

Foreword

Consultation carried out on the council's play strategy highlighted a need to develop a guide for anyone setting up and running play and leisure activities for children and young people up to the age of 18. Please note this is not intended to cover formal childcare settings.

The aim of this toolkit is to offer a useful resource for managers, staff and volunteers running activities for children and young people – either by drawing on local experience, or by referral to other, expert sources of information.

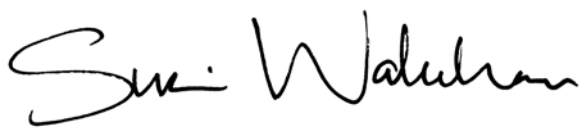
The content of the toolkit has been developed in consultation with people working in this field – many thanks to everyone for your contributions.

What do you think?

We are always learning – so your comments are always welcome!

Please e-mail alison.small@canterbury.gov.uk if you have anything to add, change or comment on.

Best wishes

A handwritten signature in black ink that reads "Suzi Wakeham". The signature is written in a cursive, flowing style.

Suzi Wakeham
Assistant Head of Housing and Community Development

Play provider toolkit contents

1	Introduction	3
1.1	Definition of play	3
1.2	The importance of play	3
2	How to set up new play activity – an overview	4
3	Deciding what your project will look like	6
3.1	Initial consultation	6
3.2	What other activity?	6
3.3	Age groups	6
3.4	Which venue?	7
4	Resources	9
4.1	Calculating your costs	9
4.2	Sources of funding	9
4.3	Staff	9
4.4	Volunteers	13
5	Policies and procedures	14
5.1	General session procedures	14
5.2	Safeguarding and promoting the welfare of children	14
5.3	Equalities	15
5.4	Health and safety	15
5.5	Photography	15
5.6	Special needs	16
5.7	Behaviour	16
6	Managing risk	17
7	Activities and equipment	18
8	Marketing	20
9	Involving parents	21
10	Useful contacts	22
11	Appendices	23

1. Introduction

1.1 A definition of play

For the purposes of the play strategy and this toolkit, play is defined as free-time activity undertaken by children and young people up to the age of 18. This guide focuses on 'organised' or 'adult-led' play – supervised play activities, such as play schemes, children's clubs and youth clubs.

1.2 The importance of play

Play is a critical tool in the development of children's social, emotional, physical and behavioural skills through which they come to learn about themselves and the world around them.

'In modern society, play is often seen as one of the defining features of childhood... children's removal from the labour market was partly based on a presumed right to 'play' (and learn) rather than do paid work... experts have come to see play as a major component of education... facilities have often emphasised children's need for play and stimulation if they are to develop optimally.'

From Children and Society – Hill & Tisdall 1997

Health benefits include the development of motor skills and co-ordination. Active play has a positive impact on a child's physical health and tackles obesity. Exploring through play allows children to identify and stretch their strengths and limitations. Quiet play provides relaxation, which has a positive impact on physical and mental health.

Social and emotional benefits include opportunities to engage in and develop social interaction and integration –

constructing social networks and promoting social inclusion. It allows children to identify and understand their own and others' personalities through role play and promote self esteem and independence. Play can also provoke conflict and unhappiness, helping the child to develop coping mechanisms.

Educational benefits include stimulating the capacity to learn, problem solving and promoting creativity – through putting control of the learning in the child's hands and allowing them to learn at their own pace.

2. How to set up new play activity – an overview

There are a number of key areas you need to cover if you are setting up a new play activity, including:

- Identify a clear need for the activity through consultation with children/young people/families. There's no point in putting lots of work into setting up a new project if no one is interested in using it.
- Use the consultation to tell you how the activity should be delivered – such as the most popular venue, time and day of the week.
- It is best practice to work to the government's national standards for childcare and childminding for under eights. The standards are set to follow if an organisation is Ofsted registered. There are 14 standards with supporting criteria, these can be found on **www.surestart.gov.uk/publications/?Document=153**
- Work out which age group you want to cater for. Don't try to cover too wide an age group, unless you're happy offering a really wide choice of activity.
- Check to see what other activity is already available. If you can, don't compete with what's already out there, offer complementary activity.
- Work out the number of children/young people you can have at the venue – and the number of staff you need to supervise them.
- Check whether you need to formally register your activity with Ofsted.
- Check that you meet the requirements in Section 11 of the Children Act 2004 for 'safeguarding and promoting the welfare of children'.
- Work out your costs – including staffing, venue hire, training, resources, equipment, insurance, CRB checks and management.
- Identify one or more funding sources to meet your costs.
- Recruit staff/volunteers – following safe recruitment procedures to make sure they are suitable to work with children and young people.
- Identify the training the staff/volunteers will need.
- Decide on, and prepare, a programme of activity – or decide to not have structured activity, just lots of equipment for children and young people to play with.
- Decide what policies and procedures you'll need and write them/use other good ones – for example safeguarding, health and safety, handling behaviour, equalities.
- Work out what information you'll need to monitor about who's using your project. Most funding bodies will need you to report this information to them on a regular basis.
- Identify the risks and what you're going to do about them – including physical risks associated with the building and the activities, risks associated with safeguarding children/child protection, and risks associated with the project not working.
- Advertise your new activity – and hold a launch event to celebrate!

This toolkit will help guide you through this process – but don't go it alone... the council's Community Development team can offer advice and support on setting up new projects and put you in touch with other people who have set up successful ones, so you can learn from their valuable experience. Please contact us on **862 519** for more information.

Kent Children's Information Service can also provide help with setting up new provision, accessing funding and so on. Contact them on **08000 323 230**.

3. Deciding what your project will look like

3.1 Doing the initial consultation

Done right, the initial consultation exercise will give you vital information about how to run your play activity – or even tell you whether you should run it at all!

The principle is very similar to market research carried out by businesses – setting up without it leaves the success of your project completely to chance.

Consultation can be carried out in a number of ways – probably the most effective is finding your target audience and asking them questions face-to-face, completing a questionnaire as you go. See Appendix 1 for an example questionnaire.

Key information you need to get from the consultation:

- Basic details about who you've asked – age, gender, ethnic origin
- Who is likely to use your project
- Where they're most likely to go to use it – how far, what venue etc
- What days and times would be the best
- What activities they'd like to do
- What might stop them being able to access your activity (such as additional needs or cost)

3.2 What other activity is there?

Identifying what other activity is running in the area will also help establish whether your project is needed.

The biggest challenge is finding information about other activities – as many are run by small independent organisations. Sources that may help you find this information include:

- Canterbury City Council's children and youth website **www.notbored.net**
- Kent County Council's list of affiliated projects, contact **andrew.pendleberry@kent.gov.uk**
- KCC website **www.kent.gov.uk/education-and-learning/youth-services/youth-and-communities/**
- Parish council newsletters
- Local venues – community centres etc
- Community portal **www.e-canterbury.co.uk**
- raring to go publication, contact **www.raring2go.co.uk**
- Kent Children's Information Service can also provide help with setting up new provision, accessing funding and so on. Contact them on **08000 323 230**

3.3 Which age group?

The activities, staffing levels, choice of venue, legal requirements, policies and procedures all vary depending on the age group you plan to run activities for.

■ Ofsted-registered activity

Under eights – all activities for under eights that lasts for two hours or more in any one day must be registered with Ofsted, unless the parents stay with the children.

If you need to register with Ofsted, you will be required to meet a number of regulations in terms of the size and facilities at the venue, the quality of the activity, recruitment and training, policies and procedures, and so on.

More information can be found at www.surestart.gov.uk/publications/?Document=153

■ Non-registered activity

If you are running activities for less than two hours, or for older age groups, it is best practice to follow the Ofsted regulations anyway – as these help ensure that you are providing the best service for the children and young people. Much of the guidance in this toolkit is based on this best practice.

Suggested staffing ratios for non-registered activity, as published in the national standards for childcare and childminding for under eights.

www.surestart.gov.uk/publications/?Document=153

Age of children	Minimum number of staff : number of children
Under 2	1:3
Children aged 2+	1:4
Children aged 3 to 7	1:8

Children of staff and volunteers should be included in these ratios. Any care provided for children aged between eight and 14 is not allowed to adversely affect the care provided for under eights.

Please note – these are minimum staffing levels and do not take into account activities with children and young people who have additional needs (disabilities, learning difficulties or behaviour problems) – where additional staff will be needed.

Groups of children over the age of two should be of a maximum of 26 children. Groups of children under the age of two should be no bigger than 12.

If working with babies, please check the extra standards to meet at www.surestart.gov.uk/publications/?Document=153

3.4 Which venue?

Key considerations when choosing a venue:

- Is the venue welcoming and friendly to children and parents?
- Are the premises clean and well maintained?
- Will your user group be able to find it?
- Is it near public transport if they need to travel to it?
- Does it meet the Disability Discrimination Act 2005 requirements? For more information contact www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001068
- Is it accessible for prams?
- Has it had a recent fire check? Are fire exits clearly marked and not obstructed?
- Are there adequate toilets? Please see national standards for childcare and childminding for under eights. www.surestart.gov.uk/publications/?Document=153
- Can you control who comes into the building when your session is running? Do you have sole use of premises?

- Is the lighting suitable – both inside and outside, as children, young people and staff might be leaving in the dark?
- Is there sufficient ventilation and heating?
- Do you have access to a telephone?
- Is there sufficient space outside for emergency access (fire engine or ambulance)?
- Is there adequate storage?
- Is there an area you are able to talk to parents confidentially?
- Is there a kitchen? If so, does it meet all environmental health and food safety? (Children should not have access to the kitchen unless for a supervised activity.)
- Is there an area for children to relax and play quietly?
- Is there adequate play area to give scope for free movement and well spread out activities?
- Is there an outside play area, if so is it safe, secure and well maintained?

Floor space – the minimum requirements stated in the government’s national standards are:

Age	Square metres
Under 2 years	3.5
2 years	2.5
3 to 7 years	2.3

4. Resources

4.1 Calculating your costs

Accurately working out your costs early on will tell you how feasible your project is, and will enable you to bid for funding.

Typical cost headings include:

- Staff salaries and wages
- Salary oncosts (tax and NI contributions)
- Management costs
- Volunteer expenses
- Recruitment costs
- Equipment
- Travel
- Advertising
- Stationery
- Venue hire
- Insurance
- Training
- Heat, light and power

See Appendix 2 for a blank budget sheet.

Note: When working out staff costs, remember to include additional time such as attending training, preparing sessions and team meetings.

If you need help working out costs for your activity, please contact Community Development on **862 519** or e-mail annabelle.bolton@canterbury.gov.uk

4.2 Sources of funding

Kent County Council produce a regular newsletter 'Inside Track', with up to date funding information.

To subscribe for free, contact:

Martyn Riley
KCC External Funding Officer
Tel: **01622 694 384** or e-mail martyn.riley@kent.gov.uk

Kent Children's Information Service offer setting up advice and funding information.

Tel: **08000 323 230**

For advice and support on all aspects of fundraising, including sustainability, please contact:

Annabelle Bolton
Community Development
Canterbury City Council
Tel: **01227 862 519** or e-mail annabelle.bolton@canterbury.gov.uk

4.3 Staff

Getting the right staff is essential to the success of your play activity. Good recruitment relies on a clear understanding of the role they will play and the skills they will need – as well as a robust and fair process for choosing your staff. Equalities legislation means that you need to be able to demonstrate that you have been fair in your recruitment processes.

a) Suitable person

It is important that any adult supervising children needs to be suitable to do so.

- All staff or volunteers working with children have to have a CRB check under schedule 9a of the Children Act 1989. See section 5.2 page 14.
- If Ofsted registered, a manager should have at least a level three qualification appropriate to the post. Please see national standards for childcare and childminding for under eights. www.surestart.gov.uk/publications/?Document=153

- A manager should have experience of working with children.
- All staff and volunteers should be suitable both mentally and physically to care for children.
- All staff and volunteers should have appropriate skills and experience to do their job.
- If caring for babies then staff need to be competent in doing so and 50% of their training should be in this specific area.

b) Job description

This describes the role the member of staff will have. Be as clear as you can about what this will involve, particularly about any responsibilities – such as supervising other staff or volunteers, carrying out monitoring, working within a budget, and ensuring the safety and wellbeing of the children and young people.

The job description should include:

- Job title
- Salary
- Number of hours worked per week or per month
- Who they report to
- Who they're responsible for
- Job purpose – a short description of the role
- Duties – a list of their usual activities. It's useful to add 'any other reasonable duties appropriate to the salary and role' or similar as a catch-all too!
- A statement of their responsibility for safeguarding and promoting the welfare of children, for example: Canterbury City Council is committed to

safeguarding and promoting the welfare of children and young people and expects its staff and volunteers to share this commitment.

c) Person specification

A person specification sets out the skills and experience the ideal candidate for the job would have. It is probably the most useful recruitment tool, as it allows you to check candidates' skills and experience against the ideal.

The criteria in the person specification can usefully be split into distinct areas, such as:

- Experience
- Knowledge
- Qualifications
- Communication
- Working with others
- Management
- Attitude

Please note that age discrimination legislation means that you need to be careful about asking for specific periods of experience (for example two years' experience working with children...), as this could prove discriminatory. It's probably best to just ask for experience and not be specific about the length of time.

d) Advertising the vacancy

The vacancy should be advertised as widely as possible to help you attract lots of applicants. The advert should include:

- Job title
- A short description of the role
- Salary
- Closing date for application
- Interview date

- Contact details for submitting the application, and for getting more information
- Any checks the post is subject to – such as satisfactory references and Criminal Record Bureau
- A safeguarding statement (example: Canterbury City Council is committed to safeguarding and promoting the welfare of children and young people and expects its staff and volunteers to share this commitment).

Ideas for where to advertise:

- Local papers
- Websites
- Jobcentre
- Children's centres
- Community centres
- kmfm: e-mail job description and other details to **scork@kmfm.co.uk**
- Universities and colleges (UKC and Canterbury Christ Church University have 'job shops'. Contact them at: **www.kentunionjobshop.co.uk** and **www.canterbury.ac.uk/support/careers-and-student-development/jobshop/**)
- Specialist journals (such as Children and Young People Now)
- Send out to other organisations

e) **Application form**

The application form should include:

- Applicant's name, address and contact telephone numbers
- Previous schools and colleges attended
- Previous employment
- Qualifications
- National Insurance number
- Space for them to say why they are applying for the post –

asking them to demonstrate how they meet the skills and experience set out in the person specification

- Declaration of any family or close relationship with anybody in your organisation
- Statement explaining candidate will be subject to an enhanced CRB check
- Space for them to add referee contact details – stating that one should be from previous experience of working with children and young people

You also need to decide who's involved in the shortlisting and interviewing process. It's good practice to have at least two people on the interview panel, and for both of these to have been involved in the shortlisting process. Ideally, children and young people themselves should be involved in the shortlisting and interview – given appropriate support so that they are able to play a meaningful role in this.

f) **Shortlisting**

When all your applications have come in, you need to shortlist – reducing the numbers to approximately six applications per vacant post, as this works about right for one day's interviewing – although this is up to you.

When shortlisting you need to look at each application in detail, note any gaps in employment or discrepancies in the application (to explore at interview) and score the applicant against the person specification.

The highest scoring applications are then invited to interview.

g) **Interviewing checklist**

- Inform the candidate in writing of the date, time and venue of the interview
- Agree a set of questions that all candidates will be asked – based on the skills and experience set out in the person specification. Allocate each question a score – depending on how important that skill is to the role
- Put the questions into a table, with space for the interviewers to make notes and give each answer their score
- Make sure the room is as pleasant as possible, and is quiet and private
- Arrange the seating in a welcoming way – preferably in the round, rather than a single seat in front of a panel. Try not to have tables in the way
- Provide water for the candidates and interviewers

You might want to consider using a 'test' to add to the interview – this can be anything you think is appropriate to the job you're advertising. It can be useful to ask candidates for jobs in children and youth work to do something active in a group setting – as this mirrors what you'll need them to do in the real world.

Whatever you choose, you need to be able to use it to distinguish between candidates – so attach it a score, or give some sort of feedback.

For more information on interview questions please contact Alison Small on **01227 862 520** or e-mail **alison.small@canterbury.gov.uk**

h) **Contract of employment**

A contract of employment is an agreement between an employer and an employee. Your rights and duties, and those of your employer, are called the 'terms' of the contract.

The contract doesn't have to be in writing, but the employee is entitled to a written statement of the main terms within two months of starting work.

The contract is made as soon as the employee accepts a job offer, and both sides are then bound by its terms until it's properly ended (usually by giving notice) or until the terms are changed (usually by mutual agreement).

To be included in the contract :

- Pay
- Hours
- Holiday entitlement
- Sick pay arrangements
- Notice period
- Information about disciplinary and grievance procedures

Information taken from **www.direct.gov.uk**

It's a good idea for the contract to include a probationary period, to give you an agreed period to be able to review whether the candidate really is suitable for the position, and for them to review whether they do really want this role. It is normal for the notice period to be reduced to a week for this period.

i) **Induction**

The new member of staff needs a clear induction process, so they are able to gather all the important information they need to do the job effectively.

The content of the induction varies from post to post, but should include:

- an opportunity to shadow other people doing the role (or a similar role) before they take on the responsibility of doing it themselves
- an opportunity to meet other people working in the field
- essential training and familiarisation with policies and procedures

Probably the most important training to cover in the first week of induction is:

- Safeguarding procedures – including responding to concerns, allegations of abuse and sharing information with other agencies
- Health and safety
- Policies and procedures

A record of all training undertaken by staff and volunteers should be kept on the premises – stating who delivered the training, who attended and when it needs to be updated.

4.4 Volunteers

Although it is tempting to just say yes to someone's offer of help, when working with children and young people it is essential that volunteers are subject to the same recruitment processes, checks and training as paid staff.

For more detailed information and advice on recruiting and retaining volunteers, please refer to our 'Volunteers Toolkit' – available from www.notbored.net or by contacting Annabelle Bolton on **01227 862 519** or e-mail annabelle.bolton@canterbury.gov.uk

You will need to have a set of policies and procedures that tell staff, volunteers and the general public how you operate.

Key policies include:

- Safeguarding and promoting the welfare of children
- Equalities and diversity
- Health and safety
- Recruitment and training
- Behaviour/exclusions (children and young people)
- Code of conduct (staff and volunteers)

Procedures might include:

- How you allocate places to children and young people who want to register with your project
- How you record monitoring information
- Record keeping and information sharing
- Session procedures

Some of these are explored in more detail overleaf.

It's often useful to have a look at other people's policies and procedures and adapt them to suit your project. For more advice on policies and procedures, please contact Community Development on **01227 862 519** or e-mail annabelle.bolton@canterbury.gov.uk

5. Policies and procedures

5.1 Session procedures

There are a number of issues you need to include in session procedures.

- Registration forms – need to be completed for all children and young people, with key information including address, emergency contact number, allergies, special needs and who is collecting them from your session. Decide what you'll do if a child or young person turns up without being registered – will you turn them away or let them stay? If the latter, it's a good idea to ring the parent and send a form home with them for next time. See appendix 3.
- Register of attendance – should be completed at the start of each session so you know who is in the building (in case of fire).
- Signing out procedures – you need clear arrangements in place for children and young people signing out when they leave a session. Decide the youngest age you will allow a child to leave unaccompanied – and include this permission on the registration form.
- Risk assessments – need to be completed when entering a building to check that all exits and areas are safe and there is room for emergency services to get to the building. There needs to be an assessment of whether the space is suitable for the planned activities.

See appendix 4 for an example risk assessment.

5.2 Safeguarding and promoting the welfare of children

Section 11 of the Children Act 2004 brings in new duties for service providers working with children and young people up to the age of 18.

'Safeguarding and promoting the welfare of children' is defined 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
- Undertaking that role so children have optimum life chances and to enter adulthood successfully

All agencies working with children and young people up to the age of 18 need to:

1. have a management commitment to the importance of safeguarding and promoting the welfare of children
2. have a clear statement of the organisation's responsibilities towards children available to all staff
3. be clear about who is accountable for safeguarding
4. make sure that service development takes account of the needs of children and is informed by the views of children and young people where appropriate
5. provide opportunities for staff to attend appropriate training and guidance

6. follow rigorous recruitment procedures, with additional checks to ensure that appropriate staff are recruited
7. have clear procedures for responding to allegations about staff
8. have arrangements in place with other agencies to safeguard children
9. be part of information sharing arrangements as appropriate

For more information please visit www.everychildmatters.gov.uk www.safeguardingchildren.org.uk Kent Safeguarding Children Board on www.kscb.org.uk or contact Alison Small, Children and Youth Manager, Canterbury City Council on **01227 862 520** or e-mail alison.small@canterbury.gov.uk

5.3 Equalities

It is important your project and staff actively promote equal opportunities and anti-discriminatory practice for all children. A policy needs to be in place and reviewed regularly to ensure it meets current legislation. All staff need to be trained on the policy.

For examples of equalities policies, please contact community development on **01227 862 519** or e-mail annabelle.bolton@canterbury.gov.uk

5.4 Health and safety

You need to:

- ensure there is a fully equipped first aid kit in each session and at least one member of staff with a current first aid certificate
- ensure that staff have access to a telephone and emergency contact details

- ensure all premises and equipment are clean
- ensure staff are aware of good hygiene practice, and are kept up to date with procedures and encourage children to learn about personal hygiene
- if an animal is allowed into a session, ensure they are safe to be near children and do not pose a risk
- if sandpits are used, ensure they are protected from contamination and the sand is kept clean
- ensure staff handling food have appropriate training
- ensure there are clear procedures for giving out medication (See national standards www.surestart.gov.uk/publications/?Document=153) and there is written parental permission for this
- ensure there is an accident book, and that all accidents are recorded and signed by the parent
- ensure there are procedures for dealing with sick children and excluding those who are infectious
- ensure no smoking policies are adhered to

See also Managing risk overleaf.

5.5 Photography

If you want to take photos of children and young people attending your activities, you need to get consent from their parents and keep this on file. The consent form needs to include:

- Name
- Address
- Age

- Date the photo(s) was (were) taken
- How long the photo will be kept (best practice is no longer than six months)
- What the photo will be used for (such as local press, advertising, leaflets, website). See Appendix 4.

Do not allow anyone other than authorised staff to take photos of children at your session, unless you have agreed with parents in advance – for example if the local press are covering a session. Make sure that all staff know to challenge anyone with a camera – and ask for identification if the press do want to take photos.

5.6 Disabilities and additional needs

Some children who want to access your sessions may have a disability or additional needs. It is obviously important that you are aware of this, so you can take steps to meet the individual child's needs appropriately.

The initial information should be captured on the registration form. However, it's really useful to speak to the parent or carer direct so you can establish how best to welcome and accommodate that child.

You should:

- ensure that activities are accessible to all, and adaptable for individuals
- have written statement, which is consistent with current legislation
- ensure that your advertising clearly states that the activities are open to all children, including those with disabilities or additional needs
- ensure your staffing arrangements meet the needs of individual children

- ensure the venue is suitable for children with disabilities/special needs
- ensure privacy is provided if intimate care is required

5.7 Behaviour

You also need to ensure you are able to manage children and young people's behaviour in a way that positively promotes their welfare and development. This will include:

- having a written statement on behaviour management, including bullying. This needs to list the methods your organisation will use to manage the behaviour
- staff and volunteers need to fully understand their role in managing behaviour, and the need for consistency in their approach
- parents and children need to understand what is acceptable behaviour on a session
- sessions should promote an environment that fosters good behaviour
- physical punishments, or the threat of them, should not be used under any circumstances
- staff and volunteers should not use any form of physical intervention unless it is absolutely necessary – to prevent personal injury to that child, another child, staff or property. If necessary, physical intervention must be supervised and be of the absolute minimum necessary
- all incidents must be recorded and the parents informed as soon as possible

6. Managing risk

For play to be stimulating, engaging and of benefit to children, there needs to be an element of risk associated with it. Children's capacity to develop is severely restricted if all risk is removed, as no risk means no challenges.

However, as adults, there is a responsibility to ensure that children do not come to harm – so it is important to consider risk in two categories:

'Acceptable risk' – that which allows children to stretch their capabilities, make judgements and gain in self-confidence. Through this type of challenge, children learn how to assess risk, which develops their ability to form sound judgements.

'Unacceptable risk' – includes ensuring that the physical environment is free from unacceptable risk (such as broken glass, dangerous equipment, trip hazards) but, importantly extends beyond this to include risks of abuse and so on.

When managing play activity, it is vital that all unacceptable risks are identified and removed. The most appropriate way to do this is to:

- complete a risk assessment when you design your project
- add detail to this about your venue when you first choose it
- complete a follow up assessment on the venue at the start of each session to check nothing has changed
- complete a new risk assessment every time you introduce a new activity

See appendix 9 for an example of a risk assessment.

Extra safety precautions to be taken into account include the following:

- Do gas, electrical and other fittings conform to safety requirements?
- Are there security procedures in place to ensure no unsupervised access for visitors?
- Are children supervised at all times, and are there clear procedures in place if a child is lost or not collected?
- Is there any water such as ponds and drains, that pose a risk for children? These need to be made safe or access to them restricted.
- Are all water activities closely supervised?
- Are there are clear procedures on what to do in an event of a fire?

7. Activities and equipment

Equipment

You need to make sure that the equipment you use:

- is fit for purpose, and age appropriate to the users
- provides stimulating activities and play opportunities for children in all areas of play, learning and development
- is in good repair and conforms to BS EN safety standards or the Toy (Safety) Regulations 1995 where applicable
- regularly maintained so there are no loose wires or rough edges

Keep an inventory of all equipment you buy, and do regular checks to make sure it's clean, in good repair and suitable for use.

Activities

There are many books, websites and resources that will give you ideas for activities. A few of these include:

- Canterbury City Council's children and youth website – **www.notbored.net**
- **www.kidscraftbox.co.uk**
- **www.enchanted.learning.com**
- WEDG (World Education Development Group), Broad Street, Canterbury
01227 766 552
- Great Big Book of Children's Games by Debra Wise
- The Complete Book of Children's Activities by Melanie Rice

- The Idea Book: Children's Activities for School, Church and Home by Rosemary Wesley Hines

Trips

You may also want to consider running day trips or excursions. These require careful planning – some key things to consider include:

- staffing ratios – higher staffing levels might be needed, or you may want parents to attend to help with supervision (don't forget they are classed as volunteers and need to meet safeguarding requirements)
- visiting the location before the trip to carry out a full risk assessment
- making sure the transport you choose is safe – that minibus companies provide seatbelts and appropriate insurance and that there are sufficient adults to supervise children on public transport or walking
- developing detailed consent forms covering
 1. trip details
 2. name
 3. address
 4. medical information
 5. dietary requirements
 6. allergy information
 7. tetanus information
 8. two contact numbers
 9. doctors information
 10. signed consent
- making sure you have first aiders with you

- costs, whether you can get group discounts and what you plan to charge the children and young people

Residentials

You may also want to consider taking young people on residential trips. While these are great fun, they also require a lot of planning and commitment – as managing the risks 24 hours a day can be a real challenge for the organisers!

Kent County Council's Youth Service run regular residentials for young people, and can offer you advice. Contact **andrew.pendleberry@kent.gov.uk**

8. Marketing

To market your project effectively, you need to develop a clear message. It can be really useful to involve your (potential) service users in designing your marketing – as they will know what would appeal to them.

Then consider how you will best reach your target audience. Ideas include:

- flyers, postcards, posters, newsletters – distributed door to door, at public buildings, through schools etc
- adverts in local press or community newsletters
- free listings in newspapers
- write to local radio stations – many broadcast information about community projects for free

9. Monitoring

The monitoring information you need to collate will usually be dictated by the organisation funding your activity.

However, there is some core information that all activities for children and young people need from the outset:

- Name
- Address
- Telephone number of emergency contact (preferably two given)
- Date of birth
- Ethnic origin
- School
- Gender
- Additional needs or disability
- Allergies
- Medication
- Doctor's details

It is then good practice to keep a record of attendance at each session you run, linked back to this key information about each child.

10. Working with parents

The person who knows the child or young person the best is usually their parent or carer. It is important to work in partnership together with them to get the best outcomes for a young person.

It is best practice to:

- give parents information about your activity
- share your expectations from what you expect from parents
- provide details of policies and procedures
- provide a written complaints procedure
- provide information on activities
- develop a system where staff and parents can exchange information
- ensure staff know to maintain privacy and confidentiality
- ensure parents are able to have access to all their children's records
- ensure children are only sent home with named parent on their consent form.
- if a child is identified as a child in need (Section 17 of the Children Act 1989) the registered person, usually with the parent's permission, gives appropriate information to referring agencies – see section 5.2 page 14

Bear in mind that parents or carers can also be a useful source of volunteers.

Useful contacts

Home Start Canterbury and Coastal

Offers friendship, support and practical help to parents with young children.

40 St George's Place

Canterbury

CT1 1UT

Tel: **01227 472 050**

Fax: **01227 472 197**

Email: **office@homestartcanterbury.org**

Connexions

Offers advice and support for 13 to 19 year old young people.

40a/41 Dover Street

Canterbury

CT1 3HQ

01227 479 150

Sure Start

Offers outreach services offering support for parents, children and communities.

Riverside Children's Centre

Kingsmead Road

Canterbury

CT2 7PH

Tel: **01227 475 550**

Music For Change

Promotes awareness and understanding for cultural diversity through music and performing arts.

19b Roper Close

Canterbury

CT2 7EP

www.musicforchange.org

Kent Youth

KCC Youth and Community

Offers young people aged 12 to 25 range of social activities, support and advice.

Youth Service

3rd Floor Invicta House

County Hall

Maidstone

ME14 1XX

Tel: **01622 694 209**

Canterbury and Swale Youth Offending Team

Avenue of Remembrance

Sittingbourne

ME10 4DD

01795 473 333

Children's Play Council

National Children's Bureau

8 Wakley Street

London

EC1V 7QE

Tel: **020 7843 6016**

E-mail: **cpc@ncb.org.uk**

The Mediation Service

To provide confidential free service to help people who are experiencing conflict.

4 Tower Hill

Whitstable

CT5 2BW

NSPCC

National Society for the Prevention of Cruelty to Children

3rd Floor Arnold House

36-41 Holywell Lane

London

EC2A 3EL

Tel: **020 7596 3700**

Fax: **020 7596 3737**

Baker Ross (Craft Supplies)

www.bakerross.co.uk

Tel: **0870 458 5440**

NCH, the children's charity

NCH South East

158 Crawley Road

Roffey

Horsham

RH12 4EU

Tel: **01403 225 900**

Fax: **01403 225 911**

Kent Children's Information Service

Information on local childcare, early education and other care support for children and parents.

0800 32 32 30

Parent line plus

24 hour helpline for anyone caring for a child.

www.parentlineplus.org.uk

4children

Information for anyone working in childcare setting.

www.4children.org.uk

Surestart

Information on Government support for children, parents and communities.

www.surestart.gov.uk

Early Years and Childcare Operation Unit

01622 626760

Any queries relating to Childcare

Homework and breakfast clubs

Play schemes

Play groups

Nurseries

Bookstart

A scheme offering free books to children.

www.bookstart.co.uk

SNAAP

Special Needs Advisory and Activities Project

Offers local advice and activities for families

with special needs children.

01227 367 555

Canterbury and District Early Years Project

Provides social facilities for babies, toddlers and parents.

01227 479 480

Young Carers Project

Services for young carers and their families.

Chris Jacobs

01227 743 323

Contact a family

Support for families with disabled children.

Helpline **0808 808 3555**

Gingerbread

Support for lone parents.

www.oneparentfamilies.org.uk

Appendices

Appendix 1 Questionnaire of need

Appendix 2 Budget sheet

Appendix 3 Risk assessment form

Appendix 4 511 registration form and Street Runner registration form

Appendix 5 End of session form

Appendix 1

Young People

Canterbury City Council Consultation

Name:

Address:

Number: Male () Female ()

Age: 5-8 () 9-11 () 12-13 ()

Ethnicity:

<input type="checkbox"/>	White British	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Mixed Race White Black Caribbean
<input type="checkbox"/>	White Other	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Mixed Race White and Black African
<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	Black Caribbean	<input type="checkbox"/>	Mixed Race White and Asian
<input type="checkbox"/>	Indian	<input type="checkbox"/>	Black African	<input type="checkbox"/>	Other – Please Specify

EXISTING PROVISIONS:

What activities or projects do you attend?

What's good about these projects/activities?

How could these projects/activities be improved or easier to use?

What activities or projects are there that you can't/don't use?

Why?

--

Future Activities:

What are your interests? (Indoor and Out)

With Individual

With Friends

With Family

What regular activities would you be interested in?

--

What new activities would you like to try?

--

What support/help would you like?

--

What projects/activities should be provided for you and your parents?

--

What days would you like activities to be available?

Mon		Tue		Wed		Thur		Fri		Sat		Sun	
-----	--	-----	--	-----	--	------	--	-----	--	-----	--	-----	--

What would be your preferred times?

4-6pm		6-8pm		10-12noon		2-4pm	
-------	--	-------	--	-----------	--	-------	--

Appendix 2

Budget sheet

A. Project Costs	Year					Year	Totals
	Q1	Q2	Q3	Q4	Total		
CAPITAL COSTS							
Purchase/lease of land							
Building construction							
Equipment							
Other, please specify							
Total capital costs							
REVENUE COSTS							
Salaries							
Recruitment							
Rent							
Heat/light/power							
Materials eg stationery							
Travel							
Post/phone etc							
Advertising and promotion							
Training							
Volunteer expenses							
Insurance							
Other, please specify							
Consultation event							
Final analysis							
Total revenue costs							
Total project costs							

Appendix 3

Risk assessment for 511

Location:.....

Site Access:

	Yes	No
Are entrances clear?		
Is there disabled access?		

Site Condition:

	Yes	No
Is site free from tripping hazards?		
Are permanent features in good condition, such as seats etc?		
Is there open access for general public to wander in and out?		
Are there any rough edges or sharp objects at young persons' height?		
Has gas and electricity been recently checked?		
Are electrical appliances and meters protected from young people?		
Are there any dangerous substances in reach of young people?		
Are premises adequately lit?		
Are premises adequately heated?		
Are the rooms well ventilated?		
Is there a thermometer?		
Are there adequate fire escapes?		
Is there an appropriate fire alarm?		
Is there adequate fire fighting equipment?		
Is there access for a fire engine?		
Is the building clean and tidy?		
Is there a well stocked first aid kit?		

Action Required

Signed.....

Dated.....

Appendix 4

511 registration form

Please complete in block capitals and ensure that all sections of the registration form are read and signed.

Child's name

Date of birth Age

Address

..... Postcode

Parent/guardian's name

Next of kin contact telephone numbers

Home Work Mobile

Alternative contact name and number

White	<input type="checkbox"/>	Chinese	<input type="checkbox"/>	Black Caribbean	<input type="checkbox"/>
White other	<input type="checkbox"/>	Black African	<input type="checkbox"/>	Indian	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	Other	
Mixed race –		Mixed race –		Mixed race –	
White Black African	<input type="checkbox"/>	White Black Caribbean	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>

Medical details

Doctor's name

Surgery address

Phone number

Medical conditions: **Please give details of any allergies or other medical conditions suffered by your child, for example, asthma, diabetes and allergies to plasters or nuts, etc.**

.....

Special needs: **Please give details of any special needs your child has, for example dyslexia or behavioural problems.**

.....

Please explain if there is any information you feel would be beneficial for workers to know.

.....

Date of last tetanus injection

Please state who will be picking up your child after each session.

.....

Please tick the box if you give permission for your child/ren to attend 511 sessions.



Please tick the box if you give permission for your child/ren to make their own way home after a session.

Important notes to be read before your child attends a session:

If you have completed a registration form we will assume you are aware that your child is attending the sessions. Please notify us by letter if circumstances change in any way.

Behaviour

- We expect that your child will behave responsibly. We have the right to exclude any children if their behaviour stops other children from enjoying the activity or creates an unsafe environment.
- If your child is to be asked to leave a session you will be contacted to collect your child from the session.

Personal belongings

- Play workers or Canterbury City Council cannot be responsible for any loss or damage of equipment, clothing or any other personal property on any of the events.

Refreshments

- Don't forget to make sure that your child is fed and watered – there will only be squash available on the day.

Safety

- In the interest of safety, all children must stay until the end of the session regardless of their age.
- The Children and Youth Team can only be responsible for children and young people that attend the sessions.
- Please explain to your child/ren that they need to stay till the end of each session and they are not allowed to leave early.

The Children and Youth Team is based in the Housing and Community Development Service and can be contacted at:

Canterbury City Council, Military Road, Canterbury CT1 1YW

For general enquiries contact:
Community Development Officer (Children and Youth)
Jennie Winchcombe – **01227 862 489**

Children and Youth Manager
Alison Small – **01227 862 520**

I have read and understand all the information above and that all the information I have given is correct.

Parent/guardian's signature

Printed name..... Date

For office use only Information checked by

Parent contacted by Date

Inputted on database by..... Date

Six month renewal.....

Consent form for using children's images

This section to be completed by the parent or guardian of the *child/*children.

Name of child or children:

Child 1 Child 4

Child 2 Child 5

Child 3 Child 6

Name of parent or guardian

Address of parent or guardian

.....

..... Postcode



Canterbury City Council would like to use images of your *child/*children for promotional purposes. These images may appear in our printed publications, on video, on our website or on all three. To comply with the Data Protection Act 1998, we need your permission before we take and use any images of your *child/*children. Please tick the appropriate boxes below, then sign and date the form where applicable.

** Please delete the option that does not apply.*

I give my permission to Canterbury City Council to use images of my *child/*children in:

Please put a tick in the appropriate box.

Local newspapers Yes No

Promotional publications Yes No

Website Yes No

Promotional videos Yes No

Please note that websites can be viewed throughout the world, not just in the United Kingdom where UK law applies. Please make sure you read the conditions for using images of your child/children on the back of this form.

I have read and understand the conditions of use detailed on the back of this form.

Signature: Date:



This section to be completed by council employee or council representative.

Name of staff member

Section Department.....

Location of photograph

Name of project.....

Date photograph was taken

Initial purpose of photograph

.....

I have read and understood the conditions for use

Signature.....Date.....

Conditions of use

1. This form is valid for six months from the date of signing. The consent will automatically expire after this time.
2. We will not re-use any images *after this time.
3. We will not include details or full names (which means first name and surname) of any child or adult in an image on video, on our website or in printed publications, without good reason. For example, we may include the full name of a competition prize winner if we have their consent. However, we will not include the full name of a model used in promotional literature.
4. We will not include personal postal addresses on video or on our website or in printed publications.
5. **(For photographs of school children)** If we use images of individual pupils, we will not use the name of that child in the accompanying text or photo caption without good reason. And if a pupil is named in the text, we will not use a photograph of that child to accompany the article without good reason. For example, we may include a picture and full name of a competition prize winner if we have their consent. However, we will not include a picture and full name of a model used in promotional literature.
6. **(For photographs of school children)** We may use group or class images with very general labels, such as 'a science lesson' or 'making Christmas decorations'.
7. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

**Please delete the option that does not apply.*

Street runner registration form

Please complete in block capitals and ensure that all sections of the registration form are read and signed.

Child's name

Date of birth Age

Address

..... Postcode

Parent/guardian's name

Next of kin contact telephone numbers

Home Work Mobile

Alternative contact name and number

- | | | | | | |
|---------------------|--------------------------|-----------------------|--------------------------|-----------------|--------------------------|
| White | <input type="checkbox"/> | Chinese | <input type="checkbox"/> | Black Caribbean | <input type="checkbox"/> |
| White other | <input type="checkbox"/> | Black African | <input type="checkbox"/> | Indian | <input type="checkbox"/> |
| Bangladeshi | <input type="checkbox"/> | Pakistani | <input type="checkbox"/> | Other | |
| Mixed race | | Mixed race | | Mixed race | |
| White black African | <input type="checkbox"/> | White black Caribbean | <input type="checkbox"/> | White and Asian | <input type="checkbox"/> |

Medical details

Doctor's name

Surgery address

Telephone number

Medical conditions: **Please give details of any allergies or other medical conditions suffered by your child, for example, asthma, diabetes and allergies to plasters or nuts etc.**

.....

Special needs: **Please give details of any special needs your child has, for example dyslexia or behavioural problems.**

.....

Please explain if there is any information you feel would be beneficial for workers to know.

.....

Date of last tetanus injection

Please state who will be picking up your child after each session.

.....

Please tick the box if you give permission for your child/ren to make their own way home after a session.

Please tick the box if you give permission for your child/ren to leave early from a session on their own.



Important notes to be read before your child attends a session:

If you have completed a registration form we will assume you are aware that your child is attending the sessions. Please notify us by letter if circumstances change in any way.

Behaviour

- We expect that your child will behave responsibly. We have the right to exclude any children if their behaviour stops other children from enjoying the activity or creates an unsafe environment.
- If your child is to be asked to leave a session you will be contacted to collect your child from the session.
- Young people that attend street runner sessions will be placed on a membership list; once the numbers have reached capacity then a waiting list will be formed. Rules will be set with the young people and if they are broken then they will be temporarily excluded from session. Three exclusions result in the young person being placed on the waiting list.

Personal belongings

- Play workers or Canterbury City Council cannot be responsible for any loss or damage of equipment, clothing or any other personal property on any of the events.

Safety

- In the interest of safety, once a young person has signed they will not be permitted to regain entry on that session.
- The Children and Youth Team can only be responsible for children and young people that attend the sessions.
- Please explain to your child/ren that they need to stay till the end of each session and they are not allowed to leave early.
- It is the responsibility of parents to ensure that children and young people are transported to sessions safely.

The Children and Youth Team is based in the Housing and Community Development Service and can be contacted at: Canterbury City Council, Military Road, Canterbury CT1 1YW

For general enquiries contact:

Community Development Officer (Children and Youth) – Jennie Winchcombe – 01227 862 489
Children and Youth Manager – Alison Small – 01227 862 520

I have read and understand all the information above, and that all the information I have given is correct.

Parent/guardian’s signature

Printed name Date.....

Code of conduct

As a street runner member, I agree that I will not:

- use lighters or smoke in the building or its grounds
- damage the centres or any of its property
- shout or swear at the staff

In addition, I agree that I will not break the ground rules that are to be agreed by the members.

I understand that if I break any of these rules I will be excluded from the remainder of the session and the next whole session. During this time my membership card will remain with the street runner staff.

I understand that if I am excluded from three sessions I will be barred for either six months or the length of time it takes to reach the beginning of the waiting list, whichever is longer.

Signed..... Dated.....

For office use only

Information checked by.....

Parent contacted by..... Date.....

Inputted on database by..... Date.....

Six month renewal

Consent form for using children's images

This section to be completed by the parent or guardian of the *child/*children.

Name of child or children:

Child 1..... Child 4.....

Child 2..... Child 5.....


Child 3..... Child 6.....

Name of parent or guardian

Address of parent or guardian

.....

..... Postcode.....

 Canterbury City Council would like to use images of your *child/*children for promotional purposes. These images may appear in our printed publications, on video, on our website or on all three. To comply with the Data Protection Act 1998, we need your permission before we take and use any images of your *child/*children. Please tick the appropriate boxes below, then sign and date the form where applicable.

* Please delete the option that does not apply.

I give my permission to Canterbury City Council to use images of my *child/*children in:

Please put a tick in the appropriate box.

Local newspapers Yes No

Promotional publications Yes No

Website Yes No

Promotional videos Yes No

Please note that websites can be viewed throughout the world, not just in the United Kingdom where UK law applies. Please make sure you read the conditions for using images of your child/children on the back of this form.

I have read and understand the conditions of use detailed on the back of this form.

Signature: **Date:**



This section to be completed by council employee or council representative.

Name of staff member:

Section:..... **Department:**.....

Location of photograph:

Name of project:.....

Date photograph was taken:

Initial purpose of photograph:

.....

I have read and understood the conditions for use

Signature:..... **Date:**.....

Conditions of use

1. This form is valid for six months from the date of signing. The consent will automatically expire after this time.
2. We will not re-use any images *after this time.
3. We will not include details or full names (which means first name and surname) of any child or adult in an image on video, on our website, or in printed publications, without good reason. For example, we may include the full name of a competition prize winner if we have their consent. However, we will not include the full name of a model used in promotional literature.
4. We will not include personal postal addresses on video or on our website or in printed publications.
5. (For photographs of school children) If we use images of individual pupils, we will not use the name of that child in the accompanying text or photo caption without good reason. And if a pupil is named in the text, we will not use a photograph of that child to accompany the article without good reason. For example, we may include a picture and full name of a competition prize winner if we have their consent. However, we will not include a picture and full name of a model used in promotional literature.
6. (For photographs of school children) We may use group or class images with very general labels, such as 'a science lesson' or 'making Christmas decorations'.
7. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

**Please delete the option that does not apply.*

Appendix 5

**Community Development Service
Children and Youth Service**



Session form

Please complete all boxes

Project: (Please circle) **511 Team/Street team/Streetrunner/SK8A Mobile/
Rural Street Runner**

Ward:	Venue:
--------------	---------------

Date of session:	Time of session:
	Date form completed:

Team members:

Number of staff:	Nominated person:
-------------------------	--------------------------

Number of young people:	Number of boys:	Number of girls:
--------------------------------	------------------------	-------------------------

**Number of ages
Boys**

Under fives	5	6	7	8	9	10	11
12	13	14	15	16	17	18	Over 18s

Girls

Under fives	5	6	7	8	9	10	11
12	13	14	15	16	17	18	Over 18s

Number of boys with special needs:	Number of girls with special needs:
------------------------------------	-------------------------------------

Number of girls from ethnic minorities:

White British	White other	Bangladeshi	Indian	Pakistani	Chinese	Black Caribbean	Black African
Mixed race: White Black Caribbean	Mixed race: White and Asian	Mixed race: White black African	Other please specify:				

Number of boys from ethnic minorities:

White British	White other	Bangladeshi	Indian	Pakistani	Chinese	Black Caribbean	Black African
Mixed race: White Black Caribbean	Mixed race: White and Asian	Mixed race: White black African	Other please specify:				

Number of new young people seen on session:	Boys:	Girls:
---	-------	--------

What activities did the young people request to be run at this session?

What equipment has been taken on session?

Please complete the inventory below.

Quantity	Items	Where stored	Signed back and put in correct place

<p>What activities were planned?</p> <p>Beginning:</p> <p>Middle:</p> <p>End:</p>
<p>Were there any changes on session?</p>
<p>Is there anything that the young people would like in the next session in this area.</p>

<p>Any issues or positive points that arose during the session?</p>
<p>How were the team received by the young people?</p>
<p>Any other comments or feedback?</p>
<p>Has the vehicle and shed been left in the required condition? (clean and tidy)</p>
<p>Has all the equipment been left in the required condition and place? (still in a safe working condition)</p>

Signed:

Name:

Date:

Note: It is noted that not all details of young people on open access sessions are known, if this is the case please give approximate figures and details.