

# PW33 Support relationships in the play environment

## Introduction

### Summary

Children and young people can only make the most of play environments when people – playworkers, children and young people – work together effectively. This unit is about the contribution you can make to that process.

The unit is divided into three parts. The first part gives some examples and explanations of some words we use in the unit. The second part describes the two things you have to do. These are:

- PW33.1 Develop and maintain relationships with children and young people**
- PW33.2 Support relationships between children and young people and others in the play environment**

The third part describes the knowledge and understanding you must have.

### Target Group

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

### Linked Units

This unit links closely with units PW34, PW35 and PW36.

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

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## What We Mean By Some of the Words Used in this unit

<b>Anti-discriminatory practice</b>	<i>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.</i>
<b>Body language</b>	<i>Gestures, postures, and facial expressions by which a person shows various physical, mental, or emotional states and communicates non-verbally with others.</i>
<b>Children and young people</b>	<i>All children and young people of school age with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics.</i>
<b>Communicate/communication</b>	<i>Conveying knowledge, information, feelings, ideas, needs or wants to others.</i>
<b>Conventional language</b>	<i>Any universal language that follows a set of rules or conventions, for example, spoken languages, such as English, Welsh, Irish, Hindi, Gujarati or BSL (British Sign Language), ISL (Irish sign language) PECS (Picture Exchange Communication System), MAKATON etc. Conventional languages are universal (i.e. contain universally understood structures and rules), not specific to people or contexts.</i>
<b>Difference</b>	<i>The way that one person is different to others for example because of their appearance, attitudes, behaviour, likes, dislikes, ways of communicating, ability etc.</i>
<b>Disabled children and young people</b>	<i>Children and young people with impairments who experience barriers accessing play facilities. This includes children with physical and sensory impairments, learning and communication difficulties, medical conditions, challenging and complex requirements which may be permanent or temporary.</i>
<b>Diversity</b>	<i>Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability.</i>
<b>Effectively</b>	<i>Producing a successful outcome for the persons involved.</i>
<b>Group agreements</b>	<i>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 requirements and preferences, rather than be rules imposed by adults.</i>
<b>Individuality</b>	<i>The combination of qualities and characteristics that distinguish one person from others.</i>
<b>Non-conventional communication</b>	<i>A communication system worked out and developed in a specific context for a specific reason with specific people. Examples include: codes, made-up languages, specific signs or actions.</i>

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## **Non-conventional language**

*Languages used in ways that differ from accepted social custom and practice e.g. electronic communicator, street talk, texting, made up play languages, swear words.*

## **Non-verbal communication**

*Expressing through and making inferences from such things as gestures, facial expressions and body language.*

## **Play environment**

*Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised.*

## **Transition**

*Most children and young people naturally pass through a number of physical and emotional 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 disabled children or children with chronic ill health, there may be an additional change of support moving 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 not necessarily shared or understood by all their peers. These include: 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.*

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## PW33.1

### Develop and maintain relationships with children and young people

#### The National Standard

##### What you must do

To meet the national standard, you must:

- 1 establish a rapport with children and young people
- 2 give respect to all children and young people
- 3 actively listen to children and young people and value what they say, experience and feel
- 4 **communicate** with children and young people in a way that is appropriate to the individual
- 5 provide children and young people with reasons for your actions when appropriate
- 6 check that children and young people understand what you **communicate**
- 7 be responsive to children and young people's questions, ideas and suggestions
- 8 support children and young people in making choices for themselves
- 9 value all children and young people's individuality and differences
- 10 give attention to individual children and young people in a way which is fair to them and the group as a whole

##### What you must cover

This element covers the following types of:

- a** ways to **communicate**
  - 1 conventional languages
  - 2 body language

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## PW33.2

### Support relationships between children and young people and others in the play environment

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

- 1 support all children and young people to communicate effectively with others
- 2 encourage children and young people to understand other people's individuality, diversity and differences
- 3 help children and young people to understand and respect other people's feelings and points of view
- 4 support children and young people to develop group agreements about the way they interact with others
- 5 support children and young people experiencing transitions and other issues that impact on their behaviour and relationships
- 6 support children and young people who have been affected by the behaviour of others, when that support is what they want
- 7 where appropriate, encourage and support children and young people to deal with conflict for themselves

##### What you must cover

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## What you must know and understand

*To be competent in this unit, you must know and understand the following*

- K1 how the Playwork Principles specifically relate to this unit
- K2 the legal requirements when relating to children and young people and why it is important to comply with them
- K3 the values and ethos of your organisation and how they may support or conflict with your own
- K4 your own role in the play environment and how this affects your relationship with children and young people and their freedom to play
- K5 children and young people's development and how this affects their relationships with others, including how they communicate
- K6 what is meant by adults' 'appropriate' and 'inappropriate' behaviour according to the situation and the child/young person
- K7 why it is important that you establish a rapport with children and young people
- K8 what is meant by anti-discriminatory practice and why is this important to effective playwork
- K9 what is meant by an honest, respectful and trusting relationship with children and young people and how to develop such relationships
- K10 the importance of clear communication with children and young people and its two-way nature
- K11 how to actively listen to children and young people, making them feel valued and involved
- K12 when it is important to focus on the individual rather than the group
- K13 the different ways in which you can communicate with children and young people; conventional languages, non-conventional languages and non-verbal communication
- K14 the importance of understanding that children and young people may not have understood what is being communicated and how to check and reinforce their understanding
- K15 challenges that disabled children and young people sometimes face when communicating and forming relationships with others and how to address these challenges
- K16 the importance of children and young people being able to make choices
- K17 how to interact with all children and young people in ways that support their

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ability to think and learn

- K18 why it is important to show a commitment to treating all children and young people fairly and being respectful by actively listening and avoiding assumptions
- K19 why it is important for children and young people to be able to ask questions, offer ideas and suggestions
- K20 how play helps all children and young people develop relationships
- K21 what are group agreements and when and why they are important
- K22 the meaning of individuality, diversity and differences
- K23 why it is important for children and young people to understand other people, their individuality, diversity and differences
- K24 why it is important for children and young people to understand other people's feelings and points of view
- K25 why it is important for children and young people to be able to deal with conflict themselves and what support they may need from you and when it may or may not be appropriate
- K26 the types of transitions and other issues that children and young people may experience and the impact these may have on their behaviour and relationships with others
- K27 the types of support that you can provide to children and young people who are experiencing transitions, consistent with the limits of your job role