Youth Engagement Toolkit

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Looking at values

We all have **values** and that we use as a guide in many situations.
Working together with other people can be difficult if we do not all share the same values.

However, it is often easier to understand other people's ideas and different ways of doing things if we know what values their actions are based on.

Here is an example:

Value	**Logical activity**
All people are of equal value, whatever they are capable of contributing to the community	Ensure that people who are undervalued or disadvantaged are actively helped to participate in a range of activities
People should be rewarded according to how much they are capable of contributing to society	Organise competitions and awards to encourage talented people to do things to help people who can't help themselves

The following statement of values could be used as a starting point to look at what values the people in your group share, and how the values might affect what you plan to do to work to build a better community. You might find it useful to try summarise it, or select the most important and useful parts for your situation.

Statement of values

Society

Principles for action
On the basis of these values we as a society should:

- understand our responsibilities as citizens
- be ready to challenge values or actions which may be harmful to individuals or communities
- support families in raising children and caring for dependants
- help people to know about the law and legal processes
- obey the law and encourage others to do so
- accept diversity and respect people's right to religious and cultural differences
- provide opportunities to all
- support people who cannot sustain a dignified life style by themselves
- promote participation in our democracy
- contribute to, as well as benefit fairly from, economic and cultural resources
- make truth and integrity priorities in public life.

Values We value truth, human rights, the law, justice and collective endeavour for the common good of society. In particular we value families as sources of love and support for all their members and as the basis of a society in which people care for others.

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Looking at values

Relationships

Values *We value others for themselves, not for what they have or what they can do for us, and we value these relationships as fundamental to our development and the good of the community.*

Principles for action
On the basis of these values, within our relationships we should:

- respect the dignity of all people
- tell others they are valued
- earn loyalty, trust and confidence
- work cooperatively with others
- be mutually supportive
- respect the beliefs, life style, privacy and property of others
- try to resolve disputes peacefully
- make truth and integrity priorities in public life.

The environment

Values *We value the natural world as a source of wonder and inspiration and accept our duty to maintain a sustainable environment for the future.*

Principles for action
On the basis of these values we should:

- preserve balance and diversity in nature wherever possible
- justify development in terms of a sustainable environment
- repair habitats devastated by human development wherever possible
- preserve areas of beauty wherever possible
- understand the place of human beings within the world.

A sense of self

Values *We value each person as a unique being of intrinsic worth, with potential for spiritual, moral, intellectual and physical development and change.*

Principles for action
On the basis of these values, we as individuals should:

- try to understand our own character, strengths and weaknesses
- develop a sense of self worth
- try to discover meaning and purpose in life and how life ought to be lived
- try to live up to a shared moral code
- make responsible use of our rights and privileges
- strive for knowledge and wisdom throughout life
- take responsibility for our own lives within our capabilities.

Source We apologise for having lost the source of this document, and will be very glad to acknowledge the correct source in future editions, if informed.

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Smartening up our objectives

For objectives to be useful they need to be written in a way that is clear and helps us get things done! One way to make sure that our objectives will work is to make them SMART.

SMART objectives are:

Specific S	'Improve the range of activities available for young people' is rather vague, it would be more specific to say 'identify and start one weekly activity that involves ten young people who do not already join in any community activity'
Measurable M	Not necessarily in crude numbers, but including something that we can know that we have achieved it, e.g. '25% increase in youth membership' is better than 'increase youth membership'
Achievable A	We need to have some idea how we can go about achieving them
Realistic R	In our vision we can dream of how we would like things to be, but objectives must be in the real world, e.g. 'reduce the number of incidents of graffiti to just one or two a year' is more realistic than 'prevent graffiti on the building'
Time limited T	We need to say when we expect to see the change take effect, e.g. 'to increase the number of members by 25%, by the next AGM'

Checking for SMARTness

Look back at your objectives. If you were involved in writing these objectives, you probably think you know exactly what each one means. But are they really SMART?

One way to check is to see if someone who wasn't involved in writing them agrees that each one is specific, measurable, achievable, realistic, and time limited.

To be sure, make a checklist and tick each part of SMART for each objective.

SMARTening up objectives

If any objective fails to live up to the SMART test, you can improve it until it passes!

Add extra phrases to introduce measurement, to clarify the meaning, and to say when it will be achieved by. If the objective seems unrealistic you may need to scrap it altogether.

If it is unachievable as it is written, you may need to break it down into three or four steps (new objectives) – so you will have more objectives (make sure the new ones are SMART too!).

An alternative

If your group finds the SMART approach unhelpful, you could try these questions instead. For each objective, ask:

- What (exactly) is to be done?
- How much is needed for 'success'?
- How can it be achieved?
- When should it be done by?

In addition to the above 'what?', 'how?', 'when?', other useful questions for planning are 'why?', 'where?', 'who?'.

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Who can help with what?

A table like this can help you:

- narrow down the broad vision of your organisation into specific aims, and then into manageable objectives
- work out who might be able to help you – and in what way – for each objective.

You may want to redraw the table on a flipchart sheet to give you more space to fill it in.

Our vision

Our specific aims (The main things we want to achieve)

Aim 1	**Aim 2**	**Aim 3**	**Aim 4**

Objectives (What we have to do to achieve our aims – try to make them SMART, see Tool 2)

1.1	2.1	3.1	4.1
1.2	2.2	3.2	4.2
1.3	2.3	3.3	4.3
1.4	2.4	3.4	4.4

Who can help? (People and organisations that might help us with each objective)

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Working with your children's trust

If your organisation works with children or young people, whether formally or informally, whether funded or not, you need to know about **children's trusts** and their potential impact on your work.

Play schemes, mother and toddler groups, after school clubs, youth groups and a whole variety of other community level services provided by the voluntary and community sector need to be taken into account by the local children's trust. Your organisation may need to act now if you wish to continue running these services in the future.

Despite the name, children's trusts are not legal entities themselves but partnerships created to integrate services for children and young people. They build on good practise in multi-agency working that includes Sure Start, Connexions, Youth Offending Teams, and the Children's Fund, to work in more effective partnership with traditional local government children's services such as education, social services and youth services, as well as better engagement with the voluntary and community sector.

We would recommended that you, as a community sector organisation, should:

Actively engage

The voluntary and community sector should be actively involved at all levels and stages in the process of setting up children's trusts and their continued work.

Continue high-quality service delivery

The existing scale of involvement of the community sector in children and youth services is enormous. Community organisations represent an essential link between children and young people and the neighbourhood in which they live. It is vital that we continue to provide community-based opportunities that help to positively connect the community with children and young people.

Aim for effective representation and coordination

Representation within children's trusts and local authorities is often best done through infrastructure organisations. There are existing youth specialist networks to engage with such as the local Council for Voluntary Youth Services or more generalised infrastructure bodies such as the local Council for Voluntary Service or Rural Community Council Representation must reflect the independence and the breadth of the sector with regard to scale and contribution.

Representation must also be accountable and reviewed and evaluated regularly with wide consultation and plenty of time to respond. Find out if what you have said in the consultation has been listened to and influenced decisions. Your policies and decisions should be checked for their potential impact on the sector. The process for managing the implementation must be developed in true partnership with the voluntary and community sector and not just imposed on it.

Lobby for fair funding opportunities

Community organisations should have equal opportunities and be treated with the same respect as public and private organisations. This includes:

- multi-year funding and making payments promptly and in advance
- funding codes and commissioning processes that are both fair and transparent
- reducing bureaucracy by developing simple funding programmes with easy application and reporting processes
- agreeing outputs and outcomes which are fair and measurable
- recovery of the full costs of running a service
- processes that are regularly reviewed and involve the voluntary and community sector in the review process.

For the latest news and information on children's trusts go to **www.everychildmatters.gov.uk/resources-and-practice**

For your free copy of *Community engagement in children's trusts* please contact Community Matters.

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Finding funding for your project

Youth projects need resources, and this usually means some degree of funding. If you are unable to fund projects from the resources within your organisation there are a multitude of funding opportunities available specifically for projects involving children and young people.

There are three main areas where you may consider looking for funding:

- grants from local or national funders
- local or national government – the statutory sector
- trusts and donations.

Grant funds are subject to frequent change, therefore the following table contains some key sources of information and contact details to allow you to research what is currently available.

Name of fund	Description	Contact/application information
Lottery Small Grants Scheme (previously Awards for All)	From April 2009, small grants for community projects will now be distributed under each organisations own programme. Application forms and process will remain short and simple and funding cover a range of project costs and activities. Details of funding, application forms and advice, including common mistakes, can be found on each organisations website.	**Big Lottery** (maintaining Awards for All name): £300-£10,000 **www.awardsforall.org.uk/england** Phone: 0845 600 20 40 **Sport England**: £300 - £10,000 **www.sportengland.org** Phone :08458 508 508 **Arts Council England**: £1,000 - £100,000 **www.artscouncil.org.uk/funding** Phone: 0845 300 6200 **Heritage Lottery Fund**: Your Heritage (£3,000 - £50,000), Young Roots (£3,000 - £25,000) **www.hlf.org.uk/english** Phone: 020 7591 6000
Comic Relief UK Fund	Projects must focus on the priority areas which are young people with mental health problems, alcohol problems, or abused through prostitution or trafficking.	You must be a community or voluntary group to apply. Youth funding is only for large grants, and focused on specific areas. **www.comicrelief.com/ apply-for-a-grant** **020 7820 5555**

Big Lottery Fund (including Young People's Fund 2)	Offers a range of funds for young people's work, including work with children and families.	**www.biglotteryfund.org.uk** Advice line **0845 4 10 20 30**
Youth Opportunity Fund (YOF) and Youth Capital Fund (YCF)	The aim of the funds are to involve young people in coming up with ideas for their own projects and activities, particularly those that are disadvantaged. Local authorities hold the funding so application arrangements may be different in each area. YOF will fund project running costs and YCF will give specific funding for capital costs related to projects.	Contact your local authority or children's trust to find out more. Most areas will have a young people's panel who make the final decisions on which projects get funded. Young people are also likely to be asked to complete the application forms, or at least to have developed the ideas.
Tudor Trust	Trust fund which likes to take risks on innovative projects addressed at tackling local needs. Has previously funded projects working with young people.	There is a two-step application process, details on the website. **www.tudortrust.org.uk** **020 7727 8522**
Lloyds TSB Foundation	Different priorities for different English regions – some including young people – see website for more information. Applicants must have charity status.	All applicants should contact the relevant regional office before starting an application. **www.lloydstsbfoundations.org.uk**
vcashpoint	Provide funding for young people aged 16 to 25 who want to set up a volunteering opportunity in their local community. Grants of up to £2,500 available.	**www.vinspired.com/v** **0800 089 9000**

Other useful websites:

www.governmentfunding.org.uk

For information on funding from central government

www.everychildmatters.gov.uk/strategy/planningandcommissioning

For more information on local authority commissioning of services

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Community needs and possible solutions

The first column of the table lists the **needs** that you have begun to talk about. You could think of them as things that people are not happy about, or that are lacking. The second column is where you list your ideas for sorting things out – the **solutions**. The third column is for noting **when** you want it sorted by.

Name of your organisation

Agreed need What's wrong or missing?	**Possible solutions** What needs doing to sort it?	**When by**

Agreed on (date)

By (people involved)

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Deciding what to discuss

Working out thoroughly what to discuss can save a lot of time in the long run.

Using the example below, make a table at flip chart size. Use it to clarify and agree what items to give priority to at each meeting. Write each agenda item on a sticky note. Decide where they belong on the table and what you will do with each item, e.g. 'refer to Parish Council', 'Fred to phone for more information by next meeting', 'leave to end of meeting', 'deal with early'.

You can also put a start and finish time for each item. Keep the planning stage brief and to the point; interrupt anyone who strays onto the discussion proper!

At the start of next meeting remove items which have been dealt with and begin the process again.

Think of several options and ask three members to consider them in more detail

Decide before starting the agenda proper

Deciding what to discuss	Important	Urgent	Urgent and important
Easy decisions			Who is going to take the minutes?
Tricky decisions	How to share our vision with others		
Need more information before making a decision			What kind of organisation to set up
Not our problem		Mrs Jones cat, Henry, is about have kittens	
For information only			

Clearly not needed on the agenda!

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Child protection & safeguarding

Writing a child protection policy and procedures

If you are already providing activities for children and young people you will have already thought about safety, and are already taking steps to ensure the protection of young people in your care. If you are not planning on providing specific activities for children and young people you should still consider how young people come into contact with your organisation and what your role could be in assuring their protection.

Writing a thorough policy will allow you to formally recognise what you are already doing, and to think through the issues of how you will help to keep young people safe. Although cases of abuse are relatively rare, it is important that everyone plays a part in prevention, and that we all have a shared responsibility for the protection of children and young people.

Policy statement

The policy statement outlines your commitment to child protection and the measures that you have in place to protect children or young people in your care. The policy statement should set out, in simple terms, the aim of the policy, how your commitment will be fulfilled, and who it applies to. You should include in your statement:

- the name of your organisation, aims and objectives
- specific legislation or guidance that relates to child protection
- definitions of a 'child or young person' and definitions of any terminology used
- who the policy applies to, e.g. all paid and volunteer staff, contract or part-time staff, sessional staff, young people, hirers, services users
- reference to any special scenarios that may apply to your organisation
- the name and contact details of a nominated child protection representative/officer who should be the first point to contact for concerns or suspicions
- plans for policy dissemination across the organisation
- an outline of how the policy will be reviewed and revised
- a reference to the child protection procedures that follow.

It is important to stress that the policy is not optional with a statement such as:

'This policy forms part of the terms and conditions of employment and applies to all employees, trustees and volunteers. Its purpose is to protect the personal safety of all children, young people and vulnerable adults using the facilities, resources and activities provided by **<insert the name of your organisation>** actively promoting awareness, good practice and sound procedures'.

Procedures

The child protection procedures support the policy statement and should give guidance on:

- the definitions of different types of abuse

- how to recognise the signs of abuse
- how to respond to disclosures of abuse or signs of abuse
- how to keep confidential and relevant records of concern
- how and when to deal with outside agencies
- how to establish safe recruitment processes
- what training and support is offered to staff and volunteers
- the behaviour expected from staff and volunteers
- how complaints can be made and how they will be dealt with
- how to deal with different situations such as trips or visits, family involvement in projects, children with special needs.

Code of behaviour

A code of behaviour is a useful way to guide volunteers and workers in what is appropriate conduct when working with children and young people. 'Abuse of Trust' legislation (*Caring for young people and the vulnerable? Guidance for preventing the abuse of trust*, Home Office 1999) outlines what is acceptable and unacceptable behaviour from paid staff and volunteers. However, you may also like to work together with young people to produce a code of conduct for them to follow.

You may like to consider guidance on:

- how to avoid physical contact with children
- what behaviours are specifically not allowed, such as sexual conduct, lending or borrowing of money or property, keeping of secrets
- when physical restraint can be used and what training will be offered
- what policy you have regarding smoking, alcohol and drugs
- how and when parents or guardians are involved in activities
- how a complaint can be made if the code of conduct is not followed
- what the consequences would be for a breach of the code of conduct.

Other useful resources:

Community Matters
Information Sheets 30 (Safeguarding Children and Young People), 81 (Criminal Records Checks) and 81a (Vetting and Barring Scheme)
www.communitymatters.org.uk
Phone: **020 7837 7887**

National Society for the Prevention of Cruelty to Children
For up-to-date information on Child Protection and support for third sector organisations
www.nspcc.org.uk
Child protection helpline **0808 800 5000**

Childline UK
www.childline.org.uk
Helpline **0800 1111**

Churches Child Protection Advisory Service
www.ccpas.co.uk
Helpline **0845 120 4552**

Criminal Records Bureau
www.crb.gov.uk
Phone **0870 90 90 811**

Independent Safegaurding Authority
For information about Criminal Records Checks and Vetting and Barring Scheme
www.isa-gov.org.uk
Phone: **0300 123 111**

National Council for Voluntary Youth Services
For 'Keeping It Safe – a young person-centred approach to safety and child protection' and Sound Systems accreditation system
www.ncvys.org.uk
Phone: **020 7278 1041**

Participation Works
See their free guide 'How to safeguard children and young people'
www.participationworks.org.uk

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Confidential disclosure form

You should record any child protection issues, such as suspicions, complaints and allegations of neglect and abuse, as soon as possible. Detailed records are essential and should be precise and accurate. Recording exactly what was seen, said or witnessed (the **disclosure**) is vital so try not to interpret the information given.

Name of your organisation	
Date of the disclosure	**Time of the disclosure**
Name and role of the person making the report	
Address and phone number	
Are you recording your own concerns or someone else's? Please give details	
Have you been approached by the individual concerned? Please give details	
Please give the name, age and any other relevant details (such as ethnic background, religion or disabilities) of the person or people involved	
Please give details of any witnesses, including their name, ages and contact details	

Contact details of the parents or carers of those involved
Please provide as much accurate detail as you can about the disclosure and make sure you report what was said in the language used by the appropriate people. Do not amend or try to interpret. Use a separate sheet if necessary
How has this situation been responded to and has any action been taken?
Has this incident been reported to anyone else, such as people within the organisation, outside agencies, parents and carers? Please provide names and contact details
Please include any other information you think may be relevant to this incident

Signature

Date

This is a private document and must be kept in a secure place, in line with the confidentiality guidelines set out in the organisation's policies.

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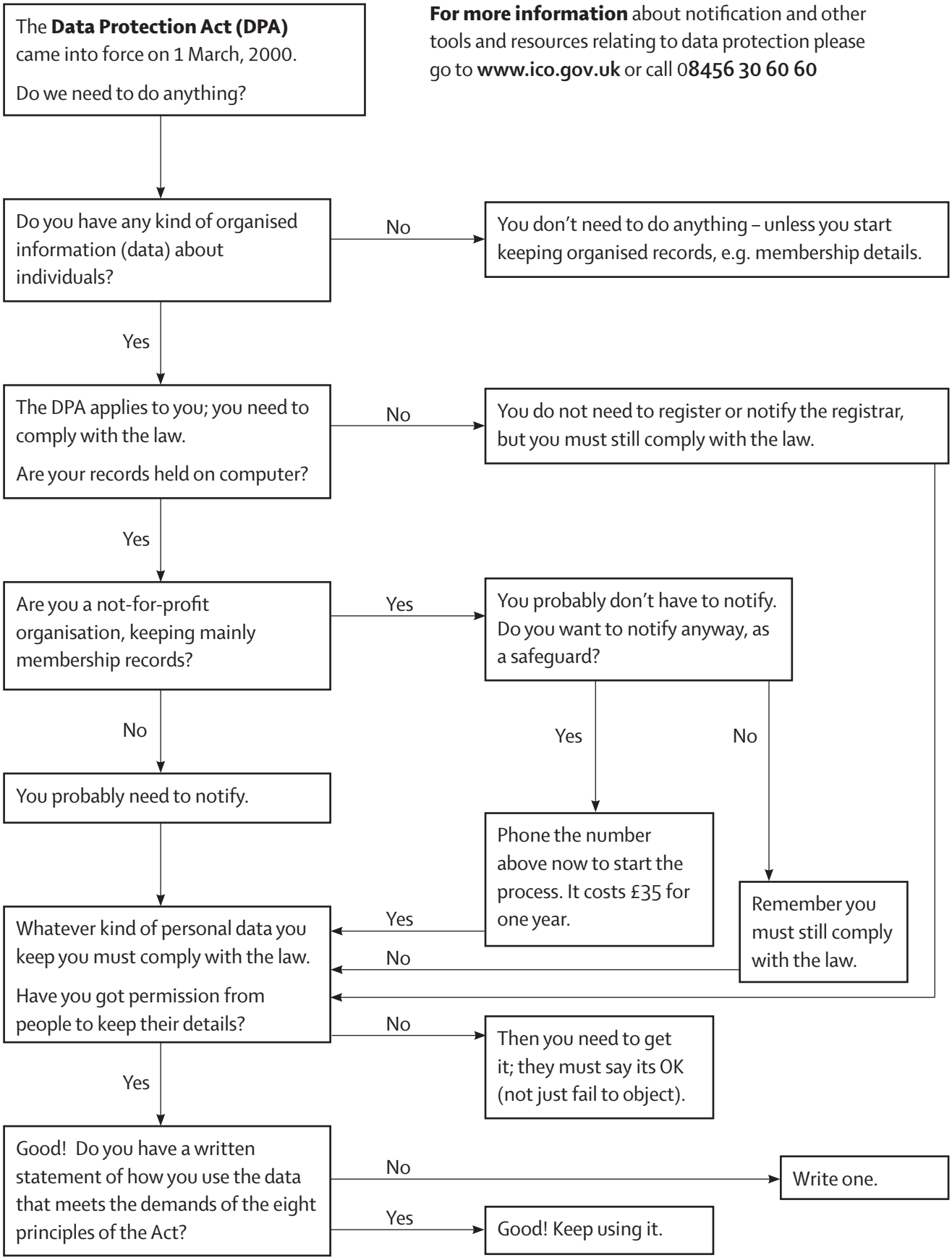
Data protection

For more information about notification and other tools and resources relating to data protection please go to **www.ico.gov.uk** or call 0**8456 30 60 60**



Tool 10

For use alongside the **Engaging young people in your community organisation** toolkit

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Health and consent form

Name of the organisation

Event	Date

Personal details

Young person's name
Date of birth
Address and postcode

Parents' and carers' permission

I give permission for my son or daughter to take part in the event above, including all the activities involved. I have ascertained what activities are involved and this permission extends to all activities involved in this event.

I understand that although staff or leaders in charge of the party will take all reasonable care of the party members, they cannot necessarily be held responsible for any loss, damage or injury my son or daughter suffers as a result of the event.

Your name	Signature
Relationship to the young person	
Address and postcode (if different from the young person's)	
Phone Day	Evening Mobile

If there is an emergency and we are not able to contact you, please give the details of someone else we can contact and sign below.

Name	Phone

If your son or daughter becomes ill or has an accident requiring emergency hospital treatment, please authorise the organisation named above, or someone acting on their behalf, to sign any hospital written consent form needed if contact with you cannot be obtained and the doctor has recommended that such treatment is in the child's best interests.

Your signature **Date**

Medical details

Has your son or daughter ever had, or do they still suffer from, any of the following? This information will be kept confidential among the staff and/or volunteers in charge of the activity your child is participating in.

You are not obliged to give this information, but it is your responsibility to disclose any information that relates to your child's health and we are not responsible if we have not been informed of a health related matter.

Asthma or bronchitis ☐ Yes ☐ No

Heart condition, fits, fainting or blackouts ☐ Yes ☐ No

Severe headaches or migraine ☐ Yes ☐ No

Anxiety or depression ☐ Yes ☐ No

Diabetes ☐ Yes ☐ No

Epilepsy ☐ Yes ☐ No

Allergies to any known drugs ☐ Yes ☐ No

Any other allergies, such as food ☐ Yes ☐ No

Please list any allergies:

Contact with any infectious illness in the last three weeks ☐ Yes ☐ No

Other illness or disability not named above ☐ Yes ☐ No

Receiving any medical treatment ☐ Yes ☐ No

If you answer 'Yes' to any of these, please give full details

Name and address of the young person's doctor
Phone

Access

Is your son or daughter disabled? ☐ Yes ☐ No

If 'Yes', do they have any specific requirements to allow them to take part fully in the event, such as wheelchair access, an interpreter or information in large print? (Please read the event information for details of specific access to the venue and activities.)

Dietary requirements

Does your son or daughter have any specific dietary needs, such as vegetarian, low cholesterol, gluten-free or halal? ☐ Yes ☐ No

If 'Yes', please give details.

Further information

Our organisation regularly takes photos and videos of visitors for publicity. Before taking images of children under the age of 16, we need their parents' or carers' permission.

May we use images of your son or daughter for publicity (including in brochures) or on our website? ☐ Yes ☐ No

We consider young people taking part in this event to be responsible for their own actions. By signing this form, you accept that your son or daughter will follow the rules of the event and the organisation.

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Health and safety checklist

Name of the organisation

Event	Date

Location

General legal requirements

Please complete this form before an event takes place.

If the activity is ongoing, this checklist should be used on a regular basis to ensure that insurance and other policies are checked and updated.

If you check 'No' to any of the below, it is your legal responsibility to action this as soon as possible and before any activity or event takes place.

Do you have current and adequate insurance cover for the following areas which extends to cover the people (i.e. children and young people) taking part in the event and the event (i.e. type of event)?

- Employer's liability compulsory insurance ☐ Yes ☐ No
- Public liability insurance ☐ Yes ☐ No
- Motor vehicle insurance ☐ Yes ☐ No ☐ Does not apply

Do you have a policy on health and safety at work? ☐ Yes ☐ No

If you employ people, you are required by law to have a health and safety policy, which must be written if you employ five or more people. However, we recommend that all organisations, those with employees or run on a voluntary basis, have written and displayed their health and safety policy and have completed risk assessments for each event or on an ongoing basis for regular activities.

Do you have arrangements for putting the policy into force (e.g. staff and volunteer induction, regular and updated training and information sessions)? ☐ Yes ☐ No

Have you either:

Displayed a 'Health and Safety Law – what you should know' poster ☐ Yes ☐ No

Or

Provide a health and safety leaflet for each person and at each location? ☐ Yes ☐ No

If necessary, are you registered with the appropriate enforcing authority (such as your local authority if you are providing food)? ☐ Yes ☐ No ☐ Does not apply

If 'Yes', please give the name and address of the authority you are registered with

Do you have a person who is trained in health and safety issues? ☐ Yes ☐ No

Do you have arrangements for providing employees and volunteers with an induction to, and updated training on, health and safety? ☐ Yes ☐ No

Have you made the people taking part aware of who the employee/volunteer health and safety representative is, and their role and responsibilities? ☐ Yes ☐ No

Accidents and emergencies

Do you have procedures and staff in place to deal with any accidents or emergencies? ☐ Yes ☐ No

Do you have adequate and appropriate equipment and facilities for first aid? ☐ Yes ☐ No

Have you appointed someone to take charge of first aid arrangements? ☐ Yes ☐ No

Do you record accidents in an accident book? ☐ Yes ☐ No

Are you familiar with the requirements for reporting accidents set out in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations of 1995 (RIDDOR)? ☐ Yes ☐ No

Do you have a current fire certificate for the premises? ☐ Yes ☐ No ☐ Does not apply

Personal protective equipment and welfare

Will you make sure that the people taking part are provided with appropriate personal protective equipment and clothing of the correct size? ☐ Yes ☐ No ☐ Does not apply

Will you make sure that the people taking part are trained to use all necessary personal protective equipment and clothing? ☐ Yes ☐ No ☐ Does not apply

Do you have accessible and appropriate toilets and washing facilities, including soap and drying facilities? ☐ Yes ☐ No

Risk assessment

Have you assessed the risks to the health and safety of your employees and others affected by your work, including arrangements for the safety and protection of people taking part while in your organisation and at each location? ☐ Yes ☐ No

Do you have arrangements in place to review and, if necessary, adjust risk assessments if someone taking part has a disability or a learning or language difficulty, or is inexperienced? ☐ Yes ☐ No

Have you taken all appropriate steps to put the findings of your risk assessments into practice? ☐ Yes ☐ No

Health and safety responsibility

Please provide contact details of the person in your organisation who responsible for health and safety.

Name	
Address and postcode	
Phone	**Mobile**
Email	**Fax**

Supervision

Will you make arrangements to give the people taking part appropriate information, instruction and supervision? ☐ Yes ☐ No

Will you appoint someone to have overall responsibility for supervising the people taking part? ☐ Yes ☐ No

Will supervisory standards take account of the experience of the people taking part and the dangers associated with the tasks carried out? ☐ Yes ☐ No

Will the supervisor be aware of their health and safety responsibilities towards the people taking part? ☐ Yes ☐ No

Training

Will you make arrangements to give the people taking part appropriate health and safety training? ☐ Yes ☐ No

Will each person taking part receive health and safety training to cover all the activities they will be undertaking as part of the activity? ☐ Yes ☐ No

Will each person taking part be made aware of their responsibilities concerning health and safety? ☐ Yes ☐ No

Declaration

I confirm that the information I have given on this form is correct. I promise to tell (insert contact name) immediately about any changes.

Name

Signature

Role in the organisation

Date

For further information:

Community Matters

Information Sheet 12A – Health and Safety In Community Buildings.

As the title suggests, this is mainly directed at community buildings, but contains a lot of information about health and safety and risk assessments generally.

www.communitymatters.org.uk

Telephone: **020 7837 7887**

Health and Safety Executive

www.hse.gov.uk

Information Line: **0845 345 0055**

This website contains example risk assessments that can be used for community centres and similar premises:

www.hse.gov.ul/risk/casestudies/index.htm

National Council for Voluntary Youth Services

Guide : 'Keeping It Safe – a young person-centred approach to safety and child protection'
www.ncvys.org.uk
Phone: **020 7278 1041**

Learning Outside the Classroom

Website with good practice guidance for school trips and youth group trips

www.lotc.org.uk

For use alongside the **Engaging young people in your community organisation** toolkit

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Risk assessment form

Name of your organisation	**Date**

Assessment carried out by	
Name	**Signature**

Dangers Common dangers that might result in significant harm	**People at risk** Please tick the box or boxes below if anyone will come into contact with dangers		
	Employee	Young person	Visitor *

* Visitors include parents, carers, contractors...

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Risk assessment form

Using the example below, make your own form and record the main **control measures** needed to reduce risks. Tick the boxes where they are already **in place**, or make a note of what **action** to take if control measures need to be introduced.

Control measures	**In place?**	**Action**
Any physical activity that needs specialised tuition must be carried out by a recognised instructor		
All flooring must be suitable for the intended use and be checked for loose materials		
If surfaces are polished, everyone must wear appropriate footwear		
Equipment Used for intended purpose only Use to be supervised Regularly checked for faults Professionally installed as necessary Free-standing equipment is appropriately secured		
No protruding objects in the intended area of use and any obstructive fixtures and fittings are removed or secured		
Any free-standing objects removed		
All spectators must be suitably positioned and supervised		
All sporting activities must be adequately supervised		
Access to first aiders		
Furniture and fittings are in good working order		

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Volunteer’s agreement and charter

Volunteer’s agreement

It is good practice to be clear about volunteers’ rights and responsibilities within an organisation, and there are certain key matters that you should consider documenting, perhaps in the form of a **volunteer’s agreement**. They include:

• the tasks volunteers will or could be asked to do and those they will not be asked or expected to do

• arrangements for the payment of expenses, making clear which expenses can be recovered and set out any limits, e.g. the type of transport that will be covered (some volunteers may need cash in advance for travelling expenses) and requirements for reimbursement (receipts)

• clarifying that the copyright or patent for anything the volunteer drafts belongs to the organisation

• a requirement to be familiar with, comply with and sign the organisation’s equal opportunities policy

• a requirement to be familiar with, comply with and sign the organisation’s child and vulnerable adult’s policy and procedures which will include any applicable Criminal Record Bureau checks and the Vetting and Barring Scheme and the taking up of references (see Community Matters Information Sheets 81 and 81a or visit www.isa-gov.uk)

• a requirement to be familiar and comply with the organisation’s health and safety policy

• a requirement to be familiar with and comply with the organisation’s financial procedures where appropriate

• what to do if they are dissatisfied with any aspect of their work or volunteering

• how the organisation can end the arrangement with the volunteer, and how they can complain or appeal

• any probationary or review arrangements

• details of any training, supervision and support the organisation will offer and whether the volunteer is obliged to undertake training for aspects of the work

• any minimum time commitment expected of the volunteer

• the requirement to maintain confidentiality.

Note to community organisations: so that a volunteer cannot later argue that they have full employment rights because they are employed on a contract, volunteer’s agreements are not intended to be legally binding. However, if you use volunteers, it is the organisations legal responsibility to ensure that they are appropriately checked (references, criminal records check and vetting and barring scheme) and trained for the roles and responsibilities they are being given.

Volunteer's charter

A volunteer's charter helps spell out their rights and responsibilities and can be useful for all concerned.

Your rights

- To have someone to talk to about the work you do
- To be appreciated
- To know what is expected of each person
- To know where to go if problems arise
- To get satisfaction from the work
- To be allowed to make mistakes and learn
- To be able to say **no**
- To know what needs doing, and how volunteers will be selected
- To know your own rights when things go wrong
- To be given resources to complete the job and be recompensed when out of pocket
- To be given opportunities to learn, train and be coached
- To develop and grow
- To take part in and feel part of the association
- To have a safe working environment
- To be insured where appropriate
- To be free from discrimination of any sort

Your responsibilities

- To be reliable in your timekeeping and work
- To work in line with the aims, objectives, policies and procedures of the organisation
- To be honest and respectful to other members and users
- To attend training or meetings as required
- To respect the confidentiality of all
- To ensure an environment of equal opportunity exists

Further information:

Community Matters Information Sheets 30, 81 and 81a

www.communitymatters.org.uk

Telephone: 020 7837 7887

Independent Safeguarding Authority

www.isa-gov.uk

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Accessibility checklist

Approaching and entering

Can disabled people park near the premises?

Suggestions:

- Have disabled parking bays.
- Consider making staff spaces available (if people arrange beforehand).
- Make sure you can tell people where the nearest car park is.

Is the entrance easy to find from the street or car park?

Suggestions:

- Make the door a different colour to the windows next to it.
- Make the name and number of the premises clearly visible – signs which hang at a right angle to the building can be useful.

Is the entrance wide enough for all users?

Suggestions:

- Consider the width for wheelchair users (at least 80 centimetres).
- If the doorway cannot be widened, fit a doorbell.
- Have glass panels in the front door to see who is outside.

Moving around

Is the front door at street level?

Suggestions:

- Fit a temporary or permanent ramp (alongside steps).
- Speak to your local council about the possibility of raising the street level.
- Provide another entrance that is accessible for all users.

Is the door easy to open?

Suggestions:

- Put the handle and bell or knocker at a height that wheelchair users can reach.
- Use an easy-grip handle in a distinguishable colour.
- Fit a magnetic device which holds the door open.
- Consider a low-energy automatic door operator.
- Consider whether the door could open both ways.

Is it easy to get around the premises?

Suggestions:

- Make sure doormats are flat on the floor and avoid using bristle matting.
- Remove clutter, widen aisles and make sure floors are not slippery.
- Put hand rails each side of the stairs and consider a ramp or a lift.

Are signs adequate and clear?

Suggestions:

- Consider where they are placed and their format colour and size.
- Keep signs simple, short and clear using large fonts.
- Have a good contrast with the background (for example black text on white background or black text on yellow background).
- Do not use ALL CAPITALS or *italics* – use **bold text** to highlight words.
- Use pictures and images as well as words.
- Consider a welcome sign in a range of languages at reception.

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Accessibility checklist

Participating

Can all clients get access to all services?

Suggestions:

- Try to provide the most important facilities on the main floor.
- Place popular information on mid-height shelves.
- Consider lowering the desk or table height for wheelchairs users. If this is not possible provide a lap tray or a clipboard.
- Consider a **loop** system for visitors with hearing disability.
- Is the **readspeaker** system working effectively?
- Do staff have access to an interpreter?

Do your staff know how to work with disabled clients effectively?

Suggestions:

- Consider disability awareness training for all staff.
- Accompany a blind person round the centre to help identify potential hazards.

Are your meetings accessible to all?

Suggestions:

- Make sure meeting notes are written simply and presented clearly.
- Reduce background noise, take plenty of time, and check everyone has understood.
- Make sure paper and pens are available throughout your premises, particularly in meetings.

Is seating available if necessary?

Suggestions:

- Have somewhere people can sit down while they are waiting.
- Use flexible seating with and without armrests, and with space for a wheelchair user to pull up alongside a seated companion.

Once you have considered these questions, try to make a simple **action plan** to address your key priorities for accessibility.

Example of an action plan

Action	Who is responsible?	Deadline?
Fit door bell at appropriate height	Caretaker	End of September

Based on information provided at **www.disability.gov.uk**
and by Connect, the communication disability network **www.ukconnect.org**

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Equal opportunities

Developing an equal opportunities policy is about tackling discrimination within your organisation, and making sure any activities and services are offered on a fair and equal basis. You can also use a policy to show how you celebrate the diversity within your community, and the benefits it brings.

An equal opportunities policy is currently not required under law, but it is a requirement of most funders, and best practice. When putting together your policy try to involve as many different people from your organisation as possible so that you can draw on a range of perspectives.

Policy statement

This will outline your understanding of discrimination, and may include recognition of specific minority groups. Make sure your commitment to equal opportunities is clear and that you state how the policy will be shared with a wider audience.

Objectives

It is important to set targets so that it can make sure your policy leads to actions, and to allow you to monitor and evaluate any outcomes. You may think about writing objectives relating to the following areas:

•**Recruitment** – including staff, volunteers and trustees

•**Access to services or information** – including formats, languages, physical access, and simplicity

•**Advertising** – marketing your services to appeal to a broader range of participants

•**Membership and users** – making sure that you are welcome to members, volunteers, or participants from any background

Responsibilities

You should have a section that outlines how your policy will be implemented, and who is responsible for each area. Each area should also include details of the steps you plan to take to meet your objectives.

Employment

A separate section of your policy should relate specifically to employment. This may consider:

•where, when and how you advertise any posts

•how you produce job descriptions or volunteer roles according to the necessary skills

•what procedures you have in place for grievances, discipline and complaints.

Discrimination and harassment

There should be a written procedure for dealing with any observations or reports of discrimination or

harassment. This should link with your disciplinary procedures or complaints policy.

Monitoring and evaluation

You will need to put procedures in place in order to monitor whether your policy has had an impact. You may considering monitoring:

•who is applying to work or volunteer for your organisation

•the diversity of those being employed or taking up volunteer posts in your organisation

•the reasons people give for getting involved (or not) in the activities of your organisation

•a snapshot of those people who come into contact with your organisation through the course of a particular day, or week.

Relevant information and further contacts:

Community Matters

Community Matters Information Sheets:

Sheet 17 _ Disability Discrimination
Sheet 19 – Equality and Diversity
Sheet 25 – Anti-Discrimination Legislation

www.communitymatters.org.uk

Telephone: 020 7837 7887

Commission for Equality and Human Rights

www.equalityhumanrights.com

Arndale House,
The Arndale Centre,
Manchester M4 3AQ.

3 More London,
Riverside Tooley Street,
London SE1 2RG

3rd Floor,
3 Callaghan Square,
Cardiff CF10 5BT

The Optima Building,
58 Robertson Street,
Glasgow G2 8DU

Telephone: 0845 604 6610 (England helpline) or 0845 604 8810 (Wales helpline)

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Setting up a youth forum

In order to engage young people in making decisions about your organisation you may consider setting up a **youth forum**, or recruiting some young trustees.

A youth forum is a group of young people who are empowered to make decisions and plan actions. Initially it can be facilitated by an adult, but should always be chaired by a young person.

Youth forums can play a big part in helping young people feel they are stakeholders in an organisation, and in motivating their actions.

It is worth taking time to carefully plan what a youth forum will be like, and how it would work before setting anything up. Part of this planning must involve getting a commitment from the whole organisation to having a youth forum or youth representation, and agreement on what powers these representatives will have.

Questions to help shape your initial discussions and planning

- How will young people be recruited to ensure a diverse and representative group is found?
- What would be the remit of decisions that the youth forum could make?
- Will there be any resources (money!) to support the work of the youth forum?
- How will the youth forum find out the impact of any decisions they make?
- How will the youth forum work together with any other community forums?
- How will the young people be inducted into their role – including their remit, responsibilities, and commitment?
- How would the youth forum link into the existing management committee?
- How will the youth forum link to any area, town, or citywide forums?
- How will the forum link to other youth groups in other cities?

Top tips for recruiting young people as trustees or onto a youth forum

- Use accessible language but avoid being patronising.
- Make sure meetings take place at a time and place that will be accessible.
- Make sure you provide information on:
  - what will be required from them
  - where meetings will take place and when
  - who you are looking for: what skills, experience and commitment is needed
  - why you want young people to take part.
- Go to the places where young people are and talk to them.
- Provide a good induction and ongoing training and ask them about their own individual and collective training needs.
- Cover expenses for travel and provide refreshments.

Further information and support

For more about **governance** go to **www.governancehub.org.uk**

For more about **children's rights to representation** go to **www.crae.org.uk**

Community Matters offers free consultancy to any of our members who wish to involve young people in the governance of their organisation.

To find out more call **020 7837 7887** and ask to speak to the **national youth officer** or email **info@communitymatters.org.uk**

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