Activity Delivery & Site Safety Handbook

Young Engineers Canterbury | STEM clubs, workshops and HAF provision where applicable

This handbook brings together procedures used to plan and deliver safe, inclusive activities. Staff must also follow the organisation's core Safeguarding, Health and Safety, Data Protection and Safe Recruitment policies, venue rules, activity risk assessments and any applicable HAF contract requirements.

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Risk Assessment and Activity Safety Procedure

1. Purpose

This procedure describes how risks are identified, assessed, controlled and reviewed for Young Engineers Canterbury sessions, including STEM activities, LEGO-compatible models, holiday clubs and use of venues.

It supports the Health and Safety Policy and must be used with venue requirements, equipment instructions, safeguarding arrangements and any relevant contractual conditions.

2. Responsibilities

The organisation's responsible lead must ensure suitable risk assessments are completed, reviewed and communicated before activities take place.

The session lead must check that controls are in place, staff understand their responsibilities and the activity remains safe throughout the session.

All staff must report hazards, unsafe conditions, incidents and near misses promptly. No person should continue an activity where they reasonably believe there is an immediate risk of harm.

3. When assessments are needed

Complete or review a risk assessment before starting a new activity, using a new venue, changing the room layout, introducing unfamiliar equipment, changing staffing or supervision arrangements, or responding to an incident or near miss.

Review assessments when children's needs, attendance, weather, access arrangements or other circumstances materially change.

Use a venue-specific assessment as well as an activity-specific assessment where needed. A generic assessment should not be treated as sufficient if it fails to address the actual activity, venue or group.

4. Risk assessment process

Identify hazards that could reasonably cause harm, including trip hazards, small parts, moving mechanisms, motors and batteries, pinch points, tools, electrical equipment, manual handling, allergies, illness, fire, restricted areas and risks during arrival and collection.

Identify who may be harmed and how, including children, staff, volunteers, visitors and people who may need additional support.

Decide what controls are required, taking account of existing precautions and whether further action is needed to reduce risk so far as reasonably practicable.

Record significant findings, actions, the person responsible for each action and the date by which it must be completed.

Ensure the assessment is understandable to the staff who must apply it and that the controls are practical in the real setting.

5. STEM equipment and model-building activities

Check kits and components before use. Remove damaged, sharp, broken or otherwise unsafe parts and do not return them to use until checked by a competent person.

Explain safe handling of small parts, gears, belts, axles, motors and battery holders. Keep small components away from mouths and follow age-appropriate supervision and choking-risk controls.

Secure hair, loose clothing and accessories near moving mechanisms. Keep fingers away from gears, belts, axles and pinch points while a model is operating.

Use batteries, motors and any electrical items in accordance with manufacturer instructions. Do not use damaged batteries, exposed wires or equipment showing signs of overheating.

Do not permit children to dismantle, modify or connect components in ways that are outside the activity instructions unless a competent adult has assessed and authorised the task.

Keep work areas organised and walkways clear; store kits and bags so they do not obstruct exits or create trip hazards.

6. Supervision, group management and inclusion

Set staffing and supervision arrangements according to the risk assessment, children's ages and needs, activity complexity, venue layout and any contractual requirements. Do not rely on a single generic ratio without considering the actual circumstances.

Brief staff on roles, headcounts, boundaries, transitions, toilet arrangements, collection procedures and the support required for individual children, sharing personal information only on a need-to-know basis.

Make reasonable adjustments so children can participate safely and meaningfully. Consider communication needs, sensory needs, mobility, medical needs and any additional support identified with parents/carers.

Pause or adapt an activity if supervision becomes inadequate, a child is distressed, equipment is unsafe or the environment changes.

7. Venue and environmental hazards

Check access routes, floors, lighting, furniture, exits, toilets, outdoor areas and any shared-site risks before the session.

Follow the venue's fire, evacuation, lockdown, first-aid and site-security arrangements. Keep emergency routes clear at all times.

Consider heat, cold, rain, wind, sun exposure and other weather-related risks for outdoor activities. Change, relocate or cancel an activity if it cannot be delivered safely.

Ensure equipment, food and personal belongings are stored in designated safe areas and that children cannot access restricted rooms or hazardous materials.

8. Food, allergies and illness

Where food is supplied or distributed, follow the Food Safety and Meal Distribution Procedure and the venue or provider's instructions.

Check that relevant allergy and dietary information is available to the staff who need it, that food labels and provider information are retained where applicable, and that cross-contact risks are considered.

Follow the First Aid, Medication, Allergies and Illness Procedure for symptoms, medication arrangements and contacting parents/carers or emergency services.

Do not make assurances about ingredients or allergen absence unless supported by reliable information from the food provider.

9. Briefing and monitoring

Explain the key controls to staff before the activity begins and, where suitable, explain safety rules to children in age-appropriate language.

Monitor whether controls remain effective during the session. Staff should stop the activity if a control fails or a new hazard appears.

Record changes to the plan and communicate them to the relevant staff. Seek advice from the responsible lead or venue contact where necessary.

10. Review after incidents or changes

Review the relevant assessment after an accident, near miss, equipment failure, safeguarding-related safety concern or significant change in conditions.

Identify corrective actions, assign an owner and target date, and check that actions have been completed before the same risk is accepted again.

Keep current assessments accessible to staff and store completed records securely in the organisation's approved system.

11. Approval and review

Provider name	Young Engineers Canterbury
Provision covered	STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.
Date written	October 2026
Written/Updated by	Tania Prisacariu – Director
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Venue, Visitor and Site Security Procedure

1. Purpose

This procedure sets out how Young Engineers Canterbury will help keep children, staff, volunteers and visitors safe at venues used for STEM clubs, holiday activities and other children's sessions.

It must be read alongside the Safeguarding Policy, Health and Safety Policy, risk assessments, collection arrangements and the venue's own rules. Where the venue's rules or a commissioning agreement set a stricter requirement, staff must follow it.

2. Scope and responsibilities

This procedure applies to employees, tutors, volunteers and any other adults acting on behalf of Young Engineers Canterbury while using a venue.

The Designated Safeguarding Lead (DSL) is Tania Prisacariu and the Deputy DSL is Andrei Roman. The session lead is responsible for following the agreed site arrangements and briefing the team before children arrive.

Before each programme, the organisation must identify who is responsible for venue access, site security, emergency arrangements, visitor management and the handover of children.

3. Before using a venue

Obtain permission to use the venue and agree access times, rooms, toilets, outdoor areas, storage, emergency exits, alarm arrangements and any restrictions on movement around the site.

Complete or review a venue-specific risk assessment before the activity begins and whenever the layout, attendance, equipment or circumstances change.

Agree with the venue contact how staff will report hazards, damage, suspicious activity, security concerns or an emergency.

Confirm arrangements for accessible entry and exit, children with additional needs, evacuation assistance and safe access to first aid.

Identify any areas that children must not enter and explain these boundaries to staff and children in age-appropriate language.

4. Opening and securing the site

Only authorised adults may unlock, open, close or secure the rooms or site, in accordance with the venue's instructions.

On arrival, the session lead should check that the allocated rooms and access routes are safe, that exits are usable, and that there are no obvious hazards or signs of unauthorised access.

Keep external doors and gates secured as agreed with the venue, without blocking emergency exits or creating an unsafe evacuation route.

Do not prop open secure doors or allow unknown people to follow staff or children into restricted areas.

At the end of the session, check that all children have been handed over appropriately, equipment is stored safely, rooms are left as agreed and any required locking or alarm procedure is completed.

5. Visitors, contractors and unfamiliar adults

Visitors must be managed in accordance with the venue's visitor procedure. Where required, they must sign in, wear identification and be accompanied by an authorised adult.

Staff must not assume that an unfamiliar adult is authorised to enter the activity area or collect a child. Check with the session lead or venue contact.

Visitors and contractors must not be left unsupervised with children unless this has been formally authorised and the required safeguarding checks and arrangements are in place.

If an unfamiliar person refuses to follow site arrangements, attempts to access children or behaves threateningly, staff should prioritise children's safety, notify the session lead and venue contact, and contact the police if there is an immediate danger.

6. Arrival, collection and handover

Use the agreed register and collection arrangements for each session. Record attendance and departures promptly.

Children must only be released in accordance with the parent/carer permissions and the organisation's collection procedure. If a person collecting a child is unfamiliar or not expected, verify their authority before handover.

Do not disclose a child's attendance, personal details or collection arrangements to an unauthorised person.

Where a child is not collected, or a collection dispute arises, follow the Missing Child, Unexplained Absence and Non-Collection Procedure. Keep the child supervised in a safe place while the issue is resolved.

Agree with the venue how parents and carers should access the site and where they should wait, so that arrivals and departures do not compromise site security.

7. Children's movement and access to areas

Explain the permitted activity areas, toilet arrangements, boundaries and any outdoor access rules at the start of the session.

Maintain supervision when children move between rooms or use shared facilities, in line with the risk assessment and the child's needs.

Do not allow children to access kitchens, plant rooms, storage areas, car parks, offices or other restricted spaces unless specifically authorised and safely supervised.

Use clear procedures for transitions, headcounts and returning to the group, especially where the venue is shared with other users.

8. Keys, codes, equipment and information

Keep keys, access cards, alarm codes, registers and other security-sensitive information secure. Do not share codes or keys with unauthorised people.

Do not display children's personal information, medical details or contact information where visitors or other site users can see it.

Store LEGO/STEM equipment, tools, electrical items and other materials safely when not in use. Keep equipment and bags away from exits and access routes.

Report lost keys, access cards, suspected disclosure of a security code or missing records immediately to the session lead and venue contact.

9. Emergencies and security incidents

Follow the venue's fire, evacuation, lockdown and emergency procedures, and ensure staff know the relevant assembly point and how to raise the alarm before the session starts.

If there is a threat to safety, move children to a safe location where possible, account for everyone and call 999 when immediate police, fire or ambulance assistance is needed.

Do not put yourself or children at unnecessary risk by confronting a threatening person. Follow instructions from emergency services and the venue's responsible person.

Report and record security incidents, unauthorised access, missing keys, attempted collection by an unauthorised person, or failures in site arrangements as soon as possible. Safeguarding concerns must also be referred under the Safeguarding Policy.

Notify the venue contact and DSL/Deputy DSL as appropriate, preserve relevant information and complete any required incident report.

10. Staff briefing, records and review

Before a new venue is used, and when arrangements change, the session lead must brief staff on access, exits, restricted areas, visitor arrangements, collection points, emergency procedures and the venue contact.

Keep venue permissions, risk assessments, staff briefings and incident records in the organisation's approved secure storage, with access limited to those who need the information.

Review this procedure at least annually, after a significant incident, or when venue or commissioning requirements change.

Each venue must have a site-specific briefing or checklist where general arrangements are not sufficient.

11. Approval and review

Provider name	Young Engineers Canterbury
Provision covered	STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.
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Emergency, Evacuation and Incident Response Procedure

1. Purpose

This procedure explains how staff should prepare for and respond to emergencies, evacuations and incidents during Young Engineers Canterbury activities.

It must be used alongside the venue's own emergency instructions, the Health and Safety Policy, safeguarding arrangements, risk assessments and any commissioning or school requirements. Venue-specific instructions take priority where they impose additional requirements and do not conflict with immediate life safety.

2. Roles and responsibilities

The session lead coordinates the response where it is safe to do so, allocates staff roles, accounts for children and contacts the venue responsible person.

All staff must know how to raise the alarm, the nearest safe exits, the assembly point, how to summon first aid and how to call emergency services.

The DSL is recorded as Tania Prisacariu and the Deputy DSL as Andrei Roman. Safeguarding concerns arising during an incident must also be reported under the Safeguarding Policy.

3. Preparation before each session

Check the venue-specific emergency plan, alarm arrangements, evacuation route and assembly point before children arrive.

Keep exits, corridors, fire doors and access routes clear. Do not store kits, bags or furniture where they could obstruct evacuation.

Confirm the location of first-aid supplies, the means of contacting emergency services, and the venue contact responsible for emergency coordination.

Brief staff on the planned response, including any agreed assistance for children who may need additional support to evacuate.

Review relevant risk assessments for the activities, equipment, weather, venue layout and any planned outdoor use.

4. Fire or evacuation alarm

Stop the activity immediately and instruct children to leave by the nearest safe route, following the venue's instructions. Do not delay evacuation to collect belongings or equipment.

Take the register and essential emergency information only if immediately accessible and doing so does not delay or endanger anyone.

Staff should supervise and guide children to the designated assembly point, maintaining group cohesion and using the agreed support plan for anyone who needs assistance.

At the assembly point, conduct a headcount against the register and report any missing person immediately to the emergency services or venue incident lead. Do not re-enter the building or conduct an unsafe search.

Keep children together and supervised until the venue responsible person or emergency services confirms what happens next. Do not return inside until authorised.

5. Serious injury or sudden illness

Make the area safe if possible and summon a trained first aider. Call 999 for a life-threatening emergency or where urgent emergency assistance is needed.

Do not move an injured person unless there is immediate danger, or movement is necessary to provide essential care. Follow the first aider's training and emergency service instructions.

Ensure another adult supervises the remaining children and that someone meets emergency responders at the agreed access point where possible.

Contact the child's parent/carer as soon as reasonably practicable, without delaying emergency care. Share factual information and protect the child's privacy.

Record the incident, first aid provided, advice received, notifications made and any follow-up required, in accordance with the accident and incident recording arrangements.

6. Missing child or unauthorised access

If a child is unaccounted for, follow the Missing Child, Unexplained Absence and Non-Collection Procedure immediately. Alert the session lead, organise safe supervision of the remaining children, and contact police or emergency services where circumstances indicate an immediate risk.

If an unauthorised person enters the activity area, attempts to remove a child or poses a threat, do not confront them if doing so would increase danger. Move children to safety, alert the venue responsible person and call 999 where there is immediate danger.

Record the facts and notify the DSL or Deputy DSL. Follow safeguarding and collection procedures.

7. Severe weather, environmental hazard or other disruption

Follow the venue's instructions if severe weather, loss of power, flooding, a gas smell, structural concern or another hazard makes the activity area unsafe.

Stop the activity and move the group away from the hazard or evacuate as directed. Do not touch suspected electrical hazards, attempt repairs or re-enter an unsafe area.

The session lead should decide whether the activity can safely continue only after consulting the venue responsible person and considering the risk assessment. If safety cannot be assured, suspend the activity and arrange safe collection or relocation.

8. Lockdown or external threat

If the venue has a lockdown or invacuation procedure, follow the site-specific instructions and the directions of the venue responsible person or emergency services.

Move children away from the threat if safe to do so. Where instructed and appropriate, secure the room, keep children quiet and out of sight, silence devices and avoid opening doors until authorised.

Call 999 when there is immediate danger and it is safe to do so. Do not leave a place of relative safety to investigate or confront a threat.

Because lockdown arrangements depend on the venue and nature of the threat, the session lead must brief staff on the local plan before activities begin.

9. Communication and recording

Only share information needed to protect people and coordinate the response. Do not post incident details or images on personal social media or informal group chats.

Notify the venue contact, parent/carer, DSL and relevant commissioning or school contact as appropriate, subject to emergency service advice and safeguarding requirements.

Complete the relevant incident, accident or safeguarding record promptly while facts are fresh. Record times, actions, people involved, witnesses, notifications and any follow-up without speculation.

Preserve relevant records and cooperate with any review or investigation. Report serious incidents to the appropriate authority where required by law or contract.

10. Recovery and review

Before resuming activity, confirm that the venue and activity are safe, staffing is adequate, and the venue responsible person has authorised re-entry or continuation.

Provide appropriate reassurance and support to children and staff. Consider whether parents/carers need further information.

Review the response after a significant incident, identify lessons and assign actions with an owner and completion date. Update risk assessments, briefings or procedures where needed.

11. Approval and review

Provider name	Young Engineers Canterbury
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Accident, Incident and Near-Miss Reporting Procedure

1. Purpose

This procedure explains how accidents, injuries, illnesses, safeguarding-related incidents, damage and near misses are responded to, recorded, reported and reviewed during Young Engineers Canterbury activities.

It supports, but does not replace, the Safeguarding Policy, Health and Safety Policy, first-aid arrangements, emergency procedures, venue requirements or any statutory reporting duties.

2. Scope and responsibilities

This procedure applies to employees, tutors, volunteers and other adults acting on behalf of Young Engineers Canterbury.

The session lead coordinates immediate action, ensures the appropriate people are informed and checks that the required record is completed. All staff must report accidents, incidents and near misses promptly, even where no injury is apparent.

The DSL is recorded as Tania Prisacariu and the Deputy DSL as Andrei Roman. Any safeguarding concern must also be reported through the safeguarding route.

3. Immediate response

First make the area safe where it is possible to do so without creating further danger. Stop the activity or isolate equipment if needed.

Arrange first aid and call 999 where there is a life-threatening emergency or urgent emergency assistance is required. Follow the Emergency, Evacuation and Incident Response Procedure and venue instructions.

Ensure another responsible adult supervises the other children while care is provided.

Contact the parent/carer as soon as reasonably practicable where a child is injured, becomes unwell or is involved in a significant incident. Do not delay emergency treatment while trying to contact a parent/carer.

If a child discloses harm or an incident raises a safeguarding concern, listen calmly, avoid leading questions, do not promise secrecy and report it promptly under the Safeguarding Policy.

4. What must be recorded

Record accidents involving injury or illness; incidents affecting a child’s safety or wellbeing; near misses that could have caused harm; equipment failures; property damage; security incidents; and relevant behaviour incidents.

Record factual information, including date, time and location; names and roles of those involved; a clear description of what happened; any injury or symptoms observed; immediate action and first aid; witnesses; parent/carer and venue notifications; and follow-up actions.

Separate observed facts from reported information or opinion. Use the person’s own words for important statements where appropriate, and avoid speculation, blame or unnecessary personal details.

Record when the form was completed and by whom. If information is added later, identify the date and author of the addition.

5. Reporting and notifications

Notify the session lead as soon as possible. Significant injuries, serious incidents, repeated hazards or any event with potential safeguarding implications must be escalated promptly.

Inform the parent/carer in a timely and proportionate way, consistent with safeguarding advice and emergency service instructions.

Notify the venue contact where the incident relates to the site, equipment, premises or shared arrangements.

Escalate safeguarding concerns to the DSL or Deputy DSL without delay. Follow the separate safeguarding procedure for referrals and concerns about adults.

Where an incident may be reportable under RIDDOR or another legal requirement, the responsible manager must check the current reporting criteria and arrange any required report within the applicable deadline. Do not assume every accident is reportable.

Notify the commissioning body, school, insurer or other relevant party where required by contract, policy or the circumstances. Keep a record of when and how notifications were made.

6. Near misses and unsafe conditions

A near miss must be reported even if nobody was injured. Examples include a loose part almost causing a trip, a model or tool failing unexpectedly, an unsecured door allowing unauthorised access, or a child nearly entering a restricted area.

Take reasonable steps to prevent immediate recurrence, such as stopping use of equipment, cordoning off an area or informing the venue contact.

Do not use damaged or suspect equipment again until it has been checked and authorised for use by a competent person.

7. Confidentiality and secure storage

Keep incident records in the organisation's approved secure storage, with access limited to people who need the information for care, safeguarding, management, insurance or legal compliance.

Do not share incident details through personal social media or informal group chats. Only share necessary information with authorised recipients.

Handle personal data in accordance with the Data Protection Policy and applicable retention requirements. Do not destroy records that may be needed for a safeguarding enquiry, insurance claim or legal process.

8. Review and prevention

The session lead or responsible manager should review incidents and near misses to identify causes, recurring patterns and practical prevention measures.

Actions may include updating risk assessments, repairing or replacing equipment, changing room layout, revising supervision arrangements, providing additional training or updating a procedure.

Assign an owner and target date for corrective actions, and check that the actions have been completed.

Where a serious incident occurs, preserve relevant evidence and cooperate with any venue, commissioning, insurer or official investigation.

9. Approval and review

Provider name	Young Engineers Canterbury
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Missing Child, Unexplained Absence and Non-Collection Procedure

1. Purpose and scope

This procedure sets out how staff must respond if a child cannot be located, is unexpectedly absent from a session, leaves without permission, or is not collected at the agreed time.

It applies to after-school clubs, workshops, holiday clubs and other activities delivered by Young Engineers Canterbury, including HAF provision where applicable. The child's safety and welfare must remain the priority throughout.

2. Prevention and preparation

Before each session, the session lead must ensure that an accurate register is available and that staff know which children are expected, who is authorised to collect them, and any relevant information about collection arrangements or additional support needs.

Staff must follow the organisation's safeguarding, supervision, attendance, risk assessment and venue-security arrangements. Children must be handed over only to a parent/carer or another person authorised in the registration or collection arrangements, unless a safe alternative has been agreed and verified.

At the start of each session, check attendance against the register and follow up unexplained absences using the organisation's agreed parent contact process. Do not assume that a child is absent simply because they are not immediately visible.

3. If a child is missing during a session

1. Tell the session lead and safeguarding lead immediately. One staff member should maintain supervision of the remaining children while another begins the agreed search, if staffing permits.

2. Check the register, classroom, toilets, adjoining rooms and other areas the child may reasonably have accessed. Follow the venue's emergency arrangements and do not put staff or other children at risk.

3. Secure exits or ask venue staff for assistance where this can be done safely and without leaving children unsupervised. Check whether the child may have been collected or moved to another authorised activity.

4. If the child is not found promptly, the circumstances suggest the child may have left the site, or there is any immediate risk, call 999 and provide the child's name, age, description, clothing, last known location and any relevant risk information. Do not wait for an arbitrary time period before calling if the circumstances warrant urgent action.

5. Contact the parent/carer and venue contact as appropriate, provided this does not delay emergency action. Follow police instructions and keep a clear record of times, actions and communications.

4. If a child leaves or attempts to leave without permission

Staff should act calmly, avoid actions that could escalate risk, and follow the child only where it is safe to do so and the remaining children remain appropriately supervised. Alert the session lead immediately.

If the child leaves the premises or cannot be safely located, follow section 3 and contact emergency services when the circumstances indicate immediate risk. Do not physically restrain a child except where permitted by law, necessary and proportionate to prevent imminent harm, and in line with relevant training and policy.

5. Unexplained absence at the start of a session

Check the registration information and attendance register, then follow the agreed parent/carer contact process to establish whether the child is expected to attend and is safe. Record attempts and responses.

If the absence is unusual and information suggests the child may be at risk, inform the DSL or Deputy DSL promptly and follow safeguarding advice. Where there is an immediate concern for the child's safety, contact the relevant emergency or safeguarding service rather than relying solely on routine messages.

6. Late collection and non-collection

At the agreed finish time, staff must check that every child has been collected or handed over in accordance with the agreed arrangements. Children must remain supervised until safely collected or another safe arrangement is agreed.

If a parent/carer is late, contact them using the registered contact details. If they cannot be reached, contact the authorised alternative contacts and follow the organisation's escalation process. Do not take a child to a staff member's home, leave them with an unauthorised person, or leave them unsupervised.

If collection is significantly delayed, repeated, or no authorised adult can be reached, contact the DSL or Deputy DSL for a decision. If staff cannot safely continue supervision, or the child may be at risk, seek advice from children's social care or the police as appropriate. In an emergency, call 999.

Two staff should remain with the child where practicable and consistent with staffing and safeguarding arrangements. Staff must not promise to provide transport or supervision beyond agreed arrangements unless authorised and risk-assessed.

7. Contact with parents/carers and safeguarding considerations

Use the contact details and collection permissions held by the organisation. Verify the identity and authority of anyone collecting a child where staff do not know them or there is uncertainty.

If staff have a safeguarding concern about releasing a child to a particular person, do not make an unsupported decision alone. Contact the DSL/Deputy DSL and, where necessary, police or children's social care for immediate advice. Follow any relevant court order or formal restriction that has been provided to the organisation.

Keep communication factual and calm. Do not disclose another child's information or discuss safeguarding concerns with people who are not authorised to receive it.

8. Recording and reporting

Complete an incident record as soon as possible, including the child's name; date and time; expected and actual attendance/collection details; last known location; description and clothing if missing; actions taken and times; staff involved; calls or messages made; advice received; outcome; and any follow-up actions.

Inform the DSL or Deputy DSL and complete any required internal incident, accident or safeguarding records. Report serious incidents to relevant authorities, the venue, commissioner or insurer where required by the applicable arrangements.

Preserve relevant records, including attendance registers and communications. Store records securely and share them only with those who need the information.

9. After the incident

Once the child is safe, inform the parent/carer and relevant safeguarding lead, unless an external agency directs otherwise. Offer appropriate support and explain the actions taken within confidentiality limits.

The DSL or manager should review the incident, identify any changes needed to staffing, supervision, collection permissions, risk assessments or venue arrangements, and ensure actions are assigned and completed. Share learning with staff without unnecessary disclosure of personal information.

10. Review and approval

Designated Safeguarding Lead: Tania Prisacariu. Deputy Designated Safeguarding Lead: Andrei Roman.

Emergency contact details and venue-specific arrangements: confirm and attach before each activity where required.

First Aid, Medication, Allergies and Illness Procedure

1. Purpose and scope

This procedure sets out how staff should respond to injuries, illness, medication needs and allergy-related risks during Young Engineers Canterbury activities, including after-school clubs, workshops and holiday clubs, and HAF provision where applicable.

It must be read alongside the organisation's Safeguarding Policy, Health and Safety Policy, risk assessments, registration and medical information forms, and any venue-specific emergency arrangements.

2. Responsibilities and preparation

The session lead must ensure staff know the location of first-aid supplies, how to summon emergency assistance, the venue address and access arrangements, and who is responsible for contacting parents/carers.

Before a child attends, obtain and review relevant information supplied by the parent/carer about allergies, medical conditions, medication, emergency contacts and any agreed support or care plan. Share relevant information with staff who need it to keep the child safe, while respecting confidentiality.

Staff must not provide medical care or administer medication beyond their training, competence, the organisation's agreed procedures and any applicable legal requirements. If uncertain, seek advice from a qualified healthcare professional or emergency service.

3. First aid and emergency response

Assess the situation, make the area safe and summon the designated first aider. Do not put yourself or others at risk. Keep other children supervised.

For a life-threatening emergency, serious injury, breathing difficulty, suspected anaphylaxis, loss of consciousness, seizure requiring emergency assistance, or other urgent medical concern, call 999 immediately and follow the call handler's instructions. Do not delay emergency action while contacting a parent or completing paperwork.

Provide first aid only within your training. Ask another staff member to contact the parent/carer and meet emergency responders if appropriate. Give responders relevant information, including known allergies, medication and the circumstances of the incident.

Inform the DSL or session lead as soon as practicable. Record the incident, first aid provided, advice received, people contacted and outcome. Notify the parent/carer promptly and in a factual manner.

4. Minor injuries and accidents

Provide appropriate first aid within training and monitor the child. Contact the parent/carer where the injury needs attention, symptoms persist, or the child may need to be collected.

Complete the organisation's accident/incident record, including the date, time, location, people involved, what happened, injury observed, first aid given, witnesses, parent contact and follow-up actions. Do not include speculation or blame.

Review whether equipment, supervision, layout or the activity risk assessment needs to change. Report serious incidents through any applicable statutory, venue, insurer or commissioning arrangements.

5. Allergies and food-related risks

Review allergy and dietary information before any food is distributed. Ensure the person responsible for food distribution has the current information and knows how to respond to an allergic reaction.

Where meals or snacks are supplied by an external provider, confirm in advance how allergen and ingredient information will be supplied, how meals are identified, and how substitutions or missing information are handled. Do not serve a meal if its suitability for a child with a known allergy cannot be confirmed. Contact the parent/carer and supplier to resolve uncertainty.

Prevent food sharing where allergy risk is identified, use clean hands and appropriate serving practices, and avoid cross-contact as far as reasonably practicable. Do not make guarantees that food is allergen-free unless this is supported by reliable supplier information and safe handling arrangements.

If a child shows signs of a serious allergic reaction, follow the emergency plan, use prescribed emergency medication where indicated and call 999.

6. Illness and infection

If a child becomes unwell, assess whether they can safely remain in the activity and inform the session lead. Contact the parent/carer to arrange collection if symptoms affect the child's wellbeing, participation or the safety of others.

Keep the child comfortable and supervised in a suitable area while awaiting collection, without leaving other children unsupervised. Use appropriate hand hygiene and cleaning arrangements if bodily fluids are present, following the Health and Safety Policy and venue procedures.

If the child has severe symptoms, deteriorates rapidly or staff are concerned about an emergency, call 999. Staff should not diagnose illness. Follow current public health advice and any venue or commissioning requirements about exclusion and return.

7. Confidentiality and information sharing

Medical and allergy information is confidential and should be shared only with staff who need it to care for the child or respond to an emergency. Keep paper records secure and digital records in approved systems, not personal devices or personal email accounts.

Share relevant information with emergency responders, healthcare professionals or safeguarding authorities when necessary to protect the child. Record significant decisions and information sharing in accordance with the organisation's data protection arrangements.

8. Review and approval

Provider name	Young Engineers Canterbury
Provision covered	STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.
Date written	October 2026
Written/Updated by	Tania Prisacariu – Director
Date approved	October 2026
Approved by	Tania Prisacariu
Date of next review	September 2027
Version	1

Food Safety and Meal Distribution Procedure

1. Purpose and scope

This procedure covers the safe receipt, temporary storage where applicable, handling and distribution of ready-to-serve meals supplied by an external food provider for Young Engineers Canterbury activities, including holiday clubs and HAF provision where applicable.

This procedure assumes club staff do not cook or reheat meals. If the arrangement changes, this document and the relevant risk assessments must be reviewed before the changed activity begins.

2. Responsibilities

The session lead is responsible for ensuring that staff understand this procedure, that the meal handover arrangements are agreed with the supplier and venue, and that any concerns are addressed before food is distributed.

Staff involved in receiving or distributing meals must follow the supplier's instructions, venue arrangements, hygiene requirements and the organisation's allergy and illness procedures. Only staff who have been briefed on the arrangements should handle and distribute meals.

The organisation must confirm who is responsible for food safety at each stage: preparation by the supplier, transport, delivery, any temporary storage, handover, distribution and disposal of leftovers.

3. Supplier and delivery checks

Before the activity, confirm the supplier's contact details, delivery time, expected number and type of meals, delivery location, packaging and labelling arrangements, and how ingredient and allergen information will be provided.

On delivery, check that the meals appear to be from the agreed supplier, that packaging is intact and appropriately labelled, that the quantity is sufficient, and that any required ingredient/allergen information is available. Check delivery time and any temperature or handling information required by the agreed food safety arrangements.

Do not distribute food if packaging is damaged, the food appears contaminated or spoiled, the delivery is inconsistent with the agreed arrangements, or essential safety/allergen information is missing. Keep the food separate from children and contact the supplier and session lead for instructions. If safety cannot be established, do not serve it; arrange a safe alternative and inform the parent/carer or commissioner where appropriate.

4. Temperature control and temporary storage

Follow the supplier's written instructions and the agreed food safety plan for transport, delivery and any temporary storage. Confirm in advance whether meals are delivered hot or chilled and whether any temperature checks or specific holding arrangements are required.

Do not guess whether a meal is safe based on appearance or smell. Do not leave food at room temperature beyond the limits set by the supplier's instructions or applicable food safety procedures. If required temperature or holding conditions have not been met, isolate the meals and seek advice from the supplier or relevant food safety contact; do not serve food whose safety is uncertain.

Club staff must not cook or reheat meals under this procedure. If reheating is later proposed, pause the activity until the procedure, equipment, staff competence, risk assessment and food safety responsibilities have been reviewed and approved.

5. Allergens and special diets

Obtain clear information from the supplier about ingredients and the legally required allergen information for each meal. Before the first session, establish how meals for children with allergies or special dietary requirements will be identified and kept separate, and how substitutions will be communicated.

Check the meal label or supplier-provided information against the child's recorded dietary and allergy information before handing over the meal. Never rely on memory, colour alone or an informal verbal assurance where reliable information is required.

If information is missing, unclear, contradictory or does not match the child's needs, do not serve that meal to the child. Contact the supplier and parent/carer to establish a safe alternative. Do not claim a meal is allergen-free unless this is supported by reliable information and safe handling arrangements.

Follow the First Aid, Medication, Allergies and Illness Procedure for allergy-related emergencies. Staff must know how to summon emergency help and where any agreed emergency medication is kept.

6. Hygiene and safe handling

Staff must wash or clean their hands appropriately before handling meals and after touching waste, cleaning materials, phones or other contaminated surfaces. Use clean serving surfaces and utensils, and avoid direct hand contact with ready-to-eat food wherever practicable.

Keep meals covered and protected from contamination until distribution. Keep food separate from chemicals, cleaning products, personal belongings and STEM equipment. Do not allow children to handle other children's meals or serving utensils where this could create an allergy or hygiene risk.

Staff who are unwell with symptoms that could contaminate food must not handle or distribute meals and should tell the session lead. Follow current organisational and venue hygiene procedures.

7. Distribution to children

Use the attendance register and the agreed meal list to ensure each child receives the correct meal. Check the child's identity and dietary information as needed, and ensure meals are distributed in a calm, supervised way.

Do not swap meals between children or allow food sharing where this could create a dietary or allergy risk. If a child refuses a meal, do not pressure them to eat it; follow the organisation's arrangements for informing the parent/carer and recording any relevant issue.

Keep a record of delivery issues, missing meals, substitutions, allergy concerns or other incidents and inform the session lead promptly.

8. Leftovers, waste and cleaning

Follow the supplier's instructions and venue procedures for any leftover food. Do not re-serve meals or retain leftovers for later use unless the food safety arrangements expressly permit it.

Dispose of food waste and packaging safely and hygienically. Clean serving surfaces and utensils after use, and wash hands after handling waste. Keep waste away from children and pest access.

9. Incident response and records

If food is suspected to be unsafe, contaminated or linked to illness or an allergic reaction, stop distribution immediately. Preserve relevant packaging and supplier information where safe to do so, inform the session lead, and seek medical or emergency help when needed. Call 999 for a serious allergic reaction or other medical emergency.

Record the date and time, supplier, meal type, delivery and handling details, children affected where relevant, actions taken, people contacted, advice received and outcome. Inform parents/carers and relevant authorities, venue management, commissioner or insurer where required by the circumstances and applicable arrangements.

Do not make admissions about legal responsibility or speculate about the cause. Cooperate with appropriate enquiries and retain records securely.

10. Review and approval

Provider name	Young Engineers Canterbury
Provision covered	STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.
Date written	October 2026
Written/Updated by	Tania Prisacariu – Director
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Approved by	Tania Prisacariu
Date of next review	September 2027
Version	1

Behaviour Management and Anti-Bullying Procedure

1. Purpose and scope

This procedure explains how staff promote positive behaviour, respond to challenging situations and address bullying during Young Engineers Canterbury clubs, workshops, holiday clubs and other activities, including HAF provision where applicable.

It should be read alongside the Safeguarding Policy, Staff Code of Conduct, Equality, Inclusion and SEND Procedure, Health and Safety Policy and relevant activity risk assessments.

2. Expectations for children

Children should be supported to understand a small number of clear expectations:

- treat other people respectfully;
- listen to instructions that keep everyone safe;
- use STEM kits, tools, models and equipment safely;
- respect other people's work, belongings and personal space;
- ask for help when frustrated, confused or worried;
- tell a member of staff if they feel unsafe or see someone being treated unkindly.

Staff should explain expectations in age-appropriate language, model respectful behaviour and reinforce positive choices. Expectations should be clear, consistent and accessible to children with different communication and learning needs.

3. Promoting positive behaviour

Use praise, encouragement, clear instructions and predictable routines. Break tasks into manageable steps, demonstrate how to use equipment safely, offer appropriate choices and give children time to process instructions.

Consider whether behaviour may reflect tiredness, anxiety, sensory overload, frustration, communication difficulties, conflict, unmet needs or a task that is too difficult. Where appropriate, adjust the activity or provide a short break rather than escalating the situation.

Staff must remain calm, avoid humiliation or threats, and never use physical punishment, discriminatory language or collective punishment.

4. Responding to behaviour that disrupts learning or safety

1. Address the behaviour calmly and promptly, describing the behaviour and the safety expectation rather than labelling the child.

2. Give a clear reminder and explain the likely consequence in a way the child can understand.

3. Offer support, choices or a brief supervised break where appropriate.

4. If there is an immediate safety risk, stop the activity or remove unsafe equipment and ensure other children are supervised.

5. Inform the session lead if the behaviour continues, causes harm, involves bullying or creates a significant safety concern.

6. Record significant incidents and contact the parent/carer where appropriate, particularly where there is injury, repeated behaviour, damage, distress or a safety concern.

Consequences must be proportionate, consistent, related to the behaviour and applied fairly. A child must not be excluded from an activity as a punishment without following the organisation's agreed decision-making and parent communication arrangements.

5. Bullying, harassment and discriminatory behaviour

Bullying may include repeated verbal, physical, social or online behaviour intended to hurt, intimidate or exclude another person. A single serious incident may still require intervention even if it does not meet a repeated-pattern definition.

Take reports seriously, listen to the child, separate children if needed to maintain safety, and record the facts. Do not dismiss a concern as 'just a joke' or assume that children must resolve serious incidents themselves.

Where appropriate, speak to children separately and calmly, without leading questions or forcing an immediate apology. Inform the session lead and parents/carers as appropriate. Monitor the situation to check whether the behaviour stops and the affected child feels safe.

Discriminatory language or harassment related to disability, race, religion, sex, or other protected or personal characteristics must be addressed promptly. Consider whether the incident indicates a safeguarding concern and follow the Safeguarding Policy where necessary.

6. Supporting the child affected and the child whose behaviour caused harm

Provide reassurance and practical support to the child affected, and take reasonable steps to prevent further contact or harm while the issue is addressed. Do not promise absolute confidentiality.

Support the child whose behaviour caused harm to understand the impact of their actions and learn safer ways to respond. Consider their age, development, communication needs and circumstances without excusing harmful behaviour.

Share information only with people who need it to keep children safe and resolve the incident. Avoid discussing individual children in front of other families or in group messages.

7. Serious incidents and safeguarding

Immediately report suspected abuse, threats of serious harm, injuries requiring urgent care, sexualised behaviour that raises a safeguarding concern, or any information suggesting a child may be at risk to the DSL or Deputy DSL.

Call 999 where there is immediate danger or a medical emergency. Staff must not investigate suspected abuse themselves. Follow the Safeguarding Policy and Managing Allegations and Concerns About Adults procedure where relevant.

Physical intervention must never be used as punishment. It may only be considered where lawful, necessary and proportionate to prevent imminent harm, and in line with the organisation's approved policy and staff training. If staff have not been trained or are unsure, seek immediate assistance and use safer alternatives wherever possible.

8. Parent/carer communication and records

Communicate concerns respectfully and factually. Explain what was observed, what action was taken and what support may help. Avoid labels, speculation or comparisons with other children.

Record significant incidents promptly, including date, time, location, people involved, observed behaviour, any injuries or damage, actions taken, witnesses, parent/carer contact and follow-up. Store records securely in line with the Data Protection Policy.

Repeated incidents should prompt a review of support strategies, risk assessments, activity design, staffing and any reasonable adjustments that may be needed.

9. Exclusion or ending participation

If a child's behaviour repeatedly or seriously compromises safety, the organisation may need to consider whether the activity can continue safely. Any decision should be made by the designated manager, be proportionate and take account of the child's needs, reasonable adjustments, the views of the family and any contractual or commissioning requirements.

Where practicable, discuss concerns and possible support measures with the parent/carer before ending participation, unless immediate action is needed to protect children. Explain the decision and any review or complaint route. Do not use exclusion as a substitute for investigating safeguarding concerns.

10. Review and approval

Behaviour lead / person responsible for reviewing incidents: Tania Prisacariu, Director

Provider name	Young Engineers Canterbury
Provision covered	STEM and engineering clubs, after-school clubs, workshops, holiday clubs and HAF provision where applicable.
Date written	October 2026
Written/Updated by	Tania Prisacariu – Director
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Version	1

Equality, Inclusion and SEND Procedure

1. Purpose and scope

This procedure explains how Young Engineers Canterbury will promote equality, inclusion and participation in its STEM clubs, workshops, holiday clubs and other activities, including HAF provision where applicable.

The organisation aims to provide a welcoming environment where children are treated with dignity and respect, barriers to participation are identified and reasonable steps are taken to support individual needs. This procedure should be read alongside the Safeguarding Policy, Health and Safety Policy, behaviour arrangements, registration process and relevant risk assessments.

2. Principles of inclusive practice

Every child should be treated fairly and respectfully. Staff must not discriminate, harass, bully or exclude a child on an unlawful or unfair basis.

Staff should recognise that children have different communication styles, sensory needs, learning preferences, physical abilities, cultural backgrounds, family circumstances and levels of confidence. Inclusion does not mean treating every child identically; it means considering what support may help each child participate safely and meaningfully.

Activities should be planned flexibly where practicable, while maintaining appropriate safety requirements and the learning aims of the session.

3. Before a child attends

Registration information should invite parents/carers to share relevant information about the child's support needs, communication, sensory preferences, accessibility, medical needs, allergies and any strategies that help the child feel safe and participate.

Staff should review information relevant to the activity before the child attends and, where appropriate, discuss practical adjustments with the parent/carer. Ask only for information that is relevant to safe participation and support.

Do not promise support that cannot safely be provided with the staffing, venue or equipment available. If a need cannot currently be met, discuss possible adjustments or alternatives respectfully with the family and consider whether further planning is required before attendance.

4. Reasonable adjustments and practical support

Depending on the child's needs and the activity, possible adjustments may include:

- explaining instructions verbally and visually, using short steps and checking understanding;
- demonstrating a model or task before asking the child to begin;
- allowing additional processing time, breaks or a quieter place where available;
- providing predictable routines and advance notice of transitions;
- offering appropriate choices about roles, materials or ways to participate;
- adapting the workspace, seating or access to equipment where safe and practicable;
- using visual prompts, written instructions or other communication supports;
- agreeing a calm, respectful approach to distress or sensory overload;
- working with parents/carers to understand strategies that have worked well in other settings.

Adjustments must be practical, proportionate and consistent with the child's safety and the safety of others. Staff should not make assumptions based only on a diagnosis or label; ask what helps the individual child.

5. Supporting neurodivergent children

Staff should use clear, respectful language and avoid describing a child as difficult, naughty or disruptive because they communicate or respond differently. Consider whether behaviour may indicate confusion, anxiety, sensory overload, frustration, unmet communication needs or a task that needs adapting.

Where helpful, provide clear routines, simple step-by-step instructions, visual demonstrations, predictable expectations, movement breaks and a calm space or quiet alternative if available. Give warnings before transitions where possible.

Do not require a child to disclose a diagnosis to participate. Share support information only with staff who need it. Any adjustment or safety plan should focus on the child's needs, strengths and participation rather than assumptions about a condition.

6. Behaviour, distress and safeguarding

Respond to behaviour calmly and consistently, following the organisation's behaviour arrangements. Use positive guidance, clear boundaries and de-escalation where appropriate. Physical intervention must not be used as punishment and must only be considered in accordance with law, relevant training and organisational policy to prevent imminent harm.

If a child is distressed, first consider immediate safety, reduce unnecessary demands or stimulation where possible, and seek support from the session lead. Do not shame, threaten or publicly single out a child.

Safeguarding concerns must be reported under the Safeguarding Policy. A child's disability, communication style or behaviour must never be used as a reason to dismiss a disclosure or concern.

7. Accessibility and safe participation

Before each activity, consider whether the venue, route, toilets, seating, equipment and planned tasks are accessible to the children expected to attend. Consider any sensory, mobility, communication or supervision implications in the risk assessment.

STEM kits, small parts, moving mechanisms, motors, tools and electrical components must be used in line with age guidance, risk assessments and staff instructions. An adjustment must not remove essential safety controls. Offer an alternative role or activity where a particular component or task cannot be used safely by a child.

If the venue or activity presents a barrier, consider whether a reasonable change can be made and record any agreed actions. Discuss limitations honestly with the family and do not make assumptions about what the child can or cannot do.

8. Working with parents/carers and other professionals

Communicate respectfully with parents/carers about what helps the child participate and any concerns that arise. Agree practical strategies where possible and review whether they are working.

Where a parent/carer shares information from a school, health professional or support plan, use it only for the purpose of supporting the child and safeguarding their welfare. The organisation does not replace specialist education, health or care services.

Share information with other organisations only where there is a lawful basis and it is necessary and appropriate. Record significant agreed adjustments or safety measures securely.

9. Complaints and concerns about discrimination

Anyone who believes a child has been treated unfairly or excluded inappropriately should be able to raise a concern through the Complaints Procedure. Staff should report discriminatory language, bullying, harassment or exclusion to the session lead.

If the concern also indicates a safeguarding risk, follow the Safeguarding Policy immediately rather than relying only on the complaints route.

10. Training, review and accountability

Staff should receive induction on inclusive practice, safeguarding, behaviour expectations and any specific adjustments needed for the children attending. The session lead should ensure staff understand relevant support and safety arrangements before the session begins.

Review the effectiveness of agreed adjustments and update them with the family where appropriate. Use feedback and incidents to improve activity design, staff practice and accessibility.

Official guidance and links

The links below were checked against official government, regulator or local safeguarding sources on 25 October 2026. Guidance may change; review the links and the applicable requirements at least annually and before each HAF delivery period.

Department for Education — Out-of-school settings: safeguarding guidance for providers
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

Main England guidance for after-school clubs, holiday clubs, community activities, staff suitability, safeguarding, health and safety and governance.

Department for Education — Holiday activities and food programme 2026–2027
https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2026-to-2027

Current national HAF framework; check KCC commissioning terms as well.

Disclosure and Barring Service — Eligibility for roles working with children
https://www.gov.uk/government/publications/eligibility-for-roles-working-with-children

Use to check which DBS level is legally available for each role. Do not assume every role is eligible for the same check.

Department for Education — Keeping children safe in education 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Statutory guidance for schools and colleges; also relevant where host schools impose requirements. It is not a blanket substitute for out-of-school settings guidance.

HSE — RIDDOR reporting guidance
https://www.hse.gov.uk/riddor/reporting/

Check whether an incident is legally reportable and who is the responsible person before submitting a report.

Food Standards Agency — Allergen guidance for food businesses
https://www.gov.uk/government/publications/allergen-guidance-for-food-businesses

Guidance on allergen information and handling. Confirm the external supplier provides accurate, current information.

Food Standards Agency — Food business registration
https://www.gov.uk/guidance/food-business-registration

Check whether the organisation's actual food activities require registration with the local authority; supplying meals via a contractor does not automatically settle the question.

Information Commissioner's Office — Children and the UK GDPR
https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/childrens-information/children-and-the-uk-gdpr/

Official guidance for handling children's personal information. Ensure the organisation's privacy notice and practices match.

GOV.UK — Reasonable adjustments: a legal duty
https://www.gov.uk/government/publications/reasonable-adjustments-a-legal-duty/reasonable-adjustments-a-legal-duty

Guidance on reasonable adjustments for disabled people.

Kent Safeguarding Children Multi-Agency Partnership — worried about a child
https://www.kscmp.org.uk/guidance/worried-about-a-child

Kent local safeguarding route; verify current telephone numbers and referral process before publishing them in a policy.