

PURE JOY ADVENTURES

Professional Operations Manual, Volume 2

Operational policies, professional standards and practice guidance

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Author	Rev. Camille Thelwell
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Pure Joy Adventures — Professional Operations Manual, Volume 2

PURE JOY ADVENTURES

Professional Operations Manual

Volume 2

Operational Policies, Professional Standards & Practice Guidance

Version: 1.0

Author: Rev. Camille Thelwell

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Confidential: This document is the property of Pure Joy Adventures and is intended for staff, volunteers, trustees, commissioners, inspectors, and authorised professionals.

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Foreword

Welcome to the Pure Joy Adventures Professional Operations Manual.

This manual reflects our commitment to providing safe, nurturing, inclusive, and meaningful experiences for children and young people with Special Educational Needs and Disabilities (SEND), Autism Spectrum Disorder (ASD), Social, Emotional and Mental Health (SEMH) needs, learning disabilities, and other additional needs.

Pure Joy Adventures was established from lived experience. It was born from recognising the significant gaps in support experienced by many families whose children are unable to access suitable education, meaningful community opportunities, or high-quality respite. Rather than simply providing supervision, Pure Joy Adventures seeks to create environments where children and young people are supported to flourish through relationships, purposeful activities, emotional safety, and joyful experiences.

Although Pure Joy Adventures is currently a respite provision offering educational opportunities rather than a registered educational establishment, our aspiration is to operate to the highest professional standards. This manual has therefore been developed with reference to recognised legislation, statutory guidance, and best practice, including the SEND Code of Practice (2015), the Children Acts 1989 and 2004, the Equality Act 2010, Working Together to Safeguard Children, and other relevant frameworks.

Introduction

This is Volume 2 of the Pure Joy Adventures Professional Operations Manual. Where Volume 1 sets out who we are and the foundations on which we are built, Volume 2 turns those foundations into practice. It brings together the operational policies, professional standards, and practice guidance that govern the day-to-day work of everyone connected with Pure Joy Adventures.

The purpose of this volume is threefold. First, it exists to keep children and young people safe, by making our standards explicit, consistent, and accountable. Second, it exists to support our staff and volunteers, by giving them clear guidance on what is expected of them and how to respond well in the situations they will encounter. Third, it exists to demonstrate to families, commissioners, inspectors, and partners that Pure Joy Adventures operates to a professional standard that can be trusted.

This manual should be read as a whole and understood as a living document. It is reviewed at least annually, and sooner where legislation, statutory guidance, or our own learning requires it. It sits alongside, and does not replace, our suite of standalone policies – including our Safeguarding and Child Protection, Health and Safety, Data Protection, and Positive Behaviour Support policies – each of which contains the fuller operational detail referred to throughout these chapters.

Above all, this manual is written in the spirit that shapes everything Pure Joy Adventures does: the belief that children and young people with SEND and complex needs deserve not only to be kept safe, but to experience belonging, purpose, and joy. Every policy and standard in the pages that follow exists to make that possible.

How to Use This Manual

All staff and volunteers are required to read this manual as part of their induction and to confirm that they have understood it. Leaders and managers should use it as a reference point for decision-making, supervision, and quality assurance. Where any part of this manual is unclear, or appears to conflict with a specific individual plan for a child, staff should seek guidance from their manager rather than rely on their own interpretation; a child's individual plan always takes precedence over general guidance where the two differ.

Chapter 1: The Pure Joy Framework

Section One — Organisational Foundations

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1.1 Purpose of This Chapter

This chapter sets out the philosophical and values-based foundation of Pure Joy Adventures and translates that foundation into expected, observable standards of professional practice. It exists to ensure that every member of staff, volunteer and trustee understands not only what the organisation believes, but what that belief requires of them in day-to-day conduct with children, young people, families and colleagues.

Where this chapter uses aspirational or reflective language, it is supported by specific, checkable standards later in the chapter (section 1.9) so that the Framework can be audited, supervised against and evidenced at inspection.

1.2 Vision Statement

A world in which every child and young person with additional needs is seen, valued and supported to flourish — and every family is met with compassion, partnership and hope.

1.3 Mission Statement

Pure Joy Adventures provides safe, person-centred respite care, structured educational opportunities and community-based enrichment for children and young people with SEND and SEMH needs, delivered by trained, supervised and accountable staff working in partnership with families, schools and statutory agencies.

We achieve this mission by:

- delivering respite and short-break provision that meets each child's assessed needs, as set out in their individual support plan;
- maintaining robust safeguarding, health and safety, and risk management systems that protect children at every session;
- employing and supervising a workforce that is safely recruited, trained, supported and held to clear professional standards;
- working transparently and collaboratively with parents, carers, local authorities, schools and health professionals; and
- continually reviewing and improving our practice through quality assurance, feedback and reflective learning.

1.4 Organisational Philosophy

Pure Joy Adventures was founded on the principle that children should be understood as whole people — with strengths, interests and aspirations — rather than defined by a diagnosis or a deficit. This philosophy is operationalised through two interlinked frameworks: the LOVE Theory (section 1.5) and the Seven Pillars of the Pure Joy Framework (section 1.6). Together these inform planning, staff training, supervision, behaviour support and quality assurance, and are referenced throughout this manual.

1.5 The LOVE Theory

The LOVE Theory is the organisation's practice model for relationship-centred care. It is taught to all staff during induction (Chapter 22) and is referenced in supervision (Chapter 24) and in the assessment of staff competency (Appendix: Staff Competency Checklists).

L — Listen Deeply

Staff actively attend to each child's communication in whatever form it takes — verbal, non-verbal, behavioural or sensory — and to the insight of families and professionals. In practice, this means staff use the child's preferred communication method (recorded in their Communication Passport), check understanding rather than assume it, and record and act on what they observe.

O — Observe Holistically

Staff consider the whole child — strengths, interests, communication, sensory profile, health, culture and aspirations — and interpret behaviour within context rather than in isolation. In practice, this means staff complete session observations using the Daily Session Record and escalate changes in presentation in line with the relevant safeguarding or medical procedure.

V — Value Uniqueness

Every child's support is personalised rather than applied as a standard programme. In practice, this means every child has an individual support plan that is reviewed at minimum termly, or sooner if needs change.

E — Empower Growth

Staff create opportunities for children to build confidence, independence and participation, and progress is recorded and celebrated. In practice, this means outcomes are tracked using the Weekly Progress Summary and, where relevant, the EHCP Outcome Tracking template.

1.6 The Seven Pillars of the Pure Joy Framework

The Seven Pillars provide the operational structure through which the LOVE Theory is delivered. Each pillar is linked below to the chapter of this manual in which it is given full procedural effect.

Pillar	What This Means in Practice	Given Effect In
Love-Centred Practice	Dignity, compassion and relationships are central to all interactions.	Chapter 4 (Code of Conduct); Chapter 7 (Trauma-Informed Practice)
Joyful Engagement	Every programme intentionally promotes hope, belonging and meaningful participation.	Chapter 20 (Community Inclusion and Social Joy Programmes)
Holistic Development	Emotional, social, physical, cognitive and creative growth are addressed together.	Chapter 16 (Person-Centred Planning); Chapter 19 (Life Skills and Independence)
Individualised Support	Planning reflects each child's unique strengths, needs and aspirations.	Chapter 16 (Person-Centred Planning); Chapter 18 (SEND Support)
Safe and Nurturing Environments	Physical safety and emotional security are both actively maintained.	Chapter 10 (Risk Assessment); Chapter 11 (Health and Safety)
Collaborative Partnership	Families and professionals are treated as equal partners.	Chapter 17 (Working in Partnership with Parents and Carers)

Pillar	What This Means in Practice	Given Effect In
Reflective Excellence and Continuous Growth	Practice is continually reviewed, supervised and improved.	Chapter 24 (Supervision); Chapter 29 (Quality Assurance)

1.7 Why Pure Joy Adventures Exists

Pure Joy Adventures exists because families of children with SEND and complex needs consistently report fragmented services, limited respite and inconsistent access to social and educational opportunity. The organisation's founding story (Volume One) describes the lived experience that shaped this response. This chapter translates that lived experience into an accountable, professionally governed service.

1.8 Organisational Culture

Pure Joy Adventures actively builds a culture of professional curiosity, openness and challenge, in which:

- staff are expected and supported to ask questions, including about decisions made by managers, where they have concerns about a child's welfare;
- mistakes and near misses are reported without fear of blame, and are used as learning opportunities (see Chapter 27, Whistleblowing, and Chapter 29, Quality Assurance);
- hierarchy does not override safeguarding responsibility — any member of staff may raise a concern directly with the Designated Safeguarding Lead, regardless of their role or length of service; and
- diversity, in children, families, staff and volunteers, is treated as a strength, in line with the organisation's Equality, Diversity and Inclusion Policy.

1.9 Professional Values and Expected Standards of Practice

The values below are not aspirational only. Each is paired with a specific, observable standard that staff are trained on at induction, assessed against in supervision and competency checklists, and which may form the basis of a conduct or disciplinary matter if breached.

Value	Expected Standard of Practice
Dignity and Respect	Staff address every child by their preferred name/pronoun, use respectful language in all records (including incident reports), and never discuss a child's needs or behaviour in front of other children, families or in public spaces.
Honesty and Transparency	Staff record events accurately and contemporaneously (within 24 hours), never alter records retrospectively without a dated addendum, and disclose conflicts of interest to their line manager.
Safeguarding First	Any safeguarding concern is reported to the DSL or Deputy DSL on the same day it arises, using the procedure in Chapter 5, regardless of how minor it may appear.
Professional Boundaries	Staff do not give children or families their personal contact details, do not connect with children or their social media accounts, do not transport a child alone off-site without a documented risk assessment and second-person authorisation, and disclose any personal relationship with a child's family to their manager.

Value	Expected Standard of Practice
Confidentiality	Information about a child or family is shared only on a need-to-know basis and in line with Chapter 28 (Information Governance and GDPR); staff do not discuss identifiable child information on personal devices, social media or unsecured messaging.
Punctuality and Reliability	Staff arrive at least 15 minutes before a session start time, notify their manager of any absence at the earliest opportunity, and follow the lone-working notification procedure where applicable.
Accountability	Staff accept supervision and feedback, complete mandatory training by its deadline, and raise capability concerns about their own or a colleague's practice promptly rather than waiting for a scheduled review.

Breach of any Expected Standard of Practice is managed in accordance with Chapter 4 (Staff Code of Conduct and Professional Standards) and, where safeguarding is engaged, Chapter 5 (Safeguarding Children, Young People and Vulnerable Adults).

1.10 Reflection: The Framework in Practice

Every subsequent chapter of this manual operationalises one or more of the Seven Pillars and the LOVE Theory. Where staff are unsure how to act in a situation not explicitly covered by procedure, they should test their decision against this Framework and seek guidance from their line manager or the Designated Safeguarding Lead before acting, except where a child's immediate safety requires urgent action.

Chapter 1: The Pure Joy Framework | Controlled Document — Uncontrolled if Printed

Chapter 2: Organisation Overview

Section One — Organisational Foundations

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Related Policies	Chapter 1 (Pure Joy Framework); Chapter 5 (Safeguarding); Chapter 15 (Admissions and Transition Planning); Equality, Diversity and Inclusion Policy
Legal/Regulatory Context	Children Act 1989 & 2004; Equality Act 2010; Children and Families Act 2014 (SEND Code of Practice 2015); UK GDPR / Data Protection Act 2018

2.1 Who We Are

Pure Joy Adventures is a community-led respite care and alternative provision organisation supporting children and young people with Special Educational Needs and Disabilities (SEND), including autism, learning disabilities, Social, Emotional and Mental Health (SEMH) needs, communication differences and complex medical conditions.

Pure Joy Adventures is not yet registered with Ofsted or the Care Quality Commission. Registration is currently in progress. This manual is designed to bring our practice into line with the standards expected of registered SEND, respite and children's services, so that the organisation is prepared for future registration, for scrutiny by commissioners and placement authorities, and for the day-to-day expectations of safe, accountable practice regardless of registration status.

2.2 Who We Support — Eligibility and Scope

This section sets out, in concrete terms, who the service is and is not able to support, so that referrers, families and staff have a shared and accurate understanding.

Criterion	Detail
Age range	7 to 24 years
Geographic area	Enfield and neighbouring boroughs (referrals from outside this area considered case by case, subject to capacity and travel risk assessment)
Needs catered for	Autism spectrum conditions, learning disabilities, ADHD, developmental delay, speech/language/communication needs, sensory processing differences, SEMH needs, and stable, well-controlled epilepsy or other medical conditions where a current care plan is in place
Needs we cannot currently meet	Children requiring 1:1 nursing care, unstabilised complex medical needs, or behaviour presenting a level of risk that exceeds our current staffing, training or premises (to be assessed case by case against the criteria in Chapter 10, Risk Assessment)
Maximum group size / ratios	To be confirmed
Session capacity	To be confirmed

Where a referral falls outside this scope, the Operational Manager will discuss this openly with the referrer and family, and will signpost to alternative provision where possible, rather than accepting a placement the organisation cannot safely support.

2.3 Our Purpose, Aims and Objectives

The purpose of Pure Joy Adventures is to enhance the quality of life of children and young people with SEND while strengthening the wellbeing of their families through high-quality respite, enrichment and personalised support.

Our objectives are to:

- provide safe, high-quality respite services that promote the wellbeing of children and families, delivered against the ratios and risk assessments set out in Chapters 10 and 11;
- deliver structured educational opportunities that complement formal learning, recorded against agreed outcomes (Chapter 16, Person-Centred Planning);
- promote emotional regulation, resilience and positive mental health through nurturing relationships and Positive Behaviour Support (Chapter 6);
- support communication, social interaction and friendship development through inclusive group experiences (Chapter 20, Community Inclusion);
- encourage independence through practical life skills appropriate to each child's age and abilities (Chapter 19, Life Skills and Independence); and
- work collaboratively with parents, carers, schools, health professionals and local authorities, recorded through the information-sharing procedures in Chapter 17 and Chapter 28.

2.4 Strategic Priorities

Current strategic priorities, reviewed annually by the Director and reported to the Board, are to:

- complete the policy and operational framework required for Ofsted/CQC registration;
- expand access to respite provision within current safe staffing capacity before increasing referral numbers;
- formalise partnership agreements (information-sharing protocols, referral pathways) with local schools, health services and Enfield Council; and
- strengthen workforce development through the training matrix set out in Chapter 23.

2.5 Our Core Values

Our core values are the Seven Pillars of the Pure Joy Framework, set out in full in Chapter 1, section 1.6: Love-Centred Practice, Joyful Engagement, Holistic Development, Individualised Support, Safe and Nurturing Environments, Collaborative Partnership, and Reflective Excellence and Continuous Growth.

2.6 Referral Criteria and Process

Children and young people may be referred by parents/carers, local authorities, schools, health professionals, social workers or other partner agencies. The referral process is as follows:

1. Initial enquiry. The referrer or family completes the Referral Form, providing details of the child's needs, current EHCP (where applicable), medical information, behaviour support requirements and known risks.
2. Information gathering (within 10 working days of receipt). The Operational Manager reviews the referral against the eligibility criteria in section 2.2, and requests any further information needed from the referrer, school or health professionals, with the family's consent.
3. Risk assessment and capacity check. A draft risk assessment is completed (Chapter 10) and checked against current staffing and ratios (section 2.2) before a placement offer is made.
4. Decision and feedback (within 20 working days of receipt of a complete referral). The family and referrer are informed in writing of the outcome. Where a referral is declined, the reason is given in writing and alternative provision is suggested where possible.
5. Where a referral is accepted, the admissions process at section 2.7 begins.

2.7 Admissions Process

Once a referral is accepted, admission follows a staged, person-centred process:

- Welcome meeting with the family to discuss needs, routines, communication preferences and aspirations, and to gather consents (photography, medication administration, emergency contacts, off-site activities).
- Document review: EHCP (where applicable), medical information, existing behaviour support plan and any risk assessments are reviewed jointly with the family and, where relevant, the referring professional.
- Individual Support Plan drafted within 15 working days of the welcome meeting, including the child's Communication Passport and, where applicable, a Medical Care Plan or Epilepsy Care Plan (see Appendices).
- Introductory/transition visit(s), of a length and number appropriate to the child, before regular sessions begin, to support emotional security and familiarisation with staff, peers and environment.
- Start date confirmed in writing, with the Individual Support Plan shared with all staff who will work with the child before their first full session.

2.8 Services We Provide

Pure Joy Adventures offers year-round respite provision, holiday programmes, after-school sessions, weekend activities, Social Joy Adventures (structured community outings), life-skills development, family support and community engagement. Current session days, times and venue are confirmed in the welcome pack issued at admission and are reviewed as the organisation's capacity changes.

2.9 Educational Opportunities

Pure Joy Adventures is not a registered educational establishment. Educational activity delivered within sessions is enrichment and complements, but does not replace, a child's formal education or EHCP provision. Where a child is out of school or awaiting a placement, this distinction is made clear in writing to the family, the local authority and the child's school, in line with Chapter 18 (SEND Support and Educational Opportunities).

Learning activities include literacy, numeracy, communication, problem-solving and creativity delivered through cooking, gardening, arts and crafts, drama, music, science exploration, outdoor learning and community visits.

2.10 Therapeutic Activities

Sessions incorporate activities that support emotional regulation, sensory processing, communication and wellbeing, including sensory play, art, music, movement, gardening, mindfulness and structured play, adapted to each child's profile as recorded in their Individual Support Plan. These are enrichment activities and are not a substitute for clinical therapy delivered by a qualified therapist; where a child receives external therapy (e.g. SaLT, OT), Pure Joy Adventures will seek consent to liaise with that professional to ensure consistency of approach.

2.11 Community Inclusion

Through Social Joy Adventures and other planned outings, children are supported to develop friendships, practise life skills and build confidence in community settings, in accordance with the off-site activity risk assessment procedure in Chapter 10.

2.12 Working with Families

Parents and carers are treated as equal partners. In practice this means families: receive a copy of their child's Individual Support Plan and may request amendments at any time; are invited to review meetings at minimum termly; have a named keyworker as their first point of contact; and are given the Complaints Procedure (Chapter 26) at admission.

2.13 Partnership Working

Pure Joy Adventures collaborates with schools, local authorities, therapists, healthcare providers, social workers, voluntary organisations and community groups. Information is shared only with the family's consent (or, where safeguarding requires it, in line with Chapter 5) and through the secure methods set out in Chapter 28. Where a child has a social worker, that social worker (or their team) is informed of any significant incident in line with statutory requirements.

2.14 Equality, Diversity and Inclusion

Pure Joy Adventures is committed to equality of opportunity under the Equality Act 2010 and will make reasonable adjustments to enable a child's participation wherever possible. Concerns about discrimination, harassment or unequal treatment, whether raised by a child, family member or member of staff, are treated as a safeguarding and/or conduct matter and are handled under Chapter 5 (Safeguarding) and the organisation's Equality, Diversity and Inclusion Policy, not solely as a complaint.

Staff training on equality and inclusive practice forms part of mandatory induction (Chapter 22) and is refreshed in line with the training matrix (Chapter 23).

2.15 Reflection

This chapter is the organisation's working Statement of Purpose. It should be reviewed whenever capacity, eligibility criteria, ratios or services change, and must remain consistent with the operational detail given in Chapters 10, 11 and 15. Any inconsistency identified between this chapter and later chapters should be reported to the Director for correction at the next review.

Chapter 2: Organisation Overview | Controlled Document — Uncontrolled if Printed

Chapter 3

Governance, Leadership and Accountability

3.1 Governance Structure

Pure Joy Adventures is committed to clear, transparent, and accountable governance. Governance provides the framework of oversight, direction, and accountability within which the organisation operates, ensuring that decisions are made in the best interests of the children and families we serve, that risks are managed, and that we remain true to our vision and values. As the organisation grows towards formal registration with the relevant regulators, our governance arrangements will continue to be strengthened to meet the standards those frameworks require.

3.2 Leadership Responsibilities

The leadership of Pure Joy Adventures is responsible for setting the strategic direction of the organisation, safeguarding its values, ensuring legal and regulatory compliance, overseeing the safe and effective delivery of services, and holding overall accountability for the welfare of children and the conduct of staff and volunteers. Leadership ensures that appropriate policies, resources, training, and supervision are in place to support safe, high-quality practice.

3.3 Registered Person (Where Applicable)

Where Pure Joy Adventures becomes subject to registration with a regulator such as Ofsted or the Care Quality Commission (CQC), a Registered Person will be identified who holds legal responsibility for ensuring the service is delivered in line with the relevant regulations and standards. This role carries specific statutory duties and will be fulfilled by a suitably experienced and vetted individual as part of the registration process.

3.4 Responsible Individual (Future Registration)

As part of future registration, a Responsible Individual will be nominated to supervise the management of the regulated activity on behalf of the organisation and to act as the primary point of accountability to the regulator. This role ensures that the organisation has the capacity and systems to deliver a safe, effective, and well-led service, and will be appointed in line with regulatory requirements at the appropriate stage.

3.5 Operational Manager

The Operational Manager is responsible for the day-to-day running of the service, including the coordination of sessions and activities, the deployment and supervision of staff and volunteers, the maintenance of records, and the implementation of the organisation's policies and procedures. The Operational Manager ensures that safe staffing ratios are maintained, that risk assessments are in place and followed, and that any concerns are escalated appropriately.

3.6 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) holds lead responsibility for safeguarding and child protection across the organisation. The DSL manages safeguarding concerns and referrals, supports staff and volunteers in responding to concerns, liaises with external agencies including the local authority and the Local Authority Designated Officer (LADO), and ensures that safeguarding training and record-keeping are maintained to the required standard. A Deputy DSL provides cover in the DSL's absence. Full detail of this role is set out in the Safeguarding and Child Protection Policy.

3.7 SEN Lead

The SEN Lead holds responsibility for ensuring that the individual needs of children and young people with SEND are understood and met. This includes overseeing the development of individual profiles and support plans, ensuring that provision reflects children's EHCP outcomes where applicable, advising staff on inclusive and individualised practice, and liaising with families and external professionals about children's needs and progress.

3.8 Health and Safety Lead

The Health and Safety Lead holds responsibility for maintaining the organisation's health and safety framework, including risk assessments, premises safety, medical needs arrangements, first aid provision, and incident reporting. The Health and Safety Lead ensures that the environment and activities are as safe as reasonably practicable and that staff understand and follow health and safety procedures.

3.9 Staff Responsibilities

All staff are responsible for carrying out their roles safely, professionally, and in line with the standards set out in this manual and the organisation's policies. This includes safeguarding children, following individual support and risk plans, maintaining professional boundaries, keeping accurate records, participating in training and supervision, and raising any concerns promptly through the agreed routes.

3.10 Volunteers

Volunteers make a valued contribution to Pure Joy Adventures and are held to the same standards of safeguarding and conduct as paid staff. Volunteers are recruited using safer recruitment principles, including DBS checks and references, receive induction and training appropriate to their role, are supervised by a designated member of staff, and work within clearly defined boundaries. Volunteers do not undertake unsupervised regulated activity until all required checks are complete.

3.11 Professional Accountability

Everyone connected with Pure Joy Adventures is accountable for their conduct and practice. Accountability is maintained through clear roles and responsibilities, supervision and appraisal, adherence to policies and procedures, accurate record-keeping, and a culture in which concerns can be raised openly and are taken seriously. Where standards are not met, this is addressed constructively and, where necessary, through the organisation's disciplinary procedures.

3.12 Decision-Making Framework

Decisions at Pure Joy Adventures are guided by a consistent set of principles: the welfare and best interests of the child come first; decisions are made in line with legislation, statutory guidance, and organisational policy; those with relevant responsibility and knowledge are involved; and significant decisions are recorded, with reasons. Where a decision is urgent and concerns a child's immediate safety, staff act to protect the child first and escalate without delay. Where a decision is complex or carries significant risk, it is escalated to the appropriate level of leadership rather than taken in isolation.

Chapter 4

Staff Code of Conduct & Professional Standards

4.1 Purpose and Scope

This Code of Conduct sets out the standards of behaviour expected of every person who works or volunteers on behalf of Pure Joy Adventures, including paid staff, sessional workers, volunteers, students on placement, and trustees. It applies at all times when an individual is representing Pure Joy Adventures, including during sessions, outings, online ministry activity, and informal contact with families. The Code should be read alongside the Safeguarding and Child Protection Policy, the Behaviour Management Policy, the Data Protection Policy, and the Equality, Diversity and Inclusion Policy, with which it shares common principles.

4.2 Professional Conduct Expectations

All staff and volunteers are expected to:

- Treat every child, young person, family member, colleague, and visitor with dignity, courtesy, and respect at all times.
- Act as a positive role model in language, behaviour, and appearance.
- Carry out duties honestly, reliably, and to the best of their ability.
- Work within the limits of their training, competence, and role.
- Report any concerns about a child's welfare, a colleague's conduct, or the safety of the environment promptly, using the agreed reporting routes.
- Avoid any conduct, on or off duty, that could bring Pure Joy Adventures into disrepute or undermine confidence in the organisation.

4.3 Professional Boundaries and Relationships

Staff and volunteers must maintain clear, professional boundaries with children, young people, and families at all times. This includes:

- Never being alone with a child or young person in circumstances that cannot be observed by others, wherever this can reasonably be avoided.
- Not forming, or appearing to form, favoured or exclusive relationships with individual children.
- Not giving or receiving personal gifts, money, or favours to or from children, young people, or families, beyond small organisation-sanctioned items.
- Not contacting children or young people, or accepting contact from them, via personal social media, personal phone numbers, or personal messaging accounts.
- Not sharing personal contact details, home address, or personal social media profiles with children or young people.
- Declaring to the Designated Safeguarding Lead any pre-existing personal or family relationship with a child, young person, or family accessing the service.

4.4 Physical Contact

Some children and young people supported by Pure Joy Adventures may require physical support for personal care, mobility, emotional regulation, or safety reasons. All physical contact must be:

- Necessary, proportionate, and in the best interests of the child.
- Consistent with the child's individual support plan and, where relevant, their communication and consent preferences.
- Carried out openly, never in secret, and recorded where appropriate.
- Delivered in a manner that respects the child's dignity, age, and developmental stage.

Any physical intervention used to manage behaviour that presents a risk of harm must follow the separate Physical Interventions Policy and only be used as a last resort, by staff trained to do so.

4.5 Confidentiality and Information Sharing

Staff and volunteers will, in the course of their work, have access to sensitive personal information about children, young people, and families. This information must be treated as strictly confidential and only shared on a need-to-know basis, in line with the Data Protection Policy and UK GDPR. Confidentiality must never be used as a reason to withhold information where there is a safeguarding concern; the welfare of the child always takes priority over confidentiality.

4.6 Social Media and Online Conduct

- Personal social media accounts must not be used to discuss children, young people, families, colleagues, or operational matters relating to Pure Joy Adventures.
- Photographs or videos of children and young people must only be taken, stored, and shared in line with the organisation's consent and Data Protection arrangements, using organisational devices wherever possible.
- Staff and volunteers should maintain a professional online presence and adjust privacy settings appropriately where they may be identifiable as connected to the organisation.
- Any concerning online content involving a child or colleague must be reported to the Designated Safeguarding Lead.

4.7 Dress Code and Personal Presentation

Staff and volunteers should dress in a manner that is practical for active, hands-on work with children and young people, that is modest and professional, and that allows freedom of movement for supporting physical activities, personal care, or emergency response. Branded or identifiable organisational clothing should be worn during sessions and outings wherever provided.

4.8 Attendance, Punctuality and Reliability

Given the importance of consistency and predictability for many of the children and young people supported by Pure Joy Adventures, staff and volunteers are expected to attend scheduled sessions reliably, arrive in good time to prepare, and give as much notice as possible of any planned or unplanned absence so that safe staffing ratios can be maintained.

4.9 Disciplinary Framework

Breaches of this Code of Conduct will be addressed in line with the organisation's disciplinary procedures, with the severity of the response proportionate to the nature of the breach. Conduct that places a child at risk of harm, breaches safeguarding requirements, or amounts to gross misconduct may result in immediate suspension pending investigation and, where appropriate, referral to the LADO, the Disclosure and Barring Service (DBS), or the police.

4.10 Lone Working

Where lone working cannot be avoided, staff and volunteers must follow the organisation's lone working arrangements, including checking in and out with a designated contact, carrying a charged mobile phone, and ensuring risk assessments for the specific activity or visit have considered the lone-working element.

4.11 Raising Concerns

Staff and volunteers have both a right and a duty to raise concerns about poor practice, wrongdoing, or risks to children. The organisation's whistleblowing arrangements, including how to raise a concern and the protection available to those who do, are set out in full in Chapter 27 (Whistleblowing).

Chapter 5

Safeguarding Children, Young People & Vulnerable Adults

5.1 Our Safeguarding Commitment

Pure Joy Adventures is committed to safeguarding and promoting the welfare of every child and young person who accesses our service. Safeguarding is everyone's responsibility, and this commitment applies to every member of staff, volunteer, trustee, and visitor. This chapter sets out the principles and procedures that underpin our practice; full operational detail is contained in the standalone Safeguarding and Child Protection Policy, which all staff and volunteers must read, understand, and sign as a condition of working with Pure Joy Adventures.

5.2 Legal and Policy Framework

Our safeguarding practice is informed by, and operates in line with, relevant legislation and statutory guidance, including:

- The Children Act 1989 and Children Act 2004
- Working Together to Safeguard Children (statutory guidance)
- Keeping Children Safe in Education, where relevant to educational activity
- The Equality Act 2010
- The Care Act 2014, in relation to adults with care and support needs
- The Mental Capacity Act 2005, where applicable to young people aged 16 and above
- Local Enfield Safeguarding Children Partnership procedures

5.3 Key Safeguarding Roles

The Designated Safeguarding Lead (DSL) holds overall responsibility for safeguarding practice across the organisation, including managing referrals, supporting staff with concerns, and liaising with external agencies. A Deputy Designated Safeguarding Lead is in place to provide cover. Contact details for both are displayed at the venue and shared with all staff and volunteers during induction.

5.4 Types of Abuse and Neglect

Staff and volunteers must be able to recognise the four main categories of abuse recognised in statutory guidance:

- Physical abuse – causing physical harm, including hitting, shaking, or fabricating symptoms of illness.
- Emotional abuse – persistent emotional maltreatment, including conveying to a child that they are worthless, unloved, or inadequate.
- Sexual abuse – forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.
- Neglect – persistent failure to meet a child's basic physical and/or psychological needs.

Staff should also be alert to additional and context-specific risks relevant to the children and young people we support, including disability-related abuse and neglect, exploitation, online harm, radicalisation, and harmful practices such as forced marriage or female genital mutilation. Children with SEND can face increased risk of abuse and may also face additional barriers to recognising or reporting it, and staff should remain particularly vigilant for this group.

5.5 Responding to a Disclosure or Concern

Any member of staff or volunteer who receives a disclosure from a child, or who has a concern about a child's welfare, must:

- Stay calm, listen carefully, and avoid showing shock or disbelief.
- Reassure the child that they have done the right thing in speaking out, without making promises that cannot be kept, including promises of confidentiality.
- Ask only open, non-leading questions necessary to understand immediate safety needs – never investigate or interrogate.
- Record what was said as soon as possible afterwards, using the child's own words where possible, and note the date, time, and circumstances.
- Report the concern to the Designated Safeguarding Lead on the same day, without delay.

5.6 Allegations Against Staff or Volunteers

Any allegation or concern about the conduct of a member of staff or volunteer towards a child will be taken seriously and managed in line with statutory guidance, including liaison with the Local Authority Designated Officer (LADO). The individual concerned will not be involved in handling the concern and, where necessary, will be suspended or have their duties restricted pending investigation, as a neutral act rather than a presumption of guilt.

5.7 Safer Recruitment

Pure Joy Adventures follows safer recruitment principles for all staff and volunteers working with children, including enhanced DBS checks, verification of identity and qualifications, exploration of employment gaps, and the collection of references that specifically address suitability to work with children. No individual will commence unsupervised work with children until all required checks are satisfactorily completed.

5.8 Online Safety

Given the organisation's online ministry and communication activity, staff and volunteers must follow agreed online safety practices, including using organisational, not personal, accounts for any contact with children or young people, applying appropriate privacy and moderation settings to group platforms, and reporting any concerning online content or contact immediately to the Designated Safeguarding Lead.

5.9 Training

All staff and volunteers receive safeguarding induction training before starting unsupervised work with children, with refresher training at least annually. The Designated Safeguarding Lead and deputies undertake additional, more frequent specialist training in line with statutory recommendations.

5.10 Record-Keeping

All safeguarding concerns, disclosures, and actions taken are recorded in writing, stored securely and confidentially in line with the Data Protection Policy, and retained for the period required by statutory guidance. Records are kept separately from general administrative files and access is restricted to those with a legitimate need to know.

Chapter 6

Behaviour Support, Emotional Regulation & Positive Behaviour Support (PBS)

6.1 Our Approach to Behaviour

Pure Joy Adventures views behaviour as a form of communication. Many of the children and young people we support have experienced significant frustration in accessing education, services, and community life, and may communicate distress, sensory overload, anxiety, or unmet need through behaviour that challenges. Our approach is rooted in compassion, curiosity, and the belief that all behaviour has meaning. We do not use approaches based on punishment, shame, or exclusion, and we work to understand and address the underlying causes of behaviour rather than simply managing its outward presentation.

6.2 The Positive Behaviour Support (PBS) Framework

Our practice is informed by the principles of Positive Behaviour Support, a person-centred, evidence-based framework that seeks to improve quality of life and reduce behaviours that challenge through understanding their function, rather than through restrictive or reactive approaches alone. Key elements of our PBS approach include:

- Functional understanding – working to understand what a behaviour communicates or achieves for the individual (e.g. escape, attention, sensory input, or access to a preferred item or activity).
- Proactive strategies – adapting the environment, routines, and communication to reduce the likelihood of distress occurring in the first place.
- Skills teaching – supporting children to develop alternative, more functional ways of communicating their needs.
- Reactive strategies – a clear, agreed, and minimally restrictive plan for responding safely if distress escalates, used consistently by all staff.
- Quality of life focus – ensuring support is not solely about behaviour reduction, but about helping each child live a fuller, happier life.

6.3 Individual Behaviour Support Plans

Where a child or young person presents with behaviour that may challenge, an Individual Behaviour Support Plan is developed in partnership with the family and, where appropriate, the child themselves. The plan identifies known triggers, early warning signs, proactive and preventative strategies, agreed de-escalation approaches, and, only where necessary, any agreed reactive strategies. Plans are reviewed regularly and updated following any significant incident.

6.4 Proactive and Preventative Strategies

- Maintaining consistent, predictable routines and using visual timetables or schedules.
- Giving advance warning of transitions and changes, using countdowns, visual timers, or now/next boards.
- Offering meaningful choice and control wherever possible.
- Adapting the sensory environment to reduce overload (lighting, noise, space).
- Building strong, trusted relationships between staff and each child.
- Recognising and responding early to signs of rising anxiety or dysregulation, before escalation occurs.

6.5 De-escalation

When a child shows early signs of distress, staff will use calm, low-arousal approaches to support regulation, including reducing demands, lowering their own voice and pace, giving space, offering a trusted adult or familiar comfort object, and using the child's preferred calming strategies as identified in their individual plan. Staff are trained to recognise that a child in distress is not in full control of their behaviour and will respond with empathy rather than confrontation.

6.6 Use of Physical Intervention

Physical intervention is used only as a last resort, when there is a real risk of harm to the child or others that cannot be managed through any less restrictive means, and only by staff who have received accredited training. All use of physical intervention must be necessary, proportionate, and for the shortest duration possible, and is governed in full by the organisation's separate Physical Interventions Policy. Pure Joy Adventures is committed to the principles of restraint reduction and continually works to minimise, and where possible eliminate, the need for physical intervention through proactive practice.

6.7 Post-Incident Support and Debrief

Following any significant behavioural incident, the child is supported to regulate and, when ready, to reflect on what happened in a way that is appropriate to their age and understanding, without blame or punishment. Staff involved are offered a debrief and emotional support, and a factual record of the incident is completed promptly. Where physical intervention was used, parents/carers are informed on the same day wherever possible.

6.8 Recording and Learning from Incidents

All incidents involving behaviour that challenges are recorded using the organisation's incident report format, capturing what happened before, during, and after the incident, and any strategies used. Patterns are reviewed periodically by the Operational Manager and SEN Lead to identify trends, inform updates to individual plans, and drive continuous improvement in proactive practice.

Chapter 7

Trauma-Informed Practice

7.1 What Trauma-Informed Practice Means

Many children and young people supported by Pure Joy Adventures will have experienced adversity, including difficult experiences within education, family disruption, health-related trauma, or the cumulative stress of navigating a world not designed for their needs. Trauma-informed practice means recognising the potential impact of these experiences on a child's development, emotional regulation, and behaviour, and adjusting our approach accordingly – asking 'what has happened to you?' rather than 'what is wrong with you?'.

7.2 Understanding Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences – such as abuse, neglect, parental mental illness, or household instability – are recognised to have a significant impact on a child's developing brain and stress-response system.

Children who have experienced trauma may present with heightened startle responses, difficulty regulating emotions, hypervigilance, or behaviours that can appear disproportionate to the immediate situation. Staff are supported to understand these presentations through a trauma-informed lens rather than viewing them simply as 'difficult behaviour'.

7.3 The Window of Tolerance

Staff are introduced to the concept of the 'window of tolerance' – the zone in which a child can think, learn, and engage effectively. Outside this window, a child may move into hyperarousal (fight/flight – appearing anxious, agitated, or aggressive) or hypoarousal (freeze/shutdown – appearing withdrawn, numb, or disengaged). Recognising which state a child is in allows staff to respond with the right kind of support, rather than expecting a frightened or shut-down child to simply 'calm down' or 'engage'.

7.4 Core Principles of Trauma-Informed Practice

- Safety – ensuring children feel physically and emotionally safe, which underpins all learning and engagement.
- Trustworthiness and transparency – being consistent, predictable, and honest in our actions and communication.
- Choice – maximising a child's sense of control and autonomy wherever possible.
- Collaboration – working with children and families as partners, not subjects of intervention.
- Empowerment – building on strengths and helping children recognise their own capability.
- Cultural, historical and gender sensitivity – understanding each child's experience within their wider context and identity.

7.5 Relational and Attachment-Aware Practice

Positive, consistent relationships with trusted adults are central to helping children who have experienced trauma feel safe and supported. Wherever possible, children are supported by familiar, consistent staff, and changes in key worker or staffing are communicated and managed sensitively. Staff are encouraged to be attuned to each child's individual attachment style and to respond with warmth, patience, and unconditional positive regard, even when behaviour is challenging.

7.6 Avoiding Re-traumatisation

Staff are mindful that certain practices – such as raised voices, sudden physical contact, public correction, or rigid demands without explanation – can inadvertently re-trigger a trauma response. Wherever possible, staff use warm, predictable, and respectful approaches, give advance notice of changes, and avoid power struggles, recognising that a child's resistance is often a protective response rather than defiance.

7.7 Staff Wellbeing and Reflective Practice

Supporting children who have experienced trauma can be emotionally demanding, and staff may be affected by secondary or vicarious trauma over time. Pure Joy Adventures supports staff wellbeing through regular supervision, opportunities for reflective practice and debrief following difficult sessions, and an open culture in which staff are encouraged to seek support without stigma.

Chapter 8

Autism, Neurodiversity & Communication

8.1 Our Commitment to Neurodiversity-Affirming Practice

Pure Joy Adventures embraces a neurodiversity-affirming approach, recognising autism and other forms of neurodivergence as natural variations in how people think, process, and experience the world, rather than as deficits to be corrected. Our aim is not to make children appear 'less autistic', but to understand and accommodate each child's individual profile, reduce unnecessary barriers, and support them to participate, communicate, and thrive in ways that are authentic to them.

8.2 Understanding Autism and Co-Occurring Conditions

Autism is a lifelong neurodevelopmental difference affecting how a person communicates, processes sensory information, and experiences the world. It presents differently in every individual, and may co-occur with conditions such as ADHD, learning disabilities, anxiety, demand avoidance profiles, dyspraxia, or epilepsy. Staff are trained to understand autism as a spectrum of individual strengths and needs, and to avoid assumptions based on stereotypes or a single child's presentation.

8.3 Sensory Processing

Many autistic children and young people experience differences in sensory processing, which may include heightened sensitivity (hypersensitivity) or reduced sensitivity (hyposensitivity) to light, sound, touch, taste, smell, movement, or body awareness. Sensory overload can be a significant cause of distress and dysregulation. Staff are trained to recognise signs of sensory overload and to use individual sensory profiles to inform adjustments such as quiet spaces, sensory tools, noise-reducing headphones, movement breaks, or adapted lighting.

8.4 Communication Approaches

Pure Joy Adventures supports a wide range of communication needs and preferences, recognising that communication is a two-way responsibility – it is staff who must adapt their communication style, not only the child. Approaches used may include:

- Visual supports, including visual timetables, now/next boards, and choice boards.
- Augmentative and Alternative Communication (AAC), including communication devices and apps, PECS, and symbol systems.
- Makaton or other signing systems, where used by the individual child.
- Clear, concrete, literal language, avoiding idioms, sarcasm, or ambiguous instructions.
- Allowing additional processing time before expecting a response.
- Recognising and respecting non-verbal and alternative forms of communication, including behaviour, vocalisation, and body language.

8.5 Social Communication, Masking and Identity

Staff are mindful that some children, particularly those who have learned to mask or camouflage their autistic traits in other settings, may experience significant exhaustion or delayed distress ('after-school meltdown' or shutdown) following periods of masking. Pure Joy Adventures aims to be a space where children do not need to mask, where stimming and self-regulatory behaviours are accepted rather than discouraged, and where each child's authentic way of being is respected.

8.6 Adjustments to the Environment

- Providing access to quiet, low-stimulation spaces for breaks.
- Maintaining predictable routines and structure, with visual or verbal warning of changes.
- Allowing flexibility in participation, including the option to observe before joining an activity.
- Avoiding unnecessary physical proximity or touch unless welcomed and appropriate.
- Adapting group size and activity pace to individual tolerance levels.

8.7 Person-Centred and Strengths-Based Planning

Every child accessing Pure Joy Adventures has an individual profile that identifies their communication style, sensory needs, interests, strengths, and any specific support strategies that work well for them. These profiles are developed in partnership with families and, wherever possible, with the child themselves, and are used to inform planning for sessions, activities, and outings such as Social Joy Dates.

8.8 Supporting Transitions

Transitions – between activities, locations, staff, or routines – can be a significant source of anxiety for many neurodivergent children. Staff use individualised transition support, which may include visual countdowns, transition objects, advance preparation, and consistent, calm communication, to help children move between activities with reduced distress.

Chapter 9

Supporting Children with Epilepsy and Complex Medical Needs

9.1 Our Commitment

Pure Joy Adventures supports a number of children and young people with epilepsy and other complex medical needs, and is committed to ensuring they can access our services as safely and inclusively as possible. This chapter sets out our overarching approach; detailed, individual medical guidance is always set out in each child's Individual Healthcare Plan (IHP), which takes precedence over general guidance in this manual.

9.2 Individual Healthcare Plans

Every child with epilepsy or another significant medical condition has an Individual Healthcare Plan, developed in partnership with the child's parents/carers and, where relevant, their treating clinicians (such as a paediatrician, epilepsy specialist nurse, or GP). The IHP sets out the child's specific condition, known triggers, typical presentation, individual emergency procedures, and any prescribed emergency medication, including precise administration instructions provided by the prescriber. No member of staff administers emergency medication other than in accordance with a child's specific, prescriber-authorised IHP and following appropriate training.

9.3 Understanding Epilepsy and Seizure Recognition

Epilepsy is a neurological condition characterised by a tendency to have recurrent seizures, which can present in many different ways depending on the type of seizure and the individual. Staff supporting a child with epilepsy receive training, specific to that child, on recognising the onset of a seizure, understanding their typical seizure presentation and duration, and following the agreed individual response plan.

9.4 General Seizure First Aid Principles

While individual plans take precedence, staff are trained in general seizure safety principles, including:

- Staying calm and staying with the child throughout the seizure.
- Protecting the child from injury by removing nearby hazards and, where appropriate, cushioning their head.
- Not restraining the child's movements and not placing anything in their mouth.
- Timing the seizure from onset.
- Placing the child in the recovery position once movement has stopped, if it is safe to do so.
- Following the individual's care plan regarding when to call emergency services, generally including seizures lasting longer than the period specified in the child's plan, repeated seizures without recovery between them, or any signs of injury or breathing difficulty.
- Staying with the child as they recover, offering reassurance, and allowing time to reorient, as post-seizure confusion or tiredness is common.

9.5 Emergency Medication

Where a child has been prescribed emergency or 'rescue' medication for prolonged seizures, this is administered only by staff specifically trained and authorised to do so for that individual child, strictly in accordance with the dosage, timing, and procedure set out in their prescriber-authorised Individual Healthcare Plan. Medication is stored securely, checked regularly for expiry, and immediately accessible during sessions involving that child.

9.6 Other Complex Medical Needs

The same individualised, plan-led approach applies to children with other complex medical needs supported by Pure Joy Adventures, which may include diabetes, severe allergies and anaphylaxis risk, tube feeding, tracheostomy care, or other conditions requiring specific monitoring or intervention. Each child's IHP sets out the specific signs to monitor, the support required, and the emergency response, and only staff who have received condition-specific training provide hands-on medical support.

9.7 Medication Administration and Storage

All medication held on behalf of a child is stored securely, in line with the organisation's Supporting Participants with Medical Conditions Policy, with administration recorded accurately at the time it occurs, including the medication given, dose, time, and the name of the staff member administering and, where required, a witness.

9.8 Liaison with Families and Health Professionals

Pure Joy Adventures maintains open, regular communication with families regarding their child's medical needs, and Individual Healthcare Plans are reviewed at least annually, or sooner following any change in the child's condition, medication, or following a medical incident. Staff are encouraged to raise any uncertainty about a child's medical needs with the parent/carer or the Health and Safety Lead before

a session, rather than during an emergency.

9.9 Emergency Procedures

All staff are familiar with the location of emergency medication and first aid equipment for each session, the venue's emergency procedures, and the requirement to call 999 immediately in any situation where a child's life may be at risk, regardless of what is set out in an individual plan. A paediatric first-aid trained member of staff is present at all sessions.

Chapter 10

Risk Assessment and Dynamic Risk Management

10.1 Purpose of Risk Assessment

Risk assessment is central to enabling Pure Joy Adventures to offer rich, meaningful, and adventurous experiences to children and young people with complex needs, safely. Our approach to risk is one of balanced, positive risk-taking: we do not seek to eliminate all risk, which would limit opportunity and independence, but to identify, understand, and manage risk so that activities can be enjoyed as safely as reasonably possible.

10.2 Types of Risk Assessment

- Generic activity risk assessments – covering standard sessions, activities, and use of the venue at Hofman's House.
- Individual risk assessments – addressing the specific needs, medical conditions, communication style, or behaviour profile of a particular child.
- Venue and premises risk assessments – covering the physical environment, fire safety, and general health and safety hazards.
- Outing and off-site visit risk assessments – covering travel, the destination, and activity-specific hazards, including for structured outings such as Social Joy Dates.
- Dynamic risk assessments – the ongoing, real-time assessment carried out by staff throughout a session as circumstances change.

10.3 The Risk Assessment Process

Risk assessments are developed using a consistent process:

- Identify the hazards associated with the activity, venue, or individual.
- Identify who might be harmed and how, with particular attention to increased vulnerability arising from a child's SEND, medical needs, or communication profile.
- Evaluate the level of risk and identify control measures to reduce it to an acceptable level.
- Record the assessment, including who completed it and when.
- Implement the agreed control measures.
- Review the assessment regularly, and immediately following any incident, near miss, or significant change in circumstances.

10.4 Individual Risk Assessments

Where a child's specific needs – such as a tendency to abscond, a medical condition, sensory-seeking behaviour around water or roads, or a known trigger for distress – present a particular risk, an individual risk assessment is completed in partnership with the family. This sits alongside, and informs, the child's wider support and behaviour plans, and is shared with all staff supporting that child.

10.5 Dynamic Risk Assessment

Even the most thorough written risk assessment cannot anticipate every situation that may arise during a session. Staff are trained to continuously and dynamically assess risk throughout every session, observing the environment, group dynamics, individual presentation, and external factors such as weather, and adjusting plans, supervision levels, or activities in real time where needed to maintain safety. Any significant dynamic adjustment is noted in the session record.

10.6 Risk Assessment for Outings and Activities

Before any off-site outing or new activity, including Social Joy Dates, a specific risk assessment is completed covering the venue or destination, travel arrangements, staff-to-child ratios appropriate to the activity and group, emergency procedures, and any individual considerations for the children attending. Parental consent and relevant medical or behavioural information is confirmed before the outing takes place.

10.7 Staffing Ratios

Staff-to-child ratios are determined individually for each session and activity, based on the assessed needs of the children attending, the nature of the activity, and the environment, and are always set at a level that allows safe supervision and effective emergency response, including for one-to-one support where a child's individual risk assessment requires it.

10.8 Review and Monitoring

All risk assessments are reviewed at least annually, before any new activity is introduced, and immediately following any incident, near miss, or significant change in circumstances. The Health and Safety Lead holds overall responsibility for maintaining the risk assessment framework and ensuring reviews take place on schedule.

10.9 Staff Responsibilities

- Reading and understanding relevant risk assessments before supporting a session or activity.
- Raising any concerns about an existing risk assessment, or any hazard not yet covered, with the Health and Safety Lead.
- Exercising dynamic judgement throughout every session and acting to reduce immediate risk where necessary.
- Completing incident or near-miss reports accurately and promptly.

10.10 Incident Reporting and Organisational Learning

All incidents and near misses are recorded using the organisation's incident reporting procedure and reviewed by the Operational Manager and Health and Safety Lead. Where appropriate, incidents are reported in line with RIDDOR requirements. Findings are used to update risk assessments, inform staff training, and drive continuous improvement in how Pure Joy Adventures manages risk across all areas of

its work.

Chapter 11

Health and Safety

11.1 Our Commitment to Health and Safety

Pure Joy Adventures is committed to providing a safe and healthy environment for all children, young people, staff, volunteers, and visitors. We recognise our duties under the Health and Safety at Work etc. Act 1974 and associated regulations, and we regard the effective management of health and safety as fundamental to enabling children with complex needs to take part in rich and adventurous experiences safely. This chapter provides an overview; the full operational detail is contained in our standalone Health and Safety Policy.

11.2 Responsibilities

Overall responsibility for health and safety rests with the organisation's leadership, with day-to-day responsibility delegated to the Health and Safety Lead. All staff and volunteers have a duty to take reasonable care of their own health and safety and that of others, to follow safe systems of work, to use equipment correctly, and to report hazards, defects, and incidents promptly.

11.3 The Premises and Environment

Venues used by Pure Joy Adventures, including Hofman's House, are subject to premises risk assessments covering the physical environment, access and egress, welfare facilities, and any hazards specific to the setting. Environments are checked before sessions to ensure they are safe, clean, and suitable for the children attending, with particular attention to the needs of children who may be sensory-seeking, who may attempt to leave the area, or who have mobility needs.

11.4 Fire Safety

- A fire risk assessment is maintained for each venue used, and reviewed regularly.
- Escape routes are kept clear and fire exits accessible at all times during sessions.
- Staff are familiar with the fire evacuation procedure for each venue, including arrangements for children who need additional support to evacuate.
- Personal Emergency Evacuation Plans (PEEPs) are prepared for individual children where their needs require them.
- Fire drills are carried out and recorded, adapted sensitively to the needs of the children attending.

11.5 Infection Prevention and Control

Pure Joy Adventures maintains good standards of hygiene and infection control, including handwashing, cleaning and disinfection of surfaces and equipment, safe management of bodily fluids, and appropriate use of personal protective equipment. Staff follow current public health guidance, and children who are unwell are supported in line with the organisation's guidance on illness and exclusion periods.

11.6 Food Safety and Allergies

Where food and drink are provided or prepared, this is done in line with food hygiene requirements. Information about each child's dietary needs, allergies, and intolerances is gathered in advance and shared with relevant staff, and robust measures are taken to prevent cross-contamination and to respond to allergic reactions, including anaphylaxis, in line with individual healthcare plans.

11.7 Equipment and Resources

Equipment used during sessions and activities, including any specialist or adventure equipment, is checked to ensure it is safe, suitable, and in good working order before use. Defective equipment is removed from use and reported. Any equipment requiring inspection or certification is maintained on the appropriate schedule.

11.8 Electrical Safety

Electrical equipment is maintained in safe working condition, with portable appliance testing and fixed installation checks carried out as required. Staff visually check equipment before use and remove any item that appears damaged. Full detail is set out in the organisation's Electrical Safety Policy.

11.9 Accidents, Incidents and Near Misses

All accidents, incidents, and near misses are recorded promptly using the organisation's reporting procedure. Records are reviewed to identify trends and prevent recurrence. Certain serious injuries, diseases, and dangerous occurrences are reportable to the Health and Safety Executive under RIDDOR, and the Health and Safety Lead is responsible for ensuring any such reports are made within the required timescales.

11.10 Monitoring and Review

Health and safety arrangements are monitored through regular checks, risk assessment reviews, and analysis of incident records, and are formally reviewed at least annually or following any significant change or serious incident.

Chapter 12

Intimate and Personal Care

12.1 Purpose and Principles

Some children and young people supported by Pure Joy Adventures require support with intimate and personal care, such as toileting, continence management, washing, or dressing. This chapter sets out the principles that govern how such care is provided, always with the dignity, privacy, safety, and rights of the child at its centre. It is underpinned by our standalone Intimate and Personal Care Policy and is closely linked to our safeguarding arrangements.

12.2 Dignity and Respect

Intimate and personal care is always provided in a way that maintains the child's dignity and respects their privacy, preferences, and cultural and religious needs. Care is delivered calmly and unhurriedly, with the child's comfort and emotional wellbeing prioritised alongside their physical needs. Children are supported to be as independent and involved as possible in their own care.

12.3 Individual Personal Care Plans

Each child requiring personal care has an individual personal care plan, developed with parents/carers and, where possible, the child, setting out exactly what support is needed, how it should be provided, the child's preferences and means of communicating them, and any specific health considerations. Care is provided in accordance with this plan, and staff do not deviate from it without agreement.

12.4 Consent and Communication

Wherever possible, the child's consent and cooperation is sought before and throughout personal care, using their preferred communication methods. Staff explain what they are doing, check for signs of discomfort or distress, and respect a child's right to communicate reluctance or refusal, responding sensitively and seeking guidance where needed.

12.5 Safeguarding and Personal Care

Intimate care carries particular safeguarding considerations. Care is provided by staff who are trained, DBS-checked, and familiar with the child, in a manner that is open to appropriate oversight while protecting privacy. Any marks, injuries, or signs of concern noticed during personal care, and any disclosure or concern arising, are reported immediately to the Designated Safeguarding Lead in line with the Safeguarding Policy. Staff are alert to the increased vulnerability of children who depend on others for intimate care.

12.6 Staffing and Boundaries

- Personal care is provided only by staff authorised and trained to do so for that child.
- Clear professional boundaries are maintained at all times.
- Arrangements balance the child's right to privacy with safe practice, following the individual care plan.
- Records are kept of personal care provided, in line with the plan and data protection requirements.

12.7 Record-Keeping and Review

Personal care plans are reviewed regularly and following any change in the child's needs. Records of care are kept accurately and stored securely and confidentially in line with the Data Protection Policy.

Chapter 13

Administration and Management of Medication

13.1 Purpose

This chapter sets out how Pure Joy Adventures safely manages and, where necessary, administers medication to children and young people in its care. It complements the guidance on complex medical needs in Chapter 9 and the standalone Supporting Participants with Medical Conditions Policy. The safe management of medication protects children from harm and ensures that those who need medication can access our services.

13.2 General Principles

- Medication is only administered where there is clear, written authorisation from the parent/carer and, where required, the prescriber.
- Medication is administered strictly in accordance with the prescriber's instructions as printed on the dispensing label or set out in the child's Individual Healthcare Plan.
- Only staff who are trained and authorised administer medication.
- The organisation administers prescribed medication only; non-prescribed medication is given only with specific written parental consent and in line with policy.
- Where practical and safe, and where a child is assessed as competent, children are supported to self-administer their own medication.

13.3 Consent and Authorisation

Before any medication is held or administered, written parental consent is obtained, including the name of the medication, the dose, the timing, the route, and the reason it is required. This information is recorded and kept up to date, and no medication is administered without current authorisation.

13.4 Storage

Medication is stored securely, in its original labelled container, at the correct temperature, and out of reach of children. Controlled drugs and medication requiring refrigeration are stored in line with specific requirements. Emergency medication is stored so as to be readily accessible during sessions attended by the child who may need it. Medication is checked regularly for expiry and returned to the family or safely disposed of when no longer needed.

13.5 Administration and Recording

Each administration of medication is recorded at the time it occurs, including the child's name, the medication, the dose, the date and time, the route, and the name of the staff member administering. Where required by the medication or the child's plan, a second trained member of staff witnesses and countersigns. Staff carry out standard checks before administration to confirm the right child, right medication, right dose, right time, and right route.

13.6 Errors and Refusals

Any medication error, missed dose, or refusal by a child is recorded and reported promptly to the parent/carer and, where clinically necessary, to the appropriate health service or emergency services. Errors are also reviewed as part of the organisation's incident procedures to identify and address any underlying causes.

13.7 Training

Staff who administer medication receive appropriate training, including child-specific training for emergency or specialist medication, and their competence is reviewed. Staff do not administer any medication or undertake any clinical procedure for which they have not been trained and assessed as competent.

Chapter 14

First Aid and Emergency Procedures

14.1 First Aid Provision

Pure Joy Adventures ensures that a sufficient number of staff hold current, appropriate first aid qualifications, including paediatric first aid, and that at least one suitably qualified first aider is present at every session and outing. First aid kits are maintained, checked regularly, restocked, and taken on off-site activities.

14.2 Responding to Injury or Illness

Where a child becomes injured or unwell, a qualified first aider provides appropriate first aid, calls for emergency assistance where needed, and ensures the child is supported and reassured. Parents/carers are informed of any injury or illness, and of any first aid given, in line with the organisation's procedures. Any child requiring hospital treatment is accompanied by a member of staff until a parent/carer arrives, unless the situation dictates otherwise.

14.3 Emergency Planning

Each venue and activity has clear emergency procedures, known to all staff, covering fire, medical emergency, a missing child, and the need to evacuate or, where appropriate, to remain in place. Staff are briefed on these procedures, and arrangements take into account the specific needs of the children attending, including those who may find emergencies particularly distressing.

14.4 Missing Child Procedure

Given that some children supported by Pure Joy Adventures may attempt to leave a session or become separated from the group, a clear missing child procedure is in place. This includes immediate search and headcount arrangements, roles and responsibilities, thresholds for contacting parents/carers and the police, and individual risk assessments for children known to be at higher risk of absconding. Every such incident is recorded and reviewed.

14.5 Serious Incidents and Business Continuity

In the event of a serious incident, staff prioritise the safety of children and summon emergency services without delay. The organisation maintains arrangements for communicating with families, managing the aftermath of a serious incident, supporting affected children and staff, and, where necessary, notifying relevant authorities and, in future, the regulator.

14.6 Recording and Notification

All first aid, emergencies, and serious incidents are recorded promptly and accurately. Notifiable events are reported to the appropriate authorities within the required timescales, and lessons learned are used to strengthen procedures.

Chapter 15

Off-Site Visits, Outings and Adventure Activities

15.1 Purpose

Off-site visits, outings, and adventure activities – including our Social Joy Dates programme – are central to the experiences Pure Joy Adventures offers. They open up opportunities for enjoyment, learning, social connection, and independence that many children with complex needs would otherwise be unable to access. This chapter sets out how such activities are planned and delivered safely.

15.2 Planning and Approval

Every off-site activity is planned in advance and approved by the Operational Manager before it takes place. Planning considers the purpose of the activity, its suitability for the children attending, the destination and route, transport arrangements, timings, staffing, costs, and any specialist requirements. A specific risk assessment is completed for each outing.

15.3 Risk Assessment for Outings

Outing risk assessments address the venue or destination, travel, the activity itself, weather and environmental factors, individual needs and risks of the children attending (including medical, behavioural, and absconding risks), emergency procedures, and the location of the nearest medical facilities. Where an external provider or venue is used, their own safety arrangements, insurance, and staff competence are checked.

15.4 Staffing and Ratios

Staffing levels for outings are set on the basis of the individual risk assessment and are typically higher than for on-site sessions, reflecting the additional risks of being in the community. One-to-one support is provided where a child's individual risk assessment requires it. All staff on an outing are briefed on the plan, the children's needs, and the emergency and missing child procedures before departure.

15.5 Consent and Information

Informed parental consent is obtained for each off-site activity, and up-to-date information on each child's medical needs, medication, communication, and behaviour is confirmed and carried by staff. Emergency contact details are taken on every outing.

15.6 Transport

- Vehicles used are suitable, roadworthy, insured, and appropriately licensed for the transport of children.
- Drivers hold the correct licence and, where they transport children, the necessary DBS clearance.
- Appropriate seating, restraints, and any specialist equipment (such as wheelchair restraints) are used.
- Head counts are taken on boarding and leaving vehicles, and children are never left unattended in a vehicle.

15.7 During the Activity

Throughout an outing, staff maintain dynamic risk assessment, supervise children appropriately, carry emergency medication and first aid provision, and remain alert to signs of distress, fatigue, or sensory overload, adjusting the plan as needed to keep children safe and comfortable. The wellbeing and enjoyment of the children remains the central purpose of the activity.

15.8 Adventurous Activities

Where more adventurous activities are undertaken, Pure Joy Adventures ensures that appropriately qualified instructors or providers are used, that any required licences or accreditations are held, and that additional activity-specific risk assessments are in place. Adventurous activity is approached in the spirit of enabling positive, beneficial risk-taking within a carefully managed framework of safety.

Chapter 16

Person-Centred Planning

16.1 Purpose

Person-centred planning is the process through which Pure Joy Adventures ensures that support is built around the individual child — their strengths, needs, communication, aspirations, and preferences — rather than around a standard programme. It gives practical effect to the LOVE Theory principle of Value Uniqueness and to the Individualised Support pillar of the Pure Joy Framework.

16.2 Individual Support Plans

Every child accessing our provision has an Individual Support Plan (ISP) developed in partnership with the child, their family, and, where relevant, other professionals. The plan sets out the child's strengths and interests, their communication style, sensory profile, health and medical needs, known triggers and calming strategies, agreed approaches to support, and the outcomes the child and family are working towards. The ISP is the central reference point for staff supporting the child and is reviewed at least termly, or sooner if the child's needs change.

16.3 One-Page Profiles and Communication Passports

Each child has an accessible one-page profile summarising what is important to them, what others appreciate about them, and how best to support them, so that any member of staff can understand the child quickly. Children with communication needs also have a Communication Passport that records their preferred means of communication and how they express key needs, choices, and feelings. These documents are kept current and are used to inform every session.

16.4 Involving the Child

We are committed to hearing and acting on the voice of every child, communicated in whatever form it takes. Children are involved in planning and reviewing their own support in ways that are accessible and meaningful to them, using their preferred communication methods, visual supports, and trusted adults. A child's expressed preferences, and the preferences they communicate through behaviour, are taken seriously and shape their support.

16.5 Working Towards Outcomes

Support is oriented towards meaningful outcomes for the child, focusing on communication, regulation, confidence, independence, and social connection. Where a child has an Education, Health and Care Plan (EHCP), we align our planning with the relevant EHCP outcomes. Progress is recorded using the Weekly Progress Summary and, where relevant, the EHCP Outcome Tracking template, and is shared with families and celebrated with the child.

16.6 Review and Continuous Adjustment

Person-centred planning is a continuous process rather than a one-off event. Plans are reviewed formally at least termly and adjusted dynamically as staff learn more about the child and as the child grows and changes. Reviews involve the family and, wherever possible, the child, and any significant change in needs, presentation, or circumstances prompts an earlier review.

Chapter 17

Working in Partnership with Parents and Carers

17.1 Families as Partners

Pure Joy Adventures regards parents and carers as the experts on their own children and as essential partners in providing the best possible support. We are committed to working openly, honestly, and respectfully with families, recognising the knowledge, insight, and dedication they bring, and the challenges many of them face in caring for a child with complex needs and in navigating the systems around them.

17.2 Communication with Families

We keep families well informed about their child's experiences, progress, and any concerns, through the communication methods that work best for them. We share information about incidents, medical events, and significant developments promptly, and we make time to listen to families' views and to respond to their questions and concerns.

17.3 Involving Families in Planning

Families are involved in developing and reviewing their child's individual profile, support plan, behaviour plan, personal care plan, and healthcare plan. Their knowledge of what helps and what triggers their child is central to our planning, and we work with them to agree consistent approaches between our provision and home wherever possible.

17.4 Supporting Families

Beyond the direct care of their children, we seek to be a source of genuine support to families, offering reliable respite that reduces isolation and pressure, a listening ear, and signposting to other sources of help where appropriate. We are mindful of the emotional and practical demands on families and aim to make their experience of working with us straightforward and supportive.

17.5 Respecting Diversity and Individual Circumstances

We respect the diversity of the families we work with, including differences of culture, faith, language, and family structure, and we adapt our communication and approach accordingly. We do not make assumptions and we treat every family with equal respect and without judgement.

17.6 Managing Difficulties

Where difficulties or disagreements arise between the organisation and a family, we seek to resolve them openly, promptly, and constructively, keeping the welfare of the child at the centre. Families are always able to raise concerns or make a complaint through the process set out in Chapter 19, and doing so will

never affect the quality of support their child receives.

Chapter 18

SEND Support

18.1 Our Approach to SEND

Pure Joy Adventures supports children and young people with a wide range of special educational needs and disabilities (SEND). Our approach is inclusive, individualised, and grounded in the principle that barriers lie in the environment and in provision, not in the child. This chapter sets out how we identify, understand, and meet each child's SEND, working within the framework of the SEND Code of Practice (2015) and in partnership with families and statutory services.

18.2 The SEND Code of Practice and Statutory Framework

Although Pure Joy Adventures is currently a respite and community provision rather than a registered educational setting, we work with reference to the SEND Code of Practice (2015) and the Children and Families Act 2014. We recognise the four broad areas of need described in the Code — communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs — and we understand that many children have needs spanning more than one area.

18.3 Working with Education, Health and Care Plans

Many of the children we support have an Education, Health and Care Plan (EHCP). Where a child has an EHCP, we familiarise ourselves with the outcomes and provision it specifies, align our support with those outcomes so far as our role allows, and contribute to reviews where invited. We are mindful that some children we support may be experiencing gaps in their statutory provision, and we work constructively with families and local authorities in the child's best interests.

18.4 The Graduated Approach

We apply the graduated approach of assess, plan, do, review to the support we provide. We assess each child's needs, plan support around them, deliver that support consistently, and review its impact, adjusting as we learn. This cycle ensures our provision remains responsive and evidence-based rather than fixed.

18.5 The Role of the SEN Lead

The SEN Lead holds responsibility for ensuring that the individual needs of children with SEND are understood and met across the organisation, advising staff on inclusive and individualised practice, overseeing individual profiles and support plans, and liaising with families and external professionals. Staff are able to seek advice from the SEN Lead at any time about how best to support a child.

18.6 Reasonable Adjustments and Accessibility

In line with the Equality Act 2010, we make reasonable adjustments as a matter of course to enable children with SEND to participate fully. These may include adaptations to the environment, communication, activities, staffing, timing, and pace. We anticipate barriers and address them proactively rather than waiting for difficulties to arise.

18.7 Working with Specialist Professionals

We work alongside the range of professionals who may be involved in a child's life, including speech and language therapists, occupational therapists, educational psychologists, paediatricians, and specialist teachers. We seek and follow their guidance where it informs how we support a child, and we share relevant observations with them, always within our information-governance and safeguarding framework.

Chapter 19

Life Skills and Independence

19.1 Purpose

Supporting children and young people to develop life skills and independence is central to the Holistic Development pillar of the Pure Joy Framework. This chapter sets out how our provision helps children build the practical, social, and personal skills that support greater confidence, autonomy, and participation, at a pace and level appropriate to each individual.

19.2 A Strengths-Based Approach

We start from what each child can do and build on it, rather than focusing on what they cannot. Independence is understood broadly and individually — for one child it may mean learning to make a choice between two options, and for another it may mean travelling independently or preparing a simple meal. Every step towards greater autonomy is valued and celebrated.

19.3 Areas of Skill Development

Depending on the child's needs, age, and aspirations, life-skills development may include:

- Communication and self-advocacy — expressing needs, choices, and preferences.
- Self-care and personal care skills, supported sensitively and at the child's pace.
- Practical and domestic skills, such as preparing food or managing belongings.
- Social skills, including turn-taking, friendship, and managing social situations.
- Emotional regulation and self-understanding, drawing on approaches such as the Zones of Regulation.
- Community and travel skills, including using public spaces and, where appropriate, travel training.
- Managing money and making everyday decisions.

19.4 Embedding Skills in Meaningful Activity

Life skills are developed through real, purposeful, and enjoyable activities rather than in the abstract. Everyday routines, community outings, cooking, group projects, and social programmes all provide natural opportunities to build skills in context, which supports genuine learning and generalisation.

19.5 Preparing for Adulthood

For older young people, we are mindful of the four Preparing for Adulthood pathways — employment and further learning, independent living, community inclusion, and health — that shape good transition

planning. We support young people, in partnership with their families and other services, to build the skills and confidence that support a positive move towards adulthood, at a level appropriate to each individual.

19.6 Recording and Celebrating Progress

Progress in life skills and independence is recorded as part of each child's outcomes tracking and shared with families. Achievements, however small they may appear, are recognised and celebrated with the child, reinforcing confidence and motivation.

Chapter 20

Community Inclusion and Social Joy Programmes

20.1 Purpose

Community inclusion sits at the heart of the Joyful Engagement pillar of the Pure Joy Framework. This chapter describes how Pure Joy Adventures creates opportunities for children and young people with SEND to belong to, participate in, and enjoy their community — including through our Social Joy programmes — and how we ensure those opportunities are meaningful, safe, and genuinely inclusive.

20.2 Why Community Inclusion Matters

Children and young people with SEND and complex needs are too often excluded from the social, leisure, and community experiences that others take for granted. This exclusion contributes to isolation for both children and families. We believe that belonging and joyful participation in community life are rights, not privileges, and we design our provision to make them a reality.

20.3 The Social Joy Dates Programme

Social Joy Dates is our structured social outings programme for neurodivergent young people, typically aged 8 to 18, under the Pure Joy Adventures umbrella. The programme offers carefully planned, supported social experiences — outings, shared activities, and community-based events — designed to build friendship, confidence, and a sense of belonging in a safe and welcoming environment. Each outing is matched to the interests and needs of the young people taking part.

20.4 Planning Inclusive Community Experiences

Community activities are planned with the individual needs of participants at their centre, including communication, sensory, medical, and behavioural considerations. We choose and prepare venues and activities to be as accessible and welcoming as possible, brief venues where helpful, and prepare young people in advance so they know what to expect. Group composition is considered thoughtfully to support positive social experiences.

20.5 Safety on Community Activities

All community activities and outings are delivered within the safety framework set out in Chapter 15 (Off-Site Visits, Outings and Adventure Activities), including specific risk assessments, appropriate staffing ratios, consent, and emergency arrangements. Community inclusion and safety are pursued together: careful planning is what makes ambitious, joyful experiences possible.

20.6 Building Belonging

Beyond individual outings, we seek to build lasting connection and belonging — supporting friendships, encouraging participation in ongoing community and faith-based activities where families wish it, and working to change attitudes so that communities become more welcoming of difference. Our aim is not only to bring young people into the community, but to help the community include them well.

Chapter 21

Online Safety and Digital Practice

21.1 Purpose

Digital technology and online activity form part of the way Pure Joy Adventures communicates, engages young people, and delivers some of its work, including online youth ministry activity. This chapter sets out how we keep children and young people safe online and how staff and volunteers are expected to conduct themselves in digital spaces. It complements the safeguarding arrangements in Chapter 5 and the data protection arrangements in Chapter 16.

21.2 Online Safeguarding Risks

Staff and volunteers should be aware of the range of online risks to children and young people, often described in terms of content, contact, conduct, and commerce: exposure to harmful or inappropriate content; unwanted or abusive contact, including grooming; harmful conduct such as cyberbullying or sharing of inappropriate images; and commercial or financial exploitation. Children with SEND may be particularly vulnerable online, and staff remain especially alert to this.

21.3 Safe Communication Online

- All online contact with children and young people takes place through organisational accounts and platforms, never through staff or volunteers' personal accounts.
- Group platforms are set up with appropriate privacy, membership, and moderation controls, and are monitored by a named member of staff.
- One-to-one private online contact between a staff member or volunteer and a child is avoided; communication takes place in monitored group or open settings wherever possible.
- Communication is limited to appropriate times and purposes, and a record is kept where required.
- Any concerning contact, content, or behaviour observed online is reported immediately to the Designated Safeguarding Lead.

21.4 Images and Video

Photographs and video of children and young people are only captured, stored, and shared with appropriate written consent, for agreed purposes, and using organisational devices wherever possible. Images are stored securely in line with the Data Protection Policy and are not held on personal devices or personal accounts. Consent preferences are checked before any image is used, and can be withdrawn at any time.

21.5 Staff and Volunteer Conduct Online

Staff and volunteers maintain professional boundaries online at all times, do not accept or initiate personal social media connections with children or young people, and ensure their own online presence does not bring the organisation into disrepute or compromise their position of trust. The expectations in the Staff Code of Conduct (Chapter 4) apply fully to online conduct.

21.6 Supporting Children to Stay Safe Online

Where appropriate to the activity and the child, we support children and young people to develop their own understanding of staying safe online, in an accessible and age- and stage-appropriate way, and we work with families to promote consistent messages about online safety.

21.7 Responding to Online Concerns

Any online safety concern involving a child is treated as a safeguarding matter and managed under the Safeguarding and Child Protection Policy. Where content may be illegal, it is reported to the appropriate authorities, such as the police or the CEOP (Child Exploitation and Online Protection) command, and is not investigated, shared, or forwarded by staff.

Chapter 22

Staff Recruitment and Induction

22.1 Safer Recruitment

Pure Joy Adventures follows safer recruitment practice to help ensure that only suitable people work with the children and young people in our care. Our recruitment process includes clear role descriptions and person specifications, formal application, verification of identity and right to work, exploration of the full employment history and any gaps, enhanced DBS checks (with children's barred list checks for regulated activity), and the taking up of references that specifically address suitability to work with children.

22.2 Pre-Employment Checks

- Verification of identity and right to work.
- Enhanced DBS check, including children's barred list check for regulated activity.
- At least two satisfactory references, verified and exploring suitability to work with children.
- Verification of relevant qualifications.
- Scrutiny of the full employment history, with any gaps explored.
- Confirmation that the person is not prohibited or disqualified from the relevant work.

No individual commences unsupervised work with children until all required checks are satisfactorily completed and recorded on the single central record.

22.3 The Single Central Record

The organisation maintains a single central record of the recruitment and vetting checks carried out on all staff, volunteers, and, where relevant, trustees and students on placement. The record is kept up to date and is available for inspection.

22.4 Induction

All new staff and volunteers complete a structured induction before starting unsupervised work, covering the organisation's vision and values, the Pure Joy Framework and LOVE Theory, safeguarding, the Staff Code of Conduct, health and safety, relevant policies, their specific role, and the needs of the children they will support. Induction ensures that everyone understands what is expected of them and how to raise concerns from their very first day.

22.5 Probation and Early Support

New staff are supported through their early weeks with closer supervision, opportunities to ask questions, and regular check-ins, so that any development needs are identified and addressed early and so that the member of staff feels confident and well supported in their role.

Chapter 23

Training and Professional Development

23.1 Our Commitment to Training

Pure Joy Adventures is committed to ensuring that all staff and volunteers have the knowledge and skills they need to support children safely and well. Training is a core part of how we uphold the standards in this manual, and no member of staff undertakes a task for which they have not been trained and assessed as competent.

23.2 Mandatory Training

All staff and volunteers complete mandatory training appropriate to their role, which includes, as a minimum, safeguarding and child protection, health and safety, first aid (with paediatric first aid for relevant staff), positive behaviour support, and equality, diversity and inclusion. Mandatory training is refreshed at the required intervals, and completion is tracked against a training matrix.

23.3 Child-Specific Training

Where a child has specific needs — such as epilepsy, other complex medical conditions, the use of emergency medication, intimate care needs, or specialist communication systems — staff supporting that child receive specific training and are assessed as competent before providing that support. This training is provided in partnership with families and, where relevant, health professionals.

23.4 Continuing Professional Development

Beyond mandatory requirements, we support staff to develop their knowledge and skills over time, through training, reflective practice, shared learning, and access to relevant guidance and resources. Development needs are identified through supervision and appraisal and recorded in individual development plans.

23.5 Recording and Monitoring

Training and competency are recorded and monitored so that the organisation can be assured that all staff are appropriately trained and that refreshers are completed on time. Training records form part of the evidence available at inspection.

Chapter 24

Supervision, Appraisal and Staff Wellbeing

24.1 Purpose

Supervision, appraisal, and attention to staff wellbeing give effect to the Reflective Excellence and Continuous Growth pillar of the Pure Joy Framework. They ensure that staff are supported, that practice is reflected upon and improved, and that the emotional demands of the work are recognised and addressed.

24.2 Supervision

All staff and volunteers receive regular, planned supervision, providing a protected space to reflect on practice, discuss individual children, review workload, address concerns, and identify development needs. Supervision is also used to assess practice against the expected standards set out in Chapter 1 and to support staff competency. Records of supervision are kept confidentially.

24.3 Reflective Practice

We promote a culture of reflective practice, in which staff routinely consider what went well, what could be improved, and what they have learned, both individually and together. Reflective discussion following significant incidents or challenging sessions supports both learning and wellbeing.

24.4 Appraisal

Staff take part in regular appraisal, which reviews performance over the preceding period, recognises strengths and achievements, identifies areas for development, and sets objectives for the period ahead. Appraisal is a constructive, two-way process linked to the organisation's values and standards.

24.5 Staff Wellbeing

Supporting children with complex needs can be emotionally demanding, and staff may be affected by secondary or vicarious trauma over time. Pure Joy Adventures takes staff wellbeing seriously, offering emotional support, debrief following difficult sessions, reasonable management of workload, and an open culture in which staff can seek support without stigma. We recognise that well-supported staff are better able to provide consistent, high-quality care.

24.6 Raising Practice Concerns

Supervision and appraisal sit alongside, and never replace, the duty on every member of staff to raise concerns about a child's welfare or about practice promptly and directly, as set out in the Staff Code of Conduct (Chapter 4), the Safeguarding chapter (Chapter 5), and the Whistleblowing chapter (Chapter 27).

Chapter 25

Volunteers and Work Placements

25.1 The Value of Volunteers

Volunteers make a valued contribution to Pure Joy Adventures, bringing time, energy, and skills that enrich the experiences we offer. Volunteers are welcomed and supported as important members of the team, and are held to the same standards of safeguarding and conduct as paid staff.

25.2 Recruitment and Checks

Volunteers are recruited using safer recruitment principles appropriate to their role, including enhanced DBS checks where they will engage in regulated activity, references, and verification of identity. No volunteer undertakes unsupervised regulated activity with children until all required checks are satisfactorily completed and recorded on the single central record.

25.3 Induction, Boundaries and Supervision

Volunteers receive an induction covering safeguarding, the Staff Code of Conduct, health and safety, and their specific role, and are given clear guidance on the boundaries of that role. Volunteers work under the supervision of a designated member of staff, do not carry the same responsibilities as trained staff unless specifically trained and authorised, and know how and to whom to raise any concern.

25.4 Students on Placement

From time to time the organisation may host students on placement. Students are subject to the same vetting, induction, supervision, and conduct requirements as volunteers, are supervised at all times by an appropriate member of staff, and are supported to learn while ensuring that the safety and interests of children remain the priority.

25.5 Support and Recognition

Volunteers and students are supported throughout their time with the organisation, offered opportunities to develop, and their contribution is recognised and valued. The same duty to safeguard children and to raise concerns applies to them as to all members of the team.

Chapter 26

Complaints, Compliments and Feedback

26.1 Our Approach

Pure Joy Adventures welcomes feedback of all kinds and regards complaints as a valuable opportunity to learn and improve. We are committed to handling concerns and complaints openly, fairly, promptly, and without any detriment to the child or family involved. This chapter provides an overview; the full detail is set out in our standalone Complaints Policy and Procedure.

26.2 Raising a Concern Informally

Many concerns can be resolved quickly and informally by raising them directly with a member of staff or the Operational Manager. We encourage families to raise concerns as soon as they arise, and we aim to resolve them swiftly and to the family's satisfaction wherever possible.

26.3 Making a Formal Complaint

Where a concern cannot be resolved informally, or where a family prefers, a formal complaint may be made. Formal complaints are acknowledged promptly, investigated fairly and thoroughly by an appropriate person, and responded to in writing within the timescales set out in our Complaints Policy. The family is kept informed throughout.

26.4 Escalation

If a complainant remains dissatisfied following the organisation's response, the complaint may be escalated to the organisation's leadership for review. Where relevant, complainants are also informed of their right to raise concerns with external bodies, such as the local authority, the relevant regulator (once the organisation is registered), or the Local Authority Designated Officer where the concern relates to the conduct of a member of staff towards a child.

26.5 Safeguarding Concerns

Any complaint or concern that indicates a child may be at risk of harm is treated as a safeguarding matter and dealt with immediately under the Safeguarding and Child Protection Policy, rather than solely through the complaints process.

26.6 Compliments and Feedback

We also welcome compliments and positive feedback, which we share with staff and volunteers, and we actively seek the views of children, families, and partners through everyday conversation and more structured feedback. The views of children and young people themselves, gathered in accessible ways, are especially valued.

26.7 Learning from Feedback

All complaints, compliments, and feedback are recorded and reviewed to identify themes and opportunities for improvement. Lessons learned are used to strengthen practice, policies, and training, and outcomes are fed back into the organisation's quality assurance arrangements.

Chapter 27

Whistleblowing

27.1 Purpose

Pure Joy Adventures is committed to the highest standards of openness, integrity, and accountability. Whistleblowing is the raising of a concern about wrongdoing, malpractice, or risk — particularly anything that may harm a child — within the organisation. This chapter sets out how any member of staff, volunteer, trustee, or student can raise such a concern and the protection available to them when they do.

27.2 What Should Be Raised

Concerns that should be raised include, but are not limited to, risks to the safety or welfare of a child, unsafe practice, breaches of safeguarding requirements, criminal activity, failure to comply with legal or regulatory obligations, and the deliberate concealment of any of these. A whistleblower does not need to have proof; a genuine, reasonable concern is enough.

27.3 A Culture Free from Blame

Consistent with our organisational culture (Chapter 1), hierarchy never overrides safeguarding responsibility. Any member of staff may raise a concern regardless of their role or length of service, including about decisions made by managers, and mistakes and near misses can be reported without fear of blame so that they can be learned from.

27.4 How to Raise a Concern

- In the first instance, concerns may be raised with a manager or the Operational Manager.
- Concerns about a child's safety are raised with the Designated Safeguarding Lead (or Deputy) on the same day, in line with Chapter 5.
- Where the concern relates to the manager, the DSL, or senior leadership, it may be raised directly with the organisation's leadership or with an appropriate external body.
- External routes include the Local Authority Designated Officer (LADO) for concerns about an adult who works with children, the relevant regulator, the NSPCC whistleblowing advice line, and, where relevant, the police.

27.5 Protection for Whistleblowers

No member of staff, volunteer, trustee, or student who raises a genuine concern in good faith will suffer any detriment, victimisation, or disadvantage as a result, even if the concern turns out to be mistaken.

Whistleblowers are afforded protection consistent with the Public Interest Disclosure Act 1998.

Victimisation of a whistleblower is treated as a serious disciplinary matter.

27.6 How Concerns Are Handled

All concerns raised are taken seriously, recorded, and handled promptly and fairly. The whistleblower is kept informed so far as is appropriate, and any concern indicating a risk to a child is dealt with immediately under the Safeguarding and Child Protection Policy. Learning from concerns is fed into the organisation's quality assurance arrangements (Chapter 29).

Chapter 28

Information Governance and Data Protection (GDPR)

28.1 Our Commitment

Pure Joy Adventures handles sensitive personal information about children, young people, families, staff, and volunteers, and is committed to protecting that information and using it lawfully, fairly, and transparently. We comply with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. This chapter provides an overview; the full detail is contained in our standalone Data Protection Policy.

28.2 Data Protection Principles

We handle personal data in line with the data protection principles, ensuring it is processed lawfully and fairly; collected for specified, explicit, and legitimate purposes; adequate, relevant, and limited to what is necessary; accurate and kept up to date; kept no longer than necessary; and processed securely.

28.3 Lawful Basis and Special Category Data

Much of the information we hold, including data about health, disability, and needs, is special category data requiring additional protection. We identify an appropriate lawful basis, and an additional condition for special category data, for each type of processing, and we are transparent with families about how their and their children's data is used.

28.4 Confidentiality

Information about children and families is treated as confidential and shared only on a need-to-know basis. Staff and volunteers must not discuss or disclose personal information outside the requirements of their role. Confidentiality is never, however, a barrier to sharing information where a child may be at risk of harm; safeguarding takes precedence, and information is shared promptly and proportionately with the relevant agencies where a child's welfare requires it.

28.5 Information Sharing

We share information with partners such as schools, local authorities, and health professionals where it is lawful, necessary, and in the interests of the child, and in line with our Data Protection Policy and information-sharing agreements. Information sharing decisions are recorded, with reasons.

28.6 Record-Keeping

Accurate, contemporaneous, and factual records are kept of the support provided to children, including individual plans, session records, incidents, safeguarding concerns, and medication. Records are written professionally, distinguishing fact from opinion, and are retained for the periods set out in our retention schedule. Safeguarding records are kept separately and securely.

28.7 Data Security

- Electronic records are held on secure, access-controlled systems, protected by strong passwords and, where appropriate, encryption.
- Paper records are stored in locked cabinets in secure areas.
- Access to personal data is restricted to those who need it for their role.
- Data breaches are reported internally without delay and, where required, to the Information Commissioner's Office within statutory timescales.
- Photographs and videos are taken, stored, and used only with appropriate consent and on organisational devices wherever possible.

28.8 Individual Rights

We respect the rights of individuals under data protection law, including the right to be informed and the right of access to their personal data. Requests to exercise these rights are handled in line with our Data Protection Policy and within statutory timescales.

Chapter 29

Quality Assurance and Continuous Improvement

29.1 Our Commitment to Quality

Pure Joy Adventures is committed to providing a high-quality service and to continuously improving what we do. Quality assurance is the framework through which we check that our practice meets our own standards and those expected of us, identify where we can do better, and act on what we learn. Our aim is to be a reflective, learning organisation that never becomes complacent about the safety and wellbeing of the children we serve.

29.2 How We Monitor Quality

- Regular review of safeguarding, incidents, accidents, and complaints to identify patterns and lessons.
- Observation of practice and supervision of staff and volunteers.
- Review of individual plans and outcomes for children.
- Feedback from children, families, staff, and partners.
- Audits of records, risk assessments, medication, and health and safety.
- Self-evaluation against relevant standards and, in future, regulatory frameworks.

29.3 Listening to Children and Families

The experiences and views of children and their families are central to our understanding of quality. We gather the views of children in accessible, individualised ways appropriate to their communication, and we actively seek families' feedback. What children and families tell us directly shapes how we develop and improve our provision.

29.4 Self-Evaluation

Pure Joy Adventures maintains an honest, evidence-based view of its own strengths and areas for development through regular self-evaluation. This considers the safety, quality, and impact of our provision and the effectiveness of our leadership and management, and informs our improvement planning. As we move towards registration, our self-evaluation will be aligned with the relevant inspection frameworks.

29.5 Improvement Planning

Areas for development identified through quality assurance are captured in an improvement plan, with clear actions, responsibilities, and timescales. Progress against the plan is monitored by leadership, and completed actions are checked for their impact rather than simply marked as done.

29.6 Policy and Document Review

This manual, and the organisation's policies, are living documents. They are reviewed at least annually, and sooner in response to changes in legislation, statutory guidance, learning from incidents, or feedback. Version control is maintained so that everyone is working from the current version, and significant changes are communicated to staff and volunteers.

29.7 A Culture of Continuous Improvement

Above all, we seek to embed a culture in which every member of the team feels responsible for quality, feels able to raise concerns and suggest improvements, and understands that getting better is a continuous, shared endeavour. It is this culture, as much as any system, that safeguards the children we serve and keeps Pure Joy Adventures true to its founding vision of safety, dignity, and joy.

Chapter 30

Business Continuity and Emergency Planning

30.1 Purpose

This chapter sets out how Pure Joy Adventures prepares for, responds to, and recovers from events that could disrupt its ability to deliver safe services. Effective business continuity planning protects children, families, and staff, and helps the organisation maintain or quickly restore its services following a disruption.

30.2 Types of Disruption

The organisation plans for a range of potential disruptions, including:

- Loss of access to premises (for example, due to fire, flood, or utility failure).
- Serious incident or emergency during a session or outing.
- Significant staff shortage or loss of a key person.
- Failure of IT systems or loss of data.
- Public health emergencies affecting the ability to operate safely.
- Severe weather or transport disruption.

30.3 Maintaining Safety During Disruption

In any disruption, the immediate safety and welfare of children is the first priority. Staff follow the relevant emergency procedures (see Chapter 14), account for all children, contact families as needed, and do not continue an activity that cannot be delivered safely. Where a session must end early or be cancelled, families are informed as quickly as possible and safe handover of every child is ensured.

30.4 Continuity Arrangements

- Key information, including emergency contacts and individual plans, is accessible to authorised staff even if primary systems are unavailable.
- Alternative venue and staffing arrangements are considered as part of planning.
- Data is backed up securely to enable recovery in the event of IT failure or data loss.
- Cover arrangements are maintained for key roles, including the Designated Safeguarding Lead.
- Insurance is maintained at an appropriate level for the organisation's activities.

30.5 Communication in an Emergency

The organisation maintains clear arrangements for communicating with families, staff, partners, and, where relevant, authorities during and after a significant disruption or emergency, ensuring that messages are timely, accurate, and appropriate. A designated leader coordinates communication to avoid confusion.

30.6 Recovery and Learning

Following any significant disruption, the organisation reviews its response, supports affected children, families, and staff, and identifies improvements to its plans. Business continuity arrangements are reviewed at least annually and after any event that tests them, and lessons learned are incorporated into future planning.

Appendices

Forms and Templates

The following templates are provided as standard forms for use across Pure Joy Adventures. They may be reproduced and adapted as required, provided the core information fields are retained. Completed forms should be stored securely and confidentially in line with the Data Protection Policy.

Appendix A – Incident / Accident Report Form

Field	Details
Date and time of incident	
Location	
Child(ren) involved	
Staff / volunteers present	
Description of what happened	
Any injuries sustained	
First aid / action taken	
Emergency services called?	
Parent / carer informed (name, time, by whom)	
Reported to (DSL / manager / other)	
RIDDOR reportable? (Y/N)	
Follow-up actions required	
Completed by (name, role, signature)	
Date completed	

Appendix B – Risk Assessment Template

Activity / venue / individual assessed: _____ Date: _____

Assessed by: _____

Hazard identified	Who is at risk & how	Control measures in place	Risk level (L/M/H)	Further action
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Review date: _____ Reviewed by: _____

Appendix C – Medication Administration Record

Child's name: _____ Medication: _____

Prescribed dose: _____

Date	Time	Medication	Dose	Administered by	Witness / notes
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Appendix D – Off-Site Outing Consent Form

Field	Details
Child's name	
Outing / activity	
Date and times	
Destination	
Transport arrangements	
Emergency contact name and number	
Medical needs / medication for the day	
Dietary needs / allergies	
Specific considerations for this outing	
I consent to my child taking part (parent/carer signature)	
Date	

Appendix E – Policy and Document Control Register

Policy / document	Version	Last reviewed	Next review due	Owner
Safeguarding & Child Protection Policy				
Health & Safety Policy				
Data Protection Policy				
Positive Behaviour Support Policy				
Physical Interventions Policy				
Medical Conditions Policy				
Intimate & Personal Care Policy				
Equality, Diversity & Inclusion Policy				
Complaints Policy				
This Operations Manual (Vol. 2)	1.0			

Document Control

Field	Detail
Document title	Professional Operations Manual, Volume 2
Version	1.0
Author	Rev. Camille Thelwell
Status	Controlled Document
Review cycle	Annual, or sooner following legislative changes
Next review due	

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