OCR
Oxford Cambridge and RSA

Unit Title:	**Support the development of socially aware behaviour with children and young people in residential childcare**
OCR unit number:	13
Sector unit number:	RCC 3.13
Level:	3
Credit value:	5
Guided learning hours:	34
Unit reference number:	Y/506/8193

Unit aim and purpose

This unit provides the knowledge and skills required to support the development of socially aware behaviour with children and young people in residential childcare settings.

Learning Outcomes	Assessment Criteria	Additional guidance
The Learner will:	**The Learner can:**	
1 Understand principles for supporting the development of socially aware behaviour in children and young people	1.1 Summarise theories of behaviour development in children and young people	
	1.2 Explain the links between positive relationships and socially aware behaviour	
	1.3 Explain why a child or young person might actively seek out negative reinforcement through socially unacceptable behaviour	
	1.4 Summarise own organisation's policies and procedures to support socially aware behaviour	
	1.5 Explain the importance of using own actions to model socially aware behaviour	
2 Be able to support children and young people to understand their actions relating to socially aware behaviour	2.1 Adapt communication with a child or young person according to their level of ability and understanding	

Learning Outcomes	Assessment Criteria	Additional guidance
	2.2 Support a child or young person to recognise the benefits of socially aware behaviour for themselves and those around them 2.3 Support a child or young person to understand when their behaviour is socially aware and when it is socially unacceptable 2.4 Work with a child or young person to gain a shared understanding of the choices they are making about their behaviour 2.5 Support a child or young person to understand the consequences of their behaviour 2.6 Work with a child or young person to develop a shared understanding of what triggers them to behave in certain ways and in certain situations	
3 Be able to agree expectations about socially aware behaviour	3.1 Work with a child or young person, **key people** and **others** to agree expectations about socially aware behaviour 3.2 Agree actions that will provide **consistent support** to a child or young person in working towards targets and expectations 3.3 Support a child or young person to agree indicators that show they are meeting expectations 3.4 Record agreed expectations, actions and indicators in relevant plans	**Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. Key people include family, friends, carers and others with whom the child or young person has an important relationship **Others** may include: • Team members • Other professionals **Consistent support** requires agreed responses to be made by all those involved in the care of a child or young person

Learning Outcomes	Assessment Criteria	Additional guidance
4 Be able to support children and young people to achieve targets and adhere to agreed expectations	4.1 Provide consistent support to a child or young person to help them meet agreed expectations 4.2 Support key people and others in providing consistent support to a child or young person to help them meet agreed expectations 4.3 Use **activities** to support a child or young person to meet agreed expectations 4.4 Feedback to the child or young person about their behaviour 4.5 Share observations about behaviour with key people and others to monitor progress 4.6 Encourage progress towards agreed expectations through positive feedback and praise 4.7 Explain why recognising and praising all observed progress towards agreed expectations is important	**Activities** should be selected to ensure they are stimulating to and achievable by the child or young person
5 Be able to respond to instances of socially unacceptable behaviour	5.1 Access help and support where there are concerns about the behaviour of a child or young person 5.2 Use **agreed interventions** when a child or young person is behaving in a socially unacceptable way 5.3 Work with a child or young person to develop their understanding of how they could respond differently to specific situations	**Agreed interventions** should be designed to minimise the impact of the behaviour on the child or young person and those around them

Learning Outcomes	Assessment Criteria	Additional guidance
	5.4 Record progress towards the achievement of expectations in line with work setting requirements	
	5.5 Record instances of socially unacceptable behaviour in line with work setting requirements	
6 Understand the use of physical intervention and restraint	6.1 Summarise the legal context and key principles relating to **physical intervention** and **restraint** 6.2 Analyse the impact of physical intervention and restraint on values and relationships in a childcare setting 6.3 Explain the ethical reasons why restraint must always be regarded as an action of last resort 6.4 Describe the post incident support needed for a child or young person after an instance of restraint 6.5 Explain why it is important to work with a child or young person to gather and record their feedback after an instance of restraint	**Physical intervention** refers to methods of controlling children and young people that do not involve any use of force, e.g. 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. **Restraint** 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

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 SCDHSC0326.

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	X	Representing		Use ICT systems	
Reading	X	Analysing		Find and select information	
Writing	X	Interpreting		Develop, present and communicate information	

Additional information

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 .