

Overview

This standard is about working with children and young people to create inclusive and diverse play spaces to support freely chosen, self-directed play. The play spaces within each playwork setting should stimulate them and provide opportunities for play that allows risk, challenge and personal growth.

The main outcomes of this standard are:

1. plan and prepare an inclusive playwork setting
2. support freely chosen, self-directed play for all children and young people

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Create playwork settings that support freely chosen self-directed play

Performance criteria

You must be able to:

Plan and prepare an inclusive playwork setting

1. plan a playwork setting
2. collect and make available **materials and resources**
3. reflect on how children and young people are using the playwork setting and the **materials and resources** within it
4. work alongside children and young people to make changes to the playwork setting
5. make changes to meet children and young people's play needs and support their ownership of the playwork setting
6. respond to children and young people's requests and self-expression

Support freely chosen, self-directed play for all children and young people

7. reflect on how children and young people are playing
8. reflect on play cues and returns in order to better support play
9. choose an intervention style that supports children and young people's play
10. take part in play only when invited by children and young people through their play cues
11. intervene in children and young people's play according to your assessment of the balance between risk and benefit, stage of development and wellbeing of the child or young person
12. engage with colleagues in **reflection** on play and playwork practice
13. enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation

Create playwork settings that support freely chosen self-directed play

Knowledge and understanding

You need to know and understand:

Plan and prepare an inclusive playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the types of **play space** within a playwork setting
3. your organisational policies and procedures for creating the playwork setting
4. the importance of having an ever changing, wide range of resources and materials
5. the theory of loose parts and how it applies to children and young people's play
6. ways of sourcing, collecting and making available novel resources and materials
7. how to work alongside children and young people to alter and develop the playwork setting
8. the difference between children and young people's play needs and play preferences
9. when and how to make changes to the **play space** within the playwork setting that will meet children and young people's play preferences
10. how to create a **play space** within the playwork setting that actively encourages and values children and young people's requests and self-expression
11. the importance of considering inclusivity and diversity when establishing a playwork setting
12. barriers to inclusion when creating playwork settings for all children and young people to play

Support freely chosen, self-directed play for all children and young people

13. why children and young people's play should be freely chosen and self-directed
14. the importance of recognising and advocating all children and young people's rights to play
15. how to reflect, through observation and listening, to how children and young people use the playwork setting and the resources and materials within it
16. the use of playwork's commonly accepted play types in evaluating and resourcing a playwork setting
17. the main stages of the play cycle

Create playwork settings that support freely chosen self-directed play

18. play cues, returns and play frames
19. the considerations when creating playwork settings that will meet children and young people's play needs
20. what is inclusive play provision and what is its relative value compared to 'separate', 'segregated' and or 'integrated' play provision
21. how to support all children and young people's exploration of the **play space**
22. how to support play in a way that does not undermine the children and young people's personal control and involvement
23. intervention styles and how they may support children and young people's play
24. when to take part in play
25. when to intervene in children and young people's play
26. how to enable play to end in a way that takes account of the children and young people, their level of involvement and the requirements of your organisation
27. the organisational and professional procedures you need to follow during and after a play session

Create playwork settings that support freely chosen self-directed play

Scope/range related **Materials and resources**

to performance
criteria

1. loose parts
2. equipment
3. facilities

Reflection

1. continuous
2. unobtrusive
3. obvious

Create playwork settings that support freely chosen self-directed play

Scope/range related to knowledge and understanding **Play space(s)**

- 1. physical
- 2. affective
- 3. permanent
- 4. transient
- 5. cyber

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Inclusive provision

Provision that is open and accessible to all, and takes positive action in removing barriers, so that all children and young people can participate

Integrated play provision

The intermixing of people previously segregated by impairment alone. Non-disabled people tend to take the lead regarding the when, where, how and who

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Loose parts

Items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences

Observation

The purpose of observation in a playwork setting is to observe children and young people's play behaviours and the response of adults to ensure the playwork setting continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of

monitoring children's development, planning activities or a curriculum; observations may or may not be recorded

Ownership

Children and young people are encouraged to take ownership of their created play space through having freedom to be, freedom to use, freedom to change, a sense of control and having a say

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play cycle

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display

Play frames

A material or non-material boundary that keeps the play intact

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play process

There is much ongoing debate about what The Play Process is and individuals will continue to discuss and come to their own conclusions. However, for the purposes of this glossary, in the simplest terms, the Play Process is what the child goes through and what they experience and what they feel whilst they are engaged in playing

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play returns

The response from the outside world – usually from other children or adults – to the child's play cue

Play types

Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include: symbolic, rough and tumble, socio-dramatic, social, creative, communication, dramatic, deep, exploratory, fantasy, imaginative, locomotor, mastery, object, recapulative and role play

Segregated play provision

The setting aside of disabled people, based on a professional's view of impairments and lack of ability to 'fit in'. Non-disabled professionals have total control

Separate play provision

Groups of disabled people who choose to meet and develop their own agenda, similar to other minority groups

Create playwork settings that support freely chosen self-directed play

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
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Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW34
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	children and young people; create; play spaces; support; freely chosen

Overview

This standard is about preparing and facilitating specific play opportunities within a playwork setting. These specific play opportunities may or may not be planned with children and young people, but will always be optional for children and young people to take part in if they choose to. They should form part of a wider playwork setting with a range of other, non-adult involved opportunities or possibilities. It is possible that this standard would be inappropriate for some playwork settings where adults do not become involved in planning and implementing specific play opportunities.

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The main outcomes of this standard are:

1. prepare specific play opportunities
2. facilitate specific play opportunities

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Prepare and facilitate specific play opportunities

Performance criteria

You must be able to:

Prepare specific play opportunities

1. identify ideas for play opportunities to **others**
2. justify to **others** that this is in line with children and young people's play needs and preferences
3. involve the children and young people in planning play opportunities when they choose to be involved
4. develop a **plan** of what needs to be completed for each play opportunity
5. discuss the **plan** with a responsible colleague to gain approval
6. select and obtain resources for each play opportunity

Facilitate specific play opportunities

7. check the children and young people still wish to undertake each play opportunity before proceeding
8. facilitate each play opportunity following accepted playwork intervention styles
9. bring each play opportunity to a close

Prepare and facilitate specific play opportunities

Knowledge and understanding

You need to know and understand:

Prepare specific play opportunities

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the reasons why specific play opportunities may be prepared and when this may be appropriate
3. where to research and find inspiration for ideas for different specific play opportunities
4. the importance of ensuring that each chosen play opportunity is in line with children and young people's play needs and play preferences
5. how to involve the children and young people in planning the play opportunity
6. the considerations required when arranging the **plan**
7. who you need to discuss the **plan** with and why it is important to share the **plan**
8. how to select and where to obtain resources for each play opportunity

Facilitate specific play opportunities

9. the reasons you would check whether the children and young people still wish to undertake each play opportunity before proceeding
10. the importance of involving only those who wish to take part and for as long as they wish to take part
11. playwork intervention styles
12. ways to exercise flexibility and remain adaptable throughout each play opportunity in order to respond to children and young people's current needs and preferences
13. ways to bring each play opportunity to an effective close

Prepare and facilitate specific play opportunities

**Scope/range related
to performance
criteria**

Others

1. staff
2. children and young people
3. external people

Plan

1. health and safety considerations
2. inclusion and anti-discriminatory practice
3. methods and content
4. contingencies
5. monitoring and evaluation
6. organisational policies and procedures

Prepare and facilitate specific play opportunities

Scope/range related Plan

to knowledge and understanding

1. health and safety considerations
2. inclusion and anti-discriminatory practice
3. methods and content
4. contingencies
5. monitoring and evaluation
6. organisational policies and procedures

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.

7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play preferences

What individual children and young people are interested in and choose to play; based on their prior experience

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Prepare and facilitate specific play opportunities

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Prepare and facilitate specific play opportunities

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
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Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW26
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	facilitate; specific play opportunity; children and young people

Overview

This standard is about contributing to the risk-benefit assessment processes and undertaking dynamic risk-benefit assessments in the playwork setting.

The main outcomes of this standard are:

1. contribute to risk-benefit assessment processes
2. undertake dynamic risk-benefit assessment

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

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Contribute to undertaking risk assessments in the playwork setting

Performance criteria

You must be able to:

Contribute to risk-benefit assessment processes

1. examine **aspects of the playwork setting** in relation to risk-benefit assessment processes
2. contribute to risk-benefit assessment in partnership with **others**

Undertake dynamic risk-benefit assessment

3. observe children and young people at play
4. assess potential harm
5. assess potential benefits
6. choose a playwork intervention style so as not to disrupt the play frame

Knowledge and understanding

You need to know and understand:

Contribute to risk-benefit assessment processes

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to identify benefits
3. how to assess risks
4. how and when to minimise risks, in partnership with **others**, whilst still retaining challenge

Undertake dynamic risk-benefit assessment

5. how to observe children and young people at play
6. intervention styles that allow children and young people to extend their play
7. how to balance risk with the benefit and wellbeing of children and young people
8. how to intervene to change the situation to reduce risk, whilst remaining aware of the effect that this may have on the child or young person's play
9. how children and young people's development and their experiences affect their ability to manage risk, both physical and emotional, for themselves

Contribute to undertaking risk assessments in the playwork setting

Scope/range related Aspects of the playwork setting

**to performance
criteria**

1. space
2. behaviour
3. equipment
4. materials
5. resources

Others

1. parents and or carers
2. staff
3. other professionals

Contribute to undertaking risk assessments in the playwork setting

**Scope/range related
to knowledge and
understanding**

Others

1. parents and or carers
2. staff
3. other professionals

Values

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2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Play frame

A material or non-material boundary that keeps the play intact

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to undertaking risk assessments in the playwork setting

Developed by	SkillsActive
Version Number	1
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Indicative Review Date	April 2021
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Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	risk-benefit assessment; dynamic risk-benefit assessment; playwork setting; playwork

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Overview

This standard is about children and young people having a right to play in playwork settings where they avoid coming into physical and or emotional harm, in line with legal and organisational policies and procedures. Accidents and emergencies may occur and you should know how to respond to these effectively. As a playworker you should help to safeguard the wellbeing of children and young people who use the playwork setting.

The main outcomes of this standard are:

1. maintain the health, safety and security of children, young people and others
2. support children and young people's wellbeing

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Maintain the health, safety and security of children, young people and others

1. identify any **hazards**
2. mitigate the **hazards** or seek advice from **others** when you are unsure about how to deal with a hazard
3. check the toilet and washing areas are clean, hygienic and stocked, in accordance with organisational policies and procedures
4. dispose of waste, in accordance with organisational policies and procedures
5. support the choices that children and young people make when assuming responsibility for their own health, safety and security, in accordance with organisational policies and procedures
6. manage, use and dispose of, or store, all hazardous materials in accordance with legal and regulatory requirements
7. follow organisational policies and procedures for the security and wellbeing of the children and young people on arrival and departure
8. maintain records on health, safety and security in accordance with organisational policies and procedures
9. identify and respond to emergencies, in accordance with organisational policies and procedures, and in line with your role and responsibilities
10. enable children and young people to identify **hazards** and report to others

Support children and young people's wellbeing

11. contribute to meeting the **needs** of children and young people to support their wellbeing
12. support healthy eating in your playwork setting, according to government guidelines
13. provide access to drinkable water for children and young people
14. work with the children, young people and **others** to identify any cultural and or specific care requirements
15. encourage children and young people to care for themselves, according to their preferences, **needs** and stages of development
16. respond to challenging situations in accordance with organisational policies and procedures
17. ensure that any particular **information** about children and young peoples' **needs** are recorded and shared with **others**

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Knowledge and understanding

You need to know and understand:

Maintain the health, safety and security of children, young people and others

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the types of **hazards** that may occur in **aspects of the playwork setting**
3. when to mitigate the **hazards** or to seek advice from **others** if unsure about how to deal with a hazard
4. how and when to minimise risks associated with these **hazards**, in partnership with **others**, whilst retaining challenge
5. organisational policies and procedures and how to follow these, according to your role and responsibilities
6. current legal and regulatory requirements relating to health, safety and security and how these should link to organisational policies and procedures
7. the types of hazardous materials and how to deal with them in accordance with legal and regulatory requirements
8. how to enable children and young people to identify **hazards** and the importance of children and young people reporting them to others
9. signs and symptoms of injuries, illnesses and allergic reactions that may affect children and young people and how to recognise these when they occur
10. the types of emergencies that may occur in playwork settings and how to respond
11. the role of the nominated first-aider in your organisation and how to contact them

Support children and young people's wellbeing

12. the factors involved when contributing to the **needs** of children and young people to support their wellbeing
13. how to support healthy eating according to government guidelines, in your playwork setting
14. how to provide access to drinkable water for children and young people and why this is important
15. why it is important to work with the children, young people and **others** to identify any cultural and or specific care requirements
16. why it is important to encourage children and young people to care for themselves

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

17. how to take into account the child or young person's preferences, **needs** and stages of development
18. how to support children and young people's development of self-esteem and confidence and why it is important to do so
19. what may constitute a challenging situation
20. the importance of responding to challenging situations in accordance with organisational policies and procedures
21. how to record **information** about children and young people's **needs** and know who to share it with

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

**Scope/range related
to performance
criteria**

Hazards

1. physical
2. emotional
3. behavioural
4. environmental

Others

1. parents and or carers
2. staff
3. other professionals

Needs

1. cultural
2. personal care
3. medical
4. physical
5. emotional

Information

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

**Scope/range related
to knowledge and
understanding**

Hazards

1. physical
2. emotional
3. behavioural
4. environmental

Aspects of the playwork setting

1. place space
2. behaviour
3. play behaviour
4. equipment
5. materials
6. resources

Others

1. parents and or carers
2. staff
3. other professionals

Needs

1. cultural
2. personal care
3. medical
4. physical
5. emotional

Information

1. background
2. dietary needs
3. allergies
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Glossary

Challenging situations

These are occurrences which the playworker does not necessarily feel comfortable with, they can include examples such as an altercation with and, or behaviour from, parents and carers; a child displaying aggression; a child's play behaviour; toileting; or sexualised behaviour

Hazardous materials

These could include items such as faeces, syringes, contraceptives, glass, combustibles, cleaning products, bodily fluids, medicines and or broken articles

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Play frame

A material or non-material boundary that keeps the play intact

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Developed by	SkillsActive
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Originating Organisation	SkillsActive
Original URN	SKAPW35
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	contribute; health safety and security; welfare; children and young people; play;

Overview

This standard is about children and young people having a right to play in playwork settings where they avoid coming into physical and or emotional harm, in line with legal and organisational policies and procedures. Accidents and emergencies may occur and you should know how to respond to these effectively. As a playworker you should help to safeguard the wellbeing of children and young people who use the playwork setting.

The main outcomes of this standard are:

1. maintain the health, safety and security of children, young people and others
2. support children and young people's wellbeing

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Performance criteria

You must be able to:

Maintain the health, safety and security of children, young people and others

1. identify any **hazards**
2. mitigate the **hazards** or seek advice from **others** when you are unsure about how to deal with a hazard
3. check the toilet and washing areas are clean, hygienic and stocked, in accordance with organisational policies and procedures
4. dispose of waste, in accordance with organisational policies and procedures
5. support the choices that children and young people make when assuming responsibility for their own health, safety and security, in accordance with organisational policies and procedures
6. manage, use and dispose of, or store, all hazardous materials in accordance with legal and regulatory requirements
7. follow organisational policies and procedures for the security and wellbeing of the children and young people on arrival and departure
8. maintain records on health, safety and security in accordance with organisational policies and procedures
9. identify and respond to emergencies, in accordance with organisational policies and procedures, and in line with your role and responsibilities
10. enable children and young people to identify **hazards** and report to others

Support children and young people's wellbeing

11. contribute to meeting the **needs** of children and young people to support their wellbeing
12. support healthy eating in your playwork setting, according to government guidelines
13. provide access to drinkable water for children and young people
14. work with the children, young people and **others** to identify any cultural and or specific care requirements
15. encourage children and young people to care for themselves, according to their preferences, **needs** and stages of development
16. respond to challenging situations in accordance with organisational policies and procedures
17. ensure that any particular **information** about children and young peoples' **needs** are recorded and shared with **others**

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Knowledge and understanding

You need to know and understand:

Maintain the health, safety and security of children, young people and others

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the types of **hazards** that may occur in **aspects of the playwork setting**
3. when to mitigate the **hazards** or to seek advice from **others** if unsure about how to deal with a hazard
4. how and when to minimise risks associated with these **hazards**, in partnership with **others**, whilst retaining challenge
5. organisational policies and procedures and how to follow these, according to your role and responsibilities
6. current legal and regulatory requirements relating to health, safety and security and how these should link to organisational policies and procedures
7. the types of hazardous materials and how to deal with them in accordance with legal and regulatory requirements
8. how to enable children and young people to identify **hazards** and the importance of children and young people reporting them to others
9. signs and symptoms of injuries, illnesses and allergic reactions that may affect children and young people and how to recognise these when they occur
10. the types of emergencies that may occur in playwork settings and how to respond
11. the role of the nominated first-aider in your organisation and how to contact them

Support children and young people's wellbeing

12. the factors involved when contributing to the **needs** of children and young people to support their wellbeing
13. how to support healthy eating according to government guidelines, in your playwork setting
14. how to provide access to drinkable water for children and young people and why this is important
15. why it is important to work with the children, young people and **others** to identify any cultural and or specific care requirements
16. why it is important to encourage children and young people to care for themselves

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

17. how to take into account the child or young person's preferences, **needs** and stages of development
18. how to support children and young people's development of self-esteem and confidence and why it is important to do so
19. what may constitute a challenging situation
20. the importance of responding to challenging situations in accordance with organisational policies and procedures
21. how to record **information** about children and young people's **needs** and know who to share it with

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

**Scope/range related
to performance
criteria**

Hazards

1. physical
2. emotional
3. behavioural
4. environmental

Others

1. parents and or carers
2. staff
3. other professionals

Needs

1. cultural
2. personal care
3. medical
4. physical
5. emotional

Information

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

**Scope/range related
to knowledge and
understanding**

Hazards

1. physical
2. emotional
3. behavioural
4. environmental

Aspects of the playwork setting

1. place space
2. behaviour
3. play behaviour
4. equipment
5. materials
6. resources

Others

1. parents and or carers
2. staff
3. other professionals

Needs

1. cultural
2. personal care
3. medical
4. physical
5. emotional

Information

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Challenging situations

These are occurrences which the playworker does not necessarily feel comfortable with, they can include examples such as an altercation with and, or behaviour from, parents and carers; a child displaying aggression; a child's play behaviour; toileting; or sexualised behaviour

Hazardous materials

These could include items such as faeces, syringes, contraceptives, glass, combustibles, cleaning products, bodily fluids, medicines and or broken articles

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Play frame

A material or non-material boundary that keeps the play intact

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the health, safety and wellbeing of children and young people in the playwork setting

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Originating Organisation	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
Suite	Playwork
Keywords	contribute; health safety and security; welfare; children and young people; play;

Identify safeguarding concerns relating to children and young people in the playwork setting

Overview

This standard identifies the requirements associated with safeguarding which must permeate all your work with children and young people. The standard addresses the requirement to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse.

This standard also covers the requirements of developing relationships that promote safeguarding, promoting rights and inclusion, working in ways that promote wellbeing and supporting children and young people to keep themselves safe.

The main outcomes of this standard are:

1. identify safeguarding concerns
2. contribute to the protection of children and young people
3. support children and young people to keep themselves safe

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. It is recommended that staff should have had an appropriate level of training in child protection and be familiar with their organisation's policies and procedures for dealing with suspected abuse and disclosure of abuse.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and where possible demonstrate them through their practice and reflection.

Identify safeguarding concerns relating to children and young people in the playwork setting

Performance criteria

You must be able to:

Identify safeguarding concerns

1. recognise any **signs and indicators of safeguarding concerns**
2. identify the designated person to whom you would provide information about the **safeguarding concerns**, in accordance with regulatory and organisational policies and procedures

Contribute to the protection of children and young people

3. monitor significant changes in children and or young people's emotional or physical health, personal appearance and behaviour
4. follow required procedures for reporting **safeguarding concerns** about children and or young people and any actions, behaviours or situations that may lead to harm or abuse
5. use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

Support children and young people to keep themselves safe

6. facilitate children and or young people's awareness of personal safety according to their preferences, needs and stage of development
7. facilitate children and or young people's awareness of risks associated with the use of **electronic communications**, according to their preferences, needs and stage of development
8. work with children and or young people to help them understand bullying and the action to take if it occurs, according to their preferences, needs and stage of development
9. support children and or young people to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their preferences, needs and stage of development
10. work with children and or young people, key people and others to challenge practices that may lead to harm or abuse, according to their preferences, needs and stage of development
11. support children and or young people and others to express or make complaints, according to their preferences, needs and stage of development

Identify safeguarding concerns relating to children and young people in the playwork setting

Knowledge and understanding

You need to know and understand:

Identify safeguarding concerns

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the **signs and indicators of safeguarding concerns** in children and or young people
3. how to observe children and or young people's physical and behavioural condition in a way which is sensitive to the individual and the situation
4. how to distinguish between directly observed **signs and indicators of safeguarding concerns**, other information and opinions and why it is important to do so in any reports
5. the impact of **safeguarding concerns** on children and or young people
6. how to respond to children and or young people's **disclosure** of safeguarding concerns and why this is important
7. why it is important to make it clear to children and or young people that other people must be informed about their **disclosure** of safeguarding concerns
8. the necessity of providing children and or young people with reassurance and support during a **disclosure** of safeguarding concerns and how to do so
9. why it is essential to communicate at the children and or young people's pace and not pressurise or lead them to disclose more than they wish
10. why it is important to be aware of **safeguarding concerns** and to report any such concerns
11. the requirements of legislation covering child protection, safeguarding and duty of care and associated reporting processes
12. the **regulatory and organisational policies and procedures** for reporting information about **safeguarding concerns** and or **disclosure**
13. how to write a concise, legible and factual report that notes evidence, within the organisation's timescale, and how to access support to achieve this
14. whistleblowing procedures and when these apply
15. the right of the individual to access alternative routes for reporting **safeguarding concerns** and or **disclosure**
16. the importance of recognising why some children and or young people may be more vulnerable to abuse
17. the role of the designated person in relation to reporting procedures and how to contact them
18. the role of agencies in providing advice and support
19. confidentiality in relation to information sharing via electronic, written or verbal means

Contribute to the protection of children and young people

- 20. ways of monitoring the actions, behaviours and situations that may lead to harm or abuse
- 21. the types of significant changes in children and or young people's emotional or physical health, personal appearance and behaviour
- 22. procedures for reporting **safeguarding concerns** about the children and or young people and any actions, behaviours or situations that may lead to harm or abuse
- 23. the impact on yourself and other people of suspected or disclosed harm or abuse and how to gain access to supervision and support

Support children and young people to keep themselves safe

- 24. how to promote the children and or young people's awareness of personal safety according to their preferences, needs and stage of development
- 25. ways of promoting the children and or young people's awareness of risks associated with the use of **electronic communications**, according to their preferences, needs and stage of development
- 26. ways of working with children and or young people to help them understand bullying and the action to take if it occurs, according to their preferences, needs and stage of development
- 27. how to support children and or young people to recognise when the behaviour towards them of any child, young person or adult is inappropriate or unacceptable, according to their preferences, needs and stage of development
- 28. methods of challenging practices that may lead to harm or abuse, according to the children and young people's preferences, needs and stage of development
- 29. how to support the children and or young people and others to express or make complaints, according to their preferences, needs and stage of development

Identify safeguarding concerns relating to children and young people in the playwork setting

Scope/range related to performance criteria **Signs and indicators**

1. physical
2. behavioural

Safeguarding concerns

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Electronic communications (*minimum 4 out of 6*)

1. messaging
2. social networking
3. online gaming
4. emails
5. mobile phones
6. internet

Identify safeguarding concerns relating to children and young people in the playwork setting

Scope/range related to knowledge and understanding **Signs and indicators**

1. physical
2. behavioural

Safeguarding concerns

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Disclosure

1. full
2. partial

Regulatory and organisational policies and procedures

1. legislation
2. codes of practice
3. standards
4. frameworks and guidance relevant to your work

Electronic communications

1. messaging
2. social networking
3. online gaming
4. emails
5. mobile phones
6. internet

Identify safeguarding concerns relating to children and young people in the playwork setting

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Identify safeguarding concerns relating to children and young people in the playwork setting

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Key people

This could include staff; with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees; other professionals; support workers and interagency staff

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Identify safeguarding concerns relating to children and young people in the playwork setting

Developed by	SkillsActive
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Suite	Playwork
Keywords	safeguarding concerns; children and young people; playwork setting

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

Overview

This standard is about developing relationships with children, young people, parents, carers and others who use the playwork setting.

The main outcomes of this standard are:

1. work and interact with children and young people
2. work and interact with others

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

Performance criteria

You must be able to:

Work and interact with children and young people

1. respond to children and young people's questions, ideas and suggestions
2. provide support to children and young people to make choices for themselves
3. provide support to children and young people to establish and maintain relationships in the playwork setting
4. provide support to all children and young people to enable effective communication with each other
5. provide information to children and young people about people's individuality, diversity, differences and points of view
6. provide support to children and young people to develop agreements about the way they interact with other people
7. offer support to children and young people experiencing transitions and issues that impact on their behaviour and relationships
8. offer support to children and young people who have been affected by the behaviour of other children and young people
9. encourage and support children and young people to deal with conflict for themselves

Work and interact with others

10. seek to establish working relationships within the parameters of your role, with **others**
11. exchange **information** with **others** in ways that meet their needs
12. provide **information** to **others** in accordance with organisational policies and procedures
13. pass on **information** about **others**, in accordance with your organisational policies and procedures
14. consult **others** in relation to decisions and activities and take account of their **views**
15. recognise and respond to the roles, responsibilities, interests and concerns of **others**
16. respond to **issues**, disagreements or complaints from **others** in accordance with your organisational policies and procedures
17. take opportunities to encourage the development of playwork practice and to maintain the retention of **others**

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

18. promote play and playwork to **others**
19. fulfil agreements made with **others** and keep them informed
20. advise **others** of any significant difficulties or where it will be impossible to fulfil agreements
21. identify and report conflicts of interest and disagreements with **others**, according to organisational policies and procedures
22. signpost **others** to other services, agencies or professionals that they may find useful, in accordance with your organisational policies and procedures

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

Knowledge and understanding

You need to know and understand:

Work and interact with children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to actively listen and respond to non-verbal and verbal communication
3. **challenges** to communication and how to address them
4. the different **communication methods** that can be used with children and young people
5. how to react to children and young people's questions, ideas and suggestions
6. that children and young people need to make their own choices about who they play with, and how to facilitate this
7. that children and young people develop resilience by accepting and working through their limitations and failures, and how to facilitate this
8. how the presence of adults can sometimes inhibit children and young people's independence and decision-making
9. children and young people's individual differences
10. that children and young people often see the world in different ways to adults
11. the importance of avoiding assumptions
12. how to develop relationships that are honest, respectful and trusting with children and young people
13. how to promote diversity and inclusion
14. how to help children and young people respect other people's feelings and points of view and how to facilitate this
15. the types of experience, **issues** and transitions, both in and out of the playwork setting, that impact on children and young people's behaviour and relationships
16. ways to support children and young people who have been affected by the behaviour of other people
17. how to support children and young people to deal with conflict for themselves and why this is important

Work and interact with others

18. why respectful, honest, open and trusting relationships with **others** are important

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

19. how to establish and maintain a working relationship with **others**
20. the differing needs of **others** when exchanging information
21. the policies, procedures and requirements of your organisation in relation to confidentiality and data protection
22. the kinds of information required to enable **others** to support the needs of children and young people and how to provide it, whilst keeping the child and or young person's best interests in mind
23. how to consult with **others** in relation to decisions and activities and taking account of their **views**
24. the possible roles, responsibilities, interests and concerns of **others**
25. **issues** affecting parents and carers
26. how to recognise communication difficulties with **others** and strategies you can use to overcome these
27. your organisational policies and procedures in relation to **issues**, disagreements or complaints from **others**
28. staff retention and development policies and procedures
29. how to promote play and playwork to **others**
30. the importance of fulfilling agreements made with **others** and keeping them informed
31. when and how to advise **others** of any significant difficulties or where it will be impossible to fulfil agreements
32. when and how to report conflicts of interest and disagreements with **others**
33. other services, agencies or professionals that **others** might find useful and when to signpost them to these
34. your skills and competence in relation to working with children, young people and **others** and the limits of these

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

**Scope/range related
to performance
criteria**

Others

1. staff
2. visitors
3. parents and or carers

Information (*minimum of 3 out of 5*)

1. about play and playwork
2. on the children's and young people's experiences
3. on opportunities available in the playwork setting
4. on agreed procedures and values
5. on ways in which parents and carers can be involved in the playwork setting

Views

1. priorities
2. expectations
3. attitudes to potential risks

Issues (*minimum of 3 out of 4*)

1. social
2. cultural
3. education
4. economic pressures

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

Scope/range related to knowledge and understanding

- Challenges**
1. cultural
 2. social
 3. physical
 4. emotional
 5. developmental

Communication methods

1. conventional languages
2. non-conventional languages
3. non-verbal communication

Issues

1. social
2. cultural
3. education
4. economic pressures

Others

1. staff
2. visitors
3. parents and or carers

Views

1. priorities
2. expectations
3. attitudes to potential risks

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the development and maintenance of relationships with children, young people and others in the playwork setting

Developed by	SkillsActive
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Suite	Playwork
Keywords	development; maintenance; relationships; children and young people; playwork setting

Contribute to the development and maintenance of links and partnerships in the playwork setting

Overview

This standard is about contributing to the promotion of your area of work and its value to the community. It covers developing and maintaining positive links and partnerships that could be useful in the promotion of your playwork setting and your career.

The main outcomes of this standard are:

1. communicate with others about your work
2. set up and maintain links and partnerships with organisations and others

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the development and maintenance of links and partnerships in the playwork setting

Performance criteria

You must be able to:

Communicate with others about your work

1. discuss with your responsible colleague opportunities to promote your area of work and organisation to **others**
2. gain approval and support from your responsible colleague to go forward with your ideas for promotion
3. explain and or promote your organisation to **others**
4. find out how **others** can support your organisation
5. explain to **others** how the work of your organisation is of benefit to the community
6. gain feedback from **others** about their views of your organisation
7. present this information in a way which meets the needs of those with whom you are communicating
8. keep your responsible colleague informed about your activities with **others**

Set up and maintain links and partnerships with organisations and others

9. find out about **others** your organisation works with
10. contribute to **communication** with **others**
11. discuss with **others** current and possible future links and partnership working
12. give information to your responsible colleague about organisations that will provide complementary opportunities
13. exchange information as agreed with your responsible colleague and **others**, in accordance with your organisational policies and procedures
14. plan and draw up a **work schedule** for the working relationship
15. seek approval from your responsible colleague for the **work schedule**
16. undertake and maintain partnership working with **others** in accordance with your organisational policies and procedures
17. feedback to your responsible colleague about the progress of the partnership work at regular intervals, in accordance with your organisational policies and procedures
18. monitor the working relationship, with the support of your responsible colleague

Contribute to the development and maintenance of links and partnerships in the playwork setting

Knowledge and understanding

You need to know and understand:

Communicate with others about your work

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the **aspects of your work and organisation** that can be promoted
3. why you must gain approval and support from a responsible colleague within your organisation
4. ways of promoting your organisation's work in a way that meets the needs of **others**
5. how **others** can support your organisation
6. the type of information your responsible colleague will require to inform an agreement to engage in complementary opportunities
7. how the work of your organisation is of benefit to the community
8. methods of gaining feedback from **others** about their views of your organisation
9. different forms of communications media and how to present information in a way which meets the needs of those with whom you are communicating
10. the importance of keeping your responsible colleague informed about your activities with **others**

Set up and maintain links and partnerships with organisations and others

11. the **others** who your organisation works with
12. the **methods of communication** that can be used with **others**
13. how to identify current and possible future links and partnership working
14. the benefits and drawbacks of partnership working
15. the agreement that you have with **others** and the protocol for exchanging information in accordance with your organisational policies and procedures
16. the contents of a **work schedule** for partnership working
17. how to undertake and maintain partnership working with **others** in accordance with your organisational policies and procedures
18. why you must provide feedback on the progress of the partnership work to your responsible colleague
19. ways of monitoring the working relationship, with the support of your responsible colleague

Contribute to the development and maintenance of links and partnerships in the playwork setting

Scope/range related to performance criteria **Others** (*minimum of 6 out of 8*)

1. external professionals
2. staff
3. children and young people
4. children and young people who experience barriers to access
5. parents and or carers
6. organisations
7. professionals in other disciplines
8. individuals in the community

Communication

1. meetings
2. tele-communication
3. electronic or web communication
4. printed

Work schedule

1. roles and responsibilities
2. approach
3. process
4. ethos
5. focus
6. aims and objectives

Contribute to the development and maintenance of links and partnerships in the playwork setting

Scope/range related to knowledge and understanding **Aspects of your work and organisation**

1. play
2. playwork
3. ethos
4. services
5. opportunities
6. events
7. campaigns
8. links with other organisations
9. responsibilities
10. achievements
11. context

Others

1. external professionals
2. staff
3. children and young people
4. children and young people who experience barriers to access
5. parents and carers
6. organisations
7. professionals in other disciplines
8. individuals in the community

Methods of communication

Methods

1. interpersonal
2. individual styles
3. inclusive
4. formal
5. informal
6. meetings
7. events

Types of media

1. printed
2. visual
3. tele-communication

Contribute to the development and maintenance of links and partnerships in the playwork setting

4. electronic or web communication

Work schedule

1. roles and responsibilities
2. approach
3. process
4. ethos
5. focus
6. aims and objectives

Contribute to the development and maintenance of links and partnerships in the playwork setting

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the development and maintenance of links and partnerships in the playwork setting

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
Suite	Playwork
Keywords	development; maintenance; links; partnership; playwork setting

Overview

Disabled children and young people have a right to access a variety of playwork settings for play that provide opportunities for risk, challenge, choice and personal direction. This standard is about the contribution you can make to that process.

The main outcomes of this standard are:

1. plan and prepare for play with disabled children and young people
2. provide disabled children and young people with opportunities for play

This standard is for a playworker working directly with children and young people with a disability in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Plan and prepare for play with disabled children and young people

1. find out disabled children and young people's requirements and desires for play from **others**
2. challenge attitudes and behaviour that may prevent disabled children and young people from playing
3. use language, terminology and practice that support disabled children and young people's play
4. keep up-to-date with legislation and guidance that will develop your playwork practice with disabled children and young people
5. work with all children and young people in the playwork setting to adapt play so as not to compromise anyone's play experience

Provide disabled children and young people with opportunities for play

6. intervene to support disabled children and young people to issue play cues
7. recognise, interpret and respond to these play cues
8. use and modify playwork interventions
9. interpret play returns to support the extension of play
10. support disabled children and young people to engage with those play types that are possible for the individual
11. encourage disabled children and young people to explore and discover what is available in the playwork setting and how it can be used
12. select, provide and adapt play resources to extend possibilities and choice for disabled children and young people
13. initiate, adapt or spark play to support the play needs of disabled children and young people
14. reflect on your practice individually and collaboratively with **others**
15. support any intimate or personal care requirements with **others** so that all children and young people can play
16. encourage disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security

Contribute to supporting disabled children and young people in the playwork setting

Knowledge and understanding

You need to know and understand:

Plan and prepare for play with disabled children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. different perceptions and models of disability
3. why the social model of disability underpins effective playwork
4. methods of finding out disabled children and young people's requirements and desires for play from **others**
5. how to challenge and focus attitudes and behaviour that may discriminate against disabled children and young people and their families
6. how discriminatory attitudes affect the play experience of disabled children and young people
7. barriers to the participation of disabled children and young people in freely chosen, self-directed play
8. the language, terminology and practice required to support play for disabled children and young people
9. how to adapt play so as not to compromise disabled children and young people's play experience
10. legislation and guidance relating to the inclusion of disabled children and young people
11. the importance of supporting intimate or personal care requirements of disabled children and young people with **others** and how to do so
12. how to identify the diverse, personal and play support requirements with **others** for disabled children and young people

Provide disabled children and young people with opportunities for play

13. how play cues may be expressed by disabled children and young people
14. the components of the play cycle expressed by disabled children and young people
15. a range of interventions that can be used to respond sensitively to the play requirements and desires of disabled children and young people
16. the types of social and environmental triggers which may cause some disabled children and young people alarm, emotional distress and or changes in behaviour
17. how to respond to disabled children and young people's play cues in a way that supports play and their potential entry into a play cycle

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18. ways of assisting disabled children and young people to explore and discover what is available in the playwork setting and how it can be used
 19. how adult intervention may enhance or compromise the play experience of disabled children and young people
 20. the importance of giving adequate time to understanding and being understood by disabled children and young people
 21. the importance of disabled children and young people being able to make their own informed choices
 22. how to select, provide and adapt play resources during the play to extend possibilities and choice for disabled children and young people
 23. how to initiate, adapt or spark play to support the play needs of disabled children and young people
 24. ways of reflecting on your practice individually and collaboratively with **others**
 25. the importance of maintaining dignity and respect for disabled children and young people within all aspects of playwork and or intimate care
 26. the importance of encouraging disabled children and young people to take control of their own personal care and risk management without compromise to personal safety, welfare and security

Contribute to supporting disabled children and young people in the playwork setting

Scope/range related Others (*minimum 4 out of 5*)

**to performance
criteria**

1. families
2. other carers
3. staff
4. bridging workers
5. personal care assistants

Contribute to supporting disabled children and young people in the playwork setting

Scope/range related to knowledge and understanding

Others

1. families
2. other carers
3. staff
4. bridging workers
5. personal care assistants

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Disability

The loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers

Impairment

An injury, illness or congenital condition that causes or is likely to cause a long-term effect on physical appearance and or limitation of function with the individual that differs from the commonplace

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play cycle

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration,

annihilation and display

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play returns

The response from the outside world – usually from other children or adults – to the child's play cue

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Play types

Broad categories that describe the way children and young people play. Current research suggests there are fifteen or sixteen play types but these may change in the light of ongoing research. Commonly agreed play types include: symbolic, rough and tumble, socio-dramatic, social, creative, communication, dramatic, deep, exploratory, fantasy, imaginative, locomotor, mastery, object, recapulative and role play

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to supporting disabled children and young people in the playwork setting

Developed by	SkillsActive
Version Number	2
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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
Suite	Playwork
Keywords	disabled; contribute; children and young people

Overview

This standard is about the effects that food intake and hydration have on the ability of children and young people to play. It also covers food and drink commonly avoided in order to meet cultural and specific dietary requirements.

The main outcome of this standard is:

1. contribute to providing food and drink in the playwork setting

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Provide food and drink in the playwork setting

Performance criteria

You must be able to:

Contribute to providing food and drink in the playwork setting

1. establish and record specific dietary needs of children and young people
2. identify cultural requirements of children and young people
3. contribute to offering a variety of healthy and nutritious food and drink so that children and young people can choose what and when they eat and drink, within organisational policies and procedures
4. involve children and young people in the processes of preparation, serving and clearing away, if that is what the children and young people want to do
5. ensure food storage and preparation meets organisational and legal requirements
6. be responsive to any child or young person who may need your support or assistance with food or drink

Knowledge and understanding

You need to know and understand:

Contribute to providing food and drink in the playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the importance of establishing and recording specific dietary needs of children and young people
3. how to identify cultural requirements of children and young people
4. food and drink that is commonly avoided in order to meet cultural and specific dietary requirements
5. the relationship between nutrition and children and young people's development
6. the effect of nutritious food intake and hydration on children and young people's ability to play
7. how and when to involve children and young people in the processes of selection, preparation, serving and clearing away, and why this can be important
8. how food may be used as a play resource and the issues related to this
9. your organisational policies in regard to providing healthy and nutritious food and drink
10. basic legal requirements relating to the storage, preparation and serving of food
11. the kinds of support or assistance that some children or young people may need with food or drink

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Provide food and drink in the playwork setting

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
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Originating Organisation	SkillsActive
Original URN	SKAPW25
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	food and drink; healthy and nutritious; children and young people; playwork setting

Overview

This standard is about carrying out basic administrative tasks in the playwork setting and covers finance, information and record keeping.

The main outcomes of this standard are:

1. process financial transactions
2. provide and collect information relevant to the playwork setting
3. maintain records

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Process financial transactions

1. **record** the transaction details
2. make accurate calculations
3. issue and obtain receipts
4. store all money, cheques, **records** and receipts securely
5. refer any issues regarding finance promptly to the appropriate person
6. follow your organisation's financial procedures

Provide and collect information relevant to the playwork setting

7. respond to enquiries about **arrangements** for children and young people attending the playwork setting
8. collect the necessary information about the children, young people and their families
9. record this information in accordance with legal requirements and your organisational policies and procedures
10. pass the information on to the responsible colleague following organisational procedures

Maintain records

11. store the **records** in accordance with the agreements on confidentiality, legal requirements and your organisational policies and procedures
12. restrict access to the **records** in accordance with the agreements on confidentiality, legal requirements and your organisational policies and procedures
13. provide information to authorised people on request

Knowledge and understanding

You need to know and understand:

Process financial transactions

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. why it is important to process transactions in accordance with legal requirements and your organisational policies and procedures and what may happen if this is not done
3. how to record financial transactions in accordance with legal requirements and your organisational policies and procedures
4. why it is important to issue and retain receipts
5. why it is important to store money, cheques, records and receipts securely
6. who is the appropriate colleague to refer issues associated with finance
7. issues that are likely to occur with finance and financial transactions

Provide and collect information relevant to the playwork setting

8. the types of enquiry which are likely to be made by enquirers and how to deal with these
9. enquiries which may need to be passed on and to whom
10. the information which needs to be collected about children and their families and why
11. why it is important to record information in accordance with legal requirements and your organisational policies and procedures

Maintain records

12. your responsibilities in relation to legislation covering data protection
13. why it is important to store records securely but in a way which enables them to be found and retrieved quickly
14. the importance of confidentiality and the sharing of information in accordance with legal requirements and your organisational policies and procedures

Scope/range related to performance criteria

Records (*minimum 5 out of 8*)

1. children and their families, including access and or collection arrangements
2. medical requirements of relevant children and young people
3. attendance registers
4. accidents and or incidents
5. participation in trips and outings
6. registration forms
7. emergency contact details
8. administration relating to a play session

Arrangements (*minimum 5 out of 9*)

1. age ranges
2. opening times
3. costs
4. availability
5. space
6. inclusion
7. food and drink
8. transport
9. access and or restrictions for collection

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Contribute to playwork administration

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Suite	Playwork
Keywords	contribute; administration; playwork

Overview

This standard outlines the support required to enable children and young people to travel outside the playwork setting. It also covers the general considerations that should be taken when planning travel arrangements.

The main outcome of this standard is:

1. support the arrival, travel and departure of children and young people

Maintaining the health and safety of children when they are travelling outside the playwork setting is an important duty for many playworkers. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Support children and young people when travelling outside the playwork setting

Performance criteria

You must be able to:

Support the arrival, travel and departure of children and young people

1. gather **information** about the children and young people
2. communicate arrival and departure arrangements to **others**
3. check that parental consent has been obtained and all relevant belongings required for the travel are present
4. greet and welcome children, young people and **others**
5. respond to any **issues** that may arise that may affect the travel
6. check the route and **mode of transport** are suitable for safe and playful travel for children and young people
7. inform children, young people and **others** of the destination, route and **mode of transport**
8. agree with children and young people ways to keep themselves and their belongings safe during travel
9. take account of the needs of children and young people and offer help, when necessary
10. follow legal and organisational policies and procedures to check that all children and young people have been accounted for before, during and after travel
11. make time for winding down and departure

Knowledge and understanding

You need to know and understand:

Support the arrival, travel and departure of children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the types of **information** that needs to be gathered about the children and young people
3. when and how to communicate arrival and departure arrangements to **others** and the importance of doing so
4. why it is important that parental consent has been obtained
5. the factors involved in deciding what relevant belongings are required for the travel
6. ways of greeting and welcoming children, young people and **others**
7. the types of **issues** that may arise, in relation to travel, and how to respond to them
8. why it is important to inform children, young people and **others** of the destination, route and **mode of transport**
9. how and why you need to check the route and **mode of transport** are suitable for safe and playful travel for children and young people
10. how and why you need to agree with children and young people ways to keep themselves and their belongings safe during travel
11. the types of **help** that children and young people need whilst travelling
12. legal and organisational policies and procedures to follow before, during and after travel
13. the importance of winding down and what constitutes adequate time for doing so

Support children and young people when travelling outside the playwork setting

Scope/range related to performance criteria

- #### **Information**
1. personal
 2. emergency contacts
 3. medical
 4. additional needs
 5. permissions
 6. consent
 7. access arrangements and or restrictions for collection

Others

1. parents and or carers
2. staff
3. other visitors

Issues (*minimum 4 out of 9*)

1. illness
2. accidents
3. mechanical
4. missing children and young people
5. loss of belongings
6. weather
7. unexpected route changes
8. behaviour
9. miscommunication

Modes of transport

1. on foot
2. by public transport
3. by private transport

Support children and young people when travelling outside the playwork setting

Scope/range related Information

to knowledge and understanding

1. personal
2. emergency contacts
3. medical
4. additional needs
5. permissions
6. consent
7. access arrangements and or restrictions for collection

Others

1. parents and or carers
2. staff
3. other visitors

Issues

1. illness
2. accidents
3. mechanical
4. missing children and young people
5. loss of belongings
6. weather
7. unexpected route changes
8. behaviour
9. miscommunication

Modes of transport

1. on foot
2. by public transport
3. by private transport

Help

1. emotional
2. physical
3. behavioural

Support children and young people when travelling outside the playwork setting

- 4. medical
- 5. communication

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Support children and young people when travelling outside the playwork setting

Developed by	SkillsActive
Version Number	2
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Status	Original
Originating Organisation	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
Suite	Playwork
Keywords	travel; playwork setting; playwork; transport

Evaluate to improve your own practice and the work of your playwork team

Overview

This standard identifies the need for a playworker to reflect on the way they support children and young people's freely chosen, self-directed play and how they try to improve what they do. As a playworker, you must be aware that the quality of the children and young people's play experiences depends on how well you work with other members of your team and the contribution that you can make to continuously improving what the team does.

The main outcome of this standard is:

1. reflect on and improve your own and your team's playwork practice

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Evaluate to improve your own practice and the work of your playwork team

Performance criteria

You must be able to:

Reflect on and improve your own and your team's playwork practice

1. evaluate **responses** from children, young people and **others** to establish the value of your playwork practice
2. take part in reflective practice with your team to identify ways to improve your own and your team's playwork practice
3. evaluate each aspect of your playwork practice to establish its value
4. take action to improve your playwork practice in line with evaluation outcomes
5. evaluate on how the children and young people's play impacts your emotions
6. take part in continuing professional development to develop your playwork practice in line with organisational requirements
7. develop and implement approaches to improve the work of the team
8. provide support to the team to improve playwork practice in line with organisational objectives
9. create and agree plans to develop your own and your team's knowledge, understanding and skills in line with organisational requirements
10. deliver plans to improve your own and your team's practice

Evaluate to improve your own practice and the work of your playwork team

Knowledge and understanding

You need to know and understand:

Reflect on and improve your own and your team's playwork practice

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the ways children and young people may express their **responses** to your playwork practice
3. methods of reflecting on the **responses** to your playwork practice from children, young people and **others**
4. the importance of analysing playwork practice with colleagues
5. the importance of reflective practice in playwork
6. reflective practice methodology relating to how you undertake your role and its importance
7. how your values, attitudes and experiences impact on your playwork practice
8. the importance of continuing professional development that is relevant to your playwork practice
9. how to maintain a sound, up to date knowledge of the play process
10. different continuing professional development opportunities that may be available
11. how to identify ways in which the team could improve its work and when and how to make suggestions
12. when it is appropriate to challenge existing practice and how to do so
13. how to access sources of help to deal with situations that may affect you emotionally
14. how to create a plan to develop your own and your team's knowledge, understanding and skills

Evaluate to improve your own practice and the work of your playwork team

Scope/range related Responses

**to performance
criteria**

1. reactions from children and young people
2. play cues
3. play behaviour

Others (*minimum 2 out of 4*)

1. parents and or carers
2. colleagues
3. visitors
4. other professionals

Evaluate to improve your own practice and the work of your playwork team

Scope/range related Responses

to knowledge and understanding

1. reactions from children and young people
2. play cues
3. play behaviour

Others

1. parents and or carers
2. colleagues
3. visitors
4. other professionals

Evaluate to improve your own practice and the work of your playwork team

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Evaluate to improve your own practice and the work of your playwork team

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play behaviour

The signs, signals and rituals that tell us that a child or young person is engaged in play

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Evaluate to improve your own practice and the work of your playwork team

Developed by	SkillsActive
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Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW36
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	reflective practice; playwork; team; improve

Overview

This standard is about working in an indoor leisure or entertainment organisation; these types of organisations can vary in nature and can include enclosed playwork settings, family entertainment centres, leisure centres or indoor play activity centres. Indoor play centres will vary in size and content, but all will facilitate children and young people's play in diverse leisure settings.

The main outcomes of this standard are:

1. support the operations of an indoor leisure or entertainment organisation
2. support children and young people's parties and other events in an indoor leisure or entertainment organisation

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Support the operations of an indoor leisure or entertainment organisation

1. confirm your own role and responsibility with the manager
2. follow the pre set-up checklist for the organisation before opening to the public
3. carry out health, safety and hygiene checks in accordance with legal and organisational policies and procedures
4. follow organisational policies and procedures to support the quality of customer care
5. find out the needs and preferences of the children and young people for their engagement in freely chosen and self-directed play
6. meet the needs and preferences of the children and young people
7. respond to the play cues of children and young people
8. evaluate how you have met the needs and preferences of the children and young people and provide feedback to the manager in accordance with organisational policies and procedures
9. ensure the children and young people are involved in the manipulation of play spaces
10. deal with any accidents in accordance with legal and organisational policies and procedures
11. follow the legal and organisational policies and procedures for reporting accidents and incidents

Support children and young people's parties and other events in an indoor leisure or entertainment organisation

12. carry out pre-party or event preparations to meet the customer and organisation's requirements
13. help **others** to feel welcome at the party or event
14. interact with **others** to promote a positive experience
15. support the children and young people's engagement in freely chosen and self-directed play throughout the party or event
16. follow legal and organisational policies and procedures for health, safety and hygiene
17. maintain the timing of the party and events to meet customer and organisational requirements
18. provide feedback to the manager according to organisational policies and procedures

Knowledge and understanding

You need to know and understand:

Support the operations of an indoor leisure or entertainment organisation

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. why you would need to confirm your own role and responsibility on a daily basis with the manager
3. the importance of following the pre set-up checklist for the organisation before opening to the public
4. legal and organisational policies and procedures for customer care, health, safety and hygiene checks
5. how to communicate with children and young people in a way that demonstrates that you value and respect them
6. how to find out the needs and preferences of the children and young people
7. ways to meet the needs and preferences of the children and young people
8. what is freely chosen and self-directed play
9. what are play cues
10. the importance of evaluating how you have met the needs and preferences of the children and young people
11. how to support children and young people's manipulation of the play space
12. how to close down the indoor leisure or entertainment organisation
13. legal and organisational policies and procedures for dealing with and reporting any accidents and incidents

Support children and young people's parties and other events in an indoor leisure or entertainment organisation

14. how to find out the customer and organisation's requirements for parties or events
15. why it is important to help **others** to feel welcome
16. ways of interacting with **others** to promote a positive experience
17. the importance of children and young people's engagement in freely chosen and self-directed play throughout the party or event
18. the importance of maintaining the timing of the party and events
19. when and how to provide feedback to the manager on the party or event in accordance with organisational policies and procedures

Support play in an indoor leisure or entertainment organisation

Scope/range related to performance criteria **Others** (*minimum 3 out of 4*)

1. parent and or carers
2. children and young people
3. other professionals
4. customers

Support play in an indoor leisure or entertainment organisation

Scope/range related Others

to knowledge and understanding

1. parent and or carers
2. children and young people
3. other professionals
4. customers

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play cues

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play preferences

What individual children and young people are interested in and choose to play; based on their prior experience

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Support play in an indoor leisure or entertainment organisation

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW42
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	indoor leisure; entertainment organisation; support; play

Overview

This standard is about carrying out playwork and making provision for free play in a non-dedicated playwork setting. This may be at lunchtimes, in the school playground, in a specialist centre, a hospital, an outdoors centre, a travelling community, after school or during curriculum time outside of lessons. The playworker undertaking this standard may be part of a multi-disciplinary team, a play team, a lone worker, or may only operate as a playworker at particular times; fulfilling the function as part of a bigger job role. The standard is for all sessions where the main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The main outcomes of this standard are:

1. set up play spaces within a non-dedicated playwork setting
2. facilitate play in a non-dedicated playwork setting

This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Performance criteria

You must be able to:

Set up play spaces within a non-dedicated playwork setting

1. identify the play space that will be used for the playwork session
2. help children, young people and **others** understand where the play space exists
3. explain to children, young people and **others** the difference, in terms of expectations, between the play space and other physical and emotional spaces within the non-dedicated playwork setting
4. advocate for children and young people's play
5. help protect the play space that has been created from interventions and interruptions from **others**

Facilitate play in a non-dedicated playwork setting

6. form agreements with the children and young people about how the play space will be used, in line with the playwork practice and owners and or prime users of the facility
7. use agreed areas, materials, resources and equipment to provide opportunities for freely chosen, self-directed play
8. communicate with **others** about children and young people's play experiences
9. encourage children and young people to take ownership and responsibility of the play space created

Knowledge and understanding

You need to know and understand:

Set up play spaces within a non-dedicated playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the importance of providing opportunities for play in other settings
3. the specific requirements, and organisational policies and procedures for providing opportunities for play in a non-dedicated playwork setting
4. how play can enhance experiences for children and young people
5. how to recognise the differences between playwork and play based activity that may happen in other settings
6. the meaning of advocacy and how to do this in a non-dedicated playwork setting
7. potential conflicts between other agendas and the play process

Facilitate play in a non-dedicated playwork setting

8. the difference between the role of the adult in interacting with children and young people in a playwork context to other adults' roles
9. the importance of children and young people's understanding that different expectations may be placed upon them regarding use of the same facility
10. the importance of protecting the play space created
11. the ways for forming agreements with the children and young people about how the play space will be used, in line with the playwork practices and the requirements of owners and or prime users of the facility
12. how to communicate with **others** about children and young people's play experiences
13. the importance of encouraging children and young people to take ownership and responsibility of the play space created

Establish and facilitate play in a non-dedicated playwork setting

Scope/range related Others

**to performance
criteria**

1. parents and or carers
2. external staff

Establish and facilitate play in a non-dedicated playwork setting

Scope/range related Others

to knowledge and understanding

1. parents and or carers
2. external staff

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Advocacy

A role that playworkers take to actively support and promote play and playwork. They also act as representatives, or advocates, to speak up on behalf of children and young people and their play needs, when it is needed

Intervention styles

A range of methods the playworker can use in the playwork setting. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling uninterrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content and or intent of play to the children and young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; and only organising when children and young people want you to

Non-dedicated playwork setting

The provision of play in a setting that is designed for another use such as, a school classroom, a specialist centre, a hospital, an outdoors centre, a travelling community, or an after school club, where there may be conflicting interests in the activities that the children and young people are undertaking, or how the setting is being utilised

Ownership

Children and young people are encouraged to take ownership of their created play space through having freedom to be, freedom to use, freedom to change, a sense of control and having a say

Play space

Establish and facilitate play in a non-dedicated playwork setting

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Establish and facilitate play in a non-dedicated playwork setting

Developed by	SkillsActive
Version Number	2
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Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW30
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	non-dedicated playwork setting; playwork; play

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing



Overview

This standard identifies the requirements when you support children and young people to develop a positive identity and thereby promote their social and emotional wellbeing. This includes helping children and young people to assess their social, emotional and identity needs and supporting them to develop a positive self-image, enhance their self esteem and improve their self-reliance. It also includes observing, assessing and taking action to ensure that children and young people's social, emotional and identity needs are addressed.

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

Performance criteria

Enable children and young people to assess their social, emotional and identity needs

You must be able to:

- P1 engage with the **child or young person** in ways that promote their trust and **active participation**, taking account of their **level of development**
- P2 enable the child or young person to **communicate** their feelings and thoughts about themselves, their past experiences, current circumstances and future plans
- P3 enable the child or young person to express their feelings and thoughts about aspects of their lives which they think are good and not good
- P4 enable the child or young person to express their feelings and thoughts about their relationships with key people
- P5 use spontaneous opportunities to enable children and young people to communicate about their social, emotional and identity needs
- P6 support the child or young person to understand, assess and identify their own social, emotional and identity needs
- P7 support the child or young person to identify any activities or support they think could help to meet their social, emotional and identity needs
- P8 seek appropriate help where you are unable to deal with any issues raised by the child or young person

Support children and young people to develop a positive self-image, self esteem and self-reliance

You must be able to:

- P9 support the child or young person to communicate the impact of their personal circumstances on their self-image
- P10 use planned activities to help the child or young person understand issues about their self-image, self-esteem and identity
- P11 use spontaneous learning opportunities to help the child or young person understand issues about their self-image, self-esteem and identity
- P12 ensure your own actions enhance the self-esteem and self-reliance of the child or young person
- P13 use resources and networks in the local community to introduce positive role models that relate to the child or young person's identity
- P14 encourage the child or young person to identify with and take pride in their own self-image and ethnic, cultural and sexual identity

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

- P15 encourage the child or young person to identify their own strengths and abilities for developing a positive self-image, self-esteem and identity
- P16 provide opportunities for the child or young person to make their own decisions and accept responsibility for their actions, taking account of the **risks** and benefits
- P17 reward achievements and efforts towards self-reliance which enhance the child or young person's self-confidence and self-esteem and their social, emotional and identity development

Promote children and young people's social, emotional and identity development

You must be able to:

- P18 observe the child or young person in a variety of environments, when they are relating to others and when they carry out activities alone and within a group
- P19 identify positive aspects of the child or young person's social, emotional and identity development
- P20 identify scope for further positive development of the child or young person's social, emotional and identity development
- P21 work with the child or young person to build upon positive aspects of their social, emotional and identity development
- P22 work with the child or young person to find ways and activities that will help them to address aspects of their social, emotional and identity development that create challenges for them
- P23 assess observed changes in the child or young person's social and emotional well-being
- P24 take opportunities to explore any changes with the child or young person and **key people**
- P25 seek advice and support to help resolve the child or young person's identity concerns and help them develop a more positive sense of identity

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

and expertise

Theory for practice

You need to know and understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K26 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

Handling information

You need to know and understand:

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how and where to access information and support that can inform your practice when supporting the social, emotional and identity development of children and young people
- K37 the development of self-image and identity in children, and the additional needs regarding the development of identity which children from minority racial groups and cultures, bilingual children, and children of mixed racial origins may have
- K38 stereotypical assumptions based on gender, race, culture, disability, educational experience etc. and how these, unchallenged, can limit the development of positive self-esteem, self-image and identity
- K39 theories relevant to the children and young people with whom you work about loss and change
- K40 theories relevant to the children and young people with whom you work about the effects of stress and distress
- K41 the role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- K42 methods of working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- K43 factors that cause risks and those that ensure safe and effective care for children and young people
- K44 the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- K45 type of support to promote the abilities of children, young people and parents
- K46 methods of developing positive identity, self-esteem and self-reliance in children and young people
- K47 methods of engaging and sustaining the child/young person's interest and involvement when working on social, emotional and identity development
- K48 reasons for distress when working on identity issues with young person
- K49 the type of opportunities that occur naturally that can be used to

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

- help children to communicate, and deal positively with, their feelings to develop socially and emotionally
- K50 the type of opportunities that occur naturally that can be used to reinforce positive aspects of children and young people's social, emotional, identity, self-esteem and self-reliance
- K51 difficulties which may be experienced by young people who have been abused, neglected or insufficiently supported to develop socially and emotionally
- K52 planning, provision and evaluation of activities to explore issues of social, emotional and identity development

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

The **child or young person** from birth to 18 years of age who requires health and care services; also to 21 where the child or young person is still eligible through legislation or policy to receive children and young people's services

To **communicate** may include using the child or young person's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Level of development includes the cognitive, linguistic, physical, social, emotional and intellectual level of the child or young person

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights that individuals have:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

SCDHSC0312

Support children and young people to develop a positive identity and emotional wellbeing

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Suite	Health and Social Care
Key words	development, identity, emotionally

SCDCCLD0209

Support a child with additional support needs



Overview

This standard identifies the requirements when supporting the care, learning and development of a child with additional support needs. You will be able to support a child with additional support needs by providing care and encouragement, enable them to participate in activities and experiences and support the child and key people, according to the procedures of the setting

SCDCCLD0209

Support a child with additional support needs

Performance criteria

Support a child with additional support needs by providing care and encouragement

You must be able to:

- P1 seek information about the **child's** individual needs from **others** and the child and **key people**
- P2 follow the child's individual plan as a basis for their care and participation
- P3 promptly refer to others any concerns about the child, according to the procedures of your setting
- P4 give praise and reward for the child's efforts and achievements
- P5 sensitively support and care for the child, making sure that what you do is suitable for the child's needs and abilities
- P6 communicate effectively with the child, seeking advice and support to overcome any communication difficulties

Provide support to help the child to participate in activities and experiences

You must be able to:

- P7 observe the child in everyday activities, identifying any **barriers to participation** in activities and experiences
- P8 offer alternative activities if required
- P9 use any specialist aids and equipment as required
- P10 adapt the environment, including layout of furniture and accessibility of equipment
- P11 encourage children's positive behaviour

Support the child and key people according to the procedures of the setting

You must be able to:

- P12 seek help from others when you require information or support
- P13 record children's progress according to agreed methods
- P14 provide personalised support to the child and key people
- P15 support key people to participate in activities with children, as required by your setting
- P16 give feedback about a child's progress to the child and other adults as required

SCDCCLD0209

Support a child with additional support needs

Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

You need to know and understand:

How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of the child or young person
- K16 the child's cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect the child's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

SCDCCLD0209

Support a child with additional support needs

Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 the main stages of child development

Communication

You need to know and understand:

- K26 the importance of effective communication in the work setting
- K27 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K28 ways to support communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K29 why it is important to reflect on how you do your work
- K30 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K31 your work setting policies and practices for health, safety and security
- K32 practices that help to prevent and control infection

Safeguarding

You need to know and understand:

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication

SCDCCLD0209

Support a child with additional support needs

- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K42 the **transitions** that children and young people may go through
- K43 how to adapt activities and experiences to enable the child to take part, in consultation with others
- K44 laws and codes of practice affecting provision for children with **additional support needs** within your home country
- K45 the rights of children and key people who are eligible for direct payments and the processes involved.
- K46 the rationale for the personalisation of care and how this can work in practice
- K47 the impact of direct payments on care of children with additional support needs
- K48 the meaning and application of 'participation' and why this is important.
- K49 specialist local and national support and information that is available for children with additional support needs
- K50 partnerships with parents and key people are at the heart of provision as they know most about their child and how partnerships can be encouraged
- K51 the importance of not labelling children and having realistic expectations
- K52 how **integration** and inclusion works in your setting and local area and the reasons for its benefits or otherwise
- K53 details about particular additional support needs affecting the children in your care
- K54 how to use **Augmentative and Alternative Communication** and assist children through use of all their available sense
- K55 the range of commonly used **assistive technology** in mainstream work contexts
- K56 how the provision supports all children including gifted children and those with occasional and longer term support needs"
- K57 planning for each child's individual requirements in partnership with others
- K58 what barriers may exist preventing children's participation and how to remove these barriers
- K59 how to make sure what you do is suitable for all the children you work with, according to their needs and abilities
- K60 what specialist aids and equipment are available for the children

SCDCCLD0209

Support a child with additional support needs

you work with and how to use these safely
K61 the possible impact of having a child with additional support needs

SCDCCLD0209

Support a child with additional support needs

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Barriers to participation are anything that prevents the child participating fully in activities and experiences offered by the setting or service

Children with whom you are working, except where otherwise stated

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

SCDCCLD0209

Support a child with additional support needs

Scope/range relating to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Additional support needs are physical or mental impairments which have a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities. They includes special educational needs (SEN) which can mean that children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children

Assistive technology is technology that supports a child's ability to participate in the setting. It is a broad term that includes items ranging from e.g. a simple foam wedge for positioning to sophisticated power mobility devices

Augmentative and Alternative Communication (AAC) refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Integration is inclusion of children with disabilities or special educational needs in mainstream settings

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

SCDCCLD0209

Support a child with additional support needs

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

SCDCCLD0209

Support a child with additional support needs

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Suite	Children's Care Learning and Development
Key words	support, additional needs

SCDHSC0241

Contribute to the effectiveness of teams



Overview

This standard identifies the requirements when you contribute to the effectiveness of a team. This includes agreeing your role and responsibilities within the team, participating effectively as a team member and contributing to the team's effectiveness.

SCDHSC0241

Contribute to the effectiveness of teams

Performance criteria

Agree your role and responsibilities within the team

You must be able to:

- P1 access information about the **team**, its objectives and its purpose
- P2 ensure you understand the information about the team, its objectives and its purpose
- P3 work with other team members to agree your role and responsibilities and how they contribute to the overall objectives and purpose of the team
- P4 work with other team members to agree their roles and responsibilities
- P5 work with other team members to clarify how you can and should contribute to team activities, objectives and purposes

Participate effectively as a team member

You must be able to:

- P6 carry out your agreed role and responsibilities within the team
- P7 inform other members of the team about your activities
- P8 ensure your **behaviour** towards other team members helps the team to function effectively
- P9 complete your commitments to other team members effectively and according to overall work priorities
- P10 where you cannot complete any commitments within timescales specified, immediately inform appropriate team members
- P11 respond to differences of opinion constructively and in ways which respect other team members' points of view
- P12 where you experience problems in working effectively with other team members, seek appropriate advice and guidance

Contribute to improving the team's effectiveness

You must be able to:

- P13 offer supportive and constructive assistance to team members
- P14 offer suggestions, ideas and information that will benefit team members and improve team working
- P15 invite feedback from **others** about how you carry out your role in the team
- P16 use suggestions and information from others to improve your practice as a team member
- P17 take responsibility for agreeing and undertaking any development and learning that will enable you to carry out your role and responsibilities within the team more effectively

SCDHSC0241

Contribute to the effectiveness of teams

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your duty to report any acts or omissions that could infringe the rights of individuals
- K3 how to deal with and challenge discrimination

Your practice

You need to know and understand:

- K4 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K5 your own background, experiences and beliefs that may have an impact on your practice
- K6 your own roles, responsibilities and accountabilities with their limits and boundaries
- K7 the roles, responsibilities and accountabilities of others with whom you work
- K8 how to access and work to procedures and agreed ways of working
- K9 how to manage ethical conflicts and dilemmas in your work
- K10 how to challenge poor practice
- K11 how and when to seek support in situations beyond your experience and expertise

Personal and professional development

You need to know and understand:

- K12 principles of reflective practice and why it is important

Communication

You need to know and understand:

- K13 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Handling information

You need to know and understand:

- K14 legal requirements, policies and procedures for the security and confidentiality of information
- K15 legal and work setting requirements for recording information and producing reports
- K16 principles of confidentiality and when to pass on otherwise confidential information

SCDHSC0241

Contribute to the effectiveness of teams

Specific to this NOS

You need to know and understand:

- K17 principles that underpin effective team working
- K18 how to work in partnership with team members
- K19 styles of interaction and how these can affect team working
- K20 barriers to developing relationships within the team and how these can be overcome
- K21 problems which may be encountered when relating to and interacting with other team members and how these can best be handled
- K22 your own strengths and development needs as an individual worker and as a team member
- K23 opportunities available for continuing learning and development to support you in team working and activities

SCDHSC0241

Contribute to the effectiveness of teams

Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Behaviour includes everything you say and everything you do

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

A **team** is a group of people working together for a specific purpose; it may be a work team, a multi disciplinary team or a broader multi agency team

Values

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

SCDHSC0241

Contribute to the effectiveness of teams

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Relevant occupations	Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services
Suite	Health and Social Care; Children's Care Learning and Development
Key words	contribute, effectiveness, participate

Overview

This standard is about contributing to the running of a playwork setting and the maintenance involved in providing a healthy, safe and secure physical environment in which play can take place.

The main outcomes of this standard are:

1. contribute to the development of the playwork setting
2. contribute to the maintenance of the playwork setting
3. contribute to the maintenance of health, safety and security in the playwork setting

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the running of a playwork setting

Performance criteria

You must be able to:

Contribute to the development of the playwork setting

1. administer play provision in accordance with legal and organisational policies and procedures
2. support **others** to establish and maintain the playwork setting to meet the play needs of children and young people
3. take responsibility for risk management
4. record and file risk-benefit assessments
5. contribute to the maintenance of records in accordance with organisational policies and procedures
6. provide a playwork setting that reflects and promotes diversity and inclusion
7. provide **information** to authorised people and agencies in accordance with organisational policies and procedures
8. support children and young people's manipulation and changing of the play space
9. contribute to a culture where the staff, children and young people are involved in the creation of new and enriched play spaces within the playwork setting

Contribute to the maintenance of the playwork setting

10. provide resources which are accessible to all children and young people
11. check the playwork setting is accessible and inclusive
12. carry out all site checks with staff in accordance with organisational policies and procedures
13. report, arrange and check maintenance work is completed as required
14. monitor and maintain equipment and the playwork setting in accordance with organisational policies and procedures
15. provide a playwork setting that supports all children and young people's wellbeing

Contribute to the maintenance of health, safety and security in the playwork setting

16. contribute to the health, safety and security of children and young people
17. work with **others** to adhere to health, safety and security procedures, providing them with help and support when necessary
18. contribute to maintaining records about the health, safety and security

Contribute to the running of a playwork setting

requirements for your playwork setting in accordance with legal and organisational policies and procedures

19. provide advice about the health, safety and security procedures to all children, young people and adults using the playwork setting

20. maintain supervision of children and young people, considering the levels of risk and the child or young person's needs, preferences and stage of development

21. assist children and young people to manage risk for themselves and have an awareness of their own and **others'** safety

22. contribute to the review and revision of your organisational procedures on health, safety and security, as required

23. implement procedures for accidents, injuries, illnesses and other emergencies

24. contribute to the access procedures of **others** according to legal and organisational policies

25. contribute to the confidentiality policies and procedures in your organisation relating to the access arrangements to **information**

Contribute to the running of a playwork setting

Knowledge and understanding

You need to know and understand:

Contribute to the development of the playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to support **others** to establish and maintain the playwork setting to meet the play needs of children and young people
3. the responsibilities to take for risk management
4. differences between formal risk assessments and dynamic risk-benefit assessments
5. how to undertake, record and reflect on dynamic risk-benefit assessments
6. theories and models of risk assessment to cover the playwork setting for children, young people and **others** both indoors, outdoors and on outings
7. the importance of carrying out observations of play within the playwork setting
8. the importance of ensuring that reflection on observations is used to improve playwork practice
9. how to maintain records in accordance with organisational policies and procedures and the importance of keeping them complete, legible and up-to-date
10. the importance of diversity and inclusion to the playwork setting
11. current models and good practice to do with inclusion
12. the social and medical models of disability and the differences between them
13. ways to recognise and overcome **barriers to inclusion** in the playwork setting
14. how to support inclusion and diversity through your words, actions and behaviours in the playwork setting
15. how to promote the playwork setting to children, young people, parents and carers who may experience barriers to participation
16. the types of support that children and young people may need to access and make best use of the playwork setting
17. organisational policies and procedures for providing **information** to authorised people and agencies and the type of **information** that may need to be passed
18. the importance of storing records confidentially in accordance with legal and organisational policies and procedures
19. ways to support children and young people's manipulation and changing of the play space

Contribute to the running of a playwork setting

20. ways to support a culture within the staff and the children and young people to be involved in the creation of new and enriched play spaces within the playwork setting

Contribute to the maintenance of the playwork setting

21. ways of making sure there are resources which are accessible to all children and young people

22. ways of ensuring the playwork setting is accessible and inclusive

23. organisational policies and procedures for carrying out site checks

24. how to ensure maintenance work is completed in accordance with legal and organisational procedures

25. organisational policies and procedures for monitoring and maintaining equipment

26. the importance of ensuring there is a culture of change and variety in the playwork setting and amongst the team to meet the needs of all children and young people

27. the importance of ensuring that the playwork setting supports all children and young people's wellbeing

28. how to engage with children and young people to create play spaces

29. the requirement for ensuring requested play opportunities are available

Contribute to the maintenance of health, safety and security in the playwork setting

30. your responsibility for health, safety and security of children and young people

31. the statutory, regulatory and organisational policies and procedures for the health, safety and security of children, young people and **others** in your playwork setting

32. agreements on confidentiality which have been made with parents and carers

33. the importance of all children, young people and adults using the playwork setting receiving advice about the health, safety and security procedures

34. the stages of development of children and young people and the implications these have for health, safety and security arrangements

35. the importance of children and young people managing risk for themselves according to their needs, preferences and stages of development and having an awareness of their own and **others'** safety

Contribute to the running of a playwork setting

- 36. methods of reviewing and revising your organisational policies and procedures on health, safety and security
- 37. the procedures for accidents, injuries, illnesses and other **emergencies** and how to implement these
- 38. legal and organisational procedures for the storage and administration of medicines
- 39. legal and organisational policies and procedures covering manual handling and the risks associated with lifting and carrying
- 40. the contents of a first aid kit
- 41. signs and symptoms of common childhood illness and allergies and the organisational policies and procedures for responding
- 42. **safety checking** of the indoor and outdoor environment before, during and after work activities
- 43. **good hygiene practices** to avoid risk of cross-infection

Contribute to the running of a playwork setting

**Scope/range related
to performance
criteria**

Others

1. staff
2. visitors
3. parents and or carers

Information (*minimum of 4 out of 6*)

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Contribute to the running of a playwork setting

**Scope/range related
to knowledge and
understanding**

Others

1. staff
2. visitors
3. parents and or carers

Barriers to inclusion

1. attitudinal
2. environmental
3. institutional

Information

1. background
2. dietary needs
3. allergies
4. personal care requirements
5. access and collection arrangements
6. organisational records

Emergencies

1. fire
2. missing children
3. evacuation

Safety checking

1. facilities and equipment
2. toilet and washing areas
3. movement and activity of children and young people

Good hygiene practice

1. appropriate systems to dispose of different types of waste
2. food handling
3. handling body fluids
4. contagious and blood-borne diseases

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Barriers to inclusion

Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities

Play needs

What individual children and young people have to have in order to be able to play, but are not always able to have for a variety of reasons; for example, lack of access, overprotective adults, lack of outdoor environments, etc.

Play provision

Adult created places where children and young people can play

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the running of a playwork setting

Developed by	SkillsActive
Version Number	1
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	New
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	contribute; playwork setting; maintenance; development; health, safety and security

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Overview

This standard is about complying with legal requirements and organisational policies and procedures relating to the rights of children and young people. It also covers the implementation and the responsibility of maintaining these policies within your playwork setting and with staff with whom you work and may have some responsibility for.

The main outcomes of this standard are:

1. contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people
2. facilitate staff awareness of and implement organisational policies and procedures

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Performance criteria

You must be able to:

Contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people

1. investigate children and young people's **rights**
2. evaluate existing **policies and procedures** to ensure the **rights** of children and young people in your playwork setting are being met
3. consult with children and young people on the ways the playwork setting can best meet their **rights**
4. develop group agreements with children and young people on ways of meeting their needs and **rights**
5. consult with **staff** and agree on **policies and procedures** that are based on meeting the needs and **rights** of
6. provide information and suggestions on these **policies and procedures** to **staff**

Facilitate staff awareness of and implement organisational policies and procedures

7. regularly check that **staff** are aware the **policies and procedures**
8. contribute to a culture of diversity and inclusion with **staff** and other relevant adults
9. observe, collect feedback and evaluate how well the **policies and procedures** are working within your playwork setting

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Knowledge and understanding

You need to know and understand:

Contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to carry out research on children and young people's **rights** and identify the implications for your playwork setting
3. basic requirements of national and regional legislation upholding children's right to play
4. basic requirements of national legislation on the **rights** of children and young people
5. basic requirements of legislation covering Equal Opportunities and Disability Discrimination
6. local guidance, **policies and procedures** and how they apply to your playwork setting
7. the basic stages of child development and their implications for children and young people's needs and **rights** in a playwork context
8. the importance of the playwork setting having policies and procedures that reflect children and young people's **rights**
9. the importance of children and young people being consulted with and involved in decision making and how to consult effectively with them
10. the importance of diversity and inclusion to the playwork setting
11. how to support diversity and inclusion through your words, actions and behaviours in your playwork setting
12. why it is important to promote the playwork setting to children and young people who may experience barriers to participation
13. types of support that children and young people may need to access to make best use of the playwork setting
14. current theories and good practice relating to inclusion
15. how to promote and advocate for children and young people's **rights** in your playwork setting

Facilitate staff awareness of and implement organisational policies and procedures

16. how to support the implementation of organisational **policies and procedures** within your playwork setting

Contribute to the development and review of policies and procedures relating to the rights of children and young people

17. ways of supporting staff understand the **policies and procedures** and why it is important to complete this regularly
18. how to ensure the **rights** of children and young people in your playwork setting are being met by **staff**
19. diversity and inclusion issues and when and how to provide **staff** with support
20. how to collect feedback and evaluate how **policies and procedures** are working within your playwork setting

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Scope/range related to performance criteria **Rights** (*minimum of 4 out of 6*)

1. for play and social activities
2. for care and safety
3. for emotional wellbeing
4. for inclusion
5. for acknowledgement of their identity
6. for information

Policies and procedures (*minimum of 4 out of 7*)

1. play and social activities
2. inclusion and anti-discriminatory practice
3. child protection and bullying
4. health and safety
5. responding to behaviour
6. assisting children and young people to make transitions
7. interagency working

Staff (*minimum of 3 out of 4*)

1. with whom you work
2. for whom you are responsible
3. paid and or unpaid
4. students and or trainees

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Scope/range related to knowledge and understanding

- Rights**
1. for play and social activities
 2. for care and safety
 3. for emotional wellbeing
 4. for inclusion
 5. for acknowledgement of their identity
 6. for information

Policies and procedures

1. play and social activities
2. inclusion and anti-discriminatory practice
3. child protection and bullying
4. health and safety
5. responding to behaviour
6. assisting children and young people to make transitions
7. interagency working

Staff

1. with whom you work
2. for whom you are responsible
3. paid and or unpaid
4. students and or trainees

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKABB226
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	contribute; development; review; policies and procedures; rights; children and young people

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Overview

This standard is about complying with legal requirements and organisational policies and procedures relating to the rights of children and young people. It also covers the implementation and the responsibility of maintaining these policies within your playwork setting and with staff with whom you work and may have some responsibility for.

The main outcomes of this standard are:

1. contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people
2. facilitate staff awareness of and implement organisational policies and procedures

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff who have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Performance criteria

You must be able to:

Contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people

1. investigate children and young people's **rights**
2. evaluate existing **policies and procedures** to ensure the **rights** of children and young people in your playwork setting are being met
3. consult with children and young people on the ways the playwork setting can best meet their **rights**
4. develop group agreements with children and young people on ways of meeting their needs and **rights**
5. consult with **staff** and agree on **policies and procedures** that are based on meeting the needs and **rights** of
6. provide information and suggestions on these **policies and procedures** to **staff**

Facilitate staff awareness of and implement organisational policies and procedures

7. regularly check that **staff** are aware the **policies and procedures**
8. contribute to a culture of diversity and inclusion with **staff** and other relevant adults
9. observe, collect feedback and evaluate how well the **policies and procedures** are working within your playwork setting

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Knowledge and understanding

You need to know and understand:

Contribute to the development and review of the organisational policies and procedures relating to the rights of children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. how to carry out research on children and young people's **rights** and identify the implications for your playwork setting
3. basic requirements of national and regional legislation upholding children's right to play
4. basic requirements of national legislation on the **rights** of children and young people
5. basic requirements of legislation covering Equal Opportunities and Disability Discrimination
6. local guidance, **policies and procedures** and how they apply to your playwork setting
7. the basic stages of child development and their implications for children and young people's needs and **rights** in a playwork context
8. the importance of the playwork setting having policies and procedures that reflect children and young people's **rights**
9. the importance of children and young people being consulted with and involved in decision making and how to consult effectively with them
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11. how to support diversity and inclusion through your words, actions and behaviours in your playwork setting
12. why it is important to promote the playwork setting to children and young people who may experience barriers to participation
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14. current theories and good practice relating to inclusion
15. how to promote and advocate for children and young people's **rights** in your playwork setting

Facilitate staff awareness of and implement organisational policies and procedures

16. how to support the implementation of organisational **policies and procedures** within your playwork setting

Contribute to the development and review of policies and procedures relating to the rights of children and young people

17. ways of supporting staff understand the **policies and procedures** and why it is important to complete this regularly
18. how to ensure the **rights** of children and young people in your playwork setting are being met by **staff**
19. diversity and inclusion issues and when and how to provide **staff** with support
20. how to collect feedback and evaluate how **policies and procedures** are working within your playwork setting

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Scope/range related to performance criteria **Rights** (*minimum of 4 out of 6*)

1. for play and social activities
2. for care and safety
3. for emotional wellbeing
4. for inclusion
5. for acknowledgement of their identity
6. for information

Policies and procedures (*minimum of 4 out of 7*)

1. play and social activities
2. inclusion and anti-discriminatory practice
3. child protection and bullying
4. health and safety
5. responding to behaviour
6. assisting children and young people to make transitions
7. interagency working

Staff (*minimum of 3 out of 4*)

1. with whom you work
2. for whom you are responsible
3. paid and or unpaid
4. students and or trainees

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Scope/range related Rights

to knowledge and understanding

1. for play and social activities
2. for care and safety
3. for emotional wellbeing
4. for inclusion
5. for acknowledgement of their identity
6. for information

Policies and procedures

1. play and social activities
2. inclusion and anti-discriminatory practice
3. child protection and bullying
4. health and safety
5. responding to behaviour
6. assisting children and young people to make transitions
7. interagency working

Staff

1. with whom you work
2. for whom you are responsible
3. paid and or unpaid
4. students and or trainees

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
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3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

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Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Contribute to the development and review of policies and procedures relating to the rights of children and young people

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKABB226
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	contribute; development; review; policies and procedures; rights; children and young people

Contribute to the communication and promotion of work being undertaken in your playwork setting

Overview

This standard is about supporting the promotion of the work being undertaken in your playwork setting and its value to the community by, for example, attending networks and external meetings that could be useful to your job and your future career.

The main outcomes of this standard are:

1. communicate with others about your playwork setting
2. contribute to the promotion of services within your playwork setting

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that do not have full responsibility for the playwork setting but make a significant contribution to supporting play.

This standard is underpinned by the Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the communication and promotion of work being undertaken in your playwork setting

Performance criteria

You must be able to:

Communicate with others about your playwork setting

1. identify opportunities to promote your area of work and playwork setting to **others**
2. discuss your proposal with your responsible colleague
3. explain and or promote your playwork setting to **others**
4. communicate a variety of information to **others** about your playwork setting, in accordance with your organisational policies and procedures
5. explain to **others** how the work of your playwork setting is of benefit to the community
6. gain feedback from **others** about their views of your playwork setting and the **services** offered and share this with your responsible colleague

Contribute to the promotion of services within your playwork setting

7. make suggestions for **promotional methods** to your responsible colleague, which are consistent with the agreed target groups, available resources and legal requirements
8. contribute to the development of realistic **promotional methods** for promoting the **services** undertaken in your playwork setting, in agreement with your responsible colleague
9. consult on possible improvements to **services** with **appropriate others** in your playwork setting
10. develop a **plan** for the promotion of **services** with **others** and your responsible colleague
11. implement the **promotional methods**
12. collate and evaluate the findings to judge the effectiveness of the promotion
13. feedback your evaluation to your responsible colleague and agree recommendations and changes to be made

Contribute to the communication and promotion of work being undertaken in your playwork setting

Knowledge and understanding

You need to know and understand:

Communicate with others about your playwork setting

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. the **aspects of your work and playwork setting** that can be promoted
3. ways of promoting the work undertaken by your playwork setting work to **others** in a way that meets their needs
4. how **others** can support your playwork setting
5. how the work of your playwork setting is of benefit to **others** and the community
6. methods of gaining feedback from **others** about their views of your playwork setting
7. how to present information in a way which meets the needs of those with whom you are communicating
8. the importance of keeping your responsible colleague informed about your activities with **others**

Contribute to the promotion of services within your playwork setting

9. how to develop **promotional methods** for your playwork setting
10. the importance of trying to continuously improve provision of **services**
11. how to develop evaluation methods and identify appropriate criteria
12. the importance of implementing methods in line with the agreed **plan**
13. how to collate, analyse and report on evaluations
14. the organisational procedures for suggesting improvements to **services**
15. how to develop suggestions for **services** based on feedback received and research undertaken
16. how to communicate and present these suggestions
17. how to take account of the needs of different communities when developing promotional materials
18. how to develop promotional materials appropriate to these methods
19. the importance of implementing methods and materials in line with the agreed organisational policies and procedures
20. how to present information, using a variety of **methods of communication**
21. the responsible colleague with whom to discuss and agree the promotional **plan** for improvement to **services**

Contribute to the communication and promotion of work being undertaken in your playwork setting

Scope/range related to performance criteria **Others** (*minimum of 5 out of 8*)

1. external professionals
2. staff
3. children and young people
4. children and young people who experience barriers to access
5. parents and or carers
6. organisations
7. professionals in other disciplines
8. individuals in the community

Services

1. existing
2. new

Promotional methods

1. leaflet distribution
2. social media
3. visits
4. events
5. incentive schemes

Appropriate others

1. current users of your services
2. potential new users of your services
3. users who experience barriers to access
4. colleagues

Contribute to the communication and promotion of work being undertaken in your playwork setting

Scope/range related to knowledge and understanding **Aspects of your work and playwork setting**

1. play
2. playwork
3. ethos
4. services
5. opportunities
6. events
7. campaigns
8. links with other organisations
9. responsibilities
10. achievements
11. context

Others

1. external professionals
2. staff
3. children and young people
4. children and young people who experience barriers to access
5. parents and or carers
6. organisations
7. professionals in other disciplines
8. individuals in the community

Promotional methods

1. leaflet distribution
2. media features
3. visits
4. events
5. incentive schemes

Services

1. existing
2. new

Contribute to the communication and promotion of work being undertaken in your playwork setting

Plan

1. resources
2. timescales
3. distribution method
4. promotional code, for recording
5. cut off period for end of promotion

Methods of communication

Methods

1. interpersonal
2. individual styles
3. inclusive
4. formal
5. informal
6. meetings
7. events

Types of media

1. printed
2. visual
3. tele-communication
4. electronic or web communication

Contribute to the communication and promotion of work being undertaken in your playwork setting

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

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4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Contribute to the communication and promotion of work being undertaken in your playwork setting

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

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Glossary

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the communication and promotion of work being undertaken in your playwork setting

Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAB227
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	contribute; promotion; playwork; playwork setting; community

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

Overview

This standard is about contributing to the implementation and maintenance procedures relating to safeguarding issues and potential bullying, within your playwork setting.

The main outcomes of this standard are:

1. contribute to and follow procedures to safeguard children and young people
2. contribute to the implementation of policy and procedures to respond to potential bullying

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

Performance criteria

You must be able to:

Contribute to and follow procedures to safeguard children and young people

1. follow current legal, regulatory and organisational requirements for the protection of children and or young people from **abuse** in relation to your role
2. take part in training to implement the safeguarding procedures
3. provide support to children and or young people about how to keep themselves safe from **abuse**
4. provide support to children and or young people on their rights
5. provide support to children and or young people with guidance on what to do if they experience **abuse**

Contribute to the implementation of policy and procedures to respond to potential bullying

6. contribute to the implementation of your organisation's anti-bullying policy
7. follow your organisation's anti-bullying policy and procedures for reporting signs of potential bullying
8. provide support to children and or young people about how to keep themselves safe from bullying

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

Knowledge and understanding

You need to know and understand:

Contribute to and follow procedures to safeguard children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within your own role
2. your own role and responsibilities in relation to the protection of children and or young people
3. your organisation's safeguarding procedures for the protection of children and or young people from **abuse**
4. current legal and regulatory requirements for safeguarding, where to access them and the importance of keeping up-to-date with them in relation to your role
5. sources of information on best practice in relation to safeguarding
6. the importance of recognising, reporting and recording concerns of **abuse** in relation to any child or young person
7. the importance of undertaking current and relevant training
8. how to recognise and respond to symptoms of **abuse** and neglect in accordance with current legal, regulatory and organisational requirements
9. the types of, and where to access, the information children and or young people may need about how to keep themselves safe from **abuse**
10. ways of providing information to children and or young people on their rights and the importance of doing so
11. the importance of promoting self-esteem and resilience in children and or young people
12. the factors that may make certain children and or young people more vulnerable to **abuse** and the importance of remaining aware of this
13. how to provide guidance and support to children and or young people on what they could do if they experience **abuse**

Contribute to the implementation of policy and procedures to respond to potential bullying

14. your organisational anti-bullying policy and procedures and why these are important
15. **types** of bullying
16. how to identify and respond to concerns of bullying in accordance with your organisation's anti-bullying policy and procedures
17. the procedures for reporting and recording information with regard to

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

bullying

18. why you may need support and the sources, location and type of support that may be necessary

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

Scope/range related Abuse

**to performance
criteria**

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Others (*minimum 3 out of 5*)

1. other professionals involved in child protection
2. staff
3. senior managers
4. key professionals involved with individual children and or young people
5. referral agencies

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

Scope/range related Abuse

to knowledge and understanding

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Types

1. emotional
2. physical
3. cyber

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Playwork setting

Somewhere children and young people have the opportunity to play that is staffed by playworkers

Play space

A place formed by children and young people playing. It can be physical, affective, permanent, transient or cyber

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

Contribute to the implementation of policies and procedures to safeguard children and young people within the playwork setting

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