

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.**

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## 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**

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- 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

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## 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

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- 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

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**Scope/range related Others****to performance****criteria**

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

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### **Scope/range related Challenges**

**to knowledge and understanding**

- 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

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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

### **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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