

DERBY CITY COUNCIL
Social Services

Children and Young People's Participation Policy

04 May 2005

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1 Introduction

Reference

Outcome: Derby Social Services is committed to involving Children Looked After and Children in Need in the decisions that affect their lives either as individuals or as members of a group.

This policy is linked to and informed by the following documents...

- The United Nation's Convention on the Rights of the Child specifies that children have the right to express their views freely in all matters that affect them. It also states that disabled children the right to active participation in the community.
- Local authorities are required to actively seek the views of children and families and to use the information in the planning, delivery and review of services.
- A clear principle for all departments is to demonstrate a commitment to participation and to provide resources to implement policies of participation.
- The creation of an organization defined by its client group rather than professional functions offers an important opportunity to involve children and young people in decision making. This is important in it's own right, but also as a way of creating bottom up pressure for change in services.
- "Children and young people who are disabled or who have complex health needs are supported to participate in family and community activities and facilities as well as children and young people and their families actively involved in all decisions affecting them and in shaping local services".

The UN
Convention on
the Rights of the
Child Article 12,
23

Quality Projects
objective 8

Learning to listen
(CYP Unit)
November 2001

Government
Green Paper,
"Every Child
Matters" 9.03

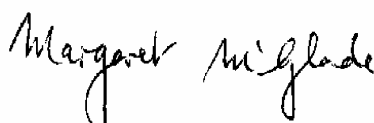
The National
Service
Framework 2004

Derby Social Services Children's Core Group

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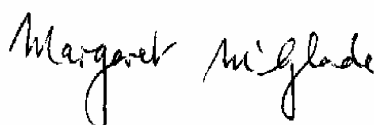
2 Core Principles of Participation	Reference
<p>Outcome: Children and Young People will be able to participate in the work of Derby Social Services. Their involvement will be consistently acknowledged and valued, with adults prepared to take their views and use them to change or shape policies, standards and services.</p> <p>Children and young people can expect that...</p> <ul style="list-style-type: none">• Adults are prepared to change policies, standards and how the service is organised as a result of consultation and participation.• Their involvement will be seen and valued.• Organisations ensure that two way communication happens.• They will receive relevant information so that they can participate in a meaningful way.• Social services will work with other agencies/organisations to broaden the scope of their participation.• There will be opportunities to participate in a meaningful way which takes into account their actual or potential experience of discrimination.• Their rights will be safeguarded, including access to an independent service to ensure that their voices are represented accurately.• They will receive clear feedback about how their involvement has led to change.• They will be treated honestly so they know what is and isn't negotiable within any practical, financial or legal barriers.• Information is in good time and easy to understand.• Staff will demonstrate a commitment to the principles of best interests for the child alongside a commitment to listen to their wishes and feelings.	

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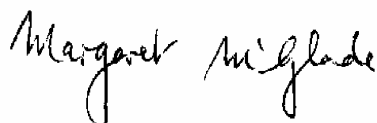


2 Core Principles of Participation	Reference
<ul style="list-style-type: none">All staff will aim to move up 'the ladder' of participation - away from tokenism and towards the principle of children and young people being able to initiate ideas and make independent decisions.	Sheryl Arnstein/Roger Hart Ladder of Participation

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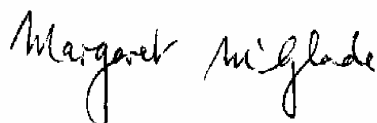
2a Principles: Inclusion	Reference
<p>Inclusion of all Children and Young people in the Participation Process</p> <p>The Principles of Inclusion...</p> <ul style="list-style-type: none"> • All service users have an equal right to have their views heard. • Factors such as: age, ability, behaviour, placement type, language, familiarity with the process should not mean that one person's view is given more value than another. • Barriers to participation that result from stereotypes about race, gender, sexuality, disability, or class must be addressed. • It should not be assumed that an adult's timetable is more important than a child's timetable. <p>The Practice of Inclusion...</p> <ul style="list-style-type: none"> • As part of the department's commitment to education, participation should be scheduled to fit in with the school day. • Issues of consent need to be checked with both the child and the person/s with parental responsibility for the child – particularly if the child is in any way identifiable as a result of their involvement for example presentations, photos, videos. • Choice should be given about child involvement, time, adult involvement and medium of communication. • Children should be listened to, offered choice about listening arrangements and listened to again. • Consideration must be given to the environment including issues of transport, geography, privacy and the meaning of the space to the child. For example not holding a meeting where a child protection interview was carried out. <p>Participation may include:</p> <ul style="list-style-type: none"> • writing a letter • being heard on audio tape 	<p>Social Exclusion Unit</p> <p>Learning to Listen 2001</p>

2a Principles: Inclusion	Reference
<ul style="list-style-type: none">• drawing a picture• being video taped• attending and speaking for oneself• having one's wishes and feelings represented by/alongside an advocate• talking through an interpreter• listening without contributing• completing a form• refusal following the option to participate• sending a text message• sending an e- mail• responding via Carezone or the Derby young people's web site – www.youthlinkderby.org.uk	

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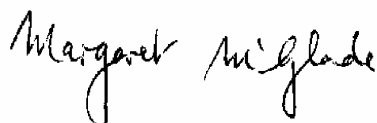
2b Principles: Valuing Young People	Reference
<p data-bbox="193 302 758 338">Valuing Young People's Involvement</p> <p data-bbox="193 376 1157 521">Whenever children or young people give their time, ideas or feedback their generosity should be acknowledged. Consideration needs to be given to the demands and frequency of the task as well as the budget available.</p> <p data-bbox="193 560 724 595">Appreciation may take the form of:</p> <ul data-bbox="193 633 778 1503" style="list-style-type: none">• a verbal thank you• a letter or thank you card• a certificate• public acknowledgement• vouchers• re-imburement of expenses• an award• providing evidence for their portfolio• a reference• a gift• payment by a cheque requisition form• payment via the homes order book. <p data-bbox="193 1541 539 1576">Care must be taken to:</p> <ul data-bbox="193 1615 1007 1877" style="list-style-type: none">• show equal or equivalent reward to all participants• be mindful about any income tax or welfare benefit implications of the gift• consider any risk to the young person from bullying or access to harmful substances as a result of the gift	<p data-bbox="1193 376 1406 483">Hear by Right, National Youth Agency</p>

2b Principles: Valuing Young People	Reference
<ul style="list-style-type: none">• respect the wishes and the privacy of the individual child or young person• give choice wherever possible about how the young person wishes to be rewarded for example which shop they would like to receive vouchers for.	

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3 Practice: Consultation

Reference

Outcome: Children and Young People will be able to participate in consultations on a regular basis. The results are used to influence the planning, delivery and review of services.

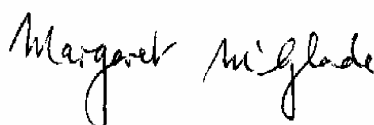
Principles of good practice:

- consultation is an important aspect of children's participation
- the effectiveness of any consultation exercise can be measured by; the response rate, the data gathered, the changes that result from the findings
- to sustain goodwill the focus of the consultation needs to have some relevance for the respondent
- it must be appreciated that respondents are being asked to reflect on potentially personal and/or distressing experiences
- comments may mean an improvement for the service they directly receive or the service received by people they have never met
- consultation helps organisations to set performance standards relevant to users needs and can monitor changes in need
- problems can be identified early so there is an opportunity to rectify them
- the motivation to consult service users must be genuine, if it is seen as a token gesture service users good will is likely to be lost, putting in jeopardy future consultations.

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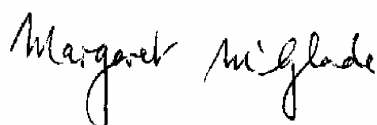
3 Practice: Consultation	Reference
<p>Quality Standard</p> <p>All departments must introduce regular and consistent consultation with customers so that the council can monitor public satisfaction to ensure that customer service is continually improving.</p> <ul style="list-style-type: none"> • Each aspect of the department needs to build consultation into the business plan and planning cycle so that it becomes a continuous process. • All staff need to commit themselves to the idea of consultation so it continues even if an individual consultation exercise goes wrong. • Consult early on in the planning process so that service users can help set the direction of a service rather than simply agree/disagree on what has been decided. • Set out what you want to know and why. • Be clear about what is negotiable and what is fixed. • Ensure confidentiality and anonymity wherever possible and be clear that all compliments, comments and complaints are equally welcome. • Have arrangements in place to evaluate the effectiveness of the participation. Be prepared to use more than one method. 	<p>Derby City Council Customer Services Strategy 2004</p> <p>How to consult your users, Cabinet Office, 1998</p>

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4 Practice: Working in Partnership

Reference

Outcome: All people who have contact with a Child or Young Person share responsibility to involve them in decisions that affect their lives.

Working in Partnership

With other adults...

- The Council as a whole is the "corporate parent"; therefore, all councillors have a basic level of responsibility for the children in their authority's care. This includes creating opportunities to consult with and listen to looked after children.
- The opinions and views of the parents of children in children's homes need to be gathered on a regular and frequent basis. This includes their views on the care provided in the home, the adequacy of staff, furnishings and issues of privacy and personal space. Where consulting with family members is not possible staff should consult with significant others for example, the child's Independent Visitor.

'A Councillors
Guide To Being A
Good Parent'.
DFES

Children's Homes
Regulations,
National Minimum
Standards 2001

With The Child...

- Working with the child necessitates working with the people important to the child; this includes family, friends and other agencies.
- If a 'Looked After Child' requests to come to a Social Services event with a friend, the request should be greeted with flexibility and serious consideration if it enables a young person to be involved.
- Wherever possible, foster carers own children should be involved in consultation events, as social services impacts on their lives as well as the lives of 'Looked After Children'.

With Other Organisations...

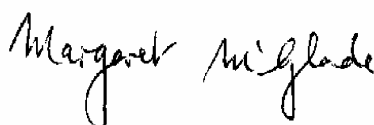
- Derby Social Services will play an active role, supporting young

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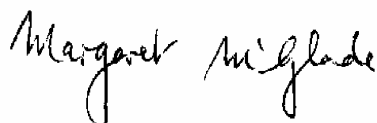


4 Practice: Working in Partnership	Reference
<p>people's participation through partnership work with other statutory and voluntary organisations. Progress can be made through sharing resources, good practice, having a shared strategy and by working collaboratively with children and young people.</p>	

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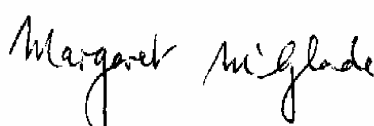
5 Benefits	Reference
<p>Outcome: Derby's Children and Young People will be equipped with the skills and knowledge and habits of how to participate.</p> <p>Benefits of Participation</p> <p>The aim is:</p> <ul style="list-style-type: none"> • for children to grow up able to participate in the world in which they live • for every corporate parent to take responsibility for enabling this development to happen • for children and young people to have opportunities to practice participation as part of their socialisation • to involve children and young people from the first to the last point of contact • to produce confident and competent participants in the adult world • to give young people the opportunity to experience themselves as creators rather than passive consumers of a service • to provide good participation opportunities to produce confident and resilient young people • to give young people the opportunity to take responsibility and develop a range of skills: training, working in a group, problem solving, presenting information, drama, video making, writing reports, interviewing and carrying out research • for children and young people to develop and contribute to improving the quality of the service that they or their family/friends/peers have contact with • for children and young people to have a vehicle to highlight issues of poor practice or insufficient provision 	<p>Social Exclusion Unit 2003</p> <p>Learning to Listen 2001</p>

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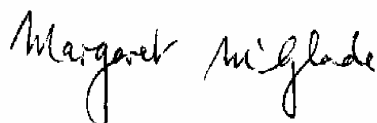


5 Benefits	Reference
<ul style="list-style-type: none">to ensure the organisation is able to demonstrate that it meets the expected standards of participation and consultation.	

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6 Opportunities for Participation

Outcome: The views of Children and Young People will be proactively sought through many different forums to ensure Children and Young People have the maximum opportunity to influence service provision.

Working with Individuals

Opportunities for participation should be provided in the belief that children and young people are capable and competent at being involved in making decisions about their care.

'Blueprint', 2004,
NCB, VCC.

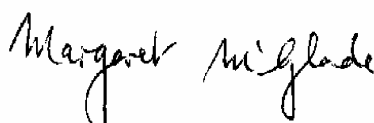
- To be involved in decisions children and young people need to have a clear explanation about why a member of Social Services staff is involved in their lives.
- Adults with responsibility for the child or young person need to demonstrate that decisions have been made with full consideration of the child's best interests.
- The child should know the staff's name, where they work and how long they will be in touch with them.
- Contact cards with the staff's name, phone number and workplace should be left with the child as long as it does not place the child's safety at risk.
- Children and young people need to be encouraged to express themselves in an environment and manner that they feel comfortable.
- There should be enough time and opportunity for them to change their minds without it reducing the credibility of their viewpoint.
- Every time a member of staff asks a child for their choice of activity, meal, drink, plate, space to talk in, clothing etc... the member of staff is engaging in valuable work. Being able to exercise 'choice' in everyday decisions encourages children and young people to take charge and responsibility of their own lives.

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6 Opportunities for Participation

- Handing over control and practical decisions is particularly important when working with children and young people who have a high degree of physical dependence on their carers. The time and communication skills that staff devote to this task is invaluable.
- Prior to any formal meeting, children and young people need time with their Social Worker or Key Worker so they have choices about how to participate and have received sufficient information to exercise an informed decision.
- Disabled children and young people should be enabled to communicate their needs, feelings and thoughts to the best of their ability.
- Where applicable, children and young people (who are able to understand) should receive a closure letter, including an explanation about why their case has been closed and how they can re-refer themselves to Social Services.
- Social Services will publicise its purpose and access points within Derby to increase the availability of help to young people.
- Feedback in the form of comments, complaints and compliments should be welcomed from children and young people. For this to happen, workers have a responsibility to inform both children and their carers about how to give feedback.

MEL Research,
2004, with Rosehill
Social Service
Users.

Working with Groups

There are many examples of both short life and long term groups of young people that influence decisions within Derby Social Services.

- **Young people meetings** – Depending on the group of young people, meetings may happen on a set day at a set time with young people chairing and taking minutes. Or meetings may evolve from conversation at the dinner table. Either way it is essential that: young people have an opportunity to set the agenda, there is a record of the meetings and that meetings become an integral part of the culture of the home.

Care Standards
Commission

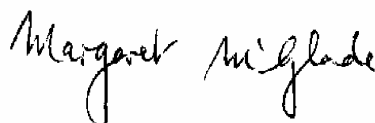
- Generally speaking the long-term benefits of young

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6 Opportunities for Participation

people learning to listen to each other and how to negotiate outweigh stress reaching a group decision.

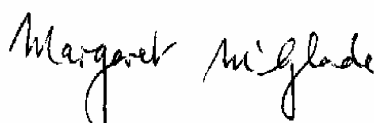
- Family meetings also have potential within foster homes where looked after children can play an equal part in the meetings alongside foster carers own children.
- **Short-term Project Group's** : A group of young people with an interest in a subject who meet on a regular basis to focus on a positive outcome.
 - The 'Young Achievers Award' planning meeting is an example of young people working with staff to decide all aspects of the award ceremony: nominations, trophies, entertainment, publicity and refreshments. Young people hopefully gain skills as a result of their involvement and also feel ownership of the event.
 - Ashtree House 'over twelve's team' are working with a group of young people to design and decorate a room for direct work to take place.
- **Reference Groups** provide opportunity for young people to meet on a regular basis to discuss and influence Service Policy and Provision. Derby Social Services supports the use of 'reference groups' as a means of informing, involving and consulting with children and young people.
 - The **KICK** (Kids In Care In Kontrol) group that has been meeting since 2001. The group of 'Looked After' young people and previously 'Looked After' young people who are aged thirteen and over meet on a monthly basis. The group sets its own agenda and also responds to requests for assistance and consultation from within the Social Services and other partner agencies.
 - The **Connector** group that has been running since 2003. This group of 'Looked After Children' aged twelve and under, meets to work on specific projects. The **Connector** group to date has produced a set of playing cards to increase participation in statutory reviews and an animation to inform young people about places to visit in Derby.
 - The **Young People's Mental Health Sub Group** is an inter-agency reference group of young people who have

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6 Opportunities for Participation

received mental health services. The groups links with the Child and Adolescent Mental Health Service (CAMHS) and aims to: 'inform the service about young people's views' and 'inform young people about services available'.

- **Training**

- Young People's involvement in training ranges from induction training for foster carers, ongoing childcare courses, total respect courses, corporate parent briefing sessions, school governor training and training other young people to be trainers.
- There needs to be clear terms of agreement between the young people and the course organisers, which includes issues of confidentiality, feedback, behaviour, support and reward. See appendix 1.

- **Case Specific Meetings**

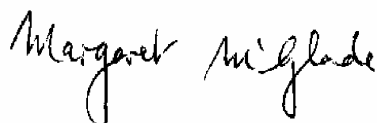
- Opportunities for active participation will be provided for children undergoing section 47 investigations, 'Children In Need and Looked After Children'.
- It is an expectation in statutory reviews that effort is made to ascertain the wishes and feelings of children, aged four years and over.
- It is the responsibility of the Social Worker to explain what the meeting is about and also the recommendations of the meeting.
- Children's participation is an agenda item in 'Child Protection' conferences. The nature of the participation must be in a manner which respects the best interest principle.
- Staff may utilise a variety of existing participation tools including, Derby Social Services' invitation to review targets and consultation forms, the 'Playing Cards' and the 'Listen – Up' pack. They are also encouraged to develop new tools for individual children, which can then be used as a departmental resource.
- To ensure that a child's voice is heard in the meeting the

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6 Opportunities for Participation

services of an advocate needs to be made available It is for the child to decide if the advocate should be a Social Services employee, a teacher, a school nurse or an independent advocate, for example from the VOYCE (Volunteers Offering Young People Choice and Encouragement) Service.

- An advocate should not be someone who is directly involved in the case.
- Interpreters in British Sign Language, Makaton or the child's first language also need to be available to the child. The use of an interpreter is likely to increase the amount of time needed for the meeting and this should be prepared for.

• Recruitment and Selection

- All short listed candidates for posts in Children's Homes, wherever practicable, should be required to visit the home and meet the staff and children in advance of the interview.
- Candidates must not be given unsupervised access to children.
- Children and young people should be supported to form an informal panel to meet candidates and feedback their observations to the formal interview panel.
- The people who make the final appointment decision should be council employees. This is to protect a young person from being asked to justify their decision if a candidates' complaint results in an employment tribunal.
- Young people should be encouraged to be involved in all aspects of the recruitment and selection process: designing adverts, writing job descriptions and person specifications, short listing, designing interview questions, the informal interview process and the format of the formal interview.
- Young people should be provided with the training to equip them with the task of recruiting staff and Social Work students.

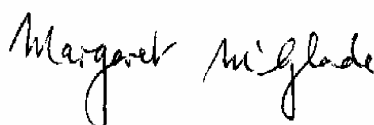
'Warner Report', 1972. 'National Minimum Standards', 2000

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6 Opportunities for Participation

- The Fostering Panel benefits from the experience of a young adult who was previously in foster care.

• Types of Feedback

- Many of the methods of feedback described above involve the child or young person feeding back in an open or public way.
- There also needs to be opportunities for children and young people to remain anonymous whilst giving their views. Examples include: suggestion boxes, inspection visits or participating in a large-scale survey, exit interviews at the end of a placement conducted by a non-operational member of staff.

'MEL' survey 2003/2004. 'DFES Children In Need User Experience' survey 2004/2005.

• Mentoring

- Young people often welcome support and advice from another young person.
- Peer mentoring training schemes are often a positive experience for both the mentor and the mentee. Examples of this practice include the 'Leaving Care Mentoring' project and the 'Peer Mentor' project in Derby schools, which focus on vulnerable children and 'Looked After' children.

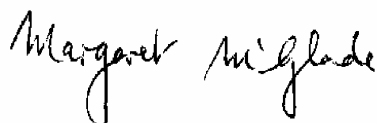
• Panels

- We will aim to meet the requirement that the membership of the Fostering Panel should include either a person who has been 'looked after' previously or the parent of a child who has been looked after.

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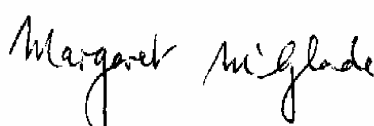
7 Working Safely	Reference
<p>Outcome: Children's and Young People's participation will be undertaken as safely as possible by using risk assessments, ensuring appropriately CRB checked adults are present and that confidentiality is observed. The over-riding issue is for the right of Children and Young People to be involved in their own lives.</p> <p>Issues to be mindful of when working with Children and Young People.</p> <ul style="list-style-type: none"> • The involvement of children and young people in the decisions that affect them as an individual or as members of a group carries a certain amount of risk. • Children and young people participants risk hearing or saying things that might be challenging or upsetting to them personally or to people who they depend upon or care about. • Adults risk hearing information or views that they had not anticipated. • When a child shares their opinion they become involved in an act of generosity, a leap of faith that they will be taken seriously. • Whilst staff carry a responsibility for protecting a child from harm within the process of participation it needs to be recognised that children and young people have a right to risk being involved in their own lives. • A child who discloses abuse is likely to experience distress during the investigation and any resulting change but they should be commended for looking after themselves. • "Young people and children should be able to take a risk but to be safe at the same time, because if you are brought up too safe then you can't really develop and it's part of growing up". <p>General Principles When Working Safely with Children and Young People...</p> <ul style="list-style-type: none"> • At least one adult who has received a satisfactory 'Enhanced Disclosure' from the Criminal Records Bureau must be present 	<p>Derby young people's Total Respect Trainer</p>

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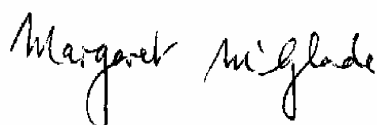
7 Working Safely	Reference
<p>when working directly with children. If members of staff have not been CRB checked, they must not be left alone with children or young people.</p> <ul style="list-style-type: none">• A risk assessment should be completed prior to running group/event to ensure the staff to child ratio is adequate.• Consideration should be given about the suitability of the venue before an event including issues of access, transport, privacy.• Carers need to be informed about the staff details/purpose/activity and start/finish times.• Any significant incidents should be feedback to carers if they are likely to impact on the child's emotional or physical well-being.• Ground rules explicitly outlining expectations of behaviour including an anti bullying statement help to set a scene of safety and inclusion.• Children and young people should not be cajoled into participating on the basis that their peers are depending on them or on the grounds that it would make others safer. At a young age it is enough to take responsibility for your own safety.• Agreements need to be made with the young person about when, where and how they can be contacted and this information should be kept private. <p>Confidentiality</p> <p>Children and young people should...</p> <ul style="list-style-type: none">• Have an understanding of the concept of confidentiality from their first point of contact with social services staff.• Have a right to know the worker's role and legal responsibilities in a language that they can understand, this is particularly important where there may be issues of child protection.• Have a right to know the circumstances when a member of staff must share information, why and with who.	

Derby Social Services Children's Core Group

Date agreed: 04 May 2005

Procedure Review date: May 2006

Signature of
Director



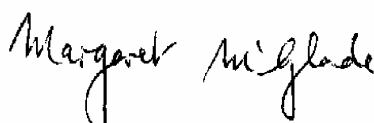
7 Working Safely	Reference
<ul style="list-style-type: none"> • Be assessed as to their capacity to respect other people's personal information before they are placed in a position of trust. For example a young person involved in training or recruitment and selection. • Have access to the leaflet 'What happens to information about you and your family'. The section on confidentiality is particularly important. 	
Consent	
<ul style="list-style-type: none"> • All information sharing/referrals for children should have the consent of the parents except in the case of referrals about significant harm where it is judged that discussions with parents will increase the risk to the child. 	
<ul style="list-style-type: none"> • Disclosure of confidential information can be justified if: the person to who the duty is owed (the child or young person) has given permission, or there is an overwhelming public interest in disclosure, or disclosure is required by a court order or other legal obligation. 	<p>The Integrated Children's Service 2004</p>
<ul style="list-style-type: none"> • Some children will be able to give clear consent for any consultation they participate in. For some children staff may need to rely on observation of the child's demeanour and behaviour for example a child who approaches someone carrying out a questionnaire or a child who wants to show some work they have produced. 	<p>Ref "What to do if you're worried a child is being abused." Dept of Health 2003</p>
<ul style="list-style-type: none"> • Before children or young people are photographed or involved in making a video written consent needs to be obtained from the adult with parental responsibility for the child. The consent form needs to specify where the images may be used and when the images will be destroyed. See appendix 2 for an example of a consent form. 	<p>Ref: Working with Children in Derbyshire: Practice Guidance 2004.</p>
<ul style="list-style-type: none"> • A young person over the age of 18 is able to give independent consent so long as they are able to understand what they are consenting to. 	<p>Gillick vs Gillick 1980, Fraser Guidelines,</p>
<ul style="list-style-type: none"> • Wherever possible it is preferable to use a member of staff to 	

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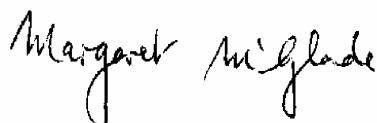
Reference

photograph or video a child or young person because the department then owns the images. When a private contactor is employed to photograph children or young people for example, the Young Achievers Awards, the contract should specify that the images should not be used for the purpose of publicity and that they will be destroyed after an agreed time period.

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8 Contacts

- Allies – Independent Visiting Project, VOYCE –(Volunteers Offering Young People Choice and Encouragement) 01332 370 209, alliesderby@csv.org.uk
- Care Zone – website for looked after children – 02070172787 or within Derby 01332 71 6717 www.thewhocarestrust.org.uk/carezone.htm
- Children's Right's Officers and Advocates Association – 020 78332 100, mail@croal.freeseerve.co.uk
- Designated Complaints Officer: 2nd Floor, Norman House, Friar Gate Derby, DE1 1NS. Mike Moody mike.moody@derby.gov.uk , Barbara Hillier barbara.hillier@derby.gov.uk Telephone 01332 256740 Minicom 01332 256767
- The Gatsby Project – Looked After Children Education Project 01332 25 6752. Pauline.Inwood@derby.gov.uk
- Learning Disability Helpline 0808 808 1111
- Mencap, Listen Up Pack, 020 7454 0454, www.mencap.org.uk/listenup
- Naomi Feldman, Children's Participation Project Officer, Planning and Partnerships, 2nd Floor, Norman House, Friar Gate, Derby DE1 1NU tel: 01332 25 6722, Naomi.Feldman@derby.gov.uk
- National Youth Agency 0116 285 3700, nya@nya.org.uk
- National Youth Advocacy Service, freephone 0800616101
- Sarah Burkinshaw tel. 01332 25 5654, Helen Brassington tel. 01332 25 8514, Karen Jewell tel. 01332 25 5879 Consultation Team at Chief Executive Policy Directorate, Karen.jewell@derby.gov.uk
- Voice for the Child in Care, tel. 020 7833 5792, freephone 08088005792, www.dfes.gov.uk/qualityprotects
- Who Cares Trust, mark.tobin@the whocarestrust.org.uk, tel. 02070172778
- Derby's young people's website – www.youthlinkderby.org.uk has a participation channel

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Contract

Terms of Agreement for Young People Providing Training for Derby City Council

As a commitment to involving children and young people in the workings of the council, there are training and development opportunities for young people to train staff in many aspects of service provision. To ensure that this continues to be a positive relationship this agreement outlines the minimum of what young people and the council can expect of each other. This is not a legally binding document but a statement of good faith by both parties.

Derby City Council staff will:

- provide training and development opportunities to equip young people with the confidence and competence to undertake training
- provide the administration, information and materials needed to deliver the training
- arrange that the training takes place in a safe and accessible venue
- work with young people as part of a team which respects individual skills, needs, knowledge and experiences
- negotiate with young people the details of who is responsible for different aspects of the presentation/course and provide the necessary level of support
- ensure that any disrespectful behaviour towards young people is dealt with
- pay a fee of £10 per hour or a maximum of £50 per day for training delivered, this may be in cash or by cheque depending on what is practically possible. If training is cancelled prior to the course there will be no payment
- be prepared to offer and receive feedback in a way that is sensitive to the individual, the task and the needs of the participants.

Young People as trainers will:

- commit themselves to work as part of a supportive team of trainers
- ensure that participants feel that they are the focus of the training by keeping to timekeeping, not using mobile phones (except when a break allows), sitting with the group of trainers, showing respect for the feelings of the individual participants and being alert to the whole training process
- be available for pre course planning and post course evaluation
- be prepared to offer and receive feedback in a way that is sensitive to the individual, the task and the needs of the participants
- ask for support and be clear as clear as possible about what the training team can do to help.

Signed
Member of staff.....

and
Young person

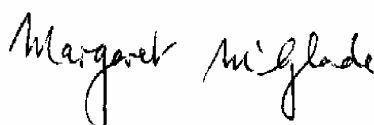
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Video Consent Form

Name: _____

Name of parent/guardian if the subject is under 18:

Address: _____

Postcode: _____ Telephone: _____

Date of video shoot: _____

Derby City Council would like to make a video of your child for training purposes at conferences and to be used for in-house training. To comply with the Data Protection Act 1998, we need to ask for your permission before we take any images of your child.

Please sign and complete the form and return it to: Naomi Feldman, Planning and Partnerships, 2nd Floor, Norman House, Friar Gate, Derby, DE1 1NU.

Please note the condition of use before signing.

This form is valid for two years from the date of signing for the use of training within: Derby City Council/Connexions/Child and Adolescent Mental Health Service.

We will not use any images after this time.

The images will not be used on a website or in promotional material for public use.

Signature of young person:

Signature of parent (person with parental responsibility):

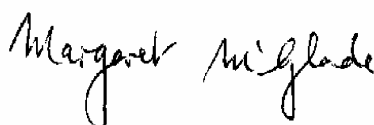
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