

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Introduction

Summary

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 gives some examples and explanations of some words we use in this unit (pages 1-2). The second part (pages 3-7) describes the four things you have to do. These are:

- PW6.1 Investigate and consult on children and young people's rights**
- PW6.2 Contribute to policies and procedures that reflect children and young people's needs and rights**
- PW6.3 Promote a diverse and inclusive environment**
- PW6.4 Contribute to the protection of children and young people from abuse**

The third part (pages 8-10) describes the knowledge and understanding you must have.

Target Group

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.

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

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

Abuse	<i>A deliberate act of ill treatment that can harm or is likely to cause harm to a child's safety, wellbeing and development</i>
Anti-discriminatory practice	<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>
Bullying	<i>Aggression deliberately and or persistently directed against a particular target, or victim.</i>
Children and young people	<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>
Children and young people's rights	<i>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.</i>
Concern	<i>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.</i>
Consult / consultation	<i>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.</i>
Diverse / diversity	<i>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.</i>
Group agreements	<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 needs and preferences, rather</i>

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

Inclusion

than be rules imposed by adults.

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

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.

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

PW6.1

Investigate and consult on children and young people's rights

The National Standard

What you must do

To meet the national standard, you must:

- 1 investigate the **rights** of children and young people who may use your setting and identify their needs
- 2 evaluate existing policies and procedures to ensure the **rights** of children and young people in your setting are being met
- 3 consult with children and young people on the most effective ways the setting can meet their **rights**
- 4 promote children and young people's **rights** to adults
- 5 evaluate feedback, in partnership with children and young people, and develop suggestions for meeting their **rights** in the setting.

What you must cover

From your work you must show that you have researched and consulted on the following:

- a rights**
- 1 for play and social activities
 - 2 for care and safety
 - 3 for emotional well-being
 - 4 for inclusion
 - 5 for acknowledgement of their identity
 - 6 for information
 - 7 for consultation and decision making

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

PW6.2

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

The National Standard

What you must do

To meet the national standard, you must:

- 1 develop group agreements with children and young people on ways of meeting their needs and rights
- 2 contribute to, consult on and agree **procedures** that are based on these ways of meeting needs and rights
- 3 provide information and guidance on these **procedures** to children, young people and adults in the setting
- 4 observe, collect feedback and evaluate how well the **procedures** are working
- 5 negotiate ways of improving the **procedures** with children, young people and adults.

What you must cover

From your work you must show that you have developed and improved the following:

- a procedures**
 - 1 for play and social activities
 - 2 for inclusion and anti-discriminatory practice
 - 3 for child protection and bullying
 - 4 for health and safety
 - 5 for responding to behaviour
 - 6 for assisting children and young people to make transitions
 - 7 for interagency working.

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

PW6.3

Promote a diverse and inclusive environment

The National Standard

What you must do

To meet the national standard, you must:

- 1 make sure the environment reflects and promotes diversity and inclusion
- 2 make sure there are resources which are accessible to all children
- 3 promote the environment to children and young people who may experience barriers to participation and provide them with appropriate forms of support
- 4 provide a positive role model for issues to do with diversity and inclusion
- 5 provide opportunities for children and young people to understand and value diversity and inclusion
- 6 promote diversity and inclusion to colleagues and other relevant adults and, where necessary provide them with relevant support
- 7 deal with words and behaviour that challenge diversity and inclusion in a way that is appropriate to the people involved.

What you must cover

From your work you must show that you have met the requirements opposite.

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

PW6.4

Contribute to the protection of children and young people from abuse

The National Standard

What you must do

To meet the national standard, you must:

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

What you must cover

From your work you must show that you have helped children to protect themselves from the following types of:

- a **abuse**
 - 1 physical
 - 2 neglect
 - 3 emotional
 - 4 sexual
 - 5 bullying

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

What you must know and understand

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

For the whole unit

- K1 How the Playwork Principles specifically relate to this unit
- K2 Basic requirements of the United Nations Convention on the Rights of the Child
- K3 Basic requirements of national legislation on the rights of children and young people
- K4 Basic requirements of legislation covering Equal Opportunities and Disability Discrimination
- K5 The basic stages of child development and their implications for children and young people's needs and rights in a playwork context
- K6 The importance of the setting having policies and procedures that reflect children and young people's rights
- K7 The importance of children and young people being consulted and involved in decision making
- K8 The importance of diversity and inclusion to the play setting
- K9 Current theories and good practice to do with inclusion
- K10 How to identify good inclusive practice in the play setting
- K11 How to recognise attitudinal, environmental and institutional barriers to inclusion in the play setting
- K12 Ways to overcome these barriers to inclusion
- K13 The difference between separate, segregated, integrated and inclusive play provision
- K14 The social and medical models of disability and the differences between them

For Element PW6.1

- K15 How to carry out research on children and young people's rights and identify the implications for your setting
- K16 Your organisation's strategies and policies that have an impact on children and young people's rights and how to evaluate these

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

K17 How to consult effectively with children and young people

K18 How to promote and advocate children and young people's rights in the setting

For Element PW6.2

K19 The importance of developing group agreements with children and young people and how to do so

K20 How to develop policies and procedures for your setting covering:

- play and social activities
- health and safety
- anti-discriminatory practice
- child protection and bullying
- 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

For Element PW6.3

K23 How to judge whether a setting is inclusive and supportive of diversity

K24 How you show that you support inclusion and diversity through your words, actions and behaviours in the setting

K25 Why it is important to promote the setting to children who may experience barriers to participation

K26 Types of support that children may need to access and make best use of the setting

K27 How to support children and young people in valuing inclusion and diversity

K28 How to challenge and deal with words and behaviour that are not consistent with inclusion and diversity

For Element PW6.4

K29 the basic stages of child development and the implications of these for helping children to protect themselves

K30 types of inappropriate behaviour by others that a child may experience

K31 situations that may put a child's personal safety at risk and advice on how children can

PW6 Contribute to an organisational framework that reflects the needs and protects the rights of children and young people

avoid or deal with these situations

K32 the importance of children having a strong sense of self-esteem and factors that may make them more vulnerable to abuse

K33 strategies to encourage children to understand their rights and assert these

K34 strategies that children can use to deal with abusive or potentially abusive situations

K35 how to respond when there are suspicions of abuse

K36 why it is important to collect, assess and share information about possible abuse

K37 reporting procedures relating to abuse

K38 types of support that you or your colleagues may need and how to access such support

K39 the rules and guidelines covering the confidentiality of information relating to abuse.