

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.

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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

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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

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bullying

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

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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

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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

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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

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

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