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## Overview

This unit is about developing and promoting positive relationships with children, communicating with children and adults and fostering positive relationships between children and with adults.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. develop relationships with children
2. communicate with children
3. support children in developing relationships
4. communicate with adults

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for experienced staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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## Develop and promote positive relationships

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### Performance criteria

*You must be able to:*

#### **Develop relationships with children**

- P1 Interact with children in a way that helps them feel welcome and valued in the setting
- P2 Adapt your behaviour to the age, needs and abilities of individual children
- P3 Negotiate with children about their needs and preferences and involve them in decision making as appropriate to their stage of development
- P4 Apply inclusive and anti-discriminatory practice in your relationships with children
- P5 Make sure your behaviour with children is appropriate
- P6 Give attention to individual children in a way which is fair to them and the group as a whole
- P7 Respect confidential information about children

*You must be able to:*

#### **Communicate with children**

- P8 communicate with children in a way which is appropriate to their age, needs and abilities
- P9 listen to children and respond to them in a way that shows that you value what they say and feel
- P10 ask questions, clarify and confirm points
- P11 encourage children to ask questions, offer ideas and make suggestions
- P12 summarise information in a way that is appropriate to the children and young people
- P13 recognise when there are communication difficulties and adapt the way you communicate accordingly

*You must be able to:*

#### **Support children in developing relationships**

- P14 support children in developing agreements about ways of behaving in the setting and how to put these into practice
- P15 support children in understanding other people's feelings
- P16 support children who have been upset by others
- P17 encourage and support children to sort out conflict for themselves
- P18 encourage and support adults' to have positive relationships with children

*You must be able to:*

#### **Communicate with adults**

- P19 communicate with adults' politely and courteously and in a way that is appropriate to them
- P20 show respect for adults' individuality, needs and preferences
- P21 respond to adults' requests for information accurately within agreed boundaries of confidentiality

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- P22 actively listen to adults', asking questions and clarifying, summarising and confirming key points
- P23 recognise when there are communication difficulties and adapt the way you communicate accordingly
- P24 handle any disagreements with adults in a way that will maintain a positive relationship

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### Knowledge and understanding

*You need to know and understand:*

#### **for the whole unit**

- K1 how the playwork principles specifically relate to this unit
- K2 the importance of good working relationships in the setting
- K3 relevant legal requirements covering the way you relate to and interact with children
- K4 relevant legal requirements covering confidentiality and the disclosure of information
- K5 relevant legal requirements covering the needs of disabled children
- K6 the types of information that should be treated confidentially: who you can and cannot share this information with
- K7 the meaning of anti-discriminatory practice and how to integrate this into relationships with different types of children and adults'
- K8 the basic stages of child development and how these affect the way:
  - K8.1 you behave with children
  - K8.2 you communicate with children
  - K8.3 children relate to and interact with others

*You need to know and understand:*

#### **Develop relationships with children**

- K9 different strategies you can adopt to help children to feel welcome and valued in the setting
- K10 what is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children: the policies and procedures to follow and why these are important
- K11 the importance of encouraging children to make choices and decisions for themselves and strategies to support this
- K12 how to negotiate with children according to their age and stage of development
- K13 strategies you can use to show children that you respect their individuality
- K14 how to balance the needs of individual children with those of the group as a whole

*You need to know and understand:*

#### **Communicate with children**

- K15 the importance of clear communication with children
- K16 why it is important to listen to children and for them to ask questions, offer ideas and suggestions
- K17 the importance of understanding and valuing that children and young people see the world in different ways to adults
- K18 the types of behaviour that show that you value children's ideas and feelings
- K19 the importance of being sensitive to communication difficulties with

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children and how to adapt the way you communicate to different situations

*You need to know and understand:*

### **Support children in developing relationships**

- K20 how you can help children to understand the value and importance of positive relationships with others
- K21 the importance of children valuing and respecting other people's individuality and how you can encourage and support this
- K22 why it is important for children to understand and respect other people's feelings
- K23 why it is important to be consistent and fair in dealing with positive and negative behaviour and strategies that you can use to challenge and deal with it , consistent with your organisations policy
- K24 strategies you can use to encourage and reinforce positive behaviour
- K25 why it is important for children to be able to deal with conflict themselves and what support they may need from you
- K26 why it is important to encourage and support positive relationships between children and adults' in the setting
- K27 the types of transitions and other issues that children and young people may experience and the impact these may have on their behaviour and relationships with others
- K28 the types of support that you can provide to children and young people who are experiencing transitions, consistent with the limits of your job role
- K29 children and young people's development and how this affects their relationships with others, including how they communicate

*You need to know and understand:*

### **Communicate with adults**

- K30 why positive relationships with adults' are important
- K31 why it is important to show respect for adults' individuality
- K32 the importance of clear communication with adults'
- K33 how and when it may be necessary to adapt the way you communicate to meet the needs of adults' and how you can do this
- K34 typical situations that may cause conflict with adults' and how to deal with these effectively

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### Additional Information

#### Glossary

##### **Anti-discriminatory practice**

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

##### **Children and young people**

All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

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**Developed by** SkillsActive

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**Relevant occupations** Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations

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**Suite** Playwork

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