

Youth Club in a Box



Introduction

Your comprehensive toolkit for setting up a new youth service

The following forms are provided as a template only and must be customised as required by the youth work organisation. Youth work organisations should ensure that each form captures all information required for their specific needs and make necessary amendments.











The forms are designed to capture information and do not detail subsequent or associated actions that may be required.






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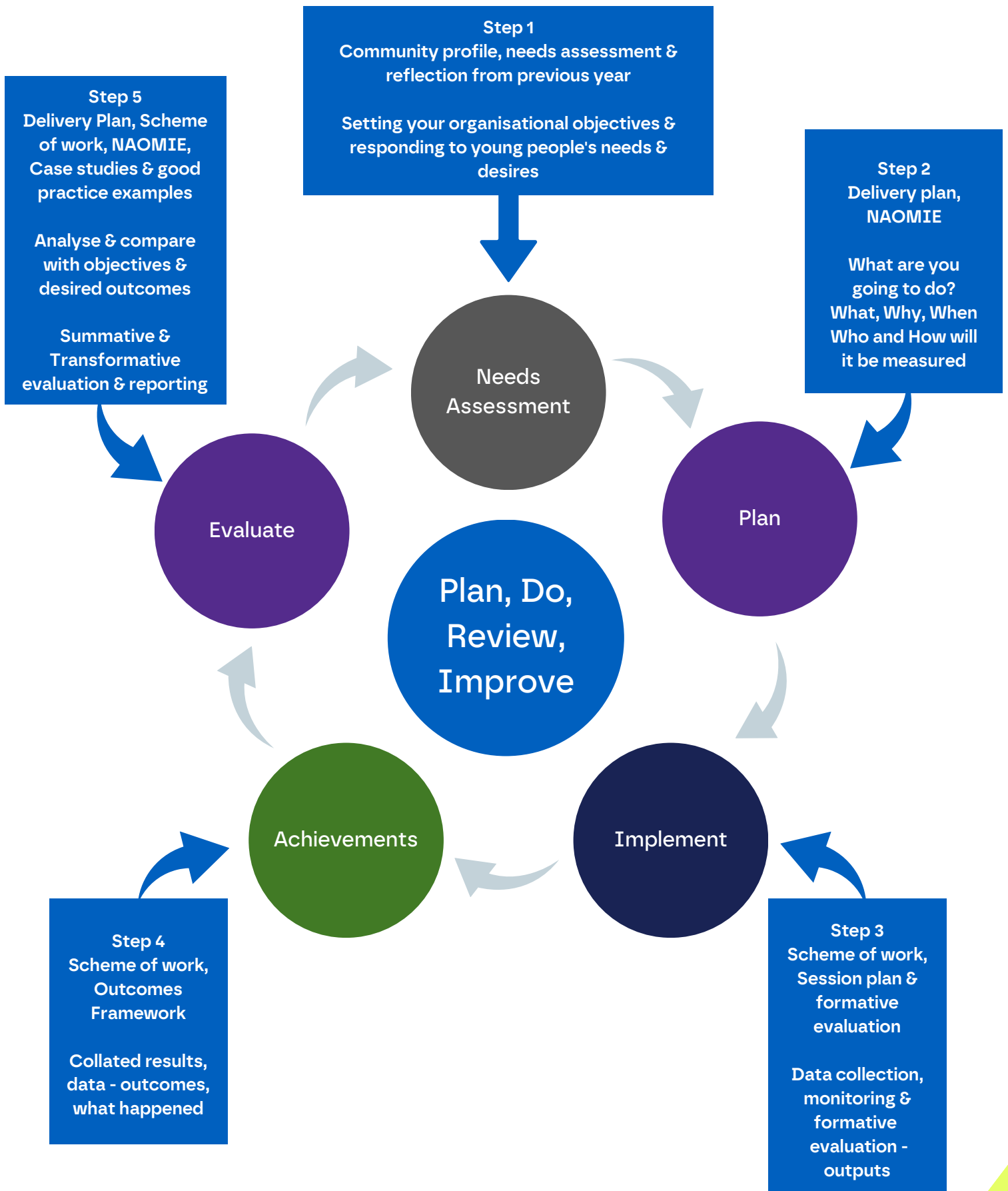
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Plan, Do, Review & Improve toolkit



Community Profiling Guidance

Community profiling is small scale research that focuses on the collation of qualitative and quantitative data that pertains to a particular community. Such research provides a rationality to the development of plans based upon knowledge. Through determining the needs of the community, a development model and action plan can be produced to support funding, new initiatives, and the further development of organisational objectives. Profiling also has the potential to alleviate the duplication of work, improve communication, actively seek out partnerships and prominent others, whilst providing organisations with specific locality-based data; identifies gaps in provision, services, resources, and facilities.

The 'Community' may be a ward(s), neighbourhood, estate, districts/borough, or a specific client group (young carers, LGBTQ+, young parents etc) or organisation.

Community profiling is:

- A comprehensive description of needs and resources
- Active involvement of the community
- Consultation with stakeholders, this should include young people.
- Report with recommendations
- Action Plan
- Identification & prioritisation of issues (led by service needs analysis and local needs)
- Goal/target setting; monitoring.
- Values: respect, confidentiality, ethics, equality, equity, diversity & inclusion.
- Ensure you pay attention to data protection where appropriate
<https://www.ncvo.org.uk/practical-support/information/data-protection>

Methodology:

- Walk the streets, how well do you know the neighbourhood you are researching
- Talk to young people from across the community, not just the ones you are already in contact with.
- Talk to partners and local organisations.
- Look at existing policies & strategies within the area.
- Does your local authority/borough/Parish hold existing data that you could use? They may have already undertaken a profile that is available to the public.
- Include pictorial evidence & maps.

Useful information and links

www.ons.gov.uk/help/localstatistics

www.nomisweb.co.uk/reports/localarea

www.uklocalarea.com

www.checkmystreet.co.uk

www.streetcheck.co.uk

www.police.uk

fingertips.phe.org.uk/profile/local-health

Joint Strategic Needs Assessment and joint health and wellbeing strategies explained. - GOV.UK (www.gov.uk) can be found via a locality search e.g. JSNA (medwayjsna.info)

Local data can be found via your local council website and freedom of information requests.

Community Profile and Needs Assessment

The following headings and template can be used to inform your profile and presentation:

1. Planning & preparation.
2. Aims & objectives (who & why)
3. Methodology (collection of new & existing data)
4. Research data – see table 1
5. SWOT – Strengths, Weaknesses, Opportunities & Threats
6. Report (needs assessment)
7. Depending on your organisations strategy of development you may then want to consider a Theory of Change – forms the basis for strategy, planning, and evaluation through discussion with others.

Headings

Qualitative & Quantitative Data

Community

Area / ward(s)
project / school(s)
specific client group(s)
young people / stakeholders

Map of the Community

Area/ ward(s) map or project/school environment(s) map current resources.

Usually available via your local authority website

History

Historical issues, community perception, recent developments, overview of the community.

Environment

Deprivation, economic development, housing, environmental conditions, crime, schools, hospital, Police, physical features (natural & manmade boundaries), Green & public spaces

Population

Project membership, young people, Ward(s)/project/school(s)/specific client group.
Age, gender(s), ethnicity, Faith, unemployment, employment, health, along with other relevant data.

Organisations

(Statutory, Voluntary & Private) Partnerships, local authority teams, agencies, associations, forums, Police, Health, community groups, leisure facilities, shops & business.

Headings

Qualitative & Quantitative Data

Communication

Travel, train, buses, city links, costs, Internet, community consultation

Power & leadership

Political, faith & community-based leaders. Identify oppressed groups & equality issues.

Summary

Summary of profile

Young People's Community Mapping

This form can be used in a range of settings and can be adapted depending on the length and time of the project. You can also use a range of tools to collate this feedback as listed at the end of this document.

You can opt to develop this into an activity where young people can analyse their local areas using a range of tools and methods, for example:

- Mind mapping exercise / graphic illustration
- Podcast
- Short video
- Blog



What are your thoughts on your local area?

What parts of your local area do you like/ dislike and why?

What history are you aware of in your local community?

What is travel and communication like in your local area?

Where do you consider to be your current social areas?

What support services do you know of in your local area?

What activities do you get involved with in your local area?

What do you think the biggest issues are that young people face in your local area?

Where would you like to see youth work happen/ meet youth workers in your local area?

NAOMIE Project Plan Template

NAOMIE is a good practice framework for planning monitoring and evaluating. Embedding the Curriculum and youthwork principles into your projects and practice.

The model follows a cycle and takes through every stage of the planning process and breaks things down into manageable section.

By using this framework, you will:

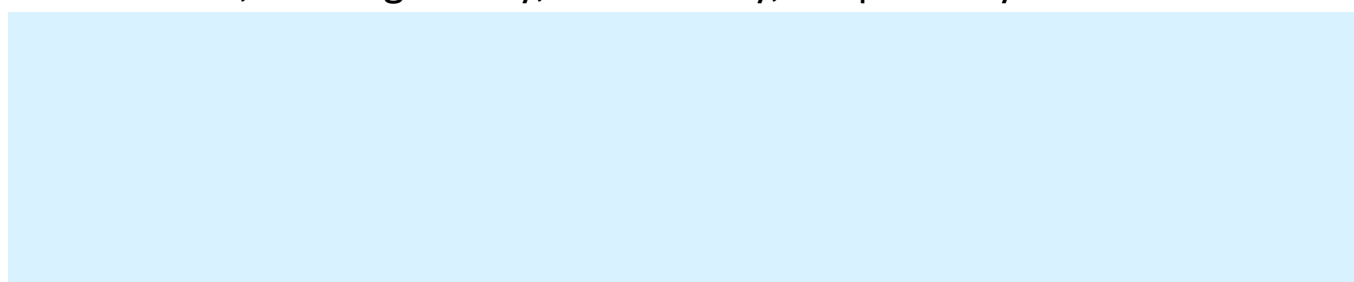
- Demonstrate how the project links to a curriculum theme(s).
- Be more effective and clearer about what you are doing and why.
- Work in a logical way and be time effective.
- Improve your practice and embed youthwork principles.

N – Needs Determine the need for the project

Take into consideration:

- The principles of Youth Work.
- Why are you considering doing this project / activity / piece of work?
- What are the needs of the people who will be using the project / activity / piece of work?
- What are the needs of the project as a whole?
- Have you considered that these needs may not be within other people's / organisation's agenda?
- What evidence do you have to show there was a need in the first place?

Youth work equips young people with knowledge and skills for life across a range of dimensions, including socially, economically, and politically.



Using the National Youth Work Curriculum, choose the relevant section which determines the need for your project.

Identity and belonging	Health and Wellbeing	Leadership, Civic Engagement and Participation	Economic and Financial Wellbeing	Creativity and Fun
Global Citizenship	Skills Development	The Environment and Sustainable Development	Healthy and Safe Relationships	Arts, Culture and Heritage

A – Aims Exploring what is the positive narrative

- What is the overall point of completing this project?
- This is where you and young people identify the overarching aim of the entire project.
- This aim or 'statement of intent' will give identify the direction of the project.
- The aim does not need to have a timescale or be too specific, but it should be used as a general measure of success/impact at the end of the project.

- Knowledge
- Skills
- Attitudes

O – Objectives/Outcomes Asset (strength) based approach

- These are the true and measurable points used to identify and assess the project.
- Written using a SMART (Specific, Measurable, Achievable, Realistic, Time Bound) approach.
- Each objective or desired outcome should have a measurable action and date of completion. If they are not specific enough, you will not be able to measure the results.
- To achieve all the objectives set out, the NAOMIE model may have to be navigated through more than once after evaluation.

Objective 1

Objective 2

Objective 3

Objective 4

Objective 5

M – Methods embrace the value that young people bring to society and work with them to develop solutions to challenges

This is where you explain what you intend this piece of work to look like. (Street theatre, community arts, outdoor pursuits, cultural action, research, and social action are all examples of methods)

What methods are you going to use to achieve your objectives and desired outcomes?

Describe these methods:

I – Implementation rights-based informal educational process

How will you implement / deliver this project? Complete the session plans for each activity session.

- How many people do you need?
- What tools are required?
- What other resources are needs?
- What is the timescale for completion?

E – Evaluation How have young people achieved and fulfilled their potential?

This is the most important part of the process. This is where you look back at the overarching aim and the objectives or desired outcomes to see if the project has worked and achieved what you set out to achieve.

This is where you also ask:

- Is there anything else you need to do?
- How are young people involved in the evaluations? Is this youth led and co designed?
- Are there any other needs that have emerged from the project?
- What will good look like from a young person's perspective?
- What impact has your project had? How do you know this?
- What methods are you using to measure the impact on the young people involved? Questionnaires, blogs, videos, case studies (use the case study and/or good practice examples template)

Youth Work Project Curriculum Plan Template

Project Name	
Project Date (s)	
Time of session (s)	
Venue	
Lead Youth Worker	
Staff / Volunteers	
On-site First Aider	
Safeguarding Contact	
Risk Assessment Link	

Curriculum Theme Areas:

Identity and belonging	Health and Wellbeing	Leadership, Civic Engagement and Participation	Economic and Financial Wellbeing	Creativity and Fun
Global Citizenship	Skills Development	The Environment and Sustainable Development	Healthy and Safe Relationships	Arts, Culture and Heritage

Participation – Young People's voice and involvement in planning

Session 1

Session Date	
Session Resources	
Session summary	

Session 2

Session Date	
Session Resources	
Session summary	

Session 3

Session Date	
Session Resources	
Session summary	



Session Plan

Delivery Details

Youth service/project name:	
Area/community:	
Age range of attendees	
Type of Delivery e.g., 1:1, centre based, detached, other:	
Lead Worker:	

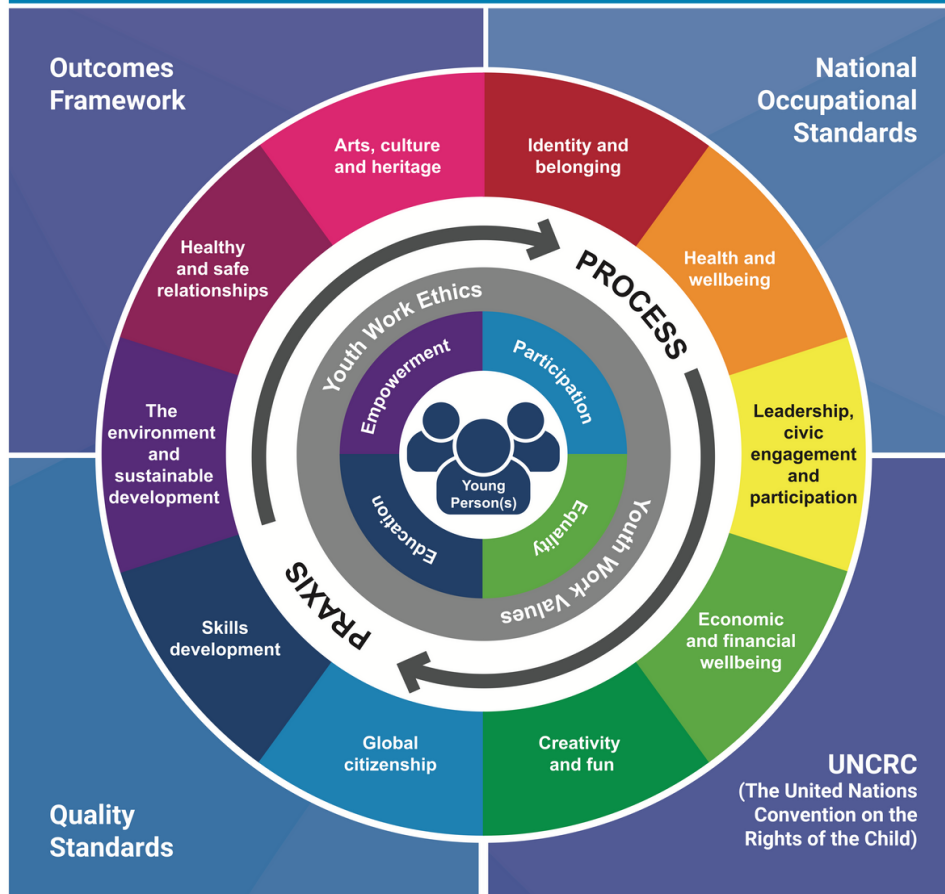
Session Details

			Staff / Volunteers	P/V*
Day		1		
Date		2		
Times (Start and Finish)		3		
Attendance (Expected)		4		
Attendance (Actual)		5		

National Youth Work Curriculum Themes (Tick all that apply)

<input type="checkbox"/> Identity and belonging	<input type="checkbox"/> Health and Wellbeing	<input type="checkbox"/> Leadership, Civic Engagement and Participation	<input type="checkbox"/> Economic and Financial Wellbeing	<input type="checkbox"/> Creativity and Fun
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Skills Development	<input type="checkbox"/> The Environment and Sustainable Development	<input type="checkbox"/> Healthy and Safe Relationships	<input type="checkbox"/> Arts, Culture and Heritage

National Youth Work Curriculum



Session Summary

Session Aims: Link to NAOMIE Plan

- 1.
- 2.
- 3.

Session Objectives/Outcomes: Link to NAOMIE plan

- 1.
- 2.
- 3.

Session Activity Details

Activity and Timings	Resources	Lead person Staff/Young person

Add additional lines if required

Youth Service/Project evaluation

End of Session Evaluations with Young People and Team

- Is there anything else you need to do?
- How are young people involved in the evaluations? Is this youth led and co designed?
- Are there any other needs that have emerged from the project?
- What will good look like from a young person's perspective?
- What impact has your project had? How do you know this?
- What methods are you using to measure the impact on the young people involved?
Questionnaires, blogs, videos, case studies (use the case study and/or good practice examples template)

Names of staff/volunteer involved in evaluation of session.	
Number of young people attended.	

Add additional boxes to collate a wider range of information depending upon your needs

Youth Service/Project Evaluation

End of Session Evaluations with Young People and Team

- Is there anything else you need to do?
- How are young people involved in the evaluations? Is this youth led and co designed?
- Are there any other needs that have emerged from the project?
- What will good look like from a young person's perspective?
- What impact has your project had? How do you know this?
- What methods are you using to measure the impact on the young people involved?
Questionnaires, blogs, videos, case studies (use the case study and/or good practice examples template)

Names of staff/volunteer involved in evaluation of session.

Number of young people attended.

Add additional boxes to collate a wider range of information depending upon your needs

What went well and why?

What didn't go so well and why?

What would you do differently next time?

Light blue rectangular area for response.

What did the young people gain from the session?
What do you/they need for the next session?

Light blue rectangular area for response.

What methods have you used to record this? Digital, written, verbal

Light blue rectangular area for response.

Project Actions for next session (SMART. NB update NAOMIE plan)

Light blue rectangular area for response.

Outcomes achieved:

eg. Responsibility, Empathy, Problem Solving, Initiative, Teamwork, Emotion Management

Light blue rectangular area for response.	Light blue rectangular area for response.
Light blue rectangular area for response.	Light blue rectangular area for response.
Light blue rectangular area for response.	Light blue rectangular area for response.

Staff Section Only

Any further actions e.g., referrals, linking to targeted projects, safeguarding issues. Please be specific and action via reporting/safeguarding incident reporting. Do not include identifiable factors within this document.

Notes	Forms Completed & Submitted		**H & S notifiable/non-notifiable reports SUBMITTED	
	Tick	Date	Tick	Date
Any further details or information				

*Paid /Volunteer ** notifiable relates to RIDDOR / non-notifiable relates local reporting

Young People's Evaluation Form

This form can be used in a range of settings and can be adapted depending on the length and time of the project, for example: you may wish to reduce the feedback length if evaluating weekly sessions, or expand if you evaluate a whole term delivery.

What went well, what did you enjoy about the session and learn?

What would you like to change about the session?

What would you like to see more or less of?

What are your thoughts on your youth workers?

What would you like to see happen in the next session / next term?

You can opt to develop this into an activity where young people can evaluate the programme using a range of tools and methods, for example:

- Mind mapping exercise / graphic illustration
- Podcast
- Short video
- Blog



Capturing the evidence toolkit

Young person's case study

Case studies help us to gather learning from our work with young people, from specific projects and activities, and more general or longer-term involvement in a young person's life. They help us to establish what works and what could be improved, to reflect on achievements and progress, and to showcase to external funders, partners, and stakeholders the difference we make.

Ideally, case studies should be collected with a young person, agreed, and signed off with them, including agreeing how we might use a case study. Case studies can be either anonymised or named (this must be agreed by the young person), either way there should be enough relevant information to tell a story about the change that has taken place. Case studies could take the form of a written account about a young person, an interview that is written, recorded, or filmed.

Case Study Admin Information

Name of person collecting case study:	
Universal/Detached/Outdoor Education/Targeted work/combination or other:	
Date submitted:	
Permission from Young Person to use case study:	
Permission received if needed from a parent/carer:	
Uploaded to secure central data system/folder	

Case Study Admin Information

Name	
Age/ DOB if available	
How long has the YP been involved with the project?	
Are they a member?	
Has the young person completed any form of assessment or accreditation?	

Case Study Admin Information

YP's circumstances/ needs & aspirations at the start of the project.

Which specific project(s) has the YP been involved with? Please identify the main curriculum themes covered. You may wish to refer to the [National Curriculum Framework](#).

How was the YP involved in the project (their role, activities they took part in)? Please include the nature of their Participation.

What does the YP say has changed or is different as a result of being involved with the project?

What does the YP say that staff/volunteers did to support their journey?

Youth Worker observations about the change they've seen in the YP or their circumstances?

Any specific achievements (awards, recognition etc) or outcomes (from Youth Worker knowledge of the YP). Be as specific as possible about what and when.

Young Person's Future Plans

YP's hopes, dreams, and plans for the future

How the YP thinks Youth workers could support/ what would make the biggest difference.

A direct quote from a YP - how they feel now.

Any relevant video/ blogs/photo/testimonial evidence?

Would you do anything differently?

Good Practice Template

Youth Work is a distinct educational process adapted across a variety of settings to support a young person's personal, social, and educational development to:

- Explore their values, beliefs, ideas, and issues.
- Enable them to develop their voice, influence, and place in society.
- Facilitate the learning of a set of practical or technical skills and competencies that enable them to realise their full potential.

Good practice examples enable us to reflect on achievements and can be used to showcase to funders, partners, and stakeholders the difference we make. Most importantly the sharing of good examples across the service will support the development of the Jersey Youth Service curriculum and youth work practice.

Examples of good practice can take the form of a written account, audio, or film – the headings below can be used to build your example. Please provide links to any suitable evidence, this might be a project output e.g., lyrics, performance, a creation or build, film, audio, photos etc. Evidence should clearly articulate the programme.

Please ensure appropriate permissions are collected.

When?

- Date of work
- Location of work

Context – Who with and why?

- What do you know about the young person/ young people you work with?
- Why were you working with the young person/group?
- This should be the settings and model of your work i.e., detached, outdoor learning, centre based etc.

On what agenda to what purpose- and why?

- What was the focus?
- What was the assessed interest or need?
- What were your main aims i.e., what did you hope to achieve?

Where and why

- Where did the work take place and why?

How and why? Your objectives:

- How were the young people/ how was the young person involved?
- What was the intended level of participation?
- What methods of deliver or activity were chosen and why?

What area of the youth work curriculum would you say this work best covered and why?

Identity and belonging

Health and Wellbeing

Leadership, Civic Engagement and Participation

Economic and Financial Wellbeing

Creativity and Fun

Global Citizenship

Skills Development

The Environment and Sustainable Development

Healthy and Safe Relationships

Arts, Culture and Heritage

What partners or agencies did you work with?

- Add any feedback from partners agencies.

Success – How and why do you know the project/. Work was successful?

- How did you evaluate the work- did you include the young people/ person?
- How did you evidence your work? Please add and relevant evidence i.e., video, feedback form, pictures.
- Please add a direct quote from the young people/person.

Impact – With what effect?

- What were the outputs? What was produced/ what did they do?
- What were the outcomes? How did the work meet your original aims?
- What was the impact? Did you receive any feedback from the young people/ person?
- Were there any specific achievements? Awards, recognition or outcomes
- What did you do next?

Reflection

- What do you think went well?
- Is there anything you would do differently?
- What have you learnt from this work?

Completed by

- Youth Worker Name
- Project
- Date

Young Person Registration Form

Contact Details			
Name		Gender	
Date of Birth		Occupation / Learning Status	
Mobile Number		Full address:	
Email			
Pronouns			
Ethnicity			
Asian/Asian British- Bangladeshi		Black/Black British – African	
Asian/Asian British- Pakistani		Black/Black British – Caribbean	
Asian/Asian British- Indian		Black/Black British – Other	
Asian/Asian British- Chinese		Mixed – White and Asian	
Asian/Asian British- Other		Mixed – White and Black African	
White- English, Welsh, Scottish, Northern Irish or British		Mixed – White and Black Caribbean	
White- Irish		Mixed- Other	
White- Gypsy or Irish Traveller		Any other ethnic background	
White- Other		Prefer not to say	
Religion			
Christian		Muslim	
Buddhist		Sikh	
Hindu		Any other religion	
Jewish		Prefer not to say	
No religion			

Lived Experiences/ Individual Circumstances

LGBTQIA+

Young Asylum Seeker

Care Experienced

Young Carer

SEND

Young Offender

Emergency Contact Details. In case of an emergency, please let us know who to contact below:

Name

Relationship to you

Phone number

	Yes	No
Do you have a disability, medical condition or any additional support needs we should be aware of?		
If Yes, please give us more information here:		
Do you have any neurodiverse conditions, physical or mental health conditions or illness lasting or expected to last 12 months or more (even if not continuous)?		
If Yes, please give us more information here:		
Is there anything else you would like us to tell us?		
If Yes, please give us more information here:		
Name		
Date		
Signature		

Do you have a disability, medical condition or any additional support needs we should be aware of?

If Yes, please give us more information here:

Yes No

Do you have any neurodiverse conditions, physical or mental health conditions or illness lasting or expected to last 12 months or more (even if not continuous)?

If Yes, please give us more information here:

Yes No

Is there anything else you would like us to tell us?

If Yes, please give us more information here:

Name

Date

Signature

Young Person Consent Form

Please tick Yes or No for each of the following:

	Yes	No
I confirm, I have read and understood the participation information sheet. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.		
I agree to provide and share information as required for the purpose of the programme.		
I agree and consent to my information being shared with delivery partners where necessary. Further information can be found in the information sheet.		
I agree to give my permission and consent for you to include and anonymise my personal demographic information for reporting and publicity purposes.		
I agree and consent to undertaking evaluations and my responses being used for reporting and publicity purposes.		

	Yes	No
Do you consent for us to contact you in the future about other programmes		
Do you consent to our delivery partner contacting you in the future about their programmes		

Name	
Date	
Signature	

Parent/Guardian Consent Form (for those under 16)

Parent/Guardian:

Please tick Yes or No for each of the following:

	Yes	No
I confirm, I have read and understood the participation information sheet. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.		
I give my permission for my young person to participate in the session.		
I agree for my young person to provide and share information as required for the purpose of the programme.		
I agree and consent to my young persons' information being shared with delivery partners where necessary. Further information can be found in the information sheet.		
I agree to give my permission and consent for you to include and anonymise my young persons personal demographic information for reporting and publicity purposes.		
I agree and consent to my young person undertaking evaluations and their responses being used for reporting and publicity purposes.		

	Yes	No
Do you consent for us to contact your young person in the future about other programmes		
Do you consent to our delivery partner contacting your young person in the future about their programmes		

Name of young person	
Name of parent / guardian	
Date	
Signature	

Your Data

Which information will be used?

xxx will be collecting information directly from the programme. We will also be asking you to provide us with demographic information such as age, gender, ethnicity, occupation/learning status. This will not be linked to individual people but to the group as a whole and we will only include your information with your permission in the consent form attached. This is so we can get an understanding of who we have engaged with.

How will the information be used?

With your consent, xxx will use the groups combined anonymised information for the purpose of reporting and further developing the programmes we offer. In taking part in this programme, xxx may:

- Publish findings from the session (social media and hard copies)
- Ask you to complete questionnaires
- Publish information from questionnaires

Sharing information

We will need to share your contact information with our Partner, <insert partner>. <insert partner> will be running the programme. They will require information so they can <insert purpose> They will also need to send on further programme information.

Your information will be used for the purpose of <insert purpose>. Your information will only be kept for as long as is necessary and will be securely destroyed once it is no longer required. You will be able to opt into future communications with <insert partner> should you wish.

Data Protection

With your permission in this consent form, xxxx will use and store the information you provide during the workshop. All information will be processed in compliance with the Data Protection Act 2018 and used to enrol you onto the course, invite you to sessions, and for reporting purposes. xxxx will ensure your information is not kept longer than is necessary and will retain the minimum amount of information it requires to carry out its statutory functions and the provision of services. You have the right to withdraw your consent at any time. If you wish to withdraw your consent, you can do so by contacting us via xxxxx. We will process your request within five working days.

xxxxxx will not disclose any information you provide unless required to do so for safeguarding purposes or in accordance with access to information regimes (these are primarily the Freedom of Information Act 2000, the Data Protection Act 1998 and the Environmental Information Regulations 2004[KS(1)]).

You will need a privacy policy-

<https://www.gov.uk/government/publications/accessing-ukhsa-protected-data/approval-standards-and-guidelines-privacy-notice>

xxxxxx will not sell, rent, trade or transfer your personal information to outside companies.

If you are under 16, you will need to complete, both the young person consent form and ask a parent or guardian to complete a consent form. If you are 16 and over, you only need to fill in the young person consent form. All young people must complete a registration form [KS(1)] They will need a Privacy Policy <https://www.gov.uk/government/publications/accessing-ukhsa-protected-data/approval-standards-and-guidelines-privacy-notice>

Young People's Register

Project Name	
Project Location	
Project Date	
Lead Worker	

	Name	DOB	Time in	Time out	Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Risk Assessment Template

Event/Activity Name	
Date(s)	
Location	
Number of Staff	
Number of Young People	
Supervision Ratio	
Lead Worker	
Safeguarding Lead	

Event / Activity / Programme aims and benefits to participants

Logistics summary, use of any external providers or partner organisations

Risk levels:

High: there is a high chance of an incident occurring and if it did, the consequences could be severe i.e. potentially life-changing or life-threatening

Medium: there is a reasonable chance of an incident occurring and if it did, the consequences could be serious (but not life-changing or life-threatening) OR an incident could occur that would cause serious injuries if it did happen but the likelihood of it happening is low

Low: an incident is unlikely to occur and if it did, the consequences would be minor

Risk or hazard i.e., what could go wrong? Who could be harmed and how?	Control measures i.e., what is already in place or planned to reduce the chance of things going wrong?	Risk level after controls

This section should include local NHS GP and Hospital address, local police and any other services relevant to your event.

Summary of first aid and emergency plan

Blank area for the summary of first aid and emergency plan.

Additional actions necessary	Conducted by	Deadline

Person conducting risk assessment		Signed Date	
Line manager risk assessment approval		Signed Date	

Post-activity risk management comments and recommendations

Blank area for post-activity risk management comments and recommendations.

Incident & near miss: Template report form

The following form is provided as a template only and must be customised as required by the youth work organisation. Youth work organisations should ensure that the form captures all information required for their specific needs and make necessary amendments. The form is designed to capture information and does not detail subsequent or associated actions that may be required, such as reviews or investigations.

Please note that the nature of the issue raised or being reported may necessitate differing follow-up protocols. For example, a safeguarding concern may be reported differently to an illness or injury.

A report form such as this should contribute to, and be an integral part of, a robust protocol for reporting, responding to & learning from incidents and concerns.

Incident & near miss report form

This form is designed to report ALL significant incidents, as well as near misses or close calls. It should be completed by the worker who witnessed the incident, was most directly involved or who provided first aid if relevant. Once completed it must be submitted as per the organisation's reporting protocols.

Incident & near miss: Template report form

Name of person completing this form and role	
Date form completed:	
Incident reference number:	
Event Category:	Nature of event:
e.g., Major/Significant/Minor Link to organisational protocols	e.g., Medical/ near miss/ behavioural/ missing person/ loss or damage to property/ data breach Link to organisational protocols

Incident details

Names of person(s) involved: Consider anonymising in sensitive cases where this will not negatively impact the ability to take immediate response actions:

Date and time of incident:	
Programme name:	
Location of incident:	
Name(s) of person involved.	
Nature of involvement	i.e. injured party, witness, alleged perpetrator etc
Details of conditions if relevant	i.e. weather

Description of what happened and how it happened

N.B. Consider including 3rd party accounts of the event as an annex if applicable or helpful. Include the reference number on each accompanying account.

Outcome

Outcome of event & immediate actions taken: tick box where relevant

Ambulance required:	
Police/ Fire/ Rescue required:	
Social services required/ notified:	
First aid treatment provided and by whom:	
Medication administered:	
Disciplinary procedures enacted:	

Notes

Any resulting change of plans or disruption to the programme, if applicable

Were any immediate changes to risk management procedures made?

Were there any disciplinary procedures enacted?

Line Manager comments

(actions taken / impact on rest of programme / external agency involvement / initial lessons learned):

Signed By Author:	Name	Date
Signed By Line Manager:	Name	Date

For Office Use Only

Follow-up action required		
Action	Due date	Whom responsible

Safeguarding Concern / Incident Report Template

The following form is provided as a template only and must be customised as required by the youth work organisation. Youth work organisations should ensure that the form captures all information required for their specific needs and make necessary amendments. The form is designed to capture information and does not detail subsequent or associated actions that may be required, such as reviews or investigations.

Please note that the nature of the issue raised or being reported may necessitate differing follow-up protocols.

A report form such as this should contribute to, and be an integral part of, the safeguarding policy and a robust protocol for reporting, responding to & learning from incidents and concerns.

Safeguarding incident or concern: Template report form

This form is designed to report any safeguarding incidents or concerns. It should be completed by the worker who has been disclosed to, who witnessed the incident, was most directly involved or who provided first aid if relevant. Once completed it must be submitted as per the organisation's reporting protocols.

Name of person completing this form and role	
Date form completed:	
Incident reference number:	
Name	
Address	
Contact number	
Date of birth	
Gender	
Any further info	

Parents / carers details

Name	
Address	
Contact number	
Email address	
Have parents / carers been notified of the incident or concern	
If yes, please provide details	

Parents / carers details

Are you reporting your own concerns or responding to concerns raised by someone else?	Reporting my own concerns	
	Responding to someone else's concerns	

Reportee Details:

If responding to someone else's concerns, please provide their details below:

Name	
Relationship to child/young person or adult at risk	
Contact number	
Email address	

Incident Details:

Date and time of incident:	
Programme/Group name:	
Location of incident:	

Description of the incident or concern: (continue on separate sheet if necessary & include reference number):

Include relevant information such as what happened and how it happened, description of any injuries sustained, behaviour witnessed and whether the information provided is being recorded as fact, opinion or hearsay.

Details of any previous concerns, incidents or relevant safeguarding records

Child, young person or adult at risk account of the incident or concern:

use their own words.

Witness account of incident or concern:

include further accounts on separate sheets as necessary. Include reference number on each accompanying account.

Details of any witnesses:

Consider anonymising where this will not negatively impact the ability to take immediate response actions.

Name	
Relationship to child/young person or adult at risk	
Contact Details:	

Details of any persons involved in the incident or alleged to have caused the incident, injury or presenting risk:

Consider anonymising where this will not negatively impact the ability to take immediate response actions

Name	
Relationship to child/young person or adult at risk	
Contact Details:	

Outcome of incident & immediate actions taken:

Outcome of event & immediate actions taken: tick box where relevant

Ambulance required:

Police/ Fire/ Rescue required:

First aid treatment provided and by whom:

Medication administered:

Disciplinary procedures enacted:

Notes

Details of any previous concerns, incidents or relevant safeguarding records

Details of any previous concerns, incidents or relevant safeguarding records

Details of any previous concerns, incidents or relevant safeguarding records

Signed By Author:

Name

Date

Reporting to the Designated Safeguarding Lead (DSL) section: (to be completed by DSL)

Name of notified DSL:	
Date and time DSL notified of incident/concern:	
Date & time this form passed on to DSL (if different from above):	

DSL comments

Actions taken / impact on rest of programme / external agency involvement / initial lessons learned / follow-up actions required:

External Agency Referral

Social Services notified?	
Date and time of referral	
Name of contact person	
Contact Number and Email	
Agreed action or advice given below:	

LADO notified?	
Date and time of referral	
Name of contact person	
Contact Number and Email	
Agreed action or advice given below:	

External Agency Referral

Other referral made?	
Agency:	
Date and time of referral	
Name of contact person	
Contact Number and Email	

Agreed action or advice given below:

Signed By DSL	Name	Date
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For office use only

Follow-up action required		
Action	Due date	Whom responsible

Management and Supervision

Supervision notes template

Employee		Date	
Manager		Venue	

General Info: (record of leave, flexi, toil, appointments, sick etc.)

General Catch Up: (how's it going, workload, work areas)

Challenges:

Achievements:

Development Areas / Opportunities

Action	Who / When

Date of next meeting:

Remittance Slip (to be completed and returned to Line Manager)

Iconfirm these notes are an accurate record of my supervision held on.....

Employees signature..... date.....

Appraisal Form Template

Name	
Job Title	
Manager	
Date of Appraisal Meeting	
6 Monthly Review Date	

	Appraisee	Manager	Countersigning Manager
Signature			
Date			
Additional Comments:			

Once completed and signed off, this form should be forwarded to HR.
A copy should be retained by both appraisee and appraiser for use at the 6 monthly review.

Appraisal: Part 1 – Looking back over the past 6 months

List appraisal targets/objectives (where these were in place) and whether they were achieved:

Timescale	Objective	Status (Achieved/Part achieved/Not Achieved)
Short (Me)		
Short (Team)		
Short (Organisation)		
Medium (Me)		
Medium (Team)		
Medium (Organisation)		
Long (Me)		
Long (Team)		
Long (Organisation)		

Timescale	Progress Review
Continue:	
Stop:	
Start:	
Other Comments:	

Looking back over the last (6) months:

Comments	
What went well and why?	
What did not go so well and why?	
Were your training and development needs met and what are you now doing differently as a result?	
Line manager's summary feedback on appraisee's performance.	
Appraisee's summary feedback on line manager's performance.	

Appraisal: Part 2 – Looking forward – Objective Setting
 (To be completed by the employee with their line manager)

Name		Date set	Review
Timescale	Objective		Status (Achieved/Part achieved/Not Achieved)
Short (Me) (Tasks)			
Short (Team)			
Short (Organisation)			
Medium (Me) (behaviours)			
Medium (Team)			
Medium (Organisation)			
Long (Me) (Skills and experience)			
Long (Team)			
Long (Organisation)			



Appraisal: Part 3 - Learning and Development Plan
 (To be completed by the employee with their line manager)

Name	Date set	Review
------	----------	--------

Learning and Development needs:	Which of the above objectives will this activity help you achieve?	Summary of actions to be taken by manager to achieve objective	Summary of actions to be taken by team member

Personal Development Plan

Name	
Date PDP commenced	
Supervisee name	
Supervisee role	
Supervisee signature	
Supervisor name	
Supervisor signature	

Priority 1

What are my development objectives
What activities do I need to undertake to achieve my objectives
What support do I need to achieve my objectives
Target Date
Actual Date

Priority 2

What are my development objectives
What activities do I need to undertake to achieve my objectives
What support do I need to achieve my objectives
Target Date
Actual Date

Priority	What are my development objectives?	What activities do I need to undertake to achieve my objectives?	What support and resources do I need to achieve my objectives?	Target date	Actual date

Review Dates

Date 1	
Date 2	
Date 3	
Date 4	

Example Job Description

Senior Youth Worker Job Description

Job Title:	Senior Youth Worker
Location:	
Responsible to:	Area/Operations Manager/Director
Salary scale:	JNC professional scale points xxxx – xxxx £xxxx – £xxxxx p.a. (Depending on experience and qualifications)

Job Summary:

We are seeking an experienced Level 6 JNC qualified senior youth worker to manage and lead a team of youth workers and volunteers, overseeing the design and delivery of impactful, accessible and diverse programs and services for young people. Building partnerships with local community organisations, the senior youth worker role involves developing and implementing strategies to engage and support young people, assessing their needs and developing tailored support plans, and monitoring and evaluating program outcomes.

The senior youth worker will also provide direct support to young people as needed, including one to one support, and will ensure compliance with relevant policies, procedures, and regulations.

Main duties and Responsibilities:

- Coordination and delivery of youth services including group work, residential trips and one to one work.
- Management, development and delivery of a comprehensive face to face curriculum programmes of work to young people
- Ensure effective planning and evaluation procedures are used to maintain high quality delivery.
- Development and delivery of recorded and accredited outcomes for young people where possible
- Coordination, management, and delivery of a specific area of work across the entire portfolio
- Recruit and appoint part-time staff as necessary.
- Ensure the appropriate training and support of part-time staff so as to provide a high-quality service to young people
- Ensure effective communication links are developed and maintained with all partners
- Manage the delegated budget, allocate funds and monitor expenditure in compliance with xxxxxx financial guidelines.
- Provide timely, accurate and relevant management information as required.
- Comply with xxxxx policies which support equality, diversity and anti-discriminatory practice.
- The post holder will have the health and safety responsibility for youth services delivered.

Person Specification:

Area	Description	Essential / Desirable	Method Application (A) Interview (I) Test (T)
Experience	Demonstratable and significant experience of working with young people in a range of youth work settings		
	Recent and significant experience of management and development of work with young people	E	A, I, T
	Experience in working and building relationships with a range of stakeholders and partners such as Children's Social Care teams Youth Offending Services, Schools, Police, Voluntary Sector agencies, mental health services and Public Health	E E	A, I, T A,I
Skills and Abilities	Ability to communicate and work effectively with vulnerable and marginalised young people		
	Ability to plan, evaluate and review work with young people	E	A, I
	Ability to work well as part of a team	E	A, I, T
	Skilled in the effective recruitment and management of staff	E E	A, I A, I
	Ability to manage and allocate budgets and resources	D	A, I
	Ability to demonstrate good organisational skills and to prioritise work	E	A, I
	Ability to travel on a regular basis and work unsociable hours including evenings and weekends when required	E	A, I
Knowledge and understanding	Sound knowledge and understanding of the issues affecting young people and the services available to support them	E	A, I, T
	Understanding of and commitment to equal opportunities	E	A, I
	Understanding of relevant Health & Safety requirements with a good understanding of Safeguarding Children and Young People	E	A, I
Qualifications	Level 6 JNC recognised qualification in Youth Work	E	A, I
	Commitment to continuous professional development and willingness to undertake any training as may be required	E	A, I

Example Job Description

Volunteer Youth Worker Job Description

Job Title:	Volunteer Youth Worker
Location:	
Responsible to:	Senior/ Lead Youth Worker

Job Summary:

We are seeking a volunteer youth worker to work as part of a team of youth workers and volunteers, delivering of impactful, accessible and diverse programs and services for young people. The Volunteer Youth Worker will have the opportunity to make a difference in the lives of young people and help them reach their full potential. They will be responsible for creating a safe and supportive environment for young people, providing guidance, support, and facilitating a range of activities.

The volunteer youth worker will provide direct support to young people as needed, including one to one support, and will ensure compliance with relevant policies, procedures, and regulations.

Main duties and Responsibilities:

- Create a safe and welcoming environment for young people, building positive relationships with them
- Plan and deliver engaging needs led activities and programs that promote personal growth and development
- Provide guidance and support to young people as needed
- Participate in team meetings and training
- Adhere to organisational policies and procedures
- Support the planning and evaluation of youth programmes and services

Person Specification:

Area	Description	Essential / Desirable	Method Application (A) Interview (I) Test (T)
Experience	Experience of working with young people in a youth work or similar setting	D	A, I, T
	Experience of building positive, impactful relationships with young people responding to their needs	D	A, I, T
Skills and Abilities	Ability to build positive and supportive relationships with Young People		
	Ability to communicate and work effectively with vulnerable and marginalised young people	E	A, I
	Ability to plan, evaluate and review work with young people	E	A, I, T
	Ability to work well as part of a team	E	A, I
	Ability to demonstrate good organisational skills and to prioritise work	E	A, I
	Ability to travel on a regular basis and work unsociable hours including evenings and weekends when required	E	A, I
Knowledge and understanding	Knowledge and understanding of the issues affecting young people and the services available to support them	D	A, I, T
	Understanding of and commitment to equal opportunities	E	A, I
	Understanding of relevant Health & Safety requirements with a good understanding of Safeguarding Children and Young People	D	A, I
Qualifications	Commitment to continuous professional development and willingness to undertake any training as may be required	E	A, I

Websites and Supporting Resources

Health and Safety

[Insurance Overview – NYA](#)

[Health and Safety: Introduction to the Legal Background – NYA](#)

[External Providers – NYA](#)

[Safeguarding and Risk Management Hub – NYA](#)

Practice Guidance

<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>

Governance

[Setting up a charity: model governing documents - GOV.UK \(www.gov.uk\)](#)

[Charity Commission governance framework - GOV.UK \(www.gov.uk\)](#)

HR and Recruitment

[Acas | Making working life better for everyone in Britain](#)

[CIPD The Professional Body for Human Resources and People Development](#)

[Onboarding vs Induction heres what HR needs to know \(investorsinpeople.com\)](#)

[Induction | Factsheets | CIPD](#)

[Youth and community workers | Local Government Association](#)

[JNC – NYA](#)

Safeguarding

[Safeguarding and Risk Management Hub – NYA](#)

Impact and Data

[The Centre for Youth Impact | Centre for Youth Impact](#)

[Outcomes Framework 2.1 | Centre for Youth Impact](#)

Finance

[Help and guidance | NCVO](#)

CPD

<https://www.open.edu/openlearn/free-courses/full-catalogue>

<https://nationalcareers.service.gov.uk/find-a-course/where-to-find-free-online-learning>

Recommended policies list:

- Child Protection and Safeguarding Policy
- Code of Conduct Policy
- Health and Safety Policy
- Confidentiality Policy
- Equality, Equity, Diversity and Inclusion Policy
- Volunteer Policy
- Social Media Policy
- Complaints and Feedback Policy
- Risk Management Policy
- Data protection policy

Supporting resources:

Wellbeing Resources:

https://www.mind.org.uk/media-a/4662/resource3_howtopromotewellbeingfinal.pdf

Equality, Equity, Diversity, and Inclusion Resources:

[The Race Equality Foundation](#)

[Anti-Racist Resources:](#)

[LGBTQIA+ Resources Stonewall](#)

[The Proud Trust](#)

[Young Minds](#)

[Learning Disabilities](#)

[Disabled Young People Transition to Adulthood](#)

[Youth with Hidden Disabilities](#)

National Youth Agency

9 Newarke Street, Leicester LE1 5SN

Company registration no. 2912597

Register charity in England and Wales no. 1035804

nya.org.uk