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## Overview

This standard is about building and maintaining relationships with people involved in Family Learning, including adults and children. Building, maintaining and promoting positive relationships with and between people is essential for effective delivery of Family Learning services and programmes. This might include, understanding individuals' background, life experience and prior learning.

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## Performance criteria

### *You must be able to:*

1.  
approach learners with courtesy showing respect for their individuality, needs, strengths, interests, preferences and views
2.  
negotiate the basis of, and boundaries for, relationships with learners
3.  
ensure that learners have understood what you are trying to communicate and adapt to suit individual needs
4.  
ensure misunderstandings, disagreements and difficulties are dealt with in ways that maintain positive and sustained relationships
5.  
seek out opportunities to engage with learners to develop relationships in ways that enhance their self-esteem, self-efficacy and attitudes towards learning
6.  
embed appropriate monitoring and self-evaluation processes to support improvements
7.  
promote inclusivity, diversity and equality of opportunity
8.  
maintain confidentiality and security of individual information that meets GDPR, relevant legal requirements and organisational policies

## Knowledge and understanding

### *You need to know and understand:*

1. legal, organisational and policy requirements relevant to your role and the activities being carried out
2. how to implement relevant legal requirements, local procedures for safeguarding children, young people and vulnerable adults
3. your own personal accountability for safeguarding children, young people and vulnerable adults
4. relevant ethical principles and codes of professional practice and the consequences of not adhering to them
5. the cultural, linguistic, social, economic, emotional, physical and educational factors which impact on learning experiences throughout life
6. how to approach learners in ways that promote their confidence and self-efficacy, and the importance of these for effective and meaningful relationships
7. how to build relationships based on respect and recognition of learners' strengths and individuality
8. how your own practice supports appropriate participation by those who become involved in Family Learning
9. how to work with learners in ways that support and build self-esteem, self-efficacy and resilience
10. the importance of allowing learners the time, space and opportunity to express their views and opinions
11. the importance of setting agreed relationship boundaries with learners without creating unnecessary barriers
12. why non-judgmental and non-stereotyped attitudes and approaches should underpin practice
13. the importance of providing opportunities to positively share and celebrate cultures between group members when appropriate
14. ways of encouraging learners to engage in meaningful peer support that extends beyond the group
15. appropriate ways of dealing with conflict between participants, and between participants and practitioners

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16. when and how to seek self support if involved in conflict situations
  17. the importance of effective communications with individuals and groups including verbal, non-verbal, electronic and written forms
  18. the different skills, methods and approaches required for effective communication and building relationships with children, young people and adults
  19. how to monitor and evaluate relationships with learners to ensure their needs are being met
  20. how to encourage learners' to take ownership of the learning process and support self-directed learning
  21. the value of effective partnerships to support learner needs including appropriate referral routes

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## Glossary

### Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

CLDFL08

Build and maintain effective relationships with families to ensure a learner centred approach



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