

CCLD 301 Develop and promote positive relationships**Introduction****What is this unit about?**

This unit is about developing and promoting positive relationships with children, communicating with children and adults and fostering positive relationships between children and with other adults. The unit is appropriate for all (children's care, learning and development, childcare and playwork) settings and services where children and young people are present.

Who is this unit for?

The unit is for you if you work directly with children on a day-to-day basis and have a responsibility for ensuring good relationships in the setting or service.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

These elements are:

1. Develop relationships with children
2. Communicate with children
3. Support children in developing relationships
4. Communicate with adults

Place in the NVQ/SVQ framework

This is a mandatory unit in the level 3 Children's Care, Learning and Development NVQ/SVQ. It also occurs as a mandatory unit in the level 3 Playwork NVQ/SVQ PW8.

Links to Key and Core Skills

This unit may provide some evidence for the following:

Key Skills	Core Skills:
Communication: 3.1a	Communication: Intermediate 2
Working with Others: 2.3	Working with Others: Intermediate 1
Problem Solving: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2

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What we mean by some of the words used in this unit	
Adults	Includes family members, colleagues, other professionals
Anti-discriminatory practice	Taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in your practice about differences and similarities between people
Appropriate behaviour	Behaviour that demonstrates the child is respected and valued: behaviour that is not abusive or derogatory to the child, either physically, emotionally or sexually
Children	The children with whom you are working, except where otherwise stated
Confidential information	Information that should only be shared with people who have a right to have it, e.g. your lead practitioner, supervisor or manager, an external agency
Ethnicities	Refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history. Everyone has an ethnicity
Individuality	Someone being different from others, e.g. because of their appearance, attitudes, behaviour etc
Inclusive	A process of identifying, understanding and breaking down barriers to participation and belonging
Positive relationships	Relationships that benefit the children and the children's ability to participate in and benefit from the setting
Provision	Includes setting or service, this can be a physical setting or a peripatetic service based in the community, or other service
Setting or service	Anywhere children's care, learning and development takes place and where children are normally present under adult supervision

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The National Standard

Element CCLD 301.1

Develop relationships with children

Performance criteria

This is the national standard which you must meet:

1. Interact with children in a way that helps them feel welcome and valued
2. Adapt your behaviour to the age, needs and abilities of individual children
3. Negotiate with children about their needs and preferences and involve them in decision-making as appropriate to their stage of development
4. Apply inclusive and anti-discriminatory practice in your relationships with children
5. Make sure your behaviour with children is appropriate at all times
6. Give attention to individual children in a way that is fair to them and the group as a whole
7. Respect confidential information about children, as long as this does not affect their welfare

The National Standard

Element CCLD 301.2

Communicate with children

Performance criteria

This is the national standard which you must meet:

1. Communicate with children in a way that is appropriate to their age, needs and abilities
2. Listen to children and respond to them in a way that shows that you value what they say and feel
3. Ask questions, clarify and confirm points
4. Encourage children to ask questions, offer ideas and make suggestions
5. Recognise when there are communication difficulties and adapt the way you communicate accordingly

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The National Standard

Element CCLD 301.3 Support children in developing relationships

Performance criteria

This is the national standard which you must meet:

1. Support children in developing agreements about ways of behaving, according to the requirements of the setting or service
2. Support children in understanding other people's feelings
3. Support children who have been upset by others
4. Encourage and support children to sort out conflict for themselves, according to their age, needs and abilities
5. Encourage and support other adults in the setting to have positive relationships with children

The National Standard

Element CCLD 301.4 Communicate with adults

Performance criteria

This is the national standard which you must meet:

1. Communicate with other adults politely and courteously and in a way that is appropriate to them
2. Show respect for other adults' individuality, needs and preferences
3. Respond to other adults' requests for information accurately within agreed boundaries of confidentiality
4. Actively listen to other adults, asking questions and clarifying and confirming key points
5. Recognise when there are communication difficulties and adapt the way you communicate accordingly
6. Handle any disagreements with other adults in a way that will maintain a positive relationship

CCLD 301 Develop and promote positive relationships**What you must know and understand**

To be competent in this unit, you must know and understand the following:

K3C154	The importance of good working relationships in the setting
K3C155	Relevant legal requirements covering the way you relate to and interact with children
K3M156	Relevant legal requirements and procedures covering confidentiality and the disclosure of information
K3D157	Relevant legal requirements covering the needs of disabled children and those with special educational needs
K3M158	The types of information that should be treated confidentially: who you can and cannot share this information with
K3P159	The meaning of anti-discriminatory practice and how to integrate this into your relationships with children and other adults
K3C160	How you adapt your behaviour and communication with children to meet the needs of children in your care of different ages, genders, ethnicities, needs and abilities
K3D161	Strategies you can adopt to help children to feel welcome and valued in the setting
K3D162	What is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children, the policies and procedures to follow and why these are important
K3D163	The importance of encouraging children to make choices for themselves and strategies to support this
K3D164	The importance of involving children in decision-making and strategies you can use to do this
K3C165	How to negotiate with children according to their age and stage of development
K3D166	Strategies you can use to show children that you respect their individuality
K3D167	How to balance the needs of individual children with those of the group as a whole
K3C168	The importance of clear communication with children and specific issues that may arise in bilingual and multilingual settings
K3C169	Why it is important for children to ask questions, offer ideas and suggestions and how you can help them do this
K3C170	Why it is important to listen to children
K3C171	How to respond to children in a way that shows you value what they have to say and the types of behaviour that could show that you do not value their ideas and feelings
K3C172	The importance of being sensitive to communication difficulties with children and how to adapt the way you communicate to different situations
K3C173	How you can help children to understand the value and importance of positive relationships with others
K3D174	The importance of children valuing and respecting other people's individuality and how you can encourage and support this
K3D175	Why it is important for children to understand and respect other people's feelings and how you can encourage and support this
K3D176	Why it is important to be consistent and fair in dealing with positive and negative behaviour
K3D177	Strategies you can use to encourage and reinforce positive behaviour

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K3D178	Strategies you can use to challenge and deal with different types of behaviour which are consistent with your organisation's policies
K3D179	Why it is important for children to be able to deal with conflict themselves and what support they may need from you, according to their age, needs and abilities
K3C180	Why it is important to encourage and support positive relationships between children and other adults in the setting and strategies you can use to do this
K3C181	Why positive relationships with other adults are important
K3P182	Why it is important to show respect for other adults' individuality and how to do so
K3C183	The importance of clear communication with other adults and how this can be achieved
K3C184	The importance of being sensitive to communication difficulties with other adults and strategies you can use to overcome these
K3C185	How and when it may be necessary to adapt the way you communicate to meet the needs of other adults
K3C186	Typical situations that may cause conflict with other adults and how to deal with these effectively