

Principle 4: Support young people as whole people who have lives and needs beyond the programme



YOUNG PEOPLE BRING REAL-LIFE CONCERNS



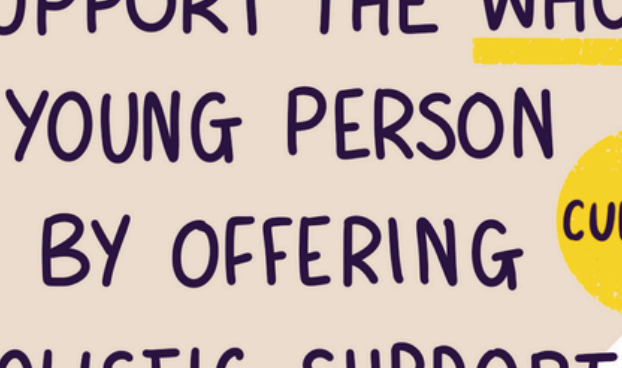
SO THE PROGRAMME NEEDS TO OFFER SUPPORT



£



REGULAR TOUCH-POINTS



SUPPORT THE WHOLE
YOUNG PERSON
BY OFFERING CULTURAL
HOLISTIC SUPPORT



PRACTICAL



CULTURAL



RELATIONAL



ACCESSIBILITY



EMOTIONAL

INCLUSION

OUTPUTS

MENTOR



DEVELOPMENTAL

...make sure they've got loads of wrap-around support... together build that support network for them... they can reach out at any time ”



Principle 4: Support the whole person

Why this matters

Young people's lives outside the programme affect whether they can take part, stay involved, and grow as leaders.

Barriers are often practical, not about a lack of interest or ability. Young people may be managing caring roles, family commitments, school, college, work, money worries, travel, housing, health, or uncertainty about the future.

Supporting the whole person means making participation feel possible. It means noticing what might get in the way, reducing pressure where you can, and making sure young people know where to go for support.

“...make sure they've got loads of wrap-around support... build that support network for them... they can reach out at any time.”



What this can look like in practice



If you notice:

Try:

Young people are not showing up, arriving late, or seem unsure about engaging

Check whether travel, cost, timing, equipment, caring roles, health, or confidence are getting in the way. Work with young people to find practical solutions.

Young people attend but seem reluctant to join in

Offer quieter or lower-pressure ways to take part. Let young people observe, work in pairs, help behind the scenes, or build up slowly.

A young person misses a session or seems anxious or overwhelmed

Follow up warmly. Ask what support would help, share what they missed if useful, and make it clear they are welcome back.

Support needs are unclear or change over time

Build a simple support network around the young person. Agree who they can go to, how they prefer to be contacted, and what support they want.

Young people feel embarrassed about needing adjustments

Make adjustments part of normal programme design, not something young people have to ask for or explain publicly.

Principle 4: Support the whole person

What you can do to support the whole person

- Ask young people what makes it easier or harder for them to take part.
- Check practical barriers early, such as travel, cost, timing, food, kit, health, safety and confidence.
- Agree how young people prefer to be contacted.
- Make adjustments feel normal and not like special treatment.
- Offer different ways to take part, including quieter or less visible roles, observation opportunities, or behind the scenes work.
- Follow up with care if someone misses a session or seems to be struggling.
- Keep useful local signposting information visible and up to date.
- Create a straightforward and easily accessible.
- Only ask personal information when it is needed to support the young person.
- Protect dignity and privacy by not asking young people to explain their situation publicly.
- Remember that delivery staff can support young people, but they are not clinicians. Their role is to notice, listen, support and signpost.



Signs it's working

Young people know who they can come to for support

Young people know how to ask for help without having to explain anything publicly

practical barriers are discussed early and routinely, not as a reaction when someone struggles

adjustments are offered as normal part of the programme

young people are offered, and are able to access different participation opportunities

Staff know what to do if they are worried about someone and support does not depend on one staff member

