

Develop and enhance relationships in the playwork setting

Overview

This standard is about developing and enhancing relationships in the playwork setting with children, young people, parents, carers, groups and individuals.

The main outcomes of this standard are:

1. interact with children, young people and others to enhance relationships
2. interact with groups and individuals to enhance relationships

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: **Interact with children, young people and others to enhance relationships**

1. facilitate awareness amongst children, young people and **others** to understand other people's individualities, diversity, differences and points of view
2. **communicate** with children, young people and **others**
3. respond to questions, ideas and suggestions from children, young people and **others**
4. promote play and playwork to **others**
5. nurture relationships between children and young people in the playwork setting, without direct intervention
6. encourage children and young people to make choices for themselves
7. encourage children and young people to develop agreements about the way they interact with each other
8. involve **others** and take account of their **views** about decisions and activities relating to play and playwork
9. respond to children and young people who have been affected by the behaviour of **others**
10. facilitate children and young people to deal with conflict for themselves, with minimum intervention
11. encourage and participate in reflective practice with **others**

Interact with groups and individuals to enhance relationships

12. promote the purpose, values and approaches of playwork practice, in accordance with your organisational policies and procedures, to **groups and individuals**
13. **communicate** with **groups and individuals**
14. respond to questions, ideas and suggestions from **groups and individuals**
15. exchange **information** with **groups and individuals** in ways that meet their needs and in accordance with your organisational policies and procedures
16. respond to issues, disagreements or concerns from **groups and individuals** in accordance with your organisational policies and procedures
17. accept and respond to feedback from **groups and individuals** in accordance with your organisational policies and procedures
18. fulfil agreements made with **groups and individuals** and keep them informed of progress
19. advise **groups and individuals** of any significant difficulties or where it will be impossible to fulfil agreements

20. negotiate agreements and compromises, where necessary, to maintain and enhance relationships with **groups and individuals**

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Knowledge and understanding

You need to know and understand:

Interact with children, young people and others to enhance relationships

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. children and young people's individualities and differences
3. how to promote diversity and inclusion within your organisation and playwork practice
4. **challenges to communication** and how to address them
5. the different **ways of communicating** with children, young people and **others**
6. how to actively listen and respond to non-verbal and verbal communication
7. how to respond to children, young people's and **others'** questions, ideas and suggestions
8. when and how to share **information** with **others**, whilst keeping the children and young people's best interests in mind
9. how to promote play and playwork to **others**
10. how to help children and young people respect other people's feelings and points of view and how to facilitate this to develop agreements about the way they interact with each other
11. how to consult with **others** in relation to decisions and activities and taking account of their **views**
12. that children and young people need to make their own choices about who they play with and how to facilitate this
13. how the presence of adults can sometimes inhibit children and young people's independence and decision-making
14. ways to support children and young people who have been affected by the behaviour of other people
15. how to support children and young people to deal with conflict for themselves and why this is important
16. the importance of encouraging and participating in reflective practice with **others** and ways of doing this

Interact with groups and individuals to enhance relationships

17. how to promote the purpose, values and approaches of playwork practice, in accordance to your organisational policies and procedures, to **groups and individuals**
18. the importance of fulfilling agreements made with **groups and individuals**

and keeping them informed

19. when and how to advise **groups and individuals** of any significant difficulties or where it will be impossible to fulfil agreements

20. ways of negotiating mutual agreements and compromises with **groups and individuals**

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

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

Communicate

1. effectiveness of using verbal and non-verbal communication
2. observation of non-verbal communication
3. responsiveness to verbal and non-verbal communication

Views

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

Groups and individuals (minimum 3 out of 4)

1. from the field of playwork
2. from community groups
3. from the community
4. those who traditionally experience barriers to access

Information (minimum 4 out of 5)

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

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Scope/range related Challenges to communication

to knowledge and understanding

1. cultural
2. social
3. physical
4. emotional
5. developmental

Ways of communicating

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

Others

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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.

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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Developed by	SkillsActive
Version Number	2
Date Approved	February 2016
Indicative Review Date	April 2021
Validity	Current
Status	Original
Originating Organisation	SkillsActive
Original URN	SKAPW8
Relevant Occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Keywords	develop and enhance; relationships; playwork setting; playwork