



# Fun 4 Young People

## Working With Children Handbook



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## INTRODUCTION

Established as a registered charity in March 2022, Fun 4 Young People (F4YP) Ltd. (F4YP) are an equal opportunities employer and do not discriminate on the grounds of gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age.

The policies in this Handbook are designed to ensure that we fulfil our obligations under applicable laws to service users, participants, stakeholders and otherwise to protect the interests of those members of society who may be vulnerable to risks identified in applicable legislation.

The policies and procedures set out in this handbook apply to all personnel unless otherwise indicated. Personnel includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP. They do not form part of the terms of your contract with us, which are provided to you separately.



## SAFEGUARDING POLICY

### Policy statement

Fun 4 Young People (F4YP) is committed to promoting best practice, ensuring that children and vulnerable adults accessing our service are safeguarded from harm and abuse. Where harm or abuse is recognised or suspected, F4YP expects staff and volunteers to respond and refer in accordance with this policy and operational procedures. F4YP adopts procedures defined by Bedfordshire Safeguarding Adults and Children's Boards and statutory legislation to ensure that its own policies and practices are effective - both in terms of preventing abuse and to ensure that cases of alleged/suspected abuse are reported promptly. In line with the Care Act 2014, F4YP seeks to underpin safeguarding practice with the six safeguarding principles:

**Empowerment** - people should be supported and encouraged to make their own decisions through informed consent over the intended outcome

**Prevention** - working together to take action before harm occurs

**Proportionality** - the least intrusive response appropriate to the risk presented

**Protection** - support and representation for those in need

**Partnership** - local solutions through services working in our communities

**Accountability** - everyone must be accountable and transparent in safeguarding practice

### Scope

This policy applies to: -

All personnel this includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP

Parent/carer/guardian and service users.

Abuse can take place in any setting and be perpetrated by anyone. Safeguarding is everyone's business.



## Key safeguarding practices

- Vulnerable adults (over 18) - to adhere to the Bedford Borough, Luton Borough and Central Bedfordshire Multi Agency Adult Safeguarding Policy, Practices and Procedures.
- Children (under 18) - to adhere to the Bedford Borough, Central Bedfordshire and Luton Local Safeguarding Children Board's Inter-Agency Procedures for managing allegations and concerns regarding children and young people.
- To maintain safer recruitment procedures including pre-employment checks: full, enhanced Disclosure and Barring Service (DBS) checks and references
- Ensure that all staff and volunteers undertake LSCB safeguarding e-learning modules as a minimum (including Prevent) to recognise symptoms of abuse as part of induction, and are appropriately informed to understand their obligations under this policy
- Ensure that all staff and volunteers are aware of reporting procedures on induction and that, where appropriate, service users understand what abuse is and how to raise a concern
- Recognise that it is the responsibility of everyone covered under the scope of this Policy to prevent exploitation and abuse and to report any abuse discovered or suspected
- Keep safeguarding on the agenda for all staff meetings and 1 -1 reviews with a focus on prevention
- Understand the impact of trauma and aim to ensure that all children, young people and vulnerable adults are welcomed into a caring environment with a safe, positive and friendly atmosphere
- Recognise the responsibility to implement, maintain and regularly review procedures, which are designed to recognise and respond effectively to cases of abuse
- To maintain good links with the statutory safeguarding authorities and ensure organisational co-operation with any concerns.
- Learn from findings from any investigations to prevent abuse and improve practice
- Respond to any breach of safeguarding practice as a potential disciplinary matter.
- Ensure that any colleagues, partner organisations, service users or family members who report abuse are taken seriously and offered support if required
- Produce quarterly safeguarding reports for the Board, and exceptionally where an incident has occurred



- The Board is responsible for ensuring that the Safeguarding Policy is appropriate and sufficient and reviewed regularly. Any Policy reviews are to be approved by the Board
- To appoint a designated member of the Board with safeguarding responsibility, a Safeguarding Lead from the Senior Leadership Team (CEO) with responsibility for implementation of the Policy and a Deputy Safeguarding Lead to act in the absence of the Lead (Head of Operations)
- The policy is to be reviewed annually and in response to any changes in legislation
- Staff to undertake CPD and Safeguarding Lead to maintain knowledge of any heightened safeguarding intelligence of risks locally.

## **Legal framework**

The major pieces of legislation and guidance relevant to this policy and its procedures are:

The Care Act 2014, The Children Act 1989 and 2004, Safeguarding Vulnerable Groups Act 2006, Protected Disclosures Act 2014, Data Protection Act 2018, European Convention of Human Rights, Working Together to Safeguard Children 2023, Mental Capacity Act 2005, Bedford Borough and Central Bedfordshire Adult Safeguarding Partnership Inter-Agency Procedures, Disclosure and Barring Service, the Bedford Borough, Central Bedfordshire and Luton Local Safeguarding Children Boards, Bedford Borough and Central Bedfordshire's Safeguarding (Adults) Partnerships Board and Luton Safeguarding Adults Board.

## **Categories of abuse**

There are many types of abuse, and all result in behaviour towards a person that deliberately or intentionally causes harm. These are violations of an individual's human and civil rights and include:

**Psychological** - emotional abuse, threats of harm, humiliation, controlling, coercion, isolation

**Physical** - assault, hitting, pushing, restraint

**Sexual** - rape, sexual assault, non-consensual acts or being pressured into consenting

**Financial or material** - theft, fraud, exploitation or coercion with financial affairs or arrangements, misappropriation of possessions or benefits



**Neglect and acts of omission** - ignoring medical or care needs, failure to provide access to appropriate services (health, care, education etc.), withholding necessities of life

**Domestic** - threatening behaviours/ abuse between adults who are or have been in a relationship

**Modern slavery** - criminal exploitation, domestic servitude, forced labour, sexual exploitation

**Self-neglect** - failing to care for personal hygiene, health or surroundings, hoarding

**Discriminatory** - on grounds of race, gender and gender identity, disability, sexual orientation, religion, age

**Organisational** - neglect and poor care practice within an institution or care setting

Many of our clients have experienced trauma, this increases their vulnerability to exploitation or abuse. The examples for each category listed above are not exhaustive.

## 21st Century Safeguarding Concerns

The concerns outlined below are high on the safeguarding agenda and particularly target vulnerable children and adults. Staff must be aware of the reporting mechanisms, risk factors, signs and behaviours indicating that a vulnerable child or adult is at risk of or experiencing:

- **Child Sexual Exploitation (CSE)** - can be perpetrated by individuals or groups, males or females and children or adults. It can range from a one-off opportunistic incident to complex, organised abuse.
- **Radicalisation** - the process by which a person comes to support terrorism or extremist ideologies, and in some cases, to then participate in terrorist groups. 'Prevent' is part of the government's counter-terrorism strategy that aims to stop people becoming radicalised.
- **County Lines** - the exploitation of children by gangs and organised crime networks selling drugs.
- **Cuckooing** - where drug dealers take over the home of a vulnerable person in the community for use as a base.
- **Online abuse** - clients are at risk of harm through the use of ICT and social media through cyberbullying, grooming by extremist groups or paedophiles, exposure to unsuitable/ violent material and sexualisation.



## Information sharing

It is everyone's duty to report anything that they suspect to constitute abuse, risk of abuse or neglect, in order for the right action to be taken. Information should be shared with consent where possible; however, rights to confidentiality are not absolute and may be overridden where it is necessary to share information to support an investigation or where there is a risk to the safety and well-being of the person or to others, based on the facts. Information shared must be necessary, proportionate, relevant, accurate, timely and secure. A record of the decision to share or not to share should be kept on the client's file, along with a note of what has been shared with whom and for what purpose.

## Reporting Procedure

If you are concerned that someone is experiencing or at risk of abuse, in the first instance, speak to the most senior member of your team who will contact the relevant safeguarding team from the list below and escalate to the Safeguarding Lead. In the absence of a manager, contact the Safeguarding Lead or Deputy (in the Safeguarding Lead's absence) directly.

**Safeguarding Lead:** Sophie Stock; CEO: 07506 151855

**Deputy Safeguarding Lead:** Sarah Collins; Head of Operations: 07944 273228

**Out of hours:** contact respective on-call or the EDT from contacts below.

If you think a crime has been committed against someone unable to protect themselves from abuse, or that a risk is imminent, call the police:

In an emergency call **999** In a non-emergency situation call 101

## Bedford Borough

To report a concern for under 18's:

Phone:	01234 718700
Out of hours, phone the EDT on	0300 300 8123
Email:	<a href="mailto:EarlyHelpHub@bedford.gov.uk">EarlyHelpHub@bedford.gov.uk</a>
Integrated Front Door Online Form	<a href="#">Click here</a>

To report a concern for 18 and over:



Phone:	01234 276222
Out of hours, phone the EDT on	0300 300 8123
Email	<a href="mailto:adult.protection@bedford.gov.uk"><u>adult.protection@bedford.gov.uk</u></a>

#### Luton Borough

To report a Safeguarding concern for under 18's

Phone:	01582 547653
Out of hours, phone the EDT on	0300 3008123
Email:	<a href="mailto:mash@luton.gov.uk"><u>mash@luton.gov.uk</u></a>

To report a concern, phone or complete a Safeguarding Adult Concern form: download [here](#)

Phone:	01582 547730 or 01582 547563
Out of hours, phone the EDT on	03003 008123
Email:	<a href="mailto:adultsafeguarding@luton.gov.uk"><u>adultsafeguarding@luton.gov.uk</u></a>

#### Central Bedfordshire

To report a concern for under 18's complete a BIC 100 online form here [here](#)

Phone:	0300 300 8585
Out of hours, phone the EDT on	0300 300 8123
Email	<a href="mailto:cs.accessandreferral@centralbedfordshire.gov.uk"><u>cs.accessandreferral@centralbedfordshire.gov.uk</u></a>

To report a concern for 18 and over complete an online safeguarding of vulnerable adults form [here](#)

Phone:	0300 300 8122
Out of hours, phone the EDT on	0300 300 8123



Email

[adult.protection@centralbedfordshire.gov.uk](mailto:adult.protection@centralbedfordshire.gov.uk)

## Reporting concerns about terrorism

If it is an emergency, dial 999. If you suspect it, report it!

If you consider anything to be suspicious or connected with terrorism, contact Bedfordshire Police on the non-emergency number 101 or the Anti-Terrorist Hotline on 0800 789 321.

## Recording

In all safeguarding eventualities, a pastoral log must be completed and sent to the Safeguarding Lead (this is automatic when recorded on CHIPS) to enable Fun4YP to record and accurately report on safeguarding incidents. When recording incidents, please be accurate, objective, and concise.

If a safeguarding concern is sufficient to warrant a **MASH, IFD, BIC 100, SOVA, MARAC**, referral, you must provide the Safeguarding Lead with a copy at the earliest opportunity, followed by the local authority decision as to whether the alleged abuse meets the threshold for an enquiry. These must also be filed electronically in the Safeguarding folders located on the appropriate drive.

## Allegations against staff and volunteers

Please discuss any concerns with the Safeguarding Lead.

Allegations of abuse will be thoroughly investigated and Fun4YP staff disciplinary action may result. Fun4YP is aware that some allegations of abuse are mistaken or false, but we are committed to thorough and fair investigation, involving statutory agencies if necessary.

Allegations that are considered to be of a serious nature, will be reported to the LADO (Local Area Designated Officer) by the Safeguarding Lead or Deputy. LADO can be contacted on:

**Bedford Borough:** 01234 276693 / 276560

**Central Bedfordshire:** 0300 3008142

**Luton Borough:** 01582 548069



## **Lead Trustee for Safeguarding - Responsibilities**

The lead trustee for safeguarding takes on three main sets of duties related to safeguarding in addition to their wider responsibilities as a trustee.

### **Strategic**

- Consider the organisation's strategic plans and make sure they reflect safeguarding legislation, regulations specific to your activities, statutory guidance, and the safeguarding expectations of the Charities Commission.
- Work with the CEO and designated safeguarding lead regularly to review whether the things the organisation has put in place are creating a safer culture and keeping people safe.
- Check the organisation's risk register reflects safeguarding risks properly and plans sensible measures to take, including relevant insurance for trustees liability.
- If your organisation delivers activities that need inspections, be aware of how ready for those inspections you are and respond to any following reports.
- Make sure there is space on the agenda for safeguarding reports and help trustees understand and challenge those reports.

### **Effective policy and practice**

- Make sure there is an annual review of safeguarding policies and procedures and that this is reported to trustees.
- Understand the monitoring your charity does to see whether policies and procedures are effective.
- Call for audits of qualitative and quantitative data (either internal or external) when they're needed.
- Learn from case reviews locally and nationally, to improve your organisation's policies, procedures and practices.
- Oversee safeguarding allegations against staff or volunteers, together with CEO (designated safeguarding lead).
- Be a point of contact for staff or volunteers if someone wishes to complain about a lack of action in relation to safeguarding concerns.

### **Creating the right culture**

- Champion safeguarding throughout the organisation.



- Attend relevant safeguarding training events and conferences.
- Support the trustees in developing their individual and collective understanding of safeguarding.
- Attend meetings, activities, projects to engage with staff, volunteers and beneficiaries to understand safeguarding on the ground.
- Work with the chair, CEO and Head of Operations in order to manage all serious safeguarding cases.
- Support regular safeguarding updates for staff, volunteers and beneficiaries.
- Make sure you have ways of gathering the views of staff and volunteers in relation to safeguarding and sharing these with the board.

### **Support from the chair**

The chair should make sure that the lead trustee for safeguarding either has the required knowledge, skills, and experience or is supported to develop these.



## ADDENDUM TO SAFEGUARDING POLICY

### Issuing Statements of Evidence to External Agencies

#### Purpose

To ensure that F4YP provides statements of evidence to third parties in a lawful, consistent, and appropriate manner, with clarity on the circumstances in which such information can be shared.

#### Scope

This procedure applies to all F4YP staff who may receive requests for written statements or evidence to support:

- Court proceedings (e.g. via CAFCASS or legal representatives)
- Child Protection Plans
- Neurodiversity or medical assessments (e.g. by Community Paediatrics, CAMHS)
- Education, Health and Care Plans (EHCPs)
- Disability Living Allowance (DLA) applications
- Housing Applications
- Any other formal assessment or statutory process

#### General Principles

##### 1. Data Protection and Consent

All information shared must comply with data protection legislation (GDPR and the Data Protection Act 2018). Consent and/or a valid legal basis for sharing must be established before any information is released.

##### 2. Neutral and Factual Evidence

Statements provided by F4YP must remain factual, objective, and based on observed behaviours, participation, or documented records. Staff must not offer diagnoses or personal opinions.

#### Procedure



## Authorised Requests

F4YP will consider providing a written statement or evidence only if one of the following is provided:

1. A Formal Request from an Authorised Agency
  - a. This includes agencies such as:
    - i. The Child Development Centre (CDC)
    - ii. An NHS or Local Authority assessment team
    - iii. CAFCASS
  - b. The request must be made in writing and clearly state:
    - i. The purpose of the evidence
    - ii. The specific information requested
    - iii. The name and contact details of the professional making the request
  
2. Parental/Carer Request Supported by Written Confirmation
  - a. If a parent or carer asks F4YP to provide evidence, we will require written proof that:
    - i. A third party (such as a GP, school SENCO, social worker, or assessment team) has invited contributions from external organisations
    - ii. This could be a letter or email clearly stating that F4YP may provide information for the purpose of the assessment

## Internal Process for Responding

1. Verification of Request
  - a. Check that one of the two authorised conditions (above) has been met.
  - b. Verify the identity of the requester, if not already known.
  
2. Initial Receipt
  - a. Verified requests should be forwarded immediately to the Designated Safeguarding Lead or a member of the Senior Leadership Team (SLT) Sophie Stock, Sarah Collins, Becky Ireland.
  
3. Review of Records



- a. Relevant delivery staff or project leads may be asked to share information or observations they have recorded.
  - b. Information should be drawn only from documented interactions or professional observations.
4. Drafting the Statement
- a. SLT in conjunction with relevant pastoral staff, will coordinate drafting the response, ensuring it is:
    - i. Factually accurate
    - ii. Professionally worded
    - iii. Free from opinion or speculation
    - iv. Reviewed by a second SLT member where possible
5. Approval and Submission
- a. The final statement will be signed off by the Safeguarding Lead before release.
  - b. It will be sent securely via email or post, as required.
6. Record Keeping
- a. A copy of the request, supporting documentation, and the final statement must be securely stored in the relevant young person's file.

### **Who Can Author Statements on Behalf of F4YP**

Only the following individuals are authorised to issue statements of evidence:

- CEO
- Designated Safeguarding Leads (Sophie Stock, Sarah Collins, Becky Ireland)
- Designated SLT member

### **Safeguarding Considerations**

If the request relates to any safeguarding concerns, the Designated Safeguarding Lead must be informed immediately and the Local Authority Safeguarding Board's procedures followed.





## BEHAVIOUR POLICY

### Policy Statement

This policy follows guidance under the Equality act 2010 in respect of safeguarding and young people with SEND. Fun 4 Young People (F4YP) Ltd. (F4YP) believes that all young people, regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment. F4YP does this by putting in place behavioural procedures for both personnel and service users.

### Scope

This policy applies to: -

All personnel. This includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP Parent/carer/guardian and service users.

### Procedures

F4YP has high regard for its young people's spiritual, moral, social, emotional and cultural wellbeing and all staff endeavour to provide a caring and creative environment. We work hard to promote the right for young people to speak out and seek help in all aspects of their wellbeing. F4YP fosters an environment in which everyone feels safe, secure and respected, where high standards of behaviour and self-discipline are promoted. We have an ethos where all members of F4YP are valued as individuals.

At F4YP, a great emphasis is placed on positive reinforcement of behavioural standards through de-escalation, positive modelling from staff and praise. Young people's confidence and self-esteem are developed through encouragement, praise, positive modelling and rewards, both verbal and written.

All core delivery staff - employees & tutors (18+) - at F4YP are trained in 'Team Teach'. F4YP will risk assess and authorise staff within our setting. Staff will be trained at the earliest available opportunity and receive annual reaccreditation training.

<http://www.teamteach.co.uk/about-team-teach>

Team Teach sets out its aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of



professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director)

This policy sets out the expectations of behaviour where staff, young people and parents/carers/families and other professionals, seeks to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes.

In addition, it sets out the consequences for poor behaviour, should it arise.

## Project Values

Our project values of Respect, Honest, Fun, Dream Big! And our expectations of Courage, Friendship, Kindness, Respect, and Teamwork demonstrate the personal qualities that we are trying to encourage our young people to develop.

Some examples of positive behaviour are listed below:

- Respectful language
- Active listening
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Acting on recognised etiquette
- Respect for self and others
- Taking personal responsibility for one's own actions
- Acting considerately towards others
- Respecting the rights and property of others
- Encouraging self-discipline
- Encouraging tolerance
- Helping those less fortunate and weaker than oneself
- Telling the truth
- Keeping promises and honouring commitments
- Challenging and reporting anti-social behaviour

This is delivered to our service users through our Young Person's code of conduct.

Through implementation of the behaviour policy, we aim to:

- create a caring, stimulating and secure environment in which everyone can work and play safely
- promote good behaviour and accept that it is everyone's responsibility
- have high expectations of positive behaviour through modelling, coaching and effective implementation of appropriate and understood consequences
- encourage young people to value the service environment
- empower all staff to expect and receive appropriate behaviour from, and for, everyone
- ensure that good behaviour is recognised and rewarded
- raise student's self-esteem and promote empathy and respect for self and others
- develop a culture in which we accept the young person but not the behaviour



- ensure that the policy and values are understood, consistently implemented throughout F4YP, and that effective mechanisms are in place for the monitoring and evaluation of this policy. Sound professional judgement from staff is needed.
- Support the young people that arrive at F4YP with a variety of complex needs. It is important therefore that F4YP identifies the best support for the young person in order for them to achieve. This may involve internal support e.g. pastoral care, or external support e.g. Clubs, Assessment and Monitoring, Police, external provision, social services, Youth offending team, CAMHs, carers & family etc.
- Ensure that F4YP's expectations and strategies are widely known and understood by all stakeholders
- Ensure that every member of the F4YP's community behaves in a considerate way towards others, both on project site and off site including the local community.

How we will achieve our aims:

- By establishing a set of project rules that young people know and understand and sharing in a way easily accessible to our young people (e.g. video at the start of holiday clubs)
- By having adults who lead by example and model good practice, praise, relationships and reward are key to creating a positive atmosphere where young people have the opportunity to succeed
- Through close monitoring of every young person on an activity-by-activity basis throughout the day
- Pastoral Support Plans are established for young people where required. These must be read by all staff who have contact with that young person, so that consistency is used around the management of each young person's behaviour.
- That both the young person and parents/carers are made aware of the Pastoral Support Plan and what strategies will be used to deal with negative behaviour and promote positive behaviour. This includes de-escalation techniques and the use of Physical Interventions, where necessary (see Positive Handling policy).

## Activities and Engagement

F4YP provides a safe environment with a high staff to young person ratio so that pastoral support for those with SEMH and SEND have opportunity to access in a nurturing setting. Individual Pastoral Support Plans (PSPs) and Risk Assessments (RAs) are put in place to promote positive and successful engagement. Whilst young people may receive 1:1 in a school setting, this is not what F4YP can provide. Where school/ parent/ carer feels F4YP is a suitable environment for a young person, F4YP will carry out an individual assessment for their support needs to ensure the young person can access successfully. This may include trial sessions and where possible, individual adaptations.

We believe that an appropriately structured activity plan that facilitates effective engagement contributes to outstanding behaviour. Thorough planning, the active involvement of young people in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Activities must have clear objectives that are clearly understood by the young person and be differentiated to meet the primary needs of young people with social, emotional and mental health needs.



Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable young people to work and play in cooperation with each other.

Token / point awarding will be used both as a supportive activity, providing feedback to young people on their progress and achievements, and as an indicator that the young person's efforts are valued and that progress is important; they should be used to encourage good behaviour as well as good work.

In situations where continuous disengagement occurs or continued input from pastoral resembles 1:1 support, F4YP pastoral team will reassess PSPs and RAs, and F4YP will work within their means to make reasonable adjustments to support engagement. Some examples of this may include:

- Half days/ shorter sessions
- Adaptations to timetables
- Safe spaces/ sensory rooms/ quiet room
- Regular movement breaks
- Resources to support transitions/ self-regulation.

## **Rewards**

Our approach to creating a positive ethos across the service is to treat young people positively, by praising them, offering them encouragement and acknowledging their achievements. We will ensure that young people know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, for example recorded positives can earn young people points.

All age groups will have rewards announced at the end of each club. As well as acknowledging and celebrating the individual efforts and successes, young people are encouraged to work collaboratively as a team.

## **Card System**

In the event that behaviour occurs that is not within F4YP rules or values a card system will be used:

### **Warnings**

Up to 2 warnings can be given to a young person per session. This is appropriate for low level disruption such as not following an adults' instructions.

### **Yellow Card**

Should the behaviours persist, a yellow card will then be given. This results in the young person going to see the pastoral team. Their aim is to understand what is going wrong and help the young person correct their behaviour. The aim is also to return the young person to their session.



A yellow card will be given without warnings: for instances of bullying (refer to anti-bullying policy), aggressive behaviour towards staff other and young people. The young person must go to the Pastoral Team.

## Red Card

Following a yellow card, if the young person's behaviour is still not acceptable a red card will be given. The young person will then go to see the Designated safeguarding lead(s). The DSL will aim to understand why the behaviours are taking place and put in place and take suitable action.

A red card will be given immediately if a young person is violent to another young person/staff member, continuously putting them self in unsafe situations. The young person will again be sent to the pastoral team.

Red Card Action that may be taken depending on situation: Phone call home, young person sent home for the day, Places on trips/ activities can also be lost if there is continuous bad behaviour, extreme continuous bad behaviour or harmful behaviour to others can result in not being able to return to activities.

- Situations which may reasonably result in F4YP deciding that a young person is unable to continue with activities -
- this list is not exhaustive:
- Actual or potential violence by a young person towards other young people or adults in the F4YP community
- Seriously disruptive behaviour over a period of time, such as might prevent the proper conduct of activities, which seriously interfere with the opportunities of others and lead to a breakdown in F4YP discipline
- Young person needs a higher level of continuous staff intervention Persistent disregard for the F4YP behaviour policy
- Conduct which would endanger the young person or other young people
- Possessing / taking or dealing in drugs / solvent abuse
- Sexual assault/violence or sexually inappropriate behaviour
- Grievous bodily harm
- Theft
- Physical damage / vandalism / arson
- Alcohol i.e. drinking / in possession of or returning to F4YP intoxicated
- Verbal or physical abuse of young people or F4YP Personnel
- Derogatory behaviour that may constitute a hate crime
- Harassment of young people or F4YP Personnel

F4YP will make decisions on an individual basis, and where appropriate consult agencies already supporting that young person (school/ social services). The decision to deny continued access to activities will consider the best interests of the young person, as well as other young people accessing and F4YP Personnel.



## ANTI BULLYING POLICY

### Policy Statement

Fun 4 Young People (F4YP) works with young people and families as part of its activities. These include (list not exhaustive): after school clubs, holiday clubs, residential and day trips, therapy, pastoral support, family support.

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

### Scope

This policy applies to:

- All personnel this includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP
- Parent/carer/guardian and service users.

This policy should be read within F4YP's Working with Children handbook as a whole

### Introduction:

Bullying includes a range of abusive behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual/Sexist** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on, the issue of sexuality



- **Disability or difference** - Bullying based on disability, ability, gender, appearance circumstance
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Conflicts or fights between equals and single incidents are not defined as bullying. Bullying behaviour is **NOT**:

- Young people not getting along well
- A situation of mutual conflict

F4YP believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- bullying causes real distress and affects a person's health and development • in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying

### **Prevention of Bullying**

F4YP will seek to prevent bullying by:

- Developing and using our code of conduct. This sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- Holding regular discussions with staff, volunteers, young people and families who use our organisation about bullying and how to prevent it
- Provide support and training to staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying.
- Put clear and robust anti-bullying procedures in place.



- Practising skills such as listening to each other •
- Respecting that we are all different
- Aim to ensure that all personnel and young people are inclusive of others
- Approaching problems in a positive way
- Reviewing our anti-bullying policy and procedures regularly

F4YP expect good behaviour to be maintained so that all young people can grow to their full potential. The high standards we have established are based on respect for the rights of F4YP as a community, and of groups and individuals within that community. Our expectations of young people have not been met if someone is bullied.

### **Responding to bullying**

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole

F4YP will log instances of bullying in pastoral logs.

F4YP will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

### **Guidelines for All Personnel**

If staff observe an incident that they feel is bullying, or if a young person reports an incident:

- Do not ignore the situation.
- Listen to the target of the bullying behaviour. Make sure you find out clearly what has happened, who is involved, the pattern and timescale of the bullying and the feelings of the young person involved.
- Reassure the target of the bullying behaviour.
- The target of the bullying behaviour should be asked to write down what has happened in as much detail as possible; or to relate the story to you to write down for them.
- If a YP is seen to be bullying, the card system should be used accordingly, and code of conduct referred to.
- Report ALL instances of bullying to the pastoral team.
- The instance must be recorded as a pastoral log on CHIPS ensuring that all YP involved are recorded for monitoring purposes.



- If sanction is required, this will be part of the restorative process and in line with the existing practices of F4YP
- Parent/carers should be informed of what has happened, what action is being taken and how they can support at home

### **Diversity and inclusion**

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

Nominated anti-bullying lead & Designated Safeguarding lead:

Sophie Stock (CEO) [Sophie.stock@f4yp.org](mailto:Sophie.stock@f4yp.org)

NSPCC Helpline: 0808 800 5000



## POSITIVE HANDLING POLICY

### Policy Statement

F4YP Personnel working with children under their care have a duty to intervene to prevent young people from hurting themselves or others.

F4YP Personnel working with children under their care must be aware of which staff members or other personnel present have Positive Handling Training. Under no circumstance should anyone attempt to use Positive Handling techniques without the appropriate training.

All Parents/Guardians and Personnel must be aware of the Positive Handling Policy.

Only Staff or Personnel with Positive Handling training can use physical interventions, as a response to extreme behaviour and in doing so must adhere to F4YP's Positive Handling Policy.

### Scope

This policy applies to: -

- All personnel this includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP
- Parent/carer/guardian and service users.

### Introduction

Staff at F4YP are trained to look after the young people in their care. There may be situations in which a young person seriously disrupts good order in the service or causes damage to property. Any parents/carers wishing to view this policy may do so on request.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a young person. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports young



people who have social, emotional, and behavioural difficulties within an ethos of mutual respect, care and safety.

Young people with behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain young people and although F4YP is not a school nor bound by this Act, we have aligned our use of physical restraint.

This policy details how we implement the guidance in this project. It should be considered alongside the most recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

## **Project Expectations**

F4YP management takes seriously its duty of care towards young people, employees and visitors to the project. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the young people in our care.
- The second is the welfare and protection of the adults who look after them.

## **Positive Behaviour Management**

All physical interventions at this project are conducted within a framework of positive behaviour management. The project Behaviour Policy is intended to reward effort and application and encourage young people to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence negative behaviour and taking steps to divert behaviours leading towards foreseeable risk. Young people are encouraged to participate in the development of their own positive handling plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all young people when they are under pressure and safely manage crises if, and when, they occur.

## **Alternatives to Physical Controls**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.



- Give clear directions for young people to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable young people to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort young people to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

### **Modifications to Environment**

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some young people at this project may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free.

### **Help Protocols**

The expectation at F4YP is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### **Well Chosen Words**

A well-chosen word can sometimes avert an escalating crisis. When young people are becoming angry there is no point in getting into an argument. Telling people to calm down can wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### **The Last Resort Principal**

At this project we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some



confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

*“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future.”*

Para 10 Page 4 Department of Health - 1997 - *“The Control of Children in the Public Care: Interpretation of the Children Act 1989”* - London: H M S O

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling training delivered to project staff. Examples of this are where a young person has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the

pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered, staff should think about the answers to the following questions:

How is this in the best interest of the young person?



Why is a less intrusive intervention not preferable?

Why do we have to act now?

Why am I the best person to be doing this?

Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should young people be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a young person secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at F4YP.

### **Team Teach**

It is the policy of F4YP that staff working closely with young people are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the project's Behaviour Policy. Further details of the Team Teach approach can be found in the Beormund Team Teach documents and on the Team Teach website ([www.team-teach.co.uk](http://www.team-teach.co.uk)).

### **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported via F4YP's reporting procedure. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.



As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with project policy and guidance, and to cooperate to make the project safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a young person's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this young person's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with young people who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the young people concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

### **Getting Help**

At this project the following support structures are in place:

- Behaviour Support plans are shared to ensure all relevant information about each young person is available to all members of staff working with them.
- Briefing sessions before sessions to update staff on current issues and share information.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a young person.
- Debrief sessions after a crisis with the young person(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.



- 6 Monthly (normally July and January) refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by SMT to inform these.

## **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All young people who have been identified as presenting a risk should have a Behaviour Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Behaviour Plans should result from multi-professional collaboration wherever possible.

## **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and F4YP recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this project. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

## **The Post Incident Support Structure for Young People and Staff**

Following a serious incident, it is the policy of this project to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided, the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the project's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair



relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that young people have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

## **Use of Physical Intervention - Threshold for Sending a Young Person Home**

At F4YP, we are committed to using Team Teach positive handling strategies only as a last resort and always in line with the young person's individual risk assessment and behaviour plan.

To ensure safety and to support reflection and de-escalation, the following threshold will apply:

A young person will be sent home if:

- Three (3) consecutive physical interventions ('holds') are required, each lasting up to ten (10) minutes. The interventions occur one after the other in the same behavioural incident or escalation sequence, with no successful period of calm or de-escalation lasting at least 15 minutes between the end of one hold and the start of the next.

or;

- Two (2) separate incidents requiring physical intervention occur within a single day.

This decision will be made by the senior staff member on site, in consultation with the Designated Safeguarding Lead. It is intended to ensure the safety and wellbeing of all young people and staff, and to provide an opportunity for the young person to regulate and reflect outside of the immediate environment.

The senior leadership team and designated safeguarding leads are:

Designated Safeguarding Lead: Sophie Stock - CEO

Deputy Designated Safeguarding Lead: Sarah Collins - HOO

Trustee designated safeguarding: Becky Ireland - Trustee

Office safeguarding number: 0300 102 4541 - Option 4

## **Complaints**

It is not uncommon for young people to make allegations of inappropriate or excessive use of force following an incident. F4YP has a formal Complaints Procedure. Young people should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open project and promote transparent policy and practice in order to protect the interests of staff and young people alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.



## Training

Any staff that are expected to use planned physical techniques should be trained. This project has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

The level of training recommended is related to the level of risk faced by the member of staff, to a minimum requirement of level 1 (in person) for contracted staff (tutors), level 2 for employees. Our preferred approach is for whole staff team training. Management staff may not require the same level of training in physical techniques as those working directly with the most challenging young people, however all staff benefit from the whole project training. The level of training required is kept under review and may change in response to the needs of our clients. Staff should maintain their qualification with annual training (as required by Team Teach), organised and paid for by the organisation

## Recording

Whenever overpowering force is used the incident must be recorded using the approved recording. Team Teach Incident logs are held on the CRM, as well as a Numbered and Bound book which can be supplied by SLT. All staff involved in an incident should complete their own record. This must be completed as soon as possible and within 24 hours of the incident occurrence. The details recorded are kept confidentially on electronic files.

Staff should:

- Read through the project recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book. This refers to supporting sheets and other relevant information.

## Monitoring and Evaluation

CEO will ensure that each incident is reviewed and instigate further action as required. The project incident log is open to external monitoring and evaluation.

## Follow Up



Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Behaviour Plan, behaviour policy or this positive handling policy. Any further action in relation to a member of staff, or an individual young person, will follow the appropriate procedures.

### **Other Relevant Policies**

This policy should be read in conjunction with:  
Behaviour Policy  
Safeguarding Policy and Procedure



## STAFF RATIO POLICY

### Policy Statement

F4YP is committed to ensuring the safety, wellbeing, and positive experience of all young people (YP) who attend our activities and clubs. Adequate staffing ratios are essential to maintaining a safe and supportive environment. This policy sets clear requirements for staffing levels and ensures that staff with the appropriate training, including Team Teach (TT) and pastoral expertise, are always present in accordance with assessed levels of risk.

In the context of this policy, the term ‘staff’ covers both employees and contracted tutors & providers.

### Scope

This policy applies to all F4YP staff and includes after-school clubs, holiday clubs and residential. It covers:

The minimum number of staff required for safe operation.

The minimum number of TT-authorized staff present to manage foreseeable risks.

The minimum number of pastoral staff, who must also be TT-trained and authorized.

These requirements must be applied consistently and will be reviewed regularly to ensure compliance with safeguarding standards, health and safety regulations (relating to both staff and young people), and the needs of the young people we support.

### Introduction

The safety of young people and staff is paramount. To ensure safeguarding, staff-to-young person ratios must meet the minimum requirements set out below. These ratios also ensure there are always sufficient Team Teach trained and authorized staff present to manage foreseeable risks. They are minimum requirements and must be applied consistently across all settings.

This policy provides clear guidance on staffing arrangements, ensuring that supervision levels are proportionate to group size, activity type, and assessed risk (low, medium, or high). By setting out these expectations, F4YP maintains consistent safeguarding standards, appropriate staff expertise, and safe, inclusive environments for young people.



## Procedure

To ensure the safety and wellbeing of all young people (YP) and staff during activities, staffing levels must meet 1:10 staff-to-young person ratio. This ratio applies across all settings and can be further adjusted according to group size and the assessed level of risk (low, medium, or high).

The following tables set out the required staffing arrangements for:

After-School Activities (based on risk level and group size).

Holiday Club (based on total numbers attending).

These requirements specify the total number of staff present, the minimum number of staff who must be qualified in, and authorised by F4YP to use, Team Teach (TT), and how many must be pastoral staff.

After School Clubs				
Club Risk Level (Needs, Activity, Age)	Group Size (YP)	Staff Required (Including Tutor/Provider)	TT Staff Required	Pastoral Requirement (Must be TT)
Low Risk	Up to 16	2	1	1
Low Risk	17-30	3	1	1
Medium Risk	Up to 16	3	2	1
Medium Risk	17-30	4	2	1
High Risk	Up to 16	3	3	2
High Risk	17-30	4	3	2

Holiday Clubs
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Group Size (YP)	Staff Required (Including Tutor/Provider)	TT Staff Required	Pastoral Requirement (Must be TT)
60	6	6	3
120	12	12	4
150	15	15	5

### Risk Assessment Matrix

Staff must monitor the risk level of their own club and notify the Senior Leadership Team (SLT) if they believe it is elevated above the default Low Risk (refer to Delivery Staff Budget). This should be anticipated in advance of the club starting (e.g., during sign-ups), wherever reasonably practicable.

The risk assessment matrix (below) provides a structured method for evaluating risk. The scoring system is not an absolute measure, as individual circumstances and variables may affect outcomes, but it is considered a reliable guide to ensure that risk levels are consistently assessed and remain within acceptable limits.

The SLT will make the final decision on the overall risk level outcome. Where necessary, SLT will take proportionate measures to mitigate identified risks. These measures may include, but are not limited to, adjusting staffing ratios, amending activity content, increasing staff training or supervision, or making environmental changes to improve safety.

### Risk Assessment Matrix:

Factor	Low Risk (default) = 1 point	Medium Risk = 2 points	High Risk = 3 points
Activity	Routine, structured, predictable; minimal hazards (e.g., arts, dance, indoor games, non-contact sport).	Moderate challenge, movement, or equipment (e.g. cooking, Fire, swimming).	High-energy, high-hazard, or off-site (e.g. adventurous outdoor activity, trips, specialist kit).
Age of YP	YP generally independent and follow instructions.	YP requiring more guidance and support.	YP requiring significant guidance and support.
Behavioural Needs	YP with behaviour requiring low level	YP with escalated behaviours requiring	YP with behaviour that regularly puts themselves



	intervention or TT de-escalation	regular moderate intervention or de-escalation. Regular yellow cards Able to safely reengage following team teach intervention.	or others at risk, requiring significant intervention Red Cards YP Risk Assessments in place that impact team teach ratios.
SEND Needs	YP requiring occasional extra support or 1:1 input.	YP with requiring additional tailored strategies to engage effectively.	YP with high-level needs requiring continuous 1:1 to engage.
Provider Requirements	Ratios align with F4YP minimum standards.	Provider recommends closer supervision; additional staff considered.	Provider requires enhanced ratios that exceed F4YP minimums.
Staff - Qualification & Experience	Qualified/experienced staff or providers who are confident in activity delivery	Less experienced staff delivering or supporting activity; some may need additional oversight or mentoring.	Staff delivering activity are newly qualified/inexperienced
Scoring Totals:	Low Risk: 6-8 points	Medium Risk: 9-11 points	High Risk: 12-18 points



## CONFIDENTIALITY POLICY

### Policy Statement

The aim of this policy is to protect and promote the best interests of individuals and F4YP.

F4YP personnel will:

- treat all personal and sensitive organisational information as confidential to F4YP
- comply with GDPR regarding the protection and disclosure of information
- not disclose personal information without the prior informed consent of the individual concerned, except in the circumstances outlined below in the section on disclosure;
- not gain or attempt to gain access to information they are not authorised to have.

### Scope

This policy applies to: -

- All personnel this includes employees, casual and sessional contractors, volunteers and trustees, as well as all other persons supporting, providing, or delivering services for or on behalf of F4YP
- Parent/carer/guardian and service users.

### Introduction

During the course of everyday working, Fun 4 Young People (F4YP) Ltd. (F4YP) handles a great deal of information. Service users, applicants, staff, volunteers and Trustees have a right to privacy and to expect that all personal information about them will be handled sensitively and confidentially.

F4YP aims to strike a balance between encouraging openness, avoiding unnecessary secrecy and bureaucracy and ensuring individuals' privacy is respected. The confidentiality policy and associated procedures set the framework within which personal and any other potentially sensitive information is to be collected, stored, handled and disclosed.



Most breaches in confidentiality happen through lack of thought or consideration of the possible consequences, or a lack of private or secure facilities. The best protection against breaches in confidentiality is to keep to a minimum the number of people who have access to sensitive information. Anyone worried or distressed by something they hear or read should seek guidance and support from their manager.

## **Procedures**

All personal information relating to personnel and service users that is not a matter of public record will be:

- obtained fairly;
- held for specific purposes and used only for those purposes;
- relevant, accurate and kept up to date;
- corrected if shown to be inaccurate;
- kept no longer than necessary and destroyed when no longer required;
- protected against loss or disclosure;
- treated as confidential at all times.

Any breach in the policy could have very serious consequences for an individual or for F4YP and will be treated as a serious disciplinary matter.

## **Information to be kept confidential**

All sensitive information will be kept and handled confidentially, whether the information has been received formally, informally or discovered by accident. Broadly, this means:

- anything of a personal nature that is not a matter of public record about a service user, applicant, staff member, volunteers or Trustees;
- sensitive organisational information which could be used to damage F4YP or threaten the security of property or buildings;
- tenders and quotations for services and works.

## **Access to sensitive information**

Staff will generally have access to all information that they genuinely need to know to carry out their work and are under a duty to respect the confidentiality of all personal information held by F4YP.



Wherever possible, staff will explain the purpose of recording potentially sensitive personal information and the people likely to have access to it before it is disclosed, so that informed consent can be obtained. If this causes concern, special arrangements for recording and access will be made.

## **Disclosure**

Disclosure of personal information outside F4YP will only be made with the informed consent of the individual concerned, except:

- to comply with the law (e.g. the police, Inland Revenue and Council Tax Registration Officer) or a court order;
- where there is a clear health or safety risk or evidence of fraud;
- in connection with court proceedings or statutory action to enforce compliance with licence conditions (e.g. application for possession or for payment of HB direct);
- the name, address and contact number of a service user to contractors or other agents providing services on F4YP behalf;
- Anonymously for statistical or research purposes, provided it is not possible to identify the individuals to whom the information relates.

## **Disposal**

When no longer required, all personal information will be shredded or destroyed in line with the document retention policy.

## **Implementation**

All staff, volunteers and Trustees will be informed of their duties and provided with practical procedural guidelines. Training will be made available to staff who handle personal information. All contractors and agents working for F4YP will be bound by the policy in the same way as direct employees.

All applicants, service users and agencies with whom F4YP works will be informed about this policy.



## DRIVING FOR COMPANY BUSINESS USE & TRANSPORTING SERVICE USERS POLICY

### Policy Statement

To ensure that all Fun 4 Young People (F4YP) Ltd. personnel and service users are protected while driving for company business and in the event of transporting service users. This policy sets out the procedures that should be followed when transporting service users in the F4YP van, hired vehicle or own vehicle.

### Scope

This policy applies to all F4YP personnel who drive on company business in a company vehicle, personal car, or hire car.

### Policy Driver Rules

All drivers who drive on company business are required to:

- Adhere to legal obligations in relation to the vehicle they are driving
- have a full driving licence
- Drivers must only drive within the restrictions of their licence
- Ensure the vehicle is legal and roadworthy and driver is fully insured for the journey
- be fully aware of their legal responsibilities when driving on company business
- When driving on company business you are expected to adhere to the rules laid out in the "Highway Code"
- Drive within statutory UK road regulations i.e mobile phone use, speed, smoking, alcohol etc.
- Notify Chief Executive Officer of any restrictions or revocation of licence
- Notify the Chief Executive Officer if they are involved in an accident whilst driving on company business
- Complete all relevant declaration, audits and forms before driving on company business
- In order to claim travel expenses a copy of insurance stating driver is insured to "drive for business use" must be provided to F4YP

### When transporting service users:

- Discretion is always left with the driver if they are willing to transport the service user/s
- Where possible use F4YP van to transport service users
- Service users must have parent/guardian consent to be transported by F4YP (unless in extreme circumstances e.g. YP needs to be taken to hospital and parent/guardian is not contactable, YP not collected, and parent/guardian is not contactable after 30minutes)
- Permission from the relevant manager/s must be sought before staff use their own vehicles to transport service users and vehicle must be approved by relevant manager
- Staff should make F4YP team aware of the journey(s) to be undertaken, the vehicle to be used, service users involved and the time of the journey(s)
- Staff must not smoke whilst transporting or whilst responsible for service users
- F4YP risk assessment must be followed
- Ensure that the lone working policy is being adhered to
- Follow the risk assessment for transporting F4YP van including driving lawfully and having correct first aid supplies
- Mobile phone should be carried with access to CHIPS, in case of emergencies
- The driver (and or accompanying staff) must carry a mobile phone
- Service users should be encouraged to sit in the back on the passenger side where possible
- Ensure that the lone working policy is being adhered to
- Avoid leaving service users alone in the vehicle
- Service users should be encouraged to sit in the back on the passenger side where possible



## SUPPORTING CHILDREN WITH MEDICATION

### Details of YP Medication

It is helpful for F4YP to be aware of any medication a YP takes.

Any medication that impacts a YP participating in F4YP activities, or relevant to any emergency/first aid medical treatment must be provided to F4YP prior to attendance at any provision and records of such must be stored on the client profile on CHIPS.

### Administration of Medication at F4YP provision

Any YP who requires medication to be taken during a F4YP provision should inform F4YP prior to attendance at any provision. This should include:

- Type
- Dosage
- Regularity
- Any instructions for how this should be taken (e.g. after eating.)
- Any side effects

In the case of a residential trip, where a YP may require non-prescription medication such as paracetamol or similar medications, the parent/carer for that YP must provide written consent for administration.

### Individual Risk Assessment

- An individual risk assessment should be created on CHIPS for each YP where medication relates to a long-term health condition e.g. asthma, EpiPen, ADHD medication.

### Handover/Storage during provision

#### After-School Club

YP should bring medication in their own bag and should notify F4YP staff they have it with them and will be shown where to store it so that it is accessible

e.g. EpiPen, Inhaler.

#### Holiday Club

Medication should be presented to F4YP at the start of the provision/day in the following way by parent/carer:

- In a clear sealed bag
- Named
- All above information relevant to administration.

Medication will be kept securely in the “F4YP office”, in a clearly marked box unless otherwise specified (e.g. store in fridge)