PWNC201

# Support and facilitate play using a playwork approach

## Overview

This standard is about supporting and facilitating play using the playwork approach. The playwork approach can apply to a wide range of settings where practitioners support children's play (playwork settings). The playwork approach can also be applied to development and advocacy work in support of children's play by working with, and influencing, communities and other adults. In facilitating play, this standard also considers requirements around health, safety and security.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Prepare for play to happen
2. Confirm roles and responsibilities with other members of own team
3. Follow health, safety and security procedures
4. Contribute to opening and closing play sessions
5. Observe play using a playwork approach
6. Share observations of play with other members of own team
7. Undertake dynamic benefit-risk assessment
8. Implement playwork intervention that supports children's play
9. Respond to children's verbal and non-verbal requests and ideas
10. Respond to children's play cues
11. Share requests and feedback from children and parents with other members of the team
12. Communicate with own team whilst supporting play
13. Identify and respond to emergency situations within own area of responsibility, in line with organisational policies and procedures
14. Reflect on own playwork practice.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how they apply to own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
6. How to include all children in playwork practice based on their individual circumstances, needs and preferences
7. The importance of reflection and ways to incorporate it into practice
8. The importance of play
9. The importance of involving children in decision making
10. The importance of making available novel resources and loose parts for play
11. The importance of observing play, using a playwork approach
12. How to apply playwork intervention in practice
13. The play cycle and how to use it to understand own role in responding to the play process
14. What is dynamic benefit-risk assessment and how to apply it in playwork practice
15. The importance of working as a team
16. When it may be appropriate to plan activities in playwork practice
17. Own organisation's policies and procedures for health, safety and security
18. Own roles and responsibilities for dealing with emergencies in line with organisational policies and procedures
19. Own responsibility to keep yourself, individuals and others safe in the workplace
20. How own playwork practice is impacted by the Playwork Principles, playwork theory and reflective practice
21. How playwork practice is impacted by own life experience
22. The importance of continual reflection for ongoing professional development
23. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare,

prisons and youth work.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC201

# Support and facilitate play using a playwork approach

| | |
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| **Suite** | Playwork |
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PWNC202

# Contribute to the development of relationships using a playwork approach

## Overview

This standard recognises the importance of building relationships with children, team members, professional colleagues and other adults when using a playwork approach. It covers team working, inclusive practice, sharing information, professional practice and skills around advocating for play and playwork.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

- Engage with children in an open, respectful and responsive way
- Listen to children to help understand their needs and preferences
- Confirm own, and team, roles and responsibilities in terms of responding to children's play behaviour
- Identify things from own playwork practice that contribute to children's happiness, enjoyment or fulfilment
- Respect and value individuals, their backgrounds and culture
- Develop working relationships with own team and colleagues by being open and responsive
- Discuss with colleagues about what is happening in playwork practice
- Engage with team members about play and playwork to share ideas, build understanding and strengthen teamwork
- Engage with parents in an open, respectful and responsive way in line with own organisational procedures
- Engage with parents and others to advocate for children's play in line with own organisational procedures
- Share information in accordance with organisational policies and procedures
- Reflect on own, and others', interactions with children.

## Knowledge and understanding

*You need to know and understand:*

- The Playwork Principles as the professional and ethical framework for playwork and how they apply to own role
- Children's rights and how they apply to play and playwork
- Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
- Relevant legislation and policy and how it applies to own role
- How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
- How to include all children in playwork practice based on their individual circumstances, needs and preferences
- The importance of reflection and ways to incorporate it into practice
- That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
- What is a playwork approach
- Why and how clear and open communication is important in developing relationships
- What is professional practice in playwork, and how it applies to own role
- Organisational procedures for the use of social media and digital technology, and how they apply to own role
- What play behaviours are
- Barriers to children's play
- How playing contributes to children's wellbeing
- How to advocate for play using a playwork approach
- How and when to adapt the way you communicate to maintain relationships
- Organisational policies and procedures for dealing with conflict and own role in addressing it

- The importance of confidentiality and its application to practice
- The importance of teamwork and building professional relationships
- How own playwork practice is impacted by the Playwork Principles, playwork theory and reflective practice
- How playwork practice is impacted by own life experience
- The importance of continual reflection for ongoing professional development.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC202

# Contribute to the development of relationships using a playwork approach

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PWNC203

# Reflect on playwork practice

## Overview

This standard is about using playwork theory, the Playwork Principles and relevant models to reflect on playwork practice. The purpose of the standard is to consolidate reflective practice and its overall role in personal and professional development.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Reflect in action on own practice while working
2. Use a playwork approach to obtain the views of children and others to inform playwork practice
3. Share own reflections with other members of the team
4. Reflect on own experiences to inform playwork practice
5. Identify strengths and gaps in own playwork skills and knowledge
6. Engage in opportunities to enhance own playwork skills and knowledge
7. Reflect on how awareness of equity, equality, diversity and inclusion impacts on own playwork practice
8. Review own continuing professional development, supported by another member of the team, to identify strengths and gaps in own skills and knowledge.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how they apply to own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
6. How to include all children in playwork practice based on their individual circumstances, needs and preferences
7. The importance of reflection and ways to incorporate it into practice
8. What is reflective practice
9. The difference between reflective practice and evaluation
10. What are playwork knowledge and skills
11. The relationship between the Playwork Principles, playwork theory and reflective practice
12. How own playwork practice is impacted by the Playwork Principles, playwork theory and reflective practice
13. How playwork practice is impacted by own life experience
14. The importance of continual reflection for ongoing professional development.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

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PWNC203

# Reflect on playwork practice

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PWNC204

# Contribute to building relationships with adults to develop and improve playwork practice

## Overview

This standard is about contributing to positive and effective relationships with adults to support, develop and improve playwork practice. This includes relationships with colleagues, professionals from other organisations, community groups, and individual adults who influence children's play opportunities.

The standard recognises the role of playworkers, who do not have responsibility for the practice of others but make a meaningful contribution to teamwork, advocacy for play, reflective practice and communication with others.

The focus is on working alongside others, sharing perspectives, supporting advocacy for play and playwork, and reflecting on how relationships with adults impact children's play experiences.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Contribute to advocating for children's rights, voice, views and wishes in discussions with adults
2. Develop positive working relationships with colleagues by being open, respectful and responsive
3. Engage with team members to share ideas about play and playwork, supporting shared understanding and effective teamwork
4. Share information, in line with organisational policies and procedures
5. Adapt own communication style when needed to help maintain positive working relationships
6. Work collaboratively with colleagues, recognising different roles, responsibilities and levels of accountability
7. Reflect on observations of other staff to better understand interactions with children and playwork practice
8. Reflect on own relationships with colleagues and other adults, identifying learning for own practice
9. Reflect on how advocacy for play and playwork has influenced own understanding and actions
10. Contribute to developing relationships with individuals and organisations in the wider community that support play
11. Contribute to the promotion and advocacy of play and playwork when engaging with adults.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how they apply to own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
6. How to include all children in playwork practice based on their individual circumstances, needs and preferences
7. The importance of reflection and ways to incorporate it into practice
8. Strengths-based approaches to working with children
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and the protective and therapeutic role of play
11. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
12. Ways of supporting and contributing to positive relationships within teams and with colleagues
13. How to respond appropriately to conflict, following organisational policies, procedures and relevant legislation
14. Individuals and organisations that may influence playwork practice
15. Requirements for confidentiality and information sharing when communicating with others
16. A range of approaches to building and maintaining working relationships
17. How to communicate effectively and adapt communication to support positive relationships
18. Ways of supporting communication between children, adults and organisations, enabling children to express their needs and wishes
19. Different methods of advocating for play and playwork to a range of audiences.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC204

# Contribute to building relationships with adults to develop and improve playwork practice

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| **Suite** | Playwork |
| **Keywords** | play; playwork; children and young people |

PWNC205

# Contribute to preparing for and undertaking travel outside of the playwork setting

## Overview

This standard is about contributing to the preparation for and undertaking travel outside of the playwork setting, using a playwork approach that supports children's wellbeing, choice and play during the journey.

It recognises the role of playworkers who do not have full responsibility for organising trips or visits but make a significant contribution to planning, communication, safety and responsive practice during travel.

The standard emphasises that the focus is not solely on the destination, but on how travel is experienced by children, including how adults support children's independence, relationships and engagement throughout the process.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Contribute to identifying possible locations for trips or visits, informed by children's feedback and knowledge of the local area
2. Contribute to discussions with colleagues or managers to support decision making and approval processes
3. Contribute to planning travel arrangements in line with organisational policies and procedures
4. Contribute to ensuring relevant information is available and used during travel
5. Support communication of travel arrangements to children and colleagues
6. Support children to bring necessary personal belongings required for travel
7. Contribute to ensuring relevant equipment and resources are available for travel
8. Contribute to planning for possible contingencies that may arise during travel
9. Agree with children ways to keep themselves and their belongings safe while travelling
10. Use a playwork approach to respond to children's needs, interests and behaviours during travel
11. Contribute to checking that all children are accounted for before, during and after travel
12. Follow legal and organisational policies and procedures relating to travel

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork, and how they apply to own role
2. The differences between travel within the local community and travel further afield
3. Legal and organisational policies and procedures relating to travel
4. Lost child procedures and how they operate outside of the playwork setting
5. Organisational approaches to benefit-risk assessment for travel
6. The types of information that need to be gathered about children in relation to travel
7. When and how travel arrangements should be communicated to others, and why this is important
8. Why parental consent is required for travel outside of the setting
9. The types of personal belongings children may need during travel
10. The equipment and resources that may be required for different types of travel
11. Common issues that may arise during travel and how contingency plans support appropriate responses
12. Arrangements for dealing with incidents and emergencies during travel
13. Ways of supporting children to keep themselves safe while travelling
14. Additional types of support that some children may need when travelling.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC205

# Contribute to preparing for and undertaking travel outside of the playwork setting

| | |
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| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
| **Keywords** | play; playwork; children and young people |

PWNC206

# Contribute to a playwork approach for children with additional support needs

## Overview

This standard is about contributing to a playwork approach that supports children with additional support needs to access, engage in and benefit from play.

It recognises the role of playworkers who do not have responsibility for the practice of others, but make a significant contribution to inclusive, rights based playwork practice. This includes working alongside children, supporting communication, contributing to inclusive environments, and reflecting on practice with others.

The standard builds on core playwork competencies and provides additional performance and knowledge for those who work regularly with children with additional support needs.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Contribute to finding out about children's additional support needs, in line with organisational policies and procedures
2. Contribute to working with parents and carers to better understand children's play needs and preferences
3. Contribute a playwork perspective to discussions about children's additional support needs
4. Contribute to considering the play environment and resources, and to identifying adaptations that may support children's play
5. Support play for children with additional support needs, responding to their cues, interests and choices
6. Contribute to discussions with colleagues about how children's additional support needs are being met in practice
7. Respond to children with additional support needs in ways that support their right to play
8. Communicate with children in a responsive and respectful way, using their preferred communication methods
9. Contribute to creating an environment where all children are supported to encounter and manage risk for themselves
10. Reflect on own playwork practice with children with additional support needs
11. Reflect with others on playwork practice with children with additional support needs
12. Contribute to communication with parents and carers about children's play, in line with organisational procedures.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork, and how they apply to own role
2. Children's rights and how they relate to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
6. How to include all children in playwork practice based on their individual circumstances, needs and preferences
7. The importance of reflection and ways to incorporate it into practice
8. Relevant national legislation and how it applies to own role
9. Legal requirements that support equity, equality, diversity and inclusion in playwork
10. How organisational policies and procedures on equity, equality, diversity and inclusion impact playwork practice
11. Ways of including all children in playwork based on individual circumstances, needs and preferences
12. Strengths-based approaches to working with children
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and the protective and therapeutic role of play
15. National frameworks and guidance that support children's wellbeing
16. When it may be appropriate to engage with, or seek advice from, other professionals through organisational processes
17. Ways of finding out about the needs and requirements of children
18. Individuals and organisations that can provide specialist advice, training or resources
19. Current guidance and good practice relating to playwork with children with additional support needs
20. Potential adaptations to play environments and resources
21. Where specialist equipment or resources may be accessed
22. The social model of disability and its relevance to playwork practice

23. Language that supports the social model of disability and children's rights
24. The value of inclusive and specialist playwork provision
25. Why reflecting on personal perspectives and attitudes is important to challenge unconscious bias
26. The wide range of additional support needs children may experience
27. How to challenge discrimination and follow organisational procedures relating to anti discriminatory practice.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the Four Nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC206

# Contribute to a playwork approach for children with additional support needs

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| **Keywords** | play; playwork; children and young people |

HSCCLD24

# Support the safeguarding of individuals and others

## Overview

This standard identifies the requirements when supporting the safeguarding of individuals and others. This includes applying safeguarding knowledge into practice such as recognition of the needs of individuals, information sharing and working in partnership with others.  It also includes supporting the personal safety awareness of individuals and others and contributing to identifying signs of harm, abuse, neglect or exploitation and acting on these.

## Performance criteria

*You must be able to:*

1. identify and agree the roles and responsibilities of yourself and others to support the safeguarding of individuals
2. access information on the safeguarding requirements for the workplace
3. establish consent and access information and risk assessments on the safeguarding requirements for individuals
4. work in partnership with individuals and others to discuss their safeguarding requirements
5. support individuals to develop independence, confidence and self-esteem to maintain their personal safety
6. support individuals to express their needs, thoughts and emotions on personal safety and safeguarding
7. listen and respond in ways that shows you value and respect the opinions, choices and positive risk-taking decisions of individuals
8. support individuals to identify and access resources and support needed to maintain their personal safety
9. contribute to identifying behaviours, situations and signs that may indicate individuals or others have been or are at risk of harm and abuse
10. support individuals and others to identify and report actions, behaviours and situations that may be harmful or abusive
11. follow safeguarding policy and procedures when harm or abuse is suspected or disclosed
12. contribute to sharing safeguarding information and risk assessments with others to inform their work and yours
13. contribute to records and reports required for supporting the safeguarding of individuals and others
14. reflect on how you carried out your roles and responsibilities to support the safeguarding of individuals, with feedback from others

## Knowledge and understanding

*You need to know and understand:*

1. types of harm, abuse, neglect and exploitation
2. what grooming is, the signs, how it can occur and action to take
3. what bullying is, the signs, how it can occur and action to take
4. factors that may increase the risk of harm or abuse to individuals or others
5. the influence of neurodivergence and additional needs on personal safety and safeguarding
6. the signs that may indicate individuals or others have been or are at risk of harm or abuse
7. types of actions, omissions, behaviours and situations that may be harmful or abusive to individuals or others
8. transitional phases in the lives of individuals which may increase the risk of harm or abuse
9. the influence of culture, background and spirituality on personal safety and safeguarding
10. the moral and ethical duty for the safeguarding of individuals, others and wider public protection
11. your preventative role in the safeguarding of individuals and others, and the implications of failure to act
12. the correct actions to take if harm or abuse is suspected or disclosed
13. how to support individuals and others to identify and report harm or abuse, and why it might be difficult for them to do so
14. how to support emotional regulation when dealing with safeguarding concerns
15. the role of confidence and self-esteem in maintaining personal safety
16. the potential risks associated with the use of digital tools and devices and how to support individuals to be safe online
17. how to safeguard yourself in the workplace or when lone working
18. how to apply trauma informed principles to contribute to the safeguarding of individuals and others
19. the importance of dignity, kindness and compassion when supporting the safeguarding of individuals and others
20. the importance of preserving evidence related to potential harm and abuse
21. when you must share information that would otherwise be confidential, and how to support individuals to understand this

22. why recording and reporting facts is important in the safeguarding of individuals and others
23. the records and reports required for supporting the safeguarding of individuals and others
24. what to do if you have reported concerns but no action is taken to address them
25. the relevant legal requirements, standards of practice, frameworks and guidance for supporting the safeguarding of individuals and others
26. the workplace requirements on equality, diversity, inclusion, and rights when supporting the safeguarding of individuals and others
27. how to work in partnership with others to support the safeguarding of individuals
28. how your personal experiences and unconscious bias may impact when supporting the safeguarding of individuals and others, and how to address this
29. the role of supervision, reflective practice and learning and development in the safeguarding of individuals and others

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

HSCCLD24

# Support the safeguarding of individuals and others

| | |
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| **Keywords** | Safeguarding; Health and Social Care & Children's Care Learning and Development; Play; playwork |

PWNC301

# Prepare for, plan, support and facilitate play using a playwork approach

## Overview

This standard is about using the playwork approach to work with children to prepare for, plan and support play. The playwork approach can apply to a wide range of settings where practitioners support children's play. The playwork approach can also be applied to development, play sufficiency and advocacy work in support of children's play by working with, and influencing, communities and other adults. In preparing and planning for play, this standard also considers requirements around health, safety and security.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Prepare for play to happen
2. Confirm roles and responsibilities with other members of the team
3. Access and follow health, safety and security procedures and support others to do so
4. Collect and make available loose parts and other resources
5. Support children to transition into, and away from the playwork setting
6. Observe play using a playwork approach
7. Undertake observations of the play space and resources
8. Undertake observations of children to understand their play
9. Undertake dynamic benefit-risk assessment
10. Reflect in action, and on action to inform dynamic benefit-risk assessment
11. Implement playwork intervention that supports children's play
12. Respond to children's verbal and non-verbal requests and ideas
13. Respond to children's play cues
14. Respond to requests and feedback from children, staff and parents to inform planning
15. Communicate with own team whilst supporting play
16. Identify and respond to emergency situations within own area of responsibility, in line with organisational policies and procedures
17. Reflect on the playwork approach to preparation, planning and support
18. Collaborate and reflect on playwork practice with own team or colleagues
19. Review own practice to ensure children's needs are met.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant national legislation and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in playwork practice based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and how play can be protective and therapeutic
11. National frameworks and guidance to support children's wellbeing
12. The theory of loose parts and how it applies to children's play
13. Ways of sourcing, collecting and making available novel loose parts and resources for play
14. Methods of observing play, using a playwork approach
15. Models of playwork intervention and how to apply them in practice
16. The play cycle and how to use it to understand and respond to the play process
17. How to undertake dynamic benefit-risk assessment
18. How to involve children in planning and preparation for play using a playwork approach
19. The importance of following through in response to consultation, requests and feedback
20. The importance of working as a team to plan for playwork
21. When it may be appropriate to plan activities in playwork and how to facilitate this in line with the Playwork Principles
22. Own organisation's procedures for planning and preparation
23. Own organisation's procedures for health, safety and security

24. Own roles and responsibilities for dealing with emergencies in line with organisational policies and procedures
25. Own responsibility to keep yourself, individuals and others safe in the workplace
26. How risk management and planning are connected
27. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## Links to other NOS

www.play.wales/playwork/workforce

PWNC301

# Prepare for, plan, support and facilitate play using a playwork approach

| | |
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| **Suite** | Playwork |
| **Keywords** | play; playwork; children and young people |

PWNC302

# Develop relationships with children that support their play, health and wellbeing using a playwork approach

## Overview

This standard recognises the importance of play for children's health and wellbeing. Developing positive relationships with children through play can support children to be happier and healthier. The standard also considers how playwork practitioners respond to children's play behaviour in a supportive way.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Reflect on the therapeutic value of playing
2. Engage with children in an open, respectful and responsive way
3. Undertake observations to inform knowledge of children's play behaviours, health and wellbeing
4. Listen to children to help understand their needs
5. Confirm own, and team, roles and responsibilities in terms of responding to children's play behaviour
6. Implement appropriate playwork intervention that supports children's play behaviours
7. Identify and implement strategies to deal with behaviour that you find challenging
8. Adapt the environment, resources and own practice to support children's wellbeing
9. Identify things that you do in own playwork practice that contribute to children's happiness, enjoyment or fulfilment
10. Provide opportunities for play that incorporate risk and challenge to support children's resilience
11. Respect and value individuals, their backgrounds and culture
12. Support the ongoing use of environments, resources, and loose parts to meet children's needs
13. Evaluate own practice and environments that support a range of play behaviours
14. Reflect on how playwork practice contributes to children's health and wellbeing.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant national legislation and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in playwork practice based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and how play can be protective and therapeutic
11. National frameworks and guidance to support children's wellbeing
12. The importance of continual reflections for ongoing professional development
13. Conditions that support play – time, space and permission – and how to apply that to playwork practice
14. Childhood development relevant to play and playwork
15. Social and environmental barriers to play
16. The role of verbal and non-verbal communication in understanding children's play behaviour
17. Playwork strategies for negotiating expectations of behaviour
18. Playwork strategies to deal with behaviour that you find challenging
19. The role of play in supporting children's wellbeing and resilience
20. The value of risk and challenge in supporting children's wellbeing and resilience
21. The therapeutic benefits of play
22. Where to access additional support for children
23. The role of play in children's emotion regulation
24. Health and wellbeing indicators relevant to own organisation

25. The impact of social, environmental and cultural factors on children's play and wellbeing
26. How playworkers can impact on children's happiness and engagement.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC302

# Develop relationships with children that support their play, health and wellbeing using a playwork approach

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC303

# Build relationships with adults to develop play and playwork practice

## Overview

This standard is about building relationships with own staff, with professional colleagues outside of the organisation, community groups and individuals. The standard focuses on the need to build positive working relationships and be an advocate for play and playwork when engaging with other adults.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Develop working relationships with own team and colleagues by being open and responsive
2. Engage with team members about play and playwork to share ideas, build understanding and strengthen teamwork
3. Share information in accordance with organisational policies and procedures
4. Adapt own communication style when needed to help maintain positive working relationships
5. Work with colleagues in a way that recognises different roles and responsibilities within own team
6. Reflect on observations of other staff to understand interactions with children and playwork practice
7. Reflect on relationships with own team and colleagues
8. Contribute to developing relationships with individuals and organisations in own community
9. Contribute to promotion and advocacy for play and playwork to individuals and organisations
10. Advocate on behalf of children to ensure their voice, views and wishes are heard
11. Reflect on the way in which advocacy for play and playwork has influenced own practice.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in playwork practice based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and how play can be protective and therapeutic
11. National frameworks and guidance to support children's wellbeing
12. How to support, facilitate and develop relationships with own team and colleagues
13. The importance of continual reflection for ongoing professional development
14. How to deal with conflict if it arises, following organisational policies and procedures and relevant legislation
15. Individuals and organisations which could impact on own playwork practice
16. How to conduct conversations in line with organisational policies and procedures for confidentiality
17. A range of methods to build relationships with own team and colleagues including: team meetings, informal gatherings, shared training, planning
18. How to communicate effectively and how to adapt communication to maintain positive relationships
19. How to facilitate communication between individuals and organisations, encouraging children to express their needs and wishes
20. Different methods to advocate for play and playwork to a range of audiences.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC303

# Build relationships with adults to develop play and playwork practice

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC304

# Engage in reflective practice to inform and improve practice

## Overview

This standard is about using playwork theory, the Playwork Principles and relevant models to reflect on playwork practice. The purpose of the standard is to consolidate reflective practice and its overall role in personal and professional development.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Reflect in action on own practice while working
2. Identify strengths and gaps in knowledge or practice
3. Reflect on own playwork experiences to inform current practice
4. Analyse practice in relation to the Playwork Principles, playwork theory and reflective practice models
5. Analyse practice in relation to the Playwork Principles, playwork theory and reflective practice models, with own team
6. Record the outcome of own reflections to share with others
7. Engage in opportunities to enhance own playwork skills and knowledge
8. Reflect on how own knowledge of equity, equality, diversity and inclusion impacts on own playwork practice
9. Evaluate own development and the impact of continuing professional development (CPD) on own playwork practice
10. Plan future CPD activities by reviewing strengths and gaps in own knowledge and practice with others
11. Apply reflective practice and CPD strategies to improve the quality of own playwork practice.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in playwork practice based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and how play can be protective and therapeutic
11. National frameworks and guidance to support children's wellbeing
12. The link between reflective practice and continuing professional development (CPD)
13. The difference between reflection and evaluation in the context of playwork
14. The impact of own, and other staff's play experiences and play bias
15. An asset-based approach to own professional development
16. The range of formal and informal CPD opportunities that are available to develop own practice
17. How to reflect on practice experiences and use these experiences as learning opportunities
18. How and when to seek support for CPD.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC304

# Engage in reflective practice to inform and improve practice

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC305

# Provide food and drink in a playwork setting

## Overview

This standard is about the provision of food and drink in a playwork setting in ways that support children's health, wellbeing and play experiences. The standard focuses on supporting children's choice, involvement and independence around food and drink, while working within organisational policies, legal requirements and the Playwork Principles.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Identify and record specific dietary needs of children
2. Involve children in selecting what they would like to eat and drink
3. Contribute to offering a variety of healthy and nutritious food and drink so that children can choose what and when they eat and drink
4. Involve children in the processes of preparation, serving and clearing away, if that is what the children want to do
5. Ensure food storage and preparation meets organisational and legal requirements
6. Be responsive to any child who may need support with food or drink.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. The importance of identifying and recording specific dietary needs of children
3. Cultural and religious dietary requirements of children
4. Food and drink that is commonly avoided to meet specific dietary requirements
5. The relationship between nutrition and children's development
6. The effect of nutritious food intake and hydration on children's ability to play
7. How and when to involve children in the processes of selection, preparation, serving and clearing away, and why this can be important
8. How food can be used as a play resource and the issues related to this
9. Context and issues around food poverty
10. Own organisation's policies in regard to providing healthy and nutritious food and drink
11. Basic legal requirements relating to hygiene and the storage, preparation and serving of food
12. The kinds of support or assistance that some children may need with food or drink
13. Common food allergens and how to avoid cross contamination.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

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PWNC305

# Provide food and drink in a playwork setting

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC306

# Prepare for and undertake travel outside of the playwork setting

## Overview

This standard is about preparing for and undertaking travel outside of the playwork setting in a way that is safe, well planned and consistent with a playwork approach. It recognises that travel itself is part of the play experience and that the processes used before, during and after travel are as important as the destination.

The standard focuses on supporting children's agency, wellbeing and safety during travel, working within organisational and legal requirements, and responding to children's needs and behaviours in line with the Playwork Principles. It applies to a range of travel contexts, from local journeys within the community to trips further afield.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Identify possible locations for trips or visits based on feedback and knowledge of the local area
2. Discuss with colleagues or manager to gain approval
3. Identify and plan travel arrangements in line with organisation policies and procedures
4. Gather relevant information in relation to travel and share with other members of the team
5. Check that parental consent has been obtained and relevant information shared
6. Communicate travel arrangements to staff and children
7. Support children to bring necessary personal belongings required for the travel
8. Ensure you bring all relevant equipment and resources required for the travel
9. Plan for contingency responses that may arise
10. Agree with children ways to keep themselves and their belongings safe during travel
11. Follow organisational procedures relating to risk management
12. Use a playwork approach to respond to children during travel
13. Check that all children have been accounted for before, during and after travel
14. Follow legal and organisational policies and procedures for travel

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. The difference between arrangements for a trip within own community and a trip further afield
3. Legal and organisational policies and procedures for travel
4. Lost child procedures and how they operate outside of the setting
5. Organisational benefit-risk assessments for travel
6. The types of information that needs to be gathered about children
7. When and how to communicate travel arrangements to others and the importance of doing so
8. Why it is important that parental consent has been obtained
9. What personal belongings are required for the travel
10. What equipment and resources are required for the travel
11. Contingency plans for the types of issues that may arise and how to respond to them
12. Arrangements for dealing with incidents and emergencies
13. How to support children to be safe during travel
14. Other types of support that children may need whilst travelling.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC306

# Prepare for and undertake travel outside of the playwork setting

| | |
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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC307

# Support and facilitate the creation of playwork constructions

## Overview

This standard is for playworkers who use tools and a range of resources to support children to build simple, and more complex structures as part of their practice. Playwork constructions are facilitated by playworkers by providing the resources, loose parts and tools for children to create large or small, temporary or semi-permanent structures such as platforms, go-karts, swings, tipis, sandpits or dens. A knowledge of safe and reliable methods for connecting, building and securing resources together is particularly important when constructions have to load-bear or there is a risk of collapse.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Plan for the development of playwork constructions as part of playwork practice
2. Undertake playwork constructions in line with organisational policies and procedures
3. Identify and select appropriate resources
4. Identify and select appropriate tools for the job
5. Identify how children can be involved in the playwork construction
6. Support children in the playwork construction
7. Undertake dynamic benefit-risk assessment during the playwork construction
8. Ensure that the playwork construction is fit for purpose
9. Provide support to children to develop their understanding of the basic principles of structural integrity
10. Identify a suitable inspection regime for playwork builds and resources.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in the playwork setting based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and how play can be protective and therapeutic
11. National frameworks and guidance to support children's wellbeing
12. The process of planning for the development of playwork constructions, including risk management
13. Relevant precautions around structural safety
14. Managing and using tools including sharp objects
15. When it is appropriate to use power tools, which tools to use and their safe operation and maintenance
16. A range of attachments and fixings relevant to chosen playwork constructions
17. Basic use of knots for attaching and lashing with rope and string
18. Basic principles of structural integrity
19. Inspection and maintenance regimes for playwork constructions and resources
20. How to manage risks with playwork constructions in line with national legislation and guidance and organisational procedures.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

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PWNC307

# Support and facilitate the creation of playwork constructions

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC308

# Implement a playwork approach for children with additional support needs

## Overview

This standard describes the additional knowledge, understanding and performance required of playwork practitioners who work routinely with children with additional support needs. It builds on the core practitioner standards and focuses on applying a playwork approach that recognises children's rights, strengths and individuality, while removing barriers to play.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Find out about children's additional support needs in line with organisational policies and procedures
2. Work with parents to understand children's additional support needs
3. Provide a playwork perspective on children's additional support needs
4. Consider the environment and resources and make any adaptations that may be required
5. Facilitate play for children with additional support needs
6. Consider ratios, skills and experience of staff to ensure that children's additional support needs are met
7. Respond to children with additional support needs in a way that supports their right to play
8. Communicate with the child in a responsive and open way using their preferred communication methods
9. Contribute to the creation of an environment where all children can manage risk for themselves
10. Carry out dynamic benefit-risk assessment
11. Reflect on own playwork practice with children with additional support needs
12. Reflect with others on playwork practice with children with additional support needs
13. Communicate with parents about children's play, in line with organisational procedures.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant legislation and policy and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in the playwork setting based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The importance of continual reflection for ongoing professional development
11. The impact of trauma on children's lives and how play can be protective and therapeutic
12. National frameworks and guidance to support children's wellbeing
13. When you may need to engage with allied health and other professionals
14. How to find out about the needs and requirements of children attending own setting
15. What individuals and organisations can support you with specialist knowledge and training
16. Current best practice and guidance relating to playwork with children with additional support needs
17. Potential adaptations to environment and resources
18. Where to access specialist equipment and resources
19. What is the social model of disability
20. Language that supports the social model of disability and children's rights in line with national frameworks and legislation
21. The value and benefits of inclusive and specialist playwork provision
22. Why it is important to reflect on own perspectives and attitudes to challenge unconscious bias towards children with additional support needs

23. The wide range of additional support needs that children may have
24. How to challenge discrimination and follow workplace procedures on anti-discriminatory practice.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

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PWNC308

# Implement a playwork approach for children with additional support needs

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| **Originating Organisation** | UK Playwork NOS Consortium |
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| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC309

# Prepare for leadership and management in playwork

## Overview

This standard is for practitioners who wish to enhance their practice and develop their leadership skills. The standard involves evaluating own practice and management development by identifying areas where additional responsibility can be taken on and putting this into practice. It supports progression on to playwork manager standards.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Gather information on the running of own playwork setting
2. Develop own understanding of regulation, legislation and policies in relation to own playwork setting
3. Identify areas in which you can take on additional leadership and management responsibility
4. Create a plan that will support you to develop leadership and management skills in own setting
5. Undertake identified areas of additional leadership and management responsibility
6. Evaluate own leadership and management development
7. Provide feedback to staff team
8. Reflect on own leadership skills with line manager
9. Consider opportunities to further enhance leadership skills.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own role
2. Children's rights and how they apply to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to demonstrate them in playwork practice
4. Relevant national legislation and how it applies to own role
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. How to include all children in the playwork setting based on their individual circumstances, needs and preferences
8. How to work with children in a way that recognises their strengths and assets
9. Models of reflective practice relevant to playwork
10. The impact of trauma on children's lives and how play can be protective and therapeutic
11. National frameworks and guidance to support children's wellbeing
12. What leadership skills are required within a playwork setting
13. How project planning can enhance and develop own leadership skills
14. Methods of presenting information and writing a report
15. The importance of consultation when managing change
16. How to develop yourself as a team leader
17. What mechanisms managers can use to support their staff
18. The importance of workplace policies and regular review
19. How to plan and monitor a workplan.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC309

# Prepare for leadership and management in playwork

| | |
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| **Originating Organisation** | UK Playwork NOS Consortium |
| **Original URN** | N/A |
| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

HSCCLD34

# Promote the safeguarding of individuals and others

## Overview

This standard identifies the requirements when promoting the safeguarding of individuals and others. This includes applying safeguarding knowledge into practice, implementing preventative action and promoting the personal safety awareness of individuals. The standard also covers monitoring signs of harm, abuse, neglect or exploitation and acting on these, and supporting others to do so.

## Performance criteria

*You must be able to:*

1. identify and agree the roles and responsibilities of yourself and others to promote the safeguarding of individuals
2. access information about the safeguarding requirements for the workplace, and support others to do so
3. establish consent and access information and risk assessments on the safeguarding requirements for individuals, and support others to do so
4. work in partnership with individuals and others to identify their safeguarding requirements
5. support and empower individuals to develop independence, confidence and self-esteem to maintain their personal safety
6. empower and encourage individuals to express their needs, thoughts and emotions on personal safety and safeguarding
7. listen and respond in a way that shows you value and respect the opinions, choices and positive risk-taking decisions of individuals
8. encourage and support individuals and others to identify and access resources and support needed to maintain personal safety
9. identify and monitor behaviours, situations and signs that may indicate individuals or others have been or are at risk of harm or abuse
10. support individuals and others to identify and report actions, behaviours and situations that may be harmful or abusive
11. follow safeguarding policy and procedures when harm or abuse is suspected or disclosed, and support others to do so
12. take action to minimise or eliminate risks to yourself, the individual and others
13. work in partnership with others to share safeguarding information and risk assessments to inform their practice and yours
14. ensure your actions or omissions do not impact safeguarding situation or evidence
15. complete records and reports required for the safeguarding of individuals and others
16. reflect on how you carried out your role and responsibilities to promote the safeguarding of individuals and others

## Knowledge and understanding

*You need to know and understand:*

1. types of harm, abuse, neglect and exploitation
2. what grooming is, the signs, how it can occur and action to take
3. what bullying is, the signs, how it can occur and action to take
4. the influence of power and how it can be misused by individuals and others to hide safeguarding concerns
5. factors that may increase the risk of harm or abuse to individuals or others
6. the influence of neurodivergence and additional needs on personal safety and safeguarding
7. the signs that may indicate individuals or others have been or are at risk of harm or abuse
8. types of actions, omissions, behaviours and situations that may be harmful or abusive to individuals or others
9. transitional phases in the lives of individuals which may increase the risk of harm and abuse
10. the influence of culture, background and spirituality on personal safety and safeguarding
11. the moral and ethical duty for the safeguarding of individuals, others and wider public protection
12. your preventative role in the safeguarding of individuals and others, and the implications of failure to act
13. what the term whistleblowing means
14. the role of risk assessments and risk management in the safeguarding of individuals and others
15. correct actions to take if harm or abuse is suspected or disclosed
16. how to support individuals and others to identify and report harm or abuse, and why it might be difficult for them to do so
17. how to support emotional regulation when dealing with safeguarding concerns
18. the role of confidence and self-esteem in maintaining personal safety
19. the potential risks associated with the use of digital tools and devices and how to support individuals to be safe online
20. how to safeguard yourself and others in the workplace or when lone working
21. how to learn from reviews into serious failures to protect people from harm, abuse, neglect or exploitation

22. how to apply trauma informed principles to promote the safeguarding of individuals and others
23. the importance of dignity, kindness and compassion when promoting the safeguarding of individuals and others
24. the importance of preserving evidence related to potential harm and abuse
25. when you must share information that would otherwise be confidential, and how to support individuals and others to understand this
26. why recording and reporting facts is important in the safeguarding of individuals and others
27. what to do if you have reported concerns but no action is taken to address them
28. the records and reports required for promoting the safeguarding of individuals and others
29. theories relevant to the safeguarding of individuals and others
30. the relevant legal requirements, standards of practice, frameworks and guidance for safeguarding individuals and others
31. the workplace requirements on equality, diversity, inclusion, and rights when promoting the safeguarding of individuals and others
32. how to work in partnership with others to support the safeguarding of individuals and why this is important
33. how your personal experiences and unconscious bias may impact when promoting the safeguarding of individuals and others, and how to address this
34. the role of supervision, reflective practice and learning and development in the safeguarding of individuals and others

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

HSCCLD34

# Promote the safeguarding of individuals and others

| | |
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| **Developed by** | Skills for Care & Development |
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| **Relevant Occupations** | Social Care and Childrens Care, Playwork |
| **Suite** | Playwork, Health and Social Care & Childcare Learning and Development |
| **Keywords** | Safeguarding; Health and Social Care & Children's Care Learning and Development; Play; playwork |

PWNC401

# Lead and support staff using a playwork approach

## Overview

This standard focuses on the skills and knowledge to effectively support staff in playwork settings. It includes quality playwork practice, inclusive practice, supporting the staff team, policies and procedures, supporting reflective practice and relevant legislation and policy. It is closely linked to standard PWNC402 (Lead and manage the playwork setting).

This standard is for staff that may have organisational responsibility as well as leading and managing staff. They may also make a significant contribution to supporting play and role modelling quality playwork practice. Managers may also take on significant roles in play development or play sufficiency related work.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Lead playwork practice informed by the Playwork Principles and the rights of the child
2. Review playwork practice underpinned by the Playwork Principles
3. Review setting policies and procedures to support playwork practice and ensure compliance with current standards and legislation
4. Develop plans to support staff to enhance a playwork approach
5. Support staff to facilitate a playwork approach
6. Support staff to undertake benefit-risk assessment
7. Ensure that staff understand and undertake their roles and responsibilities
8. Lead and role model inclusive quality playwork practice
9. Support staff to reflect in, and on, action
10. Establish, implement and review processes for observation that support play
11. Involve staff in the review of policies, procedures and practice that underpin a playwork approach
12. Support staff to keep up to date with changes in policy and legislation relevant to playwork
13. Give feedback on playwork practice
14. Develop and implement plans to enhance, improve or maintain quality playwork practice
15. Monitor the progress and quality of own area of responsibility.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. A variety of leadership skills and styles that impact on the management of playwork practice
17. The role of the National Occupational Standards (NOS) for playwork to support the leadership and development of staff
18. Organisational structures for playwork
19. Methods to support staff with their mental health and wellbeing
20. How to deal with non-work related matters that may impact on staff wellbeing
21. Methods to support staff with supervision and appraisal

22. Why it is necessary to have a clear, well-informed vision and plan for the work of the setting and its future development based on agreed aims and objectives
23. When, why and how policies and procedures need to be updated.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC401

# Lead and support staff using a playwork approach

| | |
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| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC402

# Lead and manage the playwork setting

## Overview

This standard focuses on the skills and knowledge to effectively lead and manage a playwork setting. It includes quality assurance, maintaining records, managing physical resources, developing and reviewing policies and procedures, risk management and planning. It is closely linked to standard PWNC401 (Lead and support staff using a playwork approach).

This standard is for staff that may have organisational responsibility as well as leading and managing staff. They may also make a significant contribution to supporting play and role modelling quality playwork practice. Managers may also take on significant roles in play development or play sufficiency related work.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Manage the playwork setting in line with organisational policies and procedures
2. Manage and maintain the physical resources within the playwork setting
3. Manage the maintenance of health, safety and security in the playwork setting
4. Establish procedures that maintain quality playwork practice
5. Manage financial procedures relevant to own role and responsibilities
6. Manage the procedures for registration and transition of children
7. Establish and maintain staff documentation and checks in line with safer recruitment practices
8. Develop plans to manage the playwork setting
9. Ensure contingency plans are in place
10. Engage with external organisations and individuals to support the running of the playwork setting
11. Ensure the safety and security of information in line with legislation and organisational policies and procedures
12. Develop and review policies and procedures that underpin a playwork approach
13. Develop and review policies and procedures in line with current requirements for equity, equality, diversity and inclusion
14. Develop and review policies and procedures that support benefit-risk assessment of children's play

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. How to deal with non-work related matters that may impact on staff wellbeing
17. Best practice for safer recruitment of staff to playwork roles
18. National standards and guidance in relation to staffing relevant to own organisation
19. A variety of factors that enhance the retention of playwork staff
20. How to manage budgets and financial procedures in line with own organisational framework
21. How to review and manage an operational plan in line with own organisational

procedures
22. How to develop and review policies and procedures
23. How to manage and review resources in line with own organisational framework
24. Quality assurance and regulatory requirements relevant to own organisation
25. How to engage and work with external organisations and individuals to support the management of the playwork setting
26. The importance of contingency planning and what it is
27. How to manage information within own organisation in line with legislation and policy, including employment law
28. How to develop reports in line with organisational procedures.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC402

# Lead and manage the playwork setting

| | |
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| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC403

# Promote reflective practice and professional development in playwork

## Overview

This standard emphasises the importance of managers leading reflective practice both for themselves and for the staff team. Reflective practice is closely aligned to professional development in playwork and this standard sets out the skills and knowledge required. It includes planning professional development for the team as well as ensuring own continuing professional development (CPD).

This standard is for staff that may have organisational responsibility as well as leading and managing staff. They may also make a significant contribution to supporting play and role modelling quality playwork practice. Managers may also take on significant roles in play development or play sufficiency related work.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Establish a culture of reflective playwork practice, informed by the Playwork Principles
2. Reflect on own playwork practice
3. Reflect on own leadership and management practice
4. Identify own strengths and gaps in knowledge or practice
5. Analyse own practice in relation to the Playwork Principles, playwork theory and reflective practice models
6. Analyse team practice in relation to the Playwork Principles, playwork theory and reflective practice models
7. Support team to reflect on their practice in relation to the Playwork Principles, playwork theory and reflective practice models
8. Reflect with own team on how equity, equality, diversity and inclusion impacts on playwork practice
9. Use own reflections and those of own team to develop individuals, playwork practice and own setting
10. Support own team to identify strengths and gaps in knowledge or practice
11. Promote opportunities to enhance own team's playwork skills and knowledge
12. Record own team's reflections on the Playwork Principles, playwork theory and practice
13. Evaluate own team's reflections to continually improve the setting's playwork practice and development planning
14. Support individuals to evaluate their development and the impact of continuing professional development (CPD) on their playwork practice
15. Undertake supervision and appraisal to support reflective practice and CPD planning
16. Record outcomes of supervision and appraisal and CPD planning
17. Plan for an organisational approach to CPD informed by the Playwork Principles
18. Reflect on how own knowledge of equity, equality, diversity and inclusion impacts on own playwork practice
19. Undertake CPD to enhance playwork leadership and management practice
20. Evaluate own development and the impact of CPD on own playwork leadership and management practice.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. How to analyse own setting's supervision, appraisal and CPD policies and procedures in line with standards and legislation
17. How to model, lead and promote a culture of CPD and reflection
18. How to use coaching and mentoring techniques to support others when leading and developing reflective playwork practice
19. The links between reflective practice in playwork and reflexive practice
20. The relationship between the Playwork Principles, playwork theory and reflective practice

21. How own playwork practice is impacted by the Playwork Principles, playwork theory and reflective practice
22. Why it is important to reflect on own practice so that it meets requirements for equity, equality, diversity and inclusion
23. Why it is necessary to have a clear, well-informed vision and plan for the work of the setting and its future development based on agreed aims and objectives.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC403

# Promote reflective practice and professional development in playwork

| | |
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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC404

# Manage and enhance internal and external relationships specific to playwork

## Overview

This standard sets out the skills and knowledge to manage and enhance internal and external relationships specific to playwork. This includes relationships with children and families but also with staff and external partners. It includes the requirement for managers to lead playwork advocacy and to be advocates for play and playwork with partners in the community.

This standard is for staff that may have organisational responsibility as well as leading and managing staff. They may also make a significant contribution to supporting play and role modelling quality playwork practice. Managers may also take on significant roles in play development or play sufficiency related work.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Lead and role model engagement with children in an open, respectful and responsive way
2. Engage with families, staff and others in an open, respectful and responsive way
3. Develop and implement policies to help build relationships with children and families
4. Respond to children and families to build relationships
5. Respect and value individuals, their backgrounds and culture
6. Take action to manage responses to children and families to build relationships
7. Ensure staff use organisational policies and procedures to help with building relationships with children and families
8. Identify relevant external partners to work with in the community
9. Build relationships with relevant individuals, organisations and others within the community
10. Develop partnership working and identify shared actions to support and enhance playwork practice
11. Lead advocacy on behalf of children to ensure their voice, views and wishes are heard
12. Lead and promote advocacy for play and playwork to individuals and organisations
13. Reflect on the way in which advocacy for play and playwork has influenced practice
14. Reflect on own leadership and management practice for building internal and external relationships

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. How to build positive relationships with the staff team
17. How playwork practice impacts on local community
18. How to deal with non-work related matters that may impact on staff wellbeing
19. The range of potential partners that playwork settings could work with
20. How to develop relationships with external partners
21. How to lead and manage to facilitate and develop relationships with own team and colleagues
22. How to manage conflict if it arises, following organisational policies and

procedures and relevant legislation

23. A range of methods to build relationships with children and families
24. A range of methods to build relationships with own team and colleagues
25. How to respond positively to concerns or complaints in line with organisational procedures
26. How to communicate effectively and how to adapt communication to maintain positive relationships
27. The range of organisations and individuals that exist to refer to, for support and to engage with, to enhance relationships with children and families
28. How to lead and manage communication between individuals and agencies, encouraging children to express their needs and wishes
29. Different methods to advocate for play and playwork to a range of audiences.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC404

# Manage and enhance internal and external relationships specific to playwork

| | |
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| **Keywords** | Play; Playwork; Children and young people |

PWNC405

# Investigate and implement contemporary frameworks within a playwork context

## Overview

This standard involves investigating key concepts, ideas and theories that are relevant to play and playwork. This investigation can be used to inform own practice, team practice and setting policies and procedures.

This standard is for staff that may have organisational responsibility as well as leading and managing staff. They may also make a significant contribution to supporting play and role modelling quality playwork practice. Managers may also take on significant roles in play development or play sufficiency related work.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Investigate research into concepts, ideas and theories relevant to play and playwork
2. Investigate contemporary frameworks relevant to play and playwork
3. Investigate quality assurance frameworks relevant to play and playwork
4. Reflect on the findings from own investigation that are relevant to own playwork practice
5. Analyse own findings in relation to own organisation's playwork practice
6. Share the outcome of own investigation and analysis with staff and colleagues through reflective practice
7. Use the investigation and analysis to review, update and implement organisational policies and practice
8. Evaluate the implementation of updated policies and practice.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. National legislation and guidance around play sufficiency
17. Sources of information that can be used to support research into play and playwork and how to access these
18. How to identify organisations or institutions that provide play and playwork training, support and research
19. How to undertake investigation into contemporary frameworks
20. The importance of understanding contemporary frameworks and the impact they have on playwork practice

21. How to develop and review policies and practice informed by research.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC405

# Investigate and implement contemporary frameworks within a playwork context

| | |
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| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
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PWNC406

# Use a playwork approach to community development and engagement

## Overview

This standard is designed for those who undertake substantial work with communities and who need a deeper understanding of community composition, needs and dynamics. It is particularly relevant to those contributing to play sufficiency assessments and wider play development activity.

It applies to staff who may have organisational responsibility, including leading and managing others, and to those who make a significant contribution to supporting children's play through modelling high quality playwork practice. Managers may also hold strategic or developmental roles linked to community play provision and play sufficiency work.

**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.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Gather information on the demographic make-up of the community
2. Gather information on play and recreation in the community
3. Analyse the information gathered to inform play and playwork services
4. Identify community partners and select methods for engagement
5. Take steps to make links with community partners
6. Build relationships with community partners
7. Engage with the community to promote play and playwork
8. Engage in partnership working to identify and implement actions to improve children's opportunities for play
9. Gather evidence to demonstrate the positive impact of play and playwork
10. Reflect on the effectiveness of own community engagement.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. How to engage with and support volunteers
17. The range of organisations that can support with volunteer engagement
18. A range of models for auditing the community
19. The range of organisations that can support to understand the community
20. Different methods of community engagement and their uses
21. Approaches to community development
22. How to access support from others doing similar roles in different areas
23. Sources of information to help in understanding the community

24. National or regional legislation and/or guidance around play sufficiency
25. How different demographic factors may impact on community development approaches.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

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PWNC406

# Use a playwork approach to community development and engagement

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| **Relevant Occupations** | Education Staff, Sport, Leisure and Recreation, Social Care and Childrens Care, Children and Young People's Services |
| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC407

# Make decisions in playwork based on information and analysis

## Overview

This standard is about collecting and analysing information and using it to inform important decisions in the playwork setting. It is closely aligned with PWNC402 (Lead and manage the playwork setting) and should be read alongside it. While PWNC402 addresses the operational and management functions of running a playwork setting, this standard focuses specifically on the decision-making processes that underpin effective leadership: how information is gathered, evaluated and communicated to drive improvements in playwork provision.

Decision-making in this context may relate to a wide range of activities, including: consulting with children, families and staff to improve services; reviewing evidence to develop or revise policies; analysing financial or operational data to inform planning; and researching current playwork theory and local need to shape provision.

This standard is for individuals working within playwork, with responsibility for the operational running of one or more playwork settings and for staff welfare.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Investigate, using qualitative or quantitative methods, to obtain information to support decision-making that meets legal and organisational policies and procedures
2. Draw on current theoretical perspectives relevant to play and playwork to inform the information-gathering process
3. Analyse information to enable reliable decisions that are consistent with the Playwork Principles, children's rights, and the promotion of equity, equality, diversity and inclusion
4. Keep records of the analysis that are sufficient to show the assumptions and decisions made at each stage
5. Draw evidence-based conclusions from the analysis with reasoned argument and appropriate rationale
6. Use reflective practice to evaluate and learn from decisions made, informing practice and provision
7. Communicate findings and decisions in accordance with organisational policies, Playwork Principles and in formats appropriate to the audience
8. Make recommendations based on feedback for improvements to systems and procedures
9. Monitor playwork practice to ensure that agreed systems and procedures are being followed
10. Use feedback from staff, children, families and external organisations to improve future decisions and provision.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork, and how each principle applies within own decision-making role
2. Children's rights and how to apply them to play, playwork and decisions about provision
3. Current theoretical perspectives relevant to play and playwork, and how these should inform decisions
4. How to judge the quality of information required to support decision-making in different contexts
5. Research sources capable of informing own choices in relation to systems and procedures requiring decisions
6. Research methods both qualitative and quantitative and their respective advantages and disadvantages
7. How to identify findings that may be contradictory, ambiguous or inadequate, and how to address these
8. Different methods of recording and storing findings, and their advantages and disadvantages, in accordance with legal and organisational requirements
9. The importance of effective research and management of findings in reaching well-evidenced decisions
10. The difference between fact and opinion and how to distinguish between them when drawing conclusions
11. The importance of supporting conclusions and decisions with reasoned arguments and appropriate evidence
12. The importance of policies and procedures being evolving documents
13. Principles and values around equity, equality, diversity and inclusion, and how these should inform decisions in playwork practice
14. Models of reflective practice relevant to playwork, and how they support the evaluation of decisions and improvement of provision
15. The impact of trauma on children's lives and how play can be protective and therapeutic, and how this understanding should inform decisions about the play environment
16. How to communicate decisions to others in a format suitable for the recipients, including colleagues, senior managers and external stakeholders
17. Methods of monitoring and supporting others to follow decisions and implement

agreed changes

18. Why it is important to seek feedback from staff, children, families and external agencies

19. Why it is important to provide opportunities for own team to contribute recommendations on improvements to systems and procedures.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

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PWNC407

# Make decisions in playwork based on information and analysis

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC408

# Lead and manage a playwork approach for children with additional support needs

## Overview

This standard is for those who have responsibility for leading, managing and assuring a playwork approach for children with additional support needs within a playwork setting.

It focuses on strategic oversight, staff leadership, inclusive culture, quality improvement and partnership working, ensuring that children's right to play is upheld through effective organisational systems and reflective practice**.**

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Lead the development and implementation of an inclusive playwork approach that meets the needs of children with additional support needs
2. Ensure that organisational values, policies and procedures reflect the Playwork Principles and children's rights
3. Promote a culture where inclusion, equity and participation are embedded across the playwork setting
4. Ensure systems are in place to gather, manage and review information about children's additional support needs in line with legislation and organisational procedures
5. Comply with relevant legislation, national frameworks and safeguarding requirements relating to equity, equality, diversity and inclusion
6. Ensure benefit-risk approaches support children with additional support needs to manage risk and access rich play opportunities
7. Lead, support and supervise staff to deliver responsive, inclusive playwork practice
8. Ensure staffing structures, ratios and skills meet the needs of children
9. Identify training, learning and professional development needs related to additional support needs and inclusive playwork practice
10. Support reflective practice individually and collectively to continually improve playwork quality
11. Oversee the design, adaptation and resourcing of play environments to ensure accessibility, flexibility and inclusion
12. Ensure staff are supported to make adaptations to environments and resources without limiting children's choice and independence
13. Investigate, secure or commission specialist equipment, advice or support where required
14. Lead effective partnerships with parents, carers and families to support children's play
15. Establish systems for meaningful communication with children, using and supporting preferred communication methods
16. Liaise with allied health professionals, education, social care and specialist services when appropriate, ensuring a playwork perspective is maintained
17. Monitor, evaluate and review inclusive playwork practice across the setting

18. Reflect on leadership and management relating to children with additional support needs.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. How to lead inclusive teams that recognise children's strengths, assets and individuality
17. How leadership behaviours influence attitudes, language and practice across a workforce
18. How to support staff to challenge assumptions, values and unconscious bias
19. Approaches to supervision, mentoring and coaching that strengthen inclusive practice
20. Current best practice, research and guidance relating to inclusive and specialist

playwork provision

21. The value and benefits of inclusive playwork for children, families, communities and organisations

22. How to advocate for the right to play for children with additional support needs

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC408

# Lead and manage a playwork approach for children with additional support needs

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC409

# Manage compliance with external playwork quality assurance frameworks

## Overview

This standard sets out the skills, knowledge and understanding required to manage compliance with external playwork quality assurance frameworks. It includes establishing quality assurance requirements that are consistent with the Playwork Principles, evaluating playwork provision, working collaboratively with staff and teams, and supporting continuous improvement in the quality of playwork practice.

This standard is for those who have responsibility for leading, coordinating or overseeing playwork quality assurance processes. This may include managers, senior practitioners, development officers, assessors or others with responsibility for assuring, reviewing or supporting quality in playwork provision.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Identify the quality assurance requirements relevant to playwork, including statutory, organisational and sector-endorsed expectations
2. Prepare and review relevant information, including previous quality reviews, self evaluations and improvement plans
3. Establish and maintain professional, respectful and trusting relationships with staff and others involved in the quality assurance process
4. Explain the scope, purpose and process of quality assurance in a way that reflects the Playwork Principles
5. Lead quality assurance activity in a way that minimises disruption to children's play
6. Work collaboratively with staff to identify appropriate sources of evidence that reflect the quality of playwork practice, environments and resources
7. Work collaboratively with external agencies responsible for quality assurance
8. Lead the evaluation of playwork provision using a range of methods without disrupting children's play
9. Verify that information gathered is relevant and reflects the experiences of children and those supporting their play
10. Identify strengths, effective practice, areas for development and priorities for improvement in playwork provision
11. Provide constructive, strengths-based feedback that supports reflection, learning and professional confidence in playwork teams
12. Complete records and documentation related to quality assurance activity in line with organisational and sector requirements
13. Reflect on own role, values, assumptions and leadership practice in relation to leading quality assurance in playwork settings
14. Establish systems to enhance or maintain quality practice based on quality assurance feedback.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. The purpose and value of quality assurance in supporting quality playwork practice, environments and relationships
17. Methods of self evaluation, reflective practice and continuous improvement relevant to playwork settings
18. The range and value of qualitative and quantitative evidence that can demonstrate quality in playwork
19. How to observe playwork practice ethically and sensitively without interrupting children's play

20. Equity, equality, diversity, inclusion and rights-based requirements relevant to playwork quality assurance
21. A range of evaluation methods including observation of practice, reflective discussion and review of documentation
22. The role of supervision, reflective practice and learning and development in sustaining quality playwork practice
23. The purpose and use of sector-endorsed quality assurance schemes and regulatory requirements in strengthening, evidencing and celebrating quality in playwork.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

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PWNC409

# Manage compliance with external playwork quality assurance frameworks

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC410

# Manage financial resources in a playwork setting

## Overview

This standard is about managing financial resources within a playwork setting to achieve the objectives of own organisation or area of responsibility. It incorporates the values and principles that underpin high-quality playwork practice, ensuring that financial decisions always reflect and support children's right to play

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Review and confirm own financial responsibilities and the limits of own authority within the playwork setting
2. Lead engagement with key stakeholders in agreeing, managing and reviewing finances to achieve organisational objectives
3. Ensure that financial decisions support children's access to quality play
4. Critically evaluate financial information alongside the objectives and operational plans of the setting
5. Develop and justify a realistic budget for own setting or specific area of responsibility
6. Negotiate the proposed budget with decision-makers and communicate agreed budget clearly to all relevant colleagues
7. Establish and maintain robust systems to monitor and evaluate financial processes
8. Manage the finances for a range of resources and staffing
9. Provide financial performance reports to those with decision-making responsibility in line with organisational requirements
10. Critically review the financial performance of the playwork setting against stated objectives

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork, and how they inform financial decision-making
2. The scope, vision, objectives and operational plans of own playwork setting, and their implications for financial management
3. The relevant legal and regulatory requirements affecting financial management in playwork settings
4. How financial decisions can support or undermine children's right to play freely, and the professional responsibility of the manager to protect play quality within budget constraints
5. Own financial responsibilities, those of others, and the limits of own authority within the setting
6. The purposes of budgetary systems and how they support the effective delivery of play services
7. How to revise budgets in response to change or unforeseen developments
8. Organisational guidelines for preparing, approving, monitoring and revising budgets
9. How to locate, critically evaluate and apply financial information when developing a realistic, evidence-informed budget for a playwork setting
10. How to consult and collaborate with colleagues to critically analyse priorities, risks and problems when preparing and reviewing budgets
11. How to establish, manage and critically evaluate systems for monitoring financial performance against budgets in a playwork setting
12. The importance of contingency planning and a critical understanding of the types of risk and contingency that may arise in a playwork setting
13. The importance of regular, accurate financial reporting and a critical understanding of what different stakeholders need to know, in what format and when
14. Types of fraudulent activity, how to identify them, and the organisational and legal procedures for reporting and managing them
15. How to critically review financial performance against stated objectives and identify improvements for future budget cycles
16. How to manage a wide range of play resources including loose parts, outdoor environments and staffing ratios, and a critical understanding of the financial

implications of maintaining appropriate provision levels

17. How to critically evaluate and balance cost efficiencies with the professional and ethical obligation to provide a rich, stimulating and varied play environment
18. The funding landscape for playwork
19. The importance of ethical procurement and how to balance purchasing decisions with the setting's values around inclusion, sustainability and children's wellbeing.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

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PWNC410

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| **Suite** | Playwork |
| **Keywords** | Play; Playwork; Children and young people |

PWNC411

# Provide values-based leadership in playwork

## Overview

This standard is about providing values-based direction to people working within a playwork setting and motivating and supporting them to achieve a shared vision of quality playwork practice. It focuses on the relational, ethical and practice dimensions of leadership that are distinctive to playwork, rather than the operational and managerial functions.

This standard is for those who hold responsibility for leading others. It sits alongside PWNC402 (Lead and manage the playwork setting), which addresses operational leadership.

**This standard is underpinned by the Playwork Principles, which playworkers must understand and, where possible, demonstrate through their practice and reflection.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Develop and articulate a clear vision for own area of responsibility that is grounded in the Playwork Principles and communicates a compelling sense of purpose to the people working within it
2. Ensure that people working within own area understand how the vision and objectives connect to the wider organisational mission and to children's rights and play sufficiency
3. Communicate the vision clearly and enthusiastically
4. Use of a range of communication methods to articulate the organisational vision
5. Translate the organisational vision into day-to-day practice expectations that staff can understand, relate to and take ownership of
6. Create and maintain a culture within own area that reflects the Playwork Principles, where staff feel safe to take risks, reflect critically on their practice and challenge assumptions about children and play
7. Role model the Playwork Principles and high-quality practice, demonstrating through own behaviour the standards and approach expected
8. Encourage and support staff to develop their own playwork philosophy and professional identity, and to take the lead in their own areas of expertise and experience
9. Recognise, celebrate and build on the strengths, skills and contributions of individuals within own team, using an asset-based approach to staff as well as to children
10. Develop and apply a range of leadership styles appropriate to different situations, individuals and stages of team development
11. Seek regular feedback on own leadership performance from the people you lead to develop own practice as a leader.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Current theoretical perspectives relevant to play and playwork
5. Relevant legislation and how it applies to own area of responsibility
6. Relevant theories of leadership and management to support staff using a playwork approach
7. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
8. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
9. How to lead and role model practice to support equity, equality, diversity and inclusion
10. How to lead and manage playwork settings to include all children based on their individual circumstances, needs and preferences
11. What is an asset-based approach to children and their play
12. How to support staff to work with children using an asset-based approach
13. Models of reflective practice relevant to playwork
14. The impact of trauma on children's lives and how play can be protective and therapeutic
15. That playwork is commonly practiced in a range of settings, including: adventure playgrounds, hospitals, open access playwork, out of school childcare, prisons and youth work
16. The fundamental differences between management and leadership and why this distinction matters in playwork, where values and culture are central to quality
17. How to develop a compelling, values-based vision for a playwork setting and communicate it in ways that generate genuine commitment rather than compliance
18. A range of leadership styles and how to select and apply these to different situations and individuals
19. How to create and sustain a culture of reflective practice and why this is fundamental to both playwork quality and staff development

20. How to use an asset-based approach to leading staff, recognising and building on individual strengths
21. How to empower staff effectively, including establishing appropriate boundaries within which individuals can exercise professional judgement and autonomy
22. The importance of role modelling in playwork leadership and how a leader's own behaviour shapes the culture and practice of the setting
23. How to seek, receive and act on feedback about own leadership performance
24. The specific workforce challenges of the playwork sector, including professional identity, pay and conditions, and the importance of values-led leadership in staff retention
25. The range of strengths, needs, difference and circumstances within own team and how to support and advocate for individuals
26. Own values, motivations, emotions and their influence on own leadership, and own strengths and areas for development as a playwork leader
27. Own role, responsibilities and level of authority, and how own area contributes to the vision and objectives of the wider organisation.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC411

# Provide values-based leadership in playwork

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PWNC412

# Recruit and select people for working in playwork

## Overview

This standard is about recruiting and selecting people to undertake identified roles within playwork. It is relevant to managers and leaders who are responsible for recruiting and selecting staff for their organisation or their particular area of responsibility.

Recruitment and selection in playwork must reflect the Playwork Principles as the professional and ethical framework for the sector, ensure the safety and wellbeing of children, and comply with safer recruitment requirements for roles working with children.

**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.**

**A glossary is available to support understanding of terminology used.**

## Performance criteria

*You must be able to:*

1. Review the work required in own area of responsibility to identify any shortfall in the number of staff or their knowledge, skills and competence in relation to playwork practice
2. Identify and evaluate the options for addressing any identified shortfalls, taking into account the specific workforce requirements of a playwork setting
3. Review job descriptions and person specifications to ensure they are up-to-date, accurate and reflect the values, knowledge and skills required for a playwork approach
4. Demonstrate that all aspects of the recruitment process are aligned with legislative and organisational policies and procedures for equity, equality, diversity and inclusion
5. Promote vacancies to reach a diverse range of potential applicants and actively promote the playwork setting as an inclusive employer
6. Draw up fair and clear criteria for assessing and selecting applicants appropriate to the job role
7. Ensure the selection process is carried out fairly, consistently and in compliance with equity, equality, diversity and inclusion legislation
8. Ensure all required pre-employment checks are completed before appointment
9. Offer the position to the applicant who best meets the selection criteria
10. Provide clear, accurate and constructive feedback to unsuccessful applicants in line with organisational policy
11. Evaluate the success of the recruitment and selection process and identify any areas for improvement.

## Knowledge and understanding

*You need to know and understand:*

1. The Playwork Principles as the professional and ethical framework for playwork and how each of the principles can be applied within own leadership role
2. Children's rights and how to apply them to play and playwork
3. Principles and values around equity, equality, diversity and inclusion and how to lead and manage them in playwork practice
4. Relevant legislation and policy and how it applies to own area of responsibility
5. The relevant legal requirements to ensure equity, equality, diversity and inclusion, and how they are promoted in playwork practice
6. How organisational policies and procedures on equity, equality, diversity and inclusion impact on playwork practice
7. Best practice for safer recruitment of staff to playwork roles
8. National standards and guidance in relation to staffing relevant to own organisation
9. A variety of factors that enhance the retention of playwork staff
10. How to engage employees and other stakeholders in recruitment, selection and retention activities within a playwork context
11. Where to access specialist resources and regulatory guidance relevant to recruiting playwork staff
12. How to review the workload in own area to identify shortfalls in staff numbers and the pool of knowledge, skills and competence relevant to playwork
13. Different options for addressing identified staffing shortfalls and their associated advantages and disadvantages, including use of volunteers, apprentices or part-time staff in playwork settings
14. What job descriptions and person specifications should cover in a playwork context, including the Playwork Principles, safeguarding responsibilities and the qualities associated with an asset-based approach to children
15. Different recruitment and selection methods and their associated advantages and disadvantages, including how to assess for values and play philosophy as well as qualifications and experience
16. Safer recruitment legislation, statutory guidance and best practice for roles working with children
17. How to develop selection criteria based on knowledge, skills and competence, their values and approach to children's play, and their potential to work effectively

within a playwork team

18. What an asset-based approach to children and their play is, and how to assess for this disposition in the selection process

19. How to measure applicants' competence and capability and assess whether they meet both the technical and values-based requirements of the vacancy

20. How to take account of equity, equality, diversity and inclusion requirements, including relevant legislation, when recruiting, selecting and retaining staff, and how this connects to the playwork setting's duty to include all children

21. Active listening and questioning techniques relevant to interviewing applicants for playwork roles

22. The importance of keeping applicants informed about progress of the recruitment process and how to do so

23. The importance of providing clear, accurate and constructive feedback to unsuccessful applicants and how to do so

24. How to review the effectiveness of recruitment and selection processes in own area, including in relation to diversity and safer recruitment compliance.

## Glossary

A glossary has been developed to use alongside these NOS. A variety of terminology is in use across the four nations of the UK. The glossary is not intended to favour one term over another but instead reflect the nuances of language and ensure clarity. Users of NOS should aim to use the most up to date, inclusive and reflective language for their own context. The Glossary is available at: www.play.wales/playwork/workforce or by emailing nosreview@play.wales

## External Links

www.play.wales/playwork/workforce

PWNC412

# Recruit and select people for working in playwork

| | |
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HSCCLD44

# Lead the safeguarding of individuals and others

## Overview

This standard identifies the requirements when leading the safeguarding of individuals and others. This includes supporting the development of practices that support the rights, inclusion and wellbeing of individuals and promotion of safeguarding. The standard covers the development and evaluation of preventative practice and includes acting on cases of harm or abuse.

## Performance criteria

*You must be able to:*

1. provide access to safeguarding policies and procedures in your workplace
2. provide access to information on the safeguarding requirements and risk assessments for individuals
3. promote a culture that embeds safeguarding into everyday practice
4. encourage others to support the independence, confidence and self-esteem of individuals to maintain their personal safety and decision making
5. promote a culture that empowers individuals to express their needs, thoughts and emotions on personal safety and safeguarding
6. model practice that shows value and respect for opinions, choices and positive risk-taking decisions of individuals to support outcomes
7. procure and support individuals and others to access and use resources, digital tools and devices to support personal safety
8. work in collaboration with individuals and others to identify behaviours, situations and signs that may be harmful or abusive, and take action to minimise or eliminate these risks
9. implement and support others to follow safeguarding policy and procedures when harm or abuse is suspected or disclosed
10. lead on the promotion of working in collaboration with others to safeguard individuals
11. share information and risk assessments to inform safeguarding practices and support others to do so
12. evaluate the effectiveness of safeguarding systems and preventative practices
13. empower individuals and others to contribute to evaluations of safeguarding systems and preventative practices
14. work in collaboration with individuals and others to identify, review and implement any changes required to safeguarding systems and preventative practices
15. complete records and reports required for leading the safeguarding of individuals and others
16. reflect on how you carried out your role and responsibilities to lead the safeguarding of individuals and others

## Knowledge and understanding

*You need to know and understand:*

1. types of harm, abuse, neglect and exploitation
2. what perpetrator behaviour and grooming are, the signs, how it can occur and action to take
3. what bullying is, the signs, how it can occur and action to take
4. the influence of power and how to prevent its misuse by others to hide safeguarding concerns
5. factors that may increase the risk of harm or abuse
6. how to embed neurodivergence and additional needs in safeguarding practice
7. the signs that may indicate individuals or others have been or are at risk of harm or abuse
8. types of actions, omissions, behaviours and situations that may be harmful or abusive, and different perceptions of this
9. transitional phases in the lives of individuals which may increase the risk of harm and abuse
10. the influence of culture, background and spirituality on personal safety and safeguarding
11. the moral and ethical duty to lead practice that promotes the safeguarding individuals, others and wider public protection
12. your lead preventative role in the safeguarding of individuals and others, and the implications of failure to act
13. how to support whistleblowers to come forward
14. the role of risk assessment, risk management and positive risk taking in the safeguarding of individuals and others
15. how to empower others to take correct actions if harm or abuse is suspected or disclosed
16. how to support individuals and others to identify and report harm or abuse, and why it might be difficult for them to do so
17. how to support emotional regulation during safeguarding
18. the role of confidence and self-esteem of individuals and others in maintaining personal safety
19. how to identify and reduce safeguarding risks associated with the use of online digital tools and devices
20. how to support the safeguarding of yourself and others when in a work setting

or lone working
21. the learning from reviews into serious failures to protect people from harm, abuse, neglect or exploitation, and how to implement learning into practice
22. how to lead on the application of trauma informed principles to safeguard individuals and others
23. how to lead on dignity, kindness and compassion in the safeguarding of individuals and others
24. how to support individuals and others to understand and follow safeguarding information, risk assessments, policies and procedures
25. how to work co-productively with individuals and others to evaluate the effectiveness of safeguarding systems and preventative practices
26. the importance of preserving evidence related to potential harm and abuse and how to support others to do this
27. when you must share information that would otherwise be confidential, and how to support others with this
28. why recording and reporting facts is important in safeguarding, and how to support others to do this
29. what to do if you or others have reported concerns, but no action is taken to address them
30. the records and reports required for leading the safeguarding of individuals and others
31. theories relevant to leading the safeguarding of individuals and others
32. the relevant legal requirements, standards of practice, frameworks and guidance for leading the safeguarding of individuals and others
33. the workplace requirements on equality, diversity, inclusion, and rights when leading the safeguarding of individuals and others
34. how to work in partnership with others to lead the safeguarding of individuals
35. how your personal experiences and unconscious bias may impact leading the safeguarding of individuals and others, and how to address this
36. the role of supervision, reflective practice and learning and development in the safeguarding of individuals and others

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

HSCCLD44

# Lead the safeguarding of individuals and others

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