

Ethical Protocol

In carrying out all the activities and tasks in the project the project delivery team:

Name/s
(.....)

must ensure compliance with the following:

- Code of Conduct
- Ethical Process and Practice
- Checklist for Project Delivery

Code of Conduct

Remember the overall need you are aiming to address:

INSERT.....
.....
.....
.....
.....

All tasks and activities are to be carried out in a manner which reflects commitment to

- developing capacity to help children access their rights
- working with, listening to and learning from children
- ensuring due weight is given to children’s views
- diversity, inclusion and human dignity

Working with stakeholders

Make sure that everyone who takes part in the project has a shared understanding of the main purpose and aim of the work.

Make sure that they understand how and why it is being done.

Make productive relationships with professionals and all participants.

Discuss options for spreading knowledge about the particular project.

Explain that you will want to make the children's report or other visualisation of the project available for everyone to see on various platforms (website/social media/meetings/dissemination).

Discuss how you will engage with the right audience for influence.

Working with children as participants in the project

Each participant should understand the main purpose and aim of the project, and how much time the project is likely to take.

Participation must be voluntary at all times: children's and other necessary consents must be given at the outset and participant wishing to withdraw at any time must be able to do so.

Methods used should provide children with opportunities to express their opinions and talk about their experiences in ways they find easy and non-threatening.

Children must not come to harm as the result of any part of the research (including dissemination of results).

The project, and research developed by the children must not exploit participants.

Explanations used to seek informed consent and introduce children to research tools should be simple and age-appropriate, using examples which children will understand.

*Please also refer to the *Roles of the Grown Up* at the end of the document

The Way We Work

Staff are recruited and supervised to ensure that children are not abused or exploited in any way.

Non-ethical behaviour, including shouting at, ridiculing or denigrating a child, is dealt with immediately by the line manager.

We have and operate strategies for dealing with ethical dilemmas.

Records are kept carefully and precisely.

No-one is forced or pressured to take part – all children and adults must be given the opportunity to give their informed consent, and records kept of the results.

Private and confidential information is respected at all times.

We learn and share our learning from our experience, constantly evaluate delivery methods and make adjustments where necessary.

We strive at all times to protect, respect and help fulfil the rights of children as set out in the UN Convention on the Rights of the Child

Ethical process and practice

Ensure that all members of the delivery team have a copy of the Code of Conduct.

Any ethical concerns occurring during the project must be noted by the team member involved and raised with their line manager immediately.

All members of the delivery team working directly with children must have current DBS certificates and must have undertaken child protection and data protection training.

Data collected by the individual project and the project overall must be stored where it cannot be read by anyone other than a member of the delivery team.

The Data Protection Act 1998 applies and all personal data must be stored securely.

Project delivery must not commence until all consents have been obtained and recorded using the appropriate project forms.

Children may still refuse to take part, even if an adult gives permission.

Ethical dilemmas are dealt with as follows.

Dilemma	Action
Disclosure or suspicion of abuse	Follow child protection policy
Child becoming distressed during a task or activity	<p>Be vigilant for the first signs</p> <p>Re-direct or divert to prevent or de-escalate distress</p> <p>If it seems best for the child to take time out from a group, ensure this can happen without leaving either the child or the rest of the group alone.</p> <p>Consider the needs of others in the group: for example the need for reassurance</p> <p>Note and record incidents and actions taken</p>
Children become tired or bored during a task or activity	<p>Play a quick game or take a break from the activity</p> <p>Ask the children if they would like to stop altogether, or move onto another part of the work</p> <p>Note any evidence of young people becoming tired or bored as part of continuous evaluation and think about changes that might be needed in delivery</p>
Children find the activities inaccessible and do not engage with the work	<p>Anticipate by deciding how to work best with different groups, special interests and needs</p> <p>Decide which activities are appropriate and how to adapt</p> <p>Anticipate by making sure that all games and warm-up activities are inclusive of all children</p> <p>Note any adaptations made to accommodate particular needs</p> <p>Reflect on experience, share and discuss with project delivery team</p>
In a Follow On Project, 'new' children participating take a different view of 'What Needs to Change' compared to the children who participated in the original local project	<p>A constructive dilemma! Take the opportunity to compare the situation where a new council/government/leader is elected and takes a different view from the last one. Use the UNCRC framework to help resolve the difference: work with the children to research what approach would be more in tune with the UNCRC? Do not impose a solution: if after research/discussion, the Follow On group wants to do something different, go with that, provided it is within the rights-based approach and overall Project parameters.</p>

Checklist for project delivery

The following checklist is not exhaustive of all the things that will need to be done in preparation for and after visits and sessions, but will help to ensure compliance with the Code of Conduct and Ethical Protocol

Pre-visit tasks

When discussing the project with gatekeeper partners:

- What is your project all about?
- What is your role?
- Why are you carrying out this project? What do you hope to achieve?
- What do teachers/support workers/children know about the UNCRC and its place in Welsh law?
- How many children can be involved, their ages and any specific needs?
- How much time can you have and when, balanced with what we need?
- What space and facilities are available?
- What resources do they have: laptops/projectors/screen etc?
- Who is the Child Protection officer/lead?

Roles of the grown-up

Collaborator

A collaborator is there to join in and work with the children, not to lead or direct the group. As a collaborator, your role is to give children the confidence to speak up and direct the research as they wish. If they get stuck, it is not your job to find a solution but to start a discussion and maybe provide a few examples of where the children could go next.

Administrator

You will need to ensure that notes are taken at each session so the group can keep track of what has been decided, what is happening and what needs to happen next. You will need to arrange meetings and set times, including meetings with relevant gatekeepers when necessary. With the children's agreement, you may need to carry out some pieces of work without the children e.g. setting up interviews, photocopying questionnaires, preparing work for the following session. The group may also ask you to carry out some groundwork research on their behalf. You may also be required to do some of the data analysis once the children have had an initial look at the raw data.

Regulator

This role will include helping children set achievable and realistic goals. It is important to work with children honestly; they are very capable of understanding limitations. Give honest reasons why certain avenues may not be useful for them and they will be open to continue on another path.