

SKAPW6 -FT4M 04

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people



Overview

This unit is about helping to develop and implement policies and procedures that support children and young people's needs and rights. The unit also covers promoting diversity and inclusion in the play setting and contributing to child protection. The unit is appropriate for all settings whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play.

The unit is divided into three parts. The first part describes the four things you have to do. These are:

1. investigate and consult on children and young people's rights
2. contribute to policies and procedures that reflect children and young people's needs and rights
3. promote a diverse and inclusive environment
4. contribute to the protection of children and young people from abuse

The second part describes the knowledge and understanding you must have

The third part gives some examples and explanations of some words we use in this unit

This unit is for experienced staff working directly with children in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

SKAPW6 -FT4M 04

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Performance criteria

You must be able to:

Investigate and consult on children and young people's rights

- P1 investigate the rights of children and young people who may use your setting and identify their needs
- P2 evaluate existing policies and procedures to ensure the rights of children and young people in your setting are being met
- P3 consult with children and young people on the most effective ways the setting can meet their rights
- P4 promote children and young people's rights to adults
- P5 evaluate feedback, in partnership with children and young people, and develop suggestions for meeting their rights in the setting

You must be able to:

Contribute to procedures that reflect children and young people's rights

- P6 develop group agreements with children and young people on ways of meeting their needs and rights
- P7 contribute to, consult on and agree procedures that are based on these ways of meeting needs and rights
- P8 provide information and guidance on these procedures to children, young people and adults in the setting
- P9 observe, collect feedback and evaluate how well the procedures are working
- P10 negotiate ways of improving the procedures with children, young people and adults

You must be able to:

Promote a diverse and inclusive environment

- P11 make sure the environment reflects and promotes diversity and inclusion
- P12 make sure there are resources which are accessible to all children
- P13 promote the environment to children and young people who may experience barriers to participation and provide them with appropriate forms of support
- P14 provide a positive role model for issues to do with diversity and inclusion
- P15 provide opportunities for children and young people to understand and value diversity and inclusion
- P16 promote diversity and inclusion to colleagues and other relevant adults and, where necessary provide them with relevant support
- P17 deal with words and behaviour that challenge diversity and inclusion in a way that is appropriate to the people involved

SKAPW6 -FT4M 04

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

You must be able to:

Contribute to the protection of children and young people from abuse

- P18 make sure you and your colleagues have relevant information about child protection policies and procedures
- P19 give children clear and relevant information about potentially risky situations and how to keep themselves safe from abuse
- P20 help children to feel confident in asserting themselves and their rights
- P21 provide children with guidance on what they could do if they or others experience abuse
- P22 promptly identify when there are concerns that children and young people may be experiencing abuse
- P23 sensitively collect and assess as much information as possible about your concerns
- P24 promptly follow your organisational procedures in response to your concerns
- P25 maintain the confidentiality of information

SKAPW6 -FT4M 04

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Knowledge and understanding

You need to know and understand:

for the whole unit

- K1 how playwork principles specifically relate to this unit
- K2 basic requirements of the united nations convention on the rights of the child and of national legislation on the rights of children and young people
- K3 basic requirements of legislation covering equal opportunities and disability discrimination
- K4 local guidance, policies and procedures and how they apply to the play environment
- K5 local agencies with responsibilities for child protection
- K6 the basic stages of child development and their implications for children and young people's needs and rights in a playwork context
- K7 the importance of the setting having policies and procedures that reflect children and young people's rights
- K8 the importance of children and young people being consulted and involved in decision making
- K9 the importance of diversity and inclusion to the play setting
- K10 current theories and good practice to do with inclusion
- K11 how to identify good inclusive practice in the play setting
- K12 how to recognise attitudinal, environmental and institutional barriers to inclusion in the play setting
- K13 ways to overcome these barriers to inclusion
- K14 the difference between separate, segregated, integrated and inclusive play provision
- K15 the social and medical models of disability and the differences between them

You need to know and understand:

investigate and consult on children and young people's rights

- K16 how to carry out research on children and young people's rights and identify the implications for your setting
- K17 your organisation's strategies and policies that have an impact on children and young people's rights and how to evaluate these
- K18 how to consult effectively with children and young people
- K19 how to promote and advocate children and young people's rights in the setting

You need to know and understand:

Contribute to procedures that reflect children and young people's rights

- K20 how to develop policies and procedures for your setting covering:
 - K20.1 play and social activities

SKAPW6 -FT4M 04

Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

- K20.2 health and safety
- K20.3 anti-discriminatory practice
- K20.4 child protection and bullying
- K20.5 responding to behaviour

- K21 how to ensure that policies and procedures are put into practice
- K22 the importance of constantly reviewing policies and procedures and how to do so

You need to know and understand:

Promote a diverse and inclusive environment

- K23 how you show that you support inclusion and diversity through your words, actions and behaviours in the setting
- K24 why it is important to promote the setting to children who may experience barriers to participation
- K25 types of support that children may need to access and make best use of the setting

You need to know and understand:

Contribute to the protection of children and young people from abuse

- K26 the basic stages of child development and the implications of these for helping children to protect themselves
- K27 types of inappropriate behaviour by others that a child may experience
- K28 situations that may put a child's personal safety at risk and advice on how children can avoid or deal with these situations
- K29 the importance of children having a strong sense of self-esteem and factors that may make them more vulnerable to abuse
- K30 strategies to encourage children to understand their rights and assert these
- K31 strategies that children can use to deal with abusive or potentially abusive situations
- K32 how to respond when there are suspicions of abuse
- K33 why it is important to collect, assess and share information about possible abuse
- K34 reporting procedures relating to abuse
- K35 what to do when there is an insufficient response from other organisations or agencies
- K36 types of support that you or your colleagues may need and how to access such support
- K37 the rules and guidelines covering the confidentiality of information relating to abuse

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Additional Information

Scope/range related to performance criteria

1. **rights**
 - 1.1. for play and social activities
 - 1.2. for care and safety
 - 1.3. for emotional well-being
 - 1.4. for inclusion
 - 1.5. for acknowledgement of their identity
 - 1.6. for information
 - 1.7. for consultation and decision making

2. **procedures**
 - 2.1. for play and social activities
 - 2.2. for inclusion and anti-discriminatory practice
 - 2.3. for child protection and bullying
 - 2.4. for health and safety
 - 2.5. for responding to behaviour
 - 2.6. for assisting children and young people to make transitions
 - 2.7. for interagency working

3. **abuse**
 - 3.1. physical
 - 3.2. neglect
 - 3.3. emotional
 - 3.4. sexual
 - 3.5. bullying

Glossary

Abuse

A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Bullying

Aggression deliberately and or persistently directed against a particular target, or victim.

Children and young people

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All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Children and young people's rights

Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young people have a right to play and free time and to say what they think and be listened to about decisions that affect them

Concern

The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person's physical or emotional well-being has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation

Consult / consultation

An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision. In playwork, children and young people can also 'be consulted' by observing them at play

Diverse / diversity

Where there is difference and variety that reflects a broad mix of people from various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

Group agreements

Decisions made after discussion with and between children and young people on how they would like to be treated by/treat others. These agreements are often made on an ad hoc basis to fit a particular or spontaneous situation, but can also be made on an informal or formal basis. They are flexible and exist to accommodate children and young people's needs and preferences, rather than be rules imposed by adults

Inclusion

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including the disabled and those from other minority groups, can participate

Interagency working

SKAPW6 -FT4M 04

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Work involving more than one agency or organisation

Neglect

The child not receiving a level of care (for example, food, drink, personal hygiene, clothing) sufficient for she or he to develop in the same way as other children of her/his age and stage of development

Play setting

Anywhere where children and young people play, for example, an indoor play centre or adventure playground

Transitions

Children and young people naturally pass through a number of stages as they grow and develop. Often they will also be expected to cope with changes such as movement from primary to secondary school and for children with disabilities or with chronic ill health, from children's to adult services. Such changes are commonly referred to as transitions. Some children may have to face very particular and personal transitions including family illness or the death of a close relative, divorce and family break-up, issues related to sexuality, adoption, the process of asylum, disability, parental mental health and the consequences of crime

SKAPW6 -FT4M 04

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Developed by	SkillsActive
Version number	1
Date approved	July 2010
Indicative review date	July 2015
Validity	Current
Status	Original
Originating organisation	SkillsActive
Original URN	SA44NPW6
Relevant occupations	Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations
Suite	Playwork
Key words	contribute, organisational, framework, reflects, needs, protects, rights, children, young, people