

FUN



DREAM BIG



HONESTY



RESPECT

FUN 4 YOUNG PEOPLE

WE AIM FOR OUR YOUNG PEOPLE TO

Experience improved confidence

Experience improved emotional wellbeing

Experience reduced isolation and improved social relationships

Increased family ability to understand and meet children's needs



Our goal is to inspire young people to overcome barriers they may face in their lives by creating trusting, non-judgmental environments that are **inclusive, nurturing, and respectful, thus enabling them to reach their potential.**

OUR YOUNG PEOPLE

Our young people are a diverse group united by **Adverse Childhood Experiences** and a multitude of barriers in their lives. All of our young people **will experience one or more of the following challenges:**

85% come from families with **financial struggles**

45% of our young people have one or more **SEND, mental health or neurodiverse diagnosis, or have a sibling, parent or carer with SEND/ SEMH**

More than **10%** have a **social worker** or are under a **Child Protection Plan (CPP)**



Children in care (LAC)



Young Carer- where a parent/sibling has a mental health diagnosis or disability



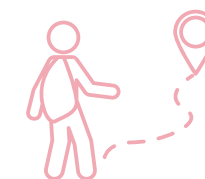
On an Early Health Care plan (EHCP)



English as their 2nd language (ESOL)



Have a parent in prison



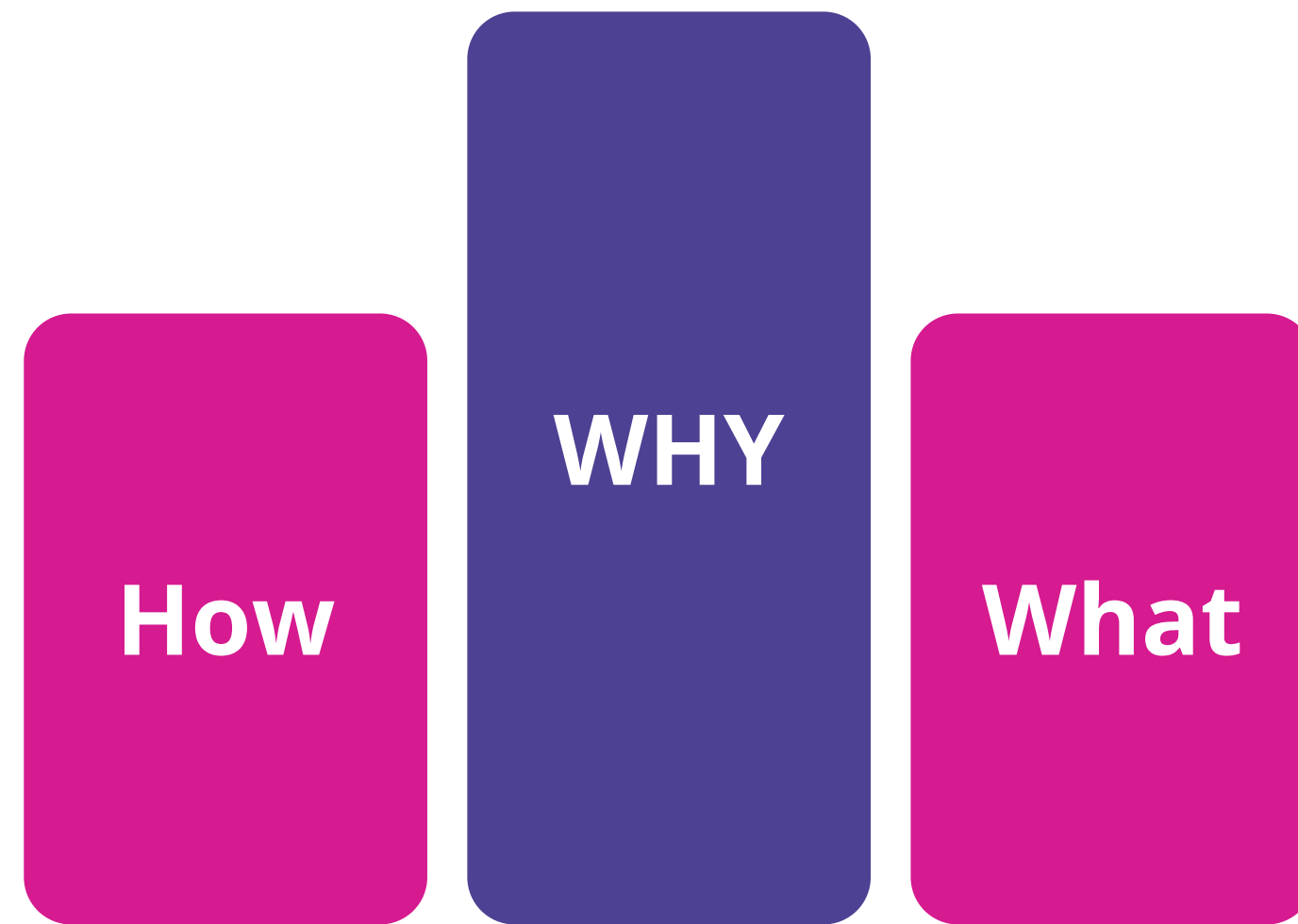
A refugee or resettled



Have experienced domestic violence in the household



THINK?



We need to keep in our minds why we do what we do.

The WHAT and HOW are really important in making things happen, but WHY we do what we do should be central to all of our actions.

We want to always ensure that the person we are supporting is at the heart of everything, and keeping them safe and cared for is what everything else is about.

The WHY is the very thing that shapes our WHAT we are going to do and HOW we are going to do it.

SUPPORTING OUR YOUNG PEOPLE

1–1 Reading Sessions – Role Overview

Your role goes beyond supporting literacy. You are also helping to build confidence, trust and positive relationships with young people.

Building Positive Relationships

A core part of your role is to get to know the young person you are working with. Many of our young people may not have consistent, positive adult relationships elsewhere, and your time with them can be significant. Your sessions should feel supportive, calm and encouraging. You are a role model and a trusted adult. By showing patience, interest and consistency, you contribute to the wider support network around each young person.

Supporting Reading and Literacy

Sessions may include:

- Listening to the young person read
- Reading to them
- Shared reading
- Supporting comprehension and discussion
- Additional literacy-based activities and games

Reading should be enjoyable and confidence-building. Follow the young person's pace and interests where possible, offering encouragement and celebrating progress.

PASTORAL AWARENESS

During 1–1 sessions, you may notice things that others do not. A young person may:

- Struggle with friendships
- Share worries or dislikes
- Appear withdrawn or anxious
- Talk about home life or personal concerns
-

Because the setting is calm and individual, young people may open up more readily. This is valuable information and can help us build a fuller understanding of their needs.

If a young person shares concerns about friendships, worries or home life, listen calmly and reassure them. Do not promise confidentiality. Let them know that if something is important or concerning, you may need to share it with the pastoral team so we can help.

It is important that you pass relevant information to the pastoral team, even if it seems small. Patterns often emerge when information from different adults is combined.

If you notice:

- Ongoing emotional distress
- Social difficulties that are not improving
- Concerning comments about home life
- Significant changes in mood or behaviour
-

Speak to the pastoral team. They may already have background knowledge or be supporting the young person in other ways.

SAFEGUARDING & DISCLOSURES

If a young person makes a disclosure:

1. Stay calm and listen carefully.
2. Do not investigate or ask leading questions. Only ask open questions if clarification is needed (e.g. “Can you tell me a bit more about that?”).
3. Do not promise to keep it secret. Explain that you may need to share the information to keep them safe.
4. Reassure them that they have done the right thing by telling you.
5. Record what was said as soon as possible, using the young person’s own words where you can.
6. Report immediately to the Designated Safeguarding Lead (DSL) or follow the organisation’s safeguarding procedure.

If you have a concern but no clear disclosure, use the Ladder of Suspicion to guide your thinking. This means:

- Noticing small signs or changes
- Recording observations
- Sharing concerns early
- Escalating appropriately if concerns increase
-

Never ignore a concern because it feels uncertain. If in doubt, report it.

Your role in 1–1 reading sessions is not only about literacy. It is about being present, supportive and attentive. You are part of a wider team working to ensure every young person feels seen, heard and valued.

SUPPORTING OUR YOUNG PEOPLE

PASTORAL SUPPORT PLAN

Each YP has a PSP which has been put together by the pastoral team, gathering information on how to best support them. We want to try and be consistent with anything already in place, so these are created by speaking with schools, parents/carers and the young people themselves.

PASTORAL SUPPORT LEVEL, PSP OVERVIEW, YP RISK ASSESSMENTS

Each YP is given a support level to best equip staff, and a brief overview is provided on each YP profile (Salesforce or Staff room if HC) with key information. Some YP have individual Risk Assessments, which can be found on their profile or will be shared with you if necessary.

Levels

Star- no concerns

Circle- low need/background e.g Young carer, LAC, CPP, parent in prison, emotional/low-level behavioural, bereavement, medical need/ dyslexia

Triangle- moderate needs- Diagnosis not requiring 1:1 e.g. ADHD, ASD, anxiety, will require adaptations- boundaries, instructions, emotional support.

Square- high need- may have 1:1 for educational support, EHCP, risky behaviours, attachment, possible previous Team Teach intervention

BEHAVIOUR MANAGEMENT

We see behaviour as communication- so ask yourself, why am I seeing this behaviour? There are 4 main reasons:

- sensory stimulation
- seeking to avoid or escape something
- trying to access something
- needing connection (attention)

Think about the language you use when you are supporting behaviour

- "You have a lot of energy, can you use that to....." rather than "you are hyper-active"
- Use positive praise followed by constructive guidance- thank you for being ready to listen, can we now.....
- Model the behaviour you want to see (sit next to child and listen to tutor, problem solving, good communication e.g. saying sorry well)
- Use verbal gestures - can be pre-arranged with individual YP - that are simple and subtle- give them chance to regulate.
- Ask yourself why they are presenting with the behaviour you see - talk to the child - don't ask "why?" rather ask about how they are feeling. Acknowledge behaviour and feelings- I can see that has upset you, what can we do to make this better.
- Can you identify their frustration- are they hungry, thirsty, hot, anxious, sensory overload etc
- Transitions- often the hardest time for YP- help them regulate, don't expect their best behaviour too quickly. Support with a self-regulation activity.

Sometimes behaviours result in needing to set boundaries. Our behaviour system has been put in place to support YP. We want to help them recognise behaviours and support them to not repeat them. e.g. giving a warning but putting support in place so they don't get another- use of movement breaks, use of sensory aids, timers, time with pastoral, positive praise, adapting sessions.

Reframe poor behaviour as mistakes, and a learning opportunity.

- Think of challenging behaviour as opportunities to learn and understand more about the YP.
- Pick your battles- did they do what you asked, even if reluctantly
- Give choices- but so the outcome is still what you want them to achieve- you can either take a minute out and join back in on your own or you can join in with me.

Praise is our most powerful tool - Catch them doing something great, it will also help build a positive relationship. "That was a kind thing to do" "You've been a great friend"

C

Communication

Stance, posture, gesture, facial expression, intonation, scripts.

A

Awareness & Assessment

Reading behaviour, knowledge of individual plans, anticipating what might happen next.

L

Listening & Learning

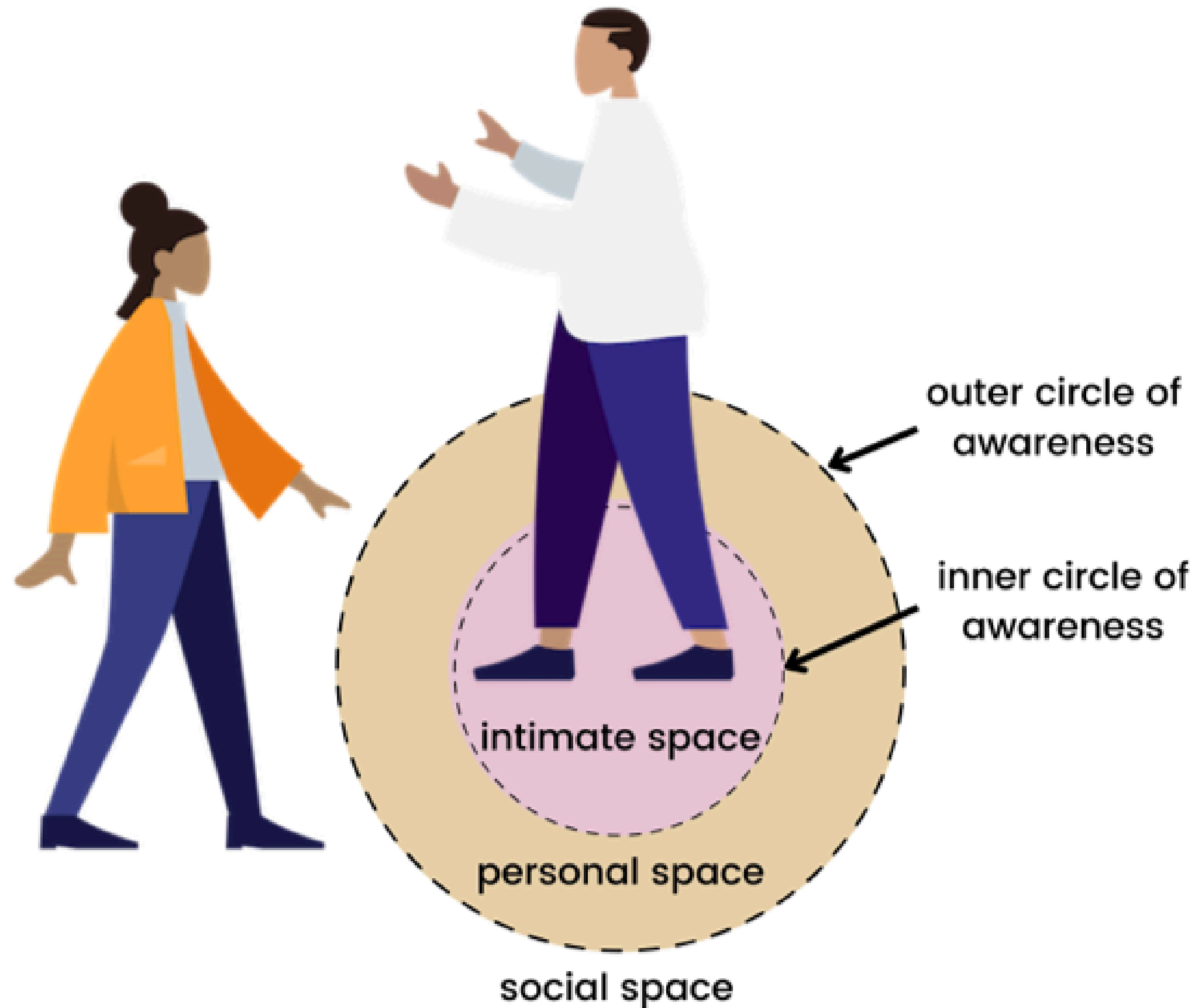
Give time & space, allow pauses for take up time, providing a way out.

M

Making Safe

Objects, space, hotspots, safety responses.

PERSONAL SPACE



Remember to think about how our position can affect an individual. Being in front, behind or above can be intimidating.

Non-verbal communication is powerful. Gestures, facial expressions, and proximity may trigger unpleasant feelings.

An individual's history could affect how safe they feel if we fail to present ourselves in a safe, regulated manner.

THE IMPORTANCE OF LANGUAGE

Language shapes culture.

The words we use to describe young people influence how we think about them, how we respond to them, and how others perceive them.

Describing a young person as “challenging” can unintentionally suggest deliberate disruption and lead to reactive responses.

Remember, **Behaviour is Communication**. A young person may be anxious, overwhelmed, confused, frightened, dysregulated or unsure of expectations.

When we shift our thinking in this way, our response moves from control to support.

Language shapes mindset, and mindset shapes practice. If we label behaviour as “challenging”, we tend to focus on managing or containing it. If we recognise behaviour as communication, we focus instead on identifying unmet needs, reducing triggers, providing reassurance, adjusting expectations and strengthening relationships.

Supportive language leads to supportive action.

The way we speak about young people matters just as much as how we respond to them. They hear and internalise adult conversations, particularly those about themselves.

Referring to a young person as “difficult”, “attention-seeking” or “hard work” in their presence can damage trust, reinforce a negative self-image, increase feelings of shame or defensiveness, and in turn escalate behaviour.

Our language should always preserve dignity and model respect. Speaking professionally and thoughtfully is part of creating a safe, non-judgmental, supportive environment where young people feel valued and respected.

THE IMPORTANCE OF LANGUAGE

Language About Young People

The same standards apply at all times — in staff rooms, communal areas, on transport and off-site. Conversations about young people must remain professional and respectful, even when they are not present.

Casual or negative labelling can normalise low expectations, influence how colleagues approach a young person, create bias in decision-making and undermine a trauma-informed culture. We should speak about young people in a way we would be comfortable for them — or their parents — to hear.

Professional standards also extend beyond our setting. Young people must not be discussed in public spaces, on personal social media, or in any environment where confidentiality could be compromised. Safeguarding includes protecting their dignity and privacy at all times.

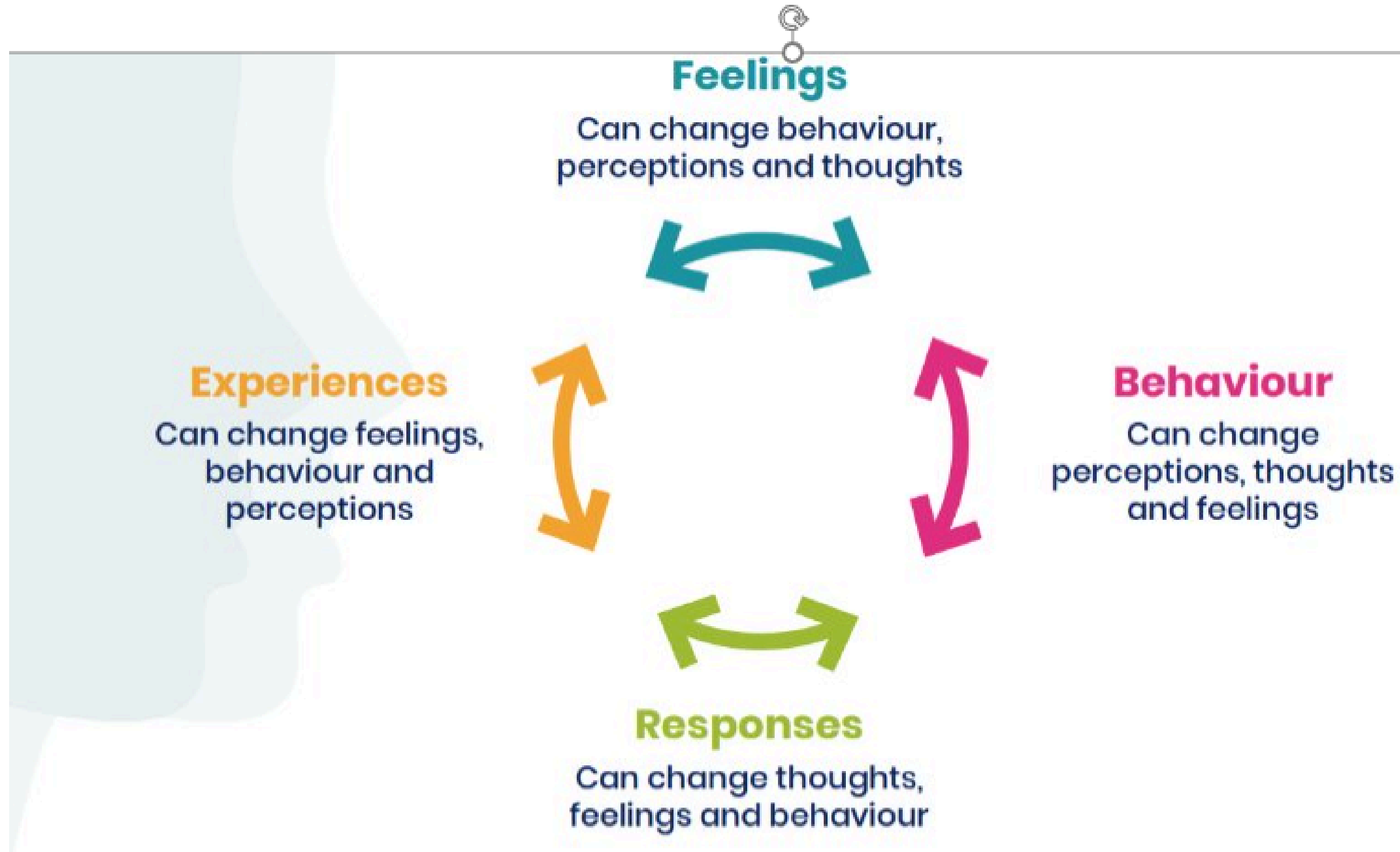
Reflective Practice

Before describing a young person, pause and consider:

- What might this behaviour be communicating?
- What need might be unmet?
- Is my language objective and factual?
- Would I use these words in a written report?

Our language should reflect curiosity rather than judgement, support rather than blame, and professionalism rather than frustration.

Cycle of Influence



BEHAVIOUR MANAGEMENT

TEAM TEACH

Most staff have Team Teach positive handling training. This is a holistic approach to supporting YP in crisis. Our aim is to recognise YP that are struggling before they get to this point, and put things in place for this.

Team Teach is a recognised approach to behaviour support that focuses on de-escalation, positive handling and keeping everyone safe. It prioritises reducing risk, maintaining dignity and using the least restrictive intervention necessary.

On occasion, the pastoral team may need to use Team Teach strategies if a young person is at risk of harming themselves or others, or if a situation has escalated beyond verbal de-escalation.

If this happens, you may be asked to:

- Remain in your room with other young people while a safe space is created
- Help maintain calm and reassure young people that they are safe
- Explain, in simple and appropriate language, that the young person being supported is safe but needs help
- Follow instructions from the pastoral team — this may include moving furniture, bringing chairs or beanbags, locating additional staff, or, in some cases, directly supporting the incident only if directed.

Instructions may feel direct or urgent. This is to ensure safety and coordinated support.

After an incident, you may be asked to take part in a debrief, particularly if you witnessed events. This supports accurate recording, reflection and ongoing support for the young person involved, as well as for staff and peers affected.

If you would like to understand more about Team Teach, you can do so via their website as well as through our Behaviour and Positive handling Policies.

The 95% of Team Teach

5%

Risk Reduction

Prompts
Guides
Escorts
Restrictive Physical
Interventions

95%

**Positive Behavioural
Support/Risk &
Restraint Reduction**

Choices Humour
Logical Consequences Space
Tactical ignoring Take up time
Giving space Reassurance Help scripts
Negotiation Limited Supportive Time-out
Supportive touch Sideways Stance Agreeing
Transfer staff Success reminded
Acknowledgement Apologising Removing
audience Verbal advice and support

SUPPORTIVE CULTURE AND SEEKING HELP

F4YP is committed to maintaining a supportive, reflective and professionally safe culture. Working with young people, particularly those who may present with complex needs or high levels of distress, can be demanding. It is essential that staff/ volunteers feel able to seek support without hesitation.

Asking for help is a sign of professional strength, not weakness. It demonstrates self-awareness, accountability and a commitment to safeguarding.

Recognising when a situation feels overwhelming, uncertain or beyond your current capacity helps to reduce risk and protects both young people and staff.

In our setting, early support prevents escalation. Seeking guidance can:

- improve decision-making in dynamic situations
- reduce the likelihood of unsafe practice
- support emotional wellbeing
- strengthen team consistency
- reinforce a trauma-informed approach

No member of staff is expected to manage complex or high-risk situations alone. Anyone can seek support from:

- The Designated Safeguarding Lead (DSL)- Sophie Stock
- Deputy DSL- Sarah Collins
- A member of the Pastoral Team- Sophie B, Ravi, Charley, Cerise, Malia, Lesley
- The Lead Trustee for Safeguarding (where appropriate)- Becky Ireland

For safeguarding concerns, the DSL or Deputy must always be informed.

F4YP promotes open discussion, reflective supervision and collaborative problem-solving. Maintaining a safe and effective service depends on teamwork, transparency and a willingness to seek support when needed.