

Unit 5: Maintain and Support Relationships with Children and Young People

Unit code: D/601/7403

QCF Level 2 Specialist

Credit value: 3

Guided learning hours: 15

Unit aim

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Unit introduction

Successful relationships are fundamental for effective support work in schools. Being listened to and responded to by trusting adults encourages active engagement. This supports the development of curiosity, creativity and resilience, which are key characteristics of effective learning. Adults who demonstrate mutual respect, collaboration and negotiation are positive role models who have a significant impact on the behaviour of children and young people. Integral to building and maintaining positive relationships are effective communication skills. In this unit learners will develop and maintain relationships with children and young people through effective communication.

Learners will demonstrate their ability to communicate with children and young people using appropriate conventional language and body language, and by active listening.

They will develop and maintain relationships with children and young people by responding supportively and realistically and encouraging their choices.

Learners will support children and young people to respect others and communicate in ways that enable them to work with others and deal with conflict for themselves.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to work in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to communicate with children and young people	1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language 1.2 Actively listen to children and young people and value what they say, experience and feel 1.3 Check that children and young people understand what is communicated
2 Be able to develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people 2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole 2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns 2.4 Provide children and young people with reasons for actions when appropriate 2.5 Encourage children and young people to make choices for themselves
3 Be able to support relationships between children, young people and others in the setting	3.1 Support children and young people to communicate effectively with others 3.2 Encourage children and young people to understand other people's individuality, diversity and differences 3.3 Help children and young people to understand and respect other people's feelings and points of view 3.4 Support children and young people to develop group agreements about the way they interact with others 3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves

Unit content

1 **Be able to communicate with children and young people**

Communicate in an appropriate way: ways eg use language appropriate to age/stage of development of child/young person, message appropriate to stage/age of child/young person, clarifying meaning, body language, communication through play, sign language

Actively listen: ways eg awareness of individual needs, use appropriate body language eg eye contact, orientation, give child/young person full attention, show genuine interest, demonstrate empathy, take concerns seriously

Check understanding: ways eg awareness of non-verbal clues eg body language, gestures, signs, use questions to clarify and check understanding, summarise and confirm key points

2 **Be able to develop and maintain relationships with children and young people**

Establish rapport in relationships: ways eg recognise the uniqueness of each child, young person as an individual, value diversity, honesty, respect, dependability, integrity, confidentiality, empathy, genuine interest, communicate effectively

Give attention: ways eg awareness of individual needs, balance the needs of individuals with those of the group, children and young people have different needs, encourage decision making to develop confidence

Demonstrate supportive and realistic responses: ways eg responses appropriate to age/stage of development of child/young person, value all contributions, answer questions honestly, consistent responses, sensitive responses to concerns

Reasons for actions: ways eg provide explanations appropriate to age/stage of development of child/young person, use language appropriate to age/stage of development of child/young person, eg safety, child protection

Making choices: ways eg offer realistic choices, give children/young people sense of control, encourage participation in decision making, discuss targets for work or behaviour, encourage involvement in school councils

3 **Be able to support relationships between children and young people and others in the setting**

Support children to communicate effectively with others: ways eg role model effective communication, encourage children/young people to listen to others, encourage children/young people to speak confidently

Other people's individuality, diversity and differences: ways eg value and respect all cultures, ages and personalities, role model empathic behaviour, challenge discrimination, speak to children/young people about how their behaviour affects others

Respect other people's feelings and points of view: ways eg role model respectful behaviour with children/young people and adults, speak to children/young people about how their behaviour affects others, activities with young children such as circle time, personality dolls, discussion and debate with older children and young people

Group agreements: ways eg encourage discussion, give opportunity for all to express opinions, involve learners in devising school or classroom rules, discuss need for agreed rules, vote to decide rules, agree rules, display in classroom

Dealing with conflict: ways eg support children and young people to deal with disagreements, intervention, follow school policy and procedures for behaviour and reporting, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, restorative justice

Essential guidance for tutors

Delivery

This unit covers the competence required to develop professional relationships with children and young people. It is recommended that learners have completed Unit 2: *Communication and Professional Relationships with Children, Young People and Adults*, which includes the required underpinning knowledge, before completing the assessment for this unit.

Learners will need the opportunity to develop their confidence in developing relationships with children and young people. Activities such as analysing DVD/videos, visits to schools to observe practice followed by discussions and debates will contribute to an understanding of the skills required for effective practice. Role play with peer observations and peer assessment support learning and provide opportunities for learners to practise the skills and strategies required in different situations with children, young people and adults. Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

Learners could design a format for bringing together the evidence required for the assessment of this unit.

Assessment

All the assessment criteria for this unit must be assessed in the workplace.

Suggested assessment activities

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

Learners must be assessed directly on their workplace performance for all the assessment criteria. Evidence will need to be provided of the learner:

- communicating with children and young people in a way that is appropriate to the individual, using both conventional language and body language
- actively listening to children and young people and valuing what they say, experience and feel
- checking that children and young people understand what is communicated
- establishing rapport and respectful, trusting relationships with children and young people
- giving attention to individual children and young people in a way that is fair to them and the group as a whole
- responding supportively and realistically to children and young people's questions, ideas, suggestions and concerns
- providing children and young people with reasons for actions when appropriate
- encouraging children and young people to make choices for themselves
- supporting children and young people to communicate effectively with others

- encouraging children and young people to understand other people's individuality, diversity and differences
- helping children and young people to understand and respect other people's feelings and points of view
- supporting children and young people to develop group agreements about the way they interact with others
- encouraging and supporting children and young people to deal with conflict for themselves.

Evidence could be supported by a diary or logbook which may include professional discussions, evidence of activities etc.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for assessment of this unit

Indicative resource materials

Textbooks

Bentham S - *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 978-0415311083

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Dunhill A, Elliott B, & Shaw - *An Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 978-1844452651

Foley P & Leverett S - *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 978-1847420589

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Riley P - *Attachment Theory and the Teacher-student Relationship* (Routledge, 2010) ISBN 978-0415562621

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement TES

Websites

www.dcsf.gov.uk/everychildmatters	Department for Children, Schools and Families
www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities	Directgov
www.education.gov.uk	Department of Education
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk/management/ims/datamanagement/data_protection	Teachernet
www.teachers.tv	Teachers TV