

Discovering our strengths



Coaching community and support



Graduation Celebrations!



Coaching Session Successes!



Into The wild adventures



World of work discovery



Welcome to the programme!



Say Cheese!

Welcome to the team!

Volunteer Induction Pack

YES
FUTURES

Welcome!

We are extremely excited for you to join the dedicated and talented team at Yes Futures

Your main point of contact throughout the programme will be your Programme Manager. They are responsible for managing the day-to-day running of the programme and will be present at all coaching sessions and trips.

Should you have any questions, or need any support throughout the programme, please don't hesitate to contact your Programme Manager (you will be provided with their contact details before the start of the programme).

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what a team!



Team work makes the dream work!

About Yes Futures

Yes Futures is a multi-award winning charity, established in 2012. Our successful programmes have made a proven difference to the lives of over 3,000 young people, and we are rapidly expanding to more schools across the country.

Our vision is a future where all young people are confident, resilient, and lead fulfilling lives.

We are achieving this vision through our award-winning personal development programmes, which empower 8-16 year-olds to fulfil their potential. Our **Finding Futures** programme (for primary school students) and **Rising Futures** programme (for secondary school students) focus on building four essential skills: **Confidence, Resilience, Communication and Self-Awareness.**

All Yes Futures programmes are based on our unique Yes Futures Curriculum, composed of four key areas: Personalised Coaching, Into The Wild, World of Work and Self Coaching (see 'What happens during the programme?'). You can read more about our Theory of Change and impact later in this document.

Your role as a Yes Futures Coach

As a Coach, you are integral to the success of the students on the programme. By working with the same students throughout, you really get to build a relationship with them and see their progress.

As such, your commitment and attendance at all sessions is crucial. In exceptional circumstances, if you are unable to make a session, please notify your Programme Manager as soon as possible.

Please refer to your Role Descriptions as either an Impact Coach or a One-to-One Coach for more information about your responsibilities over the course of the programme.



What happens during the programme?

Our **Finding Futures** (primary) and **Rising Futures** (secondary) programmes are run slightly differently but have the same core elements.

You will soon receive a detailed timetable with dates specific to your school(s).



WELCOME SESSION

An informative session for students and parents to introduce them to the programme and the Yes Futures team.



COACHING SESSIONS

Four coaching sessions over six-months of the programme, helping students to use the Talent Toolboxes to document their experiences and skills they are developing during the programme. The Talent Toolbox targets four key talents: Confidence, Communication, Resilience and Self Awareness.



INTO THE WILD

A day trip for students to step outside of their comfort zone, and come together with other school cohorts on this action-packed day of physical and mental scenario-based challenges.



WORLD OF WORK

Exploring different career options through valuable, first-hand experience. Students develop their aspirations by visiting a dynamic workplace, meeting professionals and learning about a variety of jobs.



GRADUATION CELEBRATION

An opportunity for students to showcase the skills and achievements they have developed through the programme. Students are presented with a certificate in front of an audience of proud parents, teachers and peers.



SELF COACHING

Students begin their self-coaching journey, taking responsibility for setting goals for themselves for the next five months.



FORWARD TO THE FUTURE WORKSHOP

Run five months after the Graduation Celebration, the Programme Manager team check in with students' progress. Students reflect on their development since the programme and share their next steps for the future.

Coach Checklist

Please use the **Coach Checklists** below to help you prepare for each session and take note of the actions expected of you.

If you have any questions, please contact your **Programme Manager** who will be happy to help.

Pre-programme:

Before the programme starts, Coaches should:

- Ensure you have completed the Yes Futures Onboarding process including:
 - Applied for an Enhanced DBS Check via our Ucheck system (Both personal information and ID check sections)
 - Supplied details for two appropriate references (See [Guidelines on Personal References](#))
 - Completed and returned Your Coaching Declaration (supplied after Yes Futures Coach Training)
 - Impact Coaches only: provide a photograph for your Yes Futures ID card
- Confirm with your Programme Manager that you are available for all session days and are comfortable with all the arrangements.

Optional

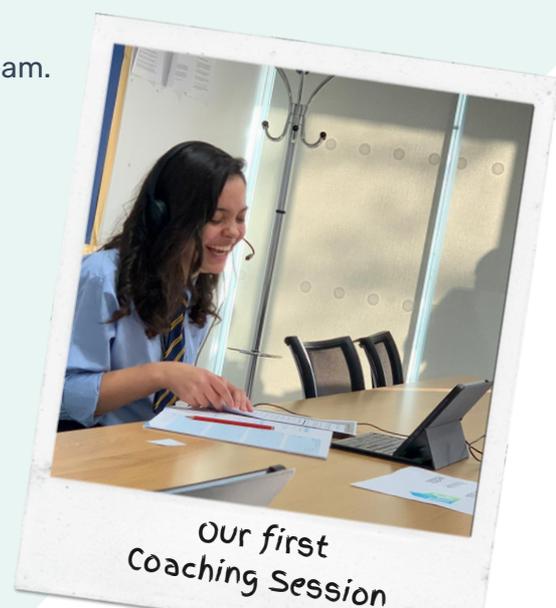
- Write about us on social media! Find us on:
 - Facebook – [Yes Futures](#)
 - Instagram – [yes_futures](#)
 - LinkedIn – [Yes Futures](#)
 - X (Twitter) – [@YESfutures](#)
- Think about your own personal goal(s) that you may like to work towards throughout the programme. You will be able to discuss these with your Programme Manager at optional Midpoint and/or Endpoint One to Ones.

Before each Coaching session:

- Read the email and session plan overview provided by your Programme Manager.
- Ensure you have the Zoom link for your Coaching session ready.
- Be ready for your online briefing (approx. 20 minutes) with your Coaching team.

After each Coaching session:

- Complete your Coaching session notes on the Coach Records spreadsheet that would have been shared with you.
- Participate in the reflective debrief (approx. 30 mins) with your team.



Our first
Coaching Session

Support throughout the programme

Your **Programme Manager** should be your first point of contact if you have any problems or issues. We encourage you to stay in touch with your Coaching team and communicate regularly to promote teamwork and collaboration.

You can also contact our **Community Manager** for support at volunteering@yesfutures.org

Additionally, should you need to contact our head office please find the contact details below:

Telephone: 020 8144 4393

Email: info@yesfutures.org

Address: Yes Futures, 3Space International House, Canterbury Crescent, Brixton, London SW9 7QD

Please ALWAYS ask if you need help or additional support.

Yes Futures Coach Training

Yes Futures believes strongly in investing in its team members, whether paid or voluntary. You will be given training when you begin your Coaching role which will include an orientation of your role and an introduction to the Yes Futures policies and procedures that are relevant to you.

Your Programme Manager will give you direction and guidance to help you settle into your role. You will receive ongoing support and feedback from them.

A few weeks before your first session you will be invited to an online Coach 'Meet & Greet' Session hosted by your Programme Manager. This is where you will get to meet the rest of the coaching team from your allocated school and your Programme Manager will share with you further information about the logistics of the upcoming programme.

Working environment

One-to-One Coaching sessions will be delivered by Coaches remotely via Zoom.

Impact Coaches will be required to come into school and attend all sessions and day trips in-person.

We encourage you to stay in touch via your Coaching team's WhatsApp group and the online Coaching team briefings to promote strong teamwork and collaboration.

Benefits to you

Yes Futures is a small and rapidly growing charity. By joining us at this critical stage in our development you will have a significant impact on our growth and future success. Please refer to your role description for details on how volunteering with Yes Futures can benefit you.

Role Descriptions: [Impact Coach](#) and [One-to-One Coach](#)

Support structure

Our award-winning programme provides Yes Futures Coaches with full training and ongoing support, enabling you to thrive and develop your coaching skills in a collaborative environment.

As a Yes Futures Coach, you will support your students to set goals, achieve new successes and ultimately learn how to self-coach, so that they are able to continue to practise self-reflection and personal development in the future. As well as having a tangible, life-long impact on a group of young people, being a Yes Futures Coach will enable you to develop a range of key skills, which will benefit you personally and professionally.

We see our programmes as a unique and hugely valuable opportunity for volunteer Coaches to gain practical coaching experience, whilst being supported by a dedicated Programme Manager throughout. There will be a variety of opportunities to gain support and feedback. These opportunities include: Coaching day - team briefing and debriefing sessions, coach shadowing opportunities; and optional online Midpoint and/or Endpoint One to Ones.

1

Introduction to the Coach Development Plan:

At your 'Coach Meet & Greet' session your Programme Manager will introduce you to this process and how it will work for you in more detail.

2

Briefing and Debrief Sessions:

At the start of each coaching day your Programme Manager will go through the session plan and share some top tips. There will be time in the briefing for you to ask any questions you may have. At the end of each coaching day you will join your Programme Manager along with the rest of your coaching team in the online debriefing session. This is where you will share feedback from your coaching sessions from that day along with the opportunity to both give and receive further support.

3

Set your personal goal: *Optional*

Before the first Coaching session, we recommend that you set your own personal development goal(s) for the programme. Please make a note of your goal as you may like to discuss your progress with your Programme Manager at the midpoint/endpoint one to one opportunities.

4

Ongoing development of Coaching skills: Coach Shadowing

At the Coaching sessions, there will be opportunities for your Programme Manager to observe your conversations with students on an informal basis. They will provide you with continued support to help you develop your skills so that you can provide the best possible experience to your students. We also arrange opportunities throughout the programme for 'Coach Shadowing', as another opportunity to both witness and share good practice.

5

Review your progress: *Optional Midpoint and Endpoint One to Ones*

At the midpoint of the programme, you will have the chance to have a One to One online call with your Programme Manager to discuss your general reflections on the programme so far and discuss how your Programme Manager can support you further. You may also like to discuss your progress towards the goal(s) you have set yourself. After the final session, you will also have the chance to have a One to One online call with your Programme Manager to review your goals and discuss next steps for your coaching development.



Disadvantaged young people are facing more barriers than ever to achieving their potential

-  The Covid pandemic has deprived young people of years of social and educational development
-  Young people aren't prepared for the world of work and not all employers know how to get the best out of them when they enter it
-  Stretched schools and youth services are unable to provide every young person with all the time and support they need

-  The cost of living crisis is draining young people and their families of precious income, time, energy and a sense of security
-  Declining wellbeing and anxiety about the future are exacerbated by social media and an increasingly uncertain world

Without the critical life skills and support they need to overcome these barriers, disadvantaged young people fail to achieve their potential.

Education and the world of work need greater insight and resource to create empowering environments where all young people can thrive.



We coach young people to grow their talents in confidence, communication, resilience and self-awareness, so they can identify their aspirations and take steps towards achieving them.

We forge connections between schools, young people and the world of work, so together they can build pathways to the workplaces of the future where everyone can thrive.



We build evidence and use it to empower schools and teachers to prioritise the development of critical skills in classrooms of the future.



Our Goal
Every child believes in themselves and fulfills their potential, in a world where their voices are heard and their needs are met.



The Talent Toolbox

Our award-winning Talent Toolbox provides a structured approach to the development of soft skills and allows you to accurately measure and monitor students.

Students use the Talent Toolbox to create personalised targets and drive their own development. It helps students to familiarise themselves with the type of language they will need to talk about their skills in future university and job applications. Through using the Talent Toolbox, students become excellent self-reflectors, often achieving above and beyond their expectations.

Our approach is endorsed by Project Oracle who named us winners of their 'Evidence Competition' in 2015:

"A rare and genuinely innovative approach to measurement"

Project Oracle (Leading Youth Evidence Organisation)



What does the Talent Toolbox measure?

The tool measures four key areas: **Confidence, Resilience, Communication and Self-Awareness**. All assessments are evidence-based. This approach avoids biases and ensures reliable, comprehensive data. Our unique approach was developed through a wealth of primary and secondary research, in consultation with leading organisations in this field: Teach First, Project Oracle and the Centre for Youth Impact.

It has been praised by teachers and impact measurement experts for being rigorous, innovative, and impactful as it places students at the heart of the measurement process.

The Talent Toolbox is used to structure conversations during your coaching sessions. We will discuss the Talent Toolbox and its uses in more detail on the Yes Futures Coach Training sessions.



Our Impact

Why is measuring impact important?

Measuring Impact is at the core of Yes Futures' purpose and values.

We continually use our data to learn, refine programme delivery, and to improve outcomes for the young people with whom we work.

Our impact data enables us to:

- Produce detailed, school-specific Impact Reports outlining students' progress throughout the programme. These are shared with Teachers, Parents and Students, supporting students to continue their development after the programme.
- Monitor students' progress throughout the programme and ensure the programme is meeting their needs.
- Understand the impact of our programmes and refine our delivery model to have maximum impact.
- Collate impact data across our cohorts to draw conclusions about our impact which we can share with wider stakeholders.

Your role in measuring impact

As a One-to-One Coach, you have an integral role in our Impact Measurement:

- Supporting students to complete their Talent Scorecards accurately, ensuring they have a good understanding of the questions asked.
- Providing regular feedback on students in Coach Records, highlighting students' breakthrough moments, any areas of concern and their engagement in Coaching.
- Yes Futures Head Office will send out surveys asking your feedback on the programme. Your honest, constructive feedback is crucial in enabling us to continually improve our programmes.
- Yes Futures is an open and flexible organisation, operating with the belief that every member of the team has a role to play in our development. As such, we appreciate your feedback at any point throughout the programme.

Our approach to measuring impact

We use a range of methods to evaluate outcomes: our award-winning Talent Toolbox, questionnaires designed internally to measure specific skills and qualities, and qualitative observations of students' progress.

Much of our data is self-reported and relates to students' perception of their progress throughout the Yes Futures programme. This is critical to our approach since our programmes aim to improve students' reflection skills and enable them to recognise their strengths and areas for development. In order to add robustness to these results, we also ask parents and teachers to report on the changes they have seen in students throughout the programme.

Our impact measurement spans across three areas:

- Students' progress in our four key Talent areas
- Students' experience on the Yes Futures programme
- Changes to students' attitudinal views

Students' progress in our four key Talent areas

- Students use their Talent Toolbox to measure progress in the development of four key skills: **Confidence, Resilience, Communication and Self-Awareness**. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an evidence-based approach to self-evaluation. Students complete this at the beginning, middle and end of the programme.
- Parents/carers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their child's development of the four Talents.
- Teachers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their students' development of the four Talents.
- Coaches give observational feedback on students' progress in the four Talent areas throughout the programme.

Students' experiences on the Yes Futures programme

- Students complete a pre- and post-programme questionnaire, responding to a series of statements with either strongly agree, agree, neutral, disagree or strongly disagree.
- These statements give an indication of students' enjoyment of the programme and its role in preparing them for the future.

Changes in students' attitudinal views

- The pre- and post-programme questionnaires also ask students to respond to a series of questions which give more information about attitudinal dispositions, such as perceived levels of motivation and achievement.
- Coaches also give observational feedback on students' progress in these areas through the programme.

Throughout the programme, we expect students to become more aware of their strengths and weaknesses and this improved judgement in itself is a key outcome of the programme. This means that students are likely to become more critical and reflective of themselves towards the end of the programme than at the start.

As with all approaches to impact measurement, there are limitations in our ability to counteract bias and we sometimes find that the comparison of students' judgements at the beginning and end of the programme is not reflective of the progress they have made, because of their improved self-awareness.

We use a range of measurement methods, including triangulation of students' self-evidenced responses with responses from teachers and parents, as a way to reduce bias.

You can find our latest [impact data](#) on our website.



Volunteer Coach - Key Expectations

Key expectations of your role

- Proactively support young people through one-to-one coaching and/or group activities.
- Help students to set achievement goals and work towards accomplishing them.
- Be committed to supporting your students and attending all aspects of the programme.
- Put the needs of your students first.
- Serve as a positive, professional adult role model.
- Build self-esteem and motivation in all young people and adults that you work with.
- Build a positive relationship with your coaching team by planning and participating in programme activities together.
- Uphold the Positive IMPACT values of Yes Futures by representing the organisation positively and ensuring that your behaviour falls in line with our values at all times

Code of Conduct

Coaches must:

- Dress appropriately, even if coaching remotely.
- Set appropriate boundaries and behavioural expectations and maintain the same professional standards whether coaching in school or remotely.
- Never make inappropriate jokes or comments.
- Correspond professionally in tone and content.
- Never conduct an online session with only one student if the Programme Manager or an Impact Coach is not in the room with the students.
- Never contact students outside of the scheduled Yes Futures sessions.
- Never share their Zoom meeting link (if applicable) with another person outside Yes Futures.
- Send any additional resources (e.g. that they want to recommend to students) first to the Programme Manager to check the suitability.
- Fill in the online 'Coach Record' to report on progress and any areas of concerns after every session.
- Report immediately and confidentially any concerns about the safety, welfare and well-being of students to the Programme Manager. Any such concerns should be dealt with as per our Safeguarding and [Child Protection policy](#).
- Follow the social media guidance below

If Coaching remotely:

- Ensure that they are in a confidential space where they cannot be heard and make sure that there is never a possibility of another person having access to the screen.
- Ensure that their personal email address, or other personal information, is not visible when coaching online.
- Ensure their video background is neutral and does not share any personal information (this may mean removing photos from walls or changing location to a neutral background in a quiet area of your home).
- Attend the briefing and debriefing sessions with the Programme Manager within the times identified on the Coaching timetable.
- Conduct the coaching session within the times identified on the coaching timetable.

If Coaching in person and/or supporting trip days:

- Bring your DBS certificate to the school reception
- Wear the Yes Futures lanyard you have been issued

Supporting us through social media

We love seeing your posts on social media about your Coaching sessions and experiences of the programmes. But there are some Do's and Don'ts to ensure the safety of our students.

The Do's

Like, share and comment on any photos we post from Yes Futures social media accounts.

Engage with us! If you've had a great coaching session - tag us and let us know!

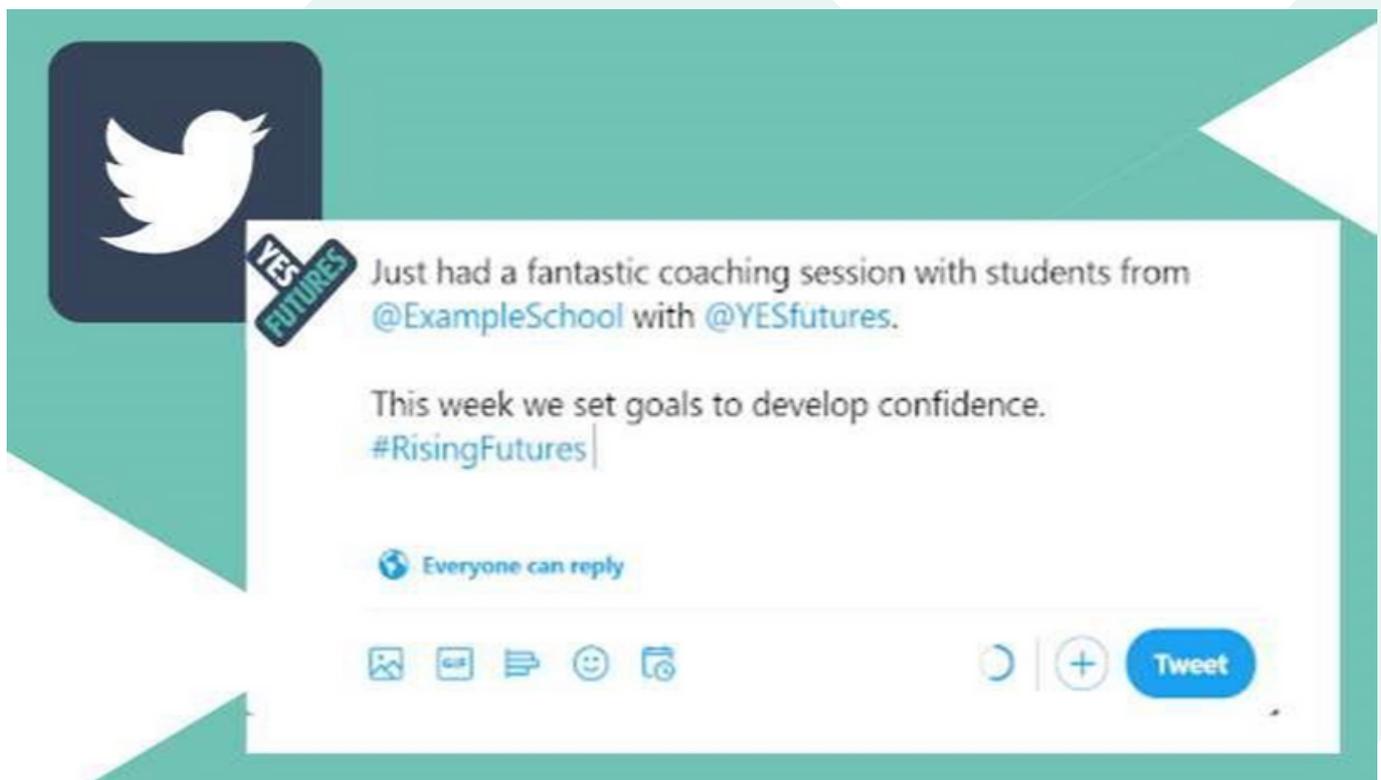
The Don'ts

Share any photos you have taken of students on your personal accounts.

Only Yes Futures has permission to share photos of the students.

Share private information about students online.

Here's an example of what can be posted on social media -



Yes Futures' policies

If you would like to be able to access the full versions of these policies, please contact Tracy, our Finance and Administrative Officer (tracy@yesfutures.org). A summary of the important areas is given below:

Expenses

Yes Futures offers to reimburse you for reasonable travel costs (up to £70) if you are required to travel to and from a venue to carry out your role. We expect you to use the cheapest form of transport appropriate for you. If this is by car, we cover mileage up to 45p/mile. We expect you to work out a mileage cost that is appropriate to your vehicle and submit a Google Map image of your journey route.

You should not be left out of pocket through supporting the work of Yes Futures. Please notify your Programme Manager if you are incurring other expenses not stated above.

Yes Futures is a registered charity, therefore we need to account for all expenditures and keep costs to a minimum. Claims must be made within one month of the expense using an Expenses Form which can be obtained by emailing finance@yesfutures.org. Receipts, tickets and/or your Oyster/Contactless statement must be provided as proof of expense in order to be reimbursed. We aim to reimburse all expense claims within one month. If you are finding that you need your expense claim processed more quickly than this, please contact finance@yesfutures.org.

Expenses are to be emailed to finance@yesfutures.org. Please ensure you have signed (electronically is fine) and dated the expense form before sending having attached all relevant receipts etc.

Insurance

Yes Futures has Employer Liability and Public Liability insurance to cover you while you undertake any work with us. Our insurance does not cover you for driving while working for us.

Health and Safety

Yes Futures' duty to its team members and beneficiaries is to provide a safe and healthy environment in which to work/volunteer and to provide appropriate training and support for you to fulfil your role safely. In return, your duty is to ensure that your actions do not jeopardise your own safety or that of others, and if working on a site (e.g. at a school or partner organisation), to report anything that is unsafe to your supervisor or the person responsible for health and safety if it is not appropriate to resolve it yourself.

In the event of an accident, injury or incident, whilst working on site at a Yes Futures session (e.g. at a school or partner organisation), you should inform your supervisor who will take you through the correct procedures and paperwork.

We prohibit and discourage the use of drugs, alcohol, and firearms. Coaches and students are prohibited from using drugs or alcohol or possessing firearms while engaged in the Yes Futures programmes. Any suspected violations should be reported to your Programme Manager.

Complaints

Yes Futures aims to treat everyone fairly, objectively and consistently. Most difficulties that arise can be resolved between colleagues swiftly and effectively.

The Programme Manager is responsible for helping you to solve any problems that you have and resolving your complaints and is also responsible for dealing with any issues relating to your conduct. If the above route is exhausted or not suitable, please submit your complaint in writing to the Chief Executive of Yes Futures, Sarah Sewell who can be reached on sarah@yesfutures.org

Equal Opportunities

Yes Futures is committed to treating all team members, beneficiaries and stakeholders fairly. No person will receive more or less favourable treatment on the grounds of race, colour, religion, nationality, ethnic origin, gender, sexuality, disability, marital status or age.

Whilst in your Coaching role, we expect you to demonstrate a respect for diversity and uphold the Equal Opportunities Policy.

Yes Futures recruits team members based on merit and their suitability to do the specified task, subject to its needs and the specific location.

Disaster Recovery Plan

In the event of a serious accident or any other significant incident of any nature that may occur at a Yes Futures session or event that Yes Futures team members/participants attend, it is possible that media interest may follow. If you are approached by the media, the public or professional bodies seeking information or quotes regarding the incident, all members of paid and voluntary staff are directed to very clearly state that they have no comment to make to all questions and that all queries should be directed to the Head of Operations, Brandon Charleston or Chief Executive, Sarah Sewell.

Failure to adhere to this process could seriously jeopardise Yes Futures' public reputation and is, therefore, a breach of this could be considered a disciplinary matter.

Confidentiality

You must maintain confidentiality during your time with Yes Futures. By volunteering with us you agree not to use or disclose to any person and confidential information concerning:

- the business of Yes Futures and which comes to your knowledge during the course of or in connection with your role.
- the business of any young person, client, agent, supplier or distributor having dealings with Yes Futures and which is obtained either directly or indirectly in circumstances subject to a duty of confidentiality.

This shall not apply to information which:

- is used or disclosed in the proper performance of your duties or with the consent of Yes Futures.
- is ordered to be disclosed by a court of competent jurisdiction or otherwise required to be disclosed by law; or
- comes into the public domain (otherwise than due to a default by you).

Two important elements of a coaching relationship are trust and respect. During the programme, the student may, at times, confide personal and/or sensitive information about themselves and/or their environment for which they may request confidentiality. may, at times, confide personal and/or sensitive information about themselves and/or their environment for which they may request confidentiality.

You must not ever promise confidentiality in such situations. Should you come across information which may compromise the student's health or safety in any way, or the health and safety of others in any way, it is your responsibility and requirement to make this known to Yes Futures immediately.

Safeguarding and Child Protection

Please read our [Safeguarding and Child Protection](#) policy for full details of our procedures.

1

DBS Checks:

As a Coach you will be in direct contact with young people and will come into contact with sensitive information about young people. For this reason, all our team members are required to undergo an Enhanced DBS Checks.

2

Social networking:

For your own protection and that of the young people you work with, please do not communicate with Yes Futures' young people on any social networking sites or accept friend requests or communication from them, unless it is publicly open communication on the official Yes Futures social media sites.

3

Further communication:

Any communication with students beyond the planned programme should be discussed and agreed in advance with Yes Futures and signed off by the student's Headteacher and/or parent/guardian. Any unconfirmed meetings or communications between the Coach and student are not permitted. If they occur, this is not the responsibility of Yes Futures.

4

Dress code:

Remember that you are a role model for your students, and for many of them you will be a key adult figure in their lives. Your choice of clothing and appearance whilst engaging with students, either in person or during an online Coaching session, must not be construed as unprofessional, offensive, inappropriate to a younger audience, or overly promoting of an external product, service, religion, philosophy or brand.

Safeguarding - Information & Tips for Coaches

All staff and volunteers have a responsibility to safeguard young people from harm and abuse. This means following procedures to protect them and report any concerns about their welfare to appropriate senior members of staff.

When coaching a young person, a safeguarding concern may present itself through appearance, behaviour, belongings (or lack of), or things they say. Each school has a robust safeguarding policy and procedure, and know their students very well, so the likelihood of any concern coming up is rare. However, as the coaching relationship is unique from a student's normal school life, and is in a one-to-one personal setting, this may be an environment where safeguarding procedures may need to be implemented.

You cannot keep your conversation with your student confidential if there is a safeguarding concern, even if the student asks you to keep a secret. The Coach's responsibility is to report to the Programme Manager in the event of a disclosure or safeguarding concern. Your Programme Manager will take the necessary next steps.

Steps to take:

- If something is concerning you but has not been disclosed or suggested by the student, write down all the information and facts, and report this to your Programme Manager. Your PM may ask for further details.
- In the event of a student beginning to disclose confidential or sensitive information, it is important to firstly explain that the conversation may not remain confidential. You can say something along the line of:

“It is good that you feel able to tell me this. I do need you to know that if I am worried about you or someone else, I might have to tell [PM NAME] or one of your teachers what you are you are telling me. Is that OK?”

- If the student agrees and proceeds to disclose further information, stay calm, listen, reassure and stay positive. Take notes as the student talks, if appropriate, and report to your Programme Manager as soon as possible.
- If a student decides to not continue, this is OK. Continue your coaching conversation and report what happened to your Programme Manager.
- If you need support during any conversation, your Programme Manager will always be happy and available to help you.
- In any instance, ensure you take notes about what has happened: be as detailed as possible and record and report facts rather than opinions.
- Report to your Programme Manager as soon as possible.
- Confidentiality is paramount – only share on a ‘need to know’ basis.

Top Tips:

- Avoid being **isolated** on your own with a student. Ask another Coach or YF staff member to accompany you or to be nearby.
- It is okay to make **physical contact** with a student where appropriate (which may be necessary on trip days); however it is good practice to ensure you ask the student if it is ok first.
- We want you to take **photographs**, but please transfer them to us immediately and then delete them from your device. Your Programme Manager will be happy to receive all your photos via email or WhatsApp.
- We want you to share your Yes Futures experiences on **social media**, however, ensure you do not post pictures of the students, unless you are reposting a post from a Yes Futures account.
- The **safety** of the students is always the most important thing.
- If you are not sure, **always check**.

For all accident and disclosure reporting:

Refer everything to your Programme Manager. If they are not available then please contact Brandon, Director of Operations at brandon.charleston@yesfutures.org and 020 8144 4393.

If in doubt, record it and report it!

Coach Toolbox

A guide to the Yes Futures Talents

We find that sometimes our students struggle to understand what is meant by the Yes Futures Talents. Below is some guidance on how you can describe the four Talents in different ways to help guide students if they are struggling to find examples or set targets.



Confidence

- ★ Feeling comfortable doing new things and meeting new people
- ★ Believing in yourself and your abilities
- ★ Knowing you are capable of succeeding and doing well
- ★ Being proud of yourself and seeing value in your qualities



Communication

- “ Being aware of the words, tone and body language we use
- “ Feeling comfortable speaking to individuals and in groups
- “ Engaging with and presenting to a range of people
- “ Being able to listen well as others speak to us



Resilience

- ∧ Rationalising nervousness, anxiety and negative thoughts
- ∧ Staying level-headed and calm in stressful situations
- ∧ Not giving up - keep trying when things are hard
- ∧ Bouncing back when things don't go to plan



Self-Awareness

- ∨ Knowing you are unique and irreplaceable
- ∨ Being aware of your own strengths and weaknesses
- ∨ Understanding and validating your own emotions and triggers
- ∨ Recognising negative thoughts and behaviours to correct them

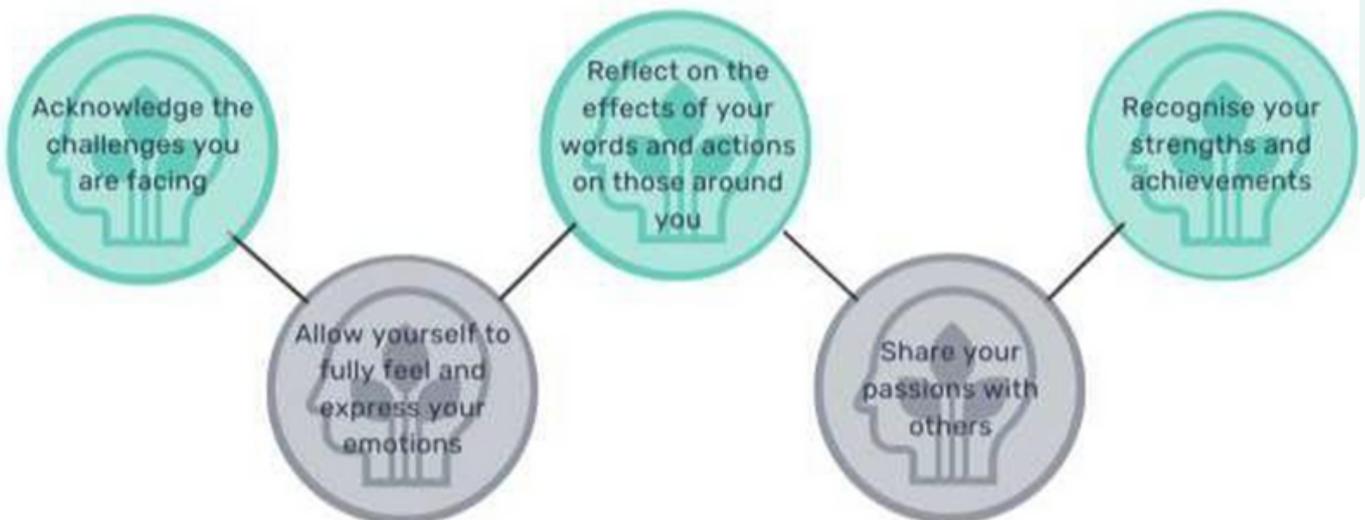
An extra note on Self-Awareness

In many ways, Self-Awareness is the hardest Talent to describe and identify. Yet, it is a crucial skill which enables young people to improve in all other areas. Below is some extra guidance to help you when discussing Self-Awareness with your students.

Why is Self-Awareness so important?



How can we improve Self-Awareness?



Effective Coaching questions

Starting

- What would you like to talk about today?
- Where would you like to get to in the next 30 minutes?
- What is the most important thing we should be talking about today?
- How would you like to feel when we leave this session today?

Deepen

- Tell me some more about that.
- You mentioned that.... Where does that come from?
- What is it about that that is important to you
- Imagine it is a week/six months/two years from now – what has changed?
- What is the thing that, if changed, would have the biggest impact on your work/time/energy?

Challenge

- What are some barriers you might face? What might get in the way of you reaching your goal?
- What would it mean to not take that action? What would you like to stop doing?
- What are you learning the most from? What will happen if things do not change?
- What is the ideal outcome for this problem?

Empathise

- What would X say if they were here?
- Who would be the first person to notice a change?
- Who might be impacted by this?
- What reaction might they have?
- What opportunities does it give for X?

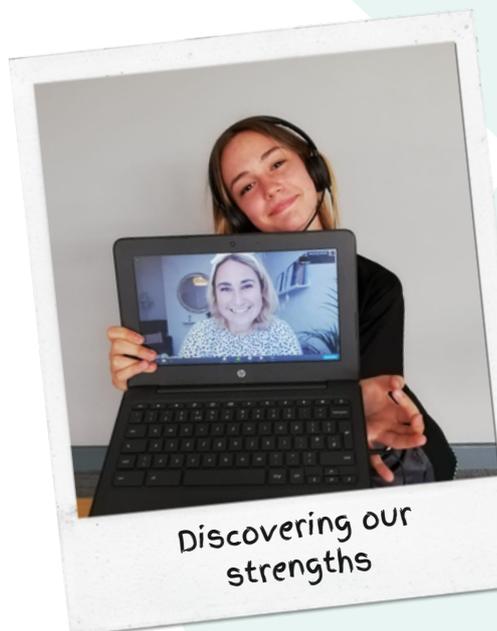
Wrapping up

- How can I best support you moving forward?
- What do you need to work on in the next week to achieve your goal?
- Who do you need to speak with to make that happen?
- What are you most worried about?
- What do you feel most confident about?

Other useful questions

- What are some barriers you might face?
- What might get in the way of you reaching your goal?
- What would it mean to not take that action?
- What would you like to stop doing?
- What are you learning the most from?
- What will happen if things do not change?
- What is the ideal outcome for this problem?

Remember to ask questions - don't just give advice!



Managing challenging behaviour

This section may be useful if you have the opportunity to experience in-person Coaching sessions or other elements of the programme.

Although we do not anticipate any negative behaviour from our students, we have put together some strategies in case you are required to deal with a child who displays challenging behaviour. These guidelines aim to promote good practice and to encourage a proactive response to supporting students to manage their own behaviour. The following strategies and actions can help with managing behaviour:

- 1 Rewards:**
Some students are rewarded prizes for effectively demonstrating the Yes Futures Talents, but another simple way to reward students is through praise. Being praised for positive behaviour is important for all students, but for children who have behavioural problems it is particularly valuable in keeping them motivated and on task.
- 2 Build a relationship:**
The first thing you can do is try to learn students' names as quickly as possible. Make sure that you are compassionate, friendly, and respectful and try to engage in conversations with students, especially about things that they are interested in.
- 3 Keep a calm demeanour:**
Calmly and clearly explain what you need students to do using non-aggressive and neutral language and tone.
- 4 Repeat your instructions if necessary:**
If a student has not followed your instructions straight away, repeat them more firmly but still calmly. This ensures that the students have heard you and, if they have, it gives them a little extra time to respond. It also lets them know you are prepared to insist on what you want them to do.
- 5 Take away from the audience:**
Young people will act very differently alone than when with their friends. If you have something serious to say – especially if it involves them losing face – take them aside.
- 6 Get down the students' eye level:**
Being on the same eye level with students helps them feel safer and more in control. You show that you are giving them your full attention and it signals that you are willing and ready to engage with them.
- 7 Remind students that they have a chance:**
If a child is engaging in unwanted behaviour, remind them that they are in control of this. Remind them of the consequences of unwanted behaviour and give them encouragement and time to display positive behaviour instead.
- 8 Tell one of the Yes Futures team:**
We are here to support you, if you need assistance, or to report an incident that has happened, please tell one of the Yes Futures team.

Working with young people with additional needs

An introduction to SEND (Special Educational Needs and Disabilities)

SEND (Special Educational Needs and Disabilities) refers to a diverse group of individuals who may need extra support to help them learn, communicate, or participate in everyday activities. Some might have difficulties with learning, language, emotions, or physical abilities, while others might have challenges with hearing, seeing, or moving around.

Everyone with SEND is unique, and they may require different types of help or adjustments to feel comfortable and succeed. By being supportive, patient, and flexible in your coaching approach, you can create a positive and empowering experience for everyone, regardless of their abilities.

If you ever have questions or need guidance about supporting someone with SEND, don't hesitate to reach out to your Programme Manager. Together, we can ensure that our coaching sessions are welcoming and beneficial for all students.

Acronyms used in SEND

- **SEND** - Special Educational Needs and Disabilities
- **SEN** - Special Educational Needs
- **EHCP** - Education, Health, and Care Plan
- **LAC** - Looked After Child
- **ASD** - Autism Spectrum Disorder
- **ADHD** - Attention Deficit Hyperactivity Disorder
- **SLD** - Severe Learning Difficulties
- **MLD** - Moderate Learning Difficulties
- **SpLD** - Specific Learning Difficulties
- **HI** - Hearing Impairment
- **VI** - Visual Impairment
- **CAMHS** - Child and Adolescent Mental Health Services
- **SEMHD** - Social, Emotional, and Mental Health Difficulties

The four primary areas of need

In the context of education and support for individuals with SEND, there are several areas of need that may require attention and additional assistance. These areas of need are used to identify and address specific challenges faced by individuals with SEND to ensure they receive appropriate support and accommodations. The following are the primary SEND areas of need:

Area of Need	Example of Difficulties	Examples of possible presentation in coaching sessions*
Cognition and Learning Difficulties in acquiring knowledge, understanding, and processing information.	Specific learning difficulties like dyslexia, dyscalculia, MLD, and other learning disabilities.	Delayed in their response, reluctant to read/write/type, illegible handwriting...
Communication and Interaction Challenges related to speech, language, and communication.	Difficulties with verbal and non-verbal communication, social interaction, and understanding social cues (ASD).	Refusal to turn on camera, lack of eye contact, literal in responses, isolates themselves, struggles with friendships...
Social, Emotional, and Mental Health Difficulties (SEMH) Issues related to emotional regulation, behaviour, and mental health.	Conditions such as anxiety, depression, and other emotional difficulties.	Withdrawn or isolated, displays challenging/ disruptive behaviour, anxious – doesn't want to join online session, ticks/shakes/bites nails, cries, sudden outbursts...
Sensory and/or Physical Needs Challenges related to vision, hearing, or physical disabilities.	Individuals with visual or hearing impairments and those with physical disabilities or health conditions that affect their participation in activities.	Possible lack of engagement with Talent Toolbox, lack in confidence

Cognition and Learning in Combination with Other Needs:

Some individuals may have multiple areas of need that require support and intervention across different areas.

*Please note these are examples, and are not definitive.

Supporting SEND Students on Trip Days

Inclusive trip days are a fundamental aspect of our coaching program, enabling all students, including those with Special Educational Needs and Disabilities (SEND), to venture beyond the classroom and experience new horizons. As coaches, you play a pivotal role in creating enjoyable, secure, and supportive trip days for everyone, regardless of their needs. Our collaborative efforts ensure that each student's journey is enriching and inclusive.

For those coaching face-to-face and online via Zoom, your role revolves around aiding the carefully planned adaptations facilitated by our program managers and preparing students prior to trips. This is not an exhaustive list, but here are some concise guidelines on supporting SEND students with diverse needs during our two trip days:

<p>Communication and Interaction (ASD):</p> <ul style="list-style-type: none"> • Utilise visual schedules and clear instructions for activities. • Offer a peer buddy, or yourself for social guidance. • Designate quiet spaces for breaks. 	<p>Speech and Language Difficulties (SLD/SpLD):</p> <ul style="list-style-type: none"> • Employ visual aids and gestures for enhanced communication. • Encourage open-ended questions to foster expression.
<p>Behavioural, Emotional, and Social Difficulties (BESD):</p> <ul style="list-style-type: none"> • Establish clear behaviour expectations and rules. • Utilize positive reinforcement and offer alternatives if needed. • Allow 'time-outs'. 	<p>Moderate and Severe Learning Difficulties (MLD/SLD):</p> <ul style="list-style-type: none"> • Tailor activities to individual abilities and learning styles. • Implement multi-sensory approaches for enriched learning.
<p>Social, Emotional, and Mental Health Difficulties (SEMH):</p> <ul style="list-style-type: none"> • Conduct regular check-ins and provide a safe space. • Prepare for changes and encourage participation at comfort levels. • Allow 'time-outs'. 	<p>Hearing Impairment (HI) School Support:</p> <ul style="list-style-type: none"> • Maintain clear face-to-face communication. • Use visual cues and consider assistive tools (school to support).
<p>Visual Impairment (VI) School Support:</p> <ul style="list-style-type: none"> • Describe surroundings verbally and provide tactile experiences. • Support mobility with an assigned buddy or yourself. 	<p>Physical Disabilities (PMLD) School Support:</p> <ul style="list-style-type: none"> • Ensure accessibility and adapt activities as needed (school to support). • Offer assistance and inclusive options (school to support). • Allow rest-breaks/periods if needed.

Remember, your support during these trip days ensures that each student's journey is memorable, inclusive, and tailored to their unique strengths and challenges. Your role in implementing adaptations aligns with our commitment to fostering an enriching experience for all. Together, we create an environment where every student, regardless of their needs, can thrive and embrace the opportunities presented by these trip days.

SEND Top Tips:

- **Inclusive Environment:** Prioritise inclusivity in coaching sessions, fostering a supportive and judgement-free space for all students, regardless of their abilities.
- **Individual-Centred Approach:** Embrace a person-centred approach, tailoring coaching to individual strengths, needs, and preferences of students with SEND.
- **Effective Communication:** Recognise the importance of effective communication. Be a patient and empathetic listener, allowing students with SEND to express themselves comfortably.
- **Adapt to Learning Styles (Kinesthetic/Visual/Auditory):** Understand diverse learning styles and adapt coaching methods to accommodate various preferences, ensuring a tailored learning experience.
- **Responding to Triggers:** Learn to identify potential triggers or challenging behaviours in students with SEND. Respond calmly and constructively using strategies that maintain a positive environment.
- **Inclusive Goal Setting:** Engage students with SEND in goal setting. Collaborate to establish meaningful and attainable objectives aligned with their abilities and aspirations.
- **Confidentiality and Reporting:** Respect the significance of confidentiality when working with SEND students. Report concerns or safeguarding matters to your programme manager as required.
- **Safe and Respectful Space:** Create a safe coaching environment, being mindful of physical access, sensory considerations, and personal boundaries to ensure a comfortable experience.
- **Commitment to Learning:** Embrace continuous learning about SEND, drawing insights from students, colleagues, and training resources to enhance coaching effectiveness.

Common questions -

<p>Q. What do I do if a student won't engage/struggling to engage with me?</p> <ul style="list-style-type: none">-Change the topic – what chocolate bar would you be if you could choose?-Focus on their interests and passions.-Allow for a brain break – let them have 2 mins to switch off the camera, and send the Pm a message to make them aware.-Play a game – e.g Eye spy.	<p>Q. The student I'm working with is talking to me about really personal things and I don't feel comfortable with it?</p> <ul style="list-style-type: none">-Allow them to talk (make notes of anything of concern – report to PM).-Change the direction of the conversation.-Inform the PM and ask for support.
<p>Q. The student I am working with is engrossed in the Talent Toolbox and doesn't appear to be focused on the conversation?</p> <ul style="list-style-type: none">- This student will still be able to hear you, try to continue the conversation.-Allow them time to explore the board, suggest 'I will give you another 2 mins to make some changes, and then we can continue'.	<p>Q. The student won't turn on their camera, what should I do?</p> <ul style="list-style-type: none">- Let them have their camera off, don't push them (especially in the first session).-Gently encourage them, start with turning it on to say 'hello' or 'goodbye'.-Make it a target/goal to turn on the camera.
<p>Q. The student I am working with doesn't want to record anything on their Talent Toolbox?</p> <ul style="list-style-type: none">-Offer to type and read for them.-Share the responsibility	

Notes -



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Empowering every young person to believe in themselves