



READY FOR ADVENTURE?

Please read through this checklist and initial and date as you complete each task. When it is complete, please give one copy to your Church Secretary and send one to The Pilots Desk, 86 Tavistock Place, London, WC1H 9RT.

	Date	Initial
I have approached the church leadership/elders and had my plans approved		
I have read the church risk assessment for the premises		
I have completed my own risk assessment for the premises		
I have read and understood the following church policies:		
<ul style="list-style-type: none">• Safeguarding		
<ul style="list-style-type: none">• Health and Safety		
<ul style="list-style-type: none">• Equal Opportunities		
<ul style="list-style-type: none">• GDPR		
I have obtained valid certification of a DBS check		
I have recruited enough volunteers to ensure at least minimum ratio requirements		
I have checked that the church has adequate liability insurance.		
I have received training in safeguarding.		
I have registered my group with the Pilots Desk		
I have carried out DBS checks on all volunteers.		
I have received references for all volunteers.		
All volunteers have read and signed the volunteer agreement and code of conduct		
I have a system for storing registers, incident/accident forms, and consent forms which fits with the Churches GDPR policy.		
I have familiarised the team with procedures for emergencies such as fire.		
I have made provision for volunteers to have training in safeguarding when available		
I have a system for risk assessing each session and recording incidents/accidents.		

Name _____ Church _____



For office use:
Affiliation no.:

GROUP REGISTRATION FORM

FOFA group:

Church information:

Name

Address

Denomination

Synod/area

Contact information:

Leader:

Name Home phone

Address Mobile phone

Email

Other Volunteers:

Name Contact number

Name Contact number

Name Contact number

Name Contact number

Name Contact number

Name Contact number

Please register this new FOFA group.

I enclose a cheque for the initial registration fee of £110 made payable to Pilots

I am paying the registration fee of £110 by bank transfer *See over for payment details*

I wish to apply for a subsidy *See over for application form*

Signed:

Church Officer

Date of first meeting (if known) :



To pay electronically:

Account name: United Reformed Church Trust

Bank account number: 01191802

Sort code: 40-05-03

Reference: PILOTS - FOFA

Once you have made the transfer, please email pilots@urc.org.uk to let us know the transfer has been made stating your name, amount paid, the date of transfer and the reference 'Pilots'.

Alternatively, cheques should be made payable to 'Pilots' and sent to:

The Pilots Desk, United Reformed Church House, 86 Tavistock Place, LONDON WC1H 9RT

TO APPLY FOR A SUBSIDY

The initial cost of setting up a FOFA group, to cover resources, crate full of materials, and administration, is £110.

Some funding is available from Pilots to subsidise URC churches where raising this amount would be difficult – reducing the cost to £50.

We would encourage churches to pay the full amount if they are in a position to do so as this will enable us to continue to offer support for those churches where the need is greater.

TELL US MORE ABOUT YOUR PROPOSED FOFA GROUP:

Is your group United Reformed Church LEP Ecumenical team with other churches Other

If 'other', please tell us more: _____

Has your church hosted a Pilots company in the past? _____

Does your church have a Pilots company now? _____

Have you approached your church Elders Meeting for funding? _____

Any further information to support your application:



INDIVIDUAL REGISTRATION FORM

Full name: _____

Address: _____

_____ Postcode: _____

Date of birth: _____

Doctor's name, address & telephone number: _____

Current medical conditions/illnesses (including asthma, allergies, migraine, diabetes, epilepsy, etc):

Any medication currently being taken: _____

Any additional needs (e.g. special dietary requirements, disability, etc):

Please fill in this information, if you know it:

National Health Number: _____ Blood Group: _____

Date of last anti-tetanus injection: _____

Contact Details of parent/carer/person legally responsible for this child

Name: _____ Relationship: _____

Address: _____

Home phone: _____ Other phone: _____

Email address: _____

Details of alternative emergency contact

Name: _____ Relationship: _____

Home phone: _____ Other phone: _____



General consent

Please read these statements and make sure you understand them. It is important that a parent, guardian or someone with legal responsibility for the child sign these statements.

I give consent for _____ to attend and take part in Friends on Faith Adventures. I know that it is important for the young person to behave responsibly and to take note of any safety instructions.

I understand that during the event the child will be under the care and supervision of responsible adult workers appointed by the United Reformed Church. While these workers will take all reasonable care of the participants, they cannot necessarily be held responsible for any loss, damage or injury suffered.

In the event of illness or accident requiring emergency treatment, I give my consent for the child to receive emergency dental, medical or surgical treatment as considered necessary by medical professionals. I understand that every effort will be made to contact me before any action is taken. In the event of minor injury, I give my consent for the child to receive first aid administered by a qualified first aider and understand that I will be informed after the event.

Signed: _____

Date: _____

Photography and video:

Photographs and videos may occasionally be taken by adults running the session. These may be used to share news of this event or promote future events of this type on social media, websites, church displays, posters and flyers and occasionally in the press or on television.

Photos or videos used publicly will focus on activities and groups rather than individuals. The names of children in photographs or videos will not be revealed and the venue of the event will not be identifiable from the photographs or videos.

Anyone taking their own photographs or videos will be instructed not to share any of these photographs or videos in any way without the expressed permission of everyone in the photographs or videos.

Please sign below to give your consent for such photographs and videos to be taken and shared in these ways, or let us know if you do not agree to this.

Signed: _____

Date: _____

Electronic communication:

There may be information about other events or opportunities children which we'd like to share with participants.

Please tick Yes or No to let us know if and how we may contact you:

Email	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Post	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Signed: _____

Date: _____

GDPR

For further information on how your personal information is processed, please visit <https://www.urc.org.uk/faqs> for our Data Privacy Notice.

Name of FOFA group _____



Register (from _____ to _____)

Name / known as														

Register of adult helpers

Name / known as														



RUNNING A SESSION WELL

The key to running a session well is preparation.

As a team, read through the plans for the session well in advance and make sure that everyone knows their responsibilities.

- Check that everything you need is in the crate ready and the props in the story bag are prepared.
- Ensure that you have arranged for any materials to be bought or gathered ready for the craft.
- Check that you have enough scissors, that glue sticks have not run out, that pencils are sharpened etc.
- Make sure you have film for the FOFA-Cam <http://tinyurl.com/y6qxmdth>
- If you are serving drinks/biscuits, make sure you know who is providing these, who is serving, who is washing up and tidying away.
- Read through the story and practice it so that you can tell it confidently and smoothly.
- Have the Prayer visible for the children and adults to read and join in.
- Have somebody ready to register children as they arrive (there will always be one who comes early) and to check them as they leave.
- Make sure that you know who will take charge if there is a fire or other emergency.
- Have some games or activities ready for the children as they arrive and to entertain them while they are waiting for parents to pick them up (there's always one!)
- Remember to read and sign risk assessments for the session – these do not need to be overly detailed but do need to show that you have thought about how to keep the children and adults safe during the session.
- If you are encouraging parents to stay, think carefully about where they are going to be and what they are going to do.
- Each session there is a take home sheet for the young people to take with them to remind them about what they have learnt. You could consider emailing this out to parents half way between sessions to remind children and parents alike about the story and the walking the way challenge with FOFA bear and FOFA cam.

Knowing the plans for the session well beforehand will help the session run smoothly and with a good pace. Children can get bored and distracted during down times between activities so maintain a good pace.

Some children benefit from a reminder of the programme being put up on the wall so they can check what comes next. Some adults benefit from this too!

Story – when it comes to telling a story, it is more important to make eye contact with the children and play to the audience than it is to get the words precisely as they are written on the script or in the book. It is fine to ad-lib. Have fun with the story.



Remember that the children are there to have fun and to build relationships and will learn more about the love of God in the loving welcome they perceive in the FOFA group than by all the Bible stories in the world. Do not think that adhering strictly to the programme is more important than meeting the needs of the children. Remember, too, that they can teach you as much as you are teaching them. Get them to wonder, to surmise, to talk about how they feel and what they have experienced *and remember to value what they say*. Don't be afraid to say "I don't know" or "I'm not sure" or "let's think about that together".

Remember, when you do something for a child, you are reinforcing the message that they can't do it when very often it is more the case that they can't do it *yet*. It does not matter if the colouring goes over the lines or the cutting out is not perfect or the picture is slightly wonky on the page – it does not even matter if a little juice is spilled on the table when pouring from a jug. Show, help, encourage, but give the children opportunity to be independent and gain new skills, also to be creative and experimental.

Get your timing right. Make sure that the session finishes on time and that nothing ends up being rushed or spread out too much.

Tidy up as you go along. If the craft things are finished with, either pack up with the children (giving each a specific job to do) or allocate one helper to pack away while the next activity is happening. Do not leave things lying around to put away later. However, never prioritise tidying/cleaning at the expense of the needs of the children. Similarly save your adult chat for before and after the session and make the children the priority for the time they are with you – try not to talk to each other over the children's heads, tempting though this may be.

DEALING WITH CHALLENGING BEHAVIOUR

When it comes to managing behaviour, it is always better and usually easier to pre-empt difficult situations than to deal with them when things go wrong – similar to doing a risk assessment.

Challenging behaviour is always a means of communicating how a child is feeling or what they want. Sometimes a child may need a change of activity, a change of person, chance to move away from too much noise or bright lights etc, or they may be feeling hungry or thirsty or tired, confused or anxious or out of their depth, and disguise this by exhibiting challenging behaviour.

Get to know your children and start to see when they are getting a little twitchy. You will soon learn what works best for them. Distraction is often the key. Asking them to help with a job is always a good way to deal with this, or taking them aside to do something different for a while. It is fine to give them a drink if they need one. Sometimes they may just need to know what comes next and how long they need to wait.



Remember, you must never smack or hit a child and should not hold or forcibly move a child unless absolutely necessary for their safety or that of others (and then for as short a time as possible and with absolute minimum force). You should not shout or talk at them in a threatening or unkind way. You are the adult in the situation. If behaviour is extreme, you may need to move the other children to a different room. Always remember safeguarding – you should avoid being on your own with a child and, if it becomes necessary, ensure that the door is open and people are aware you are there.

Always record incidents and ensure you state the facts rather than opinions.

Remember, once an incident of challenging behaviour is over, it is important not to bear a grudge. A child may need any number of fresh starts. Their behaviour is not personal against you. Learn from the experience (what clues does it give you about the child's triggers and how to tell when things may be about to escalate?) then wipe the slate clean. **(SEE CODE OF CONDUCT IN SECTION 10)**