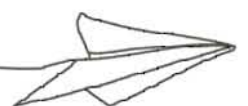


Consultation Events

The College of Social Work

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010



Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

Contents

1.	Introduction and Background	P3
2.	Aims and Objectives	P3
3.	Recruitment of Participants	P3
4.	Method	P6
5.	Key Findings across Consultations and on line survey	P7
5.1	The Reputation of Social Work	P7
5.2.	Standards to work towards- perfect social work	P8
5.3	Values	P9
5.4	Social work as a career	P10
5.5	What good social work can achieve	P10
5.6	What would help social workers do their job well?	P11
5.7	Involving children and young people	P11
6.	Key Messages for The Social Work College	P12
6.1	Defining the values and purpose of social work	P12
6.2	Developing, upholding and supporting standards	P13
6.3	Supporting improvements in the reputation of social work	P13
a.	Appendix 1 – Information about Participants	P14
b.	Appendix 2 – Structure of Consultation with Topic Guide	P15

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

1. Introduction and Background

The College of Social Work is being established following the recommendations of the Social Work Task Force. A development group responsible for guiding the first phase arranged for a wide consultation about the purpose and functions of the College.

As part of this work programme, Action for Children was commissioned to facilitate 8 events with children and young people who use social work services. In particular, the brief asked for the consultations to engage with young carers, looked after children and young people, disabled children and young people and asylum seekers. Where practical, parents and carers of the children and young people were also to be provided with an opportunity to participate.

An online survey was also launched to capture views of children and young people who use social work services and to complement the key findings from the face to face consultations.

This report provides an overview of the key findings from the consultations and the online survey and explores their relevance for the proposed purpose and functions of The Social Work College.

This report is accompanied by other supporting documents including a summary report from each consultation that contains many quotes from children and young people, a report of the results from the online survey and a colourful report based on the graffiti images and narrative that came out of one of the events with looked after children and young people.

2. Aims and Objectives

Seeking the views of children and young people was considered important as the College proposes to adhere to values that embrace partnership working with people who use social work services.

A 'Purpose and Functions' proposal document was published by The College Development Group to form the basis of discussions for consultation events for members of the social work profession.

This document was studied to look at which areas children and young people using social work services could relate to and have an influence on the proposals. In particular the following areas were seen as relevant:

- Defining the values and purpose of the social work profession
- Developing, upholding and supporting standards
- Supporting improvements in the reputation of social work

An overarching aim for the Social Work College was to gain insight into children and young people's views about what a College could do for social workers and social work. What difference could it make? How could it make social work a better profession?

It was acknowledged, however, that the concept of a Social Work College can be hard for children and adults alike to understand, with the term being associated with a building where you go to

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

receive education. It was therefore felt more important to ask key questions about social work today and aspirations for its development in the future. The responses would then be related back to the overarching aim.

Key questions for the face to face consultations and on line survey centred on the following:

- What does good social work look like?
- What can good social work achieve?
- What skills and qualities does a good social worker have?
- What are the values and purpose of social work?
- What things does social work training need to give to social workers so they can do their jobs well?
- What marks social work out as different from other professions?
- Are there things which social work employers can do better?
- How can young people have an influence over the quality of social work services they receive?
- Why would becoming a social worker be a good career choice?

3. Recruitment of Participants

The College of Social Work asked Action for Children to facilitate 8 events which focused on the following service user groups

- Young Carers
- Looked after Children and Young People
- Asylum Seekers and Refugees
- Disabled Children and Young People

Our knowledge and experience of participation activities indicated that the best approach would be to consult with children and young people who already meet together and/or have issues in common. The consultations were therefore held with thematic groups. Unaccompanied young people were included in the event for looked after young people in London. However, an additional ninth consultation was held with asylum seeking and refugee parents who had received social work support for both for themselves and their children.

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

It was considered important to ensure a wide geographical spread for the consultations and to include children and young people from inner city areas as well as towns and rural locations.

The starting point for several of the consultations involved approaching Action for Children Projects working with the target service user group. These projects are commissioned by Local Authorities to provide a range of services including fostering and adoption placements, independent visitor schemes and support for disabled children, young people and for young carers. The majority of the children and young people are receiving or have received Local Authority social work support alongside voluntary sector provision.

Some Action for Children Projects were encouraged to join together for events to ensure maximum participation of children and young people. An example includes Birmingham Young Carers service which ran an event in partnership with Dudley Young Carers.

Other Action for Children Projects extended invites to organisations providing similar services in neighbouring authorities. Children and young people from Trafford Young Carers were joined by representatives from Salford Young Carers (service managed by Princess Royal Trust) and Manchester Young Carers (service managed by Family Action.) Action for Children's disability service in Lincolnshire linked in with other disability providers in the county resulting in a well attended event of children, young people, parents and carers.

Some events ran through contact with a single agency or Local Authority. Worcestershire County Council recruited looked after children for an interactive arts based event. Barnardo's hosted a consultation with 22 parents living with HIV – all of whom were asylum seekers or had been granted leave to remain in the UK.

The attendance at the children and young people consultations varied with five events averaging over 20 participants at each. Three of the events had lower attendance figures of 8, 6 and 4 children and young people. There was disappointment at a lower turnout than expected at two of these events in Bristol and London. Nevertheless the facilitators reported back on the success of these consultations with high quality engagement of children and young people, some of whom had complex needs. A third event took place in a residential unit and was deliberately aimed at a small group of young people whose voices were less likely to be heard unless we made the effort to go to them. A further 10 young people were involved in the steering group shaping the programme for the consultations and the questions for the online survey,

The online survey was launched in October 2010 and was promoted internally within Action for Children and to external organisations. Methods for dissemination included contact with NSPCC, CAF/CASS, VOICE, The Princess Royal Trust for Carers, CWDC, Children's Society and Barnardo's. Where possible these organisations then included the link to the survey in their newsletters e.g. Children's Rights Bulletin. This arms length approach did not generate much response from the children and young people, resulting in the deadline for completion of the survey being extended while more direct approaches were made to individual services (leaving care, residential units etc.) 38 surveys were fully completed with a further 8 being partially completed. To date there are another 3 submissions which have been completed after the survey end date and which we will incorporate into an updated further report of the online survey.

In total the consultations have been attended by 130 young people, 43 parents and carers and 6 residential carers. 38 on line surveys fully completed within the time scale. (see appendix 1)

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

4. Method

The programme for the consultation was designed with input from an advisory group of young people at an Action for Children project based in the North East and considered participative ways to address the questions outlined in the aims and objectives section above. (see appendix 2)

The programme was designed to run over 2 ½ hours and included an ice breaker followed by an exercise to get people thinking about the immediate stereotypes that come to mind when describing social work and social workers.

The children and young people then had the opportunity to design their perfect social worker using images and words from magazines along with their own drawings to depict the quirky qualities that this super human being would possess.

Later they ranked values according to their priority, adding in other values that they felt were important to the profession of social work.

Finally there was a quick fire carousel session with ideas on flip charts for up to 4 of the key questions. These centred on the best way to involve and hear young people's views, recruitment and support needed for social workers as well as looking at what good social work can achieve.

This programme had built in flexibility to adapt the consultation according to children and young people's engagement and the relevance of the questions. In particular there was less reliance on written words for the consultation with disabled children and young people.

At one site, a different approach was taken with the consultation mostly given over to working with professional artists who captured the images and narrative provided by looked after children about social workers and social work and worked them into a graffiti based mural which the young people painted. The messages the young people gave had much in common with those provided in the other consultations and as such this powerful mural represents and summarises the issues young people have raised about the social work profession and its future. A separate report accompanies this one and includes the graffiti illustrations alongside text to explain the choice of images.

All the events took place at the weekend or during October half term so that young people could attend. Liaison took place with lead professionals for established groups of children and young people receiving social work services. They were involved in identifying a venue and activity that could run alongside the consultation and which young people would enjoy.

Background information about why the consultation was taking place and inviting children and young people to take part was sent to the groups' lead professionals prior to the proposed event.

Consent forms were completed by the young people or a responsible adult once agreement to participate was secured. Staff from within the children and young people's own network were identified to help facilitate the consultation and be available to support children and young people during and after the events as required.

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

The Action for Children Project Team worked in partnership with the Social Care Association to organise venues and fund activities and ensure the smooth running on the day.

The flavour and setting for each event was quite different and included a club room at Skegness Butlins and a Stately Home in the grounds of West Midlands Safari Park. The format for most of the events was a morning consultation followed by lunch and then free time in the afternoon for children and young people to enjoy activities at the venue. These ranged from taking part in circus skills through to a trip around an aquarium and rides at a theme park.

Some events including the parent consultation focused on a consultation alone without an afternoon of activities. On these occasions a voucher was provided to show respect and to value their participation.

Summary reports of each consultation were prepared which include some photos of collages produced, key points and a bank of quotes.

All young people received a certificate to mark their participation in the events.

5. Key Findings from Consultations and Online Survey

The following summary gives an overview of the key findings from the consultations. The accompanying individual reports from each consultation provide more depth and a visual account of the events.

5.1 The Reputation of Social Work

'Social workers should just do their jobs better.' (young carer, Midlands)

'They make you upset when they keep changing, they should stay in the job longer, then you could go into a more happy relationship with them.' (looked after young person. London)

As a whole, there were very balanced views about social work with many comments about the caring and helpful nature of social workers who are nice people; support families and make you feel better about yourself. However it was the negative messages that came across more powerfully and tended to trigger further thoughts and feelings from the groups.

The most significant and often repeated phrases were about the unwelcome intrusion of social workers in people's lives. They were seen as interferers. Their concerns about child safety were seen as tokenistic; the minute there was a need for a funded service or hard work on the part of the social worker, then the concerns diminished and families were left to get on with things on their own.

The poor organisational skills of social workers and in particular their scant regard for time-keeping, turning up for appointments or carrying out agreed tasks was highlighted again and again as the defining characteristic of social work. This was echoed but less strongly in the online survey with 40% of respondents agreeing that social workers are late for appointments.

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

There was considerable sympathy and recognition for the fact that social workers are overworked and have too many cases and too many children to see. The participants wanted there to be better working conditions for social workers so that they could be more effective. However lots of people are very busy in their jobs but keep to time, whereas social work is a profession where it is considered OK to be late.

Another recurrent message was around frequent change in social workers and use of short term agency workers to plug gaps. This was seen as the norm in social work – *'you get used to them and then they change'* (young carer, Trafford)

The Worcestershire graffiti mural brings all these issues alive with its images of a tower of paperwork, a social worker running out of time and wobbly jelly numbers indicating that a young person had had 23 social workers since being in care.

5.2 Standards to work towards- perfect social work

'A perfect social worker would be friendly, listen, discuss problems, look at the young person's views, be smiley, love kids, spend time with the children, attend the meetings and remember important things about us like our birthdays.' (looked after young person Greater Manchester)

The Worcestershire graffiti mural includes many important symbols and images to represent good social work. These are enhanced and added to by the individual and small group work that took place in the other consultations with participants creating collages using cuttings from magazines and adding their own pictures and narratives to create their own super being, 'perfect' social worker.

In keeping with the comments about time keeping and organisational skills, it was not surprising that a great many images included watches, diaries and phones with accompanying messages about getting to places on time. One example included a clock face with hands at 2pm. The young person has then written *'Appointment time =2pm. They should arrive on time.'*

Sometimes the images around time were about social workers having more time to care, support and spend time with young people. Most significantly to have time to get to know the young person and what is important to them, their likes and dislikes. The young person who felt social workers should remember their birthdays added *'they go on about having parental responsibility, but they don't behave like parents....'* In order to assist social workers to go anywhere and at any time they were given cars, wellington boots and roller blades for a fast response

Most of the collages appealed to the senses with social workers needing big ears to listen, lots of eyes to see things from different angles, smiley mouths, huge hearts to give real love and perhaps more surprisingly they should also look and smell nice. The latter qualities were repeated in many different ways – the general message being that the way social workers dress and come across can make young people feel more at ease. Friendly and colourful clothes rather than stuffy, formal ones were the preference. One young person said *'they should dress appropriately so as not to intimidate young people.'*

Some of the collages had comic book types of heroes with strong, tough social workers that

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

zapped baddies and had muscular arms to keep children safe. There were images about fighting for the children and taking on the challenging issues they face.

Some of the other images included on the collages were :

'Keep the lid off their head- be open minded'

'Keep mouth shut sometimes' (confidentiality) – illustrated with a padlock

'2 heads are better than one'

The summary reports of each consultation include examples of the young people's art work and the graffiti mural will be given to The Social Work College for display.

5.3 Values

'I would like my social worker to know that I am a human and have feelings.' (looked after young person, Worcestershire)

'I don't believe my social worker cares for me.' (disabled young person, Lincolnshire)

Participants involved in both the consultations and online survey were asked to rank the values that they felt were most important in social work. These values had been put forward by the steering group of young people as the ones they felt to be priorities. Blank cards were provided for children, young people and parents to add their own contributions.

The cards allocated to groups included the following values

Patient	Tolerant
Kind	Understanding
Fair	Well Trained
Experienced	Committed to children and families
Intelligent	Trustworthy
Friendly	

Although there were some variations, there was remarkable consistency with the responses gathered at both the consultations and in the online survey. The most commonly named, top values were 'Commitment to Children and Families' and being 'Trustworthy.'

Other qualities added in by the children and young people and rated highly include being respectful, reliable, caring and supportive. A group of parents of disabled children and young people came up with their own top five. These were Effective, Confidential/Ethical, Knowledgeable, Courageous and Compassionate.

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

5.4 Social Work as a Career Choice

'Being a social worker would make you feel like you had been touched by angel dust.' (young carer, Hull)

It's such an important job, people should get approval from the Queen before being allowed to be a social worker' (young carer, Trafford)

'You're brave to be a social worker as the public don't like them.' (young carer, Midlands)

The top three reasons to be a social worker in the online survey were as follows:

- You can change people's lives for the better (85.7%)
- It means that you can help people (53.6%)
- It's an important job (43.5%)

The survey also revealed that there was no clear opinion as to whether social workers could be considered well- paid with 23.3% thinking they were and 40% not knowing one way or the other.

Participants in the consultations were more of a view that it was a job with good pay and conditions however they emphasized the personal benefits that the job brings including feeling better about yourself, fulfilment and making a positive contribution to society.

One young person felt an added advantage of becoming a social worker was that you get a free McDonalds when you take a service user out.

5.5 What good social work can achieve

'It makes the bad stuff go away' (child who has been adopted, Bristol)

Many of the young people could draw on their own experiences of good social work and celebrate what they had managed to achieve through its support. This included achieving well at school, living in a great foster family, gaining confidence from good leaving care support.

One young person said *'it makes for happy families and social workers should get a medal for it.'* Another said that *'it makes your life not hell when it is.'* (young carers Trafford)

Others visualised a Utopia for social work with families brought back together and social workers helping to reduce isolation, ensuring access to services like counselling and making children and families happier.

These responses were similar to the highest ranked statements in the online survey which included the following:

- Let people know that they are not alone
- Bring family members together
- Help families to stop arguing

One young person in London highlighted the important role a social worker has in ensuring looked after children can maintain their religious and cultural identity by making time to respect their beliefs and linking them in to the right places like a mosque.

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

On occasions there were some pragmatic responses with comments like

'Social workers should try their best even if they can't solve all the problems' (young carer, Midlands)

'You don't have to be perfect to be a social worker' (young carer, Trafford)

5.6 What would help social workers do their job well?

'Give them practice in looking after children and a chance to get to know them like going out for a day' (looked after young person, London)

'More social workers, less case loads' (looked after young person Worcestershire)

To an extent young people came up with actions that were within the social worker's own control and that they could take responsibility for, like being polite, more friendly, considerate and making more effort to listen. Alongside this, there were running debates at every consultation on whether social workers should be young, old, male or female. In short the conclusions were that if the social workers had the right personal qualities and were 'emotionally literate,' then age and gender doesn't matter. What helps social workers do their job well is recruiting the right people in the first place.

The children and young people recognised the importance of social workers having the right training but showed insight into the biggest obstacles to them doing their jobs well which centred on them having enough time and having access to resources. The Worcestershire graffiti mural depicts golden scissors cutting away at services and severing the chances for looked after children.

Case loads were seen as far too high, coupled with too much paperwork and bureaucracy. This gets in the way of spending quality time with children and families. It gets in the way of doing careful transition planning for young people with disabilities and it means there isn't time to carry out much needed 'life story' work with children.

Parents attending the consultation in Greater Manchester were all HIV+ve and were asylum seekers or had leave to remain in the UK. They emphasized the need for more training for social workers in HIV because stigma and lack of understanding persists. Often it is all the social worker can see and they wrongly attribute it to a presenting family problem even when it isn't relevant.

Several of the women had experienced destitution and had needed social work support. They felt that they had been stripped of their dignity and humiliated by social workers who couldn't see past their immigration status and would do anything to push them away and not respond to their families' needs. In particular social workers would talk loudly to them in crowded reception areas and not afford them confidentiality. The parents felt that training alongside the recruitment of social workers who have a respect for human values was the way forward.

5.7 Involving Children and Young People

'Give me a chance to answer' *'Give me time to think'* *'Ask me - not my carer'* (disabled young people, Lincolnshire)

The formula for most of the events was to ensure there was a pleasant venue, make the

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

consultation enjoyable, provide support, have nice food and refreshments and end up with a fun activity. This seemed to be a winning combination and one that certainly has enabled facilitators to gather vast amounts of information and quotes about social work and social workers.

Children and young people were modest in what counts most to gain their views and came up with simple ideas like *'ask me', 'listen to me', 'take some time to get to know me, take me out.'*

While they appreciated the consultation event and hoped for more in the future, they also highlighted that they don't always need to be rewarded and are willing to share their views if people will listen.

'I don't need an incentive like a voucher - I'd come anyway.' (looked after young person Greater Manchester)

Text messaging and Facebook were named in several consultations as effective ways to communicate with children and young people.

Getting young people together as a group was seen as a good way to consult and involve them rather than identifying a token young person to be a representative of their views in an adult setting.

6. Key Messages for The Social Work College

Children, young people and their parents and carers do see the value of having a Social Work College. They are recipients of services that are considered stigmatising by the public and which are delivered by people who have been stereotyped in the media as dangerous and incompetent.

They have provided us with examples of social work making a positive difference to their lives and given us an insight into what is going wrong with the profession. Their feedback has highlighted the need to get back to core values, to raise standards and define and uphold what can be expected from social work.

A more optimistic media image of social workers and what they do would reduce the stigma families experience in their lives. They hope it will encourage the very best people to go into social work and mark a new beginning for the profession. There is acknowledgement of the hard times ahead with public sector cuts and having to do more with less. This gives further weight to the need for stronger representation for social workers and for the recipients of social work.

6.1. Defining the Values of the Social Work Profession

'Walk in our shoes so you know how it feels.' (asylum seeking parent, Greater Manchester)

The purposes and functions consultation paper states that 'The Social Work College will set out and uphold the values and purpose of social work - including its commitment to placing people who use social work services and their carers at the heart of the process.'

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

In the consultations, participants named the value they considered most important in social work to be a 'commitment to children and families.' They too felt they should be at the heart of the process.

The families echoed the confusion that exists about the role of social work and the reserved functions. Many social care tasks do not need a qualified social worker. Parents stated that they just need a named person who has access to resources and who will carry out agreed tasks.

The young carers involved in the consultations viewed their voluntary sector providers of support with high regard but worried about the social care available for disabled siblings and their parents. They didn't require a social worker for themselves. However, they needed peer support, a chance to have a break from caring and someone outside their family to talk to, who will provide support and advocate for them.

Some children in care no longer have a significant relationship with their social worker. Should this be the case? Is it sufficient for foster carers, residential staff and independent visitors to take on what used to be a social worker's role? Several children talked about wanting to know their history and needing someone to sit with them to do skilled life story work. If the social worker has not had time to visit or to get to know the family history, who can help the young person, put the jigsaw pieces of their life together?

6.2 Developing, Upholding and Supporting Standards

'I have a dream...one day social workers will be on time, organised, non judgmental and immediately responsive.' (looked after young person, London)

The feedback from these consultations will assist The Social Work College in gathering evidence from existing work and to build consensus about the priority standards to promote and uphold.

The areas that were highlighted in the consultations included:

- Standards of professional conduct in social workers
- Standards of pre and post qualification training for social workers
- Standards around realistic work loads
- Standards that link the social work assessment role with access to resources - needs led assessments rather than resource informed

6.3 Supporting Improvements in the Reputation of Social Work

'You've got a social worker for a reason, so they should do something good for you.' (looked after young person, London)

The consultations have demonstrated that children and young people are willing to work with The Social Work College to support improvements in the reputation of social work. Many are justifiably proud of their achievements and acknowledge the invaluable contribution social work has made to their lives. As the quote above states, you get allocated a social worker for a reason so there should be some measurable good that comes out of the intervention.

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

There are simple ways to capture the every day stories of children and young people who use social work services. Having been involved in these enjoyable Social Work College consultations we have access to young people who may share their experience of what social work is about with social workers, policy makers and the media.

7. Appendices

Appendix 1

Participants involved in the consultation and areas covered in workshop

Venue	Number of young people consulted	Age Range	Number of parents and carers or residential support staff	Target Group
The Deep Hull	8 male 11 female	8-17 years	9	Young Carers and their parents Hull
Chill Factor Trafford	10 male 9 female	9-17 years		Young Carers from Trafford, Manchester and Salford
Circomedia Bristol	2 male 4 female	7-14 years	1 adoptive parent	Children living with adoptive parents
NCVO London	5 male 3 female	13-20 years		Looked after children in London
Butlins Skegness	16 male 8 female	8-24 years	11 parent/carers 2 residential support workers	Disabled children, young people and their parents and carers
Action for Children Project Midlands	11 male 13 female	13-17 years		Young Carers from Birmingham and Dudley
West Midlands Safari Park	8 male 8 female	12-18 years	3 residential social workers	Looked after children and young people Worcestershire County Council

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

Barnardo's Service Greater Manchester			22 parents	Parents who have used social work services – asylum seekers / those with leave to remain
Residential Unit Greater Manchester	3 male 1 female		1 residential support worker	Looked after children in residential care
Steering Group at Easington emotional well being project	5 male 5 female	9-17 years		
Total	68 male 62 female		43 parents 6 residential workers	

Appendix 2 Sample Programme for Consultations

Programme for College of Social Work Consultations

- 09.30** Arrival and Registration
- 9.50** Opening Remarks – aims of today including role of The Social Work College
- 10.00** Ice Breaker (Human Bingo)
- 10:15** Introduction to adults on tables
- 10:20** Professions- short activity thinking about range of professions and careers to start group thinking about what characterises certain professions – we'll end by looking at the social work profession
- 10.30** Feedback on the jobs activity
- 10.35** Input – what social workers do...and range of social work roles, user groups

Facilitation of Consultation Events for Children and Young People who use Social Work Services

Full Report: November 2010

- 10:40** Art activity – Quirky Qualities -we'll look at what makes a good social worker through drawing and collage
- 11:05** Feedback from above - key words from post its and a picture from each group
- 11:15** Values' – highlight range of values (using pre-printed cards) and ask group to rate them according to importance for social workers (10 cards to be chosen) using 'Pyramid Ranking'. Group can add their own values
- 11.30** Feedback- Top 3 from above- compare and contrast
- 11.40** Quick Carousel – 4 key questions, each in a different corner of the room. 5 minutes each station moving clockwise
- What difference should a good social worker make to people's lives? (What does good social work achieve?)
 - Why would being a social worker be a good career/job to do?
 - What would help social workers do their jobs well?
 - Name some of the best ways to get young people's views?
- 12.10** Evaluation All Groups given 3 dots and asked to place on targets- dot voting
- Have I been listened to?
 - Have I enjoyed the activities?
 - Has it been fun?
- 12:30** Lunch

Report Author	Juliet Ramage
Organisation	Action for Children
Contact Details	Juliet.ramage@actionforchildren.org.uk
Date	12.11.10