

Level 3 Core/Mandatory Units

STL3 Help to keep children safe (CCLD202)

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/or young people. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility. You will have day-to-day responsibility for maintaining a safe environment, contributing to the safety, safeguarding and protection of children/young people and ensuring risks and hazards are dealt with and reported promptly according to procedures.

What is this unit about?

This unit is about keeping children and young people safe during day-to-day work activities. The unit covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

This unit contains four elements:

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

Linked units

STL31 Prepare and maintain the learning environment

STL46 Work with young people to safeguard their welfare

STL59 Escort and supervise pupils on educational visits and out-of-school activities

Place in qualifications

This unit is a mandatory unit in the level 2 and level 3 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 unit CCLD 202.

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

STL3 Help to keep children safe

Glossary of terms used in this unit

Accidents	unforeseen events without apparent cause
Boundaries	limits
Children and young people	children and young people who you work with, except where otherwise stated
Environment	the place, setting or service where you work with children (can be outside the premises, if part of your work)
Hazards	something likely to cause harm
Manufacturer's instructions	information or instructions for use
Outings	visits outside the setting
Personal hygiene practices	keeping clean, eg. hand washing after using toilet, before food or cooking activity, cleaning teeth after meals
Procedures of setting	steps your setting says you must follow
Positive behaviour	behaviour that is welcomed and supports and affirms children
Qualified assistance	designated first aid officer or other designated person with responsibility for health and safety according to the circumstances
Risk	the seriousness of a hazard and its likelihood to cause harm
Safeguarding	includes protecting children from abuse and neglect alongside supporting their welfare
Waste	unwanted materials, soiled clothing, body fluids, dressings, cleaning cloths

STL3 Help to keep children safe

3.1 Prepare and maintain a safe environment

Performance criteria

You need to:

- P1 use equipment, furniture and materials safely, conforming to the manufacturers' instructions and setting requirements
- P2 check the environment, materials and equipment to ensure hygiene and safety at the start of, during and at the end of the session, reporting faults promptly
- P3 recognise potential hazards in the setting and deal with these promptly, according to procedures
- P4 deal with waste safely, according to the procedures of the setting
- P5 supervise children/young people's safety appropriately and consistently, according to their age, needs and abilities
- P6 encourage children/young people to be aware of personal safety and the safety of others
- P7 encourage children/young people to develop good personal hygiene practices
- P8 implement safety and security procedures at the start of the day/session and when children/young people leave

3.2 Deal with accidents, emergencies and illness

Performance criteria

You need to:

- P1 remain calm and follow your organisation's procedures for accidents and emergencies, according to your role and responsibility
- P2 call for qualified assistance as appropriate to the incident
- P3 maintain the safety of the people involved
- P4 provide reassurance and comfort to the people involved
- P5 recognise when children/young people are ill and follow procedures
- P6 follow reporting and recording procedures

Help to keep children safe

3.3 Support the safeguarding of children from abuse

Performance criteria

You need to:

- P1 at all times follow the policies and procedures of your setting with regard to safeguarding and protecting children/young people
- P2 report any signs and indicators of possible abuse, being sensitive to the child/young person and circumstances
- P3 identify, report and record changes in behaviour and physical signs
- P4 respond calmly and promptly to a child/young person's disclosure of abuse in a reassuring and supportive manner and according to the policies and procedures of the setting
- P5 make clear to the child/young person that other people appropriate to the situation will have to be made aware of their disclosure
- P6 encourage children/young people to be aware of their bodies and to protect themselves

3.4 Encourage children's positive behaviour

Performance criteria

You need to:

- P1 support and encourage children/young people's positive behaviour, according to the policies and procedures of the setting
- P2 praise and encourage children/young people
- P3 allow children/young people to make choices
- P4 work with children/young people to apply rules and boundaries consistently, appropriately and fairly, according to their age, needs and abilities
- P5 deal sensitively with behaviour that challenges, according to the policies and procedures of the setting
- P6 make sure your behaviour with children/young people is appropriate and respectful at all times

STL3 Help to keep children safe

Knowledge and understanding

You need to know and understand:

- K1 setting's safety, safeguarding and protection and emergency procedures, what these are and why they must be followed, including controls on substances harmful to health and other key aspects of health and safety
- K2 the laws governing safety in your home country, including the general responsibility for health and safety that applies to all colleagues and to employers
- K3 the duty of all within the sector to safeguard children, including the difficulties in situations where your concerns may not be seen to be taken seriously or followed through when following normal procedures
- K4 regulations covering manual handling and the risks associated with lifting and carrying children
- K5 safety factors and recognised standards of equipment and materials for children. Importance of using equipment that is appropriate for the age, needs and abilities of the child. The importance of following manufacturers' guidelines
- K6 routine safety checking and maintenance of equipment. Safe storage of hazardous materials and disposal of waste
- K7 safe layout and organisation of rooms, equipment, materials and outdoor spaces
- K8 how to adapt the environment to ensure safety for children and young people, according to their age, needs and abilities and taking into account disabilities or special educational needs, eg. keeping the floor tidy to limit hazards for children/young people with visual difficulties
- K9 when and how to use safety equipment such as safety gates, socket covers, window and drawer catches, cooker guards, safety harnesses. Safety in respect of animals, plants, sand pits and outdoor spaces
- K10 good hygiene practice: avoiding of cross infection, disposal of waste, food handling, handling body fluids. Issues concerning spread of HIV and AIDS virus and hepatitis
- K11 familiarity with adult/child ratio requirements, according to regulatory and setting requirements
- K12 how to supervise children/young people safely, modifying your approach according to their age, needs and abilities. The balances between safety and risk, and challenge and protection for children and young people
- K13 policies and procedures of setting for responding to and recording accidents and emergencies. Basic first aid required in an emergency and how to apply it, recognition of and response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns. Awareness of location and contents of first aid box. How to treat common minor injuries that may be dealt with on site, such as minor skin abrasions, cuts, bumps

National occupational standards for supporting teaching and learning in schools
National occupational standards for supporting teaching and learning in schools

- K14 the importance of following instructions about children's diets carefully to avoid known allergic reactions, how you would recognise allergic reactions
- K15 policies and procedures of setting to deal with children/young people's illness. How to recognise when children/young people are ill, including when they cannot communicate, eg. fever, rashes, headache, crying and breathlessness
- K16 the emergency procedures within settings and the types of possible emergency. This must include:
- a procedures for fires
 - b security incidents
 - c missing children or persons
- K17 types and possible signs and indicators of child abuse: physical, emotional, sexual abuse, bullying and harassment, neglect and failure to thrive not based on illness. This must include:
- a behavioural changes such as regression, withdrawal, excessive attention seeking, aggression and negative behaviour
 - b physical indicators such as unlikely bruising, burns, marks, genital irritation or damage, hunger, being dirty, lack of health care
- K18 recognition that social factors, eg. substance abuse, may increase a child's vulnerability to abuse
- K19 safe working practices that protect children/young people and adults who work with them
- K20 ways to encourage children/young people to be aware of their own bodies and understand their right not to be abused, according to their age, needs and abilities. These may include:
- a use of appropriate descriptive language
 - b activities involving discussion about their own bodies
- K21 the importance of consistently and fairly applied boundaries and rules for children/young people's behaviour, according to their age, needs and abilities, and the avoidance of stereotyping
- K22 how to respond to children/young people's challenging behaviour, according to their age, needs and abilities and in line with the policies and procedures of the setting
- K23 the importance of encouraging and rewarding positive behaviour
- K24 safety issues and concerns when taking children/young people out of the setting
- K25 the legislation, guidelines and policies which form the basis for action to safeguard children and young people

STL18 Support pupils' learning activities

UNIT SUMMARY

Who is this unit for?

This unit is for those who support pupils during learning activities planned by the teacher.

What is this unit about?

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves identifying what you need to do to support planned learning activities and promote independent learning, providing the agreed support and giving feedback to the teacher about progress made by the pupils.

The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the absence of the teacher, eg. when providing cover supervision or working with pupils outside of the classroom.

The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

This unit contains two elements:

18.1 Support learning activities

18.2 Promote independent learning

Linked units

STL1 Provide support for learning activities

STL8 Use information and communication technology to support pupils' learning

STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

STL24 Contribute to the planning and evaluation of teaching and learning activities

STL25 Support literacy development

STL26 Support numeracy development

STL27 Support implementation of the early years curriculum

STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

STL34 Support gifted and talented pupils

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

STL39 Support pupils with communication and interaction needs

STL40 Support pupils with cognition and learning needs

STL42 Support pupils with sensory and/or physical needs

National occupational standards for supporting teaching and learning in schools

STL1 8 and STL24 together cover the responsibilities of those who contribute to the planning, delivery and evaluation of teaching and learning activities. However STL18 can be used separately where there is no involvement in planning and evaluation, eg. for cover supervision.

STL23 is designed for those who independently plan, deliver and evaluate teaching and learning activities for individual pupils or small groups of pupils under the direction of a teacher, where the teacher is present or close by and remains in overall charge of the whole class.

Place in qualifications

This unit is a mandatory unit in the level 3 NVQ/SVQ in supporting teaching and learning in schools.

Origin of this unit

This unit is a revised version of unit 3-3 from the national occupational standards for teaching and classroom assistants (2001).

STL18 Support pupils' learning activities

Glossary of terms used in this unit

Learning activities	the learning activities planned by the teacher for individual pupils, groups of pupils, or the whole class. The activities may relate to a single lesson or span several lessons, eg. as part of a topic, project or theme. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements. The activities may be delivered in the presence or absence of the teacher
Learning resources	materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning
Problems	<p>the barriers and hindrances to supporting planned learning activities. Problems may relate to:</p> <ul style="list-style-type: none">• the learning activities, eg. unclear or incomplete information, suitability for the pupils involved• learning resources, eg. quantity, quality, suitability or availability• the learning environment, eg. space, comfort, noise level, disruptions• the pupils' ability to learn, eg. poor behaviour, low self-esteem, lack of concentration
Support	<p>the strategies and techniques for promoting pupils' learning, for example:</p> <ul style="list-style-type: none">• creating a positive learning environment• managing behaviour• prompting shy or reticent pupils to ask questions and check understanding• translating or explaining words and phrases• reminding pupils of teaching points made by the teacher• modelling correct use of language and vocabulary• ensuring that pupils understand and follow the teacher's instructions• helping pupils to use resources relevant to the learning activity

18.1 Support learning activities

Performance criteria

You need to:

- P1 clarify and confirm:
 - a the teaching and learning objectives of the activities
 - b your role in supporting pupils engaged in the learning activities and how this relates to the teacher's role
- P2 obtain and use teaching and learning resources relevant to:
 - a the teaching and learning objectives of the activities
 - b the age and stage of development of the pupils with whom you are working
- P3 provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- P4 provide support as needed to promote pupils' learning
- P5 make yourself available and easy for pupils to approach for support when needed
- P6 use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks
- P7 quickly and effectively deal with any disruptions to the learning process in accordance with the school's behaviour policy
- P8 monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes
- P9 respond to contingencies and spontaneous learning opportunities to actively engage pupils' interest and reinforce learning
- P10 take appropriate action to resolve any problems in supporting pupils during learning activities
- P11 provide feedback to relevant people on pupils' participation and progress

STL18 Support pupils' learning activities

18.2 Promote independent learning

Performance criteria

You need to:

- P1 provide information, advice and opportunities for pupils to choose and make decisions about their own learning
- P2 give positive encouragement, feedback and praise to reinforce and sustain pupils' interest and efforts in learning activities
- P3 provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence, and encourage self-help skills
- P4 use appropriate strategies for challenging and motivating pupils to learn
- P5 listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning
- P6 encourage pupils to take responsibility for their own learning
- P7 help pupils to review their learning strategies and achievements

National occupational standards for supporting teaching and learning in schools

STL18 Support pupils' learning activities

Knowledge and understanding

You need to know and understand:

- K1 the nature and boundaries of your role in supporting teaching and learning activities, and its relationship to the role of the teacher and others in the school
- K2 the importance of having high expectations of pupils and how this is demonstrated through your practice
- K3 the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working
- K4 the teaching and learning objectives of the learning activity and the place of these in the teacher's overall teaching programme
- K5 the key factors that can affect the way pupils learn including age, gender, and physical, intellectual, linguistic, social, cultural and emotional development
- K6 how social organisation and relationships, such as pupil grouping and the way adults interact and respond to pupils, may affect learning
- K7 school policies for inclusion and equality of opportunity and the implication of these for how you support teaching and learning activities
- K8 how to use and adapt learning support strategies to accommodate different learning needs and learning styles
- K9 school policy and practice in relation to the use of praise, assistance and rewards and how to use these to maintain pupils' interest in learning activities
- K10 how to monitor the pupils' response to teaching and learning activities
- K1 1 when and how to modify teaching and learning activities
- K1 2 how to monitor and promote pupil participation and progress
- K13 the sorts of problems that might occur when supporting learning activities and how to deal with these
- K14 the importance of working within the boundaries of your role and competence and when you should refer to others
- K15 the importance of independent learning and how to encourage and support this in pupils
- K16 strategies for challenging and motivating pupils to learn
- K1 7 the importance of active listening and how to do this
- K18 how to help pupils to review their learning strategies and achievements and plan future learning

STL19 Promote positive behaviour

UNIT SUMMARY

Who is this unit for?

This unit is for those who support teachers and pupils to promote pupils' positive behaviour.

What is this unit about?

This unit is about implementing agreed behaviour management strategies to promote positive behaviour and supporting pupils to manage their own behaviour.

This unit contains two elements:

19.1 Implement agreed behaviour management strategies

19.2 Support pupils in taking responsibility for their learning and behaviour

Linked units

STL3 Help to keep children safe

STL37 Contribute to the prevention and management of challenging behaviour in children and young people

STL41 Support pupils with behaviour, emotional and social development needs

Place in qualifications

This unit is a mandatory unit in the level 3 NVQ/SVQ in supporting teaching and learning in schools.

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools.

STL19 Promote positive behaviour

Glossary of terms used in this unit

Behaviour strategies	a set of broad principles and procedures for promoting positive pupil behaviour that have been agreed by the governing body/parent council and school community for consistent implementation over time by everyone within the school, eg. the use of rewards and sanctions, buddies, one-to-one support, time out, counselling, behaviour and anger management techniques
Behaviour support plans	statements setting out arrangements for the education of pupils with behaviour difficulties
Inappropriate behaviour	behaviour which conflicts with the accepted values and beliefs of the school and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse
Reviews of behaviour	opportunities to discuss and make recommendations about behaviour, including bullying, attendance and the effectiveness of rewards and sanctions, for example: <ul style="list-style-type: none">• class, year and school councils• class or group behaviour reviews• whole school policy review
School community	all personnel contributing to the work of the school including pupils, teachers, support staff, volunteer helpers, parents and carers, and other professionals/agencies
School policies	the agreed principles and procedures for promoting positive pupil behaviour including, as relevant to the school, policies for: <ul style="list-style-type: none">• behaviour management• bullying• the care and welfare of pupils• use of language• treatment of other pupils and adults within the school• equality of opportunity• movement within and around the school• access to and use of school facilities and equipment

STL19 Promote positive behaviour

19.1 Implement agreed behaviour management strategies

Performance criteria

You need to:

- P1 apply agreed behaviour management strategies fairly and consistently at all times
- P2 provide an effective role model for the standards of behaviour expected of pupils and adults within the school
- P3 provide praise and encouragement to pupils to recognise and promote positive pupil behaviour in line with school policies
- P4 use appropriate strategies to minimise disruption through inappropriate behaviour
- P5 regularly remind pupils of the school's code of conduct
- P6 take immediate action to deal with any bullying, harassment or oppressive behaviour in accordance with your role and responsibilities
- P7 recognise and respond appropriately to risks to yourself and/or others during episodes of challenging behaviour
- P8 refer incidents of inappropriate behaviour outside your area of responsibility to the relevant staff member for action
- P9 contribute to reviews of behaviour, including bullying, attendance and the effectiveness of rewards and sanctions, as relevant to your role
- P10 provide clear and considered feedback on the effectiveness of behaviour management strategies

9 Promote positive behaviour

19.2 Support pupils in taking responsibility for their learning and behaviour

Performance criteria

You need to:

- P1 encourage pupils to take responsibility for their own learning and behaviour when working on their own, in pairs, in groups and in whole-class situations
- P2 use peer and self-assessment techniques to increase pupils' involvement in their learning and promote good behaviour
- P3 highlight and praise positive aspects of pupils' behaviour
- P4 recognise patterns and triggers which may lead to inappropriate behavioural responses and take appropriate action to pre-empt problems
- P5 encourage and support pupils to consider the impact of their behaviour on others, themselves and their environment
- P6 support pupils with behaviour difficulties to identify and agree on ways in which they might change or manage their behaviour to achieve desired outcomes
- P7 support pupils in a manner which is likely to make them feel valued and respected and recognises progress made
- P8 encourage and support pupils to regularly review their own behaviour, attitude and achievements
- P9 contribute to collecting data on pupils' attendance and behaviour, including the use of rewards and sanctions, to inform policy review and planning
- P10 provide feedback to relevant people on progress made by any pupils with a behaviour support plan

STL19 Promote positive behaviour

Knowledge and understanding

You need to know and understand:

- K1 the school's policies for the care, welfare, discipline and attendance of pupils, including the promotion of positive behaviour
- K2 the school's agreed code of conduct
- K3 the roles and responsibilities of yourself and others within the school setting for managing pupil behaviour
- K4 the importance of shared responsibility between all staff for the conduct and behaviour of pupils in corridors, playgrounds and public areas within and outside of the school
- K5 the benefits of the consistent application of agreed behaviour management strategies
- K6 the stages of social, emotional and physical development of children and young people and the implications of these for managing behaviour of the pupils with whom you work
- K7 the importance of modelling the behaviour you want to see and the implications of this for your own behaviour
- K8 the importance of recognising and rewarding positive behaviour and how to do this
- K9 the agreed strategies for dealing with inappropriate behaviour
- K10 the school's policy and procedures for rewards and sanctions
- K11 how to assess and manage risks to your own and others' safety when dealing with challenging behaviour
- K12 the importance of working within the boundaries of your role and competence and when you should refer to others
- K13 the specialist advice on behaviour management which is available within the school and how to access this if needed
- K14 school arrangements for reviewing behaviour including bullying, attendance and the effective use of rewards and sanctions
- K15 the range and implications of factors that impact on behaviour of all pupils, eg. age, gender, culture, care history, self-esteem
- K16 stereotypical assumptions about pupils' behaviour relative to gender, cultural background and disability, and how these can limit pupils' development
- K17 how the home and family circumstances and care history of pupils may affect behaviour, and how to use such information appropriately to anticipate and deal effectively with difficult situations

National occupational standards for supporting teaching and learning in schools

K18 agreed strategies for managing and meeting the additional support needs of any pupils with learning and behaviour difficulties

K19 the performance indicators included within any behaviour support plans for pupils with whom you work and the implications of these for how you work with the pupil(s) concerned

K20 how to support pupils in using peer and self-assessment to promote their learning and behaviour

K21 the triggers for inappropriate behavioural responses from pupils with whom you work and actions you can take to pre-empt, divert or diffuse potential flash points

K22 how to support pupils with behavioural difficulties to identify and agree behaviour targets

K23 how to encourage and support pupils to review their own behaviour (including attendance) and the impact of this on themselves, their learning and achievement, on others and on their environment

K24 school procedures for collecting data on pupils' attendance and behaviour, including the use of rewards and sanctions, and tracking pupil progress, and your role and responsibilities in relation to this

STL20 Develop and promote positive relationships (CCLD 301)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work directly with children and young people on a day-to-day basis and have a responsibility for maintaining good relationships in the setting or service.

What is this unit about?

This unit is about developing and promoting positive relationships with children and young people, communicating with children/young people and adults, and fostering positive relationships between children/young people and with other adults. The unit is appropriate for all settings and services where children and young people are present.

This unit contains four elements:

- 20.1 Develop relationships with children
- 20.2 Communicate with children
- 20.3 Support children in developing relationships
- 20.4 Communicate with adults

Linked units

- STL4 Contribute to positive relationships
- STL5 Provide effective support for your colleagues
- STL45 Promote children's well-being and resilience
- STL60 Liaise with parents, carers and families
- STL62 Develop and maintain working relationships with other practitioners

Place in qualifications

This unit is a mandatory unit in the level 3 NVQ/SVQ in supporting teaching and learning in schools.

It is also:

- ☐ a mandatory unit in the level 3 NVQ/SVQ in children's care, learning and development
- ☐ a mandatory unit in the level 3 NVQ/SVQ in playwork
- ☐ an optional unit in the level 3 certificate/diploma in support work in schools (pilot)

Origin of this unit

This unit is taken from the national occupational standards in children's care, learning and development where it appears as unit CCLD 301.

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

STL20 Develop and promote positive relationships

Glossary of terms 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/young person is respected and valued: behaviour that is not abusive or derogatory to the child/young person, either physically, emotionally or sexually
Children and young people	the children/young people 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, eg. 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, eg. 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 young people and their 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 and young people's care, learning and development takes place and where children/young people are normally present under adult supervision

STL20 Develop and promote positive relationships

20.1 Develop relationships with children

Performance criteria

You need to:

- P1 interact with children/young people in a way that helps them feel welcome and valued
- P2 adapt your behaviour to the age, needs and abilities of individual children/young people
- P3 negotiate with children/young people 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/ young people
- P5 make sure your behaviour with children/young people is appropriate at all times
- P6 give attention to individual children/young people in a way that is fair to them and the group as a whole
- P7 respect confidential information about children/young people, as long as this does not affect their welfare

20.2 Communicate with children

Performance criteria

You need to:

- P1 communicate with children/young people in a way that is appropriate to their age, needs and abilities
- P2 listen to children/young people and respond to them in a way that shows that you value what they say and feel
- P3 ask questions, clarify and confirm points
- P4 encourage children/young people to ask questions, offer ideas and make suggestions
- P5 recognise when there are communication difficulties and adapt the way you communicate accordingly

STL20 Develop and promote positive relationships

20.3 Support children in developing relationships

Performance criteria

You need to:

- P1 support children/young people in developing agreements about ways of behaving, according to the requirements of the setting or service
- P2 support children/young people in understanding other people's feelings
- P3 support children/young people who have been upset by others
- P4 encourage and support children/young people to sort out conflict for themselves, according to their age, needs and abilities
- P5 encourage and support other adults in the setting to have positive relationships with children and young people

20.4 Communicate with adults

Performance criteria

You need to:

- P1 communicate with other adults politely and courteously and in a way that is appropriate to them
- P2 show respect for other adults' individuality, needs and preferences
- P3 respond to other adults' requests for information accurately within agreed boundaries of confidentiality
- P4 actively listen to other adults, asking questions and clarifying and confirming key points
- P5 recognise when there are communication difficulties and adapt the way you communicate accordingly
- P6 handle any disagreements with other adults in a way that will maintain a positive relationship

STL20 Develop and promote positive relationships

Knowledge and understanding

You need to know and understand:

- K1 the importance of good working relationships in the setting
- K2 relevant legal requirements covering the way you relate to and interact with children and young people
- K3 relevant legal requirements and procedures covering confidentiality and the disclosure of information
- K4 relevant legal requirements covering the needs of disabled children and young people and those with special educational needs
- K5 the types of information that should be treated confidentially: who you can and cannot share this information with
- K6 the meaning of anti-discriminatory practice and how to integrate this into your relationships with children, young people and other adults
- K7 how you adapt your behaviour and communication with children/young people to meet the needs of children/young people in your care of different ages, genders, ethnicities, needs and abilities
- K8 strategies you can adopt to help children/young people to feel welcome and valued in the setting
- K9 what is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children and young people, the policies and procedures to follow and why these are important
- K10 the importance of encouraging children and young people to make choices for themselves and strategies to support this
- K11 the importance of involving children and young people in decision making and strategies you can use to do this
- K12 how to negotiate with children/young people according to their age and stage of development
- K13 strategies you can use to show children and young people that you respect their individuality
- K14 how to balance the needs of individual children/young people with those of the group as a whole
- K15 the importance of clear communication with children and young people and specific issues that may arise in bilingual and multilingual settings
- K16 why it is important for children/young people to ask questions, offer ideas and suggestions and how you can help them do this
- K17 why it is important to listen to children and young people

National Occupational Standards for Supporting Teaching and Learning in Schools

K18 how to respond to children and young people 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

K19 the importance of being sensitive to communication difficulties with children and young people and how to adapt the way you communicate to different situations

K20 how you can help children and young people to understand the value and importance of positive relationships with others

K21 the importance of children and young people valuing and respecting other people's individuality and how you can encourage and support this

K22 why it is important for children and young people to understand and respect other people's feelings and how you can encourage and support this

K23 why it is important to be consistent and fair in dealing with positive and negative behaviour

K24 strategies you can use to encourage and reinforce positive behaviour

K25 strategies you can use to challenge and deal with different types of behaviour which are consistent with your organisation's policies

K26 why it is important for children and young people to be able to deal with conflict themselves and what support they may need from you, according to their age, needs and abilities

K27 why it is important to encourage and support positive relationships between children/young people and other adults in the setting and strategies you can use to do this

K28 why positive relationships with other adults are important

K29 why it is important to show respect for other adults' individuality and how to do so

K30 the importance of clear communication with other adults and how this can be achieved

K31 the importance of being sensitive to communication difficulties with other adults and strategies you can use to overcome these

K32 how and when it may be necessary to adapt the way you communicate to meet the needs of other adults

K33 typical situations that may cause conflict with other adults and how to deal with these effectively

STL21 Support the development and effectiveness of work teams

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with others to achieve shared objectives for supporting individual or groups of pupils. It covers the individual's role in contributing to team development and effectiveness.

What is this unit about?

This unit is about being an effective member of a work team. It involves taking an active role in supporting and developing team effectiveness.

This unit contains two elements:

- 21.1 Contribute to effective team practice
- 21.2 Contribute to the development of the work team

Linked units

STL5 Provide effective support for your colleagues
STL62 Develop and maintain working relationships with other practitioners
STL63 Provide leadership for your team
STL65 Allocate and check work in your team

Place in qualifications

This unit is a mandatory unit in the level 3 NVQ/SVQ in supporting teaching and learning in schools.

Origin of this unit

This unit is a revised version of unit 3-21 from the national occupational standards for teaching and classroom assistants (2001).

National Occupational Standards for Supporting Teaching and Learning in Schools
STL21 Support the development and effectiveness of work teams

Glossary of terms used in this unit

Confidentiality	only providing information to those who are authorised to have it
Issues	<p>situations and circumstances that hinder or prevent effective team performance, for example:</p> <ul style="list-style-type: none"><input type="checkbox"/> poor cooperation between members of the team<input type="checkbox"/> interpersonal conflicts between members of the team
Support	the time, resources and advice that you give to colleagues and their activities
Team	<p>people with whom you work on a short-, medium- or long-term basis. Teams may relate to the support provided for:</p> <ul style="list-style-type: none"><input type="checkbox"/> a specific pupil, eg. teachers, other support staff and other professionals from within and outside of the school who support a pupil with a statement of special educational needs<input type="checkbox"/> a group of pupils, eg. a class or year group

STL21 Support the development and effectiveness of work teams

21.1 Contribute to effective team practice

Performance criteria

You need to:

- P1 work in ways that conform to decisions taken by the team
- P2 communicate with other team members openly and honestly
- P3 acknowledge the views and opinions of colleagues constructively
- P4 provide sufficient information on work in progress to enable another member of the team to take over the work if required
- P5 give clear, accurate and complete information to other team members as needed for them to work effectively
- P6 record, summarise, share and feed back information, using IT skills where necessary to do so
- P7 offer help and advice to colleagues when they ask for it, when this is consistent with your other responsibilities
- P8 address and handle in a constructive manner any issues in the team which can be resolved by your own actions
- P9 accurately and fairly report any issues in the team which cannot be resolved to someone who has the authority and capability to reach a resolution
- P10 show respect for individuals and the need for confidentiality when reporting issues to someone in authority to deal with

STL21 Support the development and effectiveness of work teams

21.2 Contribute to the development of the work team

Performance criteria

You need to:

- P1 contribute effectively to the review of team practice
- P2 identify and share information on opportunities for improvement in team practice in a constructive manner
- P3 provide positive feedback to other team members for activities which they have undertaken effectively
- P4 offer other team members appropriate support and encouragement when they are undertaking new or difficult tasks
- P5 offer feedback, information and advice to others in a manner which is constructive, shows sensitivity to their needs and concerns, and takes account of their overall situation
- P6 recognise and value the strengths which each team member brings to a situation
- P7 demonstrate a willingness to share information and expertise which could benefit other team members in their work

STL21 Support the development and effectiveness of work teams

Knowledge and understanding

You need to know and understand:

- K1 the principles underlying effective communication, interpersonal and collaborative skills and how to apply these within the teams in which you work
- K2 the relationship between your own work role and the role of other members of the work team
- K3 the value and expertise you bring to a team and that brought by your colleagues
- K4 the importance of respecting the skills and expertise of other practitioners
- K5 your role within the team and how you contribute to the overall group process
- K6 the range of interactive styles which individuals have and how these may affect ongoing work
- K7 the differences between work relationships and personal relationships and how work relationships can be maintained effectively
- K8 the sorts of situations where team members may require help and advice and how you should respond to these
- K9 indicators of problems with team working and the actions you should take in response to these
- K10 methods of handling and minimising interpersonal conflict
- K11 school policies and procedures for dealing with difficulties in working relationships and practices, including confidentiality requirements
- K12 the range of learning styles and preferences within the work team and the implications of these for the way in which you offer support to colleagues
- K13 the broader contexts in which everyone works and the particular situations of colleagues which might affect how they work and tackle problems at particular points in time
- K14 the sort of information and expertise you have which could benefit team members and how to share these with others
- K15 the value of sharing how you approach your role with other members of the team

STL22 Reflect on and develop practice (CCLD 304)

UNIT SUMMARY

Who is this unit for?

This unit is for those who work with children and young people in a range of settings and services.

What is this unit about?

This unit is about the competence you need to reflect on your practice. Self-evaluation and reflection will enable you to learn and develop your practice. This unit also includes taking part in continuing professional development and how this has been used to develop your practice.

This unit contains two elements:

- 22.1 Reflect on practice
- 22.2 Take part in continuing professional development

Linked units

STL5 Provide effective support for your colleagues

Place in qualifications

This unit is a mandatory unit in the level 3 NVQ/SVQ in supporting teaching and learning in schools.

It is also:

- ☐ a mandatory unit in the level 3 NVQ/SVQ in children's care, learning and development
- ☐ a mandatory unit in the level 3 NVQ/SVQ in playwork
- ☐ a mandatory unit in the level 4 NVQ/SVQ in playwork
- ☐ an optional unit in the level 3 certificate/diploma in support work in schools (pilot)

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 304.

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

STL22 Reflect on and develop practice

Glossary of terms used in this unit

Best practice benchmarks	widely agreed as providing the most advanced, up-to-date thinking and practice against which you can measure what you are doing: not minimum standards. Benchmarks can be statutory/regulatory or based on other requirements or research
Continuing professional development	ongoing training and professional updating
Processes, practices and outcomes	how you do things, what you do and what you achieve
Reflective practice	the process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice

STL22 Reflect on and develop practice

22.1 Reflect on practice

Performance criteria

You need to:

- P1 monitor processes, practices and outcomes from your own work
- P2 evaluate your own performance (achievements, strengths and weaknesses) using best practice benchmarks
- P3 reflect on your interactions with others
- P4 share your reflections with others and use their feedback to improve your own evaluation
- P5 use reflection to solve problems
- P6 use reflection to improve practice

22.2 Take part in continuing professional development

Performance criteria

You need to:

- P1 identify areas in your knowledge, understanding and skills where you could develop further
- P2 develop and negotiate a plan to develop your knowledge, skills and understanding further
- P3 seek out and access opportunities for continuing professional development as part of this plan
- P4 use continuing professional development to improve your practice

STL22 Reflect on and develop practice

Knowledge and understanding

You need to know and understand:

- K1 why reflection on practice and evaluation of personal effectiveness is important
- K2 how learning through reflection can increase professional knowledge and skills
- K3 how reflection can enhance and use personal experience to increase confidence and self-esteem
- K4 techniques of reflective analysis:
 - a questioning what, why and how
 - b seeking alternatives
 - c keeping an open mind
 - d viewing from different perspectives
 - e thinking about consequences
 - f testing ideas through comparing and contrasting
 - g asking 'what if?'
 - h synthesising ideas
 - i seeking, identifying and resolving problems
- K5 reflection as a tool for contrasting what we say we do and what we actually do
- K6 how to use reflection to challenge existing practice
- K7 the difficulties that may occur as a result of examining beliefs, values and feelings
- K8 how to assess further areas for development in your skills and knowledge through reflection, feedback and using resources such as the internet, libraries, journals
- K9 how to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales
- K10 the availability and range of training and development opportunities in the local area and how to access these
- K11 the importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements