



THE SAFETY BOX

Youth Programmes

Policies & Procedures Handbook 2020

Edition 13



Training Consultant Policies and Procedures Manual



THE SAFETY BOX Youth Programmes

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Table of Contents

Section	Page
1.0 Mandate	6
1.1 Changes	6
1.2 Policy Matters	6
2.0 Professional Code of Conduct	7
2.1 Fraternalising	8
3.0 Smoking, Drugs and Alcohol	9
3.1 Smoking	9
3.2 Restrictions on Smoking	10
3.3 Visitors	10
3.4 Staff	10
3.5 Vehicles	11
3.6 Support for Smokers	11
3.7 Sales of Tobacco Products	11
3.8 Drug Use	12
3.9 The legal position	12
3.9.1 Your Responsibility as a Training Consultant	13
3.9.2 Drug policy Purpose	13
3.9.3 Policy	14
3.9.4 Definitions.	15
3.9.5 General Policy Provisions	16
3.9.6 Preventive Acts	16
4.0 What is The Safety Box	16
4.1 General description	16
4.2 The School and Youth Programmes	17
4.3 Personal Safety and Defence Programmes	18
4.4 Aspire Higher Program	18
5.0 Working with Children and Child Protection	22
5.1 Supervision	22
5.2 Trainer to child ratios	22
5.3 Attendance Register	22
5.4 Premises	23
5.5 Communication	23
5.6 Photography and Video work	24
5.7 Child Protection	24
What to do if you believe a child is being abused.	
5.8 If you have concerns about a child's welfare.	25
5.9 Further Information on Child welfare	26
6.0 Dress Code	27
6.1 Uniform	27
6.2 Condition of Uniforms	27
6.3 General Appearance	27
7.0 Company Management	28
8.0 Protocol and Etiquette	29
8.1 Respect	29
8.2 Support staff	29

8.3	Complaints	29
8.4	Disagreements	29
9.0	Equal opportunities	30
9.1	Our commitment:	30
9.2	Equality and Diversity at Work	31
9.3	Responsibilities	31
9.4	Training Consultant individual Responsibility	32
9.5	Monitoring	32
9.6	Legislative Guidance	33
9.7	Diversity and Discrimination Defined	34
9.7.1	What is Diversity?	34
9.7.2	What is Discrimination?	34
9.7.3	Direct discrimination	34
9.7.4	Indirect discrimination	34
9.7.5	What is Racism?	34
9.7.6	What is Sex Discrimination?	35
9.7.7	What is Disability Discrimination?	35
9.7.8	What is Age Discrimination?	35
9.7.9	What is Religious Discrimination?	35
9.8	Definition of additional terms	36
9.8.1	Ethnicity	36
9.8.2	Gender	36
9.8.3	Genuine Occupational Requirements	36
9.8.4	Liability	36
9.8.5	Quotas	36
9.8.6	Sexual Orientation	36
10.0	Leave and Absence	37
10.1	Leave and absence	37
11.0	Health and Safety	38
11.1	The Premises	38
11.2	SB-H1 / SB-H2 Health and Safety forms.	39
11.3	SB-A Accident / Incident Report Form.	40
12.0	Pay	41
13.0	Teaching methods	42
13.1	Building a relationship with new starters.	42
13.2	Attention Directing	42
13.3	Active Learning	43
13.4	Challenging students	43
13.5	Teaching students with dyslexia	43
13.6	Teaching students that are deaf or hard of hearing	44
13.7	Teaching students that are blind or partially sighted	45
13.8	Teaching pupils with low self esteem	46
14.0	Class Structure	48
15.0	Standards and Requirements	49
15.1	Insurance	50
16.0	Basic Guide to the Official Secrecy Act	51
17.0	Recruitment of Ex Offenders	55

Trainers Policy & Procedure Manual

A1	Annex 1 – SB-H1 Health and Safety Form	56
A2	Annex 2 – SB-H2 Health and Safety Form	57
A3	Annex 3 – SB-A Accident / Incident Report Form	58
A4	Annex 4 – List of illegal drugs street names	60
A5	Annex 5 – Risk Assessment COVID 19	64
A6	Annex 6 – Risk Assessment For Young Person at Risk	70

1.0 Mandate

This Policy and Procedures manual has been sanctioned by The Safety Box & Syrus Consultancy Executive committee. It was devised to be a specific guide for all training consultants both full-time, part-time and voluntary.

1.1 Changes

Policy changes may be made at any time and amendments will be issued to all employees.

1.2 Policy Matters

The Safety Box as a company stands for excellence in every area, delivery of a high quality service to all clients and the highest standard of teaching. There is no limit to what can be done as a partnership with other service providers for the betterment of society.

2.0 - Professional Code of Conduct

An Aspire Higher training consultant is a person which all students look to for leadership qualities, therefore, it is of utmost importance that the following ideals never be compromised.

1. To take the responsibilities and duties of guiding students to lead richer and fuller lives.
2. To never abuse the privileges of being a teacher with a student of the opposite sex.
3. To govern oneself accordingly when socially interacting with students so that familiarity does not become a problem.
4. To religiously devote oneself to personal growth and development.
5. To always take the safety of the students into consideration when teaching.
6. To nurture strength of character.
7. To show compassion and understanding to all people
8. To be non-judgmental and fair in the treatment of and attitude towards students.
9. To be motivated to achieve results
10. To have the ability to work collectively and independently
11. To never allow yourself to teach a 'minor' (below age 18) alone, ensure that there is always support staff in the room with you.
12. To never complain to teaching staff at the school or college you may be working, all complaints should be made directly to The Aspire Higher management who will then handle the matter.
13. To demonstrate good leadership skills
14. To always support other Aspire Higher training consultants in difficult situations.
15. To keep disagreements separate from work with the public, any issues to be discussed in private.

16. To remain calm under pressure.
17. To foster a growth of brotherhood and sisterhood regardless of sex, race, religion, creed or favour.
18. To refrain from ANY negative remarks that may reflect on any other person or their character.
19. To avoid doing or saying anything that may reflect badly upon The Aspire Higher Project, The Safety Box ® or Syrus Consultancy.
20. To never fall prey to greed or jealousy or let either effect your decision.
21. To carry oneself with dignity and have integrity at all times.
22. To refrain from egotistical behaviour at all times.
23. To never infringe upon the authority granted to you as a teacher

It is expected that all Aspire Higher Training Consultants will teach by example, the highest moral values and maintain their ethics at all times. Honesty, Patience, Discipline, Self Control, Wisdom, Virtue, Integrity, Self Respect and respect for others are all values to be upheld.

2.1 Fraternising

1. Training Consultants should use discretion with adult students of the opposite sex.
2. Students who 'come on' to an instructor should be discouraged politely, never put yourself in a position where this could become a problem by never being alone with a student, avoiding physical actions that could be misinterpreted.
3. Any intimate relationships held between two Aspire Higher Training consultants should be kept outside of work and shall not be seen while teaching.

3.0 Smoking, Drugs and Alcohol

3.1 Smoking

The government has decided that smoking is primarily a public health issue, with the Department of Health taking the lead in England, the Welsh Assembly in Wales, the Scottish Executive in control of policy in Scotland and the Department of Health, Social Services and Public Safety (DHSSPS) in Northern Ireland.

This section of the policies and procedure manual recognises that second-hand smoke adversely affects the health of all employees. It is not concerned with **whether** anyone smokes but with **where** they smoke and the effect this has on staff and other members of the public. It is also concerned with the exclusion of preventable carcinogenic substances in the locality of our premises or on the premises where The Aspire Higher is holding a class.

We actively encourage our consultants to refrain from smoking outside the times and circumstances set out in this policy, both in their own interests and as representatives of The Aspire Higher Project, The Safety Box ® or Syrus Consultancy. However, this falls outside the scope of this Policy.

The policy set out seeks to:

- Guarantee a healthy working environment and protect the current and future health of consultants and members of the public
- Guarantee the right of everyone to breathe in air free from tobacco smoke
- Comply with Health and Safety Legislation and Employment Law

Raise awareness of the dangers associated with exposure to tobacco smoke

Take account of the needs of those who choose to smoke and to support those who wish to stop

Section 2(2) of the Health and Safety at Work Act 1974 places a duty on employers to:

'...provide and maintain a safe working environment which is, so far as is reasonably practical, safe, without risks to health and adequate as regards facilities and arrangements for their welfare at work.'

In Summer 2007 the Health Act 2006 came into effect. This new legislation makes provision for the prohibition of smoking in certain premises, places and vehicles. Section 2 (2) states that premises must be smokefree if they are used as a place of work including vehicles.

Further detail on the Health Act 2006 and the regulations associated with this Act is available on www.smokefreeengland.co.uk.

Second hand smoke – breathing other people’s tobacco smoke – and side stream smoke has now been shown to cause lung cancer and heart disease in non-smokers, as well as many other illnesses and minor conditions.

The Safety Box ® & Syrus Consultancy aims set out in this policy to:

1. Protect the health of consultants and students
2. Protect the health of visitors, contractors and users and/or clients of our services or products.
3. Support smokers to help them cope with increased restrictions on their smoking during the working day.
4. Promote the culture of a smoke-free organisation

This Policy will apply to all staff, visitors on our programs, contractors and other persons who work alongside the us at our premises or at a workplace/public place where a Safety Box ® or Syrus Consultancy activity maybe taking place.

3.2 Restrictions on Smoking

Smoking is not permitted in any part of the premises or at entrances managed, leased or owned by the organisation to which The Aspire Higher Project, The Safety Box ® or Syrus Consultancy is contracted work at any time, by any person regardless of their status or business with the organisation. By premises is meant any building or substantially enclosed public or private area occupied by one or more members of the general public or a workspace whether used by one or more members of staff. Such spaces include lifts, corridors, stairways, lavatories, rest rooms, reception areas or entrances. (An enclosed area is one which has a permanent or semi permanent roof and has walls (including windows and doors) enclosing more than 50% of its perimeter.)

3.3 Visitors

All visitors, contractors and deliverers are required to abide by the smoke free policy. Staff members are expected to inform visitors of the policy. However they are not expected to enter into any confrontation that may put their personal safety at risk.

3.4 Staff

Aspire Higher consultants must not smoke on the premises where the consultations / classes are taking place, neither outside the building, neither on site, neither in company vehicles. Smoking may only take place when not in Aspire Higher uniform and away from the premises of the consultation. Staff are only permitted to smoke whilst off duty and are only permitted to smoke in unenclosed designated areas.

3.5 Vehicles

Smoking is not permitted in vehicles belonging to or leased by The Aspire Higher Project nor staff private vehicles if ever used to carry members of staff or members of the public whilst carrying out the duties of an employee.

3.6 Support for Smokers

Information on stopping smoking with support from local cessation services will be provided for smokers that work with The Aspire Higher Project, The Safety Box ® or Syrus Consultancy. The NHS Smoking Helpline number is **0800 169 0 169**. The helpline can offer advice and support on stopping smoking along with a website at www.givingupsmoking.co.uk.

3.7 Sales of Tobacco Products

It is a criminal offence for anyone to sell, transport or possess illegal tobacco products. Penalties for such offences may include imprisonment and/or fines including fines of up to £5,000 for any such activity.

The selling/storing and dealing in any way of illegal cigarettes and tobacco on the premises of The Aspire Higher Project, The Safety Box or Syrus Consultancy or at a place where we are contracted work will not be tolerated.

We will fully co-operate with Law Enforcement agencies, such as HM Revenue and Customs, in their investigations. Any such illegal activity will be considered as Gross Misconduct and will result in appropriate disciplinary action and possibly dismissal.

3.8 Drug Use

Non-prescription drugs and excessive use of alcohol by trainers **WILL NOT** be tolerated. People who violate this rule will be dismissed from The Aspire Higher / Syrus Consultancy . This does not eliminate, social drinking, but drink before holding a class/ helping at an exhibition/ doing a demonstration etc is unacceptable.

3.9 The legal position

The Aspire Higher Project, The Safety Box or Syrus Consultancy have a general duty under the Health and Safety at Work Act 1974 (HSW Act) to ensure, as far as is reasonably practicable, the health, safety and welfare at work of our employees. We also have a duty under the Management of Health and Safety at Work Regulations 1999, to assess the risks to the health and safety of our employees and consultants.

If we knowingly allow an employee under the influence of drug misuse to continue working and his or her behaviour places the employee or others at risk, we as an organisation could be prosecuted.

3.9.1 Your Responsibility as an Aspire Higher Training Consultant

You are also required to take reasonable care of yourselves and others who could be affected by what you do at work. The Road Traffic Act 1988 states that any person who, when driving or attempting to drive a motor vehicle on a road or other public place, is unfit to drive through drink or drugs shall be guilty of an offence.

An offence is also committed if a person unfit through drink or drugs is in charge of a motor vehicle in the same circumstances. The principal legislation in the UK for controlling the misuse of drugs is the Misuse of Drugs Act 1971. Nearly all drugs with misuse and/or dependence liability are covered by it. The Act makes the production, supply and possession of these controlled drugs unlawful except in certain specified circumstances (for example, when they have been prescribed by a doctor). If you knowingly permit the production or supply of any controlled drugs, the smoking of cannabis or certain other activities to take place you will be committing an offence.

The Act lists the drugs that are subject to control and classifies them in three categories according to their relative harmfulness when misused.

CLASS A - includes ecstasy, cocaine, heroin, LSD, mescaline, methadone, morphine, opium and injectable forms of Class B drugs.

CLASS B - includes oral preparations of amphetamines, barbiturates, cannabis, cannabis resin, codeine and methaqualone (Mandrax).

CLASS C - includes most benzodiazepines (eg Temazepam, Valium), other less harmful drugs of the amphetamine group, and anabolic steroids.

A full list of illegal drugs and common name can be found in Annex 4.

The penalties for offences involving controlled drugs depend on the classification of the drug. Penalties for misuse of Class A drugs are more severe than those for Class B drugs which in turn are more severe than the penalties for Class C drugs. The Act also distinguishes, in terms of the penalties that may be imposed, between the offences of possession and drug trafficking or supplying, with the latter attracting higher penalties.

It is possible that in certain circumstances charges may be brought against The Aspire Higher Project, The Safety Box or Syrus Consultancy and employee under either this Act or the Health and Safety at Work Act or both. It would be up to the courts to decide on the circumstances of each case. Therefore under no circumstances will any form of illegal drug use will be tolerated with The Aspire Higher Project, The Safety Box or Syrus Consultancy.

3.9.2 Drug policy Purpose

The objective of this section of the policy is to develop a drug and alcohol-free work environment which will help ensure a safe and productive business operation. In order to further this objective, the following rules regarding alcohol and illegal drugs in the operation of the business have been established.

3.9.3 Policy

1. Alcoholism and other drug addictions are recognised as diseases responsive to proper treatment, The Aspire Higher Project, The Safety Box or Syrus Consultancy shall provide information on how to get a comprehensive drug and alcohol abuse education program through an external organisations established to deal with these issues.
2. The manufacture, distribution, dispensing, possession, sale, purchase, or use of a controlled substance whilst working with Aspire Higher is prohibited.
3. Being under the influence of alcohol or illegal drugs whilst working with the The Safety Box Youth Programs CIC is prohibited. The unauthorised use or possession of prescription drugs or over-the-counter drugs whilst working with The Safety Box Youth Programs CIC is prohibited.
4. Consultants/ Trainers and Employees who violate this Policy are subject to appropriate disciplinary action including dismissal.

5. The Policy applies to all employees of The Safety Box Youth Programs CIC regardless of rank or position and includes contracted, temporary, voluntary and part-time employees.

3.9.4 Definitions.

Company Property - All company owned or leased property used by employees such as vehicles, lockers, desks, closets, etc.

Controlled Substance – Any drug listed within the Misuse of Drugs Act 1971

Drug - A drug is any chemical substance that produces physical, mental, emotional, or behavioural change in the user.

Drug Paraphernalia - Equipment, a product or material that is used or intended for use in concealing an illegal drug or for use in injecting, ingesting, inhaling, or otherwise introducing into the human body an illegal drug or controlled substance.

Fitness for Duty - To work in a manner suitable for the job. To determine "fitness", a medical evaluation may include drug and/or alcohol testing.

Illegal Drug - An illegal drug is any drug or derivative thereof which the use, possession, sale, transfer, attempted sale or transfer, manufacture, or storage of is illegal or regulated under any law or regulation and any other drug, including (but not limited to) a prescription drug, used for any reason other than a legitimate medical reason and inhalants used illegally. Included is marijuana or cannabis in all forms.

Reasonable Cause/Reasonable Suspicion - Supported by evidence strong enough to establish that a Policy violation has occurred.

3.9.5 General Policy Provisions

Any of the following actions constitutes a violation of the Policy and may subject an employee to disciplinary action including immediate termination:

- Using, selling, purchasing, transferring, possessing, manufacturing, or storing an illegal drug or drug paraphernalia, or attempting or assisting another to do so, while in the

course of employment or engaged in a Safety Box sponsored activity, on premises, in owned, leased, or rented vehicles, or on business.

- Working or reporting to work, conducting company business or being on premises or in a company-owned, leased or rented vehicle while under the influence of an illegal drug, alcohol or in an impaired condition.

3.9.6 Preventive Acts

- Employees taking drugs prescribed by an attending doctor must advise Safety Box management in writing of the possible effects of such medication regarding their job performance and physical/mental capabilities. This written information will be kept confidential and communicated to the direct lead trainer prior to the employee commencing work.
- All medical information will be kept confidential and the employer, without exception, will punish any breach of privacy and confidentiality in this regard. All prescription drugs must be kept in their original container.
- Any employee involved in a work related accident where alcohol or drugs are believed to be a contributing factor will be put under investigation and disciplinary measures will be taken.

4.0 About The Safety Box – Aspire Higher Program

4.1 General description

The Safety Box Aspire Higher Violence Reduction Program is a high impact violence reduction and holistic personal development program designed to change behaviour traits and negative mindsets, it uses advanced coaching methodologies combined with crime prevention workshops using the creative arts, motivational strategies, high level conflict resolution, non- aggressive knife defence and violence prevention. We view violence through the eye of public health and employ an evidence-based model proven to reduce violence in different cultural contexts. The program focusses on building confidence, communication skills and self- esteem, while inspiring the participants to engage in education, training and employment. We use a combination of proven methodologies which compliment each other and both have a proven track record of working within the custodial setting and within the community. All our workshops are delivered by dynamic facilitators and the workers are labelled as being “credible messengers” (those with experiences of violence, gang affiliation and or offending behaviour). This allows for a cognizant connection with many of the participants and an approach which leads to a potent peer led program. Our non-violent conflict resolution sessions are based around cascading mediation skills, knowledge and experience, alongside the FAST (Fear Adrenalised Stress Training) methodology. Research indicates that violence, like other behaviours is acquired or learned this is done mainly through modelling, observing, imitating or copying until it becomes a behavioural habit. By employing a pioneering epidemiological model the Aspire Higher Anti-Knife program uses advanced personal development and holistic methodologies to pivot the beginning of a behaviour change and a mindset shift. The strategy is to gain a positive shift in mindset which will impact other areas of an individual’s life beyond the program.

The partners for this program & track record:

The delivery partners for this program includes The Safety Box Youth Services, Syrus Consultancy CIC who collectively have 20 years experience in delivering intervention programs for youth. The organisations collectively have had an impact of over 12,000 young people in the UK over the last 11 years. All organisations have won multiple awards and have been contracted to work across several London Boroughs and Regions in England within Schools, Colleges, PRU's, Alternative Provisions, YOIs and Prisons. The partners are equipped with ‘credible messengers’ who work with young people involved in gang activity and those at risk of violent offenses. Several contracts have also been awarded by Her Majesties Prison and Probation Service to specifically work in the CJS with both minors and adults in Violence Reduction where they have seen evidenced group violence reductions of up to 95% in one year (2012-2013).

More recently in 2017 the partnership has worked in HMP Elmley with a focus on BAME offenders. The intervention has had a measured impact in that 3 months after the initial intervention; 83% of formerly violent and high risk participants are employed. 60% have received positive case note entries and 64% stated that the intervention has helped them in handling their anger and violence issues. The violence within this group has also fallen dramatically and the program is now in its 6th replication. The partnership focuses on building confidence, communication skills and raising self-esteem, while inspiring people to engage in education, training and employment. The partnership is a perfect marriage of proven methodologies which complement each other and all have an evidenced proven track record of working within a community and custodial setting successfully.

4.2 The School and Youth Programmes

Target market: Schools, Youth Groups, Religious groups, Youth offending Services, Private Youth groups

In addition to the joint Aspire Higher program both The Safety Box run separate School and Youth Programmes which are designed to teach children and young adults how to manage conflict, raise levels of confidence, develop creative skills and raise self esteem. Education is the single most important goal for any child or young adult. To focus on studying, students need to be able to feel safe in their schools and neighbourhood. Unfortunately this is often not the case.

All our programs have been developed because there is a growing need to demonstrate to young adults that there *are* ways to avoid bullying, harassment or more serious, violent situations. Where avoiding threat is not possible, we show how to manage and control dangerous situations.

The Safety Box Course aims to provide for pupils' self-confidence through an ability to manage themselves successfully in a variety of situations, hence increasing academic performance.



We teach simple, effective tactics to reduce and avoid threat. These include techniques from psychology, verbal resolution, personal development, aggression management and assertiveness training. Above all we build and reinforce a sense of confidence in students. Having confidence as a result of training and knowledge is simply the most effective way for children and young adults to stay safe.

4.3 The Safety Box Personal Safety and Defence Programmes

Target market: *Women's groups, Police officers, Traffic Wardens, Security firms, all other organisation that encounter potential conflict.*

The Safety Box Personal Safety and Self Defence Programmes are self defence programmes designed for adults. A large percentage of so-called self defence courses offered, are based upon the technical principles of martial arts. The Safety Box Defence Programmes does not teach martial arts but rather psychology, verbal diffusion, aggression management, assertion tactics, biomechanics, and above all personal confidence. This side of the business deals with people seeking a self defence course with a difference, the main focus is on ways in which to protect yourself and strategies on how to stay safe. 80% of the course content is physical defence tactics.

4.4 Aspire Higher Prison Program

Target market: *Secure Units, Prison and YOIs*

The Aspire Higher Prison program focuses on improving levels of safety within prisons and with wider strategic priorities for reducing re-offending and addressing the poorer outcomes experienced by young women and men particularly from a BAME background.

We develop a rehabilitative culture through a 6 steps series of modules by training and developing both staff and prisoners and embedding values, behaviours and attitudes within all members of the prison community using innovative solutions which are of benefit to young, violent offenders.

Post program deployment we provide learning that will help, inform and enable development of a whole prison approach to working with young, violent offenders. Reflective practice is a key component of our training and a necessary element which is used to better manage situations.

Increased cultural competence among prison officers and staff groups within the prisons is something which we also focus on which supports the development of a rehabilitative culture within the estate.

Our Focus

- **To engage both those actively participating in high-risk activity and those on the periphery (in separate contexts)**
- **To facilitate the candidates' ability to view their actions through the eyes of others**
- **To provide credible skills and techniques to resolve potentially violent conflicts without violence**
- **To address the shocking realities of "street life" and destroy popular myths and misconceptions**
- **To facilitate a change in thinking and ultimately behaviour within the estate and outside once released.**

The 6 Steps to breakthrough

Discover Your Purpose

- **Motivational Life Testimonies**
- **What is their passion**
- **Discovering Purpose**
- **Goal Setting (Long & Short)**
- **Linking passion to purpose**
- **Setting the Goal Plan**

This module will focus individuals on their higher calling/higher purpose. The learning is that our skills and experiences make us unique and gives us the tools to contribute to the world in a powerful way. Once we uncover this purpose we ignite our passion to serve and deliver this. Participants are invited to explore many roles they may to accomplish like travel, parenting and health. On completion of section we teach the importance and tools of goal setting. Providing practical steps for them to accomplish their purpose and things they wish to experience and achieve

Believe to Achieve

- **Understanding and building Self Esteem**
- **Positive Affirmations and Self Talk**
- **Visualisation**
- **Learning about The Law of Attraction**
- **How to use the Law of attraction**
- **Meditation**

This module works on the premise that we must believe in ourselves before we take positive action. We teach what self esteem is, how necessary it is to have a high self esteem and resilience to overcome life's hurdles and discuss practical steps to raise self-esteem. We teach Law of Attraction focusing like energy attracting like energy. The power of positive thoughts and tools affirmation and visualisation to focus our thoughts on what we want. We use a visualisation exercise to encourage imagination and uncover inner desires.

The Mind

- **How the mind works**
- **The Power of The Mind**
- **Right & Left Hemisphere**
- **Emotions & Hormones**
- **Understanding Hormones**
- **How the subconscious mind works**

Within this module participants learn about the hormones that relate to their behaviour. The module shows the relationship between aggressive responses and the endocrine system. They learn about the visual and logical side of the brain, the fight or flight response and how to recognise, predict and regulate their emotional triggers. The module goes further to teach how the sub-conscious mind works and how to impress upon it the thoughts and beliefs to support individual success and happiness. Participants are challenged to explore negative programming and taught how to change this attitude.

Control of Self

- **Responsibility and Excuses**
- **High Level Conflict Resolution**
- **Practical Tools to Deal with Anger**
- **Learning your triggers and how to overcome them**
- **Reactionary Distances Danger Zones**
- **Using correct communication**
- **Communication Role plays**
- **Understanding the Modes of Behaviour**
- **Knowing your Traits and how to change your State**
- **Needs and Values**

This module discusses individual accountability for personal choices regardless of external events. It explores conflict resolution and how to avoid conflict. The module gives practical tools of how to handle anger in addition to reactionary distances pertaining to non-aggressive self protection. Communication channels are explored in depth and several role plays and exercises are demonstrated to illustrate incorrect and correct communication to be used with both officers and with fellow prisoners. We explore needs and values, and the psychological modes of behaviour which if grouped incorrectly can potentially lead to conflict. Games are also used in the session to reinforce the messaging and break down the complexity of the theory into something practical that can be remembered.



Take the Limits Off

- **Discovering your limits**
- **Mental Barriers and Overcoming**
- **Dealing with the past to embrace the future**
- **Dangers of Drugs (spice)**
- **Habits and how to develop new ones**
- **Comfort Zones**
- **Comfort Zone Role Play**

This module educates on how habit is formed and how to change negative habits and develop positive ones. It looks at whether individual has become comfortable in a life that does not fulfil, challenge and push them, with tools on how to step out of comfort zone and motivation to do so. The module also covers mental barriers they may have built up and how to navigate out of them. The impact of drug use on the mind is also covered in particular to the use of spice and the negative impact it has on the body and mind.

Profit with Purpose

- **Turning the hustle into business**
- **The Idea and your passion**
- **The types of Business (Social, Commercial, Charity)**
- **Business planning for entrepreneurs - The Vital Questions you need to ask yourself**
- **The body of your business (The Pillars of Success)**
- **Taking the idea from the mind to the paper**
- **The skills that they don't teach you at business school**
- **Up Skilling and Education**
- **Planning your future business**

This module, uses a hands on practical approach and is designed for people that have an idea or a business but do not know how to scale it or move it forward to achieve the types of profits needed to be fully self-employed. It covers the basics of business and what steps that need to be taken in order to turn an idea into a business plan.

5.0 Working with Children and Child Protection

The Safety Box Youth Programs CIC recognises the responsibility it has to ensure the safety of both the children it provides services for and the training consultants/volunteers who deliver those services. Working safely is the responsibility of everyone – both service users and providers – and it is with this in mind that the following policies have been devised. With the growing need to keep children safe in today's world it is a fundamental requirement that **all trainers are DBS checked.**

Criminal Records Bureau (CRB): exists to help organisations identify people who are unsuitable for certain types of work, especially work involving access to or contact with children and other vulnerable members of society, by making "disclosures" of any criminal, police or similar records. This includes trustees of charities who have such access or contact.

The CRB provides a disclosure service, which offers access to records held by the police, together with information from the following lists: Protection of Children Act 1999 (POCA), Protection of Vulnerable Adults (POVA) and List 99. A charge is made for obtaining a disclosure for paid positions, although disclosures for volunteers, which will include the majority of trustees, are free but will incur an administration charge from the umbrella group they choose to use. A list of umbrella bodies is available online.

Please contact: i.beckford@thesafetybox.org if you wish to get your DBs check done with us.

5.1 Supervision

All trips and events will be supervised at all times by more than one adult. No Safety Box Trainer should work alone with a child or group of children. However, if due to circumstances it becomes unavoidable to be alone with a child another supervising adult (preferably a supervisor from the organisation we are providing the service to) must be made fully aware of the circumstances and their location prior to contact.

5.2 Trainer to child ratios

Children's needs will be met through a ratio of adults to children, which safeguards the children's welfare at all times. **The minimum ratio of adult trainers to a child will be one adult to 8 children.**

5.3 Attendance Register

A register of children will be maintained for each class activity. Regular checks of children will be undertaken to ensure that any absentees are identified quickly.

5.4 Premises

Prior to the use of any premises the trainer will, where reasonable and practicable:

1. Check that the premises are safe
2. Check that it is secure and that all entry, exit points are visible.
3. Check that the area is suitable for the purpose intended.

This will include checking that there are adequate facilities, that mats and training equipment is suitable and that properly trained personnel are able to supervise any activities supervised by the premise provider. The training consultant must also ensure that adequate and valid insurance exists in relation to Public Indemnity, all Health and Safety forms MUST be completed before any physical activity commences, in addition the Safety Box trainer must be aware of where the first aid equipment is stored.

On arrival at the premises Safety Box trainers must ensure that they are aware of the fire procedures and the locality of the accident report book.

5.5 Communication

All Safety Box training consultants shall have access to a telephone at all times during supervision of children. To this end it is necessary for the training consultants to have a mobile telephone, which must be kept properly charged. When booking facilities the Safety Box trainer should check if there are any problems with reception for mobile telephones and, if so, ascertain what alternative provision exists. Phones should be kept on silent or off during delivery of the seminar.

When conducting a seminar outside of a school or youth group, the Aspire Higher trainer should ensure that they have the parent or guardian contact details for every child attending the workshop/s.

Under no circumstances will it be acceptable to make personal calls whilst on the premises of where The Aspire Higher has been contracted work. This is highly unprofessional, if your call is urgent please ask for a private enclosed room where you can make the phone call. Alternatively wait until you have left the organisations premises.

5.6 Photography of Minors and Video Work

No photographs shall be taken without the correct consent forms filled in, signed and dated, if you wish to take any photographs please contact The Aspire Higher management, stating the reason and the date at which you would like the photographs taken and the request will be considered.

5.7 Child Protection – What to do if you believe a child is being abused.

All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children.

As a Aspire Higher Training consultant you will most definitely come into contact with children if you have concerns about a child, it may be necessary to refer those concerns to the children's teachers, youth workers or guardian.

School staff (both teaching and non-teaching) should be aware of the local procedures to be followed for reporting concerns about a particular child. This will normally be via the school's designated senior member of staff or their nominated deputy or if neither are available, another senior member of the school's staff.

In emergencies however, contact the police direct; you may be approached by children's social care and asked to provide information about a child or family or to be involved in an assessment. This may happen regardless of who made the referral to children's social care;

Remember that an allegation of child abuse or neglect may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for disabled children and for children whose preferred language is not English. The nature of this communication will also depend on the substance and seriousness of the concerns and you may require advice from children's social care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

Where concerns arise as a result of information given by a child it is important to reassure the child **but not to promise confidentiality**, as you may not be able to honour that promise.

Record full information about the child at first point of contact, including name(s), address(es), gender, date of birth, name(s) of person(s) with parental responsibility (for consent purposes) and primary carer(s), if different, and keep this information up to date. **In schools, this information will be part of the pupil's record.**

5.8 If you have concerns about a child's welfare.

Discuss your concerns with support staff or teacher depending upon the location. If you still have concerns, without necessarily identifying the child in question, discuss your concerns with The Aspire Higher management who may get in touch with an agency in order to develop an understanding of the child's needs and circumstances.

If you consider without reasonable doubt that the child is or may be a child in need, you should refer the child to the school or youth group child welfare officer and if necessary to children's social care. This may include a child whom you believe is, or may be at risk of, suffering significant harm. If your concerns are about a child who is already known to children's social care, the allocated social worker should be informed of your concerns. In addition to children's social care, the police and the NSPCC have powers to intervene in these circumstances.

(HM Government 2006) – Section 4 of this information sharing guidance provides more in-depth guidance on consent, confidentiality and information sharing. see the following web address for that information:

www.ecm.gov.uk/deliveringservices/informationsharing

If you make a referral, agree with the recipient of the referral what the child and parents will be told, by whom and when. If you make your referral by telephone, confirm it in writing within 48 hours. Children's social care should acknowledge your written referral within one working day of receiving it, so if you have not heard back within 3 working days, contact children's social care again.

Please refer to our expanded Child & Vulnerable Adults Safeguarding Policy via the website www.thesafetybox.org/policydocuments

Password: Thesafetybox2020

(Please note the password is updated every year)

5.9 Further Information on Child welfare

If you need further information go to the following websites.

Framework for the Assessment of Children in Need and their Families.

Website: <http://www.dh.gov.uk/>

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children.

Website: <http://www.everychildmatters.gov.uk/resources-and-practice>

What To Do If You're Worried A Child Is Being Abused.

Website: <http://www.everychildmatters.gov.uk/>

Information sharing: Practitioners' guide.

Website: <http://www.ecm.gov.uk/deliveringservices/informationsharing>

The Common Assessment Framework for Children and Young People: practitioners guide.

Website: <http://www.ecm.gov.uk/caf>

The Exemplar Records for the Integrated Childrens' System

Website: <http://www.everychildmatters.gov.uk/ics>

6.0 Dress Code

6.1 Uniform

For lecture style delivery or meetings

Male dress code: Smart Blazer/Jeans or Suit, with shoes.

Female dress code: Smart, with shoes.

Aspire Higher Lapel Pin is available for purchase.

For physical activity delivery (gym based)

No Jewellery is to be worn when doing physical activity. Rings must be covered using insulating tape.

Male dress code:

Full Aspire Higher project or Safety Box attire including:

1. Aspire Higher / Safety Box Hoodie or Sweatshirt
2. Embroidered Aspire Higher t-shirt or The Safety Box
3. Clean trainers.

Female dress code:

Full Safety Box or Aspire Higher attire including:

1. Aspire Higher / Safety Box Hoodie or Sweatshirt.
2. Embroidered Aspire Higher/ Safety Box t-shirt or other attire with branding
3. Clean plain white trainers no colours, exceptions made for discreet blue stripes.

The Safety Box Tracksuit top may be worn if the location is cold.

6.2 Condition of Uniforms

Uniforms should be clean and well kept at all times (no un-repaired tears or stains), they must be ironed.

6.3 General Appearance

Personal cleanliness is essential; nails must be clipped, hair must be tied back if it is long, such that it does not interfere with training. Aim to look your best as your attire represents the company image.

7.0 Company Management

The Safety Box Youth Programs CIC

Name: Nathaniel L Peat MSc, BEng (hons), FdSc

Position: CEO

Email: nathaniel.peat@thesafetybox.org

Telephone: 0843 289 6167

Mobile: 07886 969102

Name: Ishia Beckford

Position: Bookings & Personal Assistant

Email: i.beckford@thesafetybox.org

Telephone: 0843 289 6167

Mobile: 07903 763255

Name: Chris Syrus

Program Manager

Aspire Higher

Email: chris.syrus@thesafetybox.org

Tel: 0843 289 6167

Mobile: 07904435126

Name: Kate Holgate

Position: HR Director

Email: k.holgate@thesafetybox.org

Tel: 0843 289 6167

8.0 Protocol and Etiquette

8.1 Respect

Treat your students with respect if you expect the same treatment. Using your own discretion when working with children allow them to use your first name which helps to build familiarity. Only allow this if respect is shown to you.

8.2 Support staff

Always allow support staff to air their views to you at the end of a session and use their input to help to maintain control and effective classroom management.

8.3 Complaints

At no time should any complaints be made directly to the organisation The Aspire Higher is working with, all complaints must be made to The Aspire Higher management who will then approach the relevant person within the organisation to resolve the matter.

8.4 Disagreements

Under no circumstances should a disagreement surface between two members of staff during a training session. If perhaps the assistant trainer disagrees with the lead trainer, this should be discussed after the training session away from the premises i.e. off site. This behaviour is highly unprofessional and may jeopardize future relationships between project and the organisation to which the service is being provided.

Disciplinary action will be taken under these circumstances.

9.0 Equal opportunities

The Safety Box is committed to eliminating discrimination and encouraging diversity within our company. Our aim is that our workforce will be truly representative of all sections of society and each person feels respected and able to give of their best.

To that end the purpose of this section of the policy is to provide equality and fairness for all in our employment and not to discriminate on grounds of gender, marital status, race, ethnic origin, colour, nationality, disability, religion, age, pregnancy, class or social background, sexual orientation and political belief. We oppose all forms of unlawful and unfair discrimination.

All employees, consultants, trainers and volunteers will be treated fairly and with respect. Selection for employment, promotion, training, competition or any other benefit will be on the basis of aptitude and ability. All employees, consultants, trainers and volunteers will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of students.

For The Safety Box policy to be successful, it is essential that everyone is committed to it, and involved in its delivery. Our goal is to work towards a just society, free from discrimination, harassment and prejudice. We aim to embed this in all our policies, procedures, day-to-day practices and all relationships.

9.1 Our commitment:

- To create an environment in which individual differences and the contributions of all our staff are recognised and valued.
- Every employee is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- Training, development and progression opportunities are available to all staff.
- We will review all our employment practices and procedures to ensure fairness.

9.2 Equality and Diversity at Work

In order to ensure that equality underpins all aspects of our employment policies, procedures and practices, we aim to:

- Ensure that our employment, training and development policies, procedures and practices comply with this policy and do not discriminate intentionally or unintentionally against any group or individual;
- We intend to become an employer of choice by promoting and developing policies that support a work-life balance, equal pay and ensuring that we maximise employment opportunities for all.
- Monitor our employment processes by age, disability, gender, sexual orientation, religion and race and take action to address any inequalities that are apparent;
- Recruit employees in a manner which is fair and open;
- Ensure employees are aware of their personal responsibility to apply this policy.
- Eliminate discrimination in the provision of training and development to ensure that all employees can realise their full potential and contribute to The Safety Box / Syrus Consultancy.
- Promote a culture of fairness and respect in all employment policies, procedures and practices;
- Provide appropriate training and development opportunities to all employees;
- Take positive action to encourage under-represented groups to apply for posts or specific training;
- Recognise that employees have the right to work in a supportive, safe and environment free from harassment
- Ensure that we have in place procedures for equal pay
- Make reasonable access adjustments, wherever possible, to enable the employment and redeployment of staff with disabilities;

9.3 Responsibilities

The Safety Box Youth Programs CIC recognises that it has a part to play in challenging discrimination and in implementing this policy, however as a Training Consultant you also have a part to play in making the Equal opportunities policy work.

9.4 Training Consultant individual Responsibility

Whilst the responsibility for ensuring that there is no unlawful discrimination rests with management, the attitudes of staff are crucial to the successful operation of fair employment practices. In particular, all members of staff should:

- Ensure that they understand the policy and are clear about its implications i.e. that any breach of the policy will be treated seriously and may lead to disciplinary action not excluding the sanction of dismissal;
- Ensure that they do not discriminate in any matter of employment or service provision/delivery by treating all individuals or groups fairly and respectfully;
- Not discriminate against, harass, abuse, intimidate or victimise other employees or service users;
- Not induce or attempt to induce other employees to discriminate against, harass, intimidate or victimise other employees or service users;
- Take appropriate action if there are apparent breaches of the policy Informing the Safety Box Management immediately.

9.5 Monitoring

The Safety Box deems it appropriate to state its intention not to discriminate and undertakes that this will be translated into practice consistently across The Safety Box as a whole. Accordingly, a monitoring system will be introduced to measure the effectiveness of the policy and arrangements.

The system will involve the routine collection and analysis of information on employees by gender, marital status, ethnic origin, qualifications, position, salary and length of service in current position / salary. Information regarding the number of staff with disabilities will be maintained.

The information collected for monitoring purposes will be treated as confidential and it will not be used for any other purpose.

9.6 Legislative Guidance

The Equal opportunities section of the Policies and procedures manual has been developed within the framework of existing equal opportunities legislation. This commitment to continual evaluation will ensure that all new or anticipated legislation will be reviewed and incorporated within the policy as appropriate. The policy will be formally reviewed every three years unless legislation or other proposed changes have amended it in the meantime.

- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Employment Protection (Consolidation) Act 1978
- Disability Discrimination Act 1995 (Amendments 2004)
- Employment Rights Act 1996
- Human Rights Act 1998
- Children Act 1998
- Race Relations (Amendment) Act 2000
- Employment Act 2002
- Race Relations Act 1976 (Amendment) Regulations 2003
- Religion or Belief Regulations 2003
- Sexual Orientation Regulations 2003
- The Protection from Harassment Act 1997
- Gender Recognition Act 2004
- Civil Partnership Act 2004
- Age Discrimination Regulations 2006)

The Safety Box Youth Programs CIC will seek legal advice each time the policy is reviewed to ensure it continues to comply with legislation requirements.

9.7 Diversity and Discrimination Defined

9.7.1 What is Diversity?

Recognising and valuing the differences and individual contribution that people make and treating them fairly and with respect. This includes providing accessible and relevant service provision that responds to the customer's needs, ensuring that any workforce is representative of the community served, creating an inclusive environment.

9.7.2 What is Discrimination?

Discrimination can be direct, indirect, intentional or unintentional.

Individuals, groups, or whole institutions/organisations can be discriminatory. Perception is as important as intention. It is essential to take the views of people who feel they experience discrimination seriously.

9.7.3 Direct discrimination

Is when a person is treated less favourably than others because of, for example, their race, gender or sexual orientation, disability, age, religion or belief.

9.7.4 Indirect discrimination

Is when a criterion, provision or practice is applied that disadvantages people of, for example, a particular race, gender or sexual orientation, disability, age, religion or belief, unless it can be objectively justified.

9.7.5 What is Racism?

Racism is a general term to describe the conduct, practice and attitude that advantages or disadvantages people because of their race, skin colour, culture or ethnic origin.

Institutional racism is the failure of an organisation to provide a service to people because of their skin colour, culture or ethnic origin. It can be seen in processes, attitudes, behaviour and power imbalances that discriminate through unwitting prejudice, ignorance and thoughtlessness - it leads to the disadvantage of black and minority ethnic people.

9.7.6 What is Sex Discrimination?

Sexism comes from the belief that one gender is superior to the other. Sexism can be seen in organisations' power holders, structures, systems and practices.

9.7.7 What is Disability Discrimination?

Physical barriers in the environment and attitudinal barriers in society lead to disability discrimination. Disabled people are disadvantaged by these factors rather than their impairment.

9.7.8 What is Age Discrimination?

Assumptions can be made about the capability of young and older people because of their age. Age discrimination can occur both directly, i.e. treating people less favourably because of their age (or apparent age) or indirectly, i.e. treating everyone the same if that creates a disadvantage for people in a particular age group (for example, requiring candidates in an advert to have 15 years experience in a job would exclude more younger people from consideration for a particular post).

9.7.9 What is Religious Discrimination?

To hold a religious or other belief is a basic human right that should be treated with respect and tolerance. Belittling belief or unreasonably promoting your own faith can be deemed offensive.

The Safety Box's response

- In the delivery of our services we will ensure sensitivity and respect to employees, instructors, trainers and volunteers faith and avoid delivery that is offensive to people's beliefs.
- In employment we will endeavour to provide scope for prayer and reflection and reasonable time off for festivals that are a part of a person's religion or belief.
- We will promote a culture where people can practice their religion or belief in safety and without fear of harassment and discrimination.

9.8 Definition of additional terms

9.8.1 Ethnicity

A strict definition of an ethnic group is a group regarded as a distinct community by virtue of certain essential characteristics - a shared history which distinguishes it from other groups and a cultural tradition of its own. Sikhs and Gypsies are examples. However, it has come to have a broader meaning and the expression "ethnic monitoring" is used in reference to groups defined by colour, race or national origin as well.

9.8.2 Gender

The word 'gender' is often used in place of the word 'sex' in equality issues. 'Gender' does not appear in legislation (except for 'gender re-assignment' - see below) but 'sex discrimination' and 'gender discrimination' are generally interchangeable.

9.8.3 Genuine Occupational Requirements

The Sex Discrimination Act and the Race Relations Act and the Religion or Belief Regulations and the Sexual Orientation Regulations allow for circumstances where a person's sex, racial group, religion or sexual orientation is a genuine requirement for a particular job.

9.8.4 Liability

Employers have legal liability for any act of discrimination (including harassment) carried out by their employees unless the employer can show that they have taken all reasonably practicable steps to prevent it.

9.8.5 Quotas

It is unlawful to select a person for a job on the basis of their gender or race in order to achieve a fixed quota of employees of that gender or race.

9.8.6 Sexual Orientation

Whether a person is attracted to people of their own sex, the opposite sex or both sexes. Assumptions and perceptions of a person's sexual orientation are also covered by law.

10 - Leave and Absence

10.1 Leave and absence

The Safety Box Youth Programs CIC recognises that occasionally you may require time off work. If you need to take time off of work due to a circumstance or illness, please contact us as soon as possible. There are cases where you know you will be away ahead of time e.g. requests involving moving house or looking after a sick relative. In this case please notify us at least 2 weeks in advanced.

If you fall ill on the day of your illness please contact your colleague that you are rostered to be with on that day at least 2 hours before the session.

11.0 Health and Safety

Before any physical activity is conducted.

11.1 The Premises

Prior to the use of any premises the Aspire Higher Consultant will, where reasonable and practicable:

1. Check that the premises are safe
2. Check that it is secure and that all entry, exit points are visible.
3. Check that the area is suitable for the purpose intended.
4. Check where the first aid equipment is stored.
5. Check that they are aware of the fire procedures
6. Check the locality of the accident report book.


This will include checking that there are adequate facilities, that mats and training equipment are suitable and that properly trained personnel are able to supervise any activities supervised by the premise provider. The training consultant must also ensure that adequate and valid insurance exists in relation to Public Indemnity.

Prior to commencing a course that involves physical activity both the SB-H1 and SB-H2 must be completed. If you are working in a school these forms should be handed into the teacher at least 2 weeks before the physical activity is scheduled.

The SB-H1 and SB-H2 Health and Safety forms (see page 38) **MUST** be completed before any physical activity commences.

Trainers Policy & Procedure Manual

11.2 - SB-H1 / SB-H2 Health and Safety forms.



The Safety Box Ltd
Health and Safety Form

DATE

First Names

D.O.B.

Surname

Home Address

..... Post Code

Tel. No. (Hm) (V/M)

Mobile No.

PHYSICAL CONDITION / RESTRICTIONS

(IF NONE, STATE NONE)


I hereby certify the above information to be true and understand that participation in classes, workshops or courses and every aspect of self defence / martial arts training involves the risk of serious injury.

I Agree (please tick) ___

Signature

Signature of Parent/Guardian

(If under 18)



PRIVATE & CONFIDENTIAL

FOR YOUR SAFETY PLEASE TICK

Do you have a history of:	YES	NO
High Blood Pressure	—	—
Fainting or Dizziness	—	—
Heart Disorders	—	—
Chest Pains	—	—
Joint Problems (Back, neck, knee etc.)	—	—
Diabetes	—	—
Asthma, Hay Fever or other respiratory problems	—	—
Epilepsy	—	—
Haemophilia	—	—
Migraine	—	—
Nervous Disorders	—	—

Do you consider yourself:

Unfit	—
Fit	—
Very Fit	—

Do you have any other conditions which you think may affect your ability to train?

If 'Yes' please give details	—	—
Have you ever been convicted of a crime of violence?	—	—
If 'Yes' please give details	—	—

I, hereby, certify the above information to be true and understand and accept that the practice of self defence / martial arts involves a risk of serious injury. I Agree (please tick)


Signature Date / /

(Signature of parent or guardian if applicant is under 18 years)

Trainers Policy & Procedure Manual

11.3 - SB-A Accident / incident Report Form.

In the unlikely event of an accident it is important that the SB-A (accident / incident report form) is filled in.

	
THE SAFETY BOX	
ACCIDENT/INCIDENT REPORT FORM	
Date of incident: _____	Time: _____ AM/PM
Name of injured person: _____	
Address: _____	
Phone Number(s): _____	
Date of birth: _____	Male _____ Female _____
Who was injured person?(circle one) Training Consultant Student	
Type of injury: _____	
Details of incident: _____	
Injury requires physician/hospital visit? Yes ___ No ___	
Name of physician/hospital: _____	
Address: _____	
Physician/hospital phone number: _____	
Signature of physician _____	
Date _____	
*No medical attention was desired and/or required.	
Signature of injured party (or parent guardian if a minor) _____	
Date _____	
Return this form to The Safety Box Management Coordinator within 24 hours of incident.	

Some accidents and problems at work need to be reported to the authorities under the Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). Deciding who needs to report the incident will depend on factors such as who was involved and where it occurred. If you suffer a major injury or an over three-day injury while working on someone else's premises, **the person in control of the premises** needs to report your accident. They have legal duties under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) that require them to report and record some work-related accidents by the quickest means possible, eg by calling the Health & Safety Executive Incident Contact Centre on Tel 0845 300 9923.

12.0 Pay

All training consultants will be paid at the end of the working week or month, your amount due to you will be paid by means of BACS. The Safety Box does not take any responsibility in paying your taxes or NI contributions, you will need to register with HM Revenue and Customs as being Self Employed.

For Full Day Prison, YOI and Secure Units

Pay Starts £80.00 / day while training

Post Training Prison Pay in £250.00 a day

PRU's, YOS & Schools rates vary per contract

Information can be found at the following web address:

<http://www.hmrc.gov.uk/>

13.0 Teaching methods

One of the most important things you need to have as a teacher is effective communication. Without effective communication, there is no effective transfer of the knowledge we have to give. Enthusiasm is essential, you must energise your students whilst engaging in rigorous exercise or other forms of training, your voice can do this by simply increasing the volume at various intervals when necessary. Eye contact and touch are also other ways in which we can communicate our ideas and thoughts, given that there is a lecture and supplement on communication, this topic has been left to further discussion in The Safety Box Aspire Higher Training programme.

Instead we will focus on some other important areas:

- Building a relationship with new starters
- Attention Directing
- Active Learning
- Challenging Students
- General Teaching guidelines

13.1 Building a relationship with new starters.

1. Start by learning everyone's name (or as many as you can manage). Best if you can remember the name on the first day, if working in a school ask the teacher for a classroom list with pictures, if in prison mark off the names on the sheet given with their 'Road names'. Please keep this confidential and return to the school once you have finished using it, prisoners names cannot be removed from the estate.
2. Greet students at the door when they enter the classroom of training area.
3. Notice the students that are not normally noticeable. Make a point of directing your attention to them.
4. Find out about your students via questions, know what their interests are.
5. Use a light touch: smile, tell a good joke, break test anxiety with a sympathetic comment.

13.2 Attention Directing

1. Start the lesson with a question or paradox, something they can think about whilst they train.
2. Elicit student questions and concerns at the beginning of the class and answer them either during the class or after. Or direct them to answer their own question.
3. Let the students see the enthusiasm and dedication you have for your teaching subject and your love of learning it. By doing this it helps motivate them.

13.3 Active Learning

1. Invite students to critique each other's technique.
2. Probe student responses to questions and wait for the response.
3. Give students an opportunity to voice opinions about the subject matter.
4. Give students techniques whereby they must adapt to find the best way to deal with the situation.
5. Ask a question directed to one student and wait for an answer in front of others.
6. Do oral show of-hands for summary review and instant feedback.
7. Grade performances and exercises in class as a learning tool.

13.4 Challenging students

1. Fore-most be patient, they will soon come to realisation, what this means is do not allow them to distract the class, do not play into their misbehaviour the best remedy is to ignore them. If it begins to get out of hand, direct the student to support staff, do this in order to establish effective teaching with the other students.
2. Always leave the option open for the challenging student to come back into the group. Do not show any negative behaviour towards them, but instead be assertive.

13.5 General teaching strategies

- People with a disability often experience a lack of self-esteem and confidence - be encouraging and sensitive to their needs. Be patient, show trust and respect confidentiality.
- Ask if assistance is required. Don't make assumptions about a student's needs.
- Give the student reading references for the next class and tutorial topics in advance.
- Write clearly and provide handouts wherever possible.
- Write key words on the board, provide an outline of the class beginning with an overview or ending with a summary.
- Explain new concepts as you introduce them.
- Face the class when speaking - speak clearly in a normal voice. Keep your hands away from your mouth when speaking.
- Allow students time to express themselves.
- Ensure that walkways are clear.

13.5 Teaching students with dyslexia

Guidance

- Be encouraging and sensitive to the needs of individual students: students with dyslexia often suffer from a lack of self-esteem and confidence.
- Write clearly and provide handouts whenever possible: copying for the student is slow and difficult.
- Write key words or phrases on the white board, follow or provide an outline, begin the class with an overview or end with a summary; stress important words: note taking is often a problem for students with dyslexia.
- Avoid writing in red, for some this can be difficult to read.
- Don't ask people with dyslexia to read aloud in a group.
- Many people with dyslexia have strong creative talents in the arts, design, computing and lateral thinking - be aware that such students will find information in diagrammatic form easier to comprehend than text.
- Verbal comprehension is not a problem for students with dyslexia and their long-term memory is often very good, however their short-term memory may be poor - encourage students to write down dates, times and instructions.

13.6 Teaching students who are deaf or hard of hearing

Guidance

- Students who are deaf or hard of hearing will benefit from sitting in the front. A clear line of vision is necessary for students who rely on lip reading and visual clues. Ensure your face is well lit.
- Do not speak facing the board. Keep your face within view of the student and speak in a natural tone.
- Write key words on the board and explain new concepts as you introduce them.
- Be aware that moustaches, beards, hands, books or microphones in front of your face can add to the difficulties of lip readers.
- Use your usual lip patterns. Do not shout.
- Do not speak while the person is writing. Make sure you have the attention of the student before you attempt to communicate.
- Repeat questions or remarks of other people in the room.
- Do not hesitate to communicate with the student in writing when conveying important information
- Try to avoid using amplified sound.
- Use visual aids to reinforce spoken presentations when possible.
- When possible, provide the student with class outlines,

13.7 Teaching students who are blind or partially sighted

Guidance

- Ensure that students who are blind or partially sighted are notified of organisational changes in an appropriate way. It is difficult to find class rooms if changed at the last minute.
- Face the class when speaking. Speak clearly in a normal voice, not loudly, slowly or with exaggeration. Keep your hands away from your mouth when speaking.
- Convey orally whatever you have written on the board or shown on overheads, particularly charts and diagrams.
- Ensure that any visual aids used in the course of classes are accessible to the student or that an alternative method of conveying the information is provided.
- Identify yourself by name, in case the person does not recognise your voice.
- Indicate verbally when you are entering or leaving the person's presence.
- Ask if assistance is required, don't assume it is, but be alert to the person's needs.
- Doors should be kept closed or open, not partly open.
- Wherever possible objects should not be moved from their usual place without letting the person know.
- Check walkways are not obstructed.

13.8 Teaching pupils with low self esteem

While working with the Safety Box or Syrus Consultancy, you will come in contact with children that have low self esteem. It is very easy for children to doubt themselves and feel they do not belong.

These feelings can lead to depression, anger, aggressive behaviour, withdrawal from peers, and argumentativeness. When a child feels as if they do not belong they can start to doubt their very worth. Children may develop low self esteem and begin to develop symptoms that can be puzzling to a teacher or parent. There are some ways in which a teacher or parent can recognise when their child may be struggling with low self esteem. Further, there are also other identified ways teachers / parents can help their child combat low self esteem and help them build positive self regard.

What is, and how to recognise, low self esteem:

Self esteem can be said to be a low sense of self regard. You may notice a marked difference in a child's behaviour, and expression of feelings, directed towards themselves and others.

As a training consultant it can be helpful to know what to look for, what symptoms are indicative of low self esteem in a young person. There is not definite manner in which to secure understanding if a child does in fact have low self esteem. However, there are some guidelines to help training consultant recognise when a child may be struggling with issues of self esteem. Some of the symptoms that define and can be used to identify low self esteem are:

1. " Inability to accept compliments
2. Verbalisation of self-disparaging remarks
3. Avoiding contact with adults and peers
4. Excessively seeking to please or receive attention and praise from adults and/or peers
5. Inability to identify or accept his/her positive traits or talents
6. Fear of rejection by others, especially in the peer group
7. Acting out in negative ways that are quite obviously attention seeking
8. Difficulty saying no to others"

Specific activities training consultant's can do with a child or adult to help them improve their self esteem:

There are some activities you can do with children that have low self esteem to help them be able to combat the influences of low self esteem, and learn skills in improving their sense of self. Some of the following are a list of specific activities training consultant can try with their children to work on self esteem issues.

1. "Identify positive traits and talents about themselves
2. Develop the ability to identify and verbalise feelings
3. Increase eye contact with others
4. Identify accomplishments that can improve self image
5. Develop the ability to identify and express verbally his/her needs
6. Show recognition verbally or in writing of the secondary gains from negative behaviours
7. Take responsibility for daily self care tasks that are developmentally appropriate
8. List specific things he/she can do to build self esteem and ways to implement each
9. Positively acknowledge and verbally accept praise or compliments from others
10. Develop positive self talk messages to build self esteem 'I CAN DO IT'

By you including this into your lesson structure, the chances of helping the child help themselves build a positive sense of self esteem increase. Trying these activities frequently and consistently; making a routine out of enhancing self esteem can be beneficial for both the children as well as your relationship with your children you may be teaching. Lastly, there is the potential for these activities to facilitate a closer relationship and build communication between training consultants and child.

14.0 Class Structure

The following methods can be implemented into training in order to effectively teach a large group of people.

When explaining a new technique or concept, have the students stand in either a semicircle or full circle, this way everyone will be able to see you. If you opt to show a technique using the method shown in Figure 2.0 you will need to rotate so that those standing directly behind you can also see.

In light of the recent COVID-19 social distancing rules please maintain 2m distance between each participant and divide the group by 2, example for a room that normally seats 30 reduce the number to 15, a room of 10 reduce to 5 etc.

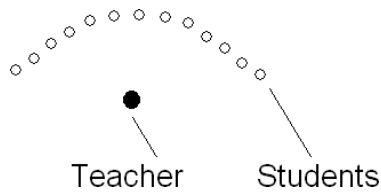


Figure 1.0 – Semicircle

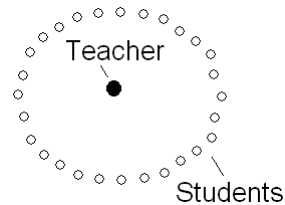
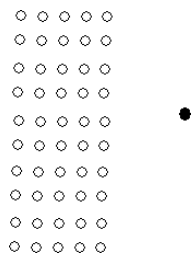
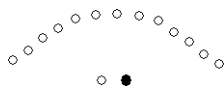


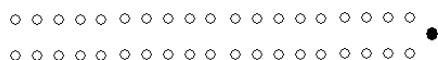
Figure 2.0 - Full circle.



Line drills are very effective when teaching large groups.



Demonstrate using your co-worker or nominate from the cohort of students.



15.0 Standards and Requirements

As a trainer for The Safety Box Youth Programs CIC it is required for you to be competent enough to operate by yourself if necessary, in order for our standards to be met the following criteria must be met.

All **basic level assistant trainers** should at least have the minimum:

1. HSE approved CPR certificate
2. Up to date DBS check within 90 days of expiry
3. Minimum 40 hours shadowing training consultant
4. Minimum of 40 hours logged as a teaching assistant
5. Attended 1 day introduction in house training course
6. Internal written examination pass (70%)
7. Oral Presentation examination pass
8. Personal Development Certificate
9. CPD Safeguarding Children Certificate
10. * Physical technique test pass
(* for trainers that will be delivering physical based courses)

All **lead level trainers** should at least have the minimum:

1. HSE approved First Aid at Work
2. Up to date DBS check within 90 days of expiry
3. Minimum of 100 hours as a basic level assistant trainer
4. Attended 2 day introduction in house training course
5. Minimum of 40 hours total time logged as a teaching assistant
6. Internal written examination pass (80%)
7. Personal Development Certificate
8. Oral examination pass
8. + Physical technique test pass (20% rule)
9. * 1884 City & Guilds Level 2 Certificate in Conflict Management
10. BPS Approved Certificate in Trauma Therapy and Treatment or equivalent.
11. CPD Child Safeguarding Certificate Advanced Level 2

(* exceptions can be made under certain circumstances, + for trainers that will be delivering physical based courses)

All **training consultants** should at least have the minimum:

1. HSE approved First Aid at Work
2. Up to date CRB check
3. Attended 10 hour introduction Safety Box in house training course
4. Attended 20 hour Physical Defence in house training course
5. Minimum of 100 hours total time logged as a teaching assistant
6. Internal written examination pass (90%)
7. Physical technique test pass (20% rule)
8. Personal Development Certificate
9. BPS Approved Certificate in Trauma Therapy and Treatment of equivalent
10. CPD Child Safeguarding Certificate Advanced Level 2
11. 1884 City & Guilds Level 3 Certificate in Conflict Management
12. 7302 City & Guilds Level 3 Certificate in Introduction to the Delivery of Learning
13. 1886 City & Guilds Level 4 Deliverers of Conflict Management Training

The physical techniques test will cover the following areas:

- Verbal Diffusion and Body Language
- Rolling, Break-falling, Throwing, Striking, Evasive Manoeuvring, Endurance.
- Defence set against kicks, strikes, grabs, strangles, ground.
- Defence set against weapons knives, bats and guns Rape defence set - male and female

Keeping in mind that being a Self Defence Trainer requires far more than technical proficiency in defence tactics. In addition each training consultant is required to be thoroughly familiar with teaching the following types of students,

- Children
- Children with ADD
- The physically challenged
- The Dyslexic
- Students with chronic injuries
- The visually impaired and blind
- The aurally impaired and deaf
- Adults
- The elderly
- People with learning difficulties

It is important that you read around these subjects as you never know when you may encounter a student that falls into one of the categories indicated above. Some information on teaching methods for the categories listed above can be found on pages 42 – 43

15.1 Insurance

As a Self Defence trainer of any level you must have personal insurance with Insure4sport, this is an annual fee which is paid directly to The Safety Box Personal Protection Courses.

As a lead trainer / training consultant it is a requirement that you have full instructors insurance and also personal insurance, this is an annual fee, which must be paid before the certificate is issued to you.

16.0 Official Secrets Act 1989

16.1 A Basic Guide To the Official Secrets Act 1989

Under the laws of England and Wales official secrets are protected by Section 1 of the Official Secrets Act 1911 and the Official Secrets Act 1989. The Official Secrets Act 1989 replaced Section 2 of the Official Secrets Act 1911 where it was an offence to disclose any official information without lawful authority. The provisions contained in the 1989 Act made it an offence to disclose information only in relation to six specified categories and only if the disclosure is damaging to the national interest.

Official Information

What is meant by Official Information?

Official Information means any information, document or article which a Crown servant or government contractor has or has had in his or her possession by virtue of his or her position as such.

Protected Categories of Information

Under Official Secrets Act 1989 it is an offence for Crown Servants or government contractors to disclose information without lawful authority in relation to the below six categories:

1. Security and Intelligence
2. Defence
3. International Relation
4. Information useful to criminals
5. Interception and phone tapping
6. Information entrusted in confidence to other states or international organizations

Security and Intelligence

It is a criminal offence for to:

Present and former members of the security and intelligence services and people who have been notified in writing that they are subject to Section 1(1) of the Act as well as Crown Servants and government contractors to disclose without lawful authority any official information about security and intelligence. For members of the security and intelligence services there is no need to prove that the disclosure was damaging whereas

in the case of crown servants and government contractors there is need to prove that the disclosure was damaging.

Defence

There will be a criminal offence if the disclosure of the information without lawful authority is damaging in the following ways:

- Damages the capability of the armed forces
- Leads to loss of life or injury to members of the armed forces
- Leads to serious damage to the equipment or installations of the armed forces
- Endangers the interest of the United Kingdom abroad

International Relations

International relations are defined as relations between states and / or international organizations.

Official Information relating to international relations is defined as the following any information, document, or other article relating to international relations or which is both confidential and was obtained from a foreign state or international organization. There will be a criminal offence if the disclosure without lawful authority is damaging in the following ways:

- Endangers the interests of the United Kingdom abroad
- Seriously obstructs the promotion or protection by the United Kingdom of those interests
- Endangers the safety of British citizens abroad

Information Useful to Criminals

A criminal offence will occur if the information is disclosed without legal authority and the following occurs:

- The commission of an offence
- The facilitation of an escape from legal custody or prejudices the safe keeping of people in legal custody
- The limiting of prevention or detecting of offences or the apprehension or prosecution of suspected offenders

Interception and Phone Tapping

Under this section it is an offence to disclose without legal authority information

- Obtained through a telephone-tap or other form of interception which has been authorized by warrant under the Regulation of Investigatory Powers Act 2000
- Obtained through actions which are authorized by a warrant issued under Section 3 of the Security Service Act 1989
- Information entrusted to other states or international organizations

It is a criminal offence to disclose any information without lawful authority of any information, document or other article that:

- Relates to security or intelligence, defence or international relations
- Has been communicated in confidence by or on behalf of the United Kingdom to another state or to an international organization.

Lawful Authority

What is meant by Lawful Authority?

Crown servants may only disclose information when to do so is in accordance with their official duty. In the case of government contractors they may disclose information in accordance with an official authorization or for the purposes of their functions as government contractors and without contravening and official restriction. If either of these bodies disclose information in any other circumstances then it will be considered unlawful.

How does this Legislation affect the General Public?

If a member of the general public or more specifically an individual who is not a Crown Servant or a government contractor or does not fit within the specification in relation to security and intelligence has in her possession information relating to one of the six protected categories above and the information has been

- Disclosed without lawful authority or
- Entrusted by a Crown servant or government contractor who was required to hold it in confidence

It will be an offence for that individual to disclose the information without lawful authority. This is particularly important when dealing with members of the press as often they may come into contact with official secrets and so they need to be restricted from disclosing them in the media.

Penalties

The maximum prison sentence for unauthorised disclosure will be two years imprisonment and / or an unlimited fine.

Further Information

Section 1 Official Secrets Act 1911

Section 1 of the Official Secrets Act 1911 is still in place and relates to the offence of espionage which is specifically concerned with the provision of official secrets to an enemy.

Safeguarding of Official Information

Under the Official Secrets Act 1989 it is also an offence for a Crown servant or a government contractor or a person who has been notified in relation to security and intelligence to:

- Fail to take reasonable care to prevent the disclosure
- To retain a document contrary to official duty
- To fail to comply with an official direction for the return or disposal of a particular document or article – this also applies to members of the general public.

17.0 Recruitment of Ex Offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), The Safety Box Youth Programs CIC complies fully with the [code of practice](#) and undertakes to treat all applicants for positions fairly

The Safety Box Youth Programs CIC undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed

The Safety Box Youth Programs CIC can only ask an individual to provide details of convictions and cautions that The Safety Box Youth Programs CIC are legally entitled to know about.

Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)

The Safety Box Youth Programs CIC can only ask an individual about convictions and cautions that are not protected

The Safety Box Youth Programs CIC is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background

The Safety Box Youth Programs CIC has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process

The Safety Box Youth Programs CIC actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records

The Safety Box Youth Programs CIC select all candidates for interview based on their skills, qualifications and experience
an application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position

The Safety Box Youth Programs CIC ensures that all those in The Safety Box Youth Programs CIC who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences The Safety Box Youth Programs CIC also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974
at interview, or in a separate discussion, The Safety Box Youth Programs CIC ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment The Safety Box Youth Programs CIC makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request

Trainers Policy & Procedure Manual

The Safety Box Youth Programs CIC undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.



**The Safety Box Ltd
Health and Safety Form**

DATE

First Names

D.O.B.

Surname

Home Address

..... Post Code

Tel. No. (Hm) (Wk)

Mobile No.

PHYSICAL CONDITION / RESTRICTIONS
(IF NONE, STATE NONE)

I hereby certify the above information to be true and understand that participation in classes, workshops or courses and every aspect of self defence / martial arts training involves the risk of serious injury.

I Agree (please tick) ____

Signature

Signature of Parent/Guardian
(If under 18)



PRIVATE & CONFIDENTIAL

FOR YOUR SAFETY PLEASE TICK

Do you have a history of:	YES	NO
High Blood Pressure	—	—
Fainting or Dizziness	—	—
Heart Disorders	—	—
Chest Pains	—	—
Joint Problems (Back, neck, knee etc.)	—	—
Diabetes	—	—
Asthma, Hay Fever or other respiratory problems	—	—
Epilepsy	—	—
Haemophilia	—	—
Migraine	—	—
Nervous Disorders	—	—
Do you consider yourself:		
Unfit	—	
Fit	—	
Very Fit	—	
Do you have any other conditions which you think may affect your ability to train?		
If 'Yes' please give details	—	—
Have you ever been convicted of a crime of violence?	—	—
If 'Yes' please give details	—	—

I , hereby, certify the above information to be true and understand and accept that the practice of self defence / martial arts involves a risk of serious injury. I Agree (please tick)

Signature Date /..... /.....
 (Signature of parent or guardian if applicant is under 18 years)

A3 Annex 3 - Accident / incident report form



THE SAFETY BOX

ACCIDENT/INCIDENT REPORT FORM

Date of incident: _____ Time: _____ AM/PM

Name of injured person: _____

Address: _____

Phone Number(s): _____

Date of birth: _____ Male _____ Female _____

Who was injured person?(circle one) Training Consultant Student

Type of injury: _____

Details of incident: _____

Injury requires physician/hospital visit? Yes ___ No _____

Name of physician/hospital: _____

Address: _____

Physician/hospital phone number: _____

Signature of physician

_____ Date

*No medical attention was desired and/or required.

Signature of injured party (or parent guardian if a minor)

_____ Date

Return this form to The Safety Box Management Coordinator within 24 hours of incident.

A4 Annex 4 - List of illegal drugs and common names

<i>Name (street/trade names include):</i>	<i>How usually taken:</i>	<i>Effects sought:</i>
Heroin (smack, horse, gear, H, junk, brown, stag, scag, jack)	Injected, snorted or smoked.	Drowsiness, sense of warmth and well-being.
Cocaine (coke, charlie, snow, C)	Snorted in powder form, injected.	Sense of well-being, alertness and confidence.
Crack (freebase, rock, wash, stone)	Smokable form of cocaine.	Similar to those of snorted cocaine but initial feelings are much more intense.
Ecstasy (E, XTC, doves, disco bisuits, echoes, scooby doos) Chemical name: MDMA	Swallowed, usually in tablet form.	Alert and energetic but with a calmness and a sense of well-being towards others. Heightened sense of sound and colour.
LSD (acid, trips, tabs, dots, blotters, microdots)	Swallowed on tiny square of paper.	Hallucinations, including distorted or mixed-up sense of vision, hearing and time. An LSD <i>trip</i> can last as long as 8-12 hours.
Magic mushrooms (shrooms, mushies)	Eaten raw or dried, cooked in food or brewed in a tea.	Similar effects to those of LSD but the trip is often milder and shorter.
Cannabis (hash, dope, grass, blow, ganja, weed, shit, puff, marijuana)	Rolled with tobacco into a spliff, joint or reefer and smoked, smoked in a pipe or eaten.	Relaxed, talkative state, heightened sense of sound and colour.

Trainers Policy & Procedure Manual

	<i>Harmful effects include:</i>	<i>Legal status:</i>
	Physical dependence, tolerance, overdose can lead to coma and even death. Sharing injecting equipment brings risk of HIV or hepatitis infection.	Class A
	Dependence, restlessness, paranoia, damage to nasal membranes.	Class A
	As for cocaine but, because of the intensity of its effects, crack use can be extremely hard to control, damage to lungs.	Class A
	Possible nausea and panic, overheating and dehydration if dancing, which can be fatal. Use has been linked to liver and kidney problems. Long-term effects not clear but may include mental illness and depression.	Class A
	There is no way of stopping a bad trip which may be a very frightening experience. Increased risk of accidents can trigger off long-term mental problems.	Class A
	As for LSD, with the additional risk of sickness and poisoning.	Not illegal in raw state but Class A once dried or processed in any way.
	Impaired co-ordination and increased risk of accidents, poor concentration, anxiety, depression, increased risk of respiratory diseases including lung cancer.	Class B

<i>Name (street/trade names include):</i>	<i>How usually taken:</i>	<i>Effects sought:</i>
Barbiturates (barbs, downers)	Swallowed as tablets or capsules, injected - ampules.	Calm and relaxed state, larger doses produce a drunken effect.
Amphetamines (speed, whizz, uppers, billy, sulph, amp)	In powder form, dissolved in drinks, injected, sniffed/ snorted.	Stimulates the nervous system, wakefulness, feeling of energy and confidence.
Tranquillizers (brand names include: Valium, Altivan, Mogadon (moggies), Temazepam (wobblies, mazzies, jellies))	Swallowed as tablets or capsules, injected.	Prescribed for the relief of anxiety and to treat insomnia, high doses cause drowsiness.
Anabolic steroids (many trade names)	Injected or swallowed as tablets.	With exercise can help to build up muscle. However, there is some debate about whether drug improves muscle power and athletic performance.
Poppers (alkyl nitrates, including amyl nitrate with trade names such as Ram, TNT, Thrust)	Vapours from small bottle of liquid are breathed in through mouth or nose.	Brief and intense head-rush caused by sudden surge of blood through the brain.
Solvents (including lighter gas refills, aerosols, glues). Some painter thinners and correcting fluids.	Sniffed or breathed into the lungs.	Short-lived effects similar to being drunk, thick-headed, dizziness, possible hallucinations.

	<i>Harmful effects include:</i>	<i>Legal status:</i>
	Dependency and tolerance, overdose can lead to coma or even death. Severe withdrawal symptoms.	Class B
	Insomnia, mood swings, irritability, panic. The comedown (hangover) can be severe and last for several days.	Class B
	Dependency and tolerance, increased risk of accidents, overdose can be fatal, severe withdrawal symptoms.	Class C. Available only on prescription (Medicines Act). Supply is illegal but, apart from Temazepam, not illegal to possess without a prescription. (Misuse of Drugs Act 1971 and associated Regulations).
	For men: erection problems, risk of heart attack or liver problems. For women: development of male characteristics. Injecting equipment brings risk of HIV or hepatitis infection.	Class C
	Nausea and headaches, fainting, loss of balance, skin problems around the mouth and nose, particularly dangerous for those with glaucoma, anaemia, breathing or heart problems.	Not illegal to possess but supply without prescription is illegal and can be an offence.
	Nausea, blackouts, increased risk of accidents. Fatal heart problems can cause instant death.	Not illegal to possess but it is illegal for a shopkeeper to sell solvents to anyone under 18, if they suspect they are intended for misuse

The Safety Box Martial Arts COVID Risk Assessment

COVID-19 RISK ASSESSMENT

Rev20Sept2020

THIS IS A COVID-19 SPECIFIC RISK ASSESSMENT

The current available government guidance for the leisure and gym industry states that facilities and providers of Sport and Physical activity should put measures in place so that all participants:

- Socially distance at 2m where possible when moving around the venue
- Stay at a minimum of 1m when this is not possible
- Follow Covid-19 hygiene instructions
- Occupy 100 square feet (10ft x 10ft) space when exercising

Covid-19 Activity Risk Assessment

COMPANY	The Safety Box Youth Programs CIC
NGB:	YKKF (Yundansha Kobujitsu Karate-Doh Federation), EKF (English Karate Federation) which is a member of the WKF (World Karate Federation)
RISK ASSESSMENT COMPLETED BY (Name):	Chris Troughton – Assigned COVID Officer
DATE OF COMPLETION:	10/10/2020

- This Activity Risk Assessment will identify the risks associated with Covid-19 transmission within our sport club activity, and will list the Control Measures that this organisation is putting in place to protect its Members and Instructors from the Covid-19 hazard.

- **The control measures from this risk assessment will then form the basis of the Implementation plan that the club will complete and share it's participants.**
- **This Assessment will be reviewed regularly and changed in accordance with governing bodies and government guidelines as appropriate.**

Covid-19 Activity Risk Assessment

This assessment identifies the risks posed by Covid-19 to our sports activities and identifies the Control Measures the organisation is putting in place to protect its participants (and parents dropping off/picking up) from the Covid-19 hazard whilst attending our Sports and Martial Arts Activity.

- The most common identified risks are listed in black and are only included to assist clubs as a base line starting point
- They may not be a complete set of risks
- The control measures listed in black are also suggested base lines that clubs should follow
- The guidance notes in green should be considered, addressed and the notes replaced with control measures
- Add additional rows to identify additional risks & control measures unique to your location, people or club session operation that may pose a risk

Identified Risks	Control Measures	Check
Members unaware of new Virus controls	Pre-Class Communication of implementation plan: Parents of minors will be sent measures on whatsapp group of detailed return to face to face training requirements.	
Too many people attending the session for adequate social distancing requirements	Booking system or invitation only session system put in place – shouldn't be required unless numbers exceed 15. At this time the club has 10 members.	
Members risk infection travelling to/from the Class	Suggest walking, Bike, Private car rather than Public Transport People should only travel in household groups and maintain social distancing with everyone else	
Members Bags and Pads cause additional areas for transfer of virus	No bags allowed. Come in Gi's or Tracksuit ready to train, no non family member pad work allowed. Whenever possible – ensure anything brought to the club it is wiped down thoroughly before coming to training and kept away from everyone else whilst in the venue. If individual has not completed this task, then wipes will be provided to do so.	
Members need Water	Members bring their own labelled Water Bottles pre-filled. The kitchen will not be used on site unless a medical requirement arises.	

Cash Payments spread contamination	Use online or contactless payments or ensure cash payments are in sealed	
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	envelopes.	
Members arrive with contaminated hands	All participants to be advised to wash hands at home prior to leaving and cleaned with Sanitiser on entry to Dojo, using the hand santiser the Dojo Provides. (Dojo will not use the Scout Groups onsite supply) Provided Sanitiser will be of type listed in PHE guidance.	
Members are confused by new layouts	Provide Signage to assist Members and/or add Warning paint on ground outside: Scouts have painted clear social distancing signs on ground, and clear entry/exit lines at the main gates for members to follow.	
Doors to Training Room spread contamination	Double Doors to remain open to avoid touching – Also adding ventilation to the Room Open windows if required – will be cleaned afterwards in accordance with scouts covid cleaning policy.	
Changing Rooms (Toilets) increase infection risk	Members come ready dressed to train – Toilets will not be used for changing.	
Use of Toilets increases risk of infection	Limit number of users to only one female toilet and thus one at a time. Covid Officer Chris Troughton (Senpai) will approve toilet use during training with Sensei's approval. Toilets will be cleaned in accordance with scouts covid cleaning policy. Person returning from toilet to have washed hands with soap and water, and will not enter Dojo without using hand sanitser.	
Venue size affects Social Distancing	With existing member numbers, there will be 10 people training in the dojo. With the size of the venue, 120m ² we can have up to 30 people training while keeping social distance. Floor will be marked using small plastic cones denoting spacing for training.	
Social Distancing measures	Maintain 2m in all directions when training and 1m+ minimum at all other times.	
Members with higher risk and/ or with underlying health conditions	No current member is known to fit in this category. The questionnaire for re-joining face to face training, sent to participants beforehand, will ascertain this.	
Spectators bring additional risks to Members	Exclude all spectators from Class	
Family Members	Can train together in household groups	
Mats/Floors are infected	Cleaning of Mats/Floor before Classes with disinfectant anti-bacterial wipes. Spot cleaned during sessions where sweat or other bodily fluids are apparent that could contain the virus, will be wiped away with disinfectant wipes. Cleaning of floor after lesson with be conducted in accordance with scouts covid cleaning policy.	

Spillages on floor	Spillages are to be cleaned and wiped with anti-bacterial wipes.	
Pads/Equipment are infected	Equipment should be thoroughly disinfected & cleaned before and after sessions to minimise the risk of transmission and must not be shared between different household groups during session: The only kit to be used are the punch/kick pads: Pads – Wiped with anti-bacterial wipes and left to dry before use. Hand sanitiser to be used before and after use of pads. No non family members to partner up.	
Touching surfaces occurs	Have available Hand Sanitiser and/or schedule cleaning breaks when necessary. All touch surfaces will be cleaned in accordance with the scouts covid cleaning policy.	
PPE is requested	Instructors & Members can use their own Masks and/or Gloves if they so wish.	
Members leaving increases contact risks	Each Member cleans their hands with Sanitiser on leaving and takes all their possessions with them. Members leave immediately no loitering.	
Member Pick Ups are late	Members wait outside if weather permits, and use floor markings with 2m social distancing. If have to wait inside, do not touch surfaces, and keep 2m distance.	
Safeguarding risk for under 18's if pick up late	Under 18's to be supervised by Instructors until collected.	
Leaving behind contamination	Mats/Floors are cleaned, Pads/Equipment are wiped clean	
Waste disposal	No waste will be left on site from karate club. We will take home what we bring.	
Instructor Test & Trace	Keep a list of Names and Tel Nos. in case of Instructor or Member infection – Our dojo register will serve as trace tool. There is also now a covid QR code test and trace on site to use on mobile phone app.	
Post session Review	Monitor, review and discuss session H&S operation with Members to improve	
Authority to return	All members to have read the return to face to face training guide and sign (or parent sign if under 18) giving their understanding of the rules and authority to train.	
Covid Confirmation	Case of Covid confirmation: Member confirmed contact with known covid carrier or contracts covid themselves, must inform Covid officer, who will intern contact all members of club and Scout Group, and use government guidelines to contact relevant parties.	
Return after covid	Member who contracted covid will have test to prove clear before returning to training having isolated for the government designated time frame.	

Karate Specific Activity Identified Risks	Control Measures	Check
Warm Up/Cool Down	At least 2 metres between each member (unless from same household) front, sides and behind (10ft x 10ft space per person average) Stretching and working singularly NOT in pairs/groups. This is an EKF guideline.	
Hojo undo	Maintain 2 metre distancing as above except for people from same household. This is an EKF guideline.	
Kata	Maintain 2 metre distancing. This is an EKF guideline.	
Drills	Maintain 2 metre distancing as above except for people from same household. This is an EKF guideline.	
Kumite	Not currently permitted within 2 metres except from people from same household. This is an EKF guideline.	
Ukemi Waza	Maintain 2 metre distancing as above except for people from same household. This is an EKF guideline.	
Pad Work	Not currently permitted within 2 metres except from people from same household. This is an EKF guideline.	
Spirit Shout	No intentional Ki-ai allowed, sometimes this can't be avoided and member will be reminded to avoid doing it again. This is an EKF guideline.	



The Safety Box

**RISK ASSESMENT FORM
FOR YOUTH AT RISK**

Client name:	Authority:	
Date:	Assessment #:	Completed by:

RISK ASSESSMENT

People who could be at risk include the individual themselves, others using the service, staff, professionals, visitors, family, children or others in the community.

Risks should be rated as High, Medium or Low.

Risk	History/evidence	Who is at risk	Risk rating	Current or recommended interventions
Self neglect				
Self harm				
Suicide ideation/ suicide attempts				
Victim of physical violence/ emotional/ financial abuse				

Perpetrator of abuse/ harassment				
Inappropriate sexual be- haviour				
Inappropriate (harmful) Relationships				
Risk	History/Evidence	Who is at risk	Risk rating	Current or recommended interventions
Mental health problems posing risk to self/ others				
Harm resulting from medi- cation issues				
Substance use (drugs and alcohol)				
Physical health				
Violence towards property				
Risk of committing an of- fence				
Gang associated behaviour				
Non-engagement				

Loss of tenancy				
Risk of engagement in gang activity				
Abuse or harm to professionals				
Risk of carrying weapon				

GOALS

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