

# **Beth Johnson Foundation**

## **Newcastle Intergenerational Mentoring Project**

### **Consulting and Involving Children and Young People**

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# **Newcastle intergenerational Mentoring Project**

## **Consultation & Involvement Policy (Guiding Principles)**

### **1) Introduction**

The Foundation through its intergenerational approaches aims to promote intergenerational understanding and mutual respect and enable the older and younger generations to become aware of each others needs across the life span and recognise their role in supporting these needs for each other. Working to achieve this the Foundation gives a commitment to involving and consulting with children and young people in the planning, development and evaluation stages of the Intergenerational Mentoring Project. This policy outlines the Foundation's guiding principles and approach to the involvement and consultation of children and young people in line with the recommendations and requirements of the United nations Charter and Children's Fund requirements

#### **Related Organisational / Project Policies**

Child Protection Policy, Children & Young Peoples Policy, Confidentiality Policy, Involvement of Volunteers Policy, Health & Safety Policy.

#### **Review of this policy**

As the project is in development stages a review of this policy, regarding its effectiveness and implementation will be undertaken at 12 months.

### **2) Planning Activities**

The Foundation recognises that a structured and planned approach to activities is necessary to maximise participation and for consultation and involvement to be both successful and meaningful. The foundation aims to plan and organise activities in the following ways;

- Prior planning and organisation of activities
- Prior confirmation and agreement with teaching staff and other participating agencies
- Devising delivery outline, aims and objectives for each session of activities
- Ensuring activities are accessible to all pupils taking part, including, accessibility of venues and alternative travel arrangements where activities are held outside the school setting.
- Involving children and young people in the consultation process and choice of activities
- Gaining parental consent for activities and the use of photographic or video materials to appear in Foundation, and related /partner agency publications

### **3) Health & Safety Standards**

The Foundation acknowledges the need to plan and deliver activities that minimise risk to children's and young people's health, safety and general well being in the following ways:

- Ensuring that the level of activity is appropriate and safe for the children taking part
- Ensuring that activities are held in safe and appropriate venues / environments where health and safety standards apply. (it is anticipated that activities will usually take place within a school setting)
- Ensuring that appropriate levels of staffing /supervision are in place, and that teaching staff / heads are in agreement and aware of arrangements
- The Foundation will take steps, through training, supervision and preparation to ensure that staff and volunteers maintain levels of awareness regarding child protection and local protection arrangements.
- Ensuring that all staff and volunteers participating in activities have undergone the necessary checks / screening

(For further reference to this section also see policies on Health & Safety, Children and Young People, Child Protection, Involvement of Volunteers, Staff Recruitment)

#### **4) Delivery of Activities and Inclusive Participation**

The Foundation will actively seek the views of children and young people involved in the Intergenerational Mentoring project and will provide opportunities for their views to be expressed during project planning, development and evaluation stages. The foundation will actively seek to demonstrate the value of their contributions and ensure both active and inclusive participation in the following ways:

- Ensuring a variety of activities that are both age appropriate and enjoyable for children taking part
- That activities are at accessible venues and times to include all young people potentially taking part
- Ensuring that participating children are aware of the programme of activities, and aim and purpose of consultation
- Respecting and listening to their values and opinions
- Acknowledging, and respecting children's and young people's differences in terms of age, disability, gender, culture, religion and sexual preference, and for chosen activities to reflect this
- Recognising that children and young people have rights as individuals to be treated with dignity and respect
- Actively promoting self esteem and personal worth, and positively encouraging and acknowledging their comments and contributions
- Provide appropriate levels of support and training to empower children and young people to actively participate in consultation activities

- By acknowledging the balance of power in child/young person/adult relationships
- Ensuring where appropriate that training and awareness opportunities are provided for staff and volunteers on the above

**5) On-going involvement and feedback**

The Foundation recognises the importance of developing an approach to consultation which acknowledges the contributions of children and young people and the need to feedback to pupils engaging in the consultation and will adopt the following approaches;

- Develop a structured and continued approach/process to consultation
- To feedback at regular and appropriate intervals, and inform pupils what has happen to their work and how it has informed both the development and on-going evaluation of the project
- For young peoples views to inform the volunteer recruitment and training process, project publicity and promotion, service delivery and evaluation process.
- To acknowledged pupils contribution certificates and small gifts where appropriate

*(For further reference to this section see appendix A & B for details of consultation activities, timetable and approaches)*

**Beth Johnson Foundation  
Newcastle Intergenerational Mentoring Project  
Involvement and Consultation Process**

**1) Initial Consultations - Main Group**

Initial Consultations with two whole year 6 class groups from Reginald Mitchell Primary School Kidsgrove, and Hill Top Primary School Talke. (November 2004)

The aim of the initial consultations is to:

- Introduce the idea of the mentoring project and having older people supporting pupils in the classroom
- To consult with young people on the kind of mentors they would like to see in their classroom e.g. qualities and skills, personalities volunteers would need to support them
- To gather pupils recommendations for volunteers coming into their class room
- Attitudinal Survey - To gain an insight into pupils current views, attitudes, and experiences of older people - this activity will form base line information for the external evaluation and will be delivered by Steve Ellis from Manchester Metropolitan University

A copy of the outline for the Initial Consultations can be seen in Appendix B of this document

**Follow up Consultation activities with Main Group**

Consultation will be revisited in approximately six months time (June 05), once volunteers have been introduced and present in the classroom for an introductory period of time. The purpose of the second consultation will be to;

- Update pupils as to how we are getting on with the information given to us in the first sessions i.e. mentoring activities, evaluation report, volunteer recruitment, project publicity etc
- To consult and receive feedback from pupils on their experiences of having mentors in the classroom i.e. has it been successful? Are changes needed? Has having volunteers in the classroom been helpful?
- Revisit volunteer qualities, skills as identified in initial consultations
- Revisit Attitudinal Survey - has having volunteers in the classroom had an impact upon the pupils views and attitudes of older people - Steve Ellis Manchester Metropolitan University

Consultation outline for this sessions not yet agreed

**Publicity and Promotion Involvement**

The project is currently planning to involve pupils in the design of project publicity and project materials, Discussions are taking place with a local design company with a view to

them work/consulting with pupils of participating schools. This activity is being planned for December 04

### **Reference Groups**

From the Main Consultation Groups above two smaller reference groups will be established these will consist of;

- A approximately 6- 8 members
- Will be a mixed group (mentored and non-mentored)
- Young people who have volunteered to take part

The purpose of these groups will be to;

- To involve pupils in the on-going, consultation, evaluation, decision making and management of the project
- To consider issues and needs in relation to service delivery, effectiveness and transitional issues/priorities in more detail

It is intended for these groups to meet three times a year the first is planned for January 05

Programme to be developed in line with feedback of issues from previous main group consultations and pupil's priorities/agenda

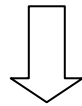
### **Six Monthly Evaluations**

As part of the external evaluation, consultations will take place every 6 months with each pupil participating on the mentoring project. This will involve discussion and feedback from the mentees and their mentors, as well as re-visiting the 'Prompt for Intervention' form completed by teaching staff for each child referred to the scheme. (See IRT Procedure for further reference) This part of the process will contribute to project evaluation report

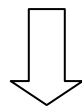
## Appendix A

### Project Consultation & Evaluation Chart

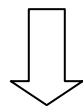
**Initial Consultations**  
Main Group Year 6 class groups from 2 primary schools  
  
Initial consultation in Nov 04 – to assess attitudinal values towards older people and do survey on what individual & group issues are  
  
Main group meets again in June



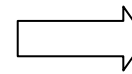
**Reference Groups**  
  
From the main group a Reference Group' will be established for each school. There will be approx 6 members in each group—mixed mentored and none mentored  
  
These young people will meet with the evaluator 3 times over the year to look at the issues and needs of the group in relation to the service delivery/effectiveness and transitional issues /priorities.  
  
The first reference group is planned for Jan 05  
Group to meet with evaluator 3 times per year



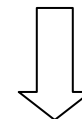
**Main Group**  
Main group reconvene in June to receive feed back from the group on their experiences of in having mentors in class and to assess any attitudinal changes from the initial consultation



**Subsequent Reference Groups**



**Evaluation Process**  
6 Monthly Evaluations  
ID tool revisited every 6 months to assess ID tool and measure impact of service –



**Consultation & Evaluation process to inform project processes**  
Including:  
  
Volunteer recruitment & Training  
  
Volunteer Support and on-going training  
  
Project Planning & Delivery  
  
Project Review Process  
  
Organisational working groups  
  
Evaluation Report  
  
Steering Group / Schools Group

## Appendix B

### Pupil Consultations

2<sup>nd</sup> November – Reginald Mitchell Primary School  
25<sup>th</sup> November – Hill Top Primary School

#### 1) Introductions 5minutes

**Aim:**

To introduce ourselves and explain whom we are.

To explain why we are there

To explain what the session is about / it's aim and purpose

To give an explanation the activities and exercises (session outline)

**Resources:**

Session outline

#### 2) Ice Breaker 5 minutes

**Aim:**

To establish the names of the children and create name badges

To clarify classroom rules, i.e. every body having the opportunity to take part, speaking one at time,

**Resources:**

Sticky labels, and pens

#### 3) Older People - Word association exercise 10minutes

**Aim:**

To gather pupil's experiences, understanding and attitudes to older people

To explore where some of those ideas come from

**Method:**

Brainstorming - The words 'Older Person' is written upon the classroom board, and pupils are asked for word associations – what words best describe growing old/ old people?

What do we automatically think of when we think of growing old/older people?

Facilitators can ask specific questions to prompt discussions or clarify answers - for example: Who is old?, at what age do we become old? what kind of things do older people do? What are older people like

Pupil's responses are recorded on the board.

Pupils are thanked for there ideas and asked if they have any questions

**Resources:**

Classroom board and pen/marker

#### 4) Older People as Classroom Mentors – Creating an Image 20 minutes

**Aim:**

To explain that older people are to be introduced as mentors into their classroom  
To create an image of an older mentor  
To gather pupils opinions as to what older people supporting them in the classroom have to offer  
To gather their ideas on what kind of people would make good mentors

**Method:**

The facilitator explains to the pupils that a new project involving older people being mentors in the classroom is being established in their school

Facilitator asks pupils to think about how older people could help them, what kind of qualities older people could bring to the role of mentor and what kind of mentors they would like to have supporting them in the classroom.

The facilitator then asks the pupils to get into groups to draw a picture of an older person/mentor, adding some comments to indicate what sort of person the mentor is e.g. smiling, friendly, other skills they may have e.g. able to listen, patience etc.

Asking pupils to think of an older person they know, or the use photographs can be introduced as a prompt for this exercise.

Materials and wool can be used to add/stick to the pictures to give a more 3D effect to their images.

When exercise is completed each group holds up their pictures, and explains the kind of older person they would like to have as a mentor in the classroom.

**Resources:**

Photographs of older people, paper, colouring materials, other materials such as fabric, wool etc

#### 5) Questionnaire

Steve Ellis, External Evaluator, Manchester Metropolitan University

15 minutes

**Aim:**

To establish pupils attitudes towards older people  
For pupils to feedback as to what support mentors could offer them

**Resources:**

Attitudinal survey - Steve Ellis

#### 6) Top Tips for Mentors

**Aim:**

To gather pupil's opinions, recommendations, and tips for older mentors coming into the classroom

**Method:**

Asking pupils to produce a list of tips for mentors coming into the class room, i.e. what will be acceptable to the pupils what will not be acceptable, things to be mindful about, certain practices, or behaviour, or just good advice.

**Resources:**

This exercise to be included at the end of the above Questionnaire

**6) Close****5 Minutes**

Facilitators explain what is now going to happen to the information the pupils have given.

It is explained when we will see them next and what the feedback will be. (This will be after mentors have been introduced and have been supporting them in their class for a time - in approx 6 months time)

It is explained that we would like to set up a smaller group (reference group) of about 6 pupils to look in more detail at how the project is running in the school and what the main issues are for the pupils e.g. what are their issues/ concerns associated with moving schools, what are their priorities, do any changes need to be made to how the project runs etc. In addition to consultation with the main class group this group will meet 3 times a year - They are asked if anyone would be interested in being part of it.

Children are thanked for their contributions.

Certificate/small gift to recognise their involvement are handed out.