

Professional Practice

1

Portfolio

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**An information sheet of the work placement identifying
the aims, objectives, vision and background of the
organisation**

The Tanyard Youth Project was formed in the late 1990's, and in 2005 became a registered charity. The Pembroke-based youth club provides regular drop-in sessions, projects, and activities for local children and young people aged 10-25. As it currently stands, the Tanyard has one project manager, three full-time members of staff and 7 part-time members of staff; two of which are on maternity leave until late 2024.

The Tanyard's governing document draws upon the work of Pauline Riley (2001, p. 148) to state its main aims and objectives as an organisation, quoting "to help young people so to develop their physical, mental..." social and cultural capacities "that they may grow to full maturity as individuals and members of society". The Tanyard replaced the term 'spiritual' with 'social and cultural' to better align with the ethos of youth work as a public service rather than a religious endeavour.

The Tanyard is open 5 days a week, 4 of which hold a 2-hour drop in and free meal. Alongside drop-ins the project also has a number of catered sessions such as Monday Project for young people with additional learning needs or social anxiety, Wellness Wednesdays, Girls Group, Boys Group, LGBTQ+ Group and Debate Club.

The Project serves free meals every drop-in and provides access to personal hygiene kits and period products in an aim to enable members access to basic necessities.

The Tanyard is a third sector organisation which runs on grant funding to run. Over the years the Project has had major contributions from the National Lottery and Children in Need.

A critical examination of the roles and responsibilities of the trainee youth worker whilst on placement. This section should also demonstrate the student's role in leading and managing an area of youth work practice

My placement for this module is at the Tanyard Youth Project in Pembroke. This happens to be my full-time job outside of my studies and so my job role varies drastically from that of a usual placement. I am fortunate that this range of roles provides me with experience in many areas of youth work including face-to-face time, policies and procedures and project planning with funding applications.

The Tanyard considers the Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019) when delivering youth work, so throughout this examination I will use NOS referencing codes in brackets to signify where these may be used.

To work drop-in sessions engaging with young people, curating activities and participating in informal education.

As a minimum requirement of the job I am expected to work as part of a team during drop-in sessions. These sessions include helping with cooking and serving food, as well as engaging with young people through activities. Youth workers at the Tanyard keep in mind the Youth Work in Wales: Principles and Purposes (2022) when considering what activities and projects to provide. Youth workers are expected to encourage young people to engage in and participate with activities, though must keep in mind the voluntary nature of the job and not cause young people to feel pressured to get involved. When planning activities youth workers must consider inclusivity. For example, if the activities for the day revolve around board games and card games, will this exclude members with dyslexia and other learning difficulties from wanting to participate?

(YW07, YW09, Signpost No. 27, YW19)

Interventions

During face-to-face work with young people I am expected to be dynamic in my work and react to any situation which may arise. This may be having a 1:1 with a young person who is

having a tough time, dealing with behaviour that challenges and de-escalating challenging situations and disruptive behaviour.

(YW05, YW06, YW09, YW13, YW14, YW15, YW18)

Involvement with catered groups; planning and organising sessions based on the wants and needs of the YPs.

The Tanyard provides a range of catered sessions which have been developed from the want and needs of its members. All groups started with a conversation with members about what provisions they would like to see, and planning for these sessions takes into consideration the members attending and where they are. Catered groups include weekly Wellness Groups, and monthly LGBTQ+, Girls, Boys and Debate groups. Alongside these catered groups, Project Night provides a great opportunity for staff to engage and communicate with young people about what skills they would like to build and what projects they would like to participate in. Staff take into consideration any project idea a member has, and try to make it work within the two hour session, or over a number of two hour sessions over a few weeks. Project nights range dramatically from a more controlled opportunity to complete a board game in full without distraction from the drop-in, cooking and baking, arts and crafts, to, at the members request, reorganising all of the resources and equipment in a way that they preferred.

I am expected to work with members to formulate ideas for project nights, and to plan, prepare resources for, and implement the project chosen.

(YW02, YW05, YW06, YW09, YW11, YW12, YW14, YW16, YW18, Signpost No. 27, YW19, YW20)

Planning and undertaking the Preloved Project; seeking funding, finding time to plan/engage YPs, making posters to promote, making the space usable etc.

Preloved Project is a newly developing project idea created by young people and members of the Tanyard's Wellness Group. The Preloved project aims to collect donations to provide

free clothing items to members and members of the community. During my placement I will be leading the project with the young people, discussing with them what resources they need and applying for funding, collecting any required equipment, and working with young people on logo design and promotion posters for when the project is ready to launch.

(YW02, YW05, YW11, YW12, YW13, YW20, YW21, YW23, YW24, Signpost N0. 40)

Work with the line manager to keep policies up to date. Use current legislation and guidance to inform youth work practice and ensure policies are accurate and relevant.

Though usually undertaken by the Line Manager with support from the Board of Trustees, I will be assisting the Manager with the updating of policies and procedures. In this I will be reading through a due-to-be-updated policy/procedure, reading any relevant current legislation or guidance, and using this to update the policies. It will then be handed over to the Board of Trustees for approval.

(YW03, YW17, Signpost No. 27, YW20, YW22, Signpost No. 28, YW24, Signpost No.36)

Undertake supervisions to keep track of professional and personal development.

Supervisions are a requirement of my job and during my placement I will be undertaking supervision in regards to my workload, professional development, and support during my masters. Supervisions are undertaken by the Line Manager who works to support staff. The supervisions I undertake will be a combination of working towards professional development and assistance with my portfolio and masters work. I will be using my professional development plan and reflective practices to discuss options with my supervisor around training and improving my practice. In terms of my master's work I will provide my supervisor with drafts of my work which we can read through and make changes to.

(YW24, YW25, Signpost No. 29, Signpost No. 35)

Engage in staff meetings. Informing other members of staff about current projects, issues, etc.

Staff meetings are weekly and allow staff to share important information and plans for future projects and activities for the youth club (see appendix 1).

(YW20, YW22, Signpost No. 28, YW24, YW26)

Seek funding for smaller projects.

In relation to my role as a project planner, I will be seeking out and applying for funding to support these projects. This job role requires me to be up to date on what funding is available and proficient in completing application forms and feedback forms. For my placement project I will be applying to Pembrokeshire Youth Bank to request £500 funding.

(YW20, YW21, YW24)

Youth worker as informal educator.

Informal education, as in all areas of youth work, is a key factor in the Tanyard's provision. Staff are to take every opportunity to encourage informal education in members. Though there is no set curriculum and no success criteria for this, focus is on educating young people to become independent and autonomous individuals. Education around self care, mental health, cooking, and interpersonal skills all contribute to the empowerment of young people, awareness of self and others, and knowledge of their community and society as a whole.

(YW02, YW05, YW06, YW09, YW11, YW13, YW14, YW15, YW16, YW18, YW23)

Youth worker as role model.

During my face-to-face hours with members I will be taking on the role of role model. This requires me to present myself in a way I feel will positively improve members' perception of others and provide a good example of how to act.

To guide my practice as a role model I use the work of Ingram and Harris (2001, p. 19), who suggest that "youth workers act as role models so young people can learn and develop skills

such as: caring and being cared for; disagreeing and remaining friends; negotiation and compromise; and building relationships that are open, honest and based in trust.”.

In my job I make an effort to compliment and encourage my co-workers in front of members, talk about my dedication to work and study as well as betterment of myself, and monitor my language and behaviour to ensure it is appropriate and desirable to emulate.

Youth worker as advocate.

As a youth worker my job is not only to educate and empower young people, but to act as an advocate for them in times they need their voices to be heard. Part of my job role includes spending time with the local secondary school youth worker every Monday, to discuss the wellbeing, wants and needs of young people in the community. In addition to this I will network with local businesses and organisations to bridge a gap between them and young people which may not otherwise be bridged. It is my job to provide young people with the opportunity to interact with other members of the community, and for those members of the community to see said young people as active citizens who have rights and a say in what goes on.

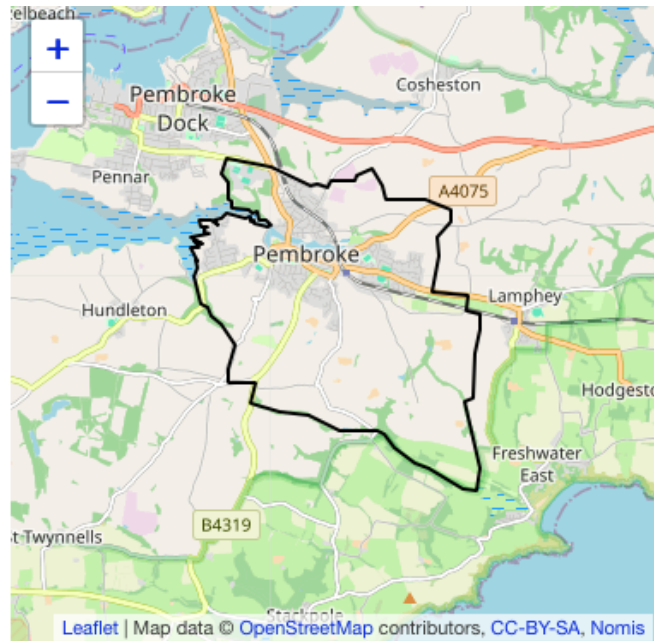
(YW04, YW10, YW15, Signpost No. 37, Signpost No. 38, Signpost No.40)

Youth worker as protector.

Part of my role includes that of a safeguarder. It is important for all staff to be up to date with all relevant legislation, training and policies & procedures in order to perform safe practice in the best interest of the young people. My role as a protector ranges from ensuring I am trained in and practising health and safety, competent in de-escalation techniques and familiar with procedures such as safeguarding interventions and MARF forms, to name a few.

(YW03, YW15, YW16, YW17, Signpost No. 29, Signpost No. 35, Signpost No. 36)

Community Profile



This community profile aims to identify the needs of the Community in terms of provision for children and young people. While the definition of need is innumerable, this community profile will be assessing need based on the definition by the Department of Health. The DoH defines need as “...the requirements of individuals to enable them to achieve, maintain or restore an acceptable level of social independence or quality of life” (DoH 1991, cited in Dalrymple and Burke 1995, p. 116) The most recent complete census reports are from 2011 so these statistics will be used alongside others.

Pembroke Parish.

This community profile is based on data from the Pembroke Parish, which encompasses the wards of St Marys North, St Marys South, St Michael and Monkton. Pembroke is a mediaeval town which consists of one main street which houses the majority of shopping and recreational facilities, and surrounding housing estates.

Population

Based on the most recent census (2011) Pembroke has a population of 7,552. In line with the rest of the country, the population in Pembroke is growing older. 22.1% of the population

is 65 or older compared to the 12.4% aged between 10 and 19. Pembroke is a majority white community with 98.7% classed as White English/Welsh/Scottish/Northern Irish/British, Irish, Gypsy or Irish Traveller or Other White. 65.3% of the population identifies as religious, 64.1% of which are of Christian relation. 26.5% identify as having no religion.

As with other areas of Wales, there is a considerable wealth gap in the area and surrounding areas. 61.9% of the population own their houses outright, and 36.9% rent either from social housing or private landlords and estate agencies. Of the 3,345 households in Pembroke 45.6% have no adults in employment, and of the 362 households with lone parents and dependent children, 45.9% are not in employment.

Community facilities and services

Whilst Pembroke does have a number of facilities and services for young children, such as playgroups, sunday schools, parks, and clubs, there is a considerable lack of accessible services for young people and teenagers.

Pembroke has one third sector youth club in the centre of the town which is open five evenings a week, and there is a second in Pembroke Dock situated on the grounds of the secondary school, which is open two evenings a week.

Pembroke has a local Rugby Club, and a local football club, and whilst these are free, parents of young people have to consider the cost of kits and travel to and from training grounds and away games. The same applies for a dance class which provides weekly lessons to young people of all ages; while this class provides a great opportunity to those interested, parents must consider the cost of each class and the cost of any costumes and travel to and from competitions.

This is the case for many other provisions too; a Scouts club runs every Monday for two hours, but each session costs a fee, and members must pay for complete uniforms as well as any personal equipment for trips and projects, and the leisure centre provides a

range of recreational activities for young people, but membership ranges from £21.00-£21.70 a month and must be paid through direct debit. While the provisions do seem to be there, the costs incurred from them tend to exclude a majority of local young people from having access. As Dalrymple and Burke comment in their work on anti-oppressive practice, “young people... are a powerless group in relation to adults and have consistently been denied full rights to participation...” (1995, p. 140). In Pembroke, it is young people and more specifically working class young people who are limited in their provisions.

While there are limited facilities available to young people, there are at least eight pubs, a nightclub and a number of sports clubs which serve alcohol, eight of which are in the main street of Pembroke. The concentration of these establishments in the main street means that it is a hub of nightlife on Fridays and Saturdays, making it an unsuitable location for young people. A myriad of antisocial behaviours are committed on these nights, resulting in sound pollution, fighting, public intoxication and littering.

Travel and transportation

22.5% of households in Pembroke do not own a car. This limits the travel methods of these households to buses and trains, which are unreliable and can be costly. Pembroke has one train station which runs 9 times a day and 4 times on Sundays, and although buses run almost hourly, they are wholly unreliable and not only increasing in cost, but many have been downsized to minibuses.

Unsatisfactory transportation has resulted in many young people feeling trapped in their community, and unable to explore their wider area, including the beaches and coastal paths Pembrokeshire is known for.

Tourism

Pembroke is a year-round tourist destination, with most visits occurring during the spring and summer months. Local attitudes towards tourism are split; with business owners and council

members keen to encourage tourism to increase revenue while much of the population criticise the focus of funding and resources to “grockles”.

The disdain towards tourists comes from the young people of the town too, with many frustrated that people come to their hometown and “flaunt their money” while they themselves are unable to visit local attractions due to lack of money and transport.

When talking to local young people many noted that this year they had not been to any beach at all during the summer, despite there being approximately 50 beaches in Pembrokeshire. This was due to their parents either working full-time and not having the time to take them, or not having the means to visit these places at all.

Public opinion on young people

As a group, young people are variously stereotyped, ignored, abused, judged, or condemned. They are blamed both for failing to conform to a world that was not of their making and embracing the world they were born into too enthusiastically.

(Ingram and Harris, 2001, p. 9)

During the last local election the majority of the candidates pitched “tackling antisocial behaviour in young people” as one of their main areas of interest. Despite this, not one candidate approached the local youth club or the school to discuss tactics in this area.

A town Councillor and Trustee for the local youth club made comments to a local news source about underage drinking and drug use in Pembroke. However, he provided no comment on what was being done to tackle these “issues” and did not have facts to support his claims.

Young people’s opinions on their community.

Many young people are disillusioned with Pembroke. They feel that there is nothing for them to do, and that they are unwelcome in many areas of the town.

Through conducting interviews with members of the Tanyard Youth Project, I have learned that many young people do not feel heard, and believe that they deserve to be given the time and space to share their opinions and experiences with locals and councillors.

Some older young people have entered drinking culture, and believe that they are more subtle with their drinking than the adults in town and “cause less trouble”. When asked about their opinions on how drinking can lead to antisocial behaviour, many young people pointed out that the local nightclub was the hub for a lot of this behaviour, and stated that they believe the “drunk people” who go out on the weekend are more of a nuisance than themselves.

Many young people believe that Pembroke has nothing to offer them, but they feel they have no means to leave. The majority of young people deemed themselves “not smart enough” to go to university, and plan to stay in the town and “just get a job to get by”. There is a great deal of disillusionment with the young people, and this seems to be affecting their behaviour and effort in school.

Conclusion

While limited in its scope, this community profile provides a brief overview of the lack of resources for young people in the Pembroke Parish. There is an obvious community deficit (Taylor, 2003, p. 17) which affects young people’s ability to engage with their community and fails to meet their needs. There is a snowball effect where a lack of resources drives young people to meet their own needs in unconventional ways, which then influences society's stereotypes of them. These stereotypes then influence how young people are treated, resulting in a self-fulfilling prophecy of behaviour.

While there is no ‘quick-fix’, a greater understanding of meeting the needs of young people and how this can affect their place in society is necessary. As Blacker states “the focus seems to be more on the behaviour of the young person rather than on possible root causes of their behaviour” (2010, p. 24, citing Waiton, 2008). If we as a community can meet the needs of young people then it is possible their behaviour will change in reaction.

Professional Development Plan

Areas for development	What do I want/need to learn?	Why do I want/need to learn this?	What will I do to achieve this?	What resources or support do I need?	What will my success criteria be?	Target dates for review and completion
Supporting young people through bereavement. YW18 YW22	The correct/best language to use when talking to a young person dealing with bereavement. Approaches for supporting young people. Up to date knowledge on agencies for referral.	To facilitate the personal development of young people. To work with young people and others. YW18- engage with young people to promote their emotional wellbeing and mental health. YW22- Influence and develop youth work strategy within the Tanyard. Signpost No.29- Develop my knowledge, skills and competence.	Find and undergo training such as CPD Online College Child Bereavement Course. Create a policy for staff around child bereavement.	Support from Project Manager to undergo and fund training. Support from Project Manager in developing and reviewing a new policy.	Recognised certificate in dealing with child bereavement. Publication and implementation of child bereavement policy.	Review with Project Manager during next supervision and set completion for around May 2024 to account for increasing workload due to Masters.
Dealing with behaviour that challenges in regards to members behaviour outside of the Tanyard. YW22	How to identify causes of behaviour that challenges. Building better relationships with young people who exhibit challenging behaviour. Ability to support YPs to manage their behaviour outside of the Tanyard.	Engage with and empower young people. Facilitate their personal and social development. Promote inclusion and equality in young people. Work with young people and others. YW01- build and maintain relationships with young people. YW02- Assist young people to learn and engage with the youth work process. YW09- Support young people to become responsible citizens. YW10- advocate on behalf of young people. YW15- assist young people to assess risk and make informed choices in the management of their wellbeing. YW17- monitor and review organisations policy and practices for the protection and safeguarding of young people and self. YW22- Influence and develop youth work strategy within the Tanyard.	Find and undergo training such as CPD Managing Behaviour that Challenges. Use knowledge to improve the organisation's behaviour management document to include support of YPs exhibiting challenging behaviour outside of the organisation.	Support from Project Manager to undergo and fund training. Involvement with other staff to assist in building a better, more effective method of dealing with challenging behaviour.	Recognised certificate in managing challenging behaviour. Cohesive staff approach to dealing with challenging behaviour in and out of the organisation.	Review with Project manager during next supervision and set completion for around May 2024 to account for increasing workload due to Masters.

		Signpost No.29- Develop my knowledge, skills and competence.				
Develop a more rounded and informed understanding of my community SFJBA6 YW20	Better understanding of the politics in the area. Better understanding of the views and attitudes of the people in my community.	Work with young people to promote inclusion, equality and young people's interests and wellbeing. Facilitate their personal, social and educational development. Educate and empower young people. YW04- develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work. YW10- Advocate on behalf of young people so that their interests are represented. YW13- Access information with and for young people to inform decision making. YW14- assist young people to recognise, realise and defend their rights. YW20- Determine, evaluate and prioritise the organisation's objectives for youth work in the community. Signpost No.29- Develop my knowledge, skills and competence. Signpost No. 37- Work with the tensions inherent in the community. Signpost No. 39- Relate to different communities. Signpost No. 40- Promote the needs, rights and interests of individuals and groups in the community.	Undertake a community profile with a main focus on youth provision. However, all views and areas should be touched upon.	Support from Project Manager to provide information and guidance through the project.	Completed community profile. Ability to use knowledge of the community to inform my work and improve my practice.	February 2024 to account for PP1 in Masters.
More knowledge of policies, legislature	Current youth work strategy and familiarity with employment law.	Work in accordance with the 5 pillars and NOS in a more informed way. YW03- Comply with legal, regulatory and	Visit Gov.uk. Sign up for mailing lists for youth work.	Support from Project Manager to refer me to appropriate information/ sign me	More in-depth knowledge of policies and legislation.	May 2024.

etc, YW03		ethical requirements when carrying out youth work. YW13- Access information with and for young people to inform decision making. YW17- Monitor and review organisation's policy and practices or the protection and safeguarding of young people and self. Signpost No. 27- Promote equality of opportunity, diversity and inclusion. YW20- Determine, evaluate and prioritise my organisation's objectives for youth work in the community. YW21- (to assist with) securing funding and resources for youth work. YW24- Monitor and evaluate the impact of youth work strategy and delivery. Signpost No.29- Develop my knowledge, skills and competence. Signpost No. 32- Quality assure work in my team.		up to mailing lists.		
More knowledge on youth work literature to improve practice YW03.	Be able to refer to theories, models, and guidance from educated youth work academics to inform my practice.	Learn to/improve at: Work in accordance with the 5 pillars and NOS in a more informed way. Work with young people to promote inclusion, equality and young people's interests and wellbeing. Facilitate their personal, social and educational development. Educate and empower young people. YW02- Assist young people to learn and engage with the youth work process. YW05- Enable young people to identify, reflect and use their learning to enhance their future development.	Dedicate free time to studying. Formulate own methods for working informed by literature.	Access to Project Managers office library for literature.	Able to know what literature I need to look at for particular information.	May 2024.

		YW06- Explore the concept of values and beliefs with young people. YW07- Apply youth work values and principles in group work. YW10- Advocate on behalf if young people so that their interests are represented. YW11- Plan, prepare and facilitate learning activities with young people. YW13- Access information with and for young people to inform decision making. YW14- Assist young people to recognise, realise and defend their rights. YW16- Equip young people with safeguarding techniques. YW20- Determine, evaluate and prioritise organisation's objectives for youth work in the community. YW22- Influence and develop youth work strategy. YW23- Engage young people in the strategic development of youth work. YW24- Monitor and evaluate the impact of youth work strategy and delivery. Signpost No.29- Develop my knowledge, skills and competence. Signpost No. 32- Quality assure work in my team. Signpost No. 34- Support individuals' learning and development. Signpost No. 36- Provide healthy, safe, secure and productive working environments and practices.				
Knowledge on supporting	Recognise the signs and take appropriate	Work in accordance with the 5 pillars and NOS in a more informed way.	Undertake CPD Mental Health	Support from Project Manager to	Recognised certificate in	June 2024.

young people with bad mental health YW18 YW22	action. Focus on Prevention.	Facilitate young people's personal development. Promote inclusion and equality in young people's wellbeing. YW05- Enable young people to identify, reflect and use their learning to enhance their future development. YW11- Plan, prepare and facilitate learning activities with young people. YW12- manage resources with young people for youth work activities. YW13- Access information with and for young people to inform decision making. YW14- Assist young people to recognise, realise and defend their rights. YW15- Assist young people to assess risk and make informed choices in the management of their health and wellbeing. YW16- Equip young people with safeguarding techniques. YW17- Monitor and review organisational policy and practices for the protection and safeguarding of young people. YW18- Engage with young people to promote their emotional wellbeing and mental health. YW22- Influence and develop youth work strategy for the Tanyard. Signpost No.29- Develop my knowledge, skills and competence.	Champions Foundation. Use knowledge and understanding to create organisational guidance on supporting young people through their mental health issues.	undertake the training and support me in formulating guidance. Engagement of other staff members in developing and implementing mental health guidance.	mental health championship. Clear and concise organisational guidance which can be used by members of staff.	
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An in-depth SWOT analysis of the organisation

Strengths • Regular funding from and a good working relationship with BBC Children in Need, who have funded the project for 11+ years. • Central location to the majority of its members. • Large building with untapped potential. Various rooms and areas for different projects and plenty of space to hold a large number of young people. • Committed young people. Lots of regular members. • Growing support for the project from the community. • Dedicated staff who are willing to develop professionally to improve their practice.	Weaknesses • Weak trustee board: lack of knowledge on governing, lack of experience with youth work and third sector. • Building is old and in need of maintenance/ repair to fully function. • Unqualified staff members. • No Guaranteed income. • 64% of funding must be sought after grants from BBC Children in Need and Pembrokeshire County Council.
Opportunities • Constant opportunities for funding new projects. • Plenty of opportunities for staff to be trained (level 2 and 3, first aid etc.) • If funding can be acquired, the building can be maintained and renovated. • Recruiting young people as volunteers and students for placement. • Always opportunities to establish partnerships with other agencies.	Threats • Funding from BBC Children in Need and Pembrokeshire County Council could stop or be withdrawn. • Trustees are all part of the same church and want to start their own youth club. If this happens Tanyard has no trustees and cannot run. • Changing governments and ideals may lead to cuts in funding or resources. • Governments priorities may change, leading to a change in legislation and policy. • Rising living wage could threaten staffing levels.

The Tanyard Youth Project, like other third sector youth organisations, is gifted with the freedom to deliver truly youth-led provision. However, this freedom comes at the cost of a perpetual struggle to ensure adequate funding and maintenance of the project through changes in policy and legislation. The Tanyard's existing strengths are a satisfactory base on which to grow and develop the project further, but the organisation must dedicate sufficient time to strengthening its weaknesses and insuring itself against potential threats.

While there are a number of threats which are out of the control of the organisation, there are numerous actions which the Tanyard can take to improve its provision and reinforce its longevity. This SWOT analysis aims to provide some achievable aims of improvement to the organisation.

Staff training

While the staff at the Tanyard are dedicated and hardworking, their lack of training has unintended consequences. The most well-meaning individual can unintentionally provide ineffective youth work if they are not aware of how their life experience may affect their

working style. As Batsleer states “The recognition of personal agendas on the part of practitioners is the best method of avoiding imposing them on young people.” (2008, p. 39).

A level 2 is a short qualification but provides a framework by which staff can inform their practice, and can act as a springboard for staff to take responsibility for their professional development and seek out further education and training.

Trustees

Trustees are as important to an organisation as the staff and young people, and the Tanyard is currently in deficit of adequate trustee personnel. In the current financial climate it can be difficult to ask people to give their time for free and “in an environment where it is hard to recruit people to post, the pressure to tolerate lower standards of practice can increase.” (Pugh, 2010, p. 152). A small recruitment drive aimed at members of the community could prove an effective method of increasing the number of trustees and the diversity of the board in terms of skills and experience.

Reevaluation of resources

Resources “...determine the style, ethos and content of a programme...” (Gilchrist, 2010, p. 79). The Tanyard’s greatest resource is the building itself, however it is in disrepair and if left to continue this way, will increasingly limit the scope of programmes the Tanyard can provide. The focus of many funders is currently on sustainability, and a good application advocating for the sustainability of the building and its impact on youth work could prove beneficial. Funding a mesocycle plan to refurbish the building could provide opportunities to reach out to local businesses for support and include young people in the process.

Inter-agency relationships

There are a number of other third sector youth organisations in Pembrokeshire which are experiencing the same pressures as the Tanyard. Rather than acting as rivals, competing for the same funding to provide the same services, a holistic approach to youth provision for

Pembrokeshire could see the youth clubs teaming up to acquire funding and provide county-wide provision.

**A summary of your own learning and development,
linked to your professional development plan and
underpinned with reference to examples from your
practice and appropriate literature such as National
Occupational Standards for Youth Work**

Over the past few months I have engaged in placement at the Tanyard Youth Project, a third sector youth club in my local community. I am lucky to have had my placement at the Tanyard as I work there full time, and this allowed me to engage in a range of sectors of youth work.

Throughout my placement I have made a conscious effort to use my new academic knowledge to guide and inform my practice so to be the most effective form of myself. With the guidance of my roles and responsibilities essay, which I formulated with the supervision of my manager, and my professional development plan (PDP) I have made a conscious effort to improve on areas of my practice I had identified long before my placement started. Alongside this I made an effort to engage with areas of youth work which sit outside of the standard face-to-face provision. My practice was not only guided by my placement but by constant referral to the youth work National Occupational Standards (NOS) (CLD Standards Council Scotland, 2019) and Youth Work in Wales: Principles and Purposes (PaP) (2022), to ensure I was remaining within the ethos of youth work and not getting carried away with my own personal development goals.

In this piece of work I will be breaking down various areas of youth work I have engaged with during my placement and how I believe I have developed as a youth work practitioner, before concluding with my goals for further professional development.

Location of self

When studying the work of Kate Sapin early on in my placement, I discovered the term 'location of self' which Sapin describes as "identification, analysis and evaluation of one's skills, knowledge, attitudes and values as well as their origins, particularly in relation to experience and identity" (2013, p. 244). This phrase, and Sapin's table on how to locate oneself (2013, p. 67-8) appealed to me as it was important to me in my practice to locate myself and identify views I have on the world and how these could affect my youth work.

This was further reinforced during my research into Janet Balsteer, who states that “Youth...workers need to be as aware...of their own perspectives and motivations if their work with young people is to be freed to support the young person...” (2008, p. 39).

My personal experience growing up was that of a child from a single parent household which was below the poverty line, and while this provides me with an understanding and perspective of what some current tanyard members are experiencing, I have had to be conscious to not promote a negative view of society through my own disillusionment with my community. Batsleer continues on to state that “the recognition of personal agendas on the part of practitioners is the best method of avoiding imposing them on young people.” (2010, p. 39). Gaining knowledge of self was important to me to ensure that I was practising as effectively as possible and consciously using my own experiences in an effective way.

Throughout my placement I have used my conscious knowledge of self in my youth work and regularly reflected on my practice to attempt to avoid negatively impacting my practice due to my own experiences (see Reflective Practice Log 1). I have also used this new knowledge to work towards goal 5 of my PDP, and adhere to NOS Key Area E.

Preloved Project

As part of my placement conditions I was required to undertake a project with young people from the Tanyard. Planning and implementing projects is a strength of mine and so I was keen to execute this task. I am passionate about planning small scale projects as they provide me with the opportunity to engage with and encourage a group of young people and to enable them to take control of their youth club. I referred to the NOS throughout the process, specifically Key Areas A, B and D.

I engaged a group of young people in the planning process, providing them the time and space to develop project ideas which we could then determine if they were viable. The young people developed the idea of a ‘Preloved Project’ whereby the Tanyard sets up a charity shop where everything is free for young people and adults alike. The young people

worked with me to create a project proposal guided by Spain's framework (2008, p. 180) (see appendix 3). Giving the young people complete control over the decision making process for the project led to the group engaging more thoroughly than I initially expected. In this experience I was simply an enabler to their ideas.

This project provided me not only the opportunity to engage with a group of young people and empower them to take the lead on a project, but also to engage with funding applications, risk assessments and resource collection. I worked with a member of the group to apply for funding from Pembrokeshire Youth Bank (see appendix 4). We were successful in our application and used the money to buy the resources that the young people picked. We used project nights to begin renovation of the room and to make signs and posters.

Policies

During my placement I was set the task of reviewing and updating the policy, which required me to look into current legislation and guidance, and develop a policy the Tanyard could abide by (see appendix 5). I used various Acts such as the Childrens Act (2004) and Equality Act (2010) to guide my work, and referred to guidance where possible. Through this task I worked towards goal 4 of my PDP, and successfully adhered to Key Area C of NOS through YW17 and Signpost No. 27.

Taking guidance from Batsleer and Davie's 'What is Youth Work?', I intended for the policy to be more of a guide to intent than a rule book. Davies states that "its meaning and application can be decided only by what practitioners do- by their actions." (2010, p. 19). Just like PaP provides a guide for practice rather than strict rules of actions, I intended for the policy to act in the same way and allow staff to adhere to the policy in ways they believe worked well.

Engaging with and empowering young people

I value young people's participation in as much of my decision making processes as possible to ensure that I am acting in their best interests and not what I believe is such. Podd

describes participation as “a concept that addresses issues of social justice, democracy, empowerment and power” (2010, p. 23). To encourage a new wave of participation between existing members and newcomers I set out the task enabling Tanyard members to create a new and improved Code of Conduct (see appendix 6). 15 young people worked together to lay out their expectations of themselves and the tanyard, and how they would use the space. This code of conduct is now in use not only to act as a guide for new members, but has also helped new staff to understand the needs and values of our members.

Additional tasks

In addition to my main assignments, I opened contact with the school youth worker which has resulted in many more young people getting adequate referrals and strengthened the Tanyards connections with other agencies. This relationship has since acquired funding to pay a member of Tanyard staff to visit the school weekly for meetings and interventions.

I have also worked towards Goal 3 of my PDP through the research I conducted for my community profile. Agreements have been made to expand upon this community profile further and send it to Pembrokeshire County Council with areas for improvement listed by our young people. This is a medium-term goal I hope to achieve after my next semester is complete.

While I am pleased with my progress during my placement and confident that I have improved as a youth worker, there are still areas for improvement I aim to work on. Goals 1, 2 and 6 have been unattainable to me thus far due to my studies so I plan to undertake various courses once I have completed my studies for this academic year.

I plan to engage with regular reflective practice and maintain a supervisory relationship with my project manager to ensure that I am consistently improving my practice. I am aware that my workload with my masters is going to increase so I would like to establish new expectations for my practice as I work my way through this next semester.

Overall I believe that I am consistently improving in my practice and look forward to my next semester and learn more so that I can continue to improve.

Risk Assessment

Person responsible: All members of staff and volunteers	Place: Tanyard Youth Project Ltd Date of Activity: N/A	Assessed By: Kelly Porteous Reviewed By: Sue Lines Date: 09/11/23
Manager: Sue Lines	Task, Activity or Situation: Building, Drop-ins, Catered Groups, Monday Project	Re-assessment date (if applicable): Yearly

Risk = severity x likelihood	Severity of harm		
	(1) Slight (All other injuries and illnesses)	(2) Serious (Over 3 day injury or serious illness)	(3) Major (Death or major injury)
Likelihood of occurrence			
(1) Low (Harm will seldom occur)	Low (1)	Low (2)	Medium (3)
(2) Medium (Harm likely to occur)	Low (2)	Medium (4)	High (6)
(3) High (Harm certain to occur)	Medium (3)	High (6)	High (9)

Building

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Stairs	Everyone Falling, Tripping.	Upstairs off limits without staff members present. All parts of stairs in view of main hall. Mobility lift installed. Stairs in view of CCTV	M4	Clear signage.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Cleaning materials and hazardous liquids.	Everyone Ingestion. Skin irritation. Damage to clothing or surfaces.	All cleaning materials and chemicals locked away. Health and safety policy and procedure in place.	L2	Ensure keys are out of reach of YPs at all times.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Toilets	Everyone Locked in cubicles. Exposure to germs. Slips if the floor is wet.	Toilets are cleaned regularly and cleaning rota kept. Monitoring of bathroom hallways.	L1	Access to cubicles from the outside in an emergency.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Equipment	Everyone Choking. Tripping. Getting hurt. Damaged equipment.	Equipment is regularly monitored and replaced if necessary. Staff are always in sight when equipment is being used. All equipment is locked away after/between sessions. Electrical equipment PAT tested every 6 months.	L2	Cataloguing of equipment and risk assessment for specific items.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Garden	Everyone Tripping. Damage to equipment. Misuse of equipment leading to injury. Access to a main road.	Garden gates leading to main road locked. CCTV in garden. No YPs to be in the garden unsupervised. All equipment stored away after use.	M4	Garden clean up needed to remove broken/unused equipment.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM ? BY WHEN?
Food	Everyone Food poisoning. Allergen mixing leading to illness.	All food items day dotted and stored correctly. All staff have food and hygiene training. YPs allergies and intolerances to be logged. All food provision logged to follow up if needed. Daily opening and closing checklists completed.	L1	Stress to YPs the importance of communicating their allergies and intolerances.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM ? BY WHEN?
Kitchen	Everyone Knives/sharp objects. Hot stoves and pans. Spills.	All staff food and hygiene trained. All knives kept sharpened. All sharp objects kept locked away. No YPs allowed in the kitchen without permission from staff. Always at least one member of staff in the kitchen. Wet floor sign on hand. CCTV in kitchen	L2	Provide health and hygiene education to members who want to use the kitchen.	All Staff

Personnel

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Risky Behaviour	Everyone Fighting. Misuse of equipment. Smoking/Vaping/Drinking.	Safeguarding policies and procedures in place. Behaviour guidance available to all staff. Clear rules and guidance for YPs. CCTV in all areas.	M3	Catered sessions on risky behaviour when needed.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Staff unaware of ALN.	Everyone Breakdown of communication. Unsuitable provision for certain YPs. Sessions may cause overstimulation/meltdowns.	All ALNs reported and logged. All staff kept up to date on YPs ALNs and individual risk assessments completed. Clear communication with YPs about their needs. Mondays set aside specifically for ALN. Staff provided with Autism Awareness training.	L2	Staff to consider ALN when planning sessions.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Exposure to unsuitable personnel	Young people.	All staff who come into contact with young people to have up to date relevant enhanced DBS checks. Staff to have two written references. If any disclosure appears on the DBS check, appropriate risk assessment undertaken to ensure suitability to work with young people. Safe Recruitment Policy and Procedures in place.	M3	Project manager to ensure policies are kept up to date. Project manager to ensure references are taken. Project manager to present any disclosure to the board of Trustees to assess suitability to work..	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Staff not recognising signs of abuse of abuse and neglect not understanding how to respond to a young person.	Young people.	All staff working with young people have undertaken safeguarding training. All staff to be aware of Child Protection and Safeguarding Policy and Procedure.	M3	Ensure that all staff training records are up to date.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
Young people at risk from other young people	Young people	Bullying policies in place and adhered to. Staff ratios always adhered to. Young people supervised at all times. Bullying and other forms of abuse covered in the behaviour contract. Mediation offered to young people where appropriate.	M4	Young people are encouraged to report incidents of bullying to staff.	All Staff

HAZARD	WHO MIGHT BE HARMED AND HOW?	EXISTING CONTROL MEASURES	RISK (severity x likelihood)	WHAT MORE NEEDS TO BE DONE TO CONTROL THE RISK?	BY WHOM? BY WHEN?
False or malicious allegations against staff members.	Employees	All staff are aware of the lone working policy. All staff are aware of their responsibilities. Staff ratios adhered to at all times. Safeguarding policy and procedure in place for staff.	M3	Lone working guidelines to be covered in the induction and regularly reviewed.	All Staff

Supervision Contract

PRACTICUM PLACEMENT SUPERVISION CONTRACT

Practicalities For example - timing, frequency, place, what are reasonable interruptions.	Supervisions will take place approximately every two weeks however additional supervisions will be available on request. Supervisions will last at least an hour but can last up to an hour and a half. Supervisions will take place in the main office of the Tanyard and all efforts will be made to avoid interruptions. However, health and familial issues will be taken into account.
Boundaries What can be discussed, what cannot, confidentiality, how will gossip be dealt with.	The supervisor is happy to discuss anything that would support the professional development and wellbeing of the supervisee. All discussions will be kept confidential unless discussed by both parties or a safeguarding issue or cause for concern arises.
Working together Sharing expectations, what the focus of the relationship will be, hopes and fears, the ethos of the supervision.	The supervisee will be approaching the supervisor for support in their professional and educational development. The supervisor will act as a mentor to the supervisee. The ethos of the supervision will be to create a comfortable and supportive environment for both parties to learn from each other.
Session Format What will each session be like? Will all the time be spent on one incident; are supervisees expected to bring written recordings or verbatim accounts?	Each session will provide the opportunity for the supervisee to share and discuss reflective practices with the supervisor. The supervisee will also be seeking support from the supervisor in regard to their studies. There is no time set for each topic, it will depend on the needs on the day. All supervisions will be recorded using the UWTSO supervision recording format and photocopied with one copy being stored in a confidential file in a locked cabinet in the Tanyard, and the other being kept by the supervisee for educational purposes.
Organisational & Professional context Expectations, fitness to practise, responsibilities on supervisor and supervisee, professional and ethical boundary discussions.	Both parties will be professional and friendly during sessions. Both parties are to make an effort to be on time for supervisions and the supervisee is to send any discussion points to the supervisor at least 24 hours before the supervision.

Career Development Bursary	Students must complete this bursary at the earliest opportunity, either during or immediately following this meeting.	
	23-24 Career Development Bursary Form - Initial Application Form	

Signed (supervisee)

Date: 9/11/23

Signed (supervisor)

Date: 9/11/2023

Supervision Recordings

Supervision 1

SUPERVISION RECORDING FORMAT

SUPERVISION RECORDING

DATE: 9/11/2023

TIME: 15:00 pm

PEOPLE PRESENT: SUE LINES & KELLY PORTEOUS

DURATION OF THE MEETING: 1 hour

AGENDA/ DISCUSSION POINTS

1. Placement supervision contract
2. Placement contract
3. Reflective practice
4. Risk Assessment
5. Roles & Resps of YW in placement
6. Organisation of portfolio

NOTES/ ACTION OF EACH ITEM

1. Signed
2. Signed
3. Reviewed & discussed. safety.
4. Reviewed & discussed.
5. Reviewed & discussed. Suggestions made
6. Reviewed.

PROBLEMS ENCOUNTERED

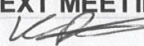
REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

Excellent first reflective account.
Feedback provided. Online resources around subject matter indicated.
Extensive risk assessment reviewed and discussed. Roles & resps. v. comprehensive.
Portfolio well organised.

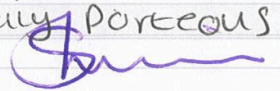
QUESTIONS ARISING

Outstanding Q regarding reimbursement of supervision fees.

DATE OF NEXT MEETING: 3pm Thurs 23/11/2023

SIGNED: 

STUDENT Kelly Porteous

SUPERVISOR 

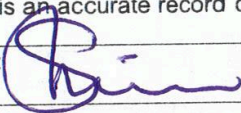
Supervision 2

Tanyard Youth Project
Supervision Record Sheet

Date: 24.11.23	Time: 16:00	Venue: TYP
Supervisor's Name: Sue Lines		Supervisee's Name: Kelly Porteous

Agenda items		
1. Placement Contract	5.	
2. PDP	6.	
3. SWOT	7.	
4. Reflective account	8.	
	3	
Discussion Points	Action	By when
1. Supervision contract renewed & agreed. Signed off.		
2. Draft PDP reviewed. Discussed. Suggestions made. Quite ambitious plan - discussed.		
3. Lots of discussion and notes made.	⑤ to bring in own SWOTs	

4.	Reflective 3 provided to Sue for discussion at next supervision		
5.			
6.			
7.			
8.			
Please arrange date of next meeting here:			

I confirm the above is an accurate record of the meeting.	
Signed (supervisor): 	Date: 24/11/23
Signed (supervisee): 	Date: 24/11/23

Supervision 3

SUPERVISION RECORDING FORMAT

SUPERVISION RECORDING

DATE: 17 Dec 2023

TIME: 3pm - 4pm

PEOPLE PRESENT: Sue Hines, Kelly Porteous

DURATION OF THE MEETING: 1 hr

AGENDA/ DISCUSSION POINTS

1. Community Profile
2. Funding
3. Reflective account
- 4.
- 5.
6. Next supervision

NOTES/ ACTION OF EACH ITEM

1. Renewed & notes provided.
2. Help provided for seeking funding for
3. Discussed. Advice given. Preloved Project
4. & next reflective provided.
- 5.
6. Next supervision 10 Jan 2024 1pm

PROBLEMS ENCOUNTERED

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

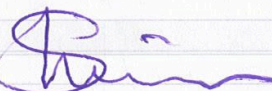
QUESTIONS ARISING

DATE OF NEXT MEETING: 10.1.2024

SIGNED:

STUDENT

SUPERVISOR



Supervision 4

SUPERVISION RECORDING FORMAT

SUPERVISION RECORDING

DATE: 10/1/2024

TIME: 1pm to 2pm

PEOPLE PRESENT: Kelly Porteous, Sue Llew

DURATION OF THE MEETING:

AGENDA/ DISCUSSION POINTS

1. Reflective account.
2. Literature
3. Next placement
4. Next supervision
- 5.
- 6.

NOTES/ ACTION OF EACH ITEM

1. Renewed, discussed & next submitted
2. Kelly shown Sue's YW library to use
3. Options for next placement discussed.
4. M.1.24 at 3pm
- 5.
- 6.

PROBLEMS ENCOUNTERED

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

QUESTIONS ARISING

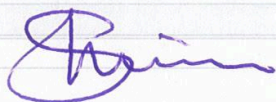
DATE OF NEXT MEETING:

19.1.24

SIGNED:

STUDENT

SUPERVISOR



Supervision 5

SUPERVISION RECORDING FORMAT

SUPERVISION RECORDING

DATE:

19/1/2024

TIME:

3pm to 4pm

PEOPLE PRESENT:

Kelly Porteous, Sue Line

DURATION OF THE MEETING:

AGENDA/ DISCUSSION POINTS

1. Reflective account.
2. Work / study balance
3. Access to youth work articles
4. Youth work timeline
- 5.
- 6.

NOTES/ ACTION OF EACH ITEM

1. Discussed & next one submitted for final.
2. Discussed. Advice/support offered. supervisor
3. Sue to refer Kelly to email news letters.
4. Shift in focus from NEET to well-being discussion
- 5.
- 6.

PROBLEMS ENCOUNTERED

REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.

Discussed change in policy emphasis over recent years, and influence on youth work strategy.

QUESTIONS ARISING

DATE OF NEXT MEETING:

23/1/2024

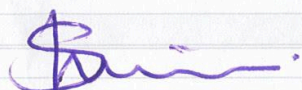
SIGNED:

STUDENT

SUPERVISOR

Supervision 6

SUPERVISION RECORDING FORMAT

SUPERVISION RECORDING	
DATE:	23/1/2024
TIME:	3pm - 4pm
PEOPLE PRESENT:	Sue Lines, Kelly Porteous
DURATION OF THE MEETING:	1 hour
AGENDA/ DISCUSSION POINTS	
1.	Reflective account
2.	Review of work portfolio
3.	Supervisor's Report
4.	End of placement & supervision
5.	
6.	
NOTES/ ACTION OF EACH ITEM	
1.	Discussed & advice provided
2.	Notes & recommendations given
3.	Sue to complete by 25/1/24
4.	Kelly will continue to have supervision with Sue
5.	
6.	
PROBLEMS ENCOUNTERED	
REFLECTION ANALYSIS AND LEARNING Links between theory and practice can be made here and referenced in the usual way. Also reflection on effectiveness of supervision.	
QUESTIONS ARISING	
DATE OF NEXT MEETING: Pre-scheduled in calendar	
SIGNED:	
STUDENT	
SUPERVISOR	

Reflective Accounts

Reflective Practice Log 1

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

During a drop-in session a group of girls who attend regularly (aged 12-13) were talking with myself and two other members of staff around the breakfast bar. It was a quiet night so we had time to chat about school and friendships which were going well. One of the girls received a Snapchat message and revealed that it was from an older man who had added her as a friend a few days before. Upon probing the situation I discovered that it is common for older men to add young girls on Snapchat and message them regularly, starting off with general conversation and eventually asking for explicit images. The girls said that they add the men back and talk to them as a joke but that they have no intention of engaging seriously with them. I told the girls, and in particular the girl who had the Snapchat, that it was dangerous to do, even as a joke, and advised her to report and block the man. The girl tried to reassure me that it was 'just a joke' so I pushed the conversation further and encouraged her to consider what the man's motives were. She seemed reluctant to engage with this so I decided it was best for me to explain to her the intentions behind messages like this, and how the man's intentions were concerning. I put it into the context of someone my age and said that if I had a friend who was messaging a 12 year old girl I would be very concerned and question him about it. She seemed to understand the situation more after the conversation but also seemed frustrated that it had become the main topic of conversation.

I told her I would leave the conversation there and not push it but asked her to approach me if she felt unsafe or needed advice on the situation. She blocked and deleted the man before the conversation ended.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Immediately upon hearing the girls talking I felt concerned for them. I am knowledgeable about online safety and felt that they were putting themselves at risk. During a session review at the end of the night other staff agreed that they felt the same way.

I felt worried for the girl's safety and also frustrated that I had not had a conversation with her sooner so as to avoid situations like this. We have touched on the topic of internet safety before but the girls reassured myself and other staff that they were being safe. Looking back I believe they definitely thought they were being safe but were not fully aware of the risks posed by social media use.

I feel frustrated at myself for the way I handled the situation. I had good intentions and had a productive conversation but I feel I may have pushed it too far or not chosen the right time and place for the conversation as the girl left the situation seeming a bit frustrated herself.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

The fact that girls were comfortable talking with us about the situation was a good thing. It shows that we have a good relationship with them and that we are trusted.

Another positive from the situation is that the girls, specifically the girl with the Snapchat, walked away with more knowledge about internet safety. The girl with the Snapchat also did block and remove the man after the discussion which ended their contact.

However, I feel that my approach, though well intentioned, may have been too heavy handed and caused the girl to be less receptive than if I had approached her in a different manner. This may also cause her to be less likely to approach me in the future.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

My own and the other staff's relationships with the young people is positive and built on trust. This can be seen in their willingness to discuss these situations with us. As regular members, it is reassuring to know that we can and will be made aware of situations like these if they arise. However, this conversation came from a casual chat rather than the girl approaching us and may have been missed if staff did not have the time free to talk with them. It was obvious from the conversation that this situation had happened before so we are simply lucky that we happened to be privy at this time.

Although the girls were not acting completely safely by engaging with this man, they were not under the illusion he was their friend and understood that it was odd behaviour for an adult. They saw the interaction as a joke to be had on the man, but they also did not consider how even this could put them in danger or expose them to inappropriate behaviour.

My interpretation of the girl with the Snapchat being frustrated is simply that, my interpretation. I have not seen her since the incident so have not been able to follow up. It could be just that she lost interest in the conversation or wasn't bothered either way, but this is something I need to discuss with her further.

STAGE 5 - CONCLUSION

I believe my reaction to the situation came from the fact that I was a victim of online abuse when I was 14 years old, under slightly different circumstances. I did not fully understand the extent of the situation until I was a lot older and it had a negative effect on my wellbeing for a long time, and I believe that this experience may have triggered me and caused me to react more emotionally to the situation than I should have. The information I gave was relevant and helpful and the conversation was positive, however I was more concerned with sharing the information as soon as possible than with choosing the right setting for a discussion. We have a designated quiet chat room which would have been a good place to talk and may have changed the situation from me telling her information to a more comfortable and open discussion about safety online.

I believe that my own experience could provide a positive contribution to a discussion like this, so long as it is in the right place and at the right time.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

If this situation were to happen again I would make sure to ask the young person(s) if they would like to have a discussion around internet safety in a quieter and more private setting. This would ensure the conversation is voluntary and on their terms and avoid anyone feeling like they are in the 'hot seat'.

From this experience I have decided that as a team we need to place more emphasis on internet safety and have started planning a session for a Wellness Group around the issue. This environment will allow young people to learn and discuss together and open up opportunities for staff to learn and understand how our members are acting and conducting themselves online.

Reflective Practice Log 2

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

During a project night it was very quiet and some yps who hadn't booked came in, two of which were from a different town and hadn't been before. The atmosphere was relaxed and everyone was getting on, but all of a sudden two girls had a disagreement and the atmosphere changed. Some other members were messaging each other saying they were going to come down to have a fight with the two girls. They approached us for help and we discussed finding them a way home and mediating the situation. The group came down and there was an obvious tension. The instigator of the situation was worked up and very combative. I worked with the two girls to keep them separated from the rest and get them in contact with a parent to pick them up and another member of staff tried to talk to the group about leaving and not escalating their behaviour. We have been lucky that we have had very little challenging behaviour recently but this led to us being slightly out of practice with the YPs who came in and their attitudes. The other staff member who was talking to the group was being combative back to them which was escalating their attitudes and causing more aggravation. All staff were more than capable to deal with the situation but everyone seemed to be on different wavelengths. Eventually we reached a cohesion and the situation de-escalated and the two girls left. We had a good chat with some members of the group about their behaviour and it seemed to go quite well. Staff discussed the situation and came to the conclusion that there is not enough support or resources to deal with these young people exhibiting challenging behaviour outside of school or the Tanyard.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Had this situation happened when I first started I would have felt completely overwhelmed, but this time I felt sure that I was capable of helping to de-escalate the situation. However, I was quite frustrated that the staff seemed to be on different wavelengths and frustrated at my co-worker for taking the lead in a way that was combative and made it harder to communicate with the group. Had this happened when I first started, I would've felt like we were doing something wrong for this behaviour to be happening, and felt out of my depth on how to handle it. However now I feel determined to improve the situation and instantly started running through approaches I could take and things I could do. The situation reminded me that unless young people are actively attending, then we have no way of continuously supporting them, even if we have supported them in the past. I am proud to be a worker of the voluntary sector and in a job that is voluntary for young people, but I am struggling with the frustration that if young people decide to stop attending, I have no means to support them.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

The fact the situation happened at all is bad, it showed that without constant interaction with young people we are unable to help guide their behaviour. The staff were on different wavelengths and tried to approach the situation in different ways which led to a fragmented approach and more time spent on de-escalating. While the lead youth worker did step up and take the lead in the situation, his approach to this particular group was not effective. This approach has been successful in the past (mainly with teenage boys) but time was not taken to reflect and decide whether this approach was working effectively and how to adjust it. The fact that the situation was de-escalated was positive. Staff managed to have good conversations with a number of the young people, drawing on conversations we

had with them in the past. The young people were responsive to conversation (once the situation was de-escalated) and hopefully these conversations can be revisited next time the young people attend.

Staff eventually got on the same wavelength and found our flow in the de-escalation. And during our debrief all staff were in agreement about what we need to do going forward.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

I believe that the reason staff were on different wavelengths at the start of the situation is because we have experienced very little challenging behaviour in the past few months; especially consisting of large groups. Everyone was slightly out of practice and we had a staff member on shift who is relatively new and hadn't been in that situation with us before.

I think that the reason the lead youth worker approached the girls with a combative tone is because this has worked in the past. However, it worked with teenage boys with whom he had built a relationship with and I believe that a different approach needed to be taken with the girls.

The lack of engagement from the girls in the past few months has led to a breakdown in the relationships staff had built with them. This is common in youth work but I think all staff including myself approached the situation as we would have if we had been seeing the yps regularly.

As a team we work well together which is why I believe we eventually found a cohesive way to work. I see this situation as a learning curve as a team and think that in the future situations like this will be approached more cohesively from the get go.

STAGE 5 - CONCLUSION

From this situation I learned I need to remember that the relationships I build with young people may break down when they stop attending, and that I should take this into consideration when approaching them again for the first time in a while.

I also realised that we as a staff body may have relaxed when it comes to dealing with challenging behaviour, and that we should always be prepared for any situation.

As a team we need to discuss together how we are going to approach different situations and who would be best to take the lead depending on the young people involved and the situation

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

Staff to discuss together ways of dealing with behaviours that challenge, to remind ourselves of the handbook that we helped in creating, and to set out plans of action for different situations. Staff are to be open and honest in our abilities to deal with varying situations, not to discredit ourselves, but to ensure the most effective person is leading the situation when it arises so as to be as effective as possible for the young people.

Reflective Practice Log 3

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my first supervision.

I met with Amy at 2:30pm 23/11/23. We met at the Tanyard and went up to the office to do the supervision. I closed the door for privacy and we started by doing a general check-in about how Amy was feeling. Then we began going through the supervision contract and finalising any details such as Amy's personal expectations and setting out the supervisor/supervisee relationship. The supervision then moved fluidly into what Amy would like to bring to supervisions and how she would like to use them to improve her practice.

She first discussed wanting to be more reflective in her work so she could learn from her experiences. I referred her to Gibbs' reflective cycle and added a note to the agenda to send her a template to use in her own time. She said that she would mainly like to keep her reflective practices private for her own learning but I ensured her the supervision was a judgement free zone and encouraged her to bring her reflective practices to supervision for discussion if she felt it would be useful.

Amy then went on to say that she would like to use the supervisions to set goals for her practice. I suggested she separate her goals into internal and external with internal goals focussing on her becoming a more reflective practitioner and using supervisions to work through any anxieties or worries about the job, and external goals focussing on how she would like to influence her practice and what she would like to bring to the young people i.e. help them work through confidence building or creativity. I implored her to not set very strict goals for herself just yet i.e. getting a specific outcome from her interactions with young people, as this can put pressure on her growth and improvement. I highlighted that setting goals in terms of the type of youth worker she would like to be may be more helpful as it will give her a basis for her practice to build on and work from.

Next Amy spoke about how she would like to read up more about youth work so she could gain a better understanding of her role and improve her practice. She mentioned how she would like to read about project planning, encouraging young people and implementing art and creativity into her practice. I made notes of some resources I was already aware of and ensured her I would do some research to find more literature.

After this we discussed how the meeting went and if there was anything else we should discuss. Amy was very happy and expressed that she felt supported and encouraged to go away and learn. We then made an agenda for the next supervision which included me sending her resources to look over such as the NOS and project planning guide from Doing Good Youth Work and work from and Amy doing reflective practice. The date was set and we ended the supervision.

As I wanted to be fully present during the supervision I made minimal notes and waited until after the discussion to complete the recording sheet. Amy went to make tea at this point so she didn't have to sit around and wait for me, but once it was done she came back to read it over and sign it off to confirm she was happy with it.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

As this was my first time conducting an official supervision I was quite nervous. I was grateful to Amy for trusting me but felt pressure to be able to provide her with what she needed. I am aware of a fair amount of resources and literature but not yet very confident about knowing where exactly to look off the top of my head, and I know

there is more out there than I have at my disposal currently. I was worried that Amy would need to be referred to literature or resources that I wasn't familiar with and would provide her with unsatisfactory supervision.

Once the supervision started I was more relaxed as Amy had a list of things she wanted to work through and seemed very determined in using the time to improve her practice. She made my role a lot easier as I didn't feel that I had to guide her through the process, but instead could get straight into supporting her.

When she asked for resources I felt empowered as I instantly started thinking of different things I could refer her to, diminishing my worry that I was not educated enough to help. While I feel that I will always have more to learn, it was nice to know that what I already have could be utilised.

At the end of the supervision I asked Amy how she thought it went and she was very happy. She said she felt really supported and was excited to continue supervisions with me as she believed we worked well together and she felt comfortable opening up to me. This made me feel a lot more confident in my practice and empowered to continue with it. I felt reassured that I was on the right path and enthusiastic to do more.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

Regardless of how I felt going into the supervision I don't believe much was bad about the experience. I feel that my nervousness impacted the beginning of the supervision as I was hesitant in places and visibly on edge, but as the supervision continued and we got into a flow this subsided.

I think a lot went well with this supervision. Both myself and Amy were happy with the relationship we had formed and the tone of the supervision. Amy went away with new resources and encouragement and I went away with a more certain understanding of how I am as a supervisor and how I want to conduct my supervisions.

Amy was very prepared for the supervision and came with a lot of ideas and plans which was really encouraging and made me feel confident that she would use the supervision to really improve her practice. She is also very open and honest about how she is feeling and how her personal life is affecting her work. This makes it really easy to understand where she is at and work with her to figure out what support she needs.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

I think my own nervousness about the supervision is down to wanting to help people the best I can but worrying I do not have an adequate education to do so. Also there is the added pressure of these supervisions being a part of my Masters which I am very keen to do well at.

I think the main reason everything else went so well is due to my relationship with Amy prior to the supervisions and her outlook on life and work.

Before we began the supervisor/supervisee relationship Amy and I already got along very well and she would already come to me for advice and guidance if she needed it, so there was not a massive jump or change from this dynamic.

Amy being so enthusiastic about work and keen to do well, and also her openness makes it really easy to know where she is and what she wants. There are no mixed signals and no miscommunications when talking to her.

STAGE 5 - CONCLUSION

From this experience I learned that I am more confident in conducting supervisions and how I want to conduct them than I first thought. I have been reassured that I am retaining information that I learn and that I am able to apply it and refer other people to it when needed.

The one thing I believe could have gone better is my confidence at the start, but this will be less of a problem next time and for any supervisions going forward. If anything, this nervousness caused me to be more mindful and conscious of what I was doing and saying and has had a positive side effect in that. I still believe that I have much to improve on going forward. I would like to keep expanding my knowledge and share it with supervisees, and have a more fluid process for recording the supervision notes.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I will continue to learn and absorb information but will now keep in mind how this information can be used to help others as well as myself.

I will work on my confidence in conducting supervisions, and I think this will come with time and familiarity with the process.

I will record the supervision in the same way next time and then reflect on whether I think this is the most efficient way of doing things. If not I will work with my supervisee to decide on a better process.

Reflective Practice Log 4

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my first supervision with **Katie**

Shortly before the day of the supervision **Katie** informed myself and other staff members that she was leaving at the end of December to pursue a different job. I met with **Katie** on DATE. We had originally planned to meet at 13:30 but she was running late. We met at the Tanyard when she finally arrived. I waited for her to settle herself and make a cup of tea, and we made our way to the office for the supervision. As **Katie** was more familiar than **Amy** with supervisions I expected her to bring some discussion points with her. She updated me on some ideas she had around an inter-agency football match and some funding for a project we are currently undergoing. We discussed her role with the Tanyard after she left as she was interested in remaining a part of the project somehow. She expressed interest in becoming a trustee so she could bring the perspective of the floor to meetings and act as an advocate to staff, so I guided her to discuss this with **project manager** formally so they could arrange a meeting. She also discussed interest in continuing to help with the Preloved Project that she had helped to develop during her time with us. **Katie** said she was happy to help with any funding and practical work that needed to be done and we agreed to keep in touch on the matter and see how the project developed before ironing out the details. I asked how she was feeling with the workload and she said she was coping fine. I went on to tell her that she was doing great work, especially in the time that she had been with us, and that I would be happy to support her in any way I could. **Katie** was happy with where she was at and did not feel that she required any training or educating, especially as she was leaving soon, and said she would like to see the supervisions as a place for her to pass on any tasks she has and to formalise a role as a trustee and volunteer before she leaves.

I asked **Katie** if there was anything else she would like to discuss and she did not. We read over the notes, agreed to the next date and signed off.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

I felt quite frustrated from the start. Firstly, because I found out shortly before the supervision day that **Katie** had handed in her notice, rendering the supervision redundant in the grand scheme of things. Secondly, because **Katie** was late with no contact to inform me and a very laissez faire attitude when she arrived, suggesting to me that she wasn't taking the supervision seriously, whether generally or due to her resignation. And finally, because she prepared absolutely nothing to discuss at the supervision, further instilling in me that she was not taking the supervision seriously. I had to push her to discuss anything at all, and we finally decided on discussing her role after she leaves which was helpful to the organisation and for the staff to know what they needed to do to balance the load but I found it hard to make the meeting feel like a supervision and not just a meeting.

I felt worried that because of the way the supervision went, that I would struggle to connect it to my uni work and use it in my practice and learn from.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

It's easier to start with what I feel was bad about the experience. I felt that the supervision and my role of supervisor was not being taken seriously, like **Katie** was just doing me a favour by showing up rather than letting me genuinely supervise her. I found it very hard to conduct the meeting in a supervisory way and don't think I did a good job as a supervisor. I didn't explain to **Katie** how her late arrival was disruptive

and I should have but I did not have the confidence, or feel like I had the authority to do so.

After taking some time to think more about the situation I think there are positives to be taken away. This was my first experience with a difficult supervision and it gave me some context as to what situations may look like and how I deal with them, helping me to understand what I need to improve on.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

I believe what I did well was continue to take the supervision seriously despite the disinterest from **Katie** and try to keep the discussion as supervisory as possible. I used the time effectively, making plans for **Katie's** departure that I could use to help other staff members take on her tasks.

However, I believe I did not do too well in discussing **Katie's** punctuality and professionalism with her.

I believe that **Katie** used her time as best she wanted to in that passing on her tasks and discussing her future helped her to start moving on, but I feel that she didn't take the supervision seriously enough.

STAGE 5 - CONCLUSION

I believe that **Katie** didn't take the supervision seriously for two reasons. Firstly, because she saw it as a favour to me for my uni work rather than something I wanted to take seriously and genuinely do well at. And secondly, because she had recently handed in her notice I believe she had tapped out of the job and didn't see the point of undergoing supervisions with only a month of work left, as any discussion around professional development was redundant. I don't think she did this to be purposefully difficult but also feel that if she was taking it seriously, punctuality and professionalism wouldn't have been as affected as they were. I am not mad at **Katie** for the way she used her supervision, as ultimately it is up to the supervisee how they use the time, and especially since she was leaving there wasn't much coaching and learning to do.

I think I was so frustrated with the situation because I wanted to take it seriously and do a good job, using information I had learned and putting it into practice. My experience with **Katie** didn't allow me to do that in the way I was expecting. I think I was also frustrated because I realised I wasn't prepared for a difficult supervision and came to the realisation that my confidence in undertaking some managerial functions such as bringing up lateness and professionalism was lacking. After some thinking I realised that there probably wasn't much more to discuss than we did anyway in terms of educative and supportive, and my frustration with this was more linked to my ability to do my uni work effectively than to give her the kind of supervision she needed.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I am going to be more aware of the fact that different people require different types of supervision and also educate myself more on how to deal with difficult supervisory experiences. Though this is something I think comes with time and confidence, I believe my confidence will be boosted if I have a better understanding of the kind of issues that can arise and the various ways they can be dealt with. I also plan to book a supervision with **project manager** so I can discuss my experience with her and gain some insight on how she thinks I dealt with the situation and get her guidance on how I can improve my practice.

Reflective Practice Log 5

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my second supervision with Amy

Amy was on time and ready to start the supervision. She came with notes and discussion points.

We started the supervision by going over our discussion about reflective practice from the previous supervision. Amy had engaged in multiple reflective practices and felt that it helped her to work through any difficulties she was having with imposter syndrome being new to the job and analysing how she wanted to improve her practice. We discussed one reflective practice which we agreed she would conduct during the last supervision. Amy had completed a reflective practice on her accidentally swearing around the young people. We worked through this and she said she felt better for it. We then moved on to talk about her goal setting which was also discussed in the previous meeting. She said that she would like to read more about youth work practice to improve her work. She also discussed a short-term goal of starting a singing group to boost the young people's confidence. We began discussing ideas for this and agreed that Amy would communicate with me if she needed any assistance or advice outside of supervision. Amy also mentioned how she was really enjoying reading about youth work practice and would like to read more to get a better understanding of the job. We discussed literature she could use and made an arrangement to refer her to 'delivering good youth work', 'the critically reflective practitioner', 'delivering good youth work', and 'youth work practice'. All which I believed would help her in various aspects of her work. We then moved to discuss her work/life balance as this was touched on in the last supervision. Amy said she has a lot going on but feels like she can handle the workload she has (her job responsibilities and the extra tasks she has set herself) but no more. We discussed her home life and how she would like to balance work until everything is sorted. We agreed that she would keep me up to date on how she is coping and inform me if she needs assistance or support. She also enthused about wanting to get more involved once everything was sorted at home. After this I brought up the fact that Amy had been doing some work from home to plan for the singing and other bits for sessions, but this was outside of her contracted hours which only cover her time in the building. I asked her if she would like to discuss extending her contract, conscious of our previous discussion about her work/life balance. She said increased hours may add to her stress at the moment, and she currently feels the extra work she is doing has no pressure as it is her choice. I instead offered her the alternative of keeping her contracted hours the same but discussing with project manager the possibility of being paid for some extra hours if work is done. She was keen for this so we agreed to set up a meeting with Amy, project manager, and myself to facilitate this. Once all of the main points of discussion were done we read through the notes to ensure nothing was missed, set the date for the next meeting, and signed off.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Just like the first supervision with Amy I was confident and enthused. I was keen to talk to her and I knew she would have followed through on the tasks we set and wanted to move the process forward. I was happy when I saw how seriously she was taking the supervision and felt excited to be able to help her on her professional journey. Though some decisions were out of my remit, I felt I dealt with these well and included project manager when necessary. I still felt nervous about

recommending literature as I am still expanding my own knowledge, but Amy understood this so I was happy to do some research on what would be good for her. I still have some imposter syndrome in that supervising someone can be a big responsibility but was conscious not to let this show through. Overall I was really happy with how the supervision went and feel that I am improving well between sessions enough to make a difference each time. I am enjoying supervising Amy so much I would like to continue to be her supervisor once the module is complete and see how we can improve together.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

I may be looking through rose tinted glasses as Amy is a very easy person to supervise, but I think overall it went really well. I was able to make recommendations for some literature on the spot and felt I was encouraging and supportive when discussing her reflective accounts and work/life balance. I feel that despite my imposter syndrome I came across as quite confident and prepared which is a good impression to make. I also felt happy that I had been able to facilitate getting Amy financial compensation for her overtime.

When looking at the bad I definitely would like to be more knowledgeable with what literature to provide her, as some things I had to go away and do research for.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

STAGE 5 - CONCLUSION

I think my enthusiasm going into the situation outweighed my imposter syndrome which is why I came across as more confident than I was feeling in some moments. Being aware of Amy's home situation outside of supervision definitely gave me insight and the ability to consider this when discussing projects and reading she would like to do. Because of this I could make it clear that there was no deadline and the literature was just because she asked and she could do it in her own time to take the pressure off.

I think my good relationship with project manager made it easy to facilitate a discussion with her and ARI about pay as I know what project manager is like as a manager and how she feels about situations like these. From experience I know she likes to have staff that feel appreciated and does not expect them to put themselves out so my relationship with both parties allowed me to do a good job here.

I do think that although I was professional and managed to include all three functions of supervision in one way or another, I am still quite 'laid back' in my approach and the supervisions are conversational with moments of serious action plans. I am not yet sure if this is positive or negative because on one hand I am building a good rapport with Amy and allowing the conversation to flow whilst still being professional and taking it seriously, but on the other hand I worry that if a situation arises where I need to be more straightforward, this will be a big change from our usual approach and cause Amy to feel uncomfortable.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I am still learning and not as confident as I would like to be as a supervisor, despite my enthusiasm, so I would like to continue to share my reflective practices with project manager during my own supervisions to discuss my progress and any changes or improvements I could make. I would also like to have a meeting with Amy to ask her how she thinks the supervisions are going, if she feels I am abiding by the contract, and if there's anything she would like to be done differently.

Reflective Practice Log 6

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

Conducting my second supervision with **Katie**

Katie was slightly late this time but messaged me when she was on her way to let me know that she was stuck in traffic, something we discussed in the contract as being understood in terms of punctuality.

I gave her some time to make a coffee and we went up to the office to start the supervision. She had not brought anything to discuss and asked me what I thought we should talk about so I suggested as it was our last supervision due to her leaving that we should tie up a few loose ends and see where she wants to go as she had mentioned during the last supervision she wanted to remain involved. Becoming a trustee had been passed on to **project manager** so we did not need to discuss that. I was aware that **Katie** had not yet told the young people that she was leaving although staff suggested she did sooner rather than later to give them time to come to terms with her going. I asked her if she had told them yet to which she said no, when I asked why she said she felt guilty for leaving and didn't want to let them down. I told her that I understood, but explained to her how they would feel more let down if she just left without telling them and it would give them a chance to spend some time with her and say their goodbyes before she goes. I suggested that this should come from her rather than other staff so she agreed to tell them during her next session.

We went on to discuss the Preloved Project and her involvement. I asked her what she could commit to once she had left and as she was not yet sure of her new working hours, she agreed to help collect resources from out of town when it was needed. She wanted to be more involved in general, possibly coming in for sessions and maybe opening on weekends, but we agreed that this was a discussion to be had at a later time when she was settled into her new job and knew her working hours, we also discussed her having to sign up as a volunteer as well as a trustee to do this which she was happy with.

I then had to move on to discuss her absence from some shifts, leaving early on others, and not being present for the ones she attended. She explained that her migraines had been worse recently and that she was struggling to get through some days. She did also say that she had not come to a couple of shifts and left others because she could feel the migraine coming on although it hadn't affected her properly at that point. I explained the importance of her communicating her needs and circumstances with either myself or **project manager**, so we could gain a better understanding and plan ahead for situations where we are understaffed. She agreed to keep us more informed and to also try and remain present during sessions for as long as possible since she was leaving soon.

I asked **Katie** if there was anything else she would like to discuss and there was not so I talked about ending the supervisory relationship. We agreed that it was our last supervision and that the relationship would end once the notes were signed. We both agreed to continue with the actions we had agreed on after the supervisions were over, and I also offered to reopen the supervisory relationship in the future if she felt it would be helpful to her.

We read through the notes and signed off.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

I was not as frustrated this time as last as for one, [Katie](#) informed me she would be late so I was prepared for it, and because I had come to terms that there was only so much I could do on a final supervision.

I felt less anxious when I got into the supervision about bringing up issues as, like previously stated, it was the last supervision and my only chance to make this step as a supervisor.

I felt more confident overall than last time and took the supervision as it came, not expecting too much and simply trying to be as helpful and professional as I could.

I felt happy with myself after the supervision for bringing up the issues I needed to and conducting myself in a professional way about it, not putting [Katie](#) on the spot but managing to have a frank discussion.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

What was good was my ability to try for the first time in bringing up issues in a supervision and dealing with them professionally without feeling or looking awkward about it.

What was bad was that although I had come to terms with just taking the supervision as it came, knowing it was the last one still limited me in how I could be as a supervisor, while I could make some small action plans, and some managerial issues, there wasn't really an opportunity for me to help [Katie](#) with professional development in any way. Also that [Katie](#) did not come prepared with anything at all, and I had to lead all discussions.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

STAGE 5 - CONCLUSION

I think [Katie](#) took this supervision more seriously than the last, by letting me know she was running late and engaging in my points of discussion seriously and professionally. However, I think at this point she had already tapped out from the job as she brought no notes and simply discussed what I brought up, giving me the impression that while she was taking it slightly more seriously, she was simply going through the motions as a favour to me.

I was conscious not to let my opinion of the last supervision influence how I acted during this one and I don't think I did. In fact, if it did only in the sense that I was more confident and straightforward in discussing issues. I am happy I managed to use the supervision as a chance to tie up loose ends before [Katie](#) left and make plans going forward, but though this helped in my job, I found it difficult to apply much I had learned about conduction supervisions from my course.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I would once again like to share my reflective account with [project manager](#) to discuss my progress and what I could do going further. I think I also need more experience supervising people who use supervisions in different ways so I know what to expect. I will discuss with [project manager](#) the possibility of taking on another supervisee (possibly a student placement) once I am able to.

Reflective Practice Log 7

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

In the past we have been nominated for awards but unable to go to the ceremonies as they are too far away and cost too much money. Because of this Sue suggested that we hold a Tanyard awards instead. I liked the idea so I planned to hold the ceremony at the Christmas Disco. Months before I placed out nomination sheets that the YPs could use to vote for other YPs. The awards were for things like art, sporty, brave, kind etc. We had lots of entries so I tallied up the numbers and the YPs with the highest amount of votes won. On top of this a staff member asked if they could hand out their own award to a YP so I arranged for any staff that wanted to to create their own award that could be handed out as a recognition from staff to YPs. I created certificates and bought selection boxes for every award won.

There was a good turn out on the night and the awards ceremony went well. Some YPs got multiple awards but these were voted on by their peers. Everyone seemed happy and were congratulating each other afterwards.

After the Disco when I was home I received two messages from separate parents upset that their child didn't get an award. One of these YPs had only been coming for a short while (the disco was his 4th time in the building). I politely explained that most of the awards were voted for by the YPs and the staff ones were to highlight truly great behaviour. Both parents accepted this but reluctantly. The YPs have since returned and have been completely fine.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

When I was tallying the votes for the YPs awards I noticed that some YPs had multiple awards and brought this up to other staff as I was concerned about how the YPs would feel. Everyone came to the agreement that as they were voted by each other it should be fine as we were not favouring some over the other. So this concern faded.

Leading up to the disco I was excited to hand out the awards and celebrate our YPs skills and qualities, and was very happy to hand out the staff awards to show the YPs we notice their behaviour and appreciate them.

On the night the atmosphere was great so I went away thinking I had done a good job.

When I got the messages I felt sad that I had made a mistake and then frustrated. I could understand the upset but also felt that it was a situation I could not win. I felt discouraged and expressed to my manager that I didn't want to do awards again as I didn't want to cause upset. She said that we should do it anyway as it wasn't fair on the young people who enjoyed themselves to have a fun experience taken away from them. I felt frustrated again as I knew this was true but also knew I would most likely face backlash once again.

Overall I feel frustrated and sad that something meant in good faith caused upset.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

Lots went well with the situation. Firstly, the young people had fun nominating their peers for awards, it started good conversations and got the YPs talking positively about each other and even recognising qualities in YPs that were not in their immediate friend group. Secondly, it was a nice opportunity for staff to highlight exceptional behaviour in YPs and congratulate them for it. Thirdly, the night itself went really well and everyone was happy and supporting each other.

On the other hand, two young people went away upset that they didn't get awards, and I wonder if this is something I should have noticed on the night or something that only came to light when they got home.

It put staff on edge a bit as everyone felt guilty for upsetting YPs while feeling they were doing a good thing.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

- what went well- Stated above
- what did you do well- organised it well. Made certificates and bought prizes to make it special.
- what did others do well- staff and young people nominated other YPs and created a good sense of support. YPs congratulated each other
- what went wrong or did not turn out how it should have done- two young people were disappointed in not getting awards, either this or the parents were upset on their behalf. If the YPs showed this upset during the disco then staff missed it, but after a conversation all staff believe that this is not the case.
- in what way did you or others contribute to this- I considered upset initially when tallying the votes but ignored it. I didn't give prizes to everyone or at least celebrate everyone though I intended the disco to be for that purpose.

STAGE 5 - CONCLUSION

Myself and staff meant well. And for most of the YPs (whether or not they got certificates) it went well too.

Staff did not notice any upset on the night so the YPs must've waited until they got home. We have to consider how much of this upset is from the YPs themselves and how much is from the parents. One YP had only been to the Tanyard 4 times up until that point but his mum has introduced herself and his nan is a trustee, so there was a sense of expectancy from the family. The YP has been in more times since we opened up after christmas than before the disco so this upset seems short lived either way.

After considering not doing awards again I have decided this is a bad idea. It is not fair that the YPs should miss out on a good experience for things like this. I could give all young people participation prizes but then it devalues the actual awards which were both peer and staff nominated.

It was a well intentioned experience, but myself and staff did not anticipate parental upset.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

We will go ahead with awards in the future. I will add a caveat to the beginning of the presentation telling the YPs they are all valued and remind them that they voted for these people to win awards.

I will also run a wellness group session around things like this, discussing what it feels like to be let down or not feel recognised and how we can deal with this.

Reflective Practice Log 8

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

There is a member of staff who has been working part time on Mondays for the entire time I have worked at the Tanyard. We have never worked together and she likes to keep herself separated. Over the two years all other staff and her have had issues with her making complaints before communicating with anyone and giving ultimatums if something doesn't go her way. When another member of staff and myself were asked to put ourselves forward in a dual management position, she said she would hand her notice in straight away if that happened and started threatening to look for new jobs. That has since passed with a new manager being hired but I was in talks to take over a lead youth worker role from a member of staff who had resigned. This initial member of staff called a meeting with the project manager to say she believed she deserved it more and wanted the role over me as she had been in the Tanyard longer (though I had worked there more as a full time staff member). My project manager spoke to me about this and I expressed my frustration that I had worked hard over the two years and expressed my interest in the position multiple times only to be overlooked. I asked her to be candid with me and tell me if I was not suitable for the role so I could improve my practice. She said I was more qualified and appropriate for the role than the other member of staff, but that it would be easier to put her in the role instead and make up a different role for me. After this I had some time off and in that time the lead youth worker casually expressed to the other member of staff how I was frustrated, not at her, but at being overlooked again. When I returned a different member of staff approached me to jokingly comment on how I had 'thrown my toys out of the pram' when I found out I was not getting the role. When I asked where he heard that from he said that the other staff member who was up for the role was talking about it while I was away to other staff members. I felt angry and frustrated and went to my project manager to tell her. I told her I would not act any differently to this staff member and would work well with her, but that I would like her to be spoken to about staff gossip. This has not happened yet and we are working together fine but I am being extremely careful about what I say and how I act.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Frustrated. Firstly that I was overlooked for the job to placate another member of staff and then that this member of staff decided to gossip to other staff members about my reaction to the situation.

I feel like a pushover in that I am expected to be okay with the situation as I don't like to cause trouble, whereas if I acted the same as the other staff member I would have caused aggravation but maybe got the role.

This will not affect my work and I will still put in as much effort as my priority is good provision for the YPs but I feel like I will always be a 'youth support worker' on minimum wage who just happens to do overtime applying for funding, setting up projects, shopping, and writing policies and procedures.

I felt annoyed at the lead youth worker for explaining the situation to the member of staff up to for the same role as me. I understand why he did it and wanted clarity in the situation but it allowed this staff member to gossip and create a negative atmosphere.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

What was good about the experience was that I expressed my initial frustration to my project manager and defended my opinion. I spoke highly of myself and even asked for reasons I may not be suitable for the role so that I could improve.

I did not join in with the gossip, I just told my manager which I believe was the right thing to do.

However, I was visibly upset that the gossiping happened in front of other staff, which I'm worried will start its own dialogue when I am not there. I am worried about this creating a culture of gossip within the project.

It's negative that I have been overlooked, and also made out to have been childish in the way I dealt with the initial situation, which I have been reassured is not the case but that is not what other staff members are hearing.

After all of this I am in the same position I was before doing the same amount of work on the same wage, while the person who perpetrated the gossip is now my senior.

STAGE 4 - ANALYSIS (*What sense can you make of the situation?*)

- what went well- I got my opinions heard. I got support from the lead youth worker and reassurance from my manager.
- what did you do well- I was willing to improve my practice. I spoke confidently about myself. I defended my opinion but did not argue with the decision. I did not react to the gossip, just told my manager for her to deal with.
- what did others do well- My lead youth worker did what he thought was right and supported me. My manager reassured me that I was appropriate for the role.
- what went wrong or did not turn out how it should have done- Gossip was circulated and negativity was introduced into the dynamic. I did not get the role and remain underpaid for my work.
- in what way did you or others contribute to this-My manager gave into blackmail. My lead youth worker was trying to help but unintentionally perpetuated gossip. The other youth worker created gossip and gave ultimatums. I told my boss about the gossip when maybe I should have just left it be.

STAGE 5 - CONCLUSION

I understand why the other youth worker wants the lead youth worker role. She has worked for the organisation for a lot longer than me and has seen it go through some changes. She has shown over the last 2 years that she is reluctant to accept change. However, while she has worked for the organisation for a long time, she works one day a week and in the last two years I have worked 35 hours a week not including overtime. I have been a main factor in some of the changes made to the Tanyard alongside the lead youth worker and know all the staff and young people inside and out. I feel overlooked and frustrated that my work is not being acknowledged.

I understand why the lead youth worker started the dialogue with the other youth worker and know he didn't intend to start gossip, and in fact thought it would help the other youth worker understand how the situation was from my position. However this does not change the fact it opened up the opportunity for gossip, and maybe the lead youth worker should have asked me to explain my feelings to the other youth worker myself.

I understand the difficult position my manager must be in, and that she is trying to make the place run as smoothly as possible with as little upset as possible. However, her focus has been on ensuring one member of staff is happy while affecting the happiness of another member of staff. A balance needs to be found.

I'm still conflicted as I spoke up for myself and asked for criticism etc which for me was a big deal. But now looking back I feel like I could have done more. But I also know that kicking up a fuss is not me and I am more likely to let things slide so that

everyone is happy. This is great for staff morale but not so great when it comes to my own professional development.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I am going to follow up with my manager about whether she had a discussion with the other youth worker about gossip. If necessary I will have a conversation with her myself to explain how I felt in the situation without it being passed from person to person.

I will have a chat with my lead youth worker and request that in the future he talk to me first when going to other members of staff about my feelings. This way we can determine if it would be best if I spoke to them myself.

Other than that I will continue the same job I am doing, cause no fuss, and hope that at some point my efforts are recognised.

Reflective Practice Log 9

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

The first project night with our new trainee manager. Usually project nights are sign up only, 10 people maximum, doing a specific project for 2 hours. However, when the night came and we opened the doors, three young girls (11y0) were waiting for us to open, they had been dropped off by parents and didn't know it was project night. Due to their age, the fact they were new and the fact they didn't know we agreed that they could come in for the session and either do art, play pool, or play video games as there were not enough resources for the project. They agreed and other YPs who were signed up arrived and agreed that this was fair (they are normally told that if they don't sign up they can't come in as we have prepared the project for the right amount of people). Shortly after three more new members arrived (15yo/ boys) we again agreed that they could stay as they didn't know and they played pool while the girls did art. All was going well, staff were taking time to get to know the new members and introduce them to the building while executing project night at the same time for those who signed up.

The new trainee manager came down stairs and asked why there were so many people as it was a project night. I explained that we had 6 new members who didn't know about project night and we didn't want to turn them away so we made some changes for this week only. He said he disagreed and would have asked them to leave as it was not fair on the members who signed up. I explained that we had spoken to them about it and they were happy with the situation but he still said that didn't matter and that in the future we should stick to the rules. This is within the context that he had expressed his interest in promoting ourselves and wanting to recruit new members.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Excited that we had 6 new members in one day. Happy that the other YPs were willing to change the rules for the evening to let them in. It created a nice atmosphere.

Happy that staff banded together to execute project night while also introducing the new members to the building.

Frustrated that we were lightly reprimanded by someone still training in being adaptive in our approach to youth work and getting new members in. The latter being something he highlighted as a necessity.

Worried for the future. When the trainee manager takes over I feel that there is going to be an authoritative leadership style that is not based at all in youth work. Our practice was questioned and we had to defend a decision that other youth workers would have agreed with or at least understood.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

What was good was getting new members in and having our existing members happy to change the rules to welcome them. Also how staff handled the situation with ease.

What was bad was being questioned by the trainee manager and made to feel that we had done something wrong.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

- what went well- Stated above
- what did you do well- Was dynamic in my approach to the situation, included yps in the decision, gathered staff to adapt to the situation. Explained the situation to the trainee manager.

- what did others do well- yps were happy to change the rules to welcome new members. Staff handled the situation well. Everyone was in agreement and worked well together.
- what went wrong or did not turn out how it should have done- Our practice was questioned by the trainee manager. We had to defend our decision and feel conflicted that we were doing what he wanted in getting new members in but not in the way he wanted?
- in what way did you or others contribute to this- We could have turned the members away but youth work is dynamic and has to be fluid to work. yps and staff alike were happy with the situation and wanted to welcome new members. We also understood that the younger girls were dropped off and had nowhere else to go so together we agreed that it was our duty to watch over them.

STAGE 5 - CONCLUSION

The trainee manager is coming into a very dynamic youth club where staff (almost) always support each other and come to decisions together. He is trying to set himself apart as a manager which is understandable but he is reluctant to learn and understand what youth work is and trust the long standing staff to do their jobs properly and effectively.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

I will request that our project manager have a meeting with the trainee manager to explain again the ethos of youth work and what his role is. Will suggest a big team meeting where everyone can explain their job roles to the trainee manager and how we work. Give him a chance to see how the place works before he changes things. And ensure his changes are in the best interest of the young people.

Reflective Practice Log 10

STAGE 1 - DESCRIPTION OF THE EVENT *(What happened?)*

As we were closing up for the last session before a two week break over christmas we noticed that one of the young people had left a coat behind. As I live close to the Tanyard staff agreed I would post the coat on the Tanyard facebook page and pop into the Tanyard over the break if someone needed to retrieve it. After we closed and I was walking home with the lead youth worker, I got a message on the Tanyard facebook page from a YP who explained it was their coat and it has their keys and school ID in so they were anxious to get it back before their parents found out and got mad. The lead youth worker and I were together anyway so we messaged the manager to inform her too that we would be going to collect the jacket and then walking to meet the young person together outside of a local shop to give it to her. We did this and all went well. She was very grateful and her father was grateful too when he found out.

STAGE 2 - FEELINGS *(What were you thinking & feeling?)*

Good that we could help someone.

Slightly worried that someone would have an issue with the situation, even though there were two of us, one senior, and the manager was in agreement.

STAGE 3 - EVALUATION *(What was good and bad about the experience?)*

What was good was that everyone was in agreement that it was the right thing to do and that we got to help a yp.

There was nothing really bad about the situation, bar some worried feelings which were as expected.

STAGE 4 - ANALYSIS *(What sense can you make of the situation?)*

The worried feelings come from the pressure on youth workers to always be there for the young people but having to ensure maximum safeguarding for themselves to do so. Luckily myself and the lead youth worker are happy to do what we can and support each other but it doesn't make helping young people outside of sessions any less tedious.

STAGE 5 - CONCLUSION

It was a good deed that was supported and nothing went wrong, it just got my mind going about safeguarding again and how it is vital to have all staff confident in each other and supportive to be able to help young people as much as possible even outside of session times.

STAGE 6 - ACTION PLAN *(If it arose again what would you do?)*

Continue as we go and try to help as many yps as possible.

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Appendices

Meeting minutes

8th November 2023 14:00-15:00

Project Manager

- Roof renovation is now complete. Staff to keep an eye out for any leaks.
- BBC Radio Wales interested in doing an interview with members of the Tanyard.
Start to consider who would like to do this.
- Funding for the Preloved Project has been applied for, we are now waiting to hear back.
- UWTSD funding roadshow confirmed and date chosen. Staff from other 3rd sector youth clubs have been invited. Discuss the idea of a focus group with members.
- Possible new trustee is having an interview in the coming weeks.
- PCC have agreed to part-fund the roof renovation.

Lead Youth Worker

- New rules around vaping have been respected and upheld so far. Has facilitated some good discussions with members.
- [Young Person 1](#) is planning to visit more regularly and help out with drop-ins. He is still DBS checked and on the volunteer list.
- More updates on the situation at YHT with [Young Person 2](#). Will be getting in touch with the schools safeguarding team to discuss what actions are being taken.

Youth Support Worker

- Working on updating the E-Safety Policy and Procedure. Is referring to up to date guidance. Will keep staff up to date and share new policy when it is complete.

Chair of Trustees

- Encourage members to pick their songs for the Christmas show at town hall. Discuss with [Young Person 1](#) about helping out with this.
- Trustees are very happy with how things are going at the moment and send their regards.

Kelly

- Preloved project is underway. Once funding comes through we can start renovating the room.
- Meeting to be set up with [School Youth Worker](#) at the school to discuss monthly meet ups with her and some other members of the faculty.
- Has two people interested in becoming trustees so will forward their information to [Project Manager](#).

15th November 2023 14:30-15:30

Project Manager

- [The Chair of Trustees](#) has suffered a loss in the family and will not be present at meetings or events for a while. All staff and trustees have been informed. We are planning on sending flowers this week.
- [Possible trustee](#) has an interview with the trustees this week. So far so good, just a formality.
- Roof has been fixed and builders paid. No leaks so far but staff to inform if they notice anything.
- We are waiting on a number of grants which have been applied for since last week. Kellys application to LNG South Hook was successful and money is in the bank.
- Monday Project to be given a budget for a Christmas party. Staff for main provision to discuss possible dates and plan an event for the young people and members of the community.

Lead Youth Worker

- Has contacted [School Youth Worker](#) about the increased violence and fighting at the school and has received feedback from two incidents.
- [Young Person 1's](#) mum contacted due to the fight. Very appreciative that we reached out. Is keen to work with us and the wider community to support young people. More discussion will be had.
- [Young Person 2's](#) guardians contacted about a home situation. Also very appreciative for the contact and will keep in touch.

Kelly

- Will have talks with staff about possible date and time for a christmas party. Aims to have a day where everybody is available. Will discuss which staff member will take on the role of Santa, and will discuss the possibility of opening the party up to members of the community.

- Spoke to [School Youth Worker](#) about a meeting with the school and together decided to approach the [head of pupil support](#), [head of phoenix centre](#), and [teacher](#). [School Youth Worker](#) will keep Kelly updated with information on this going forward.
- Will start ordering equipment with the LNG South Hook money. Will let staff know when it has arrived so it can be used.
- Asked all staff to complete the survey for her community profile.

[Youth Worker](#)

- Meeting with PAVS about recording volunteer hours for young people including hours for preloved project.
- PAVS also have a newsletter where they can put out a call for trustees or volunteering opportunities.
- Meeting with Milford Youth Matters, Fishguard, and HIVE about a youth football league. In the new year on Mondays every two weeks. Conversations must be had about funding and transport.
- Completed a funding application with [Young Person Volunteer](#) for money for the Preloved Project

[Studio Staff](#)

- Film edit is going well. Up to 8 minutes now. Looking to interview Kelly tomorrow about timetable and mental health.

[Youth Worker](#)

- Young people are not washing their plates well so they have developed a new system where young people are allocated plates and if they don't wash them well they are taught how to do it.
- Also has developed a new recycling system where all bins are to be kept in the kitchen so he can keep an eye and make sure everyone is putting stuff in the right bins. Would like Kelly to make posters for this too.

[Youth Worker](#)

- Has planned a session for Wellness Group around confidence building through singing Christmas songs and carols. She will have the yps decide which carols to sing at town hall and Kelly will contact the [Deputy Mayor](#) to let her know.

29th November 2023 14:30-15:30

Project manager

- Has organised for a card and flowers to be sent to [chair of trustees](#). Staff to send over any messages they would like to be included.
- Has applied for grants with SPF enhancing Pembrokeshire. Idea is to fix up the studio for the foreseeable future.
- PCC have allocated £10.5 million for regeneration of Pembroke.
- Working on planning more daytime provisions and restarting Warm Winter Crafternoons.

Studio staff

- Promotional film going well.
- Did a photoshoot this week with a yp using LED lights. Photos will be posted on the Facebook page.
- Is keen to improve our social media presence. Suggested posting every night during debrief and including 3-7 photos.
- Studio will not be open next week due to filming.

Youth worker

- Has submitted his nominations for Tanyard awards. Passed on to Kelly.
- Has set himself the task of organising the games and sports cupboard, donating unused items, and making a list for Kelly which she can use to apply for funding.
- Will also organise the food cupboards, has requested storage boxes, and a new wall mounted cupboard. Kelly will work with [project manager](#) to seek funding.

Kelly

- Has planned a Christmas disco. All staff are working and trustees have been invited. Food shop will be done on the monday before so any requests need to be made before then.
- Has offered to set up the stage and speakers with [lead youth worker](#) but needs [studio staff](#) to set up the microphones. [Studio staff](#) has agreed to do this on the day.

- Kelly has been set a task to take pictures with YPs for the recent 'release a fleece' funding.
- Will set out a better plan for posting on social media and ensure all staff are capable; with access to the account.

Lead youth worker

- All of his discussion points have been brought up already. Has been away so is using the meeting to catch up.
- Wants to organise a meeting specifically to talk about the future of the Tanyard and set out medium-term goals.

13th December 2023 14:30-15:30

Project manager

- Interview candidates have reduced from 6 to 3 due to them getting other jobs or otherwise pulling out. Interviews happening very soon with all interviewees offered the chance to come in and meet the team.
- A big team meeting is to be planned in the new year to revisit and evaluate everyone's roles and responsibilities.
- [Youth worker](#) will be joining the team fully again in the new year so timetable is to be sorted.
- [Studio staff](#) has now started a job at the school providing us with more connections.
- Is going to be busy with lots of funding this week. To ask Kelly for help if she needs it.
- Applied for 5k from food poverty grant but got 8k so will be asking [youth worker](#), Kelly and [lead youth worker](#) to make a list of new things for the kitchen including a cooker.

[Studio staff](#)

- Lots of filming for the film and editing is underway. Therefore tuition will be limited this week.
- Has gathered more testimonies from YPs.
- Film will not be ready in time for the christmas disco so will be posted on facebook and youtube the day after. Please all share.

[Youth worker](#)

- Has organised everything ready for the carol singing on Friday.
- Is keen to keep the singing going after christmas but would like help with planning (Kelly to do this)

[Youth worker](#)

- Has requested new pots and pans and a toastie maker.
- Would like to get rid of the small fridges and replace them with a new fridge freezer.

[Project manager](#) agrees

- Need new bar stools to increase interaction around the breakfast bar again.

- Has been given up to 3k to spend. Use it wisely.

Lead youth worker

- Has made a list with Kelly on details for the updated studio refurbishment. Will pass on to [project manager](#). [Contractor](#) will send a quote in due time.
- Is looking into the social enterprise scheme with [studio staff](#).

Youth worker

- Is looking into formally signing up volunteers for the preloved project through PAVS.
- Would like to become a trustee when she leaves. Will discuss this with [project manager](#) after the meeting.
- Is happy to come in on Saturdays to open and run the prelove project once it is up and running. Will stay in contact with Kelly about this.

10th January 2024 14:30-15:30

Project manager

- Studio is closed tonight.
- [Trainee manager](#) has started this week to shadow [project manager](#) but will be away next week.
- Will be reducing her hours to 80% from next week onwards. Will still be in 6 hours a day/5 days a week. Will review these hours again in february to see how [trainee manager](#) is getting on
- Mystery funders gave us 1k to 'start off with'. Will keep them updated with our project and see if they would like to fund us again.
- Principality has awarded 12,500k for wellness group. Will be visiting tomorrow with a photographer to take pictures ready for a press release on Friday. After 15th of Jan they would like their logo on the Tanyard website.
- Part of the funding is to maintain contact with the school so need to discuss regular visits.
- Clothworkers have expressed interest in funding the studio. Will keep staff updated.
- Big staff meeting on 25th Jan 12pm-3pm. Will arrange for staff social after to make up for lack of christmas meal.

Lead youth worker

- Is slowly organising the Tanyard and making note of what needs to be fixed or taken to the tip
- Has fixed the iPad and square app for card payments on tuck shop
- WiFi in studio broken is due to a faulty router, will be meeting [electrician](#) next week to fix it.
- Would like to include Tanyard stars in our relationship with the school, having them act as representatives with our support. Will work with Kelly to flesh this out.
- Will also work with Kelly to gather a list of staff from the school that it would be worth keeping in contact with.

- Has created a poster on the effects of vaping and will show YPs during sessions to start a dialogue.

Kelly

- Kelly has ordered the wish list for the kitchen, everything should be coming by next Thursday. Has arranged installation for fridge and cooker but will need someone to open up and be in the building as she is unavailable.
- Should be receiving funding from DWF any day so will be buying resources for the wellness room. Will need access to the bank account for this.
- Kelly to get in touch with [community farm owner](#) about the YPs visiting in spring to learn about growing food.
- Kelly will be unavailable for Girls Group on Tuesday so will let [youth worker](#) know what the session plan is.
- Kelly has the go ahead to order hot water bottles to add to the period poverty items.

[Youth worker](#)

- Is happy to use his van for anything that needs to be taken to the tip. Does not matter how many trips there are.
- Will work on a food timetable so shopping is easier and staff can plan ahead.
- Will start going to lidl on Mondays after 1pm to collect donated food.
- Will be away from 15/03/24 to 30/03/24 for family holiday. Plenty of time to plan cover.

[Youth worker](#)

- Singing at Christmas went well so is still keen to plan a singing group going forward. Will garner interest from YPs first.
- Has started planning for a Wellness session. Looking into guided meditation. Will be running the session in 2 weeks

[Trainee manager](#)

- Spending the week learning about the project and talking to staff.
- Full of ideas and wanting to help organise Tanyard and clean it up.

- Keen to do a recruitment drive to get more young people in the building, will talk with [lead youth worker](#) about this.

17th January 2024 14:30-15:50

Project manager

- PCC report almost done but needs Kelly to write a case study for [young person](#)
- Sustainable Communities funding applied for
- Lidl Round 8 applied for £500
- Finished the report for the Welsh Gov and UWTSD 3rd Sector funding
- Big team meeting 25th Jan 12-3pm with social after, Kelly to organise
- New kitchen equipment has arrived and cooker and fridge arriving tomorrow

Lead youth worker

- WiFi has been fixed and [electrician](#) has offered us free services in the future. Will write up a contract with him
- New member came to the girls group and was very anxious but the YPs helped her to settle in. She is interested in joining the Monday Project so [lead youth worker](#) will speak with [studio staff](#) about this
- Believes we have had a positive start to the year and is keen to have the big staff meeting so we can set new goals

Kelly

- Cooker and fridge arriving tomorrow. Will message [project manager](#) when a delivery window is sent so they can arrange who will be in the building
- Will be working on a new code of conduct tonight with the YPs ready for our new promotion strategy and visits to the school. Will send this to [chair of trustees](#) for confirmation and make a poster
- Has been in contact with [community farmer](#) and will be meeting up to discuss a spring project with growing food. Will start looking into possible grants
- Has gone through the jobs list with [contractor](#) and will categorise the jobs in order of importance and discuss with [lead youth worker](#) and [project manager](#) to determine what can be applied for in the next round of funding

Studio staff

- Is having WiFi trouble again despite the new router, thinks it is a different problem but [lead youth worker](#) will contact the [electrician](#) to find out
- 300+ views on the Tanyard film and working on creating short form content with it
- Studio is back open properly so would like YPs to be encouraged to visit
- National Theatre Wales have offered us a trip to see Feral Monster, £7 tickets for young people, free tickets for staff and £100 towards travel costs. Has confirmed our attendance and will work with Kelly to get sign ups and finalise numbers before the start of March

Placement Hours

Page 1

Name: Kelly Porteous

Timesheet

Date	From hh:mm	To hh:mm	Hours (decimal)	Notes
2/11/23	14:00	16:00	2	Session Planning
	16:00	19:00	3	Drop in
	19:00	19:30	0.5	Debrief
3/11/23	14:00	17:00	3	Organising resources
	17:00	21:30	4.5	Project night/drop in
	21:30	22:00	0.5	Debrief
6/11/23	12:00	15:00	3	Preloved Project planning
8/11/23	12:00	13:30	1.5	office hours
	14:00	15:00	1	Staff meeting
	16:00	20:30	4.5	drop in / wellness group
	20:30	21:00	0.5	Debrief
9/11/23	12:00	14:30	2.5	Project Planning
	15:00	16:00	1	Supervision
	16:00	19:00	3	Drop in
	19:00	19:30	0.5	Debrief
10/11/23	12:00	15:00	3	funding
	17:00	21:30	4.5	Project night/drop in
	21:30	22:00	0.5	Debrief
13/11/23	10:00	13:00	3	funding
15/11/23	13:00	14:30	1.5	office hours
	14:30	15:30	1	Staff meeting
	15:30	16:00	0.5	Session planning
	16:00	20:30	4.5	Drop in / wellness group
	20:30	21:00	0.5	Debrief
16/11/23	13:00	16:00	3	Project Planning

Please return this timesheet to ~~the office~~ by 20th of every month (or the nearest prior working day)

page 2

Name: Kelly Porteous

Timesheet

Date	From hh:mm	To hh:mm	Hours (decimal)	Notes
16/11/23	16:00	19:30	3.5	drop in
	19:30	20:00	0.5	Debrief
17/11/23	13:00	17:00	4	Preloved Project
	17:00	21:30	4.5	Project night/drop in
	21:30	22:00	0.5	Debrief
20/11/23	11:00	13:00	2	Spending funding
22/11/23	13:00	14:30	1.5	office hours
	14:30	15:30	1	Staff meeting
	15:30	16:00	0.5	Session planning
	16:00	20:30	4.5	Drop in/wellness group
	20:30	21:00	0.5	Debrief
23/11/23	13:00	16:00	3	Preloved Project
	16:00	19:00	3	Drop in
	19:00	19:30	0.5	Debrief
24/11/23	13:00	16:00	3	Project planning/prep
	16:00	17:00	1	Supervision
	17:00	21:30	4.5	Project night/drop in
	21:30	22:00	0.5	Debrief
25/11/23	14:00	15:00	1	funding send off
	18:00	19:00	1	Case Study
27/11/23	10:00	14:00	4	funding application
29/11/23	13:00	14:30	1.5	office hours
	14:30	15:30	1	Staff meeting
	16:00	20:30	4.5	Drop in/wellness group
	20:30	21:00	0.5	Debrief

Please return this timesheet to ~~444444~~ by 20th of every month (or the nearest prior working day)

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Name: Kelly porteous

Timesheet

Date	From hh:mm	To hh:mm	Hours (decimal)	Notes
30/11/23	13:00	16:00	3	organising resources
	16:00	19:00	3	Drop in
	19:00	19:30	0.5	Debrief
13/12/23	12:30	14:30	2	office hours
	14:30	15:30	1	Staff meeting
	15:30	16:00	0.5	session planning
	16:00	20:30	4.5	Drop in/wellness group
	20:30	21:00	0.5	Debrief
14/12/23	12:00	16:00	4	preloved project
	16:00	19:00	3	Drop in
	19:00	19:30	0.5	Debrief
15/12/23	10:00	12:00	2	funding
	14:30	17:00	2.5	office hours
	17:00	21:30	4.5	Project night / drop in
	21:30	22:00	0.5	Debrief
16/12/23	12:00	14:00	2	funding send off
17/12/23	15:00	16:00	1	Supervision
18/12/23	10:00	14:00	4	xmas disco planning
19/12/23	18:30	20:30	2	girls group
20/12/23	12:00	14:30	2.5	office hours
	14:30	15:30	1	staff meeting
	15:30	16:00	0.5	Session set up
	16:00	20:30	4.5	Drop in/wellness group
	20:30	21:00	0.5	Debrief
21/12/23	12:00	16:00	4	xmas disco set up

Please return this timesheet to ~~the office~~ by 20th of every month (or the nearest prior working day)

page 4

Name: Kelly porteous

Timesheet

Date	From hh:mm	To hh:mm	Hours (decimal)	Notes
21/12/23	16:00	19:00	3	xmas disco
	19:00	20:00	1	clean up
22/12/23	12:00	16:00	4	clean / close for holidays
08/01/24				
09/01/24	15:30	16:00	0.5	session set up
	16:00	20:30	4.5	Drop in / LGBTQ+ group
	20:30	21:00	0.5	Debrief
10/01/24	13:00	14:00	1	Supervision
	14:30	15:30	1	staff meeting
	15:30	16:00	0.5	Session set up
	16:00	20:30	4.5	Drop in / wellness group
	20:30	21:00	0.5	Debrief
11/01/24	13:00	16:00	3	
	16:00	19:00	3	Drop in
	19:00	19:30	0.5	Debrief
12/01/24	13:00	16:30	3.5	office hours
	16:30	17:00	0.5	Session set up
	17:00	21:30	4.5	Project night / drop in
	21:30	22:00	0.5	Debrief
16/01/24	12:30	14:30	2	Shopping / meeting
	18:30	20:30	2	girls group
	20:30	21:00	0.5	Debrief
17/01/24	14:30	15:30	1	Staff meeting
	15:30	16:00	0.5	Session set up
	16:00	20:30	4.5	Drop in / wellness group.

Please return this timesheet to ~~XXXXXX~~ by 20th of every month (or the nearest prior working day)



Timesheet

[illegible]

Signature

Project Proposal

A framework for a project proposal

This project proposal was created by members of the Tanyard with the help of youth workers and typed up by a youth worker.

About the project

1. Overall project description: The preloved project will be a free charity shop where Tanyard members and members of the community can shop for free.
2. Context: with the cost of living crisis many families are struggling to afford clothing, especially school uniforms and warm weather gear. Having donations rather than buying items means we can give them away for free to anyone that needs them and if someone wants to give back they can donate to the project.
3. The aims and objectives of the project: We hope that the preloved project will make it easier for people to get new clothes without worrying about money. It would be good if we could collect donations of school uniforms for Tanyard members but also items like interview clothes and warm clothes for adults.
4. Project Plan: first we will clean and tidy the room and start collecting donations. Then we will decide what resources we need like paint to freshen up the room and shelves for the clothes. Then we will apply for money to buy the resources. We will then use some of our project nights to redecorate the room and display all of the clothes (which Kelly will clean for us). We will design a logo for the project and start to promote it on the Tanyard Facebook page and hopefully in school. We will then wait a while to see how well it does and hopefully if it gets more popular more people will donate and it can keep going.
5. Planned outcomes: More people will have access to school uniforms and warm clothes. And anything else that is donated. People will appreciate the Tanyard and see it is doing good and not judge it as much or ignore it. People will want to get involved with the Tanyard more and help out.

6. Participants: Tanyard members will be in charge of redecorating the room, designing the logo and organising the clothes with the help of youth workers. Kelly will get us funding for it and help with the resources. Our target group is anyone that needs us we will not judge people or decide who gets to have clothes and who doesn't.
7. Responsibilities: Kelly will be in charge of making sure everything is going well and tell members if they need to do something. She will also be in charge of getting the money. It would be good to be able to get us members to be proper volunteers where we can collect hours and show the effort we have put in.
8. Monitoring and evaluation: Kelly is going to help us set up a google doc where we can make a form to say when a person takes items and what they took and what for. This way we can see what is popular and what we need to get more of. We can use this information to get more money because we can show it is working well.
9. Risk assessments: Kelly will help us write a risk assessment for it because she does this anyway.
10. We don't want it to end but if we have to we will donate the clothes to charity.

About project costs

1. Resources: We will need money for painting and decorating the room and buying shelves and things. Around £500 so we can have money left over if we need it. We don't need money for staff because Kelly is helping us and she works there anyway and we will volunteer as members.
2. Costings: [Tanyard member](#) is going to work with Kelly to look online to make a list of the stuff we need and work out how much it costs and get the money.
3. Existing resources: We already have some shelves and some paintbrushes and paint which we can use for some of the painting. We also have some clothes and bits to put in the shop.

Funding Application

Please Note! This document has been anonymised



Pembrokeshire Youth Bank Application Form 2023

Up to £1000 grants available!

Section A – Contact details of young person completing form.

We will need to let you know if your application has been successful or to find out more information about your project.

Name of young person completing the form:	Young Person
Name of group/organisation:	Tanyard Youth Project Ltd
Group contact address and postcode:	Tanyard Youth Project Commons Road Pembroke SA71 4EA
Group contact phone number:	01646 680068
Group contact email:	kelly@tanyardyouthproject.org

Section B – Contact details of a responsible adult linked to your group/organisation (over 18 years old).

Name of adult supporting group:	Kelly Porteous
Contact Address including postcode if different from above:	REDACTED
Contact Phone Number:	REDACTED
Contact Email Address:	kelly@tanyardyouthproject.org

Section C – About your group/organisation.

Tell us about your group/organisation:

(What does your group/organisation do and what are your aims?)

The Tanyard is a third sector youth club that offers provision to children and young people between the ages 10-18 5 days a week. We open for drop-in sessions 4 evenings a week which offers members the chance to get involved with arts & crafts, cooking, sports, games, group work, and support. In addition to open drop-ins the Tanyard offers catered groups such as the Monday Project which is aimed at members with anxiety or additional learning needs to provide them a quieter and consistent space, Youth Theatre which allows members to work together and build their confidence, Girls Group which tackles issues around body image, friendships, and period poverty, Wellness Group which offers peer and youth worker support for mental health issues, aims to build confidence and self-esteem, and encourages expression through creativity, LGBTQ+ group which offers a safe space for the LGBTQ+ community and allies to come together and provides educational discussions for those wanting to learn, and Debate Club which allows members to discuss their opinions on topics such as racism, sexism, and homophobia.

As well as this, the Tanyard also operates a studio twice a week which provides members with the chance to learn photography, filmmaking, and music skills for free.

What is your project idea?:

(What are you going to do? Please demonstrate the need for the project?)

The idea for the project came from a Youth Committee meeting where members were discussing their parent's struggles with affording school uniforms and other clothing items. Members suggested the idea of opening up a "freecycle" shop and

taking in donations from the community to allow members to “shop” for whatever they need.

Staff decided this was a good idea, especially given the current cost of living crisis and the fact the majority of Tanyard members live in a deprived area (over 80% live in local wards that are in the top 10% of WIMD)

Our idea is to make use of a room in the building that is currently unused and create a “shop” where our members and members from the community can come and take what they need. We would like to offer a range of items such as school uniform (branded if possible but definitely the basics), coats and jackets, adult clothes such as work out gear and smart items for job interviews, and also homewares such as decor and small furniture.

Our members have also developed a plan to set up a vinted shop and create tie-dye t-shirts to raise funds for the project and keep it self-sustaining.

Why do you need funding?:

Being a third sector youth club we run solely on funding and rely on organisations like this to hear our ideas for projects and hopefully help to make them a reality.

We would like to become self-sufficient and run solely on donations of items to add to the “shop” but we need some initial starting funds to make the room fit for purpose.

When and where do you plan to do the project?

We plan to do the project at the Tanyard in an upstairs room that is currently unused. We would like to start as soon as possible and are only held back by our inability to purchase the items we need.

Is the project focussed exclusively on a particular target group? i.e. Ethnically Diverse Communities, Disability Groups, LGBTQ+. If yes, please list:

Our project is aimed at all members of the Tanyard, their parents or guardians, and any member of the community who is in need of support. Many of the Tanyard’s members and members of the community are living in poverty (mentioned above) so we would like to aim our project mainly at any one who is struggling financially.

Is the project collaborating with other groups or organisations?

We have reached out to some organisations for donations of clothing and had success with CrossFit Pembrokeshire who have donated their lost and found so that we can provide activewear. We are also trying to make connections with the school to hopefully set up a donation bin for old school uniform pieces. We are receiving no additional funding and are just trying to branch out and collect as many donations as we can. Our main priority is refurbishing the room and making it fit for purpose, otherwise any donations will be taken in vain.

Have you applied to Youth Bank before? If yes, when?

Yes. 2023, 2022, 2021, 2020, 2019, 2017, 2016, 2012.

Priority Areas - Which of these Wellbeing of Future Generations Act (2015) priorities will your project cover?

(You can tick more than one) You can find out more about the Well-being goals on the following website:

<https://www.futuregenerations.wales/wp-content/uploads/2017/01/160401-wfg-accessible-guide-for-young-people-en.pdf>

A prosperous Wales	
A resilient Wales	
A healthier Wales	
A more equal Wales	Y
A Wales of cohesive communities	Y
A Wales of vibrant culture & thriving Welsh language	
A globally responsible Wales	

Please tell us how your project is going to be youth led and who is going to benefit from being involved? This information is important to our funders.

	Male	Female
--	------	--------

Number of new volunteering opportunities created for young people aged 14 -25 years (individual roles for volunteers)	10	10
Number of young people aged 14-25 years volunteering as part of the project (leading or delivering)	2	2
Number of young people under 14 volunteering as part of the project (leading or delivering)	2	8
Number of beneficiaries - those benefiting outside of the young volunteers that are leading or delivering the project	180	245
Number of young people using Welsh within the project	0	0

Section D – Budgeting

(it is important to list what the grant will pay for. You may need to get a few quotes to get the best price) Maximum £1000 grant.

Item and description	Cost per item	Number needed	Total Cost
Please see attached list			

			Overall Cost

If successful, please provide details of the account you would like the money paid into.

Name of bank	Account name	Sort Code	Account Number
REDACTED	REDACTED	REDACTED	REDACTED

It is important you check that your group / organisation have the following policies and procedures in place when applying for funding.

Please tick all that apply.	Yes	No
Insurance to cover the activities, events or equipment applied for	Y	
Health and safety policy	Y	
Safeguarding Policy	Y	
Equality and diversity policy	Y	
A risk assessment for the activity/event funding applied for	Y	

Equality, Diversity and Inclusion Policy



Tanyard Youth Project Ltd.

Equality, Diversity and Inclusion Policy

New Policy created November 2023

Reviewed and Approved by the Board of Trustees: December 2023

We will review this policy every twelve months.

This policy was last reviewed on December 2023

Signed and Dated:

_____ (Chair of Trustees)

_____ (Trustee)

Our Equality, Diversity and Inclusion Policy

The Tanyard Youth Project is a committed equality, diversity and inclusion employer and service provider. We recognise that discrimination limits the lives, experiences, choices and well-being of those with little or no power. Therefore, we strive to empower the individual, and achieve equality in our operations and sphere of influence. This policy has been produced to try to prevent and address any unlawful discrimination or other unfair treatment, whether intentional or unintentional, direct or indirect.

In its aim of achieving genuine equality of opportunity the Tanyard Youth Project will recognise its responsibility as an employer and service provider with respect to the following acts:

Equal Pay Act (1970)	Disability and Discrimination Act (1995)
Equal Pay Amendments (1983)	The Welsh Language Act (1993)
Sex Discrimination Act (1975)	Disabled Persons Act (1944 and 1958)
Race Relations Act (1976)	Equality Act (2010)

Together, the Sex Discrimination Act, Race Relations Act and Equality Act define the following discriminatory activities.

- Direct discrimination is where one person is treated less favourably than another due to a protected characteristic.
- Discrimination by Association is where a person is treated less favourably due to their connection or association with someone with a protected characteristic, even if they have none themselves.
- Discrimination by Perception is where a person is treated less favourably due to them being perceived as having a protected characteristic they in fact do not possess.
- Discrimination Arising from Disability is where a person is treated less favourably due to something arising in consequence of their disability.
- Indirect discrimination is where a person or organisation has practices and procedures which seem equal and non-discriminatory but put people with a protected characteristic at a disadvantage.
- Harassment is an unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person due to a protected characteristic.
- Victimisation is where a person is treated less favourably as a result of seeking to exercise rights under discrimination legislation.

The Tanyard will ensure that the talents and resources of service users, employees and volunteers are utilised to the full, and that no member, employee or volunteer receives less favourable treatment on the grounds of gender, marital status, sexuality, disability, ethnic origin, language, age, political beliefs, religion or class. To this end every reasonable step will be taken to ensure that when employment decisions are made, the only personal characteristics that are taken into account are those that are necessary for the requirements and proper performance of the work involved.

The Tanyard Youth Project will also ensure that its services are available to all sections of the community and will not discriminate against any group or individual on any grounds stated above, and that all members will be treated with respect and as being of equal value.

Our Welsh Language Statement

Wales is a bilingual nation, a country where people should be able to choose to live their lives through the medium of Welsh or English, and where the presence of both languages can be seen and heard and are the subject of pride and strength to all.

The Tanyard Youth Project wishes to promote bilingualism where possible and practicable in all its activities.

Intentions and Outcomes of our Equality, Diversity and Inclusion Policy

As an employer the Tanyard Youth Project will:

- Make the best possible use of the existing and potential workforce, both paid and unpaid employees, volunteers and representatives.
- Avoid unlawful or unfair discrimination.
- Improve employment practices.
- Attract, develop and retain staff and volunteers who are the most suitable to carry out our work.
- Develop a culture within the organisation which will be respected by other organisations.
- Create an environment where equality and diversity are valued and promoted, and all forms of discrimination and inappropriate behaviour are challenged and dealt with appropriately.
- Require all existing and new employees and volunteers to attend up to date equality and diversity training.

As an organisation the Tanyard Youth Project will:

- Create an environment where all members are respected and valued.
- Provide a safe and accessible space which is available to all children and young people in our community.
- Use resources to provide support to members with protected characteristics who are facing discrimination or adversity.
- Identify the need for and implement activities, sessions and workshops to tackle issues of discrimination, and make space for members with protected characteristics to come together and feel supported.

The Tanyard Youth Project expects all paid and unpaid staff, volunteers, trustees, members and any outside agencies including those who advocate our work, to:

- Fully adopt the aims and intentions outlined in this policy.

- Not discriminate, bully, harass, or victimise.
- Where necessary, explain the policy and its procedures to others.
- Challenge and report all forms of discrimination, bullying, harassment, or victimisation.

Scope of our Policy

The policy is related to employment matters affecting individuals whether they are actual or potential employees of the Tanyard Youth Project, as well as all who come into contact with the work we undertake, namely our members.

This policy applies to recruitment and selection, conditions of service, training, activities, induction, supervision, services, publications, promotion, performance appraisal and public relations.

Responsibilities

The overall responsibility for implementing, monitoring and promoting our policy on Equality, Diversity and Inclusion is vested in the Board of Trustees, specifically the Chair of Trustees, but employees and volunteers also have responsibility for the implementation of the policy. This policy is part of induction as a way of enabling an awareness of individual responsibility towards attaining equality and preventing discrimination.

Implementation of the policy

[Recruitment and Selection](#)

The aim of the recruitment and selection process is to ensure that the best person for a particular post is appointed. In order to attract candidates of the highest possible quality, vacancies will be advertised through the press, employment centres or by any other appropriate method. The selection process is of crucial importance in this policy, and must therefore be carried out in accordance with specific job related criteria. This is why it is important to produce a Job Description and Person Specification. Policy effectiveness will be determined to a great extent by this aspect of the employment procedure. To ensure that those entrusted with the responsibility of making selection do not discriminate on the basis of preconception either consciously or subconsciously, all those involved with recruitment will be expected to undergo appropriate training.

[Activities and Training Provision](#)

Training provided and projects undertaken by the Tanyard Youth Project will be designed to be accessible to all participants. Training will be appropriate for all staff to enable them to work sensitively and effectively with members towards addressing and confronting behaviours and attitudes that discriminate. The Tanyard will also endeavour to design its services and projects on the basis of needs and wants of under-represented groups, and the concept of inclusion will be a high priority. Training services and projects will be subject to continual evaluation.

[Breach of Policy](#)

The Tanyard Youth Project takes all cases of harassment, bullying, discrimination and victimization seriously. Any employee paid or unpaid, volunteer, trustee, member, parent or representative of the Tanyard Youth Project who displays any behaviour which is contrary to this policy or its intent will be subjected to the appropriate disciplinary procedure as detailed in our Disciplinary Policy and Procedure. Any individual may raise a complaint through our Complaints Policy and Procedure. Any individual who raises a complaint will not be penalized for doing so as long as the complaints foundation is honest and in good faith.

[Monitoring and Review](#)

Diversity monitoring is considered an essential process of the Tanyard youth Project. Regular monitoring will help to identify any patterns and highlight areas of concern and take appropriate action. Any information provided to the Tanyard Youth Project in regards to diversity monitoring will be kept confidential and in line with our GDPR Data Protection Policy and GDPR legislation.

This policy will be reviewed every 12 months by the Board of Trustees to ensure it is up to date and in line with all current and relevant legislation.

Code of Conduct

IT'S OUR TANYARD!

THE OFFICIAL TANYARD CODE OF CONDUCT

THIS CODE OF CONDUCT WAS
CREATED BY MEMBERS OF THE
TANYARD WITH THE WELLBEING OF
ALL MEMBERS, STAFF AND THE
BUILDING ITSELF AT HEART

WHAT WE EXPECT FROM THE TANYARD:

- A PLACE TO HAVE FUN AND BE OURSELVES
- A PLACE WE CAN GO FOR HELP IF WE ARE STRUGGLING
- A PLACE WE WILL BE TREATED WITH RESPECT
- A PLACE WHERE OUR OPINIONS ARE LISTENED TO
- A PLACE WHERE DECISIONS ARE EXPLAINED TO US
- A PLACE WHERE WE ARE TREATED FAIRLY
- A PLACE WHERE WE HAVE ACCESS TO ART AND CAN EXPRESS OUR CREATIVITY
- A PLACE WHERE OUR FUNDAMENTAL HUMAN RIGHTS ARE MET- FOOD, WATER, SHELTER, WARMTH...

WHAT WE EXPECT FROM OURSELVES:

- WE WILL BE KIND TO OTHER MEMBERS AND STAFF
- WE WILL RESPECT OURSELVES AND EACH OTHER
- WE WILL TELL STAFF IF WE NEED HELP
- WE WILL TALK THROUGH OUR PROBLEMS. NOT FIGHT OR ARGUE
- WE WILL LISTEN TO STAFF
- WE WILL BE MINDFUL OF OUR LANGUAGE
- WE WILL WELCOME NEW MEMBERS WITH OPEN ARMS
- WE WILL ASK IF WE DON'T KNOW
- WE WILL ENCOURAGE EACH OTHER
- WE WILL ALWAYS TRY OUR BEST

WHAT WE CAN ALL DO TO LOOK AFTER THE TANYARD:

- WE WILL ALL PUT OUR RUBBISH IN THE BIN
- WE WILL ALL WASH OUR PLATES
- WE WILL ALL USE THE FOOD BIN
- WE WILL ALL RESPECT OUR RESOURCES
- WE WILL ALL PUT THINGS BACK WHERE WE FOUND THEM
- WE WILL ALL SPEAK UP AND LISTEN TO EACH OTHER
- WE WILL ALL KEEP OURSELVES AND EACH OTHER SAFE
- WE WILL ALL KEEP EACH OTHER IN CHECK
- WE WILL ALL ALWAYS ACT IN THE BEST INTEREST OF THE TANYARD

Placement Provider Information



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Placement Provider Information

Dear Placement Provider

Re: Work Experience Placement

Thank you for agreeing to accept our student on the work experience placement at your organisation. Quality work experience is vital to equip our students for their future careers and the University is grateful for your offer of this placement opportunity. We hope our student will learn from this placement the skills and competencies specific to their discipline or profession as well as more general work-related and employability skills (time management, team working, communications skills, etc.).

Would you please check that the Placement Provider information and placement details are complete and correct, amending if necessary.

Student placements are a partnership between the student, the University and the Placement Provider in which each has specific roles and responsibilities. It is important that all three parties clearly understand the responsibilities and expectations of everyone involved and so the responsibilities are detailed below.

During the placement, we expect the student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the primary duty of care and consequent liabilities must rest with you. As the student's Placement Provider the University requests you to treat him or her in the same way as your employees.

The University therefore requests that you as Placement Provider will:

- a) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1a Placement Provider Agreement.
- b) Provide a safe working environment by meeting all relevant obligations under the Health and Safety at Work Act 1974 or other relevant country specific safety legislation. See Appendix PL1b Placement Provider Health and Safety Questionnaire.
- c) Work within the student-facing policy framework for the University especially in relation to the Non-Academic Misconduct Policy, the Support for Study Policy, the Fitness to Practise Policy and the Safeguarding Policy).
- d) Provide a designated Workplace Supervisor who will:
 - i. act as the first point of contact for communication and collaboration with the University, including the organisation of University visits to the Provider (where relevant), any problems or queries during a student's placement, and who will contact the University immediately in cases of serious accidents, incidents or breaches of discipline involving the student;
 - ii. conduct or make arrangements for the day-to-day supervision of the student including periodic progress checks and instruction regarding hazards and health and safety precautions;
 - iii. provide the University with student attendance data, where required.
- e) Provide the student with a full and clear induction to the organisation and its working practices, procedures and requirements, including layout of the work environment, different areas of work activity, health and safety/safeguarding issues, introductions to supervisors, expectations for interactions with clients of the Placement Provider, for example, the need for client confidentiality, intellectual property rights and data protection. Post-induction, provide the University with the completed PL1f Induction Checklist
- f) Ensure that the student is fully informed about responsibilities, including those



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Placement Provider Information

- contained in any statutory legislation and/or honorary contract.
- g) Provide the student with appropriate instruction and training in working practices to enable him/her to carry out his/her duties efficiently and safely.
- h) Work with the student to identify appropriate learning outcomes for the placement (these must be agreed by the student, the Workplace Supervisor and the University).
- i) Facilitate access to the student for visits by the Placement Tutor, where appropriate.
- j) Ensure that the student is treated with respect.
- k) During and on completion of the placement, provide feedback to the University on the student's performance and confirmation of the hours in practice, where required.

The University of Wales Trinity Saint David will:

- a) Commit appropriate levels of staff and other resources to placement governance activity to ensure strategic oversight for the learning to be delivered and managed by the Placement Provider. This may include the identification of (i) a Placement Coordinator, whose duties would normally include the authorisation of placements and organising/managing the placement arrangements, in liaison with the Placement Provider and student, and (ii) a Placement Tutor, who will act as the first point of contact, visit the student on placement, where appropriate, and/or assess the student.
- b) Ensure that any placement learning that forms part of a programme of study has associated learning outcomes which:
 - are clearly defined;
 - contribute appropriately to the overall aims of the programme;
 - are appropriately assessed. In cases where it is considered appropriate for the assessment be jointly conducted by the University and the Placement Provider, the Placement Tutor will provide training for the Workplace Supervisor and will establish and document the procedure by which this shall be achieved.
- c) Assess the suitability of a proposed placement through appropriate and proportionate placement due diligence procedures, using a risk-based assessment process. The approval process will require the Placement Coordinator to undertake a Risk Profile for each placement using the PL1d Placement Risk Assessment Guidance, and record the outcomes in Appendix PL1e Placement Risk Assessment Template. This risk assessment activity will include consideration of the information supplied in Appendix PL1a Placement Provider Agreement, Appendix PL1b Placement Provider Health and Safety Questionnaire, Appendix PL1c Student Placement Agreement, PL1j Guidance for Student Personal Health Risk Assessment, PL1k Student Personal Health Risk Assessment Form, PL1l Student Personal Health Risk Assessment Form (online form for students studying within the Institute of Education and Humanities, with the exception of Teacher Education students) and PL1m Student Personal Health Risk Assessment Form (online form for Teacher Education students).
- d) Ensure that Disclosure and Barring Service checks are conducted, where relevant.
- e) Where there are unique learner needs, negotiate reasonable adjustments with the Placement Provider in the case of a student assessed under the Equality Act,



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- f) Provide specialist advice and guidance for students with additional support needs.
- g) Clearly define appropriate points of contact and lines of communication between the University, the Placement Provider and the student. These should include:
 - i. Mechanisms for the Placement Provider to raise concerns or complaints about any aspect of the placement, including an individual student's performance or conduct.
 - ii. University emergency contact details.
- h) Retain a full and detailed record of each placement.
- i) Ensure that any concerns, complaints, incidents or breaches of codes of conduct or discipline are dealt with in line with its student-facing policy framework.
- j) Provide students with appropriate briefing, including health and safety, prior to commencement of any placement.
- k) Monitor all placement activity, ensuring that milestones are established, maintained and records, and identifying and addressing issues of concern and sharing good practice.
- l) Ensure that all parties are clear about the arrangements that will be made in the event that a placement terminates prematurely.
- m) Arrange appropriate opportunities for gathering feedback from students, Placement Providers and Placement Tutors, including suggestions for improvement (see Appendix PL1g Post-placement Review and Feedback).

Students are required to:

Prior to placement: students cannot commence a placement until they have completed all the necessary preparatory work detailed below, and received authorisation from the Placement Coordinator. Students are required to:

- a) Identify a suitable placement (with the exception of students following a professionally accredited programme).
- b) Familiarise themselves with all University and partnership/placement requirements, including health and safety requirements, codes of conduct and, where relevant, employment contracts. This includes the roles and responsibilities of all parties detailed in the PL1c, PL1j Guidance for Student Personal Health Risk Assessment, the PL1h Student Placement Checklist and the PL1i Student Placement Flowchart
- c) Attend placement preparation briefings, including health and safety. Complete assessment Form (online form PL1l for students with the Institute of Education and Humanities, with the exception of Teacher Education students, or PL1m online form for Teacher Education students, or PL1k for all other students).
- d) Complete a Disclosure and Barring Service (DBS) check, if required. The student will retain the original and submit a copy to the University. The student must make the Placement Provider aware of any issues arising from the DBS check and discuss any convictions with the Placement Coordinator.
- e) Complete the ethics approval processes, where relevant.
- f) Have a dialogue with the Placement Coordinator or Placement Tutor to clarify placement requirements, expected learning outcomes and assessment requirements.
- g) Inform the Placement Coordinator and Placement Provider of any personal



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factors (e.g. health, disability, linguistic or cultural) that may affect the level of risk, may require adjustments or may affect their ability to study or practice.

- h) Complete the defined placement registration and approval process in full. See Appendix PL1c Student Placement Agreement.
- i) Confirm acceptance of the arrangements and responsibilities set out in Appendix PL1c Student Placement Agreement.

During the placement the student is required to:

- a) Comply with all placement organisation policies and procedures.
- b) Report to the University any accidents or incidents in which they are involved or any health and safety concerns they have that are not addressed by the Placement Provider, e.g. an appropriate induction and health and safety training is not provided.
- c) Carry out the work programme specified by the Placement Provider under the supervision of the Workplace Supervisor.
- d) Keep a log of hours worked.
- e) Monitor their progress in achieving the identified learning outcomes and discuss these regularly with the Workplace Supervisor and Placement Tutor, as appropriate.
- f) Conduct self in an appropriate manner within the relevant ethical framework, ensuring confidentiality and treating others with respect and dignity.
- g) Act in a professional manner, including notifying the Placement Provider in a timely fashion in the event that they are unable to attend their placement due to illness etc.
- h) Respect any other requirements of the workplace such as dress codes.
- i) Notify their Placement Coordinator or Tutor should any issues of concern arise.
- j) Consult with the Placement Coordinator or Tutor prior to seeking any changes in the terms and duration of the placement.
- k) Complete all relevant academic assessment relating to the placement experience.

Please confirm that you accept the above responsibilities by completing both the PL1A form below and the PL1B Placement Provider Health and Safety Questionnaire to me either by postal mail or email.

If you have any questions or problems, please don't hesitate to get in touch.

Yours faithfully

{insert name of placement provider}

{insert address}

Tel: {insert tel no}

Email: {insert email address}

PLACEMENT PROVIDER AGREEMENT

Placement Organisation:	Tanyard youth Project
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Placement Provider Information

Placement Address:	Tanyard youth project Commons Road, Pembroke SA714EA
Placement Supervisor Name (or other provider contact):	Sue Lines
Placement Supervisor Role:	Project manager
Telephone:	
E-mail:	sue@tanyardyouthproject.org
Student Name(s):	Kelly Porteous
Placement Start Date:	27 th October 2023
Placement End Date:	26 th January 2024
Normal Working Hours:	35 hours per week
Outline of Placement Activity/Duties (Please attach a job/role outline if available, otherwise please summarise the key duties to be undertaken here):	

CONFIRMATION

I confirm that I accept the responsibilities as detailed above and am authorised to do so on behalf of the placement provider.

Signed:			
Name:	Kelly Porteous		
Position:	Youth Support Worker	Date:	9/11/23

Thank you for completing this form and accepting the responsibilities detailed above. Please return this form along with PL1b Placement Provider Health and Safety Questionnaire as soon as possible to the Placement Coordinator (contact details above).

STUDENT PLACEMENT INDUCTION CHECKLIST



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Placement Provider Information

Student Name:	Kelly Porteous
Placement Organisation:	Tanyard Youth Project
Placement Site Address:	Tanyard Youth Project Commons Road, Pembroke SA71 4EA

The Health & Safety topics identified below should be included within the induction that is provided for the student on placement, preferably on their first day.

Health & Safety Induction Areas	YES	NO	N/A
1. Introduction to key staff members and their roles explained	✓		
2. Location of welfare facilities (e.g. toilets, kitchen, restroom, showers)	✓		
3. Emergency procedures	✓		
4. COVID-19 control procedures if in place	✓		
5. Location of organisation safety policy	✓		
6. Location of first aid facilities and contact for first aiders	✓		
7. Fire procedures and location of fire-fighting equipment	✓		
8. Accident / incident reporting and location of accident book	✓		
9. Access to risk assessments covering tasks to be undertaken	✓		
10. Location of health and safety information and advice	✓		
11. Use/control measures for hazardous substances – if applicable	✓		
12. Display Screen Equipment procedures – if applicable	✓		
13. Manual handling procedures – if applicable			
14. Protective clothing/equipment arrangements – if applicable			
15. Instruction / training on equipment / machinery – if applicable			
16. Specific disability related induction issues – if applicable			
17. Other issues covered/to be covered please state below:			



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PLACEMENT PROVIDER CONFIRMATION

I confirm that the student has been provided with the induction specified above:

Signed:			
Print Name:	SUSAN E. WINES		
Position:	PROJECT MANAGER	Date:	9/11/2023

STUDENT CONFIRMATION

I confirm that I have been provided with an appropriate induction as specified above:

Signed:			
Print Name:	Kelly Porteous		
Position:	youth support worker	Date:	9/11/23

Please return the completed checklist to the Placement Organiser within one week of the student starting placement.

PLACEMENT COORDINATOR RECEIPT

Signed:	
Print Name:	
Date of Receipt:	
If further action is required then detail below:	

LEARNING MENTORS FINAL REPORT