



# PROJECT BEST PRACTICE POLICY

<u>INTRODUCTION</u>	
<b>INTRODUCTION &amp; RATIONAL</b>	<p>SSG Activities is a high-quality provider of activities and activity-based opportunities which offers services to wide range of bespoke projects across a varied customer base. Each SSG Activity project accesses the wide range of different types of activities in a unique blend to suit different customer outcomes, venues, participants and structure for delivery, resulting in SSG Activities delivering many different project designs.</p> <p>To support the SSG Activities operational team in the successful execution of these different projects, a standardised and consistent framework has been created which will obtain all the information relating to project best practice standards.</p>
<b>PURPOSE &amp; USAGE</b>	The purpose of the SSG Activities best practice policy is to clearly outline the SSG Directors’ expectations relating to ensuring best practice standards are maintained and monitored within the delivery of projects.
<b>CONTENTS</b>	Healthy Lifestyles & Positive Character Education
	Positive Behaviour Management
	Active Champions
	Activity Set Up
	Staff contact and participation
	Project planning

## SSG ACTIVITIES – PROJECT BEST PRACTICE POLICY

### HEALTHY LIFESTYLES AND MENTAL WELLBEING

SSG Activities are committed to ensuring the children and young people we work with are supported in understanding what a healthy lifestyle and positive mental wellbeing looks like. We achieve this by working closely with a number of organisations and local and national government initiatives. Our core focus is as follows:

#### **Healthy Eating**

At SSG Activities we promote healthy eating and achieve this in the following ways:

- Sending healthy eating advice to parents on booking;
- Displaying healthy eating advice on our notice boards;
- Ensuring meaningful discussion takes place between staff and children during break and lunch periods (where applicable).

#### **Active Lifestyle**

At SSG Activities we promote an active lifestyle through the following techniques:

- Ensuring all of our projects get the participants moving for the maximum time possible;
- Discussing the benefits of being active on the body and the mind;
- Promote Public Health's recommendation of all children and young people being active for sixty minutes per day and focus on getting the less active more active through an increase in 'inclusive' and 'non-traditional' sports and activities;
- Operate the SSG Activities 'Active Hours' campaign, measuring how many hours participants are active on SSG projects on a weekly basis and promoting this positively to those involved.

#### **Positive Mental Wellbeing**

At SSG Activities we promote mental wellbeing through a number of methods:

- Character & value education and development focus within activity delivery;
- Positive discipline approach to behaviour management including rewards and recognition for desirable contributions;
- An inclusive and all engaging delivery approach, showing equal value to all participants;
- Providing access for certain participants with severe needs to our SSG therapy dog.

Staff undertake training workshops to help them promote all aspects of our healthy lifestyles and mental wellbeing approach. When designing every SSG Activities project we consider how to maximise opportunities to promote these messages.

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**POSITIVE BEHAVIOUR MANAGEMENT**

It is important for the safety and enjoyment of the participants on the projects that discipline is maintained through the setting of clear boundaries.

SSG staff are expected to actively encourage positive behaviour through affirmation, encouragement and a desire to build the self-esteem and value of all attendees. They should challenge negative behaviour when it occurs. They should be fair and consistent, always acting within the policies of the organization. SSG Staff are expected to apply the 'Active Champions' positive discipline behaviour management strategy (see below).

Bullying of an individual/s by others is totally unacceptable and will not be tolerated. This may be in the form of verbal bullying, such as name-calling & harassment, threats or physical bullying. This will be dealt with in the same way as other forms of unsociable or aggressive behaviour. Participants will be encouraged to challenge such behaviour in line with the project code of conduct.

SSG staff are strictly prohibited from the use of any physical punishments (smacking, slapping, shaking, or deprivation of food or drink) or mental sanction (humiliation, isolation or intimidation). In the event this occurs it will be considered a severe safeguarding breach and gross misconduct by the staff member.

Where it is appropriate, it may be helpful for staff to facilitate participants to sort out their own disagreements and to encourage them to take responsibility for their own actions.

If a participant needs to be physically removed from a situation or restrained for his/her own safety or the safety of other children, there must always be two adults present. All actions must be clearly verbalized to the participant and should be fully recorded in the incident book, including staff witness statement(s). The school/parent (depending on the project) must be informed immediately if any child is involved in a restraint incident, so that legal guardians of the participant can be informed of the action taken at the end of the session by the staff.

When considering discipline issues, staff should follow the stages as stated below:

**Disruptive or Rude Behaviour**

Patently apply positive discipline to allow a participant to adjust behaviour when any disruptive or rude behaviour occurs.

At a point that the participant is consistently disruptive or rude, speak with the participant on a one to one basis to identify the difficulties or problem. Adjust session or their role within it to assist with this and positively re-include the participant into the group.

If a participant persists with disruptive or rude behaviour, the staff member should WARN the child that continued unacceptable behaviour would result in them being put onto the 'three strikes rule' for the rest of the day/session.

If the participant still persists with disruptive or rude behaviour, the staff member should place the participant on the three-strike rule and issue the first strike. The staff member should be seen to write it down and record it on the register.

Continued disruptive or rude behaviour will see the second and third strikes issued. On the third, the participant should be spoken to by the Lead Instructor/Project Lead and issued with a final warning. This refers to the Lead Instructor/Project Lead contacting their school contact or parent/carer in the event any further disruptive or rude behaviour is experienced.

Final point is that the school contact or parent/carer is contacted for the participant to be removed from the session/project.

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### **Unsafe or Violent Behaviour**

In the event that a participant acts in an unsafe or violent way, the participant should be given a ten-minute time out period which will involve a chat with staff to identify the problem, cause or issue, and to seek a solution. The Lead Instructor/Project Lead will need to issue a clear final warning to the participant in the event of similar behaviour occurring again.

If the participant repeats their unsafe or violent behaviour after being spoken to and have been issued with the final warning, the final point is a school contact or parent/carer is contacted for the participant to be removed from the session/project.

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### ACTIVE CHAMPIONS STRATEGY

SSG Activities uses a simple but effective positive discipline behaviour management strategy named 'Active Champions'

The 'Active Champion' should be an ever-present topic of conversation throughout any project delivery where it is appropriate for use. Each project, whatever its format, should encourage participants to be an 'Active Champion' by earning 'Active Champion points' through demonstrating desirable behaviours.

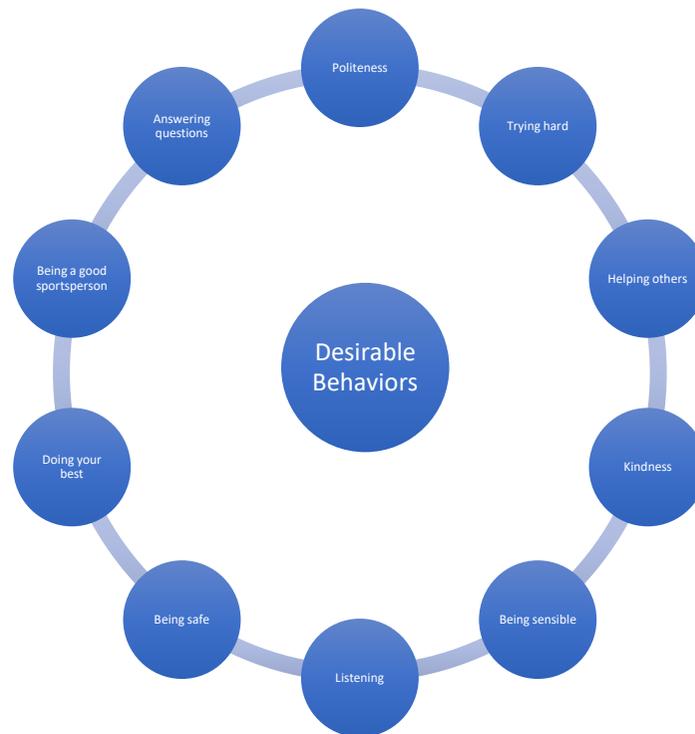
For projects that run over a period of days/weeks with the same group of participants, the staff member should set target achievement levels and encourage participants to strive towards achieving a bronze, silver or gold Active Champion Award.

The process of implementing the Active Champion should be:

- In the first session, a full explanation of Active Champion is given. Get the participants on board by having them suggest the desirable behaviours. Remind them at the start of the session every week after.
- Participants each week gain 'active points' for displaying desirable behaviours. Points are given as a way to engage participants and provide a positive focus to any participants who may normally get negative attention.
- Points should be given in 5's or 10's for these positive behaviours and recorded mentally by the staff member.
- At the end of each session the staff member identifies the participants that have received the most points (this should be from memory and with an understanding of the participants in their group) and awards 3-4 weekly 'Active Champions' as the pinnacle of desirable behaviours and engagement with an award sticker (Instructors must try to engage all participants in winning a weekly Active Champion sticker across the length of a programme).
- At the end of the programme participants will receive a certificate identifying them as a Bronze/Silver/Gold Active Champion. These awards should link to the consistent behaviours shown by the participants and allow for EVERY participant to reach a level of Active Champion.

***Important note:*** the Active champion is NOT an award for the best or gifted and talented participants, but for those that display desirable behaviours.

**Examples of Desirable Behaviours**



BRONZE – 500 POINTS

SILVER – 700 POINTS

GOLD – 1000 POINTS

Fun & Inclusive Clubs PE delivery  
(5-6 weeks, half termly)

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### ACTIVITY SET UP

For all activity sessions, SSG Activities use a simple but effective set up overview to provide continuity in standards and participant expectations.

This set up provides clarity for SSG staff and participants regarding areas in use during a session and ensures a positive first impression is made when meeting a group.

**Red ACTION Area:** this area is set out in red cones as our large area for the KMSC applications to be delivered in. This area should be a size that is dictated by two factors: the participant numbers and the applications being used. If space permits it and you are likely to need to switch between two very different application set ups, two or more red ACTION areas can be laid out.

**Yellow LISTENING Area:** this forms our briefing area for the start and end of the session as well as for any drink breaks or for outcome focus. The area will need to be a comfortable size to stand your group in or allow them to sit on the floor. This will become the area participants naturally head towards at the start of sessions, whether that is inside a hall or out on the playground/field.

**Blue KIT Area:** to ensure participants do not start moving or getting out items at the start of the session, it is essential that all items of equipment are laid out in the blue area. This will allow for better organisation and movement when participants are asked to collect kit and also remind the staff of the variety of items they brought to be used in their session.



This set up must be completed before any session starts. It will provide an organised aesthetically pleasing view, allow for the instructor to feel ready for the forthcoming session and, most importantly, provide a memorable setting for the participants.

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### STAFF CONTACT AND PARTICIPATION

The following statement outlines the requirements and guidance for SSG Activities staff in relation to physical contact with participants:

Activities staff are advised to carefully consider all elements of contact with participants to ensure it is both appropriate and safe. Any contact made must be justified as a requirement of safe care, safe practice or authorised for supportive delivery.

Contact may be defined as:

- Direct physical contact - direct contact between the staff member and the participant. For example holding/gripping, pushing or trip\*.
- Indirect physical contact - may include contact between the participants, staff member and a foreign object. For example, a piece of equipment, e.g. rope and harness. This also refers to objects being kicked, thrown or swung in /or around the vicinity of a participant that may result in the participant being struck\*.

Direct physical contact between a staff member and a participant is only permitted when deemed necessary. This will only be justified when the participant requires 'physical support' or 'physical intervention', due to Health & Safety reasons, while undertaking activities. This is deemed appropriate when the contact:

- is justified by the above stated reasons;
- is made on areas of the body which are in activity guidance and do not represent personal areas of the body;
- is of appropriate pressure and using the correct (industry/awarding body prescribed) technique.

SSG staff are advised to carefully consider all elements of inclusion (*joining in*) with participants. Where joining in may lead to a collision between staff members and participants, staff should strictly refrain from joining in.

Failure to follow these guidelines, resulting in injury and/or near misses could lead to disciplinary action.

*\*The examples provided are not exhaustive and the employee is expected to consider further examples in their training.*

**PROJECT PLANNING AND DELIVERY GUIDANCE**

**Project Overview**

A project overview should exist for all projects with multiple groups and/or activities so that timings and logistics are clearly outlined.

This is a critical document to ensure the agreed outcomes for the project are achieved effectively and should include information such as the different groups, timings, activities, venue space and staff members.

**Scheme of Work**

A scheme of work should be used for projects that operate over a period of time with the same group of participants. This document shows the activities and the learning outcome/skill focus from session to session.

The majority of scheme of works are used in projects which have developmental and progressive outcomes for the participants involved and allows for SSG staff to follow a plan of delivery over time to facilitate learning in an effective format.

The scheme of work is usually an interpretation of a specification or syllabus and can be used as a guide throughout the project to monitor progress against the original plan. Schemes of work can be participants or other stakeholders so that they have an overview of the project.

**Session Plans**

A session plan is used to identify the information needed for an SSG staff member to deliver an active session using appropriate activity applications. A session plan allows for various activities using different ideas, themes, equipment and resources to be used within the same time period with a specific group.

The session plan is a guide for the staff member, not a script. It provides a focus for the activity, reminds the staff member of the key points and the order of activity applications and it provides a record of the training if it is to be used again.

**Activity Instructions/Applications**

The purpose of activity instructions and applications is to explain in detail to the staff member exactly how to facilitate an activity with the participants. This will include any rules to a game and any process required in a task.

The activity instructions and applications will specify what equipment and resources are needed for the activity, how to use them and when.