

About this Unit

This NOS sets out the skills, knowledge and understanding for you to deal with disorderly and aggressive behaviour.

This NOS covers the following activities:

- ◆ Deter adverse behaviour through visible security presence
- ◆ Deal with adverse behaviour

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Standard are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Standard is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, how you take appropriate action to prevent risks to security or safety. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, you could explain how you would recognise behaviour that is likely to become unacceptable and the action you would take to diffuse the situation. You could also explain your understanding of the legislation and policy that affect your work practice. ◆ Simulation: Simulation may be used to assess your ability to deal with adverse behaviour, for example: this part of the unit could be assessed as part of a training programme.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, 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. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

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
Legal and organisational requirements	
1 Current relevant legislation, regulations, codes of practice and guidelines relating to disorderly and aggressive behaviour.	
2 Your organisation’s procedures, instructions and guidelines for dealing with adverse behaviour, and what actions you are permitted to take.	
3 The current law relating to dealing with adverse behaviour and how it affects you in your work.	
Deter adverse behaviour through visible security presence	
4 Your instructions for discouraging and dealing with adverse behaviour.	
5 How to maintain a visible security presence without encouraging adverse behaviour.	
6 How to recognise when behaviour begins to become unacceptable and how to deal with these situations promptly and effectively.	
7 How to recognise criminal activity, (eg drug handling).	
8 The layout and geography of the locations where you provide security services.	
9 Your organisation’s standards of dress and behaviour.	
Deal with adverse behaviour	
10 How to recognise and diffuse aggressive or abusive behaviour, through using both verbal and non-verbal language.	
11 When and how to use only reasonable force effectively when you need to.	
12 Who you should call for help when you need it and how to contact them.	
13 What details you should record relating to dealing with adverse behaviour.	
14 The various techniques and methods used for escorting people.	

F54F 04 (SLP12) Deal with disorderly and aggressive behaviour

Performance Criteria		DO	RA	EW	Q	P	WT	PD	
		Deter adverse behaviour through visible security presence							
1	Provide a visible presence in designated areas that deters adverse behaviour .								
2	Meet the required company and customer standards for appearance and behaviour.								
3	Monitor indications to promptly recognise adverse behaviour.								
4	Discourage adverse behaviour before it escalates, using your professional judgement and skills to diffuse situations.								
5	Take appropriate action to prevent risks to security or safety whilst maintaining the health safety and welfare of yourself and others.								
6	Keep relevant authorities informed at all times.								
7	Complete the required records, accurately, legibly and within required timescales.								
		Deal with adverse behaviour (simulation is permitted for this part of the unit)							
8	Respond promptly to adverse behaviour in a polite, professional and calming manner.								
9	Use non-threatening language and gestures to diffuse potential aggressive or abusive behaviour.								
10	Politely encourage people involved to refrain from using or continuing to use adverse behaviour.								
11	Where necessary and practicable, segregate individuals concerned to minimise the effect on others.								
12	Summon immediate help from other people when you need it, particularly if situations escalate.								
13	Take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and your instructions.								
14	Report details of adverse behaviour in line with your organisation's procedures, instructions and guidelines.								
15	Record the details of situations where you have had to deal with adverse behaviour, in line with legal requirements and within required timescales.								

F54F 04 (SLP12) Deal with disorderly and aggressive behaviour

Performance Criteria	DO	RA	EW	Q	P	WT	PD
	16 Complete the required records, accurately, legibly and within required timescales.						

DO = Direct Observation
 EW = Expert Witness
 PD = Professional Discussion

RA = Reflective Account
 P = Product (Work)

Q = Questions
 WT = Witness Testimony

Scope/Range	DO	RA	EW	Q	P	WT	PD
	1 Adverse behaviour:						
1.1 anti-social							
1.2 criminal							
2 Indications of adverse behaviour that are:							
2.1 visible							
2.2 audible							
3. Relevant authorities:							
3.1 site management							
3.2 police							
3.3 radio network							
4. Help from:							
4.1 your colleagues							
4.2 police							
4.3 other authorities							
5. Action that you could take:							
5.1 verbal warning							
5.2 lawful removal from the premises							
5.3 apprehend the person involved							

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: