Oxford Cambridge and RSA

Unit Title:	Support children and young people's positive behaviour
OCR unit number:	10
TDA unit number:	2.9
Level: 2	2
Credit value: 2	2
Guided learning hours: 15	15
Unit accreditation number:	T/601/7407

Unit purpose and aim

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour 1.2 Describe with examples the importance 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	Centres must ensure that all assessment criteria are met. **Policies and procedures** of the setting relevant to promoting positive behaviour eg: • behaviour policy • code of conduct • rewards and sanctions • dealing with conflict and inappropriate behaviour • anti-bullying • attendance
2. Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive	

	behaviour	
	2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour	
	2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour	
	2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting	
3. Be able to respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with **inappropriate behaviour** 3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred	**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.

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.

Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

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.

National Occupational Standards (NOS) mapping/signposting

STL3 Help to keep children safe (CCLD202)

STL19 Promote positive behaviour

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 .