

# **Fit For Purpose?**

**The Fit for Purpose Youth Centres Good Practice  
Methodology Handbook**

**March 2012**

## Overview

The purpose of writing this handbook is to highlight the role of the youth centre in the delivery of youth work. The work will look at the origins of youth work and the position that buildings take within that, it will look at key milestones in the history of youth work and will draw together aspects of youth work practice and delivery that contribute to the notion of Fit for Purpose Youth Centres.

We will look at the role that youth centres play in the development of young people. Importantly the handbook will focus on the range of activity that is offered but also how the many functions of youth work come under the umbrella of youth centres. This will not be just about Youth services in a Statutory/Local Authority sense but encompass the voluntary sector, private provision but also highlight the importance of the legal aspects of work, how centres are staffed and impact of that.

In setting out this handbook the intention is not to suggest that one size fits all. There are many aspects of youth work that will contribute to the overall quality of youth work delivery. Whether that includes the idea that buildings all need to be of a certain size, shape, design or include facilities that are all of the highest specification suggests that this will not take account of all the other aspects of youth work that add up to the best experience for young people and those who work in them or visit them.

At this point it is important to make the distinction between a youth club and a youth centre. A Youth Club, or for that matter any activity that brings young people together, is an integral part of what goes on under the umbrella of a youth centre. That the building may be a conduit for activity is directed by the nature of it, its resources, both staffing and financial, and its location.

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## Defining “Fit for Purpose”

One definition of “Fit for Purpose” suggests that it is something that is “good enough to do the job it was designed to do”. In terms of a building that could be a difficult area to measure; as we will discover many buildings that were and are used for the delivery of youth work were not designed for that purpose. Many would be used for a multitude of activities due to their wider community focus.

**Are you fit for purpose?** That's a question that seems is being asked about nearly everything and everyone these days. So how do we measure if you are fit for purpose? Where were the origins and how does this relate to youth centres?

This rather vague phrase began life in the field of consumer protection law, characterizing a manufactured product that does what it was designed to do. The implication for the consumer is that if something isn't fit for purpose, you can take it back and get a refund or a replacement.

The expression was occasionally used metaphorically in British English in the early 21st century, but what really made a wider public aware of it here was the announcement in 2006 by John Reid, the newly appointed British Home Secretary, that his government department was 'not fit for purpose' – meaning that it was no good at doing its job. That unprecedented criticism hit the headlines, and opened the way for the use of 'fit for purpose' in an almost unlimited range of applications.

A recent random search turned up buildings, budgets, educational courses, streetlights, railway stations, hostels for the homeless, acts of parliament, cattle sheds, soldiers, soil and washbasins, all described as fit for purpose – or, more often than not, as not fit for purpose.

If you delve into the world of the thesaurus and look for a definition of “fit for purpose” that we as a youth service can work with, the phrase “right for a particular purpose or situation, because of having all the qualities that are needed” seems to strike a chord.

In order to make a youth centre that is fit for purpose the recipe needs to include many qualities, some, dependent on the situation, in greater measure than others but all

having a part to play in engendering an environment where young people, as learners in an education setting, can flourish – as can adults who work (and in this situation we count volunteering as work) alongside the clients and the building.



Sometimes youth work resources don't always feel adequate for the job!

# A Little History

## Origins of buildings and organisations

It is in the nineteenth century that we see the great expansion of provision and the entry of paid workers and informal educators. We witness the emergence of:

- Youth organizations: the YMCA was founded in 1844 and within a few months was employing its first worker/secretary. Boys and girls clubs and institutes began to appear mid-century and uniformed brigades such as the Boys Brigade in the 1890s.
- Mechanics institutes: had their origins in the working men's libraries and mutual improvement societies of the eighteenth century. These appear to have begun around 1810 with the most famous, the London Mechanics' Institution, being formed in 1823 (now Birkbeck College).
- The co-operative movement: from fairly early on the Co-operative movement in Britain and Ireland placed a significant emphasis on education and improvement. Perhaps one of the most interesting in terms of informal education has been the Women's Co-operative Guild (founded in 1883) which drew on club forms developed within the adult school movement in order to improve the social and political position of women within the movement.
- The first ragged schools appeared in the late 18<sup>th</sup> century. These focused on delivery of education and welfare to children who were unable to access other forms of schooling. Out of them grew hostels, clubs and various formal opportunities for further education.
- Adult schools: the first adult schools appeared at the end of the eighteenth century and were initially concerned with teaching reading (the Bible), writing and arithmetic. Later, in the 1850s there was something of a revival of adult schools associated with the Society of Friends. With this came a shift of emphasis to association and discussion. A more social form was the working men's club.
- Public libraries, galleries and museums: the development of these has been fundamental to the opening up of opportunities for self-education and informal

education. Of particular significance were the emergence of town libraries in the 1600s and parochial libraries and circulating in the early 1700s.

## Historical context

- Other Institutes developed from scratch. Early Institutes like the one established in Dover in 1858, utilized a mix of opportunities for reading, recreation and education. They argued that they could provide for young men's 'peculiar wants' for 'evening recreation, companionship, entertaining but healthy literature, useful instruction, and a strong guiding influence to lead them onward and upward socially and morally'.
- With the passing of the Education Act of 1870 and provision for public elementary schooling, the role of the ragged schools changed and the more welfare-oriented activities assumed a greater significance.
- Boys' clubs and girls' clubs continued with their characteristic mix of relationship-building, recreation, welfare and more formal learning opportunities.
- In an early paper, New Estates and Community Councils Paper 1: NCSS set out the following, influential, definitions of community centres (centers) and community associations:
- 1960 Albermarle Report In 1960: professional training for youth work and community centre wardens was largely provided jointly but was in fact biased towards the needs of youth workers.
- The number of community centres grew from around 300 in 1947 to 929 in 1960, and the number of full-time workers increased from around 60 in 1947 to 221 in 1956. Over this period there was also some important shifts in the way centres and associations operated: the educational function expanded and the social service concept diminished; the individual members had become more important than the corporate member within the association; dependence on local authorities had increased; and associations were more likely to be focused around the maintenance and operation of their community centres

## What makes a youth centre “fit for purpose”?

The quality of the building, according to Mess and King (1947: 76) was a major determinant of the success of the centre and association. A 'good social life', they wrote, 'is dependent upon good buildings'. This included having a large hall suitable for meetings, social events and theatre, and, if possible, a common room, canteen, games facilities and a number of small meeting rooms. Alongside the quality of the building, the nature of the leadership was also identified as a very significant factor in the success of centres and associations. 'In a movement with such a great possible future it is no longer practical to depend upon the voluntary part-time leadership of enthusiasts as was so often done in the early days.' Mess and King go on to comment, 'The organization of the Community Association and of a Community Centre is a skilled and difficult job needing men and women who not only have natural gifts but considerable experience and training'.

As today's Youth Service continues to develop its professionalism it is important not to forget or underestimate the immensely valuable work undertaken by the many thousands of volunteers who give freely of their time to both assist paid staff, and run numerous other community youth projects across Wales, and without whom many groups and organisations would be unable to deliver services to young people. Volunteers from within the local community are often the link between the young people, the organisation and the community and are at times a vital source of local information and knowledge.

## What might a Fit for Purpose Youth Centre look like?

Picture walking up to the doors of the youth centre you would want to see in an ideal world. Push open the doors and take a virtual tour of your Fit for Purpose Youth Centre. Remember it is not all about the look of the building, but at least equally as important is the way it feels, is used, and managed and how the policies and procedures in place back up the purpose.

Perhaps you would expect to find some or all of the following:

### **The organisation is welcoming to individuals.**

Both new and existing members are always welcome. Staff are available to members as and when they are needed, to talk to or join in activities.

### **There is staff interaction with young people.**

Staff participate in activities, listen to and talk with members; offer help and advice where necessary; share thoughts on the group; help to resolve conflicts between members (and other staff!) .

### **Young people have a choice.**

Members are offered a choice of activities on site; they are not compelled to participate in organised activities; they have opportunities to determine future activities; they can choose who represents them on committees.

### **Staff have positive attitudes towards the young people, the organisation and its aims.**

Staff encourage and support members as appropriate; are committed to their well-being; do not show favouritism or antagonism to particular group members; they ensure work practices reflect the aims and aspirations of the group.

### **Members have easy access to up-to-date information on matters which interest and are relevant to young people.**

Information on group activities, 'help' agencies, other activities in the area, etc. is easily and discreetly available to members.

**Members share opinions and regularly meet together.**

There is an established members' committee; timetabled meetings with members; ability to have 'instant' group discussions as required.

**Good communication exists between the young people and the organisation at a formal level.**

Members have access to staff and committee meetings, and have opportunities for casual and formal discussion.

**Minutes and accounts for the organisation are readily available.**

This may be on a notice-board or in a folder that may be inspected without question .

**Members are involved at all levels of the group.**

Members have a position and a say on **all** committees, playing a part in decision making at all levels; members have a role in recruiting staff; they may organise events, making relevant arrangements.

**Young people learn from activities and opportunities.**

Members learn a variety of social skills through participation in well planned activities and services. Also, access to information via a number of sources is available .

**Young people have a range of experiences and information available to them.**

A variety of experiences is achieved through external activities, special group events and activities, member-led evenings and participation in affiliation organisation or parent body activities

**Young people are enabled to develop their skills allowing them to make informed choices.**

Members appreciate and develop an understanding that others have the right to hold different views to theirs.

**Young people enjoy what they do.**

Members are encouraged to participate in regular activities of the group as well as any special events

**Members have positive, tangible evidence of their achievements.**

Certificates, citations, medallions, etc. are awarded to young people in recognition of work they have done for the group, for participation in activities, etc.

**Young people are involved in decision making.**

The management team encourages members to have a place on their committee, discussing plans and issues with members of the group.

**Young people are happy, confident and respect themselves and others.**

The members of the group are happy to mix, working as a unit, supporting one another.

**Young people are motivated about, and involved in their personal development.**

Through their own actions and activities young people can demonstrate that they make plans and take part in activities that are of benefit to themselves.

**The organisation has a definition of 'duty of care.'**

The group, or its parent organisation, has defined its responsibilities to its members on child protection.

**Child protection standards have been adopted.**

The group has a readily available copy of its Child Protection Policy - Code of Good Practice document which is regularly reviewed.

**The organisation has an action plan for dealing with real or suspected child abuse.**

All staff have a clear understanding of what to do in the event of a young person being abused or if abuse is suspected.

**All workers are trained in child protection on an on-going basis.**

A training schedule is in operation and regularly reviewed.

**There is first aid cover available at all times.**

There is at least one member of staff qualified in basic first aid. A correctly stocked first aid kit is readily available for use.

**Risk assessments are made regularly.**

Assessments are made regularly of the risks in premises, with equipment, and activities, etc. (on and off site) where young people are involved so that potential harm is minimised

**The group has an equal opportunities statement.**

This statement forms part of the constitution, or might be a stand-alone document.

**The group meets all legal requirements in terms of equal opportunities legislation.**

The group is aware of, and meets, any relevant legal requirements.

**Negative and discriminatory attitudes are appropriately challenged.**

There are established procedures to challenge prejudice and discrimination at any level.

**Conflicting opinions are accounted for.**

Young people are enabled to make informed decisions regarding equal opportunities. Staff are aware of possible conflict with parents, or others views and deal with these in a tactful and thoughtful manner.

**Positive images and role models are promoted.**

Staff demonstrate positive attitudes to equality. Images within a project demonstrate positive attitudes. Posters, magazines, etc, promote a positive image of all young people irrespective of gender, race, etc.

**There is a consideration of equal opportunities issues throughout the development and planning of the programme.**

Activities take into account the abilities and special needs of the members in order to make them available to all.

**The group takes up and checks references for members of staff.**

References must be applied for and checked for all potential staff, known to the existing staff/management team or not. References must refer to their work with young people.

**All new staff must obtain Certificate of Disclosure (of criminal records) through the Criminal Records Bureau.**

Staff offered provisional employment may only have their appointment confirmed when they have received disclosure indicating that their employment with young people is safe.

**All members of staff have a job description.**

Details of duties are listed, at least in outline.

**All members of staff have conditions of employment.**

If not included in a contract, staff have documentation outlining the terms under which they work, possibly including hours, holidays, sick leave, grievance procedures, disciplinary procedures, etc.

**All staff receive an adequate induction to the group.**

New staff are made aware of the procedures of the group.

**The group has a staffing policy to safely undertake the activities of the group.**

This will depend on the nature of the work undertaken, the venues used and the needs of the members.

**The group meets its legal responsibilities as an employer.**

The group has a responsibility to its staff, and for their health and safety.

**The group ensures its staff are appropriately supervised and supported.**

Provision is made for the on-going supervision of staff. The needs of staff, in relation to their roles, are supported.

**The group's training needs are met.**

Training opportunities and materials are made available to staff.

**Written appraisals are carried out regularly.**

All staff have regular appraisals to ensure they are working within the guidelines of the group, are working to the best of their ability, have no concerns or worries about their role or relationships within the group, or about any other issues.

**All legal requirements are met.**

The group is aware of any legal requirements concerning the premises and ensure that these are met.

**The premises are kept dean, hygienic and safe.**

The whole site is clean and hygienic. Cleaning materials and equipment are available (in a safe place). Facilities are available for the safe disposal of rubbish - bins, bin bags, dustbins etc.

**Fire procedures are clear and understood.**

The premises conform to the appropriate legal requirements and equipment it regularly tested.

**The premises have a secure entry and exit.**

The premises are secure so that the group's property is not at risk. In some circumstances it may be necessary to secure the premises during meetings but emergency exits must remain available

**The building is easily accessible.**

Whenever possible and subject to the limitation of the structure of the premises, access is possible for people with disabilities.

**There is access to a telephone for the young people.**

A contact number is available during meetings for parents to contact the group, and members have access to a telephone.

**There is access to toilets.**

Toilet facilities are fully accessible and suitably adapted for people with special needs.

**Health and safety policies and procedures are available and followed.**

Health and Safety policies are displayed and adhered to. Other rules may also be imposed by the users and/or landlord and are followed.

**There is a premises development plan.**

The owners have a plan that deals with improvements, on-going upkeep, etc., of the premises. Users, too, may wish to improve the premises for their use – proposals can be put forward to the landlord.

**Procedures are in place for the effective maintenance, care and accounting of resources.**

A record is kept listing all equipment, et c. This records servicing dates and details as required and includes relevant insurance documents/certificates and professional checks on electrical items, vehicles, etc.

**Correct equipment for the purposes of the group is available and is used correctly, and is up to date.**

Equipment is appropriate for the group's activities, electrical equipment is regularly PAT tested, broken equipment is repaired or disposed of etc.

**Management has an understanding and experience of club operation.**

The management team includes people who have knowledge of youth work. These could be current staff members.

**The operation has a constitution or rules of governance.**

The group is properly established with a set of formal rules for its operation.

**The management ensure the group meets all its legal responsibilities.**

It is the responsibility of the management team to ensure that all legal responsibilities are met.

**The group has budgeted and audited, or independently checked, accounts.**

Budgets are prepared to enable long term planning to ensure the viability of the group. Accurate accounts are kept, minimising risks to the group funds.

**The management of the group is approachable.**

Members, staff, parents and other persons are able to contact the management team, or a specified representative, face-to-face or by telephone, without feeling intimidated.

**Annual General Meetings (AGMs) are held and annual reports are available.**

Copies of annual reports are available to any interested persons.

**The group has a business or annual plan.**

The management team plans ahead, endeavouring to ensure the success of the group and on-going improvements.

**The management ensures appropriate record keeping.**

The management has a responsibility to ensure that relevant, accurate and useful records are kept.

**Regular reviews of policy and procedure are made.**

The management team reviews current policies and procedures to keep them up to date and valid.

**Administration processes are necessary and simple.**

Administration processes are clear and necessary to maintain the efficient running of the group.

**Notes and records of important and constitutional decisions are maintained and published.**

The constitution and amendments including other important issues, such as membership criteria (ages, catchment area, etc.,) are recorded and available for access by any interested person or body.

**Policy reviews are undertaken and actioned.**

The administration procedures enable policy reviews and results to be prepared and published so that interested parties can access them easily, preferably without the consent or action of another person.

**All records and report books are accessible and available.**

Records are accessible and available to persons authorised or required to use them.

**Information on staff and members is used to evaluate and develop the group.**

All information gathered by the group is relevant to the running of the group and, whenever possible, should be used to evaluate and improve the performance of the group.

**The group provides information about itself and its work.**

The group is advertised widely within the community. *Leaflets, fliers, etc. Web site Advertisements in local shop/on local notice boards, press*

**The group has regular contact with the community.**

Contact is maintained with local residents and organisations through group or local newsletters, at community meetings, etc.

**The group has an awareness of the community's needs.**

The group is in touch with other groups and organisations in the locality and, where possible, plays a part in addressing concerns of the community.

**The group has regular contact with other voluntary groups in the area.**

Resources are shared to enhance the youth work offered by all groups concerned.

**The group has regular contact with local businesses.**

Some local businesses will have parents working for them and may be able to offer facilities, etc. that would benefit the group and enhance the image of the businesses in the area. Local shops may have a youth 'problem' (loitering, vandalism) and could benefit from links with the youth group.

**The group takes part in joint community events**

The group plays a role in other community activities and events .

**Information signs about the group are widely displayed.**

Dates and times of meetings and contact number(s) are publicly and widely displayed.

**The media is used to promote and publicise the work of the group.**

Full use of available media is made to promote the group

**There is a written commitment showing the group's intention to include quality assurance methods in its practices.**

The group demonstrates its commitment to include quality assurance throughout its structure.

**Informal discussions about quality take place between members, management and committee members.**

Members, staff and management are aware and informed of quality assurance and encouraged to participate.

**All staff are involved in the development of quality within the group.**

All staff are involved in the development of quality assurance. They may have particular areas of responsibility or work as part of a team on specific issues.

**There is a regular quality review of the group.**

There is a plan, programme, annual review or similar to ensure that quality is maintained and improved.

**There is a formal business plan defining the proposed long term future of the group.**

There should be a long term plan for the group which continues to address quality issues.

# People

The question of who might staff a youth centre can be very dependent of what type of facility is available. We have identified four types of facility: full time (dedicated) youth centres, part time centres (multi-use, sports clubs, arts centres etc.), community centres, village halls.

## 1. Full Time Centres

Statutory or Local Authority based buildings. Current provision can vary dependent on need, location, resources. A full time centre that offers nightly activity, a full day time programme and links to community will be supported by at least one full time worker, whose responsibilities will range from delivering youth work to acting as a building manager. The delivery aspect will range from youth clubs to targeted work, work with individuals, groups, school/alternative curriculum activity. Full time staff will also be responsible for the health and safety aspect of the centre. This is increasingly wide ranging in its remit – covering statutory testing (legionella and asbestos), to Fire Risk Assessments, liaising with contractors while also focussing on the wellbeing and welfare of staff.

Part time – Working alongside the full time staff – this may be split between those area staff based at the youth centre or part time (fractional staff) that are session based – youth club or short term project based. This will include a range of roles from leading activity e.g youth leader/leader in charge, activity specific e.g. sports coach, arts practitioner or coffee bar assistant.

Volunteers – Senior members or interested individuals who are in a placement while training, and those who give freely of their time to support valuable youth work. *Full time workers oversee a number of youth centres and staff. How do part time staff with limited resources manage a traditional centre – old building?* This will generally require a committee or other decision making body to be in place to support the youth work team.

## 2. Part Time Centres – Statutory or Local Authority run provision or charity based

Staffed by Area staff as part of their wider remit or dedicated youth club staff – leaders in charge, youth leaders, volunteers, and coffee bar assistants.

### 3. Community Centres

Voluntary based clubs, YFC clubs, working with volunteers to deliver social recreation activity to young people. Often shared space

### 4. Village Halls

Voluntary based clubs, YFC clubs, working with volunteers to deliver social recreation activity to young people. Often shared space

Now that we have explored what a Fit for Purpose Youth Centre might look like, we need to look at how this translates into reality.

Below are several examples of Youth Centres that can be described as Fit for Purpose by nature of the offer they make to young people in terms of the types of activities, the frequency of operating, the accessibility for young people, the participation of young people in all aspects of the running of the centre, and the ethos of the organisation and staff in relation to their youth work practice.

## Case Studies

### Abergavenny Youth Centre

Abergavenny Youth Centre is a full time Youth & Community Centre situated in North Abergavenny, a recognised area of deprivation. The centre is run by a team of Youth & Community Workers employed by Monmouthshire Youth Service and also hosts a number of NVQ and International Students. The centre is often used as a placement for young volunteers and A4E volunteers within the Abergavenny community. The Abergavenny Youth and community Centre holds host to the Youth Access Initiative programme in conjunction with KHS and the Pupil Referral Programme in conjunction with the Pupil Referral Service, MCC. These services provide the young people of Abergavenny with an alternative education programme catered to their individual needs.

The team provide a valued service to the young people and community members living within the Abergavenny area through face to face youth work, social networking and partnership working with community based organisations. The centre is also actively involved in supporting the wider community events such as the annual Abergavenny Xmas Factor, Food Festival and various charity events. The centre provides a safe environment for alternative education programmes and also a support network for the young people who access the centre via the drop in service. The staff within the centre are well informed and educated of the various services that support young people and have fantastic links with partnering agencies such as CHOICES, YOS and KHS.



With support from Monmouthshire Youth Services performing arts project we have been able to deliver high quality outreach work using up to date technology to engage young people. As a result of successful outreach work there has been a dramatic increase in the number of young people accessing the youth centre. Unfortunately the standard of facilities and technology within the youth centre does not meet the young people's expectations and as a staff team we have identified a need for funding to update and revamp the centre. The young people have engaged with us while we have been equipped with modern technology loaned to us by other projects within the service and we would like to continue to “modern” trend from our Outreach back to the provision.

Should we be successful we will revamp the youth centre to provide young people with a range of new equipment that will aim to make the centre more interactive and accessible to all. The young people have been involved in consultation meetings to discuss the centre facilities and have highlighted the equipment they would like to have access to within the centre. As well as identifying what facilities should be on offer, the young people will also take the lead on the design/layout of the space and all decision making concerning their youth centre



Abergavenny Youth Centre operates a drop in facility for young people to access information and support that they may require throughout their development from dependence to independence. A relaxed, comfortable environment allows young people to speak their mind on issues that may affect them or others. Youth Centre staff are approachable and friendly and promote an ethos of trust in the informal relationship that they hold with centre users.

Centre staff are constantly developing their professional skills and abilities to ensure that the knowledge and information given to young people is of a high standard. Centre staff regularly attend network and information sharing meetings to develop an understanding

of local issues whilst developing partnership with other agencies and organisations. Through solid relationships, staff are able to collaborate with partners to deliver high-end projects and activities to clients.

The model of work within the centre concentrates on a prevention ethos, whereby the worked carried out aims to intervene before young people reach crisis point. In the case of a young person seeking support which youth centre staff were unable to provide, partnership referrals would be made and supported to ensure the appropriate services are working with the relevant young people. The ultimate aim of this project is to benefit and improve young people's lives.

Abergavenny Youth Centre has been operating from Old Hereford Road since September 2007. The site works in partnership with Adult Education and shares the £15k budget required to run the centre. The Youth Service employs two full time staff and two part time staff to manage the provision, supported by a team of volunteers.

The centre attracts an average number of one hundred and fifty young people a week during school term time and three hundred young people a week during the school holidays on a drop in basis.



## Colwyn Bay Youth Centre

Conwy Youth service took over what was Douglas Road Primary School in 2004 following the relocation of the school to the new buildings in Greenfield Road. When we moved into the building it was very clearly still a school building with small toilets and washbasins, coat pegs on the walls and a general sense of a Primary school....there was also a large amount of equipment stored in the centre and for this reason we only had use of 2 rooms for the first 6 months or so. The first refurbishment work was done to make the centre more appealing to our young people. A kitchen and art area was installed and young people chose more vibrant colours for the walls etc.

Over the past 8 years an on-going programme of investment and refurbishment has transformed the centre and it is now very much a space for young people, the toilets, kitchen and general décor has been upgraded and young people have been consulted throughout the process.

The centre also houses the training facility for Conwy Youth service staff.



**Before**

The improvements have been made over an 8 year period and gradually the centre has been transformed into a warm, welcoming, vibrant space. The improvements have been needs led and so items such as a washing machine and tumble drier were installed when we identified a need for young people who live in temporary or insecure housing to have somewhere to wash their clothes. We have IT facilities similar to those at the library to provide free internet access to those who do not have facilities at home, and we have a large kitchen and equipment which allows us to provide young people with independent living skills. We also have a relaxing, warm space for young people to use to socialise in a safe environment. The centre is open 3 evenings per week for youth club with over 75 contacts with young people per week. The D of E use the building once a fortnight and up to 100 young people attend this provision. We also hold the D of E Meddwl group in the building which is accessed by young people with learning difficulties.



### **After**

The improvements to the building have had a significant impact on the range of activities that can be delivered. We tend to attract the upper age group of young people and our current membership ranges in age from 11-23

A wide range of other organisations also use the facilities. In the last 3 weeks alone the building has been used by:

Action for Children  
Communities 1<sup>st</sup> and Age Friendly Communities  
Young People's Partnership  
Social services

### **From Post Office to Youth Centre, Penmaenmawr**

The young people in Penmaenmawr had been without a youth club for over 2 years. However this did not mean they were without youth work input. Young people met in our mobile provision/bus, which was parked once a week on the seafront. This was great in the summer but very cold, dark and windy on the winter nights.

The youth service had been looking for the right building for years and purchased the old post office, which was perfect for conversion into a youth club.

We decided to engage a larger group of young people, and started outreach to meet young people not yet engaging with the youth service to ask for their view for their new youth club.

On a big local event, "Light up Pen" ,we ran a competition for young people to name their club. Young people have had a say throughout the process of renovating the old post office, from what use different rooms could have ,i.e. T.V room, internet café style room, kitchen etc. to choosing their equipment / resources even to the colour scheme on the walls and floors.

We finally opened the doors of "Ffau Pen Den" youth club on the 11<sup>th</sup> June and the club is going from strength to strength. The provision is open two nights a week for all young people between the age of 11 and 25. Because of the high numbers of young people attending, we decided to split the age groups and have a junior (11 to 13) and senior night (14 plus). This has enhanced the quality of the planned sessions on offer.

The members show their appreciation and highly respect their building and are proud to show it off to the wider community and have organised 2 Bingo events for the older

generation in their town as well as litter picks.

Over the last 2 years the register has risen to 376 members and always growing.

This success would not have been possible without such a perfect building.

# Fit For Purpose Youth Work

## Programmes

The programme of a Fit For Purpose Youth Centre is one of its most essential parts.

### Consider these key points when planning a programme:

- responsive to needs of young people and policy priorities,
- adheres to the principles of the youth work curriculum statement
- Encourage equality of opportunity
- Non-judgemental and young person centred
- Leaders and volunteers to support the delivery of the programme
- Work with a range of organisations to provide a varied and wide ranging programme
- Provides informal and non-formal learning opportunities that complement the more formal education process found within schools and colleges.
- Provide specific youth activities eg dance, sport
- Educational, creative, challenging and fun
- Link young people to national programmes to continue their development

The programme of Fit for Purpose Youth Centres' should include;

- Youth Information
- Issue Based
- Community Projects
- Arts
- Sports
- Citizenship
- External Visits

## Sports Ideas

Ball Games	Racket Games	Water Based Sports	Extreme Sports
Athletics	Fishing	Outdoor Pursuits	Cycling
Darts	Team Sports	Table Tennis	Snooker
Pool	Netball	Street Sports	Sports Discussions
Sports Awards: eg Award in Sport Leadership			

## Delivery Methods

Although this handbook is essentially about the FFP Youth Centre, it should be noted that youth work and the provision for young people can be delivered through different methods; these include; youth centre, detached work, outreach work, mobile youth work provision, project work, residential work, opportunities for volunteers, information and advice.

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## Planning

Planning models are designed to show clear evidence of all the considerations that you take when you plan a piece of youth work. As more and more organisations look to promote careful planning of work with young people, it is good to have sound knowledge and experience of using planning models.

The **NAOMIE** loop training model is just one of a number that may be used when undertaking any form of planned activity.

The use of this type of training model should be regarded as an aid to programming and not be regarded as a constraint to planning an activity.

This method of programme planning may be used for various types of activities: pool matches; inter-club events; residential training or outdoor pursuits.

The framework requires evidence of you identifying the:

**Needs**

**Aims**

**Outcomes**

**Methods**

**Implementation**

**Evaluation**

of a piece of work/project that you **intend** to do.

It will clearly show, in an easy-read format, that you have taken all these into consideration when planning projects. Below are some questions under each area of analysis – hopefully you can start to work out ways in which you would answer them.

### The **NEED**

Why are you contemplating doing this activity? What are the needs of the young people attending the project? What are the needs of the project as a whole? Have you considered that these needs may not be within the young people's agenda, but may be part of **legal** or **regulatory** requirements?

**EXAMPLE:** Young people attending rural youth centre, with little to do and complaining that nothing is structured. Three young women have previously been in trouble at school for "clowning around". They have been excluded from the drama group. Centre staff have noticed some uneasy confrontations between groups, creating an environment that is problematic for other young people.

### The **AIMS**

What is the end goal? What will be the overall learning point of completing the task?

**EXAMPLE:** A drama group running in the centre. A group of young people who have explored issues and concerns through lively performance and group work. The group relationships are clearly improved and the young women have been able to participate in a project that is in line with what they want to do.

## The **OUTCOMES/OBJECTIVES**

What specific changes will happen? What definitive learning points will you be able to point to? How will something be different in a specific sense? What key things will young people learn?

**EXAMPLE:** Drama and performance skills; Teamwork and team building skills; Young people with consideration for others; Improved or explored group dynamics. 9 young people will gain a certificate.

## The **METHODS**

Describe the piece of work that you intend to do. Explain it in simple terms that other people will be able to understand having not participated.

**EXAMPLE:** A drama group will be established focusing on giving young people the space to play games and act out “issue-based” work with the assistance of youth workers. A variety of dramatic role-playing will take place, and the group will have the opportunity to strengthen their skills in this area. At all times, the groups will be selected by the worker, in order for young people to mix with different people that they would not normally.

## The **IMPLEMENTATION**

How long will this project take? Do you need to raise money? How are young people involved in the planning and delivery? What staff will be working with you? What resources will you need?

**EXAMPLE:** Youth Worker to run group with assistance from the centre volunteer. The group will run for eight weeks. Each individual session will have a planning note, with the games listed on them and how to do them. Young people to plan the final piece that they will perform. We will need a budget of eighty pounds from the centre funds. A video camera, CD player and one room will be needed in order for the work to be carried out.

## The **EVALUATION**

How will you measure the success of the work (i.e. - have you met the outcomes)? How will young people relate their anxieties/learning points/successes in an environment conducive to them having confidence? How will you consider recommendations for change? Will you involve the input of other staff in evaluating your work?

**EXAMPLE:** Young people will feedback at the end of each session in a group discussion. The format of evaluation will change each session. Workers to incorporate evaluation into the end of the youth club night meeting. Supervision to be provided by Full time worker. Youth Worker to write report at the end.

This is only a guideline. Modify a planning model and add your own points that you feel would be relevant. It is important to remember that planning models need not consume a lot of time, but must cover the essential facts.

This planning guide (NAOMIE) will help you become more effective as a Leader. It will make you question activities before you begin. It will make planning easier and more logical. It makes you

more time effective and improves on past performances. Why not introduce this method of planning to other Leaders or adults?

**See also the Planning and Evaluation Youth Work Methodology Handbook** for further ideas and information.

**The Youth Work Curriculum Statement for Wales** is a key document underpinning the delivery of all work with young people across the country. In developing youth centres that are fit for purpose, the four pillars of youth work outlined in the statement provide the basic starting point for such development.

From the outset young people should be at the heart of any development, participating fully in the design and delivery of any project and programmes, greatly enhancing their own personal development, and ensuring the centre is designed and equipped in a contemporary style that will attract young people now and in the foreseeable future.

You will find a downloadable version of the Youth Work Curriculum Statement for Wales here:

[http://www.cwvys.org.uk/en/docs/Youth\\_Work\\_Curriculum\\_Statement\\_for\\_Wales\\_English.pdf](http://www.cwvys.org.uk/en/docs/Youth_Work_Curriculum_Statement_for_Wales_English.pdf)

# Appendices

## 1) Suppliers & Works Orders

- a. Contacts
- b. Works Orders

## 2) Meter Readings

## 3) Regular Checks/ Tests/ Inspections

- a. Schedule
- b. Fire Alarm Checks (Weekly/ Quarterly/ Annually/ 5 Yearly)
- c. Emergency Lighting Checks (Monthly/ Quarterly/ Annually/ 5 Yearly)
- d. Fire Drill / Trainings (Termly)
- e. The Fire Extinguishers Checks (Monthly/ Annually)
- f. Fire doors Checks (Annually)
- g. Intruder Alarm System Inspection (Annually)
- h. Fire Risk Assessment (Annually)
- i. Boiler/ Central heating (Annually)
- j. PAT testing (2 Yearly)
- k. Electrical Installation Inspection (5 Yearly)
- l. Food Hygiene and Safety Inspection (Daily)

## 4) Minibus

- a. Weekly Checks
- b. Minibus Log Sheets

## 5) Contracted Cleaning and Caretaking duties and contracted hours

- a. Cleaners
- b. Caretaker

## 6) Room Booking Form

## 7) Certificates/ Documents/ Reports

- a. Key Holding Information
- b. Fire Inspection
- c. Asbestos Inspection

- d. Building Plan
- e. Environmental Health Reports

**8) Sample Child Protection Policy**







## SECTION 3a

## SCHEDULE

Section	To be carried out by occupier/ user				To be carried out by a competent person, usually a specialist contractor				
	Daily	Weekly	Monthly	Termly	Quarterly	Six monthly	Annually	Two Yearly	Five yearly
3b Fire Alarm Panel/ Call points		Sheet 1			√		√		√
3c Emergency Lighting			Sheet 2		√		√		√
3d Fire Evacuation Drills				Sheet 3					
3d Fire Instruction/ Training *						√			
3e Fire Extinguishers/ Hose Reels			Sheet 4				√		
3f Fire Doors							√		
3g Intruder Alarm System							√		
3h Fire Risk Assessment							√		
3i Boiler/ Central heating							√		
3j PAT testing								√	
3l Food Hygiene and Safety	√								
3k Electrical Installation									√

\* Induction – appropriate training during the first week of employment

## SECTION 3b

### FIRE ALARM SYSTEM (BS 5839 : PART 1 : 1988 APPLIES)

#### **Weekly** (to be carried out by occupier/user)

1. Check fire alarm panel for normal operation.
2. If a fault is indicated, contact the alarm contractor and enter occurrence in the log sheets.
3. Check that any previously recorded fault has been actioned.

(Ensure receiver station where applicable is notified or a prearranged time agreed)

4. By use of a test key, operate one alarm call point. Choose a different call point each week on a rota system. Enter log sheets the number or location of alarm call point and the result.
5. NOTE: Automatic door release mechanisms and electronic door locks should be checked for correct operation during alarm call point test.
6. Visually examine any battery connections and electrolyte levels (where accessible). Any defect to be recorded in the log sheets.

#### **Quarterly Inspection and Test** (to be carried out by a competent person, usually a specialist contractor)

1. Batteries and their connections should be examined and tested.
2. Where applicable, secondary batteries should be examined to ensure that the specific gravity of electrolyte in each cell is correct.
3. Primary batteries, including reserves, should be tested to verify that they are satisfactory for further period of use by taking measurements that are indicative of the conditions of each cell, eg its voltage on a known and very high rate of discharge. Primary batteries should in any case be replaced within the period of shelf life stipulated by the battery manufacturer.
4. The alarm functions of the control and indicating equipment should be by the operation of a detector or call point in each zone.
5. The alarm functions of the control and indicating equipment should be checked by the operation of a detector or call point in each zone.
6. All ancillary functions of the control panel should be tested where applicable.
7. All fault indicators and their circuits should be made visually inspected for signs of moisture ingress and other deterioration.
8. The control and indicating equipment should be visually inspected for signs of moisture ingress and other deterioration.
9. A visual inspection should be made to check whether structural or occupancy changes have affected the requirements for the siting of manual call points, detectors and sounders. The visual inspection should also confirm that a clear space of at least 750mm is preserved in all directions below every detector, and that all manual call points remain unobstructed and conspicuous.
10. Any defect should be recorded in the log sheets and reported to the responsible person, and action should be taken to correct it.
11. On completion of the work a certificate of testing should be deposited with occupier.

#### **Annual Inspection and Test** (to be carried out by a competent person, usually a specialist contractor)

On completion of the work a certificate of testing should be deposited with the occupier and an entry made in the log sheets.

#### **Five Yearly Wiring Check** (to be carried out by a competent person usually a specialist contractor)

To be tested in accordance with testing and inspection requirements of the IEE Wiring Regulations. On completion of work a certificate of testing should be deposited with the occupier and an entry made in the log sheets.



## SECTION 3c

### EMERGENCY LIGHTING SYSTEM (BS 5266: PART 1: 1988 APPLIES)

All tests to be undertaken at time of least risk.

#### Monthly

1. Check control pane/unit for normal operation.
2. Check if previously recorded faults have been actioned in log sheets.
3. Check to see if all maintained lamps (where applicable) are lit.
4. Record any fault found in log sheets and action as soon as possible.
5. Check shades/covers for cleanliness.
6. Test by simulation of a failure of the normal lighting supply:-
  - a. That each self contained luminaire illuminates;
  - b. That any central battery system energises the installation;
  - c. That any generator starts up and energises the installation;

NOTE Tests (a) and (b) are carried out for a short period only to ensure all luminaries are lit, but no more than a quarter of proper function and top up fuel, oil and coolant levels as necessary.

7. Record any fault found in the log sheets and action as soon as possible.

#### Quarterly (to be carried out by a competent person usually a specialist contractor)

1. Each three-hour self-contained luminaire and internally illuminated sign should be energised from its battery for continuous period of one hour.
2. Each three-hour central battery system should be energised for a continuous period of one hour.
3. Each generator should be tested as for monthly.
4. Record any fault found in the log sheets and action as soon as possible.

#### Five Yearly (to be carried out by a competent person usually a specialist contractor)

The monthly test should be carried out and the following additional tests made:-

Each emergency lighting installation should be tested and inspected to ascertain compliance with BS 5266: Part 1: 1988.



## **SECTION 3d**

### **STAFF TRAINING**

Young people/residents/contracted staff should be involved in evacuation drills wherever possible. Where this is impractical staff should role play.

Records of individual's instruction and training should be recorded in the appropriate log sheets.

#### **Fire Safety Instruction**

All members of staff should receive at least two periods of instruction per year to cover the following:

1. Procedure to be followed in the case of a fire.
2. Methods of evacuation young persons or persons with disabilities.
3. Use of fire fighting equipment.

#### **Fire Drills (Termly)**

All members of staff should take part in at least two evacuations drills a year to cover the following:

1. Total evacuation.
2. Methods of rescue.
3. Knowledge of escape routes.

#### **Induction**

All new members of staff, and also temporary staff, must receive appropriate training during their first week of employment as a part of the induction programme.





NAME OF ESTABLISHMENT: \_\_\_\_\_

**STAFF INSTRUCTION AND TRAINING SIGNING IN SHEET**

Date \_\_\_\_\_

Nature of Instruction or Training \_\_\_\_\_

Name of person giving Instruction/ Training \_\_\_\_\_

	Staff Name	Signature	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

## SECTION 3e

### FIRE FIGHTING EQUIPMENT (BS 5423: 1987 APPLIES)

#### **PORTABLE FIRE EXTINGUISHERS**

##### **Monthly**

An inspection of all fire extinguishers should be carried out by the user or the users representative to make sure that appliances are in their correct locations and have not been discharged, lost pressure (in the case of extinguishers fitted with a pressure indicator), or suffered obvious damage.

Record any fault or defect in the log sheets.

##### **Annually (to be carried out by a competent person usually a specialist contractor)**

All fire extinguishers must be serviced by a competent person (usually an employee of a manufacturer or installer) in accordance with British Standard currently in force.

Each item of equipment should display an appropriate label on which to record any tests carried out. In addition, all tests and faults/defects should be recorded in the log sheets.

#### **HOSE REELS (BS 5274: 1985 APPLIES)**

##### **Monthly**

Hose reels should be subjected to a visual inspection to ensure that the inlet valve, the automatic on/off valve (if any), glands, tubing and shut off nozzle are sound and free from leaks, and also to ensure that the outlet of the nozzle is not blocked.

##### **Annually (to be carried out by a competent person usually a specialist contractor)**

A competent person in accordance with the British Standard should test all hose reels.

Results of the annual check must be recorded in the log sheets.

Each item of equipment should display an appropriate label on which to record any tests carried out. In addition, all tests and faults / defects should be recorded in the log sheets.



## WEEKLY MINIBUS SAFETY CHECK

### UNDER BONNET

- Oil
- Water
- Washer Fluid
- Brake Fluid

### VEHICLE INTERIOR

- First Aid Box (are contents complete?)
- Fire Extinguisher (unused)
- Emergency seat belt cutter
- Jack and Brace
- Pressure Gauge
- Torch (in working order)
- Seating (check for loose seats)
- Rear View Mirror
- Instrument panel
- Window wipers/ Horn
- Lights/ Indicator
- Brakes
- Hazard warning triangle

### VEHICLE EXTERIOR

- Bodywork
- Doors (do they secure properly?)
- Lights
- Windscreen wipers
- Exterior mirrors
- Tyre Pressure

Today's checks were carried out by: \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

# MINIBUS LOG SHEET

Registration:

DATE	DRIVER	ORGANISATION	ADDRESS	TEL.NO.	DETAILS OF JOURNEY	MILEAGE		FUEL ADDED (£)	COST
						Start	End		

**DRIVERS PLEASE NOTE**

The following must be checked before use:

1. Fuel
2. Operation of controls & seat belts
3. Operation of horn, screen wash & wipers
4. Operation of lights & reflectors
5. Tyre condition

**WEEKLY CHECK:**

1. Tyre pressure (front & rear)
2. Engine oil, Coolant, Screen Wash
3. Brake/ clutch fluid levels
4. Condition of wiper blade
5. Cleanliness of vehicle
6. Battery electrolyte level
7. Fan belt tension/ condition

**IF THE VEHICLE HAS BEEN INVOLVED IN AN ACCIDENT OR HAS ANY DEFECTS,  
PLEASE REFER TO VEHICLE DEFECT REPORT SHEET AND NOTIFY YOUTH CENTRE STAFF**

# BOOKING APPLICATION FORM

## For facilities at

*[Contact details]*

Name \_\_\_\_\_

Organisation \_\_\_\_\_

Billing Address \_\_\_\_\_

Post Code \_\_\_\_\_

Contact No. \_\_\_\_\_

Mobile \_\_\_\_\_

Facilities Required

Room

Minibus

Type of Event \_\_\_\_\_

Date From (dd/mm/yyyy) \_\_\_\_\_

Date to \_\_\_\_\_

Day

Mon

Tues

Wed

Thurs

Fri

Sat

Sun

Time from (hh:mm - 24hrs) \_\_\_\_\_

Time to \_\_\_\_\_

Estimated no. of attendants \_\_\_\_\_

Room Required \_\_\_\_\_

Equipment Required \_\_\_\_\_

Other Requirements \_\_\_\_\_

Do you hold public liability insurance:  YES/ NO policy details: \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Signed by \_\_\_\_\_

### For Official Use Only

Date of Receive \_\_\_\_\_

Cost of hire \_\_\_\_\_

Confirmed by \_\_\_\_\_

Date \_\_\_\_\_

*Please make your cheque payable to ..... (or BACS payments details)*

## Appendix 8a

# CHILD PROTECTION POLICY **example**

### Introduction

There are three main elements to our policy:-

- a) prevention through education and support offered to young people;
- b) procedures for identifying and reporting cases, or suspected
- c) Cases, of abuse. Because of our day to day contact with young people and youth work staff are well placed to observe the outward signs of
- d) abuse; and
- e) Support to young people who may have been abused.

1.2 Our policy applies to all staff and volunteers working for ..... **All workers, volunteers, caretakers, secretaries can be the first point of disclosure for a young person.**

### Prevention

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard young people. .... will therefore:-

- a) establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to;
- b) ensure young people know that there are adults in the youth service whom they can approach if they are worried or in difficulty;
- c) include in the curriculum, activities and opportunities for PSE which equip young people with the skills they need to stay safe from abuse and to know to whom to turn for help;
- d) include in the curriculum, material which will help young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to young person care and parenting skills.

## **Procedures**

3.1 We will follow the All Wales Young person Protection Procedures that have been endorsed by the Local Safeguarding Young People Board.

3.2 The youth service will:-

- a) ensure it has a designated senior member of staff, who has undertaken the appropriate training;
- b) recognise the role of the designated person and arrange support and training
- c) ensure every member of staff knows:-
  - a. the name of the designated person and their role;
  - b. that they have an individual responsibility for referring young people child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Young people Board;
  - c. how to take forward those concerns where the designated person is unavailable.
- d) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a young person who may disclose abuse;
- e) ensure that parents have an understanding of the responsibility placed on the youth service and staff for young person protection by setting out its obligations in the youth service promotional materials;
- f) provide training for all staff so that they know their personal responsibility, the agreed local procedures, the need to be vigilant in identifying cases of abuse, and how to support a young person who discloses abuse.
- g) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding young person protection matters including attendance at initial review and young person

- protection conferences and core groups and the submission of written reports to the conferences;
- h) keep written records of concerns about young people (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately;
  - i) ensure all records are kept secure and in locked locations;
  - j) adhere to the procedures set out in All Wales Child Protection Procedures
  - k) ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 "*Young person Protection: Preventing Unsuitable People from working with Young people in the Education Sector*"; and
  - l) Designate an officer for Child Protection who will oversee the young person protection policy and practice.
  - m) If concerns are raised over colleagues, adults or person in authorities whose practice with young people is in doubt, they must be reported to the designated officer by the supervisor or line manager without hesitation. The designated officer will then instigate an investigation under Section 4.3.6 of the AWCPP

### **Supporting the young person at risk**

4.1 We recognise that young people who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 This Youth Service may be the only stable, secure and predictable element in the lives of young people at risk. Nevertheless, when accessing youth service provision their behaviour may be challenging and defiant or they may be withdrawn.

4.3 The Youth Service will endeavour to support the young person through:-

- a) the content of the curriculum to encourage self-esteem and self-motivation

- b) the youth service ethos which, promotes a positive, supportive and secure environment; and gives young people a sense of being valued
- c) the youth service's provision is aimed at supporting vulnerable young people in the youth service.
- d) all staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the young person but does not damage the young person's sense of self-worth.
- e) the youth service will endeavour to ensure that the young person knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- f) liaison with other agencies who support the young person such as Social Services, Young Person and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and keeping records and notifying Social Services as soon as there is a recurrence of a concern;

4.4 When a young person on the Child protection register leaves, we will transfer information to the new youth service immediately and inform Social Services.

### **Bullying**

4.5 Our policy on bullying is one of Zero Tolerance

### **Young people with statements of Special Educational Needs**

4.6 We recognise that statistically young people with behavioural difficulties and disabilities are most vulnerable to abuse. Youth service staff who deal with young people with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

## **Information for staff**

### **What to do if a young person tells you they have been abused by**

#### **Someone:**

A young person may confide in any member of the team and may not always go to a full-time member of the staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the young person if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the young person is saying. Any questions should be framed in an open manner so as not to lead the young person;
- you must report orally to the organisation's **designated person for young person protection** immediately;
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the organisation's designated person for young person protection. The note which should be clear in its use of terminology should record the time, date; place and people who were present and should record the Young person's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings;
- do not give undertakings of absolute confidentiality;
- that a young person may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings; and
- your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the young person, contributing to an assessment or implementing young person protection plans.

## **Confidentiality**

Confidentiality issues need to be understood if a young person divulges information they are being abused. A young person may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, youth workers have a professional responsibility to share relevant information about the protection of young people with the designated statutory agencies when a young person is experiencing young person welfare concerns. It is important that each member of staff deals with this sensitively and explains to the young person that they must inform the appropriate people who can help the young person, but that they will only tell those who need to know in order to be able to help. They should reassure the young person and tell them that their situation will not become common knowledge within the youth service. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the organisation. Ensure that only those with a professional involvement, e.g. the designated senior person and the senior management, have access to the young person protection records. At all other times they should be kept securely locked and separate from the young person's main file. The designated young person protection person for this youth service is .....

## **Information for Parents or Carers**

Parents/carers should be aware that youth services have a responsibility to ensure the well-being of all young people. This responsibility means that the Youth Service:-

- will have a young person protection policy and procedures;
- should make parents or carers aware of its young person protection policy possibly through the youth service prospectus, and that this may

require their young person to be referred to the statutory young person welfare agencies if they believe that the young person or other young people may be at risk of significant harm;

- should endeavour to work with parents/carers regarding the welfare of their young person and remain impartial if their young person is being, or has been referred;
- should help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the young person and that the youth service will be involved in any young person protection enquiry or police investigation in relation to their young person's welfare and educational progress; and
- keep the parents or carers informed of the welfare and educational progress of the young person. On 1 September 2006, *section 175 of the Education Act 2002* came into effect. This introduces a duty on local authorities, the governing bodies of maintained youth services, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard young people and that such arrangements take account of guidance issued by the Welsh Assembly Government.
- Independent youth services are required to meet equivalent requirements
- under standards introduced under the terms of *section 157 of the Education Act 2002*.

Where a professional has a concern about a young person, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a young person at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police.

The designated young person protection person at the youth service should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the young person should be informed of the process.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for young people is not always easy and if you're struggling to cope you may need to ask for help and support to protect your young person.

You may find the following helpful:-

- make time to talk and listen to your young person;
- familiarise yourself with your young person's friends and routine;
- be sensitive to changes in behaviour;
- teach your young person to feel confident to refuse to do anything they feel is wrong;
- be aware of your young person's use of the internet and mobile phone to ensure they don't place themselves at risk.

### **Information for young people**

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:-

- you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help, or can tell a friend; and
- let people help to make things better by stopping the person from hurting you or your friends. The person in this Youth Service who has special responsibility for helping you if someone's hurting you or your friends is ..... who can be contacted at .....
- If you can't talk to any of these, you can talk to one of the following organisations that will have someone who will listen to you.

## Useful Contacts

### Childline

A free 24-hour advice line offering counselling and support to young people suffering from abuse. The call won't show up on your phone bill.

0800 11 11

[www.childline.org.uk](http://www.childline.org.uk)

### NSPCC

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls won't show up on your phone bill.

0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### Funky Dragon

Funky Dragon is a peer-led organisation that aims to make sure the views of 0 - 25 year olds are heard, particularly by the Welsh Assembly Government.

[www.funkydragon.org.uk](http://www.funkydragon.org.uk)

### Young people's Commissioner for Wales

Young people's Champion - Independent human rights institution for young people.

0808 801 1000 The lines are open from 9am to 5pm  
(Monday to Friday)

[www.childcom.org.uk](http://www.childcom.org.uk)

### Clic

The National Information and Advice Service for young people in Wales 11 to 25.

[www.cliconline.co.uk](http://www.cliconline.co.uk)

### Samaritans

Free and confidential advice and support

08457 90 90 90

[www.samaritans.org.uk](http://www.samaritans.org.uk)

### Barnardo's

Barnardo's works with vulnerable young people and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

020 8550 8822 (national rate, 8am-6pm Mon - Fri)

[www.barnardos.org.uk](http://www.barnardos.org.uk)

### BBC One Life

This website provides advice on young people and young people's rights, what to do if they are being abused and how to get help.

[www.bbc.co.uk/surgery](http://www.bbc.co.uk/surgery)

**Kidscape**

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and young person sexual abuse.

08451 205 204

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Get Connected**

Get Connected provides a free, confidential helpline that gives young people in difficult situations support and information.

0808 808 4994

[www.getconnected.org](http://www.getconnected.org)

**Bullying Online**

Bullying Online is a website that provides information and support to help deal with a wide range of bullying issues and is available to parents, young people, teachers and youth organisations.

[www.bullying.co.uk](http://www.bullying.co.uk)

**Wise Kids**

Wise Kids is a website that provides information and support on internet literacy, proficiency and knowledge of the internet and related technologies.

[www.wisekids.org.uk](http://www.wisekids.org.uk)

**Local Authority Youth Service**

Many Local Authorities have developed youth centres over recent years. Contact your service to ask about provision locally, and there may be opportunities to work in partnership to offer new and innovative services for young people.

**CWVYS**

There are new members regularly joining CWVYS, and many of the membership have their own youth centres. Contact CWVYS for a copy of their Directory of organisations within the voluntary youth work sector.

[www.cwvys.org.uk](http://www.cwvys.org.uk)