

4 TOP TIPS

youth friendly recommendations from en-vision partners

arts, galleries and young people

TOP TIPS – on creating a youth friendly organisational culture

- For organisational learning and ultimately change to take place strong management support is crucial. This was best secured within en-vision pilots where it was formally built into project activities (e.g. either through direct managerial involvement in the project or through presentations to senior management at key intervals)
- Involve staff from different departments in shared training and planning – very effective at bonding, challenging practice and developing a shared mission
- The design of the project at all stages is key – involve your colleagues before, during and at the celebration of your project for the widest possible organizational impact. And by involve I don't mean invites to events – make sure they have a role
- One project which experienced complete staff changes maintained continuity of the work as the concept of the work was sufficiently known to and valued by the organisation as a whole
- Make sure that your work doesn't stand in isolation but that it feeds organisational practice and policy
- The project team approach makes sure that the work continues if you disappear tomorrow
- Sustained development within galleries is jeopardised by a 'dependency on short-term, part-time freelance staff who do not have the status, power or knowledge of the organisation to impact on future strategy'
- Don't rely on freelance artists/facilitators to carry out the work if you want it to be embedded into organisational strategy – unless freelance staff are adequately

supported and respected within the organisation?

- Involving staff across departments/roles at relevant points was an effective way of developing empathy, understanding and breaking down fear of young people, particularly for staff who do not come into contact with young people in their work
- Don't forget to make sure your colleagues witness those 'feel good' moments – when none of us can help but be moved by a celebration of some fantastic achievement by a young person – or yourself for that matter
- Be prepared to take risks
- Our 'young people friendly' exhibition was 'actually audience friendly'. Everyone loved it. Is there such a clash of tastes and interests as we all imagine?
- Be ambitious but be realistic – change is a series of steps – be purposeful and review / record your progress to make sure you can see the difference no matter how slow
- Inter-professional learning was felt to be very valuable – either through working alongside a partner organisation and sharing delivery or through shared training, planning and visioning activities
- Build staff training into new work – for yourself and others

TOP TIPS – on sustainability

- en-vision projects created the following legacies – new duty of care and health and safety policy; new staff skills and knowledge; new organizational policy, strategy and skills; increased organizational commitment to young people; young people's steering group; ongoing young people's consultants group; new guidelines;

new partnerships; new training model; new interpretation tools for other young people; new young recruits as volunteers, mentors, advocates and workers; creative products and outcomes to champion the cause with colleagues, decision-makers, policy-makers and other young people; new provision and opportunities for young people

- You could sustain a dialogue with young people through a newsletter, website, partnerships, through events or invites, volunteer programme etc.
- Make practical links during the project to agencies that can offer additional opportunities to participants during and after the life of the project
- Maybe you could involve an agency who are able to sustain their contact with young people in the delivery of your work – don't expect just to signpost and that young people will be confident to follow up on this
- Our ultimate aim is on-going dialogue with young people and subcultures (website – see Royal Pump Rooms Case Study) offers one forum for such a dialogue
- The website is also a great way of maintaining public feedback
- Surely the best legacy is making sure that your work continues to produce genuine benefits for young people – new skills, learning, personal achievements and opportunities?

TOP TIPS – on tackling barriers to participation in galleries

- Ask and involve young people
- Ask and involve the gatekeepers – those who work with young people or who are in their sphere of influence (parents, guardians etc)
- Advocacy with 'gatekeepers' (e.g. see Ikon case study) may be a more effective approach where their support is vital to making links with young people
- Think about what barriers you are up against from the onset – is it the image of your organisation, is it staff skills or attitudes, is it lack of contacts, is it the relevance of the programme and the space

itself, is there potential for work with young people to influence the culture of your gallery – or do you need to carry out discreet self-contained activity at this stage? The approach should be very specific to each set of circumstances

- Don't forget the reality before you start to think about promising youth-friendly venues to young people – be honest and realistic
- Some immediate barriers to participation are in your control – basic comfort is a top priority, e.g. food / refreshments / transport / welcoming informal environment for young people to meet in – find ways they can make their own mark on the space. Consider the smallest of details such as lighting (sometimes disorientating within exhibition spaces and not appropriate to group work)
- Use icebreaker and team building activities and games
- Where possible have a variety of levels of participation and different roles that young people can play within a group situation to build on individual strengths and needs
- Ensure that all staff who come into contact with young people are fully briefed, youth-friendly and do not jeopardise your work. Involve / introduce front-of-house staff and / or caretakers
- Peer support is an invaluable way of encouraging participation and supporting individuals
- Young people make the best advocates for peers

engaging with young people

Working with young people, and 'at risk' or 'hard to reach' young people in particular, demands a more flexible approach – young people in general lead chaotic lives, but with particular groups, levels of motivation may be low, participants may be experiencing a range of difficult life circumstances and your expectations need to be planned to accommodate these. Here are some important things to think about:

TOP TIPS on – engaging with ‘hard to reach’ and ‘at risk’ young people

- Partnership, partnership, partnership – the en-vision partners who successfully engaged hard to reach young people did so through current or past strong relationships with partners in youth, social and healthcare, or alternative education
- Be realistic about timescales – it can take many months to build up contacts
- Be realistic about your own skills and experience – work with less challenging groups first to build your confidence, knowledge and expertise. In many instances these young people can then help plan, recruit and support more challenging individuals
- Be realistic about what you want to achieve – remember that your first task will be about developing a relationship, and may be about developing the willingness to take part
- A mix of young people from different backgrounds has worked well on a number of en-vision projects – the more confident and older age group providing excellent support for younger or more vulnerable individuals
- Enlisting young people’s help as mentors to peers worked well
- Continuity of staff and regular contact with young people is essential – for the young people’s security, and to build a relationship with you. Don’t expect young people to identify with you if you only met them at the start

TOP TIPS – on dealing with challenging behaviour

- Establish ground rules or an agreement with the young people about how you will work together and make sure everyone agrees to / signs this (this can be done through games, informal and fun group exercises). Decide with the group the consequences of breaking ground rules and be consistent and clear in your response, particularly if working within a team situation. Enlist the young

people’s support in monitoring this and ‘policing’ each other

- Get training for yourself or artists and facilitators – via your local youth service?
- Work in partnership with other agencies with specific expertise. Plan the work together in detail which may seem unnecessary but will often highlight pitfalls and potential challenges
- Make sure artists / people you employ have the appropriate attitude, expertise, training and that they fulfil legal requirements
- Make sure they are fully supported
- Always carry out a risk assessment as part of your planning – it’s good practice and will help you identify potential problems

TOP TIPS – on sharing of information / confidentiality and marketing

- Inform yourself about the group, but be respectful and professional – only share information on a need-to know basis
- Make sure you have written consent for any photographs / images taken of the young people from the participants and their parents / guardians. Use these only for the purposes you specifically agree with young people
- Be respectful about how you name and market projects, and how young people are represented. Young people do not often identify with or are proud of the labels they are given. Remember that information / publicity often has a long circulation and do not label young people in a way that they may regret in years to come if not right now
- Ask the young people how they want to be represented on publicity etc.
- Have a written policy and agreement that you share with partners in advance of in any partnership work – they may not have the same approach and you may find the young people are represented in a way that they would not have chosen, e.g. on fliers or in publicity

TOP TIPS – on recruitment and retention

- Voluntary participation can be more successful at sustaining involvement (as opposed to participating as a pre-existing group)
- You may need to enlist help to recruit to tackle a credibility issue if your organisation is new to this – project partners found partner organisations, artists and young people very good at championing the cause! Other methods that worked are; face to face traditional outreach work visiting youth clubs, children's homes etc; hosting taster days prior to the start of projects so that participants can sample before committing; funky fliers in places frequented by young people
- Maintain contact with the young people through any gaps in activities in the early stages of contact to maintain their interest – e.g. through invites, updates, texts
- Communication – young people communicate mostly by text messaging and mobile phones. Agree with the young people how you will contact them throughout the project and how they will contact you. Young people generally do not think in the 9-5 time-scale
- Short, intense bursts of activity are effective in sustaining enthusiasm and momentum. Break activity down into bite size chunks with clear milestones and treats, or condense into a short period – e.g. whole days during the holidays and residential. BUT only take on the challenge of a residential if you know the young people well or if they are accompanied by staff who know them and you well
- If targeting a youth group time your project alongside existing youth club hours (e.g. 7 – 9 pm) in the early stages of contact
- Where organisations did not have the resources to take on a time consuming recruitment / outreach drive, working with a partner with pre-existing groups worked well
- Don't give up hope and don't be afraid to risk doing something even if it went wrong before. There will be some partnerships and / or targeted groups that will just not pay off. Learn what you can from this situation and

seek advice and support where you can

TOP TIPS – on appropriate activity

- Be aware of the different dynamics an established versus a new group can have on project activity and time
- Allow time for a group to form, gain trust and function as a collective
- Pay attention to the emotional safety you are trying to create it will result in a more honest and open dialogue
- Always take care of basic needs by providing good food and reliable transport
- Location, Location, Location! Perhaps on their terms – in their environment. Be innovative with the idea of utilising new non arts spaces
- Programme in leisure time, particularly if visiting a new venue or city as part of a trip – young people often value the social aspect most highly
- Remember that young people are ambitious and capable – don't patronize and underestimate
- Spend time planning and reflecting as part of the project activity
- Design activities to accommodate fluctuations in attendance, particularly when working with less motivated groups and individuals
- Where possible be aware of young people's needs and circumstances before you plan projects, e.g. child care, carers responsibilities, financial constraints, curfews (legal or personal), the rules and routines of residential care settings, any medication the young people may be taking which may restrict use of equipment or may affect how they operate at certain times of the day, access needs, cultural issues (e.g. restrictions on Asian Young women), abuse issues (including between young people within the group)
- Be aware of the affects young people's circumstances may have on how they may relate to you, each other and the environment, e.g. confidence levels, self-esteem, communication skills, ability to concentrate, ability to each other and adults within the group

- Consider any materials or equipment which may have particular significance to the particular group (e.g. solvents if working with substance abusers, sharp implements if working with self-harmers), but do not make assumptions which 'infantilise'
- Make sure you provide appropriate levels of support, regardless of additional costs

TOP TIPS – on staffing and resources

- Have a thorough job description for artists and support or youth workers – outlining job description, principles of practice, duty of care implications and explicit expectations from sessions
- Young people commented on the contact they had with professional artists, technicians and creative industry working environments as one of the most valuable aspects of their en-vision experience
- Use professional artists and technicians – the aspiration, value, impact and credibility is higher
- Select artists that are flexible, compatible and have a good understanding of what action research is about
- If possible use two artists not one, you get twice the talent as well as the opportunity to share responsibility
- Allow time for artists to develop a mutual understanding of each other's practice and style
- Contract artists to mentor young people formally, or offer work placements (see Qube case study), but make sure you have good duty of care and child protection procedures in place
- The role of youth or support worker is invaluable in providing pastoral support and duty of care expertise
- Be wary about using different sources of funding for a project which all have different criteria / expected outputs. This situation often results in too many objectives or a mismatch in priorities
- Don't underestimate the amount of time needed to develop new work effectively
- Budget for unfamiliarity and unexpected hiccups particularly around technical processes

- If individuals are recruited to form a new group be aware that you may need to take on the role of group leader, which may bring a complex set of roles – mediator, negotiator, co-coordinator etc. all of which need to be budgeted in as time
- Planning and preparation always took longer than expected

See section 5 for:

Artists contract

Artists job description

Support workers contract

Support workers job description

Guidance notes for staff and freelancers on appropriate behaviour with young people

TOP TIPS – on valuing and validating achievement

- The 'products' (showcases of work produced) are particularly valuable to the young people, the more public and higher profile the better, although there was some anxiety around potential public failure, and the product element needs to be communicated with sensitivity and without pressure
- Celebrate achievement where possible. The opportunity you are offering may be a rare chance for particular individuals to demonstrate their achievement to peers, family and other professionals they are in contact with
- Enlist the support of parents to encourage the young people and to share in any celebration / recognition of achievement where possible
- Decide with other staff and young people whether it is appropriate to seek a public audience for a showcase or event
- Use formal accreditation where possible / appropriate. Some useful schemes are The Youth Achievement Awards; Local Youth Service Certificate of Achievement Awards (contact your local youth service); Young Arts Leader Award

www.artscouncil.org.uk; ocn units, ASDAN and Ed: Excel (contact the Learning and

Skills Council www.lsc.gov.uk).

See section 5 for *Guidance Notes on Dealing with Challenging Behaviour*

participation, active involvement and consultation

some good practice advice:

Participation is about making sure that young people are genuinely involved and can take place at a variety of levels. It is vital to be clear about what you mean by this term. (See the ladder of participation diagram and accompanying notes in section 5 which explains a model commonly used in youth work to categorise the different levels of participation from contact to young people in leadership roles). This model was found to be extremely useful at the en-vision residential to help partners understand the nature and potential of participation and plan incremental development into their work.

The term active involvement is generally used to describe activities supporting young people to play an active role in shaping and contributing to decision-making and the design, delivery and development of services. Involving young people in shaping your provision requires a commitment to attitudinal and organisational change.

There is much current interest in young people as decision-makers, with organisations like Carnegie UK Trust and National Youth Agency pioneering active involvement in organisational and public decision-making, and the Government setting out its commitment to involving young people in the development of policy and services across all government departments in *Learning to Listen: Core principles for the involvement of children and young people*, Children and Young People's Unit, 2001, free www.dfes.gov.uk/cyphu.

Involvement of children and young people is rooted in their right to influence the development of policy and services that affect them. At the heart of *Learning to Listen* is a set of principles underpinning this work:

- Participation is built into the departmental or agency values and is reflected in strategic planning, delivery, resourcing and communication and business improvement activities
- Children and young people's involvements is valued
- Children and young people have equal opportunity to get involved
- Policies and standards for the participation of children and young people are provided, evaluated and continuously improved

In the briefing paper *Involving Children and Young People – Approaches* the National Youth Agency (see section 3 under participation, active involvement and consultation heading) propose twelve tough questions that we should ask ourselves to ensure their participation is safe, sound and effective:

- What are we aiming to achieve?
- Where have we got so far?
- What will children and young people get out of it?
- Are we prepared to resource it properly?
- Why have we not done it before?
- Are we prepared to involve children and young people from the start?
- Are we being honest with the children and young people?
- What are our expectations?
- Are we prepared to give up some power?
- Are we prepared to take some criticism?
- Do we recognise this is a long-term commitment not just a one-off event?
- Can we measure the impact of the change for children and young people?

The paper highlights the different approaches which might be taken to involve children and young people:

- 1 Consultations – one-off short term pieces of work that focus on a particular issue or proposal
- 2 Practice Initiatives – where you may commission a task, develop a joint initiative or create a partnership to undertake an agreed piece of work
- 3 Website for children and young people – which can help children and young people access information, and can be used as a means of direct feedback
- 4 Large scale event – drawing on the interest of a wider range of people
- 5 Advisory or reference groups – a structure to advise and inform
- 6 Network of groups – network of strategically linked groups of children and young people meeting regularly with a support worker, operating on their own territory and on their own terms
- 7 Parallel structures – where a youth body runs alongside the adult decision-making process

en-vision action-research projects tended to use approaches defined by categories 2, 3 and 5, as described in the case studies. The different approaches used to involve young people in shaping cultural provision were:

- Consultation via series of creative workshops which included review and audit of gallery provision and planning / visioning exercises
- Research carried out by young people to create resources and make recommendations for adults and peers (CD Rom guide, website, video, presentation)
- Steering group of young people to manage a programme for peers
- Young people on the overall en-vision advisory group
- Sustained consultation group who meet on a regular basis and are available to consult with staff relevant on different aspects of the organisations practice
- Website with and for young people to be used an ongoing training resource and / or site for continued engagement with young people and public forum for critical reviews, work etc.
- Young people carrying out a piece of

work for the organisation – e.g. staging an exhibition

- Joint training / consultation / planning exercises with staff and young people in equal relationships
- New roles within the organisation as paid staff, mentors, volunteers, project assistants, trainees

TOP TIPS – on facilitating young people’s active participation

- Using creative engagement as a vehicle through which to consult with young people about cultural provision was a highly valuable exercise, producing more in depth and informed responses than a more traditional method such as a consultation forum or questionnaires
- Be flexible – start with a structure and content to get things going but leave as much as you can open to planning once the group is established – this worked well where participants were able to plan times, locations, dates, content, future facilitators.....
- Design your work to allow the young people to take over responsibility of specific areas
- Projects demonstrated that young people enjoyed a greater sense of ownership and responsibility when making decisions on their own projects
- Establishing a group as a steering group takes time – many weeks of contact in our experience
- Be prepared to take risks
- Don’t make promises you can’t keep
- At one venue a training / skills sharing programme which brought together arts and youth professionals and young people to share and review an ongoing series of experiences (see Ikon case study) was an extremely effective way of encouraging equal participation and mutual understanding
- Choose your age group carefully if developing consultative approaches and develop your work around the needs of the age group

- Situations where young people were involved in discussions with gallery staff from different departments were particularly effective at enabling them to identify with the venue and express opinions and critical feedback
- Remember that active participation will take time – a number of projects found that their original objectives of involving young people in steering the projects were over ambitious within the timescale of en-vision

See section 5 for:

Active participation guidelines and ladder of participation en-vision core values

evaluation

The research report *Engaging young people in evaluation and consultation*, New Opportunities Fund (see section 3 under evaluation heading) identifies a range of examples of creative approaches used with young people:

- Young people on a workshop are asked how happy they are with the way a session is going. If they are happy they are asked to stand next to a chair, if not they are asked to stand far away from it. The facilitator asks participants about how the session could be changed to get them closer to the chair
- Young people on a dance course put on a show to demonstrate how their feelings changed throughout the duration of the project
- 'Cared for' young people are encouraged to use photographs and mementoes in case conferences to help them highlight important issues related to their care
- Young people are asked to imagine their school was a tree (which some may like to draw). Facilitators then ask about the representation, such as how they would describe it, whether they like it and what they like about it, what they would like to do to it, and how they could make it better?
- Young people developed and staged a play about an important issue such as bullying

- A group acted out communication barriers between young people and adults by contrasting the language young people use with each other and the jargon used by adults in consultation

TOP TIPS – on ideas for creative evaluation methods

- Participatory techniques, e.g. role play, drama, games, visualisation, drawings, diagrams
 - Video booths, documentary style videos providing commentary material / and or responses and recommendations.
 - Group interviews / focus groups, group reviews of e.g. young people only, or including participant adults
 - Individual discussions, interviews
 - Press conferences
 - Roving reporters
 - Expert panels or 'round tables
 - Collective notice boards, story boards, graffiti walls, comments boxes
 - Young people's diaries, logs, scrapbooks (individual and group)
 - Observation (NB. need for focus, structure to produce useful information)
 - Use of creative exercises such as colour, mood boards, images to help individuals articulate
 - Use of photographs and artefacts to trigger recollections and encourage analytical skills
 - Young people presenting findings / responses at interim stages on a work-in-progress basis through presentations, reviews, display or multi-media product.
 - Document the data using note-taking alongside photography, audio or video recording, visual means such as sketches, cartoons, charts, maps or diagrams.
- It is important to date information to chart progress / findings, even if it is anonymous (e.g. post-its or postcards for a collective display of comments to be colour coded on a weekly basis)

TOP TIPS – on methods

- Contrary to popular belief, young people in my experience respond very well to evaluation which is carried out well. 1 to 1 interviews work really well – no one likes being handed a form to fill in – especially if writing is not your strong point
- Young people respond well to interviewing each other, especially via video
- Pilot any questionnaires you intend to use with young people first to make sure you get it right
- If you do use questionnaires keep the number of questions limited and think carefully about the language you use – keep them upbeat – funky on your questionnaire?
- It sounds obvious but make sure that your methods suit the target group – for example use face to face interviews if literacy might be a problem
- Make sure its built in from the beginning – how are you going to measure impact if you don't know what you started with? How are you going to encourage people to accept that you value their opinion if it's tagged on at the end?
- Some partners found that using a progress log was an effective tool for planning and review
- Focus groups are excellent if you want people to really get to grips with an issue and generate ideas
- Use a range of methods to capture different views and recognise diversity and make sure you use activities for less confident and articulate individuals – e.g. creative, individual and 1 to 1 exercises

TOP TIPS – on principles and skills

- Respect confidentiality and let people know what will happen to their comments and how they will be represented
- You may need parental consent – find out before you go ahead
- Give young people feedback wherever possible about the outcomes and use of any evaluation you carry out – demonstrate that it is meaningful

- Make sure people carrying out evaluation are skilled in working with young people and can support their participation
- Get some training or advice – don't be afraid to admit if you need it
- Get some external evaluation support if you can fund it
- Be explicit with young people in the early stages about your project aims, including the pastoral benefits you anticipate – arts projects tend to avoid this but young people are often up front about their desire to build their confidence and make new friends and tackle behaviour which is labelled as unwanted. It also makes your job in assessing impact on these much later on easier

action-research

Action-research in a nutshell is evidence-based reflective practice. It is a process which:

- Alternates between action and review – trying something out, a continual process of practical decision-making and evaluative reflection
- Is usually associated with developing a new area of practice
- Promotes democratic values and user participation, and can be used as an effective tool to enable diverse groups and individuals to explore their differences and work together constructively on shared objectives
- Is often used within user research, community development and theories of management and organisational change

TOP TIPS – on action-research

The action-research approach was perfectly suited to en-vision's aims of involving young people and youth partners in testing out new ground, although project partners were successful to varying degrees in maintaining the action-research approach within all aspects of their work. Some

recommendations include:

- Be prepared to take risks
- Build evaluation and review periods into the project design
- Build the project in distinct stages to enable you to truly plan according to ongoing evaluation
- Some partners found this approach made it difficult to plan ahead, particularly challenging for projects working to condensed timescales, e.g. lasting a couple of weeks over a holiday period
- Process v/s product! These elements co-existed happily alongside each other in many projects, although those which had a fixed pre-determined outcome (e.g. exhibition at a particular time) found it more difficult to be flexible, young person led and maintain an action-research approach

See section 5 for young persons personal records

partnerships

TOP TIPS – on partnerships

- What kind of work you can develop will affect the partnership, for example if you have no dedicated education staff to develop the work you need a partner who will help recruit and deliver, if you have a thriving public events programme maybe your partnerships will be directly with young people?
- Partnership agreements are essential – include expected behaviour, roles, values and approaches to your work and regular review and meeting times
- Build in formal reviews of progress at intervals – even if this seems time-consuming it will save time when things go wrong
- Build in time to develop and maintain the partnership – remember that the collaboration is a large part of the work
- Be prepared to be flexible and to be challenged
- Be honest and don't feel a like failure when you get into difficulties, some partnerships with successful outcomes

struggle to get going because of

organisational differences or personalities

- Make sure your partnership is with the organisation and not the individual – make sure the partnership is acknowledged on paper and make sure you meet and brief other colleagues in case there is a problem or the member of staff leaves
 - Be clear about what kind of partnership it is – if you just want them to help you recruit be honest about it
 - Be conscious that not all partners you work with are as thorough in their approach to inclusion, projects can raise expectations that might not be met by other staff or agencies
 - Communications were adversely affected by changes in personnel, periods of absence, be prepared for this in your planning
 - Projects need to have effective communication routes with likely partners
 - Direct partnerships with agencies with existing skills, policy and training to adopt duty of care roles, particularly in relation to off-site activities, cannot be underestimated
- See section 5 for sample partnership policy*

duty of care

Duty of care means that your duty is to provide adequate supervision for young people in your care, which means:

- If you cause injury or loss because you were not working in a careful way, you could be held liable in civil law for negligence
- If a young person causes loss or damage to someone else or their property whilst under your supervision, you could also be liable

If you are working with or providing services for children, young people or vulnerable adults you need a written policy and set of procedures in place. The toolkits and guidelines in section 3 will be useful to help you understand your responsibilities and formulate new policy and procedure. Information, training and help with writing a

policy can usually be obtained through your local area Child Protection Committee (contact details can be obtained from your local authority).

Essentially you need training and guidance to fully understand your responsibilities and be aware of good practice, but here are some basic guidelines:

Top TIPS – on planning

- Ensure all staff and volunteers (including young people) are aware of your policy
- Ensure that all adults who have contact with young people have a current Criminal Records Bureau disclosure certificate. There are 3 levels of disclosure – Basic, Standard and Enhanced, each appropriate to different levels of contact with young people. The Criminal Records Bureau will advise on the level needed for different staff, but in general anyone leading on project sessions, or who may be in sole charge of those under 18 will need an advanced level of disclosure
- Ensure that all workers who have regular contact with young people receive child protection training in order to raise levels of awareness, enable them to deal with situations effectively and to protect everyone involved
- The implementation of policy is the responsibility of senior staff or senior staff present
- Make sure you have an incident reporting procedure in place and that staff and volunteers are aware of it
- Make sure all staff and volunteers are aware of official child protection procedures
- Make contact with and develop a relationship with your local child protection agency / officer – they can help you formulate policy and develop your expertise
- Make sure that Duty of Care responsibilities are incorporated into contracts with staff, volunteers and partners

TOP TIPS – on the environment

- Always carry out a risk assessment in the planning stage and review this throughout your work relevant to different situations
- Work closely with partner organisations to identify and reduce potential areas of risk
- Make sure you have a designated person responsible within each situation
- This means making sure that they have the appropriate skills and training to adopt a duty of care role. Work with youth organisation partners, education agencies or skilled youth or support workers
- Avoid situations when there is only one adult present with young people (ideally mixed genders)
- Be aware of the possible implications of physical contact with young people
- Remember that someone might misinterpret your actions

TOP TIPS – on relationships

- Always put people's welfare first
- Create a working environment where everyone feels comfortable, safe and respected
- Take all steps you can to address abuse in all possible forms
- Recognise that some individuals may be more vulnerable than others
- Be aware of the potential for abuse from other young people
- Some venues found the 16+ age group more appropriate to their level of expertise and resources, particularly in relation to duty of care requirements and off-site visits (more complex with under 16 age group)

sensitive Information

- Have procedures in place for the collection and storage of images
- Be particularly aware of this in relation to public showcases and the internet
- Respect individuals privacy
- Make sure that you have consent for all images, project footage and marketing and

only use material / information for the purpose you agreed with the young person

See section 5 for:

Image consent form sample

Parental / guardian consent form sample

Risk assessment sample (in the gallery and off-site visits)

Leadership responsibility guidance

Guidance notes for staff and freelancers on appropriate behaviour with young people