



**Winsford Youth and Community Forum Play Scheme Induction booklet**

**Introduction:** Please make sure that before you attend your first session you have read this booklet.

Winsford Youth and community Forum has a long history of successfully running play schemes in Winsford. Providing a range of activities that hope to engage them in informal learning and have fun. Many of the children and young people that will attend the play scheme may come from challenging backgrounds and have a short attention span and that is why we aim to offer most sessions in 30 minute slots.

**Planning and Preparation**: The plan has been prepared by the Play Lead Coordinator, with the equipment at each venue in mind. A member of staff will be responsible for taking the lead for each session but will have a contingency plan in case a piece of equipment fails or there is inclement weather.

Your team will work with the children on their first sessions to write the ground rules for everyone to bind by for the duration of the play scheme. If any of the rules are broken the child will be reminded of the rules and agreement gained that they are willing to stick to them. If there is a serious breach of the rules we will operate a three strike and you are out rule. Two yellow cards will be issued and the third time is a red card and the child will be banned for that day, the next day is a new day. A parent /carer will be asked to collect the child.

Make sure you are ready to start the session as soon as the children are registered and that all equipment and materials are in place. Not everyone will want to do the same activity so there will be alternatives for the young people, work as a team and supervise each activity or area of the building. If an issue arises discuss it as soon as possible, out of ear shot of the children, if a resolution cannot be found member of staff should phone the Play Lead Coordinator for a decision. At the end of the day a feedback form must be completed by the team and should include what went well, what didn’t any incidents and accidents.

A register is taken as young people enter the building and new members have to complete a contact sheet with details of any allergies, medication, their parent or carer and an emergency contact number. Young people are not allowed to leave the building on their own unless they have a note from their parents saying they can walk home alone (depending on their age). No one is allowed in the building when a session is on unless they are providing an activity, in which case they will have been DBS checked or if an emergency workman they will be accompanied by a member of staff at all times.

**Registration:** We try to deliver all of our play schemes as if they were registered with OFSTED. The maximum number of children permitted to attend the play scheme on any one occasion in Wharton Libruary is 24 and 32 at New Images; this must not be exceeded as this breaches our insurance policy. All children who attend must be registered. Their parents or carers must have signed a general consent and registration form, giving their child permission to attend, including relevant medical and allergy information and most importantly emergency contact information if the child should feel unwell or have an accident. Also who will be picking them up at the end of the sessions and they must sign to say that their child can walk home alone.

This form must be brought by the child on the first occasion they attend the play scheme. A copy of the form must be kept and taken on any excursion the child takes part in. At each session a register must be taken recording every child who attends the play scheme. A separate consent form will be needed for risky activities such as canoeing, which takes place at the Marina.

**Insurance:** The certificate of insurance is displayed at each venue. The Play Scheme are insured for children between the ages of 8 and 12. No responsibility can be accepted for children below the age of 8, parents will be made aware of this in the initial letter, but if a child under 8 is brought to the session by a brother or sister, you will need to telephone the parents or carer to come and get the child.

**First Aid:** It is important to make sure all leaders know where the first aid kit is, and a trained First Aider will be at the end of a phone to give advice if necessary. If an accident occurs you must complete an accident form, inform the Play Scheme Coordinator and inform the parent or carer when the child is picked up.

[**Fire**](file:///C:\Users\User\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\79J2EWET\fire)[**Regulations**](file:///C:\regulations)**:** Find out what the fire regulations for your venue are, where the fire exits are located and where the assembly area is. It is important to ensure that the children and young people become familiar with the procedure and have regular fire drills.

**Safety:** It is vitally important that you check the venue of your sessions and the surrounding area to ensure that the children will be safe. Please test equipment before it is used and make sure that the children understand how to use the equipment safety and for the right purpose. Dangerous activities such as cooking or canoeing will be supervised by at least one adult at all times. Outdoor play should be supervised at all times.

**Code of Conduct for Play Scheme:**

**Parents/carers:** Communicate well, be honest, be approachable and friendly, be understanding and caring and supportive and give information.

**Staff at the play scheme:** Work together as a team don’t be afraid to ask, listen to each other and support each other, be open and honest, no alcohol, illegal drugs should be brought on to the premises. Smoking at lunchtime is permitted in the designated area. Mobile phones will be kept in a locked cupboard while sessions are in progress.

**With Children and young people:** Be open and honest, keep personal history to a minimum, grant any reasonable request and check with a parent if they say they are allowed home on their own. Believe them when they say something has happened and try a gain more evidence, before you make a decision.

**Safety Check list**

Children need to feel safe and secure at all times on the scheme. Much of this will be achieved by having caring and sensitive play care staff, but you should also have regular health and safety procedures;

* Check all equipment daily
* Ensure the building and outside is clean and clear.
* Make sure doorways are clear and fire exits unlocked.
* Check the first aid kit and ask the coordinator to replenish it when necessary and keep it in a safe place, you will need to take the smaller kit when taking the children out on trips.
* Risk assess any new activities
* Always ensure that someone has access to a phone with useful numbers by it.
* Record every accident
* Always make sure that someone is trained to administer first aid.
* Keep wash basins and toilets clean and there is toilet paper available
* If children are taking medication keep it safe and locked away. Make sure it is labelled and you are clear about how much should be given and how often.
* Children with asthma should keep their inhalers with them.
* Make sure parents contact and emergency numbers are up to date
* Ensure drinks are available throughout the day
* Build in rest brake or quiet activities, judge their mood
* Discuss the days plan with the children
* so they know what to expect.

**Play Leader/ Assistant leader Job profile**

**Title & Role**

Play Scheme leaders will run the programme for each day, making changes where needed and giving extra support to those with a disabilities or learning difficultly. To work at a team to deliver the daily programme and feedback after each afternoon session.

**Requirements**

* Be able to work with and support 8 to 12 year old children seem of whom will have a learning difficulty or a disability.
* To ensure that the sessions are delivered in a safety and healthy environment
* To encourage the children to take part in activities, but also to respect their freedom of choice.
* To encourage and support the children to develop friendships with other children.
* To attend induction training, any other training that has been identified and relevant polices prior to the commencement of the scheme.
* To be available for planning and evaluation of the scheme.

**Qualities Required**

* Honest and reliable
* To have energy, enthusiasm and patience
* Friendly, and be able to build rapport quickly with others.
* Enjoys being with children
* An open mind, accepting other peoples different lifestyles, abilities, opinions and beliefs.
* The ability to take direction and work as part of a team for the smooth running of the scheme and to ensure the children have fun.

Reliability is very important and once you have committed yourself to specific dates , if you are unable to attend for any reason you must let the Coordinator know as soon as possible on 07766704136.

**Safeguarding**

**What is Safeguarding?**

As an employee of any organisation you have a duty to safeguard and promote the welfare of children. Where there are concerns about the welfare of a child, the duty of care to that child will always take precedence over any obligation to the alleged perpetrator or other individual. Further information about your specific roles and responsibilities in this area, based upon national guidance, can be found on page 11.

Definition: The Children Acts 1989, 2004 and 2010 define a ‘child’ as anyone who has not yet reached their 18th birthday. Therefore safeguarding and promoting the welfare of children means ‘children’ and ‘young people’.

We use the definition of safeguarding found in ‘Working Together to Safeguard

Children (2015)’ legislation. Working Together defines safeguarding as:

• protecting children from maltreatment;

• preventing impairment of children’s health or development;

• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and

• taking action to enable all children to have the best life chances.

**Significant harm:** The Children Act 1989 introduced the concept of significant harm which gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm, without the need for consent.

‘Harm’ means ill-treatment or the impairment of health or development, including impairment suffered from seeing or hearing the ill-treatment of another. Therefore, significant harm could occur where there is a single event, such as a violent assault. More often, significant harm is identified when there have been a number of events which have compromised the child’s physical and psychological wellbeing; for example, a child whose health and development suffers through neglect or reoccurring incidents of domestic abuse.

Detailed assessments are undertaken by the Local Authority to decide whether a child is suffering, or is likely to suffer, significant harm.

**Child abuse:** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults or another child or children.

Working Together 2015 highlights four areas of abuse: Physical abuse, Emotional abuse, Sexual abuse and Neglect.

**Physical abuse** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. This is known as Fabricated or Induced Illness.

**Emotional abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.

• Calling the child names .e.g. worthless, inadequate or stupid;

• Deliberately silencing them or ‘making fun’ of what they say or how they communicate.

• giving them too much reasonability for their age

• seeing or hearing the ill-treatment of another (including domestic abuse)

• serious bullying, causing the child frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Sexual abuse may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** - is the **persistent** failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

• provide adequate food, clothing and shelter (including exclusion from home or abandonment)

• protect a child from physical and emotional harm or danger

• ensure adequate supervision (including the use of inadequate care-givers) or

• ensure access to appropriate medical care or treatment

If you have safeguarding concerns about a child, advice should be sought from your Line Manager or operational Safeguarding Lead / Designated Lead.

**Domestic abuse**

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality (Cross Government definition 2013). Controlling behaviour refers to a range of acts designed to make a person subordinate and/or dependent for example by isolating them from sources of support, or depriving them of the means needed for independence. Coercive behaviour refers to an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten the victim. Domestic Abuse can occur across the whole of society regardless of race, ethnicity, religion, social class, age, income or where a person lives. This revised definition also acknowledges the increasing incidents identified between young people in their personal relationships, both with partners and parents/carers.

All staff who work with children and families should be:

• alert to the relationship between domestic abuse and the abuse and neglect of children

• aware that experiencing domestic abuse (directly or indirectly) constitutes harm to a child and young person.

**Mental illness of parent or carer**

If a parent or carer has a mental illness, it is important not to make assumptions or

generalise that this will impact on the child. However, assessment is important as there may be times when due to the effects of the illness on the parent or carer’s behaviour or the effects of medication, there is a possibility that some children may be adversely affected or be at risk of harm. In a small number of cases, children may even be at risk of very serious harm or death.

**Drug or alcohol misuse of parent or carer**

If a parent or carer misuses drugs or alcohol, this may impact on their capacity to look after children in their care. It is important not to generalise or make assumptions in this respect. However, some substances may induce behaviour that increases the risk of harm or neglect to the child. The child’s safety may also be compromised in other ways. There is evidence that substance and or alcohol misuse in pregnancy can have a serious effect on the development of the unborn child.

**Learning disability of parent or carer**

If a parent or carer has a learning disability, assumptions should not be made about their capacity to parent effectively. Specialist assessment is recommended and Adult Learning Disability Services should provide valuable input in to assessments relating to any child affected by this issue. Children may be particularly vulnerable where both parents/carers have a learning disability, as the parents may need support to develop their understanding, resources, skills and experience to meet the needs of their children. Also, there is recognition of an increased risk of sexual abuse by men who target mothers with learning disabilities.

**As a paid employee or volunteer you have a responsibility to safeguard and promote the welfare of children.** This includes:

• Being alert to the indicators of child abuse and neglect

• Being aware of and following local policies and procedures if you have a safeguarding concern

• Seeking advice from the Safeguarding Lead or Line Manager Susan Puffett, Play Lead Coordinator, New Images, 07766704136. Any conerns or discloses must be reported to one of the designated people below;

First Designated Person Second Designated Person

Name Bob Barton Kath Clarke

Role Trustee/Acting Coordinator Support Youth Worker

Base New Images New Images

Tel 01606 593724/552262 01606 593724

Mobile 07981955388 0779511445

E mail : [bbarton.wyf@gmail.com](mailto:bbarton.wyf@gmail.com) [admin@winsfordyouthforum.com](mailto:admin@winsfordyouthforum.com)

**CONTACT DETAILS FOR HELP & ADVICE**

It is your responsibility to ensure that you know who to contact if you have a safeguarding concern. Your Line Manager should discuss this with you as part of your induction.