

Somerset Youth & Community Service

Induction Pack



June 2011

Welcome to Somerset Youth & Community Service

Welcome to Somerset Youth & Community Service. You are now a member of a team of committed youth and community workers working across the county. In time you will have the opportunity to meet some of your colleagues on training courses, county and area events and visits to other centres and projects.

Somerset Youth & Community Service aims to support and meet the needs of young people aged 11 - 19 years (up to 25 years for young people with special needs), in youth centres, youth projects, on estates, in villages and towns. Much of this delivery is increasingly in partnership with other agencies.

The work is very rewarding and important, but it can also be challenging and at times difficult and frustrating. When you start, there is the added complication of not knowing your way around. You might be unsure about exactly what is expected of you.

This induction workbook has been designed by existing youth and community workers to help you make the best possible beginning to a part-time or voluntary youth work career.

I am sure that you will enjoy your work in Somerset Youth & Community Service and this pack and the training offered will help you in responding to the positive challenges of working with young people.

Good Luck

Tony Clark
Service Manager – Youth & Community

An Induction Pack for Part-Time Youth and Community Workers

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Section One

**Induction Details - How to use the Pack
Checklist for new workers
Appointment Form
Diary**

How to get the most out of the Induction Programme

One of the strengths of the Somerset Youth & Community Service is that it is flexible and responsive to the needs of young people. We aim to empower staff, in order to provide quality services to address those needs. It is necessary for the Service to stay abreast of developments at national and regional level and equally important to provide clear and consistent staff support structures.

As a first step in supporting staff to provide that quality service you are about to embark on the Induction Programme.

Rule one - Enjoy yourself - youth work is fun

Introduction

A newly appointed member of staff requires a period in which to familiarise her/himself with the main features of the new employing authority. This process is called induction and is designed to facilitate the introduction, familiarisation and initiation of the new worker into the Somerset Youth & Community Service. The induction programme constitutes the initial part of the probationary period. The Induction Programme takes place over three months from the date of appointment.

What Happens?

The Induction Programme has two individual parts:

- ❖ Induction Work Pack
- ❖ Induction Supervision sessions with your Line Manager

Rule two - Involve your line manager in you getting the most out of the Induction programme

Induction Work Pack

At first sight this Work Pack may look overpowering, but it is not meant to be. It is a mixture of key facts, indicators of where to go for information and some practical exercises which will give you a positive start in your new role.

Practical Hints:

- Agree a series of meetings with your Line Manager in order to work through the Induction Programme and get the most out of the pack.
- Scan the whole pack to ensure all the sections are complete and in so doing familiarise yourself with the content.
- Agree with your Line Manager the priority order of the exercises.
- The pack is laid out in a pattern which integrates factual information and practical exercises. Spread your reading over the period of the Induction Programme.
- Any problems or queries as you are working through the Pack - ask your Line Manager or another colleague.

Rule three - Don't be apprehensive about asking questions. The best one is WHY?

Induction Supervision Sessions with your Line Manager

- A staff development process which helps the new worker settle into their new post and helps them get the most out of the Induction Programme.
- Agree a series of supervision meetings with your Line Manager.
- Records of supervision sessions will be produced by the supervisor and are to be agreed as a correct record by the supervisee. This is in order that progress through the Induction Programme is monitored and to ensure important areas are not missed.
- Areas for future development and training can be identified during these sessions.
- The exercises and information sections in the Induction Pack will form the basis of the discussions but it can also be an opportunity for practical issues arising from the new job to be discussed.

Rule four - Make suggestions on what is taking place in a project. Sometimes a fresh pair of eyes can see things differently

And finally...

Rule five - Enjoy the work. It is hard, challenging but amongst the most rewarding

Induction Checklist for New Sessional Youth and Community Workers

Post holder's name:

Line Manager:

Date Pack Issued:

Action Necessary:

- | | Tick |
|---|--------------------------|
| 1. Issue an Induction Pack to the new worker when appointed | <input type="checkbox"/> |
| 2. Remove the notification form from the Pack and send in to the Central Team Project Support Officer | <input type="checkbox"/> |
| 3. On completion of the Induction Programme send the appropriate form to the Central Team Project Support Officer | <input type="checkbox"/> |

Note: Until this Pack and the accompanying induction course is completed and the appropriate form has been returned, the worker will not be eligible for further training towards qualification.

This checklist is to be retained by the Line Manager responsible for this worker's induction.

Stage One - Induction

This is to inform you that

has been appointed to the post of

at (Project's Name)

The date they were appointed was

A copy of the Induction Pack was issued on

Line Manager Name:.....

Signature:.....

Return to:

Project Support Officer – Youth & Community
Hestercombe House
Cheddon Fitzpaine
Taunton
Somerset
TA2 8LG

Stage One - Induction

This is to inform you that:

Postholder's Name:

Post:

Project's Name:

has completed the Induction Pack and has successfully demonstrated the competences linked to Stage One of the route to qualification.

Line Manager Name:

Signature:

Date:

Return to:

Project Support Officer – Youth & Community
Hestercombe House
Cheddon Fitzpaine
Taunton
Somerset
TA2 8LG

Keeping a Diary

As a part-time youth worker you will find it useful to **keep a diary** of your youth work practice during the year.

At the end of this section there is a blank diary sheet for each of your first six working sessions. We suggest you make copies of this to use in the future, but remember this is in addition to your unit recording forms.

What is the point of keeping a diary?

It is a useful way of **planning** for the future. By stopping to reflect on what you have done from week to week you can answer questions like:

- is the programme appropriate?
- are there some things I could better?
- what follow-up is needed next week?
- should I pay more attention in future to a particular individual, or that small group of young people?

We encourage you to:

- fill in the sheet immediately you get home after the youth work session whilst the thoughts and feelings are still fresh in your mind (it is surprising how much you forget if you leave it to the following day);
- be honest. If everything went brilliantly, say so. If you made mistakes during the session make a note of them - it will help you avoid making the same mistake next time;
- keep it brief. You do not need to write pages and pages describing what you said to her and what she said to you.

What should I be recording?

The recording sheet at the end of this section is divided into five parts:

1. The Facts

Things like:

- how many young people?
- what happened?
- what did you see/hear/do?
- did you have any significant conversations with young people?

Example: "Very quiet evening. Only 16 in. Long conversation with Jane about leaving school and job prospects. Pete depressed about dad's car crash. Broken window in toilet - tried to find out who did it; might have been Tony"

2. The Feelings

Asking yourself:

- what feelings did I have during the session?
- how did I feel at the end of the session?

Example: "Disappointed that so few members in. Enjoyed talking to Jane and Pete. Feel I got to know both of them better, that they trust me. Annoyed about the toilet - I have been worried about Tony's behaviour for some time"

3. Analysis

Having sorted out what you felt during the session you then stop to ask:

- why did I feel like that?
- what triggered that emotion?
- why did that event happen?

Example: "I have spent a lot of time with club members making posters to advertise the club, so I was disappointed because it felt like our publicity was not working. I always feel I have had a good evening when I have got to know two or three members better. It still depresses me when the building gets damaged deliberately"

4. Follow-Up Action

Such as:

- what am I going to do about what happened today?
- is there something urgent to do this week?
- is there anything I should do over the next few weeks?

Example: "Need to talk to regular members about how to attract more young people and about damage to toilet. Do we need to plan one or two special events next month? Contact school advisor to get the 'Choices at 16' booklet. Get Bill to mend the window. Have a word with Tony to see what he knows about the damage. Check up on Pete"

5. The Learning Outcome

If you are delivering quality youth work in your unit then there should be a number of positive learning outcomes for the young people involved and also some learning for you. So you need to identify:

- what were the positive outcomes for young people?
- what did I get out of this session?
- how can I improve my performance?
- should I do things differently?

Example: "I must try to make more time to speak to individual members - it feels like they open up more easily when the club is quiet and I am feeling relaxed. Pleased about the guidance I gave Jane, though I realise I do not know much about college courses in Somerset. We do not have a club policy about deliberate damage - I need to talk to my Line Manager about that"

Those are the main areas that your diary should cover each week.

What are the benefits for my youth work practice?

1. You may find it strange at first, spending 20-30 minutes after each session filling in the sheets, but after a while you should find it becomes a useful habit and that it helps you plan future youth work sessions at the unit.
2. You may also notice, as a result of stopping to reflect and plan your youth work, that your skills at working with individuals and groups of young people improve considerably.
3. Another advantage of recording is that if you need to write reports for other people - maybe the Management Committee or the Parish Council or your Line Manager - you can look back over your diary sheets and pull out the significant facts and dates when things happened.
4. Finally Recording can also be a good way of "unloading" your thoughts and feelings about a youth work session, especially if you do not have anyone with whom you can immediately discuss your youth work. If you go home feeling fed up after an evening of youth work, recording often helps you work out why you feel low and why the evening went badly. By making plans to improve things in the future you will often find you have cheered yourself up by planning to do things differently next time. Or if you feel very positive after an evening, recording is one way of recognising your success, giving yourself a 'pat on the back'.

Session One Diary

Date of Session:

Start time:

Finish time:

How many workers present:

How many young people present:

Male:

Female:

Age range:

Any special theme or activity to the session?

Outline what you did during the session:

Make a note of anything you want to discuss with your supervisor:

Session Two Diary

Date of Session:

Start time:

Finish time:

How many workers present:

How many young people present:

Male:

Female:

Age range:

Any special theme or activity to the session?

Outline what you did during the session:

Make a note of anything you want to discuss with your supervisor:

Session Three Diary

Date of Session:

Start time: Finish time:

How many workers present: How many young people present:

Male: Female: Age range:

Any special theme or activity to the session?

Outline what you did during the session:

Make a note of anything you want to discuss with your supervisor:

Session Four Diary

Date of Session:

Start time: Finish time:

How many workers present: How many young people present:

Male: Female: Age range:

Any special theme or activity to the session?

Outline what you did during the session:

Make a note of anything you want to discuss with your supervisor:

Session Five Diary

Date of Session:

Start time: Finish time:

How many workers present: How many young people present:

Male: Female: Age range:

Any special theme or activity to the session?

Outline what you did during the session:

Make a note of anything you want to discuss with your supervisor:

Session Six Diary

Date of Session:

Start time:

Finish time:

How many workers present:

How many young people present:

Male:

Female:

Age range:

Any special theme or activity to the session?

Outline what you did during the session:

Make a note of anything you want to discuss with your supervisor:

Section

Two

Mission Statement of the Service

Structure of the Service

Staff development and training

Somerset Youth & Community Service probation system

Training opportunities for youth and community workers

Somerset Youth & Community Service

The Mission Statement of Somerset Youth & Community Service

Our Mission

Somerset Youth & Community Service provides and supports opportunities that enable young people to develop their personal and social skills, contribute positively to their communities and make informed choices, whilst engaging in the transition to responsible adulthood. Our work is based on the voluntary nature of the relationships we build with young people, focussing particularly in areas of higher relative social deprivation.

Our parameters

- We work in partnership with the voluntary sector and local communities to build capacity and enable them to provide opportunities for young people.
- We work with 11-19 year olds and up to 25 years for those with special needs.
- We deliver quality universal youth work. This includes informal education, skill development and training young people to take an active part in decision making in their communities (for example through volunteering, youth town and parish councils).
- We welcome all young people, including those who are 'at risk' or who have complex needs. We tailor our work to meet the needs of the young people we work with, helping to ensure that vulnerable young people can take an active part in community life, alongside their peers.

Our core delivery

- Universal youth work in centres, on the streets and where young people gather, in areas of the greatest need.
- Youth work that enables young people to participate in the running of their youth provision and have their voices heard in their communities. This includes UK Youth Parliament, Activ8ors, youth town and parish councils, project groups for community development and training young people to be volunteers.
- Supporting the development of the 'Big Society' by helping communities to build their capacity to provide their own youth provision. We also enable communities to involve young people in decision-making processes, thus developing future community leaders.
- Supporting vulnerable young people, who are accessing specialist and targeted support, to engage with universal services.
- Accreditation of young people's learning and achievement where appropriate.

Our traded delivery

- Schools' delivery is externally funded, the only exclusion to this is UKYP. Schools' delivery is either universal or aimed at enabling young people to achieve within the school environment. Young people's individual support needs that cannot be met within the agreed delivery programme will be referred to an appropriate service.
- Currently, the Service is providing payroll and management services to some communities. These transition arrangements will end on 31st March 2012. We will continue work to help communities establish their own management systems.
- We will deliver externally funded projects where we are best-placed to do so, and in partnership with the voluntary sector where possible.

Somerset Youth & Community Service

One of the first things you will need to know is

What is the Structure of Somerset Youth & Community Service?

Following the creation of Somerset Youth & Community Service in 2011 there is a Service Manager, a central team, 17 full-time Youth and Community Workers, approximately 80 paid pro rata staff and 5 full-time administrative staff.

Somerset Youth & Community Service Management Team:

Based at B2 East, County Hall, Taunton, TA1 4DY are:

Group Manager – 0-19 Services	Robert Sampson
Service Manager – Youth & Community	Tony Clark

Based at Hestercombe House, Cheddon Fitzpaine, Taunton, TA2 8LG is:

Youth & Community Service Development Officer	Jeff Brown
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There are also four Senior Youth & Community Workers:

Gail McCarthy Taunton Deane Area	Zara Scott-Davies South Somerset & Mendip Area
Fi Jolley West Somerset & Sedgemoor Area	Kirstie Brown Central Team

Children and Young People's Partnership in Somerset (CHYPPS) is the co-ordinating body for all the major voluntary youth organisations in the county (like Scouts, Guides, Red Cross, YMCA, Young Farmers, etc). CHYPPS members meet regularly to exchange information about developments in the voluntary sector and to plan joint initiatives such as training events of general interest.

The map and structure plan on the next pages show the location of the principal towns in Somerset and the District Council boundaries.



Somerset County and District Boundaries



Somerset Youth & Community Service

From April 2011

Robert Sampson
Group Manager – 0 to 19 Services

Tony Clark
Service Manager – Youth & Community

South Somerset & Mendip

Senior Youth & Community Worker:
Zara Scott-Davies

Youth & Community Workers:
Zara Coulson
Kerry Gray
Corrie Robertson
Andrea White
John Hellier

Taunton Deane

Senior Youth & Community Worker:
Gail McCarthy

Youth & Community Workers:
Ben Orzsag-Land
Craig Lloyd
Fiona Davies
Steve Alcock

Sedgemoor & West Somerset

Senior Youth & Community Worker:
Fi Jolley

Youth & Community Workers:
Julie Nurton
Ruth Cooksey
Paul Matcham

Central Team

Jeff Brown – Youth & Community Service Development Officer
Kirstie Brown – Senior Youth & Community Worker
Kate Darlington – Youth & Community Worker
Angela Derry – Project Support Officer – Youth & Community
Duke of Edinburgh's Award
Youth Equipment Store

Admin support in areas and County Hall

Can you identify....

1. Who is the full-time Youth & Community Worker who supervises your work?

2. What is the name of the Senior Youth & Community Worker for the area in which you work?

What are the staff development and training opportunities for youth and community workers in Somerset?

Somerset Youth & Community Service and CHYPPS offer a wide range of staff development and training opportunities to volunteers, part-time and full-time staff. These include:

Staff Development

- Induction programme
- Supervision
- Staff review and development process

Training Courses

- Induction programme
- Interactive Training Days – usually a Saturday in March, and a Saturday in November
- Unit training events, which are specific to the place of work
- The one-year nationally accredited City and Guilds Level 2 and Level 3 – Training for Youth Work
- Support for staff to attend external courses, training conferences and initial qualifying courses
- County Staff Conferences

The accompanying flow chart shows you how, once you have joined the Somerset Youth & Community Service, you can progress through induction, Interactive Training Days, Level 3 training, Worker-in-Charge additional training and ultimately to a qualifying course to become a full-time Youth Worker (if you want to make this your career).

How do you find out about the training available?

1. Supervision

In Somerset Youth & Community Service managerial supervision takes place every two months for approximately one/two hours at a pre-arranged, planned and regular meeting between a member of staff and his/her manager.

It is a staff development process by which a person is managed, monitored and developed in order to ensure that the work is carried out effectively. It focuses on all aspects of the job with a heavy emphasis on developing knowledge, skills and attitudes in order to be able to deliver a quality service to and for young people.

2. Performance Review and Development

The objective of the Performance Review and Development Meeting is the improvement of the performance of workers in a non-threatening, positive and supportive environment. Only then can it be ensured that the process identifies clearly the development needs of the member of staff.

3. The Annual Training Programme

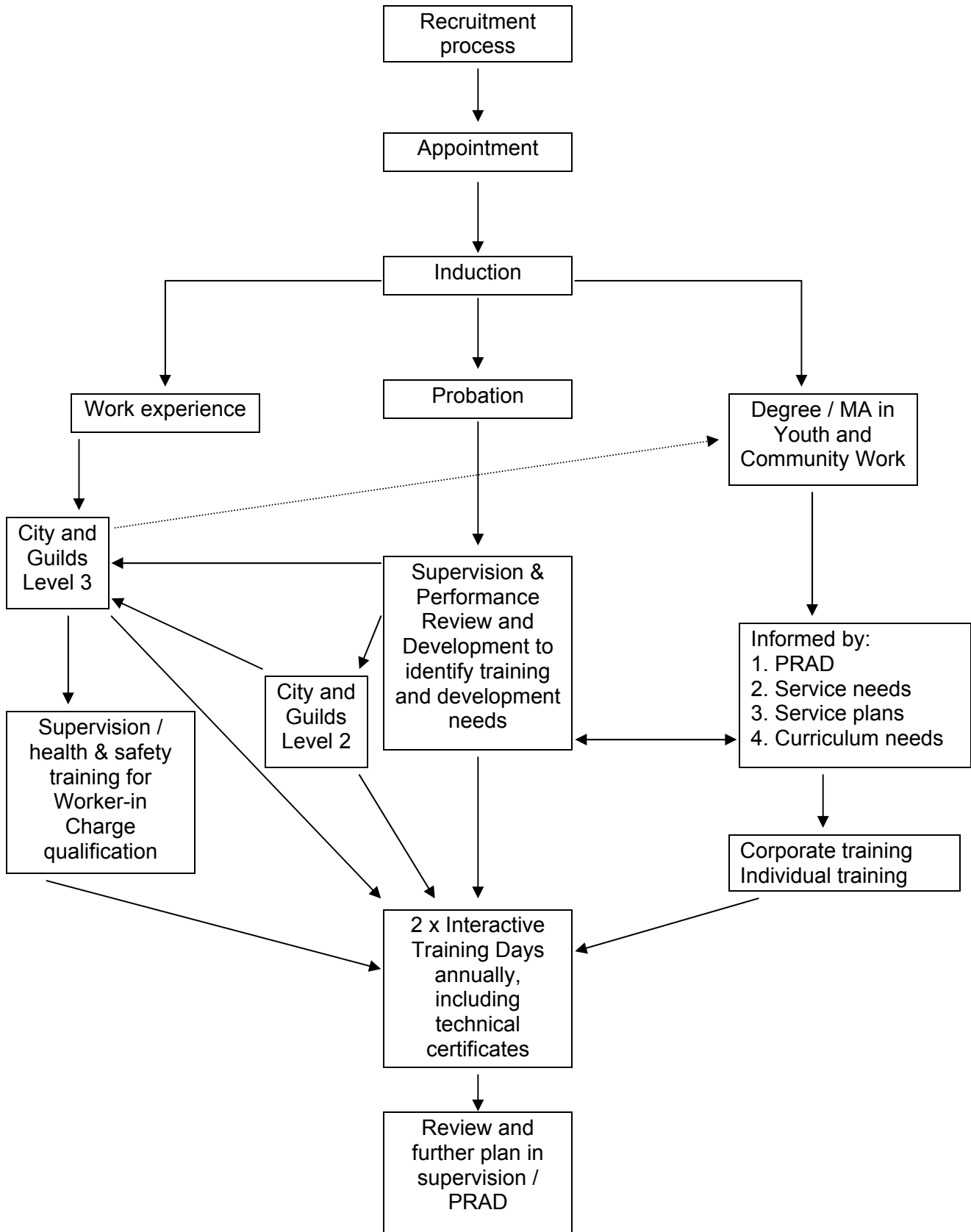
The programme is quite ambitious: twelve to fifteen different courses are organised on each Interactive Training Day, covering issues such as safeguarding, health education, conflict resolution, equal opportunities and supervision skills as well as more general training for a range of staff working with young people. There are two Interactive Training Days each year, usually held on Saturday in November and March. Staff should attend at least one (but ideally both) of these days. Each training day has a menu to select from, (example on page 28), as well as the opportunity to meet staff from around the county and share practice.

The training programme is divided into three sections:

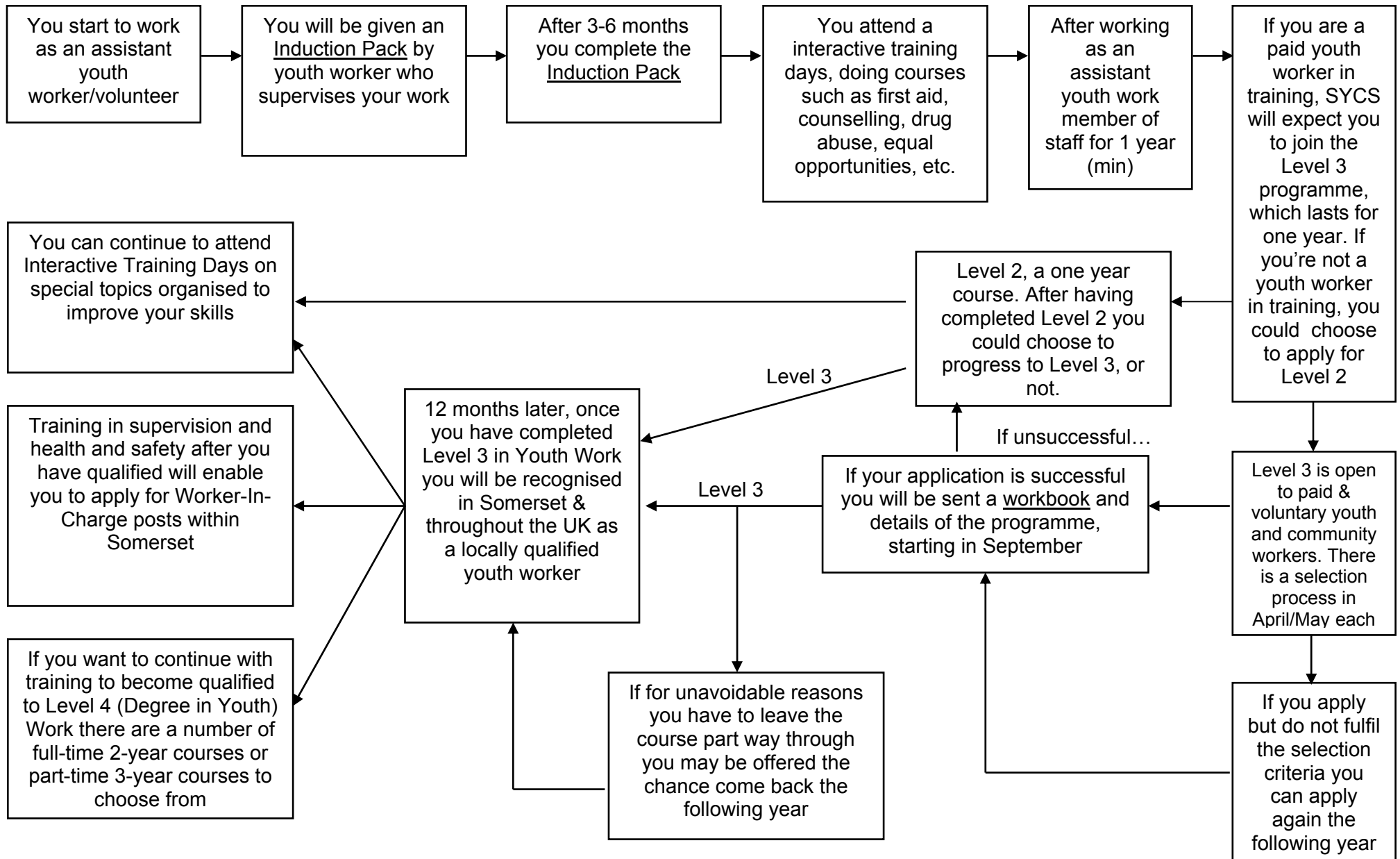
- Training required for the role of youth worker
- Training beneficial to the role and essential for certain parts of the work
- Training available for professional or personal development.

These will be identified in supervision / PRAD with your line manager.

Staff Development Process for Youth Work



Flow Chart: Training Opportunities for Youth and Community Workers



Somerset Youth & Community Service

Sample Interactive Training Day Timetable

10-11.30	11.30-11.45	11.45-1.15	1.15-2pm	2-3.30	3.30-3.45	3.45-4.30
SUST Training <i>All day course</i>		SUST Training <i>All day course</i>		SUST Training <i>All day course</i>		SUST Training <i>All day course</i>
Food Hygiene Certificate <i>All day course</i>		Food Hygiene Certificate <i>All day course</i>		Food Hygiene Certificate <i>All day course</i>		Food Hygiene Certificate <i>All day course</i>
Basic First Aid <i>All day course</i>		Basic First Aid <i>All day course</i>		Basic First Aid <i>All day course</i>		Basic First Aid <i>All day course</i>
Dealing with Anger <i>All day course</i>		Dealing with Anger <i>All day course</i>		Dealing with Anger <i>All day course</i>		Dealing with Anger <i>All day course</i>
Men working with young men <i>All day course</i>		Men working with young men <i>All day course</i>		Men working with young men <i>All day course</i>		Men working with young men <i>All day course</i>
Youth Achievement Award <i>Half day course</i>		Youth Achievement Award <i>Half day course</i>		Youth Achievement Award <i>Half day course (repeat of AM)</i>		Youth Achievement Award <i>Half day course</i>
Child Protection <i>1 ½ hour course</i>		Drug & Alcohol Awareness <i>1 ½ hour course</i>		Child Protection <i>1 ½ hour course</i>		Child Protection <i>Q & A session</i>
Local Accreditation <i>1 ½ hour course</i>		Local Accreditation <i>1 ½ hour course</i>		Fire Extinguisher <i>1 ½ hour course</i>		Resources
Risk Assessment <i>Half day course</i>		Risk Assessment <i>Half day course</i>		Duke of Edinburgh Award <i>1 ½ hour course</i>		Duke of Edinburgh Award <i>1 ½ hour course</i>
Mental Health- Self Harm <i>Half day course</i>		Mental Health- Self Harm <i>Half day course</i>				

Section Three

Your Project

**Useful Contacts - Names, Addresses and
Phone Numbers**

What else is your work base used for?

The organisation of the Project

- Membership
- Equipment and Resources
- Money
- The Rules
- The Philosophy

People who can help

Your Project

The purpose of this section is to help you become familiar with the project where you do your youth work.

 **Write the name, address and telephone number of your work setting or base:**

If you work in a building


It is important to know the building in which you work so that you can help ensure the best use is made of the available space and facilities. You also need to know your way around it so you can give directions to strangers and act quickly in an emergency.

Just as important is the need to be sensitive to the appearance and atmosphere of the building.

- Discuss with your line manager, other youth and community workers and young people, the general atmosphere of the building. Is the atmosphere friendly and welcoming or is it distant and hostile?

If you work in a neighbourhood

If you work away from a building, it is important to know the facilities available in your area. For example, there may be a particular place where young people get together, such as a shopping precinct, park, etc. It is also important for your own safety, that you know the area.

- 
- Get a map of the area, or draw a simple plan, and mark the location of:
 - telephones
 - cafes/pubs
 - cover from rain
 - places where young people meet
 - paths, cul-de-sacs, and poorly lit areas which might be dangerous.
 - Discuss with your line manager, other youth and community workers and young people, the general atmosphere of the area.

Health and Safety and Emergency Procedures

 **Record the following information:**

a) Where is the nearest telephone?

b) What is the process for recording incidents and accidents?

c) What are the 'phone numbers for:


Local hospital

Ambulance

Fire Brigade

Police

Ensure this information can be accessed quickly

 On one sheet of paper, draw the layout of your building. It does not have to be to scale - approximate will do, mark in the following:

- fire escapes
- fire extinguishers
- fire alarm points
- fire doors
- telephone
- first aid kit
- main services switches (electricity, gas, water, etc)
- accessibility (ramps, wide doors etc)

 **Are any of the staff or young people qualified first aiders? List them.**

1.

2.

3.



List what is in the First Aid Kit:

Who is responsible for re-stocking it?

If supplies are low, please ensure that they are informed

Where does the project keep it's health and safety file?

Who in the unit/team can advise you on risk assessment and health & safety matters?

Name:

Contact:




Ask your line manager to explain your responsibilities for health and safety, and record them below:



What are the procedures for reporting accidents/hazards/dangerous incidents and what details should be included in such a report?

***Health and Safety is everyone's responsibility.
It is no excuse to say you did not know!***

 Does your project have an emergency evacuation procedure?

Yes

No

If the answer is 'yes' record what it is and how often it is practiced:

If the answer is 'no' discuss with relevant people the possibility of introducing such a procedure, and record the content and outcome of the discussion.

 Record the names and address of key holders for your building:

1.	2.
3.	4.

Become familiar with using the keys to the building

Useful Contacts:

Names, Addresses and Telephone Numbers

As a part-time youth worker or volunteer, you will need to know:

- where to go for help in an emergency
- who to ask for advice
- where to get equipment or information
- which organisation to contact, etc, etc

On the next few pages, see how many of the names, addresses and phone numbers you can fill in. You will probably need to do this with your manager who should have up to date information on the most useful contacts.

Premises	Name	Address	Telephone
Centre Caretaker			
Emergency Repair			
Alarm System			
Electricity			
Gas			
Water			

Emergency Services	Name	Address	Telephone
Local Police			
Local Doctor			
Local Hospital			
Casualty Unit			

Somerset Youth & Community Management And Others	Name	Address	Telephone
Line Manager			
Other Youth and Community Workers			

Agencies	Name	Address	Telephone
Adult Basic Education			
Refuge			
Samaritans			
Rape Crisis			
Childline			
Gay Lesbian Switchboard			
Citizens' Advice Bureau			
Well Woman Clinic			
DSS			
Job Centre/Job Clubs			
Connexions			

Local Partners	Name	Address	Telephone

Activities	Name	Address	Telephone
Somerset Youth Equipment Store			
Minibuses			
Canoeing			
Caving/Potholing			
Discos			

Residential Centres Used By Your Unit	Name	Address	Telephone



What else is your work base used for, and who uses it? Find out, and make a note of the spaces provided below:

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Membership

✍ Are membership details recorded?

Yes

No

1. What is the system for recording young people attending?

2. Where is it kept?

3. What sort of information do you record?
(Age, gender, ethnic origin, interests, etc)

4. Who has access to the records?

5. What use is made of the information?

6. What happens to the information at the end of the:

Session?

Month?


Quarter?

Year?

7. Does the project record any other attendances/usage/work?

8. Why is the information needed?

Money

 Are subs charged?

Yes

No

If yes, how much for each session? Rates may vary depending on age, purpose of session, etc. Record this information below.

Session	Purpose	Cost

If subs are not charged, discuss the history and philosophy of this decision with your Line Manager. Briefly record the information.

Ask your Line Manager to explain the system/s used for recording all financial incoming and outgoing. Briefly record the information.

More Money

✍ What are the arrangements concerning monies?

Who provides the float?

How much should it be?

Where is it kept?

What happens to the takings at the end of the session?


Who does the banking, and how do they receive the money?

Is there a system of credit in operation and what are the limits on such a system?

Record all the necessary information regarding the running of the coffee bar.

(ie, who does the purchasing, who decides what you should stock, who sets it out, how much stock is displayed, how much float is provided, how are sales recorded, how are prices decided, who is allowed to serve, is there any security, etc?)

Practical things to know about equipment and other resources

 List all the equipment and other resources the project has access to:

 How is it used?

What happens if items are damaged?

Are deposits charged for equipment?

Who puts what away at the end of the session?

If special procedures are needed to gain access to certain resources, make a note of the conditions.

The Rules

✍ Does the project have any rules and regulations?

List all the written rules

List all the informal rules

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If there are no rules, talk to your supervisor and find out more. Record what you feel.

Outline the basic standards for staff and young people on which the project operates. Use this opportunity to discuss behaviour, etc. The staff should act in a consistent manner. Record relevant information.

What are the sanctions for people who break the rules and/or behave badly? What is the process, and who can apply the sanctions?



Philosophy

This sounds like a grand title, but an overall agreed philosophy for the work of the project is essential to give direction to an individual's work and to provide a context for the work as a whole. This ensures that everyone is working towards the same outcomes. It also provides us with something against which the work can be measured. The philosophy (why do we work this way?) should be based on an assessment of the needs of young people. Alongside this, consideration should be given to particular needs. The programme should be seeking to achieve outcomes as identified by the philosophy.

Arrange an interview with your line manager to have an in-depth discussion, and then record the discussion.

✍ What are the needs of young people as perceived by the line manager?

What are the current priorities for youth work decided by local and national government?

Are there any particular local needs which should receive priority?

How are the needs assessed?

Talk to other staff and find out about the current unit programme:

How does the programme relate to local needs:

How is the programme evaluated?

People Who Can Help

In this section is a list of some of the youth projects in operation in the County. Your line manager or colleagues should be able to provide you with a list of local contacts.

There are also some sheets for you to fill in with other useful contacts. Find out about the local voluntary clubs, playgrounds, sports facilities, and organisations working with children and young people.


You will find this information useful when:

- You want additional support
- You want to organise inter-club visits or activities
- Referring young people to relevant organisations


and lots of other uses that you will discover as you go along

By finding out this basic information you will increase your awareness of possibilities for programme planning, and build up your bank of knowledge.

Somerset Youth & Community Service

Organisation	Contact Person	

Somerset Youth & Community Service

Organisation	Contact Person	

Section

Four

Key Polices and Procedures

Policies & Guidelines

Meeting Structure

Supervision Checklist

Performance Review And Development

Guidelines for Voluntary Youth and community workers

Safeguarding

Out of Hours Emergency Support

Policies and Procedures

Every organisation has written policies and procedures.

'Policies' are statements of what the organisation stands for. Policy Statements guide the members of an organisation on how they should approach certain issues. 'Procedures' are the means by which an organisation carries out its business.

Somerset Youth & Community Service has a number of written policies and procedures. Some of the key ones have been included in this pack. You do not need to learn all of them by heart, but you need to acquaint yourself with them before you discuss them with your line manager as part of the induction programme.

Not all the authority's policies and procedures have been included in this pack. However, a list of all the available documents are included. Copies of all policies can be found at www.somersetyouth.co.uk

It is important that you discuss 'policies and procedures' and raise any queries with your line manager in your supervision induction training meetings.

Policies and Procedures available through your Line Manager

Below is a list of the policies and guidelines of the Youth & Community Service. With your line manager, agree which ones you will need to read.

Take your time. Don't try and read all of these documents in one evening; instead, try and read one policy statement and then reflect on how it affects the youth work that you are doing at the moment.

If you want a copy of any policies ask your Line Manager or contact the Project Support Officer – Youth & Community at Hestercombe House on 01823 410134.

SCC Equality and Diversity	Minimum Staffing Guidance
Disability Policy	Detached and Outreach Working Guidelines
Achieving Racial Equality	Nominated Local Contact Guidelines
Confidentiality Policy	Quality Assurance Standards
Physical Intervention Policy	Workforce & Staff Development Policy
Drugs Policy	Critical Incident Policy
Smoking Policy	Review Framework
Sexual Health Policy	Curriculum Strategy
Data Protection Policy	Premises and Minibus Guidance
Internet & E-Mail Policy	Safeguarding
Policy & Guidelines on Young People Leaving Youth Provision	SCC Code of Practice for Managing Complaints of Bullying, Harassment and Discrimination

Meeting Structure

In order to ensure the dissemination of information across the service and to ensure consistent practice, the Somerset Youth & Community Service operates the meetings listed below which fulfil staff development as well as managerial functions. E-mail provision for all full-time workers is provided with the aim of reducing the isolation of youth and community workers.

The meeting structure also recognises the potential isolation of individual workers because of the largely rural nature of the county and the long distances between individual designated youth work areas. Somerset Youth & Community Service recognises that staff benefit from regular and structured information exchange between workers and the benefits that sharing of good practice will bring to the service as a whole.

Service Group Meetings

They are usually held once every six weeks in order to address issues which have Somerset Youth & Community Service wide implications. Attendance at Service Group Meetings is compulsory for all full-time staff.

Area Staff Meetings

The Somerset Youth & Community Service values the exchange between workers who find themselves in similar working environments and attaches a great deal of importance to the regular dissemination of information. Consequently, a system of staff meetings on an area basis has been introduced. Peer worker meetings are recognised as a potentially valuable mechanism to enhance the cohesiveness of the service.

Minority Support Networks

Because of the under-representation of minority groups in the Somerset Youth & Community service staff team and the problems that isolation might create for individual members of staff, the Service recognises the benefits and therefore encourages involvement with minority group support networks where available.

Unit Meetings

Depending on the size of the unit and unit area, staff meetings are being held in order to ensure that an overview exists and youth work development takes place in an organised and structured fashion. Attendance at the above meetings takes place in work time and the normal travel allowance is payable.

Supervision Checklist

1. A good supervision session will:

- identify targets and blocks to performance
- establish skills, which are needed to meet targets
- balance motivation and tasks
- ensure quality outcomes
- be supportive and take account of the situation of the worker
- provide feedback
- integrate the needs of the worker and the organisation
- provide space to explore own working practice

2. Good supervision practice is characterised by:

- being heard and supported
- being stretched and valued
- being a two way process
- setting of realistic targets
- positive physical environment
 - easy and comfortable chairs
 - punctual and uninterrupted sessions
 - refreshments
 - light
- good preparation by both parties
- agreed training and agendas
- empathy
- being regular and consistent

The Purpose of Performance Review and Development

What Is Performance Review And Development?

Performance Review and Development is a process of jointly reviewing the progress and quality of a person's work in relation to a previously agreed plan or set of objectives with a view to helping that person to improve, to develop and to be ready to meet future needs. The process could be defined as being:

“a planned and acknowledged process whereby two people monitor and assess the performance of one of them against agreed objectives and jointly explore and agree ways to improve that performance to meet future needs.”

The Purpose of the Performance and Development Review Scheme

Effective performance management and development is key to improving service delivery in the authority. The purpose of the Performance Review and Development scheme is to provide an opportunity for staff to spend time with their manager to discuss their job and ensure that effective performance and development is maintained. There are many advantages for the participants within the process as follows:

Postholders

All staff need to have a clear picture of what is expected of them and their role and feedback on how they are doing. The Performance and Development Review Scheme will provide an opportunity for staff to spend time with their managers to:

- Gain feedback on how they are doing and provide feedback to their manager
- Find out how they can improve
- Tell their manager about their concerns
- Share ideas with their manager
- Discuss career aspirations and needs
- Discuss their next objectives and how they can achieve them
- Find out about the bigger picture of the authority

Reviewers

Managers' needs are similar in that they are expected to:

- Ensure that their staff are effective in their jobs
- Find out how the reviewees are doing and how they can improve
- Find out how they, in their managerial role, are doing
- Find out about problems and discuss ways to overcome them
- Discuss and share ideas about the job
- Discuss career aspirations and needs
- Identify and provide for development needs of staff
- Discuss future objectives and how they can be achieved
- Share with their staff the bigger picture of the authority
- Discuss motivation and ways to improve it

Somerset County Council

The workforce is the most important asset in achieving the authority's objectives and the scheme will help to ensure that staff:

- Are effective in their roles
- Share Somerset County Council's vision
- Understand the authority's objectives
- Are co-operating to achieve them

In addition to reviewing past performance, Performance Review and Development also looks forward to:

- Improve future performance
- Agree personal and work objectives for the next period
- Establish the postholder's potential and to find ways of developing and using their potential in the future.

The process does not stand alone. It must be seen as part of a total system for the effective utilisation and development of the organisation's human resources.

Improving Performance

Consider the situation of an athlete being assisted by a coach to improve performance. Initially the athlete is performing whilst the coach observes. After early events, both athlete and coach review the athlete's performance, look for ways to improve it and agree a new strategy or approach for the next event. At each following event, the athlete performs and monitors their own performance whilst the coach observes and monitors it. Monitoring becomes a joint process between the two.

This process would be repeated at every event during the season. At the end of the season the coach and athlete review performance for the whole season, think about what is coming up in the future and formulate and agree a plan (including a training regime) to ensure greater success during the ensuing season. A whole team of athletes could be envisaged, with a number of coaches assisting them on the way, and with the overall objective of having the whole team becoming the best in its division or area.

Performance Review and Development can be viewed in a similar light, where the postholder is the athlete and the reviewer the coach. During the course of the year there are meetings, discussions etc where both monitor and assess the post holder's performance against an agreed plan or strategy with the aim of helping the postholder to perform better. The process is a joint one to which both parties are fully committed.

At the end of the year the coach and athlete review performance over the whole of that year, consider what is coming up in the future, and work out and agree an overall plan for the following year. This plan will include actions aimed at improving performance and meeting future needs. It will become a marker against which both can monitor and assess performance during the coming year.

When the organisation is viewed as a whole team operating in this way, then it can be seen what a powerful force any Performance Review and Development process becomes in helping it to achieve its present and future objectives.

Somerset Youth & Community Service



Annual Review and Target Setting Record

Jobholder:		Job Title:	
Manager:		Job Title:	
Team/Dept:		Date:	

Review of the past year

Review performance, behaviour and attitude over the last year in relation to the key areas of the job and targets set. Note successes, strengths and areas of development.



Somerset Youth & Community Service

For the coming year record key points against the following:
How the jobholder contributes to the delivery of corporate/service/team objectives.
Individual targets for the coming year.
Jobholders development needs.

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Jobholder's signature:		Date:	
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Any comments:	
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Manager's signature:		Date:	
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Any comments:	
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Guidelines for Staff Development of Voluntary Youth and Community Workers

Introduction

Somerset Youth & Community Service in Somerset recognises the contributions made by voluntary youth and community workers deployed in Somerset County Council and community organisation's delivery points across the county.

Recruitment

Especially in small units and in rural settings, voluntary youth and community workers frequently complement paid staff in order to secure the minimum staffing establishment. Young people do not necessarily differentiate between paid and unpaid members of staff and consequently the recruitment and appointment of voluntary youth and community workers has to be treated with the seriousness the situation demands.

In practice, that means that voluntary youth and community workers should be interviewed on the same basis as the pro-rata unqualified youth and community workers in centre based and project settings. Their suitability should be assessed by the utilisation of the appropriate Assistant Youth Support Worker / Youth Worker person specification and job description.

CRB clearance is required. The voluntary youth worker should be registered as a member of staff of the Somerset Youth & Community Service or the relevant voluntary organisation.

In order to ensure clarity regarding the expectations of the voluntary worker, i.e., session attendance, involvement in staff development opportunities also minimally expected standards of professional behaviour, units should to provide the voluntary youth worker with a contract, which should contain:

- Start date
- Agreed sessional attendance
- Expected duties
- Line Manager
- Signatures of the voluntary worker and the youth worker responsible for line management

A template contract is available from the Youth and Community Service Central Team

Staff Development of voluntary youth and community workers

It is good practice for units which are using volunteers in order to complement their staff team to provide a minimum of staff development opportunities. In the first place that means that volunteers engage in an, if necessary amended, induction programme.

Voluntary youth and community workers, like paid staff, need basic information about the building and health and safety procedures as well as basic knowledge about youth work and what it is the unit is trying to achieve.

It has proved useful to agree a probationary period of three months, with the voluntary youth worker, during which time the worker, as well as the unit, can assess the contributions and benefits the unit can derive from the member of staff and vice versa. The voluntary youth worker obviously needs to be aware of this situation.

In consequence, voluntary youth and community workers should have access to support either in the form of supervision sessions or through regular informal meetings with the youth worker with a line management responsibility for the volunteer. Access to staff meetings is a further useful tool to facilitate integration into the staff team and provide a basic understanding of youth work in Somerset.

It is recommended that volunteers undertake City and Guilds level 2 training provided that they fulfil the stipulated entry requirements. Unit training events should equally be accessible to voluntary members of staff.

Overall

Practices outlined here, when adopted, will ensure that voluntary youth and community workers are valued for the contributions they can make to the Somerset Youth & Community Service in Somerset in general and the young people they are working with specifically. If adhered to, the likelihood of a voluntary worker applying successfully for a paid post and undergoing level 2 training increases dramatically and the turnover of volunteers decreases, thus stabilising the deployment situation in the unit.


Safeguarding

You are now a youth worker, and one thing that means is that you have a unique relationship with young people. Young people engage with you because they choose to, and because they trust the position you hold. You have a responsibility to respect that trust and the young people who confide in you.

Sometimes you will see, hear, or be told something that gives you concern. In the early stages of your work, it is advisable to seek support from your line manager about what you should do, later in your career, you will start to make your own judgements about whether, when and who you share information with.

When it comes to issues around child protection, you should never make your own judgements. If you have the slightest feeling/suspicion that a young person is being abused, or that an adult or a young person is an abuser, then you **must** tell the appropriate person.

This means that if a young person says “Can you keep a secret?” or similar, you have to explain that sometimes you can’t. Talk to your line manager about how you handle this, and what the procedure is at your project.

 Who do you report to if you have any concerns about safeguarding?

What happens if they are not available during that session?

What do you do if you only realise after the session, when you are thinking back, and suddenly realise the implications of what you saw or heard?

Definition of Child Abuse

1.1 Children may be harmed by a parent, a relative, a sibling, a carer (i.e., persons who while not parents are looking after a child, such as a foster parent, a staff member in a residential home), an acquaintance or a stranger. The harm may be the result of a direct act or by a failure to act to provide proper care, or both.

1.2 These categories of abuse are not necessarily exhaustive nor are they mutually exclusive. Any of them may result in a child failing to thrive. The descriptive classification given below provides the basis for the Somerset Child Protection Register. Professional staff consider systematically whether all or some of these categories of abuse are present, as well as the degree to which they are present, in the situation faced by each child in the household. Multiple abuse registration should not be used just to cover all eventualities.

Neglect: The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical Injury: Including actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's syndrome by proxy.

Sexual Abuse Including actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.

Emotional Abuse: Including actual or likely severe adverse, effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.

1.3 These categories for safeguarding register purposes do not tie in precisely with the definition of "significant harm" in Section 31 of the Children Act which will be relevant if Court proceedings are initiated. For example, with a case of neglect it will be necessary to consider whether it involves actual or likely "significant harm" and whether it involves "ill treatment" or "impairment of health or development" (in each case as defined by the Act). The Court may well provide an interpretation of "sexual abuse" (which is not defined by the Act) which is different from that used above in particular cases, in which case their definition should be used in relation to those cases.

Procedure for Disclosure in Child Abuse Cases

1. You identify changes in behaviour and signs of distress in a young person.
2. Young person asks for a private conversation with Youth Worker.
3. **Before** the conversation begins, if, in your professional opinion, the young person is about to disclose child abuse, you must warn them that you have a **legal responsibility** to refer the allegations to Social Services.

PROCEDURE FOR REFERRAL:

- a. Write notes of all conversations with young person.
- b. Do not ask leading questions.
- c. Pass all information to your Line Manager and Somerset Youth & Community Service Manager who will be dealing with Social Services.

You are now in a position to give the young person all the support needed. Make sure they know the procedure and the process they will go through. Be there for them.

The Emergency Duty Team will be available out of office hours (telephone: 01458 253241).

If the disclosure is during office hours your Area Youth & Community Worker will be your first point of contact. They will support you through the process and be available for further advice.

Safeguarding - Procedures

Youth and community workers are obliged by this policy to report and disclose any information of suspected and actual cases of child abuse. The precise details of how they must carry out this policy are laid out below.

1. Introduction

Youth and community workers have an extended, informal and voluntary contact with young people and are well placed to identify significant changes in behaviour and signs of deep anxiety and unhappiness. They are aware of the rights of young people to protection from all types of abuse and will take sensitive action, in accordance with the procedures to foster those rights.

2. Action Following Concerns About Abuse

2.1 Investigations of Concerns about Child Abuse

There are three broad categories of concern:

(a) **Cases requiring immediate formal referral to Children's Social Care, Police or NSPCC**

Immediate formal referral is required in any cases of significant physical injury, life threatening neglect, serious threats of abuse and clear allegations of disclosures by a young person or third person of child sexual abuse. The Senior Youth & Community Worker should be informed immediately of the action taken.

Once the referral has been made, Children's Social Care will initiate the approved formal procedures in collaboration with the other key services. Referrals should be made through Somerset Direct (Tel: 0845 3459166)

(b) **Cases requiring discussion with Children's Social Care, Police or NSPCC**

Discussion and evaluation involving the Senior Youth & Community Worker and subsequent consultation with Children's Social Care or the NSPCC is required whenever a young person shows signs of failure to thrive, general neglect, emotional abuse, compelling evidence that child sexual abuse may have occurred, or where there is a suspicion that abuse is likely to occur.

kept where some concerns remain, or no further action where there is a well founded alleviation of concerns.

Where concerns are enhanced following this procedure there is likely to be urgent follow up action by Children's Social Care who will inform and consult with the Police on subsequent action. A watching brief may be kept.

3. **Other Issues**

- 3.1 Where there are strong and clear indications that abuse has occurred, detailed records must be kept by the Senior Youth & Community Worker, including all action and communications arising from a case. Written confirmation must follow telephone messages and other personal communications. These must be signed and dated.

Where suspicions are aroused but not confirmed, the Senior Youth & Community Worker should devise appropriate methods of keeping records which do not contain false or potentially damaging allegations about an individual. Senior Youth & Community Workers should take particular notice of the county council's wish to make files and records as open as possible, with safeguards for highly confidential information. Written confirmation of action taken should be sent to Somerset Youth & Community Service Manager.

3.2 **Case Conferences**

The Youth & Community Worker and Senior Youth & Community Worker will be invited to relevant case conferences, if these are convened as part of the follow-up action. Copies of the minutes will be sent to the Senior Youth & Community Worker with the name of the designated key worker.

Appropriate staff will be warned by the Senior Youth & Community Worker to be alert to further evidence of abuse to a particular young person or other members of the same family.

3.3 **Injuries Requiring Urgent Medical Attention**

A youth worker should follow the normal course of action (ie, secure appropriate medical attention). Parents should be informed that their child has been taken to a doctor, but no opinion should be offered about the cause of any injury. In such cases Children's Social Care will have been informed, as in 2 (b) above.

4. **Conclusion**

Child abuse is too serious a matter to be ignored or left to chance. A Youth Worker's response must be governed by the approved procedures which are based on two fundamental principles:

- (a) That the safety of the young person is paramount;
- (b) That the agencies involved have all subscribed to the procedures and will co-operate fully in achieving the safety of children and young people so affected.

Somerset Youth & Community Service

- 4.1 Whilst it is recognised that youth and community workers may have concerns about issues of confidentiality, they should in no way conspire with an abusive situation which is potentially damaging to the young person. They should be able to justify their actions by demonstrating that any action taken is in the interests of the young person, in consultation with senior staff and the key agencies, after exercise of sound judgement in the context of these guidelines.

Youth and community workers can be assured that practice which meets these criteria, supported by detailed records, will always receive the support of the Somerset Youth & Community Service Manager and Children and Young People's Directorate.

Out of Hours Emergency Support

1. The System

The CYPD Safeguarding and Care Emergency Duty Team (EDT) provides an emergency contact service for Youth & Community Service staff outside normal office hours. The EDT service operates 5:00 pm to 8:30 am Monday to Thursday overnights, and from 4.30 pm on Friday to 8:30 am on Monday. It also covers 24 hours over bank holidays. The EDT can be contacted on 01458 253241.

2. Who is the service for?

The EDT provides out of office hours support to paid staff and volunteers in the Youth & Community Service.

3. When to contact the Emergency Duty Team

It is impossible to provide a definitive list of all circumstances when the EDT should be called. During office hours (8:30 am to 5:00 pm Monday to Thursday and 08:30 am to 4:30 pm on Fridays) a line manager, Senior Youth & Community Worker or Service Manager should be contacted for support or guidance. It would be appropriate to contact the Emergency Duty Team outside office hours if:

- ◆ There is a child protection concern which requires immediate action due to the risk of harm to a young person; or.
- ◆ There is a need to seek advice, information, guidance or support regarding an existing emergency child protection issue which it would not be safe to delay until office hours; or.
- ◆ There is a serious (not child protection related) emergency situation which requires support, guidance or further action from a senior officer within SCC, such as a serious health and safety issue (for example a fire at premises being used for SCC activity, a road traffic accident or a serious incident or injury during an offsite activity or residential).

4. How the EDT will respond

The initial response to calls to EDT will be from social workers who are not managers of youth and community services. They will help Y&CS staff deal with any child protection issues and, at the close of their involvement, provide an update report to the Y&C Service Manager.

Any issues which are beyond the remit of EDT will be dealt with in one of two ways:

- a) EDT will record the incident or issue reported to them which did not require immediate action and forward this report to the Y&C Service Manager if this is felt to be necessary.
- b) If the issue requires an immediate response, EDT will make contact with a member of the Y&C Service management team, who will then call the staff member who made the call to EDT.

5. Other options for out of hours support

- ◆ Some situations require support from Police, Ambulance or Fire Services. Operational staff dealing with the incident should take responsibility for calling the emergency services without the need for referral to EDT.
- ◆ Some out of hours child protection issues can be dealt with by referral to Somerset Direct. There is no requirement to contact EDT prior to a referral to Somerset Direct out of hours.
- ◆ Media interest in an incident should be directed to the SCC press office on 01823 355020

6. For further information

Please contact

Tony Clark, Service Manager, 01823 356078 07766 724908 tclark@Somerset.gov.uk	Jeff Brown, Development Officer, 01823 410167 07967 729242 jbrown@somerset.gov.uk
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The EDT number is 01458 253241

Edition: June 2011

Section

Five

**Curriculum of the Youth Service – Introduction to
CDM**

Extract from the Curriculum Strategy 2006

This section introduces you to the Youth & Community Service curriculum and is an extract from the Curriculum Strategy.

This extract describes the four elements of a curriculum process. The word curriculum means a course of study. As youth & community workers we can choose many topics to develop this course of study, health, relationships, sport, outdoor education, and global issues. The list is endless.

Whatever the topic, youth & community workers are helping young people develop their personal and social skills.

The Curriculum Development Matrix (CDM)

(i) The first element of the CDM consists of a group of 14 life skills important to young people's personal development which are supported and encouraged by youth & community workers during their contact with young people. These are:

- self awareness
- confidence
- assertiveness
- imagination
- self-esteem
- evaluation/critical analysis
- negotiation
- empathy/understanding others
- communication
- conflict resolution
- teamwork
- responsibility
- forward planning
- valuing diversity/equal opportunities

(ii) The second element consists of a 'journey' through seven levels of contact that young people will pass through during their association with Somerset Youth & Community Service, during which the relevant life skills will be developed through the intervention and support of youth & community workers. These are:

Level 1	First contact
Level 2	Regular contact
Level 3	Socialise
Level 4	Take part
Level 5	Ownership
Level 6	Make things happen
Level 7	Move on

(iv) The fourth element consists of a group of different roles and working styles that youth & community workers might adopt to help young people through the different levels of contact. These are:

- role model
- marketing
- ensuring
- enabling
- facilitating
- safety net
- analysis

Now that the four elements of the CDM have been described, they can be summarised in the following diagram, which represents the process by which the curriculum is delivered. Note that the first two elements (life skills and levels of contact) have been combined in the first bullet point.

Curriculum Development Matrix

Youth & community workers will deliver and develop the curriculum by:

- Helping young people, through intervention and support, to acquire an agreed set of life skills as they pass through different levels of contact with the Youth Service.
- Using the relevant quality standards and performance indicators to assess young people's progress in developing their life skills at each stage.
- Adopting appropriate roles and working styles at each level of contact.

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Plans and policies affecting curriculum delivery

There are many different plans, policies and resources which affect the process by which the curriculum is delivered and developed. These form the *inputs* to the Curriculum Development Matrix. This means that they directly or indirectly influence the content of the CDM, and how it is delivered. The relevant documents/resources can be grouped according to type:

- The core resources with which we work: young people, youth & community workers, budget, buildings and equipment.
- Strategic priorities as set out in the Somerset Youth & Community Service Plan. These priorities are in turn linked with central government and local initiatives and plans.
- The philosophy, purpose, values, overall goals and underlying principles of our service.
- County Council and Somerset Youth & Community Service policies and operating procedures.
- Recommendations arising from Ofsted Inspections, Best Value Reviews, and internal quality assurance.
- Partnership agreements, particularly with voluntary youth organisations through CHYPPS.

Section

Six

What would you do if...

What Would *You* Do?

So far you have found out about the structure of the Somerset Youth & Community Service and read through some of its policy statements.

Now we want you to think about some of the situations you may face, over the next few months and years, while you are doing youth work.

Some questions will be more relevant to you if you are working in a youth centre or youth club building. Other questions are intended for you if you work with young people out on the streets of your village or town.

Once again, you do not have to spend hours on this, writing long answers; just jot down your immediate thoughts about how you would react if you found yourself in that particular situation.

What Would *You* Do?

The co-worker on your evening session fails to turn up due to circumstances beyond their control?

What would you do if you were at a staff meeting and felt you couldn't say what you wanted to?

What would you do if you felt you were not getting the support of your co-worker in the youth club?

What would you do to let other workers know what happened at your session?

How would you know what happened at their session?

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You've mislaid the keys to lock up the building?

How do you organise the building when some young people want to play unihoc and some want to have a discussion group? (The building has one main area only)

What do you do if you are responsible for collecting money, i.e., door-to-door, trips, events, etc, to ensure it's safety overnight?

What would you do if you were unable to cover the cost of the rent and heating, etc, of a village club?

What would you do if there was a fire?

A street group of young people approach you saying they want to arrange an outing. What do you and the young people have to take into consideration? (i.e., access to telephones, photocopiers, etc)

Somerset Youth & Community Service

During a night's street work session a young woman discloses to you an incident involving sexual abuse which involved her and her friend. The incident occurred two years ago, but the young woman's friendship is suffering and there are still issues unresolved.

During a lunchtime street work session in a local café a group of young men (17+) are expressing concerns about their lack of employment/training. What options could you explore with them, maybe using some material from your street bag (resources).

A young person confides in you that they are being harassed by a person in a position of power, i.e., landlord, teacher, police, employer. In a street work setting, what would be your response?

Whilst on a residential a young person has an accident. What do you do?

Somerset Youth & Community Service

During a weekend residential you have arranged some free time for the young people. You have given a time and place to meet up again but two of the young people fail to arrive on time. What do you do?

On your journey home after a weekend residential your minibus breaks down on the motorway. What do you do?

You are staying at a residential centre. Young people from your group have been discovered experimenting with alcohol. What do you do?

Section Seven

Reference Information

Reference Section

Every unit has its own contact lists, agencies it works closely with, forms and local procedures it follows. In this last section make sure you have your own file by collecting the following information:

- Accident Report Form
- Racial Awareness Form
- Complaint Log
- Inventory of Equipment
- Trips and Visits Paperwork
- Training Request Form
- Grievance Procedures
- Risk Assessment Form
- Information about your Union
- Recording Sheets
- Capita Sheets

Remember...

...when you have completed this '**Getting Started**' introduction to Somerset Youth & Community Service we would like you to fill in the certificate at the end of this information pack. Ask your line manager to sign it too and then send it to the Youth & Community Service Project Officer, Hestercombe House, Cheddon Fitzpaine, Taunton, TA2 8LG.

We hope you have enjoyed working through this pack and finding out more about Somerset Youth & Community Service.

Good luck with your youth work in the future!