is illegal

	<p>these from happening</p> <p>4.5 Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting</p>	
<p>5. Be able to contribute to reviews of behaviour and behaviour policies</p>	<p>5.1 Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment</p> <p>5.2 Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets</p> <p>5.3 Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions</p> <p>5.4 Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development</p>	

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

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.

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.

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.

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.

National Occupational Standards (NOS) mapping/signposting

STL19 Promote positive behaviour

STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

Introductory training materials:

- Promoting positive behaviour

NOS can 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					
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 '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .