

**FX16 04 (GC8) Minimise and Deal with Disruptive and Obstructive Behaviour**

**Elements of competence**

- GC8.1 Help to prevent disruptive and obstructive behaviour
- GC8.2 Deal with disruptive and obstructive behaviour

**About this Unit**

This Unit is about acting in a way that does not provoke disruptive and obstructive behaviour, for example by use of language, actions and gestures. It also covers defusing situations and protecting yourself when dealing with people who become disruptive and obstructive, by withdrawing, if necessary, from a threatening situation.

**Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
◆ Simulation is <b>NOT</b> permitted for this Unit.
<b>The following forms of evidence ARE mandatory:</b>
<ul style="list-style-type: none"> <li>◆ <b>Direct observation:</b> Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the Elements in this Unit. For example your assessor may see you in a meeting with the offender when you communicate your role and responsibility and identify clearly your expectations of them by encouraging the offender to recognise their strengths and value themselves and others.</li> <li>◆ <b>Reflective account/Professional discussion:</b> These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of your practice when minimising and dealing with disruptive and obstructive behaviour.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Questioning/Professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures that cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert witness:</b> A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. Working with offending behaviour can pose a number of challenges for direct observation of practice by assessors not based in the Workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process.</li> <li>◆ <b>Witness testimony:</b> Can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is <b>NOT</b> appropriate to use witness testimony from any offenders/member of their family or circle of friends.</li> <li>◆ <b>Products:</b> These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records.</li> <li>◆ <b>Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.</b></li> </ul>

**GENERAL GUIDANCE**

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the range/scope that are relevant to your job
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice sector and in particular those staff working with offenders
- ◆ ALL evidence must relate to your own work practice.

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**KNOWLEDGE SPECIFICATION FOR THIS UNIT**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 The importance of showing respect for people, their property and their rights, and how to do so.	
2 Behaviour and language that may inflame a situation.	
3 The interpretation and use of body language.	
4 The principles of risk assessment and its application to your work context.	
5 The importance of planning how you will leave a situation if there is a physical risk, and how to do so.	
6 The main signs that a situation could lead to disruptive and obstructive behaviour, and how to recognise these.	
7 The types of constructive behaviour you can take to defuse situations.	
8 Your organisation's procedures in regard to dealing with disruptive and obstructive behaviour.	
9 Your legal responsibilities in regard to dealing with disruptive and obstructive behaviour.	
10 The implications for your working environment of someone becoming disruptive and obstructive.	
11 Safe and appropriate defensive, withdrawal or intervention techniques.	
12 The reports that have to be made and records that have to be kept when someone becomes disruptive and obstructive.	

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**GC8.1 Help to prevent disruptive and obstructive behaviour**

Performance Criteria		DO	RA	EW	Q	P	WT
1	Communicate with people in a way that: <ul style="list-style-type: none"> <li>◆ shows respect for them, their property and their rights</li> <li>◆ is appropriate to them</li> <li>◆ is free from discrimination and oppressive behaviour</li> </ul>						
2	Explain clearly what is expected of them.						
3	Explain clearly what your role is and what you have to do.						
4	Remain alert to, and minimise, actions or words that could trigger disruptive and obstructive behaviour.						

*DO = Direct Observation*  
*EW = Expert Witness*

*RA = Reflective Account*  
*P = Product (Work)*

*Q = Questions*  
*WT = Witness Testimony*

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**GC8.2 Deal with disruptive and obstructive behaviour**

Performance Criteria		DO	RA	EW	Q	P	WT
1	Recognise when a situation is leading to disruptive and obstructive behaviour.						
2	Establish as far as possible the cause of the behaviour and assess whether there are immediate actions that can be taken that are likely to reduce the risk of disruptive and obstructive behaviour.						
3	take action that: <ul style="list-style-type: none"> <li>◆ is unlikely to make the situation worse</li> <li>◆ is consistent with your organisation's policies and procedures, and your legal responsibilities</li> </ul>						
4	You take the appropriate action to deal with a situation if there is a risk of disruptive and obstructive behaviour.						
5	Take action in a way that minimises the risk of injury to yourself and others.						
6	Report action and account for your intervention.						

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*To be completed by the candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....