

Unit 1:

Understanding youth work principles and practice

U1 1.1 Summarise the core values and principles of youth work and how it may differ from other youth related services

The key purpose for youth work is: *To work with young people to facilitate their personal, social and educational development, and to enable them to gain a voice, influence and place in society'*

Core Values and Principles

We can summarise some of the key values and principles that are at the core of youth work:

- The primary purpose of youth work is to build positive relationships.
- Young people choose to be involved, because they want to relax, meet friends and to have fun it is a voluntary engagement. They target youth centres to facilitate this need of theirs and participate and engage in the organised activities.
- Youth workers seek to widen the horizon amongst young people, promote participation in workshops, seminars, youth counsels, local democracy and youth parliament and encourage social commitment, thus enabling them to be critical and creative in their responses to their experience and the world around them,
- Youth workers are able to identify young people's needs through the various methods of consultation and feedback, and are able to develop a programme based around those needs to assist young people through the transitional process of adolescence to becoming independent adults.
- Youth work recognises respect and is actively responsive to the wider networks of peers, communities, families, traditions and cultures. It has an open door policy and values everyone equally from all backgrounds regardless of their, race, gender, disability and sexuality.
- Youth workers are able to make links with other agencies and services which contribute to the young people's social, personal, intellectual, educational, and spiritual development.
- Youth work is concerned with how young people feel, and not just with what they know and can do, they have a right to be taken seriously and be involved with the decision making policy at all levels.
- Youth work also safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues.
- Youth workers are able to read, review and reflect on their work to enable them to create, develop and improve the work programme.

How it differs from other youth related services is that most of them are specific to their creation and existence and are targeted work. The following are some examples; estate based work, ethnicity based, gender based, issue based, outreach, targeting specific needs and demand in response to a particular situation, etc. Others youth service providers deliver a particular curriculum and service specifically targeting young people on issues such as alcohol, drugs, sexual health, gang mediation, intervention work, youth democracy, dance and arts.

U1 1.2 Summarise how current policies impact upon the delivery of youth work

The green paper of *Every Child Matters* (ECM) incorporated into the Children's Act of 2004 now plays a significant part in the design and makeup of the youth work programme. We have had in recent years, the government funded Positive Activities For Young People programme, initiated throughout the country that mainly aimed at supporting and funding youth programmes that covered the 5 ECM outcomes.

Many youth centres and youth provisions have now designed their work programme and activities around the 5 ECM outcomes and incorporated it in their day to day delivery, ensuring that elements are covered and that their work is justified.

Below are the five ECM outcomes that highlight some of the elements that can be found in youth work.

Being Healthy

The promotion and importance of being healthy, the importance of a healthy lifestyle, explore healthy sexual relationships and looking at the development of individual emotions as well as mental health. Thus enabling young people to make the right choices in life.

Be Safe

The project needs to create a fun, safe and secure environment where young people refrain from engaging or participating in activities that are dangerous, illegal, and anti-social. Therefore the centre needs to be welcoming, be open to all and promotes a sense of belonging by promoting equality, equal access and is safe from being bullied and discriminated against. We must also ensure that the building is fit for purpose and a yearly health and safety test is carried of the fire alarms, smoke alarms, fire extinguishers, PAT's testing of all electrical sockets and equipment, gas safety checks, risk assessments updated, building, public liability and activity insurance is taken out. If these are not in place then the project will remain closed.

Enjoy and achieve

The youth centre or venue where youth work takes place is where young people come to enjoy as well as achieve life skills that will aid them throughout their journey of adolescence to adulthood. It is also about young people making achievements and celebrating those achievements for their own personal and social development through informal education.

Positive Contribution

This is where youth workers guide young people to make positive choices in life for them to make a positive contribution to society. By being better citizens, better peer motivators, leaders, by engaging in local democracy and the decision making process. This should raise young people's aspiration and determination and encourage entrepreneurship and forward thinking.

Economic wellbeing

Youth workers need to create economic active individuals and this can be achieved by supporting young people through their education and learning process by organising courses through consultation that will assist them to achieve a better job prospect or chance in getting a job.

U1 1.3 Summarise how the United Nations Convention for the Rights of the Child impacts upon youth work.

The UK is bound in international law, by the terms of the UN Convention on the Rights of the Child and therefore has an obligation to protect children under Article 2, those aged 18 and under from abuse and harm, exploitation and slavery be entitled to a family, cultural and social life.

Adopted in 1989 and ratified in 1990, 131 countries have agreed to abide by the UN charter contains 54 articles and two optional protocols discussing the ways to ensure that the Rights of the Child is upheld and that children are safeguarded for their full development and maturity process.¹

Youth workers and youth provisions should ensure that young people are clear about the service that will be provided for them and the following is a guided list of items that should be implemented to comply with the UN charter.²

- To provide a safe, relaxed, fun and inviting environment (Article 31)
- Provide well equipped centres and projects
- Listen to young people's views (Article 12)
- Respect young people's views
- Be treated fairly and with respect (Article 2)
- Ensure a sense of ownership amongst young people
- Show enthusiasm and give encouragement
- Provide a referral service for guidance and counselling if needed
- Provide recognition through accreditation
- Ensure that young people are valued for their input in planning and evaluation in running of centres and projects
- Encourage integration with the whole community and that every child has the right to enjoy your own culture, religion and language (Article 30)
- Ensure access for all and an open door policy is visible (Article 23)

As young people *"We have the right to be protected, listened to and respected"*³

As youth workers we must ensure that we know and are aware of the rights of a child to assist them in their development from adolescence to becoming mature independent adults.

¹ <http://www.unicef.org/crc>

² Listed items taken from the Bexley Heath Youth Services document

³ http://www.savethechildren.org.uk/en/54_5971.htm

U1 1.4 Compare own values, attitude and interests

Reflective recording

He who knows others is wise, He who knows himself is enlightened (Lao Tzu)

Personally I hold liberal views and values as this allows me to be flexible, to engage in debate, to put forward ideas in discussion and understand others more, in light of their upbringing, to not to be judgemental in undermining others because of their background, where they come from, the views and opinions they hold. My attitude is to allow young people to make the right choices and decision for themselves by being a facilitator in their personal development process.

Youth work is about developing relationships and having this level of understanding allows me to explore, be creative, and experiment on how I can deliver effective programmes to meet different needs, in different times and be up-to-date with mainstream trends.

Young people nowadays use youth centres to participate in social activities but the current trend in justifying the need of youth workers has pushed youth workers to justify their very existence. Youth services are now target driven, managers are pushing target figures at the end of each month and presenting quarterly achievement figures, now a common discussion in operational meetings then meeting the needs of young people and their social and educational development.

My participation in youth work is to engage young people in activities that have a lifelong learning outcome, by providing experiences in an informal learning setting where young people can learn key skills that will assist them in their developmental process. One such example is cooking skills, learning how to cut onions, garlic, and ginger differently and experiment with food to create different taste and style with different ingredients.

My interest is to see young people achieving more and aiming high in life, to realise their full potential and capacity to achieve beyond boundaries.

U1 2.1 Identify Issues that currently concern young people

1. Alcohol abuse and getting drunk
2. Smoking weed and getting high
3. Relationships problems
4. Getting a Job
5. Getting the qualifications to get employed
6. Temptation in stealing bikes and making quick money
7. Being attracted to organised crime like drug dealing and burglary
8. Territorial fights
9. Sexual health
10. Mental health
11. Boredom
12. Passing GCSE's
13. Family problems
14. Financial Issues and Debt
15. Career path

U1 2.2 Explain the ways that young people can be encouraged to express their views, concerns and needs

In order for young people to express their views and concerns, youth workers need to have a good relationship with them to create a healthy, productive discussion and debate on issues affecting their lives.

Below is a list of ways that views can be captured and recorded in order to deliver an effective youth provision centred around young people.

1. Feedback forms: Short, brief tick box exercise, to the point on getting feedback from young people
2. Group consultation: quick firing ideas, views, suggestions and recording it and displaying it on the wall
3. Group discussion/meetings: can be short or long but a brief note of the meeting should be done to refer to it after the meeting
4. One to one with individuals: Sitting with young people and hearing from them directly without the influence of others
5. Online/hand-out questionnaire and surveys (jack Petcehy and Tower Hamlets AMP): Questions relating closely to the consultation topic can be devised and placed in a questionnaire.
6. Produce a rap or poem: young people can produce a simple rap talking about their views, experiences and suggestions.
7. Suggestion box (Jack Petchey Nomination Box); anonymous and discrete written proposal on ideas, suggestions and way forward
8. Text Vote (Future Ideas): Ask young people to text their thoughts/answers to questions posed. This form of communication is widely used by young people today and they may find it more appealing to respond this way. Can help dealing with bullying.
9. Video Booth (Big Brother Style Tower Hamlets AMP video conferencing): Set up a video camera in a small room with a chair for young people to sit on. Either allow young people to express openly their ideas and suggestions to the camera, or ask questions that they answer to the camera. This can be done collectively with the Service Head and Mayor
10. Wish list: Santa's sock or use post it notes, stickers, pictures
11. Writing wall/graffiti wall: Allow young people to write what they believe, feel and air their views and opinions

The above are examples of tools that can be used to consult young people to view their opinions, thoughts, concerns and express their feelings about issues affecting their lives and ways to improve, develop and bring out new ideas and ventures into the youth setting.

U1 2.3 Explain the importance of respecting young people's expression of their values and aspiration

Good youth workers understand the criteria's and elements to creating a successful and exciting youth provision. Success usually comes from aiming high with young people, and making them achieve more in life (Helping Children Achieve More, (HCAM) formally known as the ECM outcomes, 2010). Good youth workers must have a clear vision, a set of ethos and good communication skills that bring about a real sense of what a youth centre should be and how youth work is really done.

It is therefore fundamental that youth workers understand the importance of respecting and valuing young people's views, opinions, and aspiration even if it conflicts with one's own values, understanding of life and personal experience. It is the responsibility of the youth worker to be able to channel that thinking of freedom and choice and to create debate and discussion on each other's opinions. For example you may be against abortion but a pregnant young person has come to you for advice on termination.

Whoever may be right or wrong as youth workers we should not undermine young people's values and aspiration, but allow them to express freely in order to build positive relationships and trust. This positive method will allow them to learn from life experiences and develop further their opinions on life.

If we not respect young people's values and aspiration then we will create an unhealthy environment of social exclusion, hatred and discrimination. Another example of a young person who wants to be a pop singer and the youth worker believes that there is no chance in getting there, this news will demoralise that young person. It is the youth workers responsibility to show the pathway to becoming a pop singer and assist where necessary in getting there but plan to look at alternatives along the way.

By respecting young people's values and aspiration we can further develop them to becoming responsible adults, and take them through the transition of adolescence to the state of independence, interdependence and caring. This will allow the process of making young people successful learners, confident individuals, responsible citizens and effective contributors to society.

'Education is the most powerful weapon which you can use to change the world.'

Nelson Mandela

U1 2.4 Explain the factors that can motivate and demotivate young people

Motivation is the drive behind human behaviour, understanding what factors motivates and demotivates young people cannot allow us to easily identify or define accurately the reason for such human behaviour, as everyone is different. Therefore motivation is about why people decide to do something, how they are going to pursue it and how long they are willing to sustain themselves in the activity. Young people have a choice to attend or not to attend youth clubs but what can be done to keep young people coming into youth club is our responsibility.

In Maslow hierarchy of needs he proposed that motivation is based on a number of human needs which are never fully satisfied but individuals seek to fulfil more needs. Youth work can be found in the social needs compartment where a sense of belonging, building relationship, skills and tools to understanding the world we live in plays a vital role in delivery youth work to young people

Factors which motivate young people

We must ensure that the provision:

- Provides fun and challenging activities
- Has workers who are approachable, exciting, fun and understand young people's personal problems
- Deals with and stamps out bullies
- Has workers that fully engage with young people and develop relationships, companionship, friendship and build trust
- Creates an atmosphere of support for individual's personal, social and training needs.
- Has an element of learning and achievement through accredited training
- Plan trips and residentials
- Values young people

Factors that demotivate young people

- Centre is closed most of the times or does not open or close early
- Workers do not have a good relationship with young people
- Equipment does not get replaced and games are out of order
- Workers do not engage with young people or even know their name
- Workers show no interest in young people for their learning experience
- Workers do not have the current knowledge in young people's trends and do not understand them
- Workers do not deal with conflicts, bullies, create an environment of social exclusion, feeling unwanted.
- Workers do not make young people want to aim high or achieve
- Workers are constantly telling young people off for their behaviour and banning them from the club
- Workers that hold very strict views and opinions and put their personal values first to what young people want to do and fulfil.

U1 3.1 Analyse methods of youth work used to engaged young people that demonstrate inclusive practice

There are various methods that we can use to create an environment where it is safe, suitable and accessible for young people to attend, where they feel accepted and appreciated where the environment is warm, friendly and welcoming and where young people from different backgrounds, cultures, abilities and disabilities can participate equally without prejudice and have a voice. We must ensure that the centre is accessible, has seating arrangements, signage, images, music and lighting suitable to the different needs of young people

We can celebrate diversity by encouraging young people in discussion and debate and raise awareness by being explicit about inclusion. Youth workers can put up posters, examples such as the faith calendar, the yearly events calendar, display leaflets and pamphlets and other information relevant to inclusion and diversity. Young people can also be engaged in designing posters and even writing about their own diversity and create an inclusive statement, mural or web page.

Youth workers can arrange workshops, short seminars or even arrange a visit to a conference on diversity, theatre/drama play, make a visit to an art gallery, music and dance studio to experience, explore and understand diversity and learn about different cultures, traditions, beliefs and practices.

Youth workers must allow young people to represent and identify themselves as they wish, they need to create a space for the minority groups to have a voice to influence the programme of activities and develop policies. Young people also need to be encouraged to actively participate in activities and not feel left out or excluded.

Youth workers need to encourage young people to be included in at every level of the clubs programme of activities. Making sure that the necessary support is in place to allow them to fully engage in that decision making process. One of the most important thing that youth workers need to keep in mind is to try and not to make assumptions about individual needs and abilities, as this can open doors to discrimination.

Youth workers need to have young people inducted into the youth club to explain the ground rules make them aware of policies and procedures and understand what is tolerated and what is not and this should be regular as new members do start at various times during the course of the year. This method is best practice and allows young people to value the project even more.

Youth workers also need to be proactive about reaching out - an 'open door' policy is not enough when it comes to inclusion. Staffing issues need to be looked at and a diverse staffing works better when dealing with people from different backgrounds.

U1 3.2 Explain the process of engaging and maintaining relationship with young people within the youth work context

To engage young people and develop relationship, youth workers need to have certain skills and attitude towards the work that they are engaged in. Young people must feel free to approach youth workers to discuss any issues that they may have or want to express. In order for that to happen, youth workers need to create that healthy environment and initial relationship. Youth worker must also be inclusive and non-judgemental to be able to engage young people in organised activities and programmes and the following is a list of some items that can help assist in this process;

- Be open minded
- Awareness of different needs and abilities
- Have good communication skills
- Good listening skills
- Be able to mediate and facilitate
- Motivate and activate young people
- Befriending and approachable
- Facilitate positive thinking
- Deal with emotion
- Self-initiator
- Charismatic

Communication is the key to maintaining a healthy relationship, from the outset of knowing a young person, youth workers need to engage with them and not isolate themselves to themselves. They need be able to;

- Talk to them
- Communicate with them
- Find out from them what they like and dislike
- What they are up to
- What problems they are facing
- Any issues that is affecting their development to adulthood
- School, are they doing well or failing
- Are they getting into trouble
- Are they experimenting with relationships, drugs and alcohol

All these facilitate elements in assisting the learning process of transforming a young person from adolescence to adulthood. This building of trust in a young person and creating a bond between the young person and youth worker is what youth work is all about.

When young people see genuineness in youth workers who are willing to help, assist, advice and make referral they are more willing to be open with them and youth workers are able to direct them better. Thus creating this mentor, mentee relationship allows a more empathetic understanding that young people are not evaluated or judged but simply understood.

U1 3.3 Explain boundaries of own role as a Youth Support Worker in relation to

- **Young people**
- **Colleagues**

As practitioners in Youth work we have boundaries that govern our ethical dimension on taking on difficult decision of separating personal and professional life. When it comes to making difficult decision regarding young people we should consult our professionalism in that scenario and not let our personal life choices override it. If we cannot make that decision then we should seek assistance from other work colleagues, line managers and even referral services.

For example on the matter of abortion you could be against it, but a young girl comes to you and says she is pregnant and wants an abortion. What do you do in that situation, you can refer it to your line manager and allow them to make that decision.

Another such example is the close, personal or sexual relationship with a young person in your duty of care. Here again this may be against the law depending on the age gap. We also see youth workers making preferential treatment of particular group or certain individuals because they know and trust them better than others. Therefore in this situation the matter needs to reach to the line manager to make a decision for you to take appropriate action.

There is also the element of receiving gifts, on return for something which has benefitted the young person, it is an unethical work practice for youth workers to accept gifts on that basis. We should not encourage young people or assist them in breaking the law to provide you with stolen merchandise, material or goods for you to purchase at a very low price.

We should be very weary of our conduct also outside of work, when we are in the public eye where the real you may be seen and witnessed by the young people. Disorderly behaviour, aggressive attitude, road rage, use of language all these characteristics should be avoided at all times. Our character outside of work should reflect similar to what we do during work.

Only a man's character is the real criterion of worth.

Eleanor Roosevelt

U1 3.4 Evaluate own skills in developing appropriate relationship with young people

Developmental theorists, such as Erickson, Piaget, and Kohlberg, all reinforce that during teen years, youth are most influenced not by knowledge, but by human relationships. Therefore by having the following characteristics, strengths, skills and expertise this enables me to have a good relationship to develop a better relationship with young people.

- I am a good listener and do listen to their concerns, thus having a good pastoral and counselling skill, allows me to enable young people to make the right decision for themselves.
- I am able to communicate information well to young people in their context and with people from different backgrounds
- I am one that pushes young people to achieve in life
- I do not judge people but see potential in them
- I am open minded and open to discussion and debate and encourage member to debate issues
- I am creative and can motivate young people to be engaged in activities, especially cooking up various dishes using basic ingredients
- I make young people realise their potential and always encourage them to do well or better for themselves
- I ensure that the club stays open and this is something young people admire me and my co-worker our commitment to open the club on time and give that extra time.
- I try to develop a relationship with some parents to get a better insight to young people's problems
- Young people are in a subculture of their own and I have developed my understanding of young people and how they operate

U1 3.5 Identify the sources of support and development for self

Sources of support available to assist in the delivery of youth work

Line manager – to support the finance, building fixtures, maintenance and reports

I feel that I have a good manager that is supporting me in my decisions and assisting me in improving my personal development.

There are now regular supervision taking place, bi-monthly staff meetings and an annual whole service staff training away day organised where staff are praised for their hard work during the year and awards distributed to encourage others to follow suit.

Employees are more recognised for their work and commitment to the organisation and the young people they work and thus this motivates me to achieve more and develop myself to deliver quality and outstanding work.

My manager has supported me throughout the whole process of applying and completing the QCF Level 3 in Youth work course. Training has long been on the top of my list of priorities and whilst enrolling myself on the course, booking training and courses has been made very easy for me.

Development for self

Duke of Edinburgh training

eDofE training

BELA training

CIEH Health and Safety

Foundation to Child Protection

Counselling skills

EVOLVE training

I have recently completed my three day first aid at work, CIEH Food and Hygiene course, Basic Child Protection and Health and Safety training, as well as an alcohol awareness training day all which the manger agreed for me to attend.

U1 4.1 Access relevant information from different sources

Drugs – NAFAS, talk to frank
Sexual health - Mile End Options Team and Step forward
Alcohol – Tower Hamlets Life line
Duke of Edinburgh – Outdoor education centre Mile end
Post 16 courses – Tower Hamlets College
Careers services – Bow Road Connexions and transitional services Mile End
Accredited courses – Lifeskills Development Ltd
Gun and knife crime – BRAC UK
Employment Soft skills - BRAC UK
Dance, theatre and Arts – The Brady Centre
Young people funding – Youth Opportunity Fund
Young people’s voice –AMP.uk.net
Residential centres – Acorn Adventure, YHA catalogue

U1 4.2

Most of the information above was found within the youth club and we sat around the table to discuss how this information could benefit us as individuals and how we can plan future activities around the information gathered. From the feedback given by young people they highlighted that all the information was relevant to them and it would be good to cover each area during the course of the year. However drugs and alcohol was a favourite topic area for discussion as this concerned them more. I believe that this was affecting a lot of their peers and they wanted to find out the real consequences and harm drugs could do to them in the long term.

Then we looked at jobs and employment opportunities and drew a plan to getting a job. We then decided that some of these activities may require funding and the Youth Opportunity Fund was a great place to start in getting the funding in.

It was also quiet surprising that residential and trips were not discussed as in the past the first thing young people wanted was a residential, go-karting trip and a theme park. Maybe the recession and the current economic climate have taken its toll on young people and attitudes are changing.

All of the young people showed no interest in the DofE award because of the commitment levels as well as the arts activity which was quiet surprising. The previous group of young people that attended the youth centre were very creative and art focused and participated in mural design, painting in large park areas, redesigned the changing rooms of the parks and displaying their work of art through graffiti work, drawings and digital imaging.

U1 5.1 What is meant by community?

A community is a group of people living in an area surrounded by homes and flats that make up an estate or a couple of estates that share common interest in the concerns and issues affecting that particular area or ward. In the larger context of Tower hamlets in developing a community plan they have created boundaries of areas to formulate wards and joined up wards to create Local Area Partnerships (LAP) to make a larger community to serve its needs as a whole and deal with its issues. Hence when Tower Hamlets mentions One Tower Hamlets one community in its material this is representing all eight LAP areas.

A community can therefore be from a small housing block to a large geographical area defined by the community, the people or politicians.

U1 5.2-5.4

Community Profile of Meath Gardens

The centre is based in LAP 1 and the area is made up of three wards

- Mile End and Globe Town ward
- Bethnal Green North
- Weavers

Youth Population of LAP 1 is 3,475 those aged 13-19 and is one of the largest in Tower Hamlets however there is no ward statistics available.

Ward Councillors

Councillor Rofique Uddin Ahmed Labour

Councillor Amy Whitelock Labour

Councillor Bill Turner Labour

Local MP

Rushanara Ali MP Labour

Local Mayor

The Mayor of Tower Hamlets is Mayor Lutfur Rahman.

Community profile

Population of LAP 1 and 2 is 59,600 of which 23% of residents in LAP 1 are under 15 years of age and has one of the worst levels of health deprivation and the highest burglary rate.

Most homes are social homes and there is a great move towards building more homes under the shared ownership in old brownfield sites. Most of the families with children live in overcrowded situations. There are many students that live in the area that are in shared accommodation. 25% of the population are of the afro-Caribbean and 10% are Bangladeshis.

Hospitals

Mile End Hospital

Educational Institutes

Queen Mary and Westfield University

Secondary school

Morpeth

Primary schools

Guardian Angels RC

Globe Primary school

Bonner Primary School

Rachel Keeling nursery

Tate house nursery

Public amenities

Bancroft Library Local History and archive

Museum of childhood

York Hall leisure centre

Public Allotments

Digby Street pensioners club

Shops and Business

Newsagents, Food and Wine, Butcher, Bike shop, betting shops, cafés popular branded and local, sandwich shops, Fresh fish stall, bits and bobs, pound shops, furniture shop, fruit stalls, clothing shops, art deco shops, restaurants, a mixture of fried chicken and chips shops, to local Indian takeaways, Turkish, Lebanese, and pie and mash shops. A doctor's surgery, dentist and an optician, a tanning shop, nail brushing, hairdressers, estate agent and an electrical and plumbing shop. A few pubs and a large social club for the students, a snooker club, a few chemists and a photo and framing shop, Asian grocer's, bank, post office and charity clothes shops.

Transport

Bethnal Green tube with two other tube stations just out of the ward, Stepney and Mile End

Bus routes, D6, D7, 8, D3, 309 and N8

Religious centres and organisations

London Buddhist centre

Latimer Church

St John On Bethnal Green

Our Lady of the Assumption RC

Open Space

Meath Gardens

Park opposite Grantley Street E1

Museum gardens

Harpley Square play space

Other youth clubs

Harpley Youth Centre (opening times see attached timetable)

Bethnal Green Mission (opening times see attached timetable)

Frontline emergency services

Police station

Fire brigade

Other organisation that work with young people

KO Gym Muay Thai Club, Student support services and Bethnal Green United Football Club.

Other important information

Unemployment In the area is high and long term unemployment is also high, most of the people that work are in retail jobs or manual work. Most family income is below average and thus crime is high in this area. Drug related crime is three times higher than the national average and domestic violence is double the national average.

LAP 1 Coordinator interview

Main Issues are Drug and alcohol abuse, petty crime and burglary, Motor vehicle crime and Drug dealing. Lack of respect for the elderly, the community and high anti-social behaviour levels. LAP 1 is a high crime area and is a hot spot for stolen bikes and pick pocketing. Gang fights, gun and knife crime and territorial tensions are very low.

There is a lack of central funding to tackle these issues within the area but mainstream services are established to be accessed by young people. We have one of the highest youth population in comparison to all the other LAP areas and overcrowding is a big factor. Most new build are shared ownerships and very few social housings are made, however there are plans to knock down the chest hospital and make more low rise social housing.

Educational attainment is not that good however those that do achieve tend to move onto higher education. The GCSE results are 58% including English and Maths and the school is improving but at a slower rate. Most people live with the fear of crime and do not report crime knowing that the chances of the criminals getting caught are very slim.

There has been a big shift in the demographic of LAP 1 as more new economic migrants from other towns across the UK and Europe are descending in Tower Hamlets. Most of the new builds people live in are in secure environments behind barriers. Tower Hamlets is changing rapidly, whilst structural changes are taking places the real needs of local people are being starved of essential funding needs to survive.

See Appendix for interview questions answered via email with a head teacher from a local school

Facilities and services that young people need

1. Reopen Cranbrook youth centre it is large and much more can be done there
2. Fund the Glass House youth project
3. The school should open its door for after school activities, like badminton, table tennis and football.
4. Homework club for revision and booster classes for the ones that are struggling to learn
5. Young people want shelters or sitting areas where they can meet rather than hang around in stairwells causing a nuisance to residents
6. A skate board and BMX park
7. Lights in the football pitch to play during dark days

Project development in light of findings

1. Raise lighting issue with park rangers at Meath Park
2. Being a very small club the size of two containers packer together we may want to do inter club competitions with other clubs
3. Plan GCSE booster classes with private tutors when centre is not used during certain days and weekends.
4. Link up more closely with the school to access their facilities

U1 6.1 Identify legislations, organisational policies and procedures relevant to own role and setting in relation to safeguarding young people.

Taken From Ocean Youth Connexions Child Protection Policy Document

Children's act 1989

Child protection Policy

- Emotional abuse
- Sexual abuse
- Physical abuse
- Neglect
- Alone and door policy
- Verbal abuse
- Physical handling

Health and Safety at work 1974

- Building risk assessment
- Building insurance
- Employers and public liabilities insurance
- Manual handling
- Equipment risk assessment
- Gas and electricity checks
- Appointed First aiders
- Fire Marshall

Equal Opportunity Policy

- Equal Opportunity Statement
- Gender and Sexual orientation
- Special Needs, Physical disabilities, Learning Difficulties
- Disability Discrimination Act 1995

Recruitment and Selection Policy

- Valid Enhanced CRB
- Qualified and competent

Risk Assessments

- Activity risk assessment
- Emergency contact list
- Trip and activity approved by managers
- Consent forms

Work programme: Every Child Matters

- Being Healthy
- Enjoying and Achieving
- Staying Safe
- Making a Positive Contribution
- Economic Wellbeing

Data protection Act 1998

- Consent form
- Medical Form
- Registration form
- Confidentiality policy
- Photographs and use of images

Internet Policy

- ICT usage statement and policy
- Web browsing policy
- Use of Images on website
- Use of image on intranet form

Complaints Policy

- Log book

Incident and Accident Policy

- Accident log book
- Incident log book
- RIDDOR

U1 6.2 Describe the current requirements for risk assessments

A risk assessment is a document that assesses the potential hazards and possible risks involved in an activity within the workplace, the youth centre, and includes all indoor/outdoor activities, places of visits day trips, residential and even the journey to the destination using the different modes of transport like walking, car, bus, train coach, etc.

A hazard is defined as anything that may cause harm, such as chemicals from the cleaning cupboard, gas in the kitchen area, electrical equipment, sockets, overhead lighting in sports hall to loose wires going across floor, wet and slippery floors, to an open drawer, overhead kitchen cupboard, etc.

The risk is the chance of it happening and grading it a high or low risk. In fact it is the probability that somebody could be harmed by these potential hazards, together with an indication of how serious the harm could be.

A Risk assessment is a legal requirement and must involve in reducing the potential hazard and possible risk involved as a minimum requirement, ensuring that the activity and venue of activity is deemed safe for activities to take place.

The five steps to writing up a risk assessment are;

1. Identify the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide on precaution
4. Record your findings and implement them
5. Review your assessment and update if necessary⁴

Risk assessment in the youth work setting must be completed for all indoor activities, seminars, workshops, out of centre activities, day trips and residential there must be an appointed first aider onsite.

The building in which the activities is taking place must have a full risk assessment carried out, together along with all the activities that you are going to plan and deliver. Activities include all games and indoor play, cooking, seminars, workshops and trips that will be planned and organised must have a risk assessment completed and signed off.

⁴ <http://www.hse.gov.uk/pubns/indg163.pdf>

U1 6.3 Describe key elements of own organisations child protection policy and procedures

⁵The following are key elements found in the organisations Child protection Policy document:

1. The Child Protection statement which mainly highlights the aim of the organisation to provide children and young people a safe place to be. It also contains the five outcomes of Every Child Matters (ECM outcomes), the principle duty of care statement and the recognition of the welfare of the child in its activities.
2. In the Responsibilities section it describes the operational aspect of the organisation, cleanliness, safe secure environment, qualified staff, registering, storing of information, incident recording and following best practice.
3. With regards to the recruitment policy it describes the procedure to employing the right person for the job. This includes advertising, short listing, interviewing and appointment upon an enhanced CRB clearance. There are also the induction and training aspect to the job as well as supervision and monitoring in the long run.
4. Good practice highlights what is good and what is not e.g. young people ratios and highlights possible indicators of abuse especially when competitive physical activities are involved.
5. Abuse and Bullying covers the different types of abuse like racism, comments which are verbal and non-verbal expressions. The use of the intranet and social network websites like facebook, MSM, to texting using mobiles, making threatening phone calls and covers negligence. The section covers indicators to check against to identify the different types and methods of abuse that can take place and the procedures are highlighted for the different types of abuse and bullying on how it should be dealt with the relevant bodies and authorities.
6. Disclosure, suspicion and allegations covers procedures to identifying, suspecting, recording and investigating reports that of a great concern and that which must be reported immediately to the relevant bodies. This also includes whistle blowing, confidentiality issues, dealing with bullies and allegations made against you.
7. The last part of the child protection document includes forms relating to consent forms, photography and image use form, incident and accident forms, code of ethics, appeals procedures, information for parents and users, volunteer form, declaration of interest forms, complaints form and useful contacts of local statutory services, police, Samaritan and welfare officers.

⁵ Ocean Youth Connexions Child Protection Policy

U1 6.4 Explain the principle of confidentiality when working with youth people

What is confidentiality?

Confidentiality is when a young person asks to talk to you about something, away from others, in a setting or environment where the young person can talk freely, expressing their feelings that is personal to them with full trust then that should be taken as a matter of confidentiality.

There are three main principles that can be applied when assessing whether information given is to be treated as confidential;

1. The information must be confidential. Once the information is in the public domain and is generally accessible to others, it is no longer confidential.
2. The information must not be useless or trivial.
3. The information must have been given in circumstances where the confidant must reasonably have understood that what was said was confidential'.⁶

Youth workers are included in this group regarding young people and matters relating to confidentiality. A young person therefore has the right to approach a youth worker to discuss issues and matters personal to them and have it respected. The youth worker has an obligation to maintain and respect that right and not discuss this amongst their peers unless it is information that can bring harm to the young person.

There are exceptional circumstances where confidentiality cannot be maintained, and a young person's wishes must be overridden when

1. The young person is in a life threatening situation (including self-harm)
2. Inaction might place them or someone else in a life threatening situation
3. If a young person is threatened by an abuser
4. Where the rights of other young people who have not been consulted would be infringed
5. Where someone else could be harmed⁷

Every organisation has a line of protocol to follow and youth workers must be aware of these protocols. When matters of confidentiality arise regarding young people on exceptional circumstances it must be disclosed to the individual that this information will be shared to relevant people and services. Even when youth workers that are insufficiently skilled or lack experience on dealing with this, advice must be sought from their supervisor or line manager and pass on this case matter for it to be dealt with the relevant bodies and services.

- Inform the Head of Service or other Senior Manager
- An action plan to be agreed with the Head of Service
- Confidential 'file notes' need to record all actions taken
- Social services and relevant bodies informed
- Police involvement if needed

⁶ <http://www.gloucester.anglican.org/downloads/29.pdf> page 1

⁷ <http://www.gloucester.anglican.org/downloads/29.pdf> page 1

U1 6.5 How you applied one of the safeguarding policies in your practice

Reflective recording

“Those who can, do. Those who can’t, bully”.

Bullying has become rife in society and half of the population will have faced some form of bullying in their life.

Bullying now comes in different forms;

- **Verbal** – shouted at, threatened, etc.
- **Physical** – hit, punched, pushed, items stolen from them and aggressive contact
- **Social** – being left out, ignored and bad things said about them
- **Psychological** – facial expressions and intimidated
- **Cyber** – sending message on chat rooms, texting and making phone calls

I have strong feelings against bullies and tend to put my foot in straight away once I notice that bullying is taking place in any of the forms detailed above. I try to stamp out bullying in the youth club as soon as I see and realise that something is wrong, I confront it in the best and smoothest possible way. When I see the older members queue-jumping I intervene and request them to follow the club rules of putting their names on the list, I remind young people of the ground rules. I ensure that all young people get the same opportunity and treatment when trips are organised.

I allow young people to discuss their experience of being bullied privately and deal with it in the appropriate manner.

What I probably need to do is to hold a workshop on bullying and put up posters and display information on anti-bullying. I also need to ensure that staff are aware of the different bullying practices and are strong in dealing with any forms of bullying in the appropriate manner and not