

Contribute to undertaking risk assessments in the playwork setting

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.

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.

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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

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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 to performance criteria	Aspects of the playwork setting
	1. space
	2. behaviour
	3. equipment
	4. materials
	5. resources

Others

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

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Scope/range related to knowledge and understanding	Others
	1. parents and or carers
	2. staff
	3. other professionals

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 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

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