

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.

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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

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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

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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

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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

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Scope/range related Signs and indicators to knowledge and understanding

- 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

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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.

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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

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