

STL4 Contribute to positive relationships (CCLD 201)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people. This unit is for those who assist in work with children and adults.

What is this unit about?

This unit is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.

This unit contains four elements:

- 4.1 Interact with and respond to children
- 4.2 Interact with and respond to adults
- 4.3 Communicate with children
- 4.4 Communicate with adults

Linked units

- STL5 Provide effective support for your colleagues
- STL20 Develop and promote positive relationships
- STL60 Liaise with parents, carers and families
- STL62 Develop and maintain working relationships with other practitioners

This unit also links to all units involving interactions with children, young people and/or adults.

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in supporting teaching and learning in schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in children's care, learning and development.

Origin of this unit

This unit is taken from the national occupational standards in children's care, learning and development where it appears as CCLD 201.

This unit is underpinned by the principles and values for the national occupational standards in children's care learning and development.

STL4 Contribute to positive relationships

Glossary of terms used in this unit

Adults	adults you meet at work. This will vary according to your role and responsibility, but may include one or more of: colleagues, visitors to the setting and members of children/young people's families
Children and young people	children and young people who you work with, except where otherwise stated
Listen	paying attention to what the child/young person or adult is communicating in order to respond appropriately. Listening includes negotiated and agreed alternative methods of communication in situations where there may be hearing difficulties
Language	includes signing, symbols and other non-verbal language
Positive relationships	relationships that benefit the children/young people and the children/young people's ability to participate in and benefit from the setting

STL4 Contribute to positive relationships

4.1 Interact with and respond to children

Performance criteria

You need to:

- P1 show children/young people you are paying attention and listening to them
- P2 use a considerate and sympathetic approach whilst paying attention and listening to children/young people
- P3 allow children/young people to express themselves in their own time, using their own words or alternative communication
- P4 ensure that all children/young people are allowed to express themselves and are acknowledged
- P5 accept and acknowledge children/young people's expression of feelings
- P6 ask children/young people questions to confirm your understanding of their language and expressions

4.2 Interact with and respond to adults

Performance criteria

You need to:

- P1 give adults your full attention when they are communicating with you
- P2 demonstrate that you have understood them
- P3 respond confidently, in a way which shows you have listened to their views with care and attention
- P4 clarify any misunderstandings
- P5 make suggestions and give information when requested

STL4 Contribute to positive relationships

4.3 Communicate with children

Performance criteria

You need to:

- P1 communicate clearly, in ways that the child/young person will understand
- P2 use language and actions that show children/young people that their views, feelings and opinions have been listened to with care and attention
- P3 help children/young people to express their needs and make choices
- P4 demonstrate your understanding of children/young people's preferred ways of communicating
- P5 encourage children/young people to use different communication methods
- P6 model positive communication skills for children/young people

4.4 Communicate with adults

Performance criteria

You need to:

- P1 approach adults with courtesy and respect, using preferred names
- P2 value adults' individual needs and preferences
- P3 exchange information with adults in line with agreed practice
- P4 use communication methods that are appropriate to adults
- P5 adapt the ways in which you communicate when difficulties are experienced

STL4 Contribute to positive relationships

Knowledge and understanding

You need to know and understand:

- K1 the importance of giving children and young people full attention when listening to them and how you demonstrate this through body language, facial expression, speech and gesture
- K2 why it is important to give all children and young people the opportunity to be heard and how you do this in a group
- K3 an outline of how children and young people's communication skills develop within the age range 0–16 years
- K4 why it is important to give children and young people sufficient time to express themselves in their own words
- K5 why it is important to help children and young people make choices and how you can assist them to do this
- K6 the key features of effective communication and why it is important to model this when interacting with adults, children and young people
- K7 the main differences between communicating with adults and communicating with children and young people
- K8 how to demonstrate that you value adults' views and opinions and why it is important to the development of positive relationships
- K9 communication difficulties that may exist and how these can be overcome
- K10 how to cope with disagreements with adults
- K11 why it is important to reassure adults of the confidentiality of shared information and the limits of this
- K12 organisational policy regarding information exchange
- K13 the importance of communicating positively with children, young people and families
- K14 how children and young people's ability to communicate can affect their behaviour