



MAKING PLACES

**Guide to a University Residential with Creative Practice
for Care-experienced Young People**

THE VERBATIM FORMULA



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This guide has been written by Sylvan Baker, Priya Clarke, Sadhvi Dar, Jerome Harvey-Agyei, Rosie Hunter, Maggie Inchley, Shalyce Lawrence, Renata Peopl, Mita Pujara, and Paula Siqueira.

Queen Mary University of London and People's Palace Projects, 2018.

<http://www.theverbatimformula.org.uk/>

THE VERBATIM FORMULA

The Verbatim Formula (TVF) offers care-experienced young people (14-18 years old) an opportunity to visit university, and gives them a taste of student life and learning. It also creates a context where their voices and ideas can be heard. Since 2015, the TVF partnership has been inviting young people to Queen Mary University of London for a residential stay which includes drama workshops, spending a night in university accommodation, and planning for the future. We call our project The Verbatim Formula because it builds on practices used in verbatim theatre to explore young people's experiences, feelings, and aspirations in a supportive, participatory context.

The Verbatim Formula aims to:

- **care for, respect** and **listen** to each young person
- give care-experienced young people a **taste of university life**
- use **creative practice** to help young people plan for the future
- ensure that the **aspirations and dreams** of disadvantaged young people are supported and encouraged
- use participatory evaluation to provide for care leavers better by **improving education and social services.**

Led by a drama practitioner, with input from a team of young adult mentors and facilitators, the project also offers individual advice sessions from Widening Participation staff.

Throughout this guide you will see transcripts of recorded testimonies gathered as part of the project. All names have been changed.

“Lots of young people in care don't have enough guidance from family or even social workers to be able to experience university in a successful way. The TVF project helps you do this and you don't need training in the arts or be a performer to take part. I highly recommend it for young people in care intending to go to university.

It encourages them not to have low expectations of their experiences and to flourish as much as they can while studying.”

Kyle, care leaver.



Who is this guide for?

This guide is for staff who wish to support **care-experienced young people and care leavers** in thinking positively and dreaming big. It gives practical advice on running a one night residential with workshops in a university to support young people in planning for the future.

It is based on the experience of **The Verbatim Formula** team, who have run residentials at Queen Mary University of London since 2015, and are sharing their practice with other universities.

It will be of particular use to staff involved in **widening participation** and for those seeking to use **creative practice** with young people as a pedagogical and participatory approach.

Using dialogue and feedback as an integral strategy, it builds in **participatory research** and **creative evaluation strategies** that create opportunities for personal and organisational change.

The appendices of this guide provide a set of model documents to administer a residential with care-experienced young people. Photographs and illustrations are by Paula Siqueira and Mita Pujara unless otherwise indicated.

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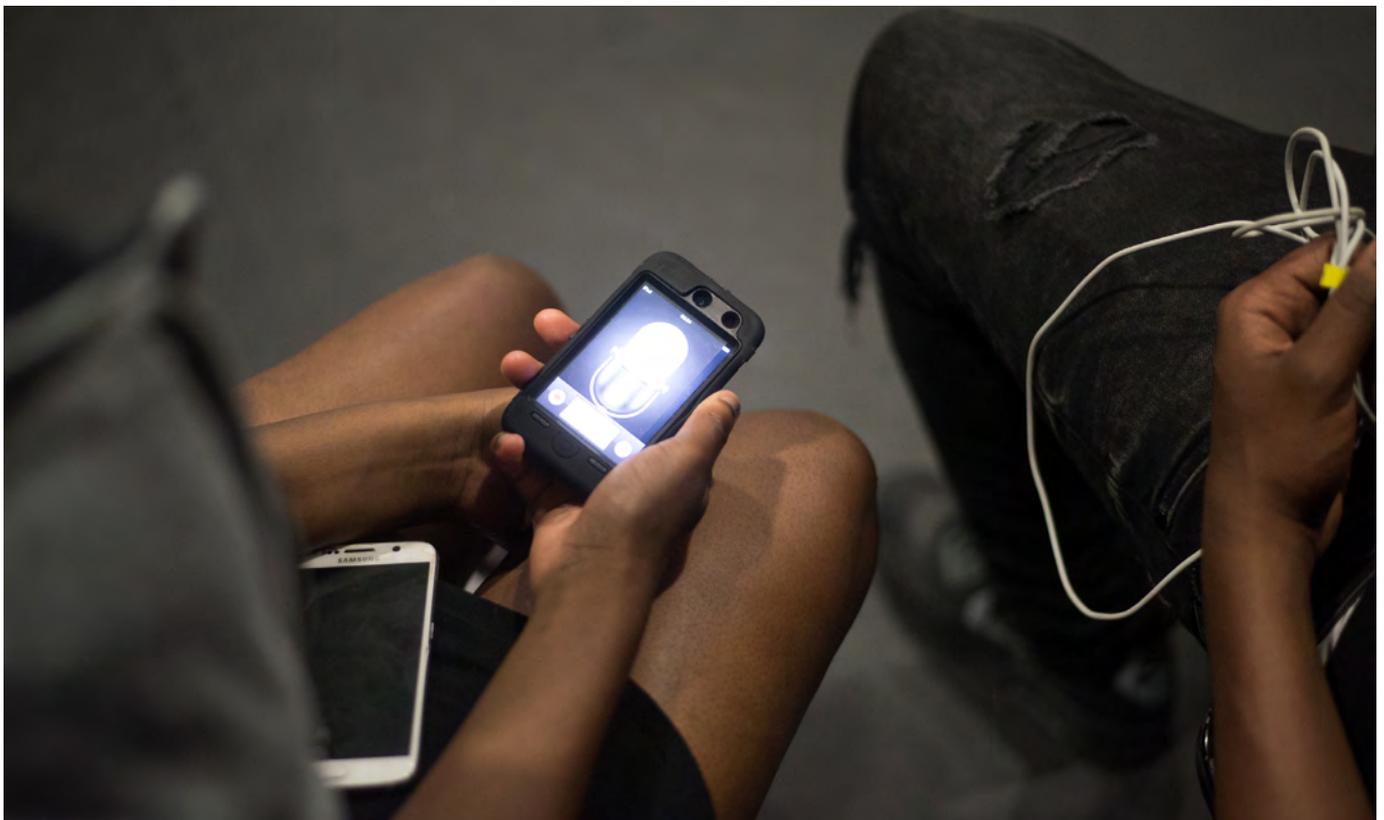
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THE NEED FOR THIS WORK

THE NEED FOR THIS WORK

The challenges faced by care-experienced young people in achieving their potential are well documented. As foster carers and social workers know very well, having to go into care can mean that a young person's home life and relationships have been disrupted, making it more difficult for them to trust adults and to feel safe enough to learn (Furnivall 2011). It is not surprising that young people in care at the age of 16 are three times more likely than others to have a special educational need (Harrison 2017). While going into care can for many support educational progress, some young people's education can be even more disrupted by being moved from one foster placement to another.

Very frequently, the disruptions that care leavers experience lead to a much poorer likelihood of entering university and receiving professional training. According to government statistics, **in 2016-7 only 6% of care leavers were in higher education, compared to around one third of all 19-year olds (Department for Education)**. A recent major survey for the National Network for the Education of Care leavers suggests a growing proportion of care leavers entering higher education. **Yet of a cohort of 6,470 care leavers, only 11.8% entered higher education, compared to 43.1% of young people in general (Harrison 2017). What is more, care leavers are 38% more likely to drop out of university.**

Such stark figures reflect grave social inequalities in the UK.

As a team of researchers responding to lived experience, we believe it is important to delve behind the statistical picture. How does entering care make young people feel? What is the quality of affective care they receive? Are young adults sufficiently supported when they leave care? We have learnt that many young people in care struggle with poor mental health and suffer extreme social stigma. They may experience both care and education as bureaucratic and alienating (Munro 2011).

Since the adoption into UK law of the 1989 UN Convention on the Rights of the Child in 1992, the right of all children to have their voices heard and be listened to is emphasised in official and statutory documentation (Department for Education 2016). Yet despite the dedicated practice of many foster carers and social workers, young people who have participated in our project have reported feeling unheard and unloved.

“I’ve literally become a catalogue of statistics, and just irrelevant facts and info. And it’s dehumanizing to be honest. And if adults don’t really view you as a human then how can you view yourself? ... Kids have become just another number, another statistic, and it’s not whether a child is being cared for it’s whether they’re being dealt with. And that’s not the same.”

Maya, 14 years old.

6%

of care leavers were in higher education, compared to around one third of all 19-year olds (Department for Education)



The Verbatim Formula (TVF) is a university-based practice as research project, and as such we believe it is important to think about our offer to and relationship with care-experienced young people. In higher education there is currently an increased emphasis on widening participation of disadvantaged groups. In 2016, a report by the Social Mobility Advisory Group, *Working in Partnership*, called upon universities to do more to address systematic inequality (Universities UK). The report emphasises the importance to young people of receiving effective information, advice and guidance. In 2017, The Sutton Trust recommended that universities reform their admissions processes to allow a greater proportion of young people from disadvantaged backgrounds to enter university. Importantly, Tim Blackman's report for the Higher Education Policy Institute emphasised the pedagogical benefits of a diverse student body (2017).

It is the conviction of the TVF team that doing more to support care-experienced young people is a socially, ethically and pedagogically urgent issue.

Universities can use their resources to help care-experienced young people to know about the routes that are open to them. They can do more to explain that there is support available with finance, accommodation and mental health issues.

Using creative practice can build confidence and make a difference to the way care-experienced young people feel about their own future.

Most importantly, we have much to learn from the young people themselves. We need to listen, and we need to celebrate the success of those who fulfil their potential in spite of the challenges.

“I wasn’t really supposed to graduate. I was supposed to be doing a 9 to 5 job at a retail store, and probably pregnant with two kids by now, but I’m not. I’m twenty-three with a degree now. I’m not an outcast. I’m normal. I can achieve what everyone else can achieve.”

Ava, Care Leaver.



Transitioning from Care

In TVF we have found that each care-experienced young person and care leaver has a unique and valuable experience of being in care, at whatever time it occurred in their lives. (We prefer to use the term 'care-experienced', rather than the commonly used phrase 'looked-after', because we respect the insight and knowledge that young people whose lives have touched the care system have gained, and which they can share with us as our co-researchers and advisors.)

The young people we have been working with have all been very different.

Like all pupils or students, care-experienced young people come from a variety of backgrounds. Factors, such as race, religion, regional background, neurodiversity and gender play important roles in their

lives – not to mention differences in personality and outlook!

An experience of care is just one part of a young person's identity.

But we have also found that entering care can change a young person's sense of who they are in society, and some can have a severe sense of social stigma.

Though it is the responsibility of the local authority to ensure that the young people get the care and support that birth parents often provide, care leavers are not always well supported, and often face severe challenges with finance, accommodation and independent living. Going to university can coincide with a time in life when a young adult is coming to

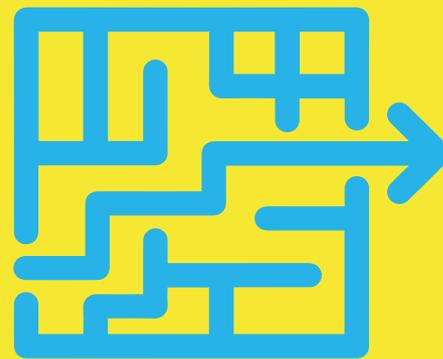
terms with what has happened in their past. This is a time when some can feel more alone and find it difficult to ask for help.

Whatever stage each young person is at in preparing for these changes, a positive experience in a university environment can be an important part of understanding what is available and working out what feels right for the next steps.

Care leavers may need extra support when it comes to applying for

university. Their potential is often missed, or not encouraged. They may not have access to advice and support in making the right choices, nor any help in navigating the complexities of online application systems. With a bewildering range of options, the advice young people receive is crucial.

This is why extra help and support can be so important to care leavers in making the transition from school to further or higher education.

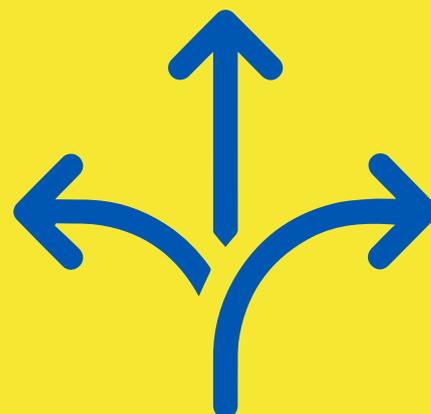


Higher education providers often define a ‘care leaver’ as someone aged between 18 and 21 who at the age of 18 was in the care of a Local Authority or Health and Social Care Trust. Legally, a ‘care leaver’ needs to have been in care for at least 13 weeks from age 14, some of

it when they were aged 16 or 17. By law, local authorities are responsible for care leavers until they are 21 – or 25 if they are in full-time education or have a disability. In practice however, the support that is given is patchy.

“Education in itself needs to be consistent. It’s the moving from school to school that makes it difficult to get those key and necessary grades that you need to go on to higher education. That’s really difficult. I think universities need to be more flexible with their criteria. There are various access schemes to higher education that do target care leavers which is brilliant. You need to look at the person and not their grades.”

Cathy, widening participation staff member in higher education





THE VERBATIM FORMULA (TVF)

The Residential - An Overview

THE VERBATIM FORMULA (TVF)

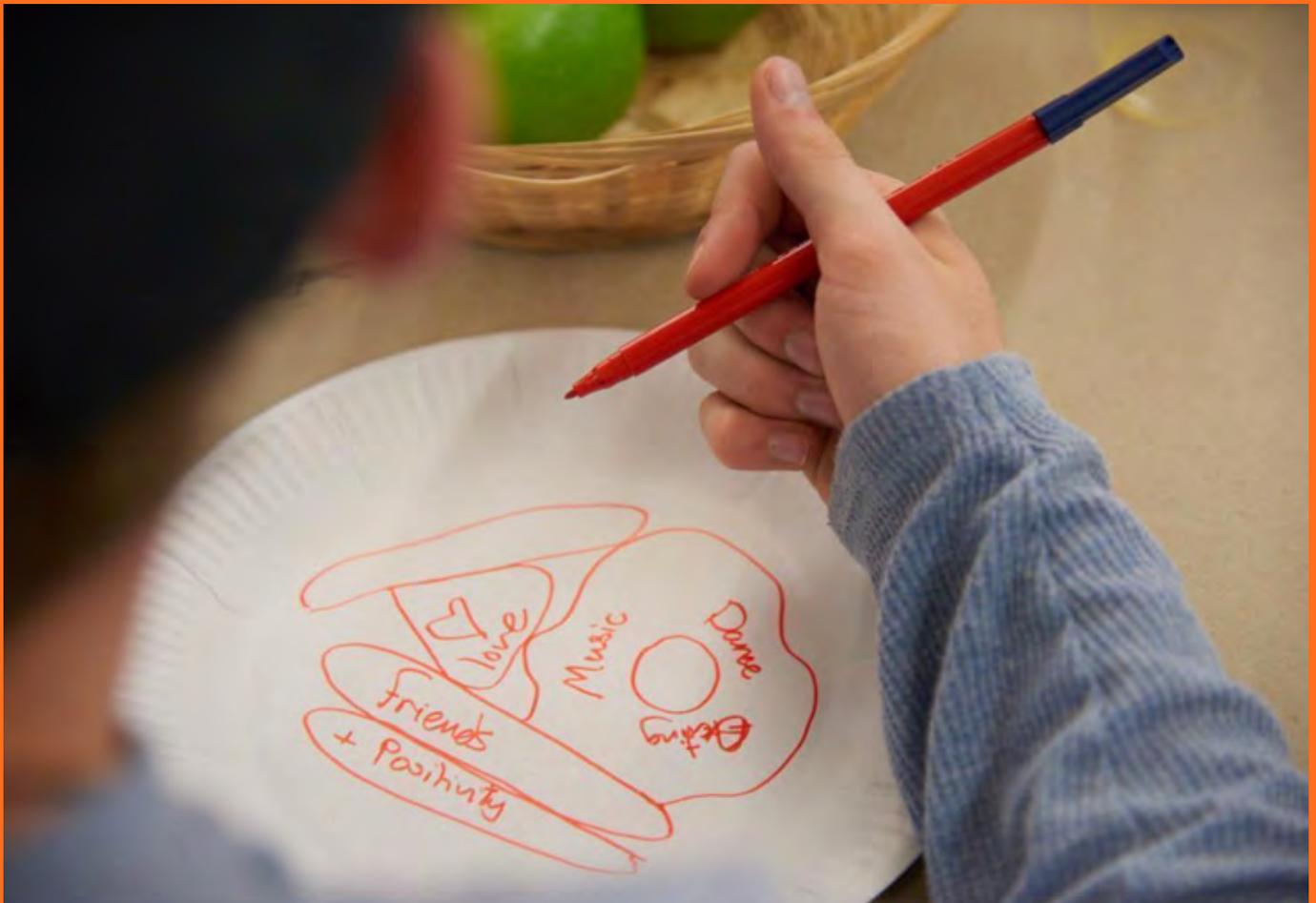
The Residential - An Overview

What happens in our university residentials for care-experienced children?

The following is a simple account of a two-day (one night) version of our participatory residential for care-experienced children, stretching from Sunday morning to Monday afternoon.

In the **appendix section** you can see a table version that includes columns with details of staffing, resources and evaluation activities (see page 66).

This model is intended as guidance only, and can be adapted for non-residential workshops too.



Sunday Morning



The young people, accompanied by a foster carer or social worker, arrive for a welcome breakfast on Sunday morning (described in more detail below). This should take place in a pleasant roomy place, and feel friendly and fun. The whole residential team is assembled, including facilitators and night staff. Participants share food, music, informal games and introductions around a large table covered in sugar paper. Pens are available for doodling.

The session also gives a chance for staff to meet and speak to foster carers and social workers about the residential, and to share information about the young person's needs. Staying for a coffee and a bite to eat, the carer's presence for this first hour or so can help the young person feel safe with a new place and new people.

This breakfast session establishes the project's emphasis on mutual respect between all members

of staff and participants. We emphasise that young people are entering a university rather than a school environment, that they will be listened to, and that they are expected to listen to others. The Day and Night Captains are introduced as experienced young adult facilitators who are there to go to if there is anything about the group – positive or problematic – that needs to be shared.

Breakfast is followed by a session in a different space, where participants get to know each other using ice-breakers and drama games. These activities are great for establishing the residential as a time where participants feel good about being there, speaking for themselves and enjoying the company of everyone in the room. This sense of fun and play is a crucial part of the experience for the young people. The day's schedule is displayed, and participatory evaluation techniques, such as 'Postcard to a Friend' are built into the sessions.

Sunday Morning

>> It is also important not to force participation, but to acknowledge that these young people may need a different approach >>

Light touch drama-based activities such as image making are introduced that acknowledge that the young people share an experience of care. If facilitators or ambassadors have their own experiences of care, telling their own stories can be a powerful and inspirational part of this. This aspect of the residential can be sensitive: each young person will be at a different place in terms of speaking about their care experience. For some individuals, experiences will be recent and raw, and they will prefer to listen, or find non-verbal means to express themselves. A positive tone and a focus on the future and on action is important. It is also important not to force participation, but to acknowledge that these young people may need a different approach, or may decide to participate in different ways later in the residential.

A lunch break is taken with student ambassadors, and there is a chance to check in to their student accommodation – often an exciting and important moment for the young people. At the same time, it is good to recap on basic rules, such as the use of wi-fi.



Sunday Afternoon

Following lunch, a 'Meet the Experts' session allows the project's younger adult facilitators and mentors to take over. Drama students, university student ambassadors, and young adult facilitators lead small groups, informally sharing their journeys from school, through care, to university and beyond. Both care-experienced and non care-experienced ambassadors/helpers can help to show the diversity of students at university. We have found that many students have faced all kinds of challenges and overcome great obstacles to get through their degrees, and that sharing these can be inspiring to the care-experienced young people.

After lunch, there is a workshop session which is based around a drama practice. In TVF we have used the practices of verbatim theatre (read more about why in the section below). The session gives a taste of the kinds of ways students learn in university (not all participants will have an interest in studying Drama specifically). In this session, we have gathered audio recordings of the young people's own experiences in care, if they have wanted to share them, as well as hearing about their aspirations for the future. This sharing facilitates a foundation of trust between the group: as they hear about each other they begin to place more respect and understanding for shared experiences. This session is key to breaking

down barriers in communication while also giving opportunity to reflect on the words spoken.

A Future Paths talk from a Widening Participation (WP) officer concentrates on the practicalities of entering university, and the help and support that is available for care leavers. Having someone from the university pre-entry team there helps to connect the dots between departments and offers someone not connected to academic schools.

In the short break after this, young people are identified and scheduled for individual interviews with staff from WP or Careers. These sessions are tailored to each individual participant's needs, aspirations and circumstances. At the end of each session the participant should have a plan or outline of next steps to take away with them, and which can feed into the Personal Education Plan they agree with their social worker.

We have found these individual sessions to be invaluable in informing care-experienced young people of the options available to them, as well as opening their eyes to their own achievements and potential. A young person's understanding of their own choices at this stage is sometimes limited – a caring and responsive adult can change this.

>> The session gives a taste of the kinds of ways students learn in university (not all participants will have an interest in studying Drama specifically). >>



Sunday Afternoon

While young people have their individual interviews, a second skills session covers another drama practice. This will depend on the expertise amongst the facilitators or the interests of participants. Spoken word, multi-media technology, music or puppetry could be programmed.

This is a packed day. It is also potentially an emotional rollercoaster as it might be the first time that participants have used these styles of reflection, narration, and group work. A handover session is led by the Day and Night Captain facilitators, who reflect on the day, and deal sensitively and appropriately with individual and group dynamics and any tensions (see Facilitation section below).



“It definitely gave me the insight that I needed to make my mind up about university.”

Aaron, 17-years old.

Sunday Evening

Young people return to their accommodation and get ready for dinner. We have found that our participants have very much enjoyed going in a group to a nearby restaurant. While it can be difficult to provide extensive choice or options within budget, finding somewhere with something to please everyone is important. **Food matters.**

After dinner, the young people are invited to relax. A pleasant and comfortable space should be provided where they can hang out together and get to know each other more. This period of relaxation is also a good time for mentors to be around, available to give advice, and share more of their experiences informally.

Young people return to their rooms at a set time. We recommend 10pm, with lights out at 11pm.

Monday Morning

After a good night's sleep (we hope!) the young people are woken at around 8 am and join each other for breakfast. Student ambassadors take them on tours around the campus and buildings, chatting about student life as they go.

In the Drama space again, a No Dream is Too Big session offers the young people a chance to reflect on where they are now in their lives and where they want to be in the future. Different types of creative practices can be used, such as drawing and storytelling. The focus can be on the individuals and their aspirations, or perhaps on a fictional care leaver who faces challenges and overcomes them to be successful. Again, this is a good opportunity to share mentors', students' and facilitators' own experiences.

Further individual appointments also take place over the morning for any young people left over from Sunday.

After a break, a Prepare to Share session takes place, where the participants decide how to present the work done on the residential with the foster carers and social workers who will come to collect them. How they do this is discussed with the group, and the decisions will depend on the individuals present. Workshop staff can decide what kind of space to use – we have used a combination of studio theatre and rehearsal room.

Our sharing events have used the anonymized and edited verbatim material gathered from the participants, or voices from our bank of recorded testimonies. The young people have also opted to present their experiences of care using still images, gestures, poetry and song. One group used a game show-style performance to explore the negative stereotyping of young people in care and to present a more positive and inspirational vision of their potential. Another created a fictional character who overcame challenges and met her goals by dreaming big.



>> Different types of creative practices can be used, such as drawing and storytelling. The focus can be on the individuals and their aspirations, or perhaps on a fictional care leaver who faces challenges and overcomes them to be successful. >>

Monday Afternoon



After a brief lunch break, the last preparations are made for the sharing. Final decisions are taken, and the group rehearses together. Foster carers, social workers, university staff and other invited guests begin to arrive, and are greeted by residential staff. At the agreed time, the guests are invited into the space, and after an introduction by a facilitator and/ or young person, the sharing begins.

We follow this with a space for dialogue, in which the young people carry out and record interviews with the guests – the foster carers and social workers responsible for their care, as well as invited university staff.

These interviews become part of our embedded processes of evaluation (see more of this below), and



Photograph: TVF Facilitator

Monday Afternoon

can act as an incitement for participants to involve guests and invite them to take action. In one format we used, guests were led from the sharing space to a rehearsal room where they sat in a ring. The young people performed testimonies, to which guests were invited to respond. These activities give rise to new conversations, and give adults an opportunity to express and share their support of the young people.

It is now time for feedback and farewell. While adults are given tea and cake, the young people are asked to make a Critical River (see below) to evaluate their time in the workshop, as well as say goodbye to friends and young adult contacts they have made. We have given young people a university hoodie or other gift to remember us by, as well as an invitation to stay in touch with the project team.

The sections below give more detailed accounts of what happens in some of the sessions in our residencies and more insight into our processes.

Interview Questions

- **How did our performance make you listen?**
- **How did it make you feel?**
- **What does it make you want to change about the way you work?**





THE INGREDIENTS

THE INGREDIENTS

The Welcome Breakfast

Why a Welcome Breakfast?

Arriving at a university building for the first time can be a daunting event. We have started every residential with a welcome breakfast, and find it a wonderful way of beginning. Over the years we have noticed that, apart from bringing a relaxed informality to the usual official 'start of a project' moment, it plays many important roles in the residential.

These include:

- **ALLOWING** the participants to have a staggered welcome over 30-45 minutes so that the project can begin when most, if not, all participants have arrived.
- **PREVENTING** early arrivals from just sitting around waiting and getting bored.
- **ENCOURAGING** the ambassadors and peer facilitators to make a connection and bond in an informal and relaxing way.
- **PROVIDING** an opportunity for those who have had early starts (sometimes 4am) and travelled across the country to 'arrive' in the space, rest and eat properly.
- **ENABLING** adult carers/social workers/ key workers/ foster parents to also have a voice and gain a better understanding of the project and its staff.
- **ENSURING** there is enough time for care leavers to say goodbye to their adults in a sensitive way without being rushed.
- **ESTABLISHING** self-reflection through gentle 'low-stakes' arts-based activities at the centre of this project.

“ An army of activity preparing the table. There is something almost celebratory going on. The energy is fresh, nervous, bubbling like the second before house lights go off. Muffins, pastries, fruits, juices, water and then your eyes fall on something pink and homemade... raspberry marshmallows.”

Mita, The Verbatim Formula Evaluator.

The Welcome Breakfast

What is the welcome breakfast?

The welcome breakfast session should last up to an hour, depending on how quickly participants arrive. Here is as a 'take-away' menu which you can use to help design your own welcome.

Arrival

Participants and their accompanying adults are greeted at the entrance by the ambassadors or the day captain. They are invited to choose a place at the table, and help themselves to food and drink.

Informal chats

One ambassador stays with them throughout this time to create a bond, and to get to know them.

Games on the tablecloth

The ambassadors also play some games like Noughts and Crosses, Hangman, Boxes etc straight onto the brown paper tablecloth which many young people find relaxing and enjoyable. It's great for those who are not so comfortable talking or making eye contact. They also draw pictures and doodles together.

“We just started a bit of light banter really – some are really shy, too shy to even eat or make eye contact. Others are more open. With John we got chatting about a radio station he runs in the first minute or so!”

Dan, student ambassador, 20-years old.

MENU

Starters

Arrival

Informal chats

Games on the tablecloths

Welcome

Who's Who?

Setting the Tone

Mains

Getting to know you

Breakfast Plates

Desserts

Questions

Goodbyes to adults

Focus group with adults (optional)

The Welcome Breakfast



Welcome and ‘Who’s Who’?

This is a brief welcome from one of the academic staff, which outlines the aims of the weekend. It can be followed by everyone introducing themselves in groups i.e. academic- facilitators, ambassadors, participants, day staff, night staff and so on. It can be overwhelming for participants to hear everyone’s names, roles and why they are here one after the other especially as there may be 20 or more people. So keep it fast and light. Their name and organisation, if relevant, is all that’s needed.

Setting the tone

During the Welcome Breakfast it is important to instil an ethos of tolerance and respect. On some residencies, the team reminded participants of the code of conduct they signed. At others they facilitated the setting of participant-led ground rules. We advise talking to your ambassadors and team members to devise something that will make all participants feel listened to and safe. This might include an introduction

to the role of the Day and Night Captains, as well as guidelines such as not having phones during the workshop, not uploading to social media without permission, and having respect for each person’s identity and background.

Getting to know you

This is the first real activity of the day. Everyone is asked to turn to the person sitting next to them. They are given two minutes to exchange names, favourite foods and something they are good or skilful at. Then, each person introduces their partner to the group: for example, “This is Rosie, she loves eating chicken tikka and is a champion kick boxer.” We have found that at this stage, participants often find it much easier to talk about someone else than themselves in front of a group.

The Welcome Breakfast

Breakfast plates

This is an activity which allows the young people to begin to reflect on some aspects of their own lives. Self-reflection is an integral part of the residential and evaluation and this is an easy way in. Participants are invited to draw their dream breakfast on the paper plates, with each ingredient representing something important which they need to stay happy in their lives. A completed example by a tutor was shown to the group (below) to help explain this activity.

Then participants who wish to talk about their plates with the groups can be invited to. This is a lovely opportunity for carers, social workers and foster parents to get involved (if they are there) and begin a discussion on what nourishes the group. It can be adapted to any topic which your team wish to explore. We have asked young people to include what they need in their lives now to help them to achieve their future dreams.

Participants can be asked to revisit their plates and given the chance to add to or edit them in any way that they want, thinking about what they might need in the future after leaving care. On a TVF residential one of our participants added hope and resilience. Another replaced Netflix with asking for help and self-love.

Open questions

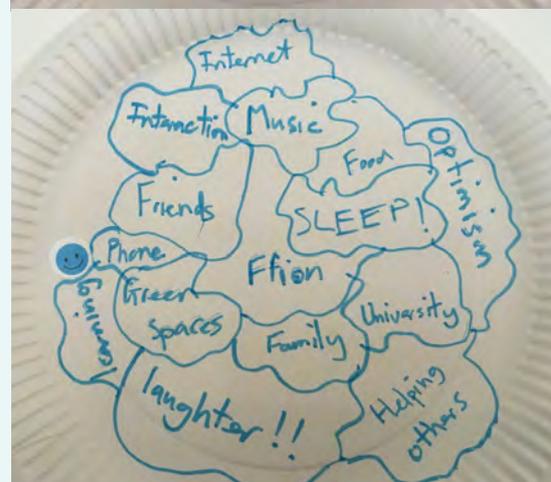
This is an opportunity for anyone to ask any questions they might have. Often these have mostly been practical things, to do with logistics, smoking policy, admin, phones, timetables etc.

Saying goodbye to adults

This is a quiet moment when care leavers are given some privacy to say goodbye, and to take a comfort break.

Focus groups

This is not a necessary part of the residential unless you want to evaluate the perspectives of adult carers, social workers or other stakeholders. In our 2016 residential we were interested in this so we held a short focus group meeting (20 minutes) both at this point and after the end-of-residential sharing.



“We shared our ideas and important things we need every day”

Sam, 15 years old

Using Verbatim Processes

During the TVF residencies we have chosen to use verbatim theatre as our primary creative and participatory practice.

Verbatim and documentary styles have become increasingly popular in mainstream theatre, with a host of theatre practitioners developing practices that use material for performance gathered from interviews, documents and recordings. **The dictionary definition of verbatim is ‘word for word’ – its use suggests that a person’s original words are repeated exactly as they were spoken or written.** In practice, material is often carefully elicited, selected and edited by verbatim practitioners in ways that mediate the words. Nevertheless, verbatim practitioners often make a claim for the authenticity of the material they present in a way that differs from that of fictionalised drama.

Used as a type of theatre that gives a platform to rarely heard voices, verbatim performance also often

promises to challenge or enlighten its audiences – by bringing to light information or experiences otherwise hidden from public view. Its performance can create a sense of intimacy with an audience, as private or hidden experiences and feelings are shared (Hammond and Stewart 2008). Handled respectfully, this can generate a sense of responsibility to the material and its source.

Aside from its growing presence in mainstream theatre, the use of verbatim theatre practice in socially engaged contexts has become common. Its practices can be used to gather, share and amplify the experiences of those individuals and groups who are severely disadvantaged, marginalised or isolated (Gallagher and Freeman 2016; Inchley 2016). A resources section in the appendix section lists a number of books and articles where you can read more about verbatim projects. In TVF, we have gathered many testimonies that give insight into the multiple issues faced by care-experienced young people.



Using Verbatim Processes

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“I left school with no GCSEs. I got kicked out of school and I was arrested...

When I was at university I was in a hostel for four years... there were a lot of fights, and a lot of gangs who came there just to chill. So while I’m studying there’d be music playing really loudly. I wasn’t able to knock on anyone’s door and say turn it down.

The lead tenant in the hostel had a fight with another young person and I had to split it up. They broke a bottle and the blood from her head went on my coursework and I had to re-do the whole thing. I failed a lot of my units in first year... I didn’t disclose to them that I was in care. I just said that I was finding it hard.

End of second year as part of my placement I was in Cornwall for a performance. Just as I was about to go on stage I got a call saying my brother had run away...

Then I had to tell them I was a care leaver.”

Ashley, 24 years old, 2016

Verbatim as a tool for teaching and research

Verbatim theatre and its practices also offer a rich seam of material for use in university seminar and practice rooms as part of a degree in drama. The uses of verbatim in mainstream theatre, its contested claims to authenticity, the questions it raises regarding truth and mediation, and its potential for blending with other creative practices – all these aspects and more make verbatim theatre very rich material for use with university students in both practical and theoretical aspects.

Quite apart from the discussions verbatim provokes, its methodologies are also pedagogical and research tools. Using interviews brings the voices of individuals directly into the research process, facilitating a methodology that acknowledges lived experience, includes a range of perspectives, and raises questions of power dynamics familiar to practitioners of participatory projects.

In TVF, we use verbatim theatre processes with young people in care, care leavers, foster carers and social workers and other professionals administering care in the UK. We also use it in the context of the university (as you can read about below in the Extensions and Making Change section). As well as exploring how the form can give young people tools for self-representation and position them as co-researchers, we have found that verbatim performance heightens the practice of listening, and so can intervene in the normal routines with which adults can approach their contact with young people.

We have become aware of the huge potential for verbatim processes to intervene in a system where adults and children need to nurture caring partnerships.

Using verbatim performance has allowed us to develop a critically reflective, young person-centred practice that pays attention to individuals' capacity to articulate their own experiences. It also enables us to listen to adults who work within a system where pressures of time, money and concerns for protection and safeguarding can generate siloed thinking and jeopardise vitally important listening practices. We have not only recorded interviews with young people in care, but also with foster carers and social workers. We have found that sharing these testimonies with young people can lead to a better understanding of the pressures that adult professionals face, and of the love and care with which many foster carers approach their work.

“It makes you really listen, makes you listen in a slightly different way, makes you take a step back from what you’re expecting to hear if you like. So I think I listened better, I think I listened with a more open ear if that makes sense.”

Rash, Social Worker

Headphone Technique



So verbatim practices can be useful in a context where a young person's wishes and feelings need to be heard. And they are also fun to try! We use a technique where young people record interviews with each other, and/ or adults. The recordings are chosen by the young people, edited, and loaded up onto MP3 players or iPods. A performer then listens back to the testimonies through personal headphones, and relays the original recording to an audience by paying minute attention to the words on the audio, and repeating them accurately and respectfully.

With no script to learn, the headphone technique is light on its feet. Because it allows a performer to focus on the audio, it can free self-conscious participants from anxieties around speaking or performing in front of others.

All the testimonies are anonymous because they are performed by another person. Knowing that no one will know who spoke the performed words can help an interviewee feel freer to say how they are feeling, or speak about an experience that might otherwise be awkward, embarrassing or painful to share publicly.



“I think it’s really cool to be able to make them anonymous, cos then the person doesn’t feel afraid to say what they want to say.”

Kyle, 15 years old.

Headphone Technique

Of course, interviewees must give their consent for their words to be performed even when they are going to be anonymised.

In TVF, we have found that the performance of a testimony by a person of a different age, race or gender from the original speaker can help to provide anonymity. Importantly, it can also make a statement about listening to and experiencing solidarity with diverse identities and experiences. For audience members, the awareness that the performer is not the person to whom a challenging experience actually happened can create a distance that opens space for discussion. When listening to a young person's testimony, an adult is not obliged in that very moment to care directly for the speaker, but to listen and reflect on how care, and their own daily practice of care, could be better.

Through the performance of our testimonies we can also share the truly excellent practice that foster carers and social workers carry out, despite the limited time and resources available.



“I listen with my eyes and my ears because I can read as much from the body as I can from what’s being said, or what’s not being said. So even at breakfast time, when the lad’s going out the door, I check him over and talk to him, ask how you’re doing and stuff. It’s every day, it’s all the time, it’s part and parcel of everything.”

Sue, foster carer.

The Verbatim Skills Session



We have found that care-experienced young people have a deep appreciation of the importance of issues of representation and respond enthusiastically and with sophistication to such questions. They have raised points around the legitimacy of using actors rather than allowing the original speakers to speak for themselves, on how practitioners and performers mediate the original words, what 'authenticity' is, and how audiences respond.

We have also used this session to share previously gathered testimonies about care-experienced young people's lives and aspirations. In this process, further discussion has been triggered about the uses of verbatim performance as a way of highlighting the importance of listening to young people with care-experience and facilitating opportunities to do so.

Continuing the session, the participants then explore verbatim practices for themselves. The ethics of research practice are covered; it is important that the interviewee fully understands

what the interview will be used for. With the help of a young adult facilitator, the workshop leader demonstrates how to ensure informed consent.

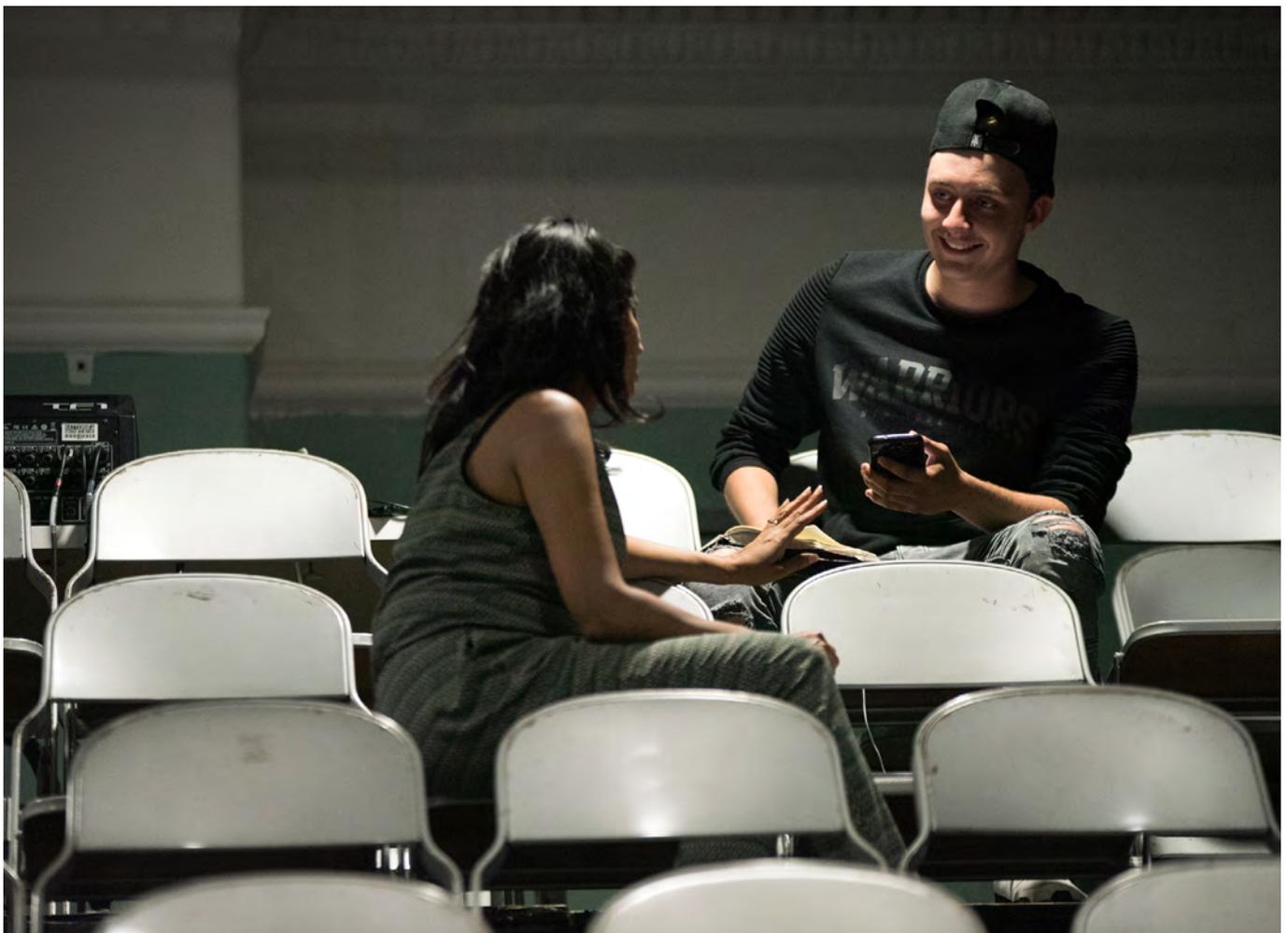
A simple demonstration of the headphone technique follows, with the workshop leader and facilitator making a very short interview and performing it back on the spot.

The young people then conduct peer interviews with each other. These interviews can be made from a draft list of pre-prepared questions, designed to elicit material that can be used in the sharing session the following day. The questions will need to be negotiated with the young people (and ideally decided or rewritten by them). In our workshops, we have used simple questions that elicit young people's experiences of being listened to, asked for young people's recommendations to adults on better care, explored their hopes and dreams for the future, and asked how it feels to be in a university.

The Verbatim Skills Session

We have often been surprised to find that the most unforthcoming young people have given the most extraordinary testimonies. Naturally, some young people will have more to say than others. For some young people, it is too painful to share past experiences, or they simply do not want to give their testimony as part of the project. Some might be reluctant at first, then decide they want to participate when they have seen how the process works. Many prefer to focus their thoughts on a more positive future. Facilitators should be prepared to offer an alternative activity – perhaps making a musical playlist for the sharing event, developing some spoken word material, or designing a programme or visuals.

After the interviews have been completed, the young people listen back to them and choose bits that they would like to share with the group. This is an exciting moment, when participants often begin to see and hear each other in different ways. Sometimes quieter voices emerge, as interesting thoughts or inspiring experiences are shared through the verbatim process. It is often at this point where the young people begin to see how the performance of their words through verbatim can heighten their voices and what they have to say. They will begin to understand how sharing their testimonies with other young people and with adults can raise awareness, create understanding, and be a way of advocating for change.



Facilitation



At the centre of our collaborative research process is the relationship we aim to develop with the young people who join us as co-researchers. Some of the young people have told us that they have already experienced challenge, conflict and in extreme cases witnessed events that have been traumatic. Some of them will have had difficulties in trusting adults, or had negative and alienating experiences of institutions that are supposed to care. As facilitators, we must honour these experiences and the potentials that they hold. We can also try to help build trust.

When working with any participatory group there is always a need to flatten the power dynamics, and this is particularly the case when adults work with young people. In TVF we have found that it is essential that the participants genuinely understand that the workshop is a space for collaboration. In choosing to use verbatim processes, where the material is made from the experiences and dreams of the young people themselves, we have aimed to facilitate a space where they feel that their opinions are valued and the space is safe enough for them to share. The environment we seek to set up is centred around respect, patience, acceptance of others' points of view, and a willingness to accept not getting things right first time.

>> In TVF we have found that it is essential that the participants genuinely understand that the workshop is a space for collaboration. >>

Facilitation

While creating a sense of safety and tolerance may sound self-evident, it is important to recognise that this can raise a particular set of issues that relate to the participants' journeys. Our co-researchers have told us that their experience of care sometimes lacked the attention and care that was required. These feelings of being ignored, dehumanised, or patronised led the young people to use 'a suit of armour' or a 'mask' that protected them from feeling rejected or disempowered but which manifests to adults as challenging behaviour.

This insight into life trajectories has been immensely useful to the creative team. To be frank, what it means is that we may encounter a collective of co-researchers for whom the idea of being able to work together, give positive feedback, and have patience can be a new experiential journey. The idea of being able to listen to each other, work together, give positive feedback, and have patience can be a new experiential journey. Even working within a relatively permissive environment can be a new challenge.

The process of making material that will be shared and performed is constantly evolving, often involving trial and error. One of the main roles as a facilitator in this project is to manage any potential for frustration. Our young researchers have immense experience and a great deal to offer if given the opportunity. However, to enable that expertise to be maximised, they may need persistent encouragement and support to share that practice with each other and with the rest of the research teams they are working with.

In essence as facilitators on this project there is an absolute requirement for immense levels of patience and awareness.

At its core, TVF implicitly offers agency to its young co-researchers. The honesty and authenticity of this offer can be met with cynicism or suspicion, and the journey of bridging that suspicion is also the realm where conflict may occur. This is another reason why the project benefits from having mentors, student ambassadors, and members of the facilitation team who have their own care experience. Though not essential, this additional insight allows the team to offer a different level of connection to its participants. Most importantly, having enough personnel on the team to offer the participants a sufficient level of attention and support can help to defuse conflict.

In TVF, we aspire to a high degree of honesty within the group. What this means is explaining why we are doing something and what as our co-researchers the participants can offer. It is also important to clarify for the participants that this is not a therapeutic session, and that we are not seeking to "fix" what has happened to them on their journeys prior to this project. Rather, we are asking them, as expert users of the care system, to draw on their experiences, and to help share their knowledge with the adult professionals working in the system.

Sometimes subjects that arise in the sessions that are too personal, or painful, to explore in depth. As facilitators we should respect that requirement for privacy. The cornerstone of this research is trust, and unless we operate from this place it is less possible to make meaningful work.

Planning the Future One-on-One Career Guidance Sessions

The key to the one-on-one sessions is to offer impartial and tailored advice. They are an opportunity for the participant to talk about what they want to do, check information they have been given already, and start to think about what else is available financially at the university they may be applying for and what the care leaver offer may be. It is good not to be too prescriptive during the session as participants have already been exposed to personal education plans (PEPs) as part of being in care. Some young people will feel that this has been overly bureaucratised, or believe that they have not been heard sufficiently. Getting away from this style of planning to a more informal conversation can unlock a young person's sense of agency.

Many of our participants have appreciated building a conversation with a university-based professional with whom they have no pre-existing relationship, and having a conversation about future plans that doesn't rely on targets. We have found that some care-experienced young people have realised that paths are open to them that they have assumed to have been closed.

In terms of group dynamics, some participants have responded much better to patient individual support from a member of the TVF team who has not been in the sessions. The meetings can be a chance for the young person to step back from the group, which provides a way of working which suits some care-experienced young people more than others. On occasion, emotive subject matter can surface, and the one-on-ones can allow time for individuals to step away, take a break, or keep a positive focus.

In TVF these sessions have also provided a gateway to future conversations for those who were applying for university during the next academic intake. These students were offered a phone call back after their examination results to talk through any changes they may have to make. It is important to refer the young person back to their Local Authority (LA) where possible, as building a link between the LA, the young person and the university is vital for future support. Although you may need to use recording or feedback sheets, and to give the young person a written record, face-to-face contact like this is enormously valuable.

“The best bits were our conversations about the Uni. I asked them many questions like, ‘I do BTEC, will the university accept me?’ and they were like ‘Yeah but you need specific grades.’ I’m leaving care soon, what help will this university give me? What happens if my social worker can’t help me?”

Erin, 16 years old.

Mentoring and Networks

TVF works closely with young adults who have experience of living and working in the care system, who act as mentors to participants in the scheme. They have told us that young people need non-judgemental and supportive guidance.

While a young person might feel that the care system is authoritative and inflexible, a mentor is there to listen and understand their needs, helping them to move towards their own set goals, such as getting to school on time, or managing their anger. Mentors offer young people positive role models, who can empathise with their experiences. Young people have told us that they can feel as if professionals always have a target to hit and forms to fill out, often fuelled by the fear of not being considered a 'good worker' by management. The lack of this agenda separates mentors from a lot of the other people in their care lives.

“Sometimes, being in care, you don’t really have that system where you can get support, so you feel like you’re by yourself. It’s quite a lonely place... The one thing I’ve learnt from my birth mum is that I’m too proud. I never like to ask for help, but that was one of the things that was causing me to fail in life. I thought that asking for help means that you are weak but it doesn’t... asking for help is helping you to get somewhere.”

Sam, care leaver, 23 years old



Care leaver mentors have played a huge role in supporting and inspiring participants during our workshops. Asked to attend to share their experiences and determination, they have shown enormous generosity which has been much appreciated by the young people attending the residential.

In addition to support, guidance and mentoring, it is also important to help young people to have access to a network of people and services. As they enter adult life, care leavers will find themselves having to navigate complicated systems in order to sort out issues such as their finances or accommodation. A one-stop-shop approach, or reliance solely on one person or service, may in the end set them up to fail if that one person or service is no longer available.

Helping young people to navigate different services and networks informally teaches care-experienced young people that when they leave care, they have multiple resources that they are entitled to access. This is enormously important in preventing individuals from struggling when they need support. Our TVF student ambassadors have encouraged young people to use and to navigate the support available at the university.

Creative Evaluation

Evaluation Rationale and Design

Traditional program evaluation calls for feedback from participants. However, these participants are rarely involved in setting the agenda for what is evaluated. The Verbatim Formula's artistic practices are aimed at raising the voice of care leavers and redressing the balance of power. We wanted this ethos to run through the evaluation strand as well. Consequently, care-experienced young people have been involved from the outset in shaping the residential, setting the agenda and disseminating it to the wider field.

In evaluating our residencies, our aims have been to:

- **Capture** participants' feelings about their new experiences such as staying overnight, performing, learning about theatre disciplines such as verbatim, as well as their thoughts on the administration and logistical sides of the residential.
- **Understand** the barriers to university and assess whether our project has helped to shift them.
- **Make sense of and acknowledge conflict** – This could include participants dropping out, leaving, arguing, or forming in/out groups. It could also include staff and management resistance, defensiveness, projection and deferring.
- **Gauge** participants' views on verbatim as a tool to enable care leavers' voices to be heard.
- **Interpret** the impact of the performance on different members of the audience, including foster parents, carers, social workers, and academics.
- **Encourage** a space for reflection for the team to bring up any issues and to re-plan the next day.

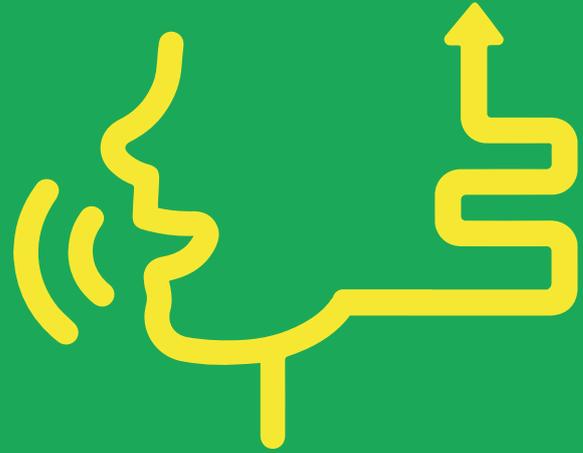
When planning your residential, it's important to start early, and to include all the stakeholders in the planning process. Whilst the evaluation design and content is ultimately down to you, TVF recommends using a participatory methodology, innovative arts-based tools and radical dissemination practices which will complement your project.



'...unless the people who are supposed to benefit from an activity can participate in defining the criteria of its success... control remains firmly with the professional organisations and any claim of empowerment must be open to question.'

François Matarasso, 2013

Creative Evaluation Methodologies



In TVF we have been keen to make the evaluation a meaningful and pleasurable activity for the participants, and also wanted to capture the affective qualities of the experience. Consequently, we aimed for an empowerment-driven participatory methodology, which is achieved through creative and performative activities with both participants and staff facilitators.

As an evaluation practice this feels very free and open. The outcomes are regularly discussed and revised, unlike most summative evaluations. We avoid heavily weighted baseline and exit points, which impose a need for participants to change in a specific way. To sum up – our evaluation is like a stream winding its way through the project, with a consistent presence, and an energy that’s responsive to artistic, social and dissemination needs. In the Residential Schedule in the appendix section you will see how we programmed evaluation activities alongside other activities.

In addition to the activities involving young people, additional documentation is provided by observation and ethnographic notes by evaluators. Writing notes in real time, without the constraints of using formal report language, enables us to create affective narratives of

the project. It also allows a certain degree of reflexivity for the evaluators concerning their own positioning and power. Given the intensity of the residential, such notes provide a useful way of documenting, writing through and writing out the day’s experiences.

It is good to structure in a time for all members of the team to reflect together. This provides an open space where everyone can be heard. It’s especially significant given the various challenging behaviours and types of conflict that can arise in any residential with young people. These points of reflection can sometimes be difficult moments. Everyone is tired, and the adrenaline of the day is fast fading. Each member of the team may have very different views and opinions on the successes and challenges of the day. However, it is absolutely vital that there is a closure for the team. We have reflected on including members from the university’s advice and counselling team, to help structure and mitigate the team’s emotional responses. We would also advise nominating someone to take minutes on these reflections, so they can feed forward into project design and evaluation.

Activities

Our evaluation activities are threaded through the sessions during the residentials

Breakfast plates - What nourishes you in your life?

This method works across multiple dimensions, such as the creation of a safe space and providing the opportunity for

dialogue and self-reflection (see Welcome Breakfast for more information on how to run it).



Photograph: Paula Siquiera

1 Minute Postcards

Think of someone you really love and write them a postcard about this morning. You have one minute. Really tell them exactly how you feel about it.

We used these quick timed postcards once at the end of the morning session to capture

informal, affective responses to what participants had just done. Both young people and ambassadors took part. If they couldn't think of anyone they could write a postcard to themselves in the future. They posted them into a red post box, which the evaluators collected to write up that evening.



Peer Ambassadors' postcards

Photograph: Paula Siquiera

No Dream is Too Big (version A)



This exercise was devised by our care-experienced peer facilitator. It encouraged participants to imagine hopeful and positive narratives about the future.

1. In groups, participants draw outlines around two people, and give their new characters a name.
2. They decide how old they are, where they come from, what they like/ dislike.

3. They give them lots of obstacles in their lives (as wild as they wish).
4. They show how they overcome their obstacles and end up with a completely happy life.
5. They re-tell the story to the group.

“Once there was a boy called JJ, who lost his wife and child in childbirth and dreamt of being a footballer.”

Activities

No Dream is Too Big (version B)

This was developed into an individual exercise for care leavers. They were asked to draw an image of themselves and write (at their feet) things which have held them back in the past. Then they were invited to reflect on things which they needed in the present and mark what they aspire to for themselves in the future (near the head). This exercise gave the space to acknowledge the past, but place it at the feet so that they can grow through it towards a brighter future.



Embodied Evaluation

Again, this exercise takes standard evaluation practices out of a literal/ literate format and provides a chance for participants to recognise the changes they have experienced, and to acknowledge them together as a group. This exercise was conducted at the end of the residential – participants responded to two questions with their bodies, showing the impact of the rehearsal process on their confidence.



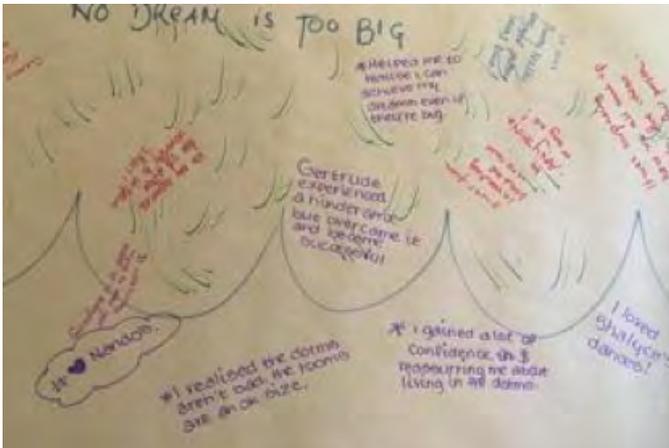
With your body show me how you felt at 10am about sharing your work with your carers and the public?



With your body show me how you felt about sharing your work just before lights went down?

Activities

Critical River Journeying

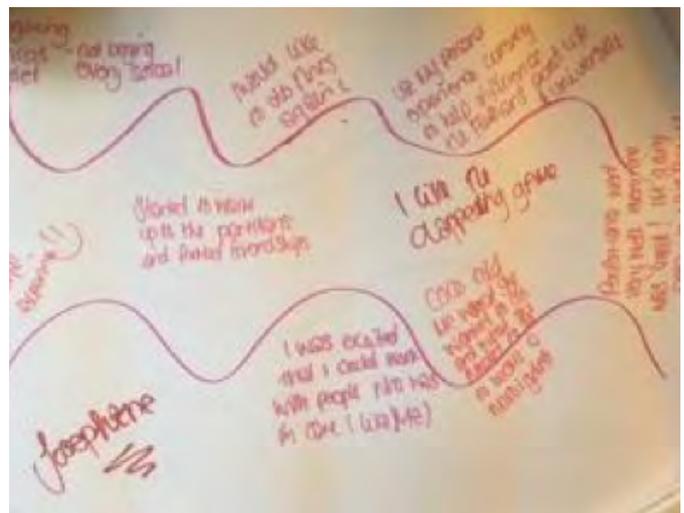


This activity has been adapted from arts-based educational research methods (Burnard 2004; Kerchner 2006). It can be easily facilitated for a group or for individuals. It focuses participants' attention on key moments of the residential and allows a temporal reflection which can be guided or left completely open.

A paper is rolled out and participants are asked to draw a river with several bends on it. They are told that one end of the river is the beginning of the residential and

the other end is this moment. On each bend they are invited to reflect on a critical moment of the project. Group reflection can be guided by placing different moments across the river for participants to reflect on.

We also then gave participants a chance to reflect on their own at the end of the project, where they were asked to record and reflect critical moments of change (positive or negative). If there is time, it is good to share the reflections as a group discussion.



Analysis and Sharing



The evaluators assess their data during and after the residential to ensure that we are analysing effectively and robustly. We have regular discussions to process the findings. These conversations are also often recorded using the ethnographic note-taking method. Given the intensity of the work, we cannot underestimate the need for a positive and healthy relationship between the evaluators and we would definitely advise having more than one person in this role.

Analysis with all project members is important, but it needs to be balanced so as not to overwhelm the

team with too much information. The evaluators have used a variety of methods to feedback to the team, including joint discussions, shared documents and a de-brief a few weeks after the residential.

Finally, we'd like to emphasise that although this may seem a linear model on paper – it isn't in practice. Evaluation here is responsive and continuous. We imagine you will develop your own evaluation and we look forward to hearing how.

PLANNING FOR THE RESIDENTIAL

PLANNING FOR THE RESIDENTIAL

Even a two-day, one-night residential takes a lot of planning. We recommend starting at least six months in advance, especially when it comes to booking the accommodation and spaces you will need. Assembling your staff team – an absolutely crucial aspect of making your residential a success – will require care and time.

Basic Practicalities

Preparing a residential is a very detailed process which must take into account the potential risks, safeguarding issues, and ethics protocols during all procedures.

We've learnt a lot through delivering our residentials, and have compiled the information you will find in the next pages and in the appendix section. In addition to the academic team responsible for creating the programme and evaluation side of the residential, you must have a **project manager** responsible for dealing with production, logistics, recruiting of participants, staff hiring and communications. This project manager will ensure that all parties have the correct information about the residential, all documents are in place, all logistics are booked, all the team is ready for work, safeguarding measures are in place, and that all participants are confirmed.

Planning timeline:

Once the residential dates are established, we have been working on a minimum 3-month timeline for administering the residential. The first action to be taken is to check if accommodation is available for the dates required. Once this is confirmed, make sure that all the documents and information needed to promote the residential are organised and ready to be sent out with the correct dates (see sample documents in the appendix section).

Application processes and information sent to foster carers and young people in care:

Ten weeks before the residential date, we send an open call email to our mailing list stating we are offering a free residential weekend for care-experienced young people, with an application form attached. (Please see example of email and application form in the appendix section). Alternatively, you could approach social workers or virtual school staff to recruit a group of care-experienced young people in collaboration with a local authority.

Our mailing list is formed of social workers, virtual schools and virtual teachers and NGOs working with young people with experience in the care system. A deadline is set for word to spread out and applications to be sent back to us. Usually the selection of participants works on a first-come, first-served basis, and if the number of applicants exceed the number of spaces available we usually leave participants on a waiting list based on the date we received their application.

Once the deadline for applications has elapsed, we compile data on a spreadsheet with basic information on each applicant (name, age, foster carer/social worker contacts, borough). We contact each foster carer/social worker responsible via phone, confirming that we've received their application, and confirming that the young person is still interested in joining us for the residential. After this procedure, the next steps are:

1. Send an acceptance email, with the following attachments: image/audio consent form, Medical/

Emergency form, Code of Behaviour form and Residential draft programme (see all sample documents in the appendix section).

2. Once these documents are signed by a responsible adult and returned, we organise a phone call, usually made by one of our facilitators with experience of care, to speak with the young person about any concerns, questions or information they might want prior to the residential. The content of the conversation is shared with the lead academic team, who will then work together to address these concerns during the residential.
3. Two weeks prior to the residential, a confirmation email is sent with the final residential program, a welcome pack with all relevant information and contacts for the young person and foster carers, and a University map so they know how to navigate the campus (see sample documents).

Accommodation, Logistics and Catering

We make the booking in advance at university student accommodation. Each young person will have his or her own bedroom with an ensuite shower room. (Please note that bath/shower rooms are for use by one person at a time and are of course lockable).

It is important that all participants respect the personal space of others. Participants should not enter another person's room without their permission. There is separate accommodation for males and females, who have different entrances to their residential blocks. We encourage the rule that participants should not enter a residential block that is occupied by participants of the opposite sex at any point during the residential. Anyone disrespecting this regulation will be considered to be in breach of our disciplinary agreement.

Night shift facilitators (more on this on the Staff section) are encouraged to engage participants in group activities during the evening, and the project coordinator can book and an appropriate

room that can accommodate everyone comfortably for playing games, chatting and having a fun time together. We recommend that everybody is in their own residential flats by 10pm, alongside their supervisors, and in their own rooms by 11pm.

In the mornings, participants need to be up for breakfast and be ready for workshops at the time specified. The facilitators should be on hand to help everyone to get to breakfast in good time.

Catering

If there is one thing we've learned over the course of these three years, it's that teenagers are constantly hungry, even with three square meals available during the day. During workshops, make a table of snacks available so that young people can recharge their energy, such as fruits, cereal bars, cookie, crisps, juice and water. This is a job for the production assistant to look after.

Usually breakfast is included in the room and board and is served at the university restaurant. Keeping lunch on campus makes the process of commuting to eat much simpler and less time consuming, plus participants can get a glimpse of student life around campus.

For dinner, if the university has nearby restaurants they can offer a nice moment out of campus for young people to socialise within the team. During our residential, this has proved to always be a huge success. Since QMUL is very close to a Nando's restaurant, the night trip out for dinner is always rewarding.

It is also recommended to keep basic snacks such as cereal bars, crisps, milk, tea and biscuits in each one of the participants' flats, in case they feel like having a bite after hours.

Staff: numbers and facilitation



The key to a successful residential is a mixed team of passionate, diverse, experienced, inspiring, committed and caring staff.

Apart from the team of academics and evaluators needed, it is extremely important that a strong team of producers and facilitators are on hand to keep the days and nights flowing with no major issues. We always have the project manager and a production assistant supporting with all logistics requirements during the residential, plus a team of young facilitators who become a bridge for connection with the participants. Normally we've used a ratio of one facilitator per three participants, divided between day shift and night

shift. In our case, we've had a balanced team that includes university student ambassadors and young adult facilitators from the Greater London Authority Peer Outreach team (most of them with extensive experience as youth workers), and young people in care facilitators or youth workers with experience in care themselves. It has been good to keep to keep a balance between these three categories, as each facilitator will play an important part in welcoming and gaining the trust of participants. Students from the university can act as friendly temporary mentor figures, who are often only a few years older than the participants. We have found that having a mixture of facilitators of diverse racial, ethnic, gender and

Staff: numbers and facilitation

ability backgrounds is productive and inspiring. In the July 2017 QMUL residential for example, we worked with the following staff rota:

Day Shift

9.30am to 6.30pm – three peer outreach facilitators + two university ambassadors

Night shift

5.30pm to 9.30am – Four peer outreach facilitators

Usually, it is important to have one facilitator that is an older, leadership figure both in the day shift and night shift (Day Captain and Night Captain), who will act as the designated person for young people or other facilitators to go to in case of problems or conflicts, or in case young people want to disclose personal information.

We've learned that although facilitators are in the room to act as someone who will build a friendly relationship with participants, it is essential that a sense of authority is implied from the very beginning. Stating clearly who is the leader facilitator during day and night means that participants feel there is someone in control. It is good to have a handover session that includes the young people, in which positive feelings are shared, and any tensions dealt with openly.

Night shifts can be extremely challenging, as it is the part of the residential where participants are unpacking information they've received during the day and have leisure time together to bond and talk. Sometimes, tense situations can develop which need skilful and authoritative handling. From experience we've learned that more experienced and older facilitators are seen as respected figures by participants.

Another important part of the work managed by the project coordinator is to make sure the staff team has read and understood and signed the Staff Code of Behaviour document and is familiar with Do's and Don'ts of the Young People's Code of Behaviour. They must always have on sight a copy of the staff information pack, which contains documents, contacts and important actions to be taken in consideration while on duty.

Sample documents

In the appendix section of this guide, you'll find examples of all documents used during the residentials, which you may find helpful to get your preparation going. Here is a list of what you'll find:

- Example of call out email
- Example of application form
- Example of medical/emergency form
- Example of image and audio consent
- Example of acceptance email
- Example of Welcome pack to young people
- Example of Code of Behaviour for young people
- Information pack for staff
- Example of Code of Behaviour for staff

Safeguarding, Protection and Ethics

Disclosure and Barring Service check of staff

Disclosure & Barring Service check timeframes can range between 24 hours and over three months. There are various online services available which have made the system much more efficient. People's Palace Projects, which has supervised TVF with regard to child safeguarding, is registered with Ucheck (other providers are available). We recommend that you conduct an Enhanced Check for Child Barred List information¹. Make sure that you specify 'youth' in the role title (e.g. youth workshop coordinator) as applications tend to get held up if they don't specify that the person works with young people.

The DBS framework was amended in 2012 to loosen regulations somewhat – updated guidelines can be found here <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>, in the document titled “Regulated activity in relation to children”. Some areas are very clear: there are some greyer areas that you might want to think about.

Management staff	Day to day managers of those in regulated roles MUST be checked.
Overnight staff	Anyone who may have face to face contact with under-18s between 2am and 6am MUST be checked.
Day supervisors	Day-to-day supervisors MUST be checked.
Healthcare/eating	Anyone who provides healthcare, even if only once. Who will be your First Aider on each shift? Does the HEI provide the first aider for the building you are working in, and if so, do they have a Child Barred List check on their DBS certificate? If one of your participants has a food allergy, who would administer their epi-pen?
Eating/personal	Anyone who needs to provide assistance with physical help with eating or drinking, for reasons of illness or disability; toileting, washing, bathing, or dressing; OR prompting with supervision about these areas because for reasons of illness or disability a child is otherwise unable to decide – even if only once . For example, this might include participants who have disclosed eating disorders.

If you are working with a participant who is this vulnerable, you might want to consider making provision for a trusted adult to attend with them as a personal assistant to support their eating or personal care. Think about the way this might change dynamics in the group. Whatever you decide, think about how you will manage the young person's right to confidentiality about their health condition.

Day staff	Workers and volunteers who will provide teaching, training or instruction to young people on 4 or more days in a 30-day period, or once a week or more often than once a week , MUST be checked.
	Those who supervise or manage others in regulated activity MUST be checked. According to the regulations, roles that are “under reasonable day to day supervision by another person engaging in regulated activity” are exempt: you should not check someone for work meeting this definition. It follows that for a short residential, you would check your Day Captains, but you don't have the right to DBS check the other peer facilitators in the room.

Safeguarding, Protection and Ethics

You will need to check your own institution's Child Safeguarding policy and risk assessment, which may (for instance) say that you will always have someone DBS checked in the room, or will never leave an individual participant alone with a staff member who is not DBS checked. Think about what you would do in a scenario where two participants become upset with each other in a session. The workshop leader may need to keep the session going, while asking two peer mentors to take the two individuals out for separate one-on-one conversations. Will you have enough DBS-checked facilitators and mentors to handle this situation within your risk management & safeguarding guidelines? You may wish to adopt a cautious approach that includes provision for supervisory responsibilities in your peer mentors' role descriptions even if they are not the main supervisor.

We also recommend that you have a couple of **deputy or stand-in** supervisors on your roster to reflect a degree of unpredictability. Your peer mentors may suddenly encounter challenging personal circumstances, or be offered employment they can't afford to turn down. Be prepared to be able to replace one or more of your day or night captains at short notice with a DBS-checked person.

Timescales

Timescales vary widely. We have run checks that took over 90 days, and one that took less than 2 working hours. Unpalatable as it may be, a white female education professional with a settled address will usually receive a clear check much more quickly than a young male from an ethnic minority background who lives in rented accommodation. Younger people

who have moved frequently also often have more trouble in producing the quite restricted range of documents (utilities bills, paper bank statements, etc) that are acceptable forms of ID and proof of address.

It is important to be aware of this when planning your residential, because leaving checks to a late stage can have a knock-on impact on the make-up of your peer mentoring team, and their ability to reflect the diversity and life experiences of your participants in an authentic way that the participants readily connect with. It can be mitigated by:

- Strongly encouraging peer mentors to register on the Online Update service. Registration only costs £13 a year - you may even wish to consider funding it on behalf of the facilitators who work for you, as a benefit that assists them to secure future work with other employers.
- Building a diverse team of trusted freelancers who mentor on various projects for you.
- Working with student ambassadors at your institution, who are likely to have been recruited with diversity in mind
- Collaborating with partner organisations who can provide assurances on DBS checks, such as GLA's Peer Outreach team, or PPP's pool of peer mentors for the TVF project. This may require checking your own institution's policy on transferable checks, or putting a partnership agreement in place so that the employer of the DBS checked mentor is the partner organisation who holds the clear check for them.

¹The activities covered by the residential will not constitute grounds for checking the Adult Barred List unless you decide to work with a vulnerable adult who will need support with personal financial decisions or personal care such as washing and dressing (we would recommend in this case that you make it possible for them to bring their own personal assistant); or unless your employee will be driving the participants in a vehicle.

Safeguarding, Protection and Ethics

Safeguarding

We recommend you ensure that your managers, session leaders, and Day and Night Captains have a Standard Child Safeguarding qualification. This sounds daunting, but it doesn't necessarily require massive expense, or coordinating your whole team to attend training at one time – there are online courses available for around £25-30 per person. We have used SafeCIC in the past. Training certificates are valid for 2 years.

The NSPCC has excellent resources online to support you and your team to understand safeguarding. <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

Liaise with your HEI's Safeguarding officer or a member of the Safeguarding team too, and make sure your whole team gets a briefing about safeguarding before the residential takes place.

Your team need to understand that;

- Safeguarding is everyone's responsibility and there is a responsibility on all staff to report if you suspect abuse or neglect.
- Child abuse and neglect might include:
 - **Neglect** – adults failing to meet a child's basic needs such as clothing, food, cleanliness, shelter or healthcare, or allowing them to be put in danger. Neglect is the most common form of child abuse.
 - Physical abuse – deliberately causing physical hurt, injuries or harm
 - Emotional or psychological abuse, emotional maltreatment or neglect
 - Domestic abuse – either witnessing abuse within the home, or teenagers experiencing abuse within their own relationships

- Bullying including cyberbullying
- Online abuse such as cyberbullying, grooming or the sharing of or exposure to explicit images
- Sexual abuse, including online sexual abuse
- Grooming
- Child sexual exploitation - where young people are involved in exploitative situations or relationships where they are offered money, power or status in return for sexual contact or activities
- Harmful sexual behaviour – young people who develop harmful sexual behaviour might be using explicit words and phrases, touching inappropriately, using sexual violence or threats, or engaging in sexual activity with another child, particularly if there is a considerable power or age differential (>2years) or if one of the children is pre-pubescent, disabled, or vulnerable. Sexualised behaviour in young children can be an indicator of sexual abuse.
- Child trafficking
- Female Genital Mutilation
- If a young person wants a confidential conversation, try to find a balance that creates enough privacy whilst ensuring you are not alone with them. Perhaps a colleague can sit within sight but out of earshot – maybe by the door?
- Make sure the young person knows if they make a disclosure to you, you can't promise them confidentiality. If there is abuse or neglect going on you have a duty to report it up.
- Maintain the young person's freedom of choice. Don't prompt or pressure them to disclose any more than they want to. Try not to position yourself where you are blocking their route to the door.

Safeguarding, Protection and Ethics

- Write up your notes at the time if possible, or as soon as you can. We have included a sample report form in the back of this pack.
- Is the social worker already aware of this issue? During the residential, young people may want to discuss past experiences that led to them being taken into care. Not everything will need to be reported, but if you think their social worker does not know something that has been disclosed to you, or that there is a present risk to the young person, you should report the disclosure up. If in doubt, make a report.
- Some points in the behaviour code are there to protect staff, as well as young people. For instance: don't share your personal contact details or information with participants, don't Friend them on social media, don't go into a room with a young person alone and shut the door.

Key points that should be printed out for your team:

- If you think a child is in **immediate danger**, always call the police on **999**
- If you have any cause for concern, you note it down on a report form (in your pack) making sure to concentrate on facts rather than suppositions, assumptions or deductions. The report form should be given to the Safeguarding Lead (NAME) who will have responsibility for reporting on to the young person's social worker.
- Any team member can always report directly to the local council Child Protection and Safeguarding



- team / Safeguarding Children Board / Multi-Agency Safeguarding Hub. Contact details are very easy to find: search "child protection [name of the local council]". If you think you won't be able to contact the Safeguarding Lead in time for them to make a report within 24 hours of the incident, you might want to make the report directly.
- You can also report anything you are concerned about to the NSPCC on 0808 800 5000.

Safeguarding, Protection and Ethics

Storing, sharing and using personal information: contact details, health and dietary information, images and recordings

We recommend that all personal data on participants and foster carers is **only** kept on a password-protected 256-bit encrypted drive: the type that erases all data if the password is entered wrongly three times. Copy your data to a second mirror drive as a backup, just in case! Share the passwords only with those who really need to know them. We only share the passwords with people on our team who have been DBS checked.

Personal information **includes** photographs, video or audio where young people are identifiable. The project works with audio recordings: we use audio recorders that don't have internet capability, and once the performance is done, we transfer the recordings to our secure data sticks and delete them from the recorders.

Under the new GDPR regulations, from 25 May 2018 you will need to keep records of

- Your nominated Data Controller. This probably means you will have to liaise with the Data Controller at your HEI, or you may be able to register the project's manager or researcher lead as the Data Controller.
- When and how each person whose personal information you are storing (e.g. participants, foster carers) **gave consent** to you to hold their personal information;
- The rationale for you to still to be holding any personal contact information you have on your files (why are you still keeping names and addresses? Are we inviting these individuals to join a follow up peer network, or will you be sending them details of future residencies? When?) Be prepared to prove that your personal data storage is both reasonable and necessary.
- How you ensure that only the people who need access to the data, have access.

Sharing information with other team members

Think carefully about what your team members **need** to know, and how this information will be shared. Printed sheets in packs and emailed information are vulnerable in different ways.

WE THINK YOU NEED TO SHARE WITH YOUR TEAM:

Participants' first name or the name they prefer to be called by

Participants' age at the time of the residential – this is relevant in relation to smoking, anyone who makes a decision to leave, etc

Any emergency medical information or important allergy/dietary information

Names, surnames and contact numbers (/emails) for their responsible adults.

Social worker email addresses can be a useful way of making it clear which council has responsibility for a young person in case a safeguarding report needs to be made.

Which bedroom they are allocated to. Try to find a way of writing this down that makes it clear to your team, but if the sheet is lost, it doesn't enable someone else on campus to find their room.

Safeguarding, Protection and Ethics

DO NOT SHARE OR PRINT:

Surnames

Addresses

Dates of birth

Any titles or column headers that make it clear that this is a list of young people in care

or leaving care. We use the column headers “FC” and “SW” which makes it clear to our peer mentors whether the contact is a foster carer or social worker, but if the sheet is lost, it is much less obvious to an outsider that it refers to a young person in care.

Make sure this follows through to Residencies and Catering also – you don’t want their room information to be issued to them with CHILDREN IN CARE RESIDENTIAL printed in bold 20-point lettering at the top, or stuck to the back of their room key or meal vouchers.

Talk about the way you are handling information with your Data Controller and make sure they are happy with it. If a peer mentor leaves their pack in the toilet, or you accidentally type in the wrong email address and send personal information to the wrong contact, it will be the DC’s responsibility to decide whether the breach is serious enough that they have to notify the Data Protection Authority.

Images and recordings

The NSPCC has an excellent guidance page on safeguarding, young people and sharing images.

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/photography-sharing-images-guidance/>

Think about the purposes for which you might want to seek consent for the storage and use of images and recordings: carrying out the research activity? Publishing the research? Raising awareness of the project? Your institution’s or Department’s social media newsfeed? Being featured in your institution’s annual round-up of Public Engagement activity? An example consent form for the project is provided in the pack.

- Make sure your team is aware of the regulations around images and young people and that they must not take photos or video of the participants on their phone.

- Remember that colleagues in press, communications or social media roles in HEI’s aren’t necessarily experts on dealing with under-18s. We have found that audiences and colleagues invited to sharings will tend to assume that the event is “public” and that it is OK to tweet or share photos or video of what they are watching – sometimes with the added information that this is a project with care leavers or care-experienced young people. We have found that it is safest to preface each event with a reminder that consent has to be secured not just from the young person but from their parent/responsible adult, and not to post any images on social media without permission, as schools often do.

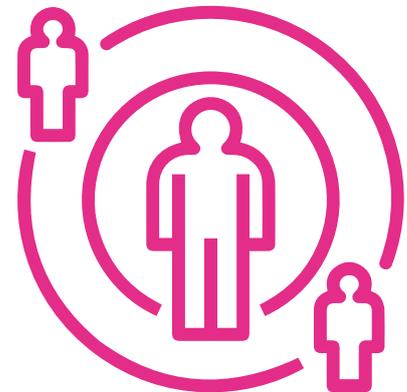
We have not included in this guide any images that reveal the identities of young people in care.

Safeguarding, Protection and Ethics

Ethics

Do you consider this a research project, or a widening participation project, or both?

The Verbatim Formula is an AHRC-funded project. The Queen Mary University of London Ethics Committee's approval has been secured, but you will need also to consult your own HEI's Ethics Committee to ask whether you need to seek additional clearance.



Codes of behaviour

We have included our sample codes of behaviour for both participants and staff in the appendix section. As discussed above, how you choose to phrase the code of behaviour and how you present it to participants can be a tricky question: do you ask them to sign beforehand, or when they arrive? Will they actually have read what they signed? How many rules and regulations can a welcome session contain before it is no longer welcoming?

Some care-experienced young people can see rules as a challenge, or are deeply fixed in a pattern of behaviour where they repetitively break codes of behaviour and are thrown out of experiences. We try hard not to set up situations where this recurs. On the other hand, young people with care experience tend to have an acute sense of what is fair and reasonable. We have found that it's important to have structures that hold participants to account clearly and consistently for any poor behaviour that impacts on other individuals the group, and that others are aware that action has been taken: the feedback sessions at the end of each day and night are key to managing this.

As mentioned above, we have found smoking (tobacco) can be a particular flashpoint for participants. It is illegal for under-18s to buy or be supplied with cigarettes, but if they arrive with their own cigarettes and **we have their adult's permission for them to smoke**, we now allow this in the designated smoking areas on campus.

Documenting the Residential



Documenting the Residential

Some of the young people attending our residentials have been under 16. Careful and sensitive documentation is necessary to ensure that children's identities are safeguarded. All of the young people have had experience of care – something that not all of them choose to reveal all the time. Extra care is needed to anonymise material and to ensure that people cannot be identified in pictures and videos. Levels of consent must be sought in advance (as detailed in the sections above).

During our residentials, Paula Siqueira took photographs and shot video. Paula was introduced to the young people as an important member of the team. She said a little bit about herself and her own background as an anthropologist and photographer. She carefully explained that the photographs were to document the project and that no one would be recognizable in the pictures. During the workshop sessions Paula was a sensitive presence. Quietly focussed on capturing our activities, we often forgot she was there.

Documenting the Residential

This guide has been illustrated with her photographs, which use a variety of techniques to make discrete documentation. Here are Paula's top tips:

1. Plan to use visual tools that will help you to tell your story.

The photographs should help the viewer to relate to the young adults without having to show their faces. In this guide you will see activities where the young adults drew some personal facts and feelings about their lives and their dreams for the future.

2. Photograph the environment and place yourself in a position where the viewer can only see the subject's back.

3. Document the public's reaction to the performances or how they look looking back at the subjects.

You could photograph young adults performing and the audience looking at them. Make sure you ask permission to photograph the audience and/or you hang signs informing that the performances will be recorded.

4. Use a technique called layering, where you narrow the focus and conceal the subject's identity.

You can place the focus on an interesting object, gesture or action in the foreground and blur the background, which will then conceal your subject's identity.

To blur parts of your frame, you'll have to use a big aperture if you shoot on manual mode. You can also use what some mobile phones call 'Portrait Mode', 'Lens Blur' or 'Selective focus mode'.

5. Look for interesting shapes and metaphors and photograph them out of focus.

This technique gives the viewer a glimpse of a how it feels to be in the workshop without revealing the subject's identity. The technique is good for capturing group dynamics.



6. Capture silhouettes.

Photographing the young adults against a backlit environment is a very flattering way to conceal their identity. In the photo above, I photographed a facilitator that performed a verbatim testimonial on the same stage where the young adults had performed minutes before. You can use a window or the sun as light source and lower your exposure (see below for technical tips). Please click on the link below to have a sense about how to lower your exposure and work with backlit light sources: <https://www.apple.com/uk/iphone/photography-how-to/> (look specifically for the tutorials How to shoot a sunset silhouette and How to shoot a backlit subject).

7. Document the work of the facilitators.

It is very important that there are faces to which the viewer can relate, and as the facilitators' work is paramount to the workshops, it is a very good to photograph their activities.

EXTENSIONS AND MAKING CHANGE

EXTENSIONS AND MAKING CHANGE

Portable Testimony Service:

The Verbatim Formula recorded testimonies contain a wealth of accumulated expert diagnosis on the care system - a 'living archive' that we use as a Portable Testimony Service (PTS). With the PTS we can choose and curate testimonies for specific events and audiences, be they groups of young people, adult professionals, and/or more general audiences.

These events create new spaces in which to ask questions, stimulate listening,

open dialogue or provide training. Members of the TVF team, including our young adult mentors and performers, have used the service to facilitate many different types of sessions, and made performances to raise awareness, provide inspiration, and start conversations that we hope lead to changes in practice or actions in care and education.

Performing the archive is an inspiring way to disseminate the research. We have been able to use it for different purposes, including teaching, training, engaging different audiences, creating installations, intervening in routines, and facilitating conferences.

These are just some of the ways that our Portable Testimony Service has been used:

- to facilitate the Greater London Authority annual Care Week Conference
- as a performance at the Barts Anatomy Museum, which reversed the normal dynamic that treats young people as objects rather than subjects of research
- at the National Conference of Children's Commissioners, to spark debate and discussion on how to commission funds
- to make a living performance installation with drama students at the Wellcome Trust Reading Room for visitors
- as part of the Rees Foundation Annual Lecture to social workers and foster carers
- as a series of performance interventions in staff offices at Queen Mary University, as part of a participatory evaluation of its support for care leavers



Photograph: The Guardian



A Training and Evaluation Practice

The Portable Testimony Service has enabled us to extend the scope of our research.

By using our participatory methodologies, we are exploring if our arts-based practices can enable young people to express concerns and create different relationships between stakeholder groups. We aim for our verbatim theatre practices to elicit change with relevant service providers, in universities and within policy contexts.

In the university setting, new strands of research and activism have been sparked:

- Evaluating and impacting the university's institutional response(s) to marginalised groups with a focus on care leavers
- Assessing the admissions processes including policies like 'Contextualised Admissions'
- Highlighting awareness of care leavers' specific needs at university
- Understanding any differences in the overall support to students from care leaving backgrounds across the university (admissions, housing, finance, counselling and academic)

Performing in the university has become a key strategy whereby the research disrupts institutional spaces. An office can be transformed into a space where performers and spectators engage in active listening and open dialogue.

Some of the testimonies, raising the range of difficulties care leavers face in trying to get through their degrees while living independently, provide professionals with a lot to think about in terms of how to support care leavers better. After the performance of the testimonies, participants, facilitators, and evaluators move around the audience in small groups conducting interviews with university staff.



Q: How did our performance make you listen?

A: "The performance was quite heart touching. In our team you do hear stories from many people who have gone through challenges and struggles but ... you don't see the face of the person, you don't see how they feel when they are telling their story . It made me listen."

Q: How did it make you feel?

A: "Humble".
A: 'It made me a little bit sad in a way, just finding out that there are students going through this situation.'

[Excerpts from interviews with staff working in housing and bursaries departments.]

A Training and Evaluation Practice



Photograph: Aseosa Uwagboe

We have held a university training session, bringing together staff from across the campus to hear from care leavers directly, and to share and discover strategies for improving services. Care leavers, as one young woman told us, do not need ‘spoonfeeding’. But they do need access to support that will help them to fulfil their potential when it is needed.

“It was a great experience, and I feel it really added value to my team’s understanding of the complexity of issues faced by care leavers. I’m optimistic it will foster a greater sense of empathy too.”

Steve, university housing services

Q: What does it make you want to change about the way you do work at QMUL?

A: “I think again, it’s like looking at an individual as an individual rather than it’s just an applicant.”

A: “More kindness I suppose to the young ones because you don’t know where they are coming from, what kind of background – you take it for granted I suppose when you come from a stable environment.”

[Excerpts from interviews with staff working in housing and bursaries departments.]

Interviews

We have also conducted a series of in-depth interviews with a range of staff responsible for providing student services. These interviews, far from being just a tool for research, have become interventions themselves, raising awareness of care leavers and the challenges they face. Researchers asking questions, no matter how uncomfortable, can offer interviewees (staff) the opportunity to reflect and hold themselves accountable. It is not uncommon that interviewees shift their position over the duration of a single interview. Questions do need to be sensitively composed and

the interviewer (evaluator, peer facilitator, participant) also needs to be in tune with the kind of barriers and challenges the interviewee (staff) may present. The interview schedule below was designed with a lot of input from a care leaver focus group. They were asked ‘What would you like to ask the university?’ Similarly the staff were asked what they would like to ask care leavers. This feeds into the idea of the evaluators as a conduit for communication and research, facilitating dialogue between stakeholders.

<p>Questions across all departments. (accommodation, finances, admissions and counselling).</p>	<ul style="list-style-type: none"> • How do you reach out to care leavers at the start, during and at the end of their time at university? • Would you describe your provision/service/department as a pro-active or reactive in terms of engaging with care leavers? • How much do you/your department already understand about the impact of independent living on care leavers? • Are there any issues you have noticed in terms of care leavers transitioning to a university environment? • How do you support and enhance their independent living skills? • Is there a dedicated ‘go-to’ person in your team looking out for care leavers? • Is there anything you would like to ask care leavers?
<p>Specific questions for Finances</p>	<ul style="list-style-type: none"> • Are there any discounts for care leavers in terms of fees? • How easy is it to access emergency funding as a care leaver?
<p>Specific questions for Counselling</p>	<ul style="list-style-type: none"> • How do you check in with care leavers who are in and NOT in in university accommodation? • How do you make sure they know about your service? • Do care leavers have any priority in the counselling service?
<p>Specific questions for Admissions</p>	<ul style="list-style-type: none"> • Are there any staff at QMUL from a care leaver history? • Are they made visible to care leavers? • Do care leavers have any priority in admissions? Is there a quota at QMUL?
<p>Specific questions for Accommodation</p>	<ul style="list-style-type: none"> • Are there any discounts for care leavers in terms of accommodation? • Do care leavers have any priority in terms of housing?

A Final Thought

This research sprang from a social and political context that undermines care leavers' voices in the public arena, and structures educational pathways in a way that discourages those whose childhoods have been disrupted from accessing university. There are many areas where measures could be taken to change this. Some of them have emerged as we work alongside our co-researchers. TVF will continue to support care leavers, and to work with like-minded stakeholders to influence service providers and policy makers who have a strong social justice agenda.

It is also enormously important to record that we have gathered and witnessed uplifting and positive testimonies about young people's experiences in care. The testimony on the right of this page is by a young woman who told us how her ambition to become a social worker had been inspired by the people who had supported her through her own journey.

Huda told us she continued to face challenges, especially with accommodation, and she worries about how she will manage independently through early adulthood. But her strength and generosity are apparent. She wants to train to be a social worker so that she can help other young people to access good care.

Leaving care can present challenges to young adults. But they are not insuperable. It is the responsibility of all of us to support this young woman and thousands of other care leavers like her to make a happy, fulfilled and stable adult life for herself.



“I want to be the person that shapes people’s lives the way that my foster carer and support worker have shaped mine... I’ve made some wrong decisions, but everything that I do from now on is for me to better my future... I’m not that timid, scared, fragile person that I was when I went into care. It’s because of that support I am a strong independent care leaver, and I have the whole world at my feet.”

Huda, care leaver,
18 years old.

APPENDICES

APPENDICES

Sample Residential Schedule

This table is a sample schedule of a one-night residential from a Sunday morning to a Monday late afternoon. Please use it as a starting point that you can adapt for your own residential (or non-residential) project.

Day and Time	Who	Session	Room and Resources	Evaluation Activities
SUNDAY 10.30am - 11.30am	All Facilitators and Residential Staff welcome young people, their foster carers and social workers.	Welcome Breakfast	A roomy welcoming space with a large table area good for sharing food and introductions. Croissants, fruit, muffins, juice, coffee, tea, etc. Homemade cakes or sweets. Pens, stickers and sugar paper, etc. Paper breakfast plates	Ingredients of Happiness (breakfast plates) Focus Group/ Interviews: Carers and Social Workers
11.30am - 12.15pm	Drama Facilitators, Residential Staff, Mentors and Student Ambassadors.	Ice Breakers, Drama Games and Image Work	Drama Space	Postcard to a Friend
12.15 - 1pm	Drama Facilitators, Mentors and Student Ambassadors.	Meet the Experts	Drama Space	
1pm - 2.30pm	Residential Staff, Mentors and Student Ambassadors.	Check-in and Lunch	Student Accommodation Lunch in Student Café/ Canteen	
2.30 - 3.30pm	Residential Staff, Mentors and Student Ambassadors.	Skills Session: Verbatim Theatre with Interviews	Drama Space Projection facilities I-pods	Mini-interviews
3.30 - 4pm	Residential Staff	BREAK	Snacks	
4pm - 4.45pm	Widening Participation Staff/ Admissions Officers, Residential Staff	Future Paths		
4.45 - 5.45	Drama Facilitators, Student Ambassadors, Widening Participation/ Careers Staff	Skills Session 2 (to be decided by Facilitators)/ Individual Interviews with WP or Careers staff	Drama Space/ Other, depending on skills and practices. Break-out Room	Revisit Breakfast Plates

5.45 - 6.15	All Residential Staff with Young People	Day Captain De-brief and Handover Emerging key themes	A circle of chairs in a Drama Space	Group Feedback Postcard to a Friend II
6.15 - 7pm	Residential Staff	Free Time	Student Accommodation	Facilitator feedback
7 - 8.30pm	Residential Staff, Mentors, Student ambassadors	Dinner	Local Restaurant or University Restaurant	
8.30 - 10pm	Mentors, Student ambassadors	Chill Out Time or Games	Comfortable University Space	Evaluators share notes, analyse feedback and prepare to feedback to the whole team.
10-11pm	Residential Staff	Back to Rooms and Bedtime	University Accommodation	
MONDAY 8.45 - 9.45 am	Residential Staff and Student ambassadors	Breakfast and Campus Tours	University Café/ Restaurant	
9.45 - 11am	Drama Facilitators, Student ambassadors, Residential Staff, Widening Participation/ Careers Staff	Individual Interviews No Dream is Too Big	Drama Space Break Out Room	Critical River
11.00 - 11.30	Residential Staff	BREAK	Snacks, drinks	
11.30 - 1.00pm	SD, MI, SB, MP + Peer outreach	Prepare to Share	Drama Space or Performance Space	
1.00pm - 2.00pm	Residential Staff, Facilitators, Student ambassadors	Lunch	Picnic or Student Restaurant	
2.00pm - 3pm	Residential Staff, Facilitators, Student ambassadors	Run-Throughs	Drama Space or Performance Space	
3 - 4pm	Foster Carers and Social Workers and Other Guests – eg. University Staff join the above	Sharing and Dialogue	Drama or Performance Space with Foyer or Reception Area	Interviews/ focus group by young people with foster carers and social workers
4.00pm - 4.30pm	All Day Facilitators	Feedback and Farewell	Pens, stickers and sugar paper, etc. Gift – eg uni hoodie	Critical River Evaluation Embodied Evaluation Individual Interviews

Recruitment e.mail - Advertising Residential

SAMPLE

NO DREAM IS TOO BIG!

Making plans for the future with care leavers.

We are delighted to offer a **FREE** one-night residential workshop at a top London university, specially targeted at 14 to 18 years old young people, foster carers and social workers.

This will be the third year that this opportunity is hosted at Queen Mary University of London, and in 2017 we are offering a two-night residential workshop for young people in care or care leavers on drama practices and addressing issues of planning for their futures. Find out what it would be like to be a university student and take part in university research.

(You can read more on: <http://www.theverbatimformula.org.uk/sample-page/residential-workshops/>)

When

2nd July 2017 (Sunday), 10.30am to 3rd July 2017 (Monday), 7pm

Where

Queen Mary University of London, Mile End Campus
(5 minutes walk from Mile End and Stepney Green tube stations)

About the weekend

Delivered by lecturers, drama practitioners and care leaver students.

During the 2-day long workshop, we will play games and talk together, using performance to have fun and constructively think about future plans. Young people will meet care leaver students and university lecturers who will share their experiences of university and jobs. The workshop will help young people to think about the next steps in life – whether that is applying to university or thinking about a career. In the evening, the young people will have a chance to make and share food, show their talents, and spend the night on the university campus.

The weekend is free and we will cover all travel expenses, meals and refreshments, as well as residential places in student flats, with en-suite facilities for the young people. All young participants will be supported by a facilitators team and care leavers students during the weekend.

Prior to your participation on the weekend, we'd love to give you a ring to get you know you a bit more, what are your plans for the next years and what do you like to do. By sending the attached application, you and the foster carer agree to talk to us over the phone prior to the weekend.

The course will be suitable for:

Young people with experience of care, their foster carers and social workers.

Workshop applicants do not have to have a special interest in performing – but we will be using some fun drama techniques.

Please pass on the attached application form to young people in your Virtual School who might be interested in the opportunity. When they apply, we also ask you to confirm that you support their application. Once the application is completed, please return to this email by no later than ____.

Should you have any questions, please get in touch via this email: ____

We very much look forward to hearing from you.

Kind regards,

Workshop Application Form

SAMPLE

NO DREAM IS TOO BIG!

With support from and hosted by Queen Mary University of London, People's Palace Projects and the School of Business and Management.

We'd love to see you for three days and two nights for some fun workshops and activities about your future! You'll be meeting and sharing with young people in care and care leavers about how they got to university and started work.

Deadline for applications is:

ABOUT YOU...

TELL US YOUR FULL NAME:

THE AGE YOU WILL BE ON THE DATE OF THE RESIDENTIAL:

WHERE YOU'RE FROM (city, borough, village):

ABOUT YOUR RESPONSIBLE ADULT...

RESPONSIBLE ADULT NAME:

(the person who will give consent for you to attend)

RESPONSIBLE ADULT EMAIL:

RESPONSIBLE ADULT CONTACT DETAILS

MOBILE:

PHONE:

NAME OF FOSTER CARER OR SOCIAL WORKER WHO WILL STAY FOR A PART OF THE SESSION:

ABOUT YOUR SCHOOL...

HEAD TEACHER'S NAME AND NAME OF SCHOOL:

HEAD TEACHER EMAIL:

HEAD TEACHER MOBILE:

PHONE:

Workshop Application Form Reverse

SAMPLE

WHAT DO YOU WISH FOR YOUR FUTURE?

TELL US WHY YOU WOULD LIKE TO ATTEND THE WORKSHOP:

WHAT WOULD HELP YOU TO MAKE PLANS FOR YOUR FUTURE? (Who would you like to meet or talk to? What information do you need to plan for your future? What skills do you need help with developing?)

WHAT SUBJECTS ARE YOU STUDYING NOW?

WHAT SUBJECTS WILL YOU KEEP STUDYING AND WHY?

Signature of young person:

Signature of responsible adult:

Prior to your enrolment on the weekend, we'd love to give you a ring to get you know you a bit more, what are your plans for the next years and what do you like to do. By sending the application, you and the foster carer agree to talk to us over the phone prior to the weekend.

Please write the best phone number to contact you:

IMPORTANT: COMPLETE ALL SECTIONS OF THIS DOCUMENT AND SEND IT TO: (email)

We're looking forward to hearing from you!

Medical Emergency Form

SAMPLE



Medical Emergency Form

Please fill out and return to (email):

NAME:

DATE OF BIRTH;

ADDRESS:

TELEPHONE NUMBERS:

ALLERGIES/ DIETARY REQUIREMENTS:

CURRENT MEDICATIONS (if relevant):

BLOOD TYPE:

ANY OTHER RELEVANT MEDICAL INFORMATION:

PERSONS TO CONTACT IN CASE OF EMERGENCY:

NAME:

PHONE:

Audio/Video & Photography Consent Form

SAMPLE

Audio/Video & Photography Consent Form

The Verbatim Formula will not take any photographs or video footage of workshops where a young person can be identified without consent to do so.

If you are comfortable with audio material, photographs or video footage being taken to support the documentation and evaluation of this project and our future work to make opportunities such as the Verbatim Theatre Project available, please indicate your consent below.

I DO consent to the taking and storage on PPP's cloud data server of images, etc of:

(child/young person's name) for whom I have parental or carer's responsibility

and to their use for the purposes of:

(PHOTO) (VIDEO) (AUDIO)

Project documentation for research purposes only

Evaluation of the project, and project reports seen by external stakeholders

Fundraising material for future charitable arts projects

Publicly available material/publicity including People's Palace Projects' website

OR

I do not consent to images or footage being used in any of these ways.

Parent/ Carer's signature

Date

Please sign and return to:

Project co-ordinator, People's Palace Projects email:

Information Email Prior to Residential

SAMPLE

NO DREAM IS TOO BIG!

Dear (name of young person)

We are happy that you are coming to spend the weekend with us. Please find attached a Welcome Pack with basic information about your stay and also a schedule for the weekend. (We'll have this information printed for you here at the university as well, but make sure you read it before your arrival).

Arrival time for all young people joining the No Dream Is Too Big residential is 10am to 10.30am on _____.

We'll meet you at _____.

The closest tube station is _____

IMPORTANT: We are asking young people to bring with them an object that is important to them and that they would choose to take with them if there were going to university. Please don't forget to bring yours.

Should you have any problems getting to university, please contact _____ on _____.

For foster carers and social workers: we are inviting everyone interested to join us for a final sharing moment with the young people on _____, from 2.30pm to 4pm, at _____.

If you'd like to join us, please RSVP to this email.

From 4pm to 5.30pm, young people will be ready for collection and final goodbyes.

Looking forward to seeing you here! All the best and see you on Saturday.

INFORMATION PACK

SAMPLE

NO DREAM IS TOO BIG!

We are looking forward to welcoming you to the Queen Mary Summer School, No Dream is Too Big! Here is a pack with important information for your participation during the week:

Important Contacts:

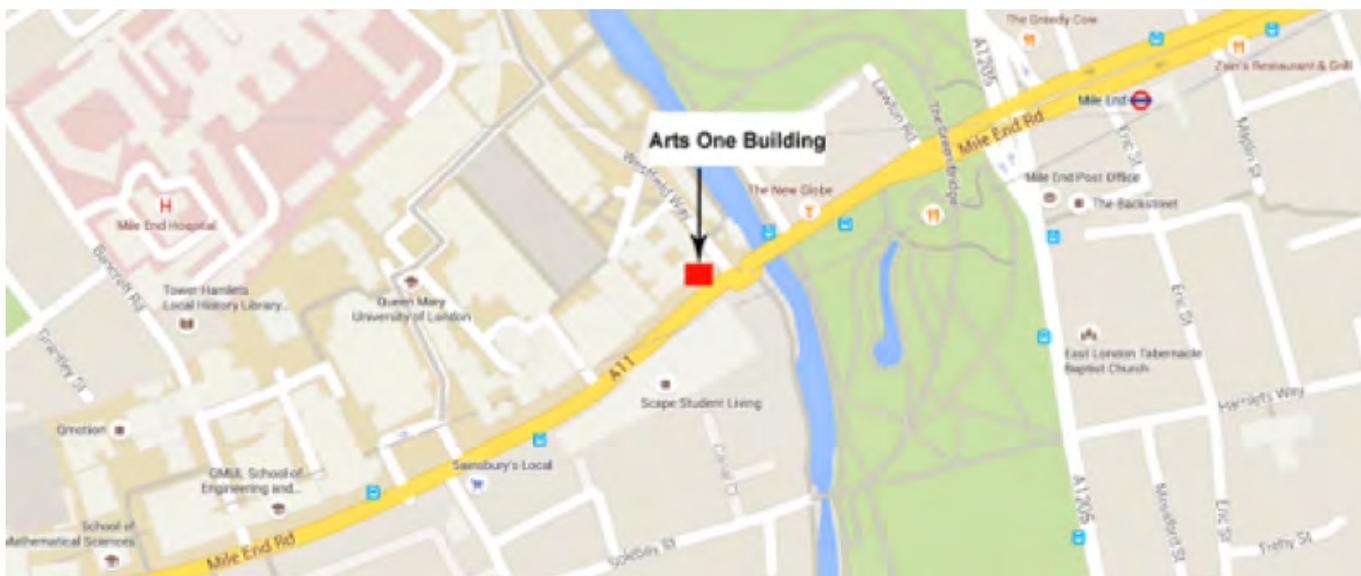
Leading up to the Summer School you can use the following number to contact somebody from the Summer School team: _____

While on campus, please use the following 24h contact details should you need them: (list of contacts and emergency numbers)

Meeting on the first day

On Monday, 27th July, we will welcome you at the Foyer of the Arts One Drama and English Building. It's a chance for everyone to share some breakfast and chat.

Here's is a map of where the building is located:



What we will do

The No Dream is Too Big! Workshop aims to give you a tiny taste of student life at QMUL.

The Drama and Business Schools have teamed up with colleagues in Widening Participation to hold this workshop to help you think about your dreams for the future. We use games, drama, and other creative activities (but don't worry, you don't have to be good at drama at all!) Young people we've worked with before have talked about wanting to have careers in Law, Engineering, Psychology,

Social Work, Business, Performing and many others.

You will meet other young people with experience of care, students, and graduate care leavers, and share your ideas with them. You will get a one-on-one session with one of our team who will give you bespoke advice on your journey to higher education or to the job or career you choose.

Together, we will find ways to share your experiences and dreams on the last day with your friends, carers, and other adults.

Schedule

The Programme Schedule is attached to this information pack.

All sessions will happen in _____ from 10 am to 6pm.

About your accommodation

You will be living in university halls of residence for your time at the Summer School. YOUR RESIDENTIAL FLAT WILL BE IN _____ (PLEASE SEE UNIVERSITY MAP ATTACHED).

Each person will have his or her own bedroom with an en suite shower room. (Please note that bath/shower rooms are for use by one person at a time and are of course lockable).

It is important that all participants respect the personal space of others. You should not enter another person's room without their permission and you should always respect the privacy of others. There is separate accommodation for males and females

who have different entrances to their residential blocks. There should be absolutely no reason for you to enter a residential block that is occupied by participants of the opposite sex at any point during the Summer School, and anyone found doing so will be considered to be in breach of our disciplinary agreement.

Everybody must be in their own residential flats by 10pm, alongside their supervisors, and in their own rooms by 11pm. In the mornings, you need to be ready to go to breakfast and have what you need for the morning workshop session by 8.15am. Support mentors will be on hand to help everyone to get to breakfast in good time.

Meals

All meals (free of charge) are served in campus restaurants (please see campus map attached). We also sometimes visit local restaurants near the campus, or picnic if the weather is nice.

INFORMATION PACK

SAMPLE

Code of Behaviour

Each young person who is attending the Drama Summer School must read and sign the 'Code of Behaviour' form, which also needs to be countersigned by a parent/carer. No participant will be allowed to attend Summer School unless they have signed up to the Code of Behaviour.

Expected behaviour

The TVF team wishes to ensure that everyone who takes part in activities during the Summer School understands the boundaries of appropriate behaviour. This will help to ensure that all participants get the maximum enjoyment out of the Summer School experience. Everyone involved in the Summer School must take responsibility for the consequences of their behaviour.

If an individual's behaviour jeopardises the safety or enjoyment of others, they will typically be given opportunities to modify their behaviour. If the challenging behaviour continues they will be asked to leave the Summer School. In the event of serious misconduct, such as fighting, racial abuse, bullying or the use of illegal substances, the young person(s) concerned will not be allowed to continue on the Summer School course and arrangements will be made for the individual(s) to be taken home immediately.

Equality

All young people and staff involved in the Summer School deserve to be treated with fairness and respect. Treat others as you would like to be treated!

Anti-Bullying

Bullying will not be tolerated. No-one should make derogatory comments about another person's appearance, race, culture, sexuality, gender or disability. Bullying can take the form of physical assault, emotional abuse or unwanted physical contact. Be aware of yourself and

how what you say and do may be interpreted by other people. Sometimes what one person may think is 'a bit of a joke' can be extremely hurtful to another person.

Relationships

The Summer School can sometimes be quite an intense few days in terms of building relationships – the shared participant experience means that friendships are formed quickly and you can feel that you have known your new friends for much longer than a few days. Sometimes, things may develop into more than just a friendship and young people may become interested in each other as boyfriend or girlfriend. Again, it is important to be aware of yourself and think about what constitutes appropriate behaviour during your time on campus. **Sexual and physical relationships between participants are forbidden during the Summer School, even if it is an existing relationship.**

Chewing Gum

The University operates a policy of no chewing gum on campus. Please respect this policy at all times to keep campus clean. The No Dream is Too Big! Workshop aims to give you a tiny taste of student life at QMUL.

Alcohol/Smoking

Participants attending the Summer School under-18, are under the legal age limit to purchase alcohol or cigarettes. For this reason buying alcohol or cigarettes will not be allowed during Summer School. Even if you are 18, or over, we ask that you respect this rule during your participation.

You MUST NOT under any circumstances bring ALCOHOL or any ILLEGAL SUBSTANCES on to the University campus. The main bars on campus will be open but are not to be used by anybody attending the Summer School. Anyone found in the possession of, or under the influence of, alcohol or any other illegal substances, will be sent home immediately.

Attitude

We are really happy you have chosen to attend the Summer School. The Summer School team will show respect to you and aim to provide you with an exciting few days. Please come with the same attitude. Whilst we appreciate that you may have more interest in some of the activities than in others, we expect you to make every effort to participate as fully as possible in every aspect of the programme. If you are feeling homesick, something is bothering you, or there's a specific reason you don't want to participate in an exercise, you can let your group leader know.

Curfew

For the safety of all participants, we will be imposing a curfew of 10.00 pm, at which time all participants must be back in their own residential hall, and have signed in with the overnight supervisor. You may socialise with the other young people in your residential hall in the common area within each block, however all lights and equipment, in common areas or otherwise, must be turned off by 10.30 pm. You must be in your own room at 11:00 pm.

Fire Alarms

If at any point you hear the fire alarms, please follow the directions and guidelines which will be pointed out to you on the first day of the Summer School, or those given to you at the time by the individual(s) leading whatever activity you are involved in. Please also make sure that you read carefully the fire directions that will be posted on the back of your bedroom door. When in the flats, please be extremely careful with items such as kettles as the smoke alarms are very sensitive. If any alarm does go off, the Fire Brigade will automatically arrive. Anyone found abusing the system will be subject to disciplinary procedures.

During the Drama Summer School

During the Summer School, staff may explain some additional rules and regulations that will apply to activities currently being planned. As such, it is expected that you will adhere to them for your own health and safety, and that of other young people and staff.

Your Group Leaders: "Professional Friends"

During the Summer School, as well as the tutors teaching workshops, your group will always have a responsible adult present, DBS checked and safeguarding trained, whose role is to be a "professional friend" to you. These people are a mixture of QMUL students who are University ambassadors; members of GLA's Peer Outreach Team; and professionals with a mix of experience in delivering performing arts work and supporting young people in a variety of ways. They are here to support you, answer your questions and they will also be responsible for keeping the group registers to make sure we can account for everyone's whereabouts.

These group leaders will be an important part of your experience, and we hope you will find them friendly and supportive. But they cannot give you their personal mobile numbers, become "Friends" on Facebook or other social media, or keep in touch afterwards.

WE REALLY HOPE YOU ENJOY THE WEEK WITH US!

HAVE FUN!

Planning Documents

The Verbatim Formula
Queen Mary University of London

SAMPLE

Staff Facilitator Pack

List of Contents

Contact Information
Summer School Information
Guidelines for Working with Younger People
Code of Conduct for Summer School Staff
Staff/Student Staff Daily Duties
Child Safeguarding Policy Statement
Participant Code of Conduct
Incident Report Form
Code of Conduct for Summer School Staff - to sign & return

Residential Contacts

Leading up to the residential you can use the following numbers to contact somebody from the team:

Drama Department _____

Widening Participation and Outreach Office _____

During the residential please use the following contact details should you need them:

Person Responsible for Residency _____

University Switchboard _____

University Security _____

Staff Facilitator Pack

Residential

General Information: Student Staff

1. Allocation of participants:

There will be around ____ participants from across UK who will be participating at the Drama Summer School classes from ____, 10am to 6pm daily. 12 of these young people will be residents at the University, staying in same sex groups of four. Each group will be supervised by a responsible adult during night shifts. In the group leader folders there are full lists of the young people in that group, along with their health, dietary and any special requirements and other information relevant to the week's activities.

Photo consent: Some participants will not have given their consent to have their photo taken. This will be known by University staff and communicated to you if the participant is in your group. Please be aware of this at all times during the Summer School.

Special requirements: Participants have indicated if they have any special requirements and this will be communicated to group leaders where relevant. This could be medical requirements, or Specific Learning Differences – dyslexia, ADHD etc and Asperger's. This could also be religious requirements such as needing to observe prayer times daily. At present we have a couple of young people observing Ramadan.

2. The Role

Group leaders will lead their group through the activities, be the first point of contact for the Summer School participants, and will provide minor discipline and order within their group. The role also requires you to act as a mentor and a 'buddy' for the participants – to befriend them and to answer any questions regarding life as an undergraduate student.

Identity cards: All staff and participants will be required to wear their identity cards (lanyards) at all times – unless there is a specific health and safety issue as there may be with some of the teambuilding games.

3. Meals

All meals will be provided for groups leaders, you are expected to eat meals with your group – especially at the beginning of the week, when many participants will still be quite nervous, or may not have jelled with anybody yet.

Never allow anybody in your group to sit alone.

Lunches will be served in the concourse in the various areas across the universities and will consist of packed sandwiches or salads (according to dietary needs), crisps, fruit and cake/

biscuit, if the weather is good, no matter where we are, group leaders can take their groups outside grassy areas as long as they are supervised at all times and in easy reach.

Morning and afternoon refreshments will be served in rehearsal room. There will be snacks and drinks available in the residences. Cookers in the kitchens will be disconnected for the duration of Summer School.

Dietary requirements: Watch out for members of your group who have specific dietary requirements (mainly vegetarian). Catering services at both universities are aware of these needs and should be providing appropriate alternatives at all meal times – do ask members of the catering staff if a participant in your group is unsure. Full details of any special food requirements will be provided with your group details. We have also arranged catering for any staff who have informed us of special dietary requirements, but again please check if you are unsure.

Participants will also have indicated if they have any specific dietary requirements or food allergies, this can also include the need to eat Halal meat only. You need to ensure your participants are eating and drinking, and please see university staff for guidance if necessary. It is worth pointing out that some participants are simply 'fussy eaters' and should be encouraged to try new things if possible. There may be the option of a plain meal if required but this cannot always be guaranteed.

4. Attendance of your group members

It is your responsibility to get all the young people to each of their sessions – in the right place at the right time! We would recommend that you check names of participants against your list when you think you have everyone together.

When you are with your allocated group, please also make sure that you are aware of the whereabouts of the young people at all times, e.g. if they have stepped out to go to the bathroom. Please note that it is important that group leaders are consistent in this aspect of supervision. Do not expect university staff to take responsibility for this.

Any requests from participants to leave campus should be directed to the Summer School co-ordinators. These will typically not be granted as there should be no need.

Participants are expected to attend all sessions and meals. Please encourage your group (or whichever young people you are with) to participate wholeheartedly at all times. Unless a participant is ill, they will be expected to attend each social event – although they may, even after encouragement, choose to sit on the sidelines. If a participant is insistent in wanting to go back to their room, please direct this

Planning Documents

Residential

request to the lead facilitator, as sufficient staffing cover needs to be arranged. On no account should a participant be allowed to go back to their flat unsupervised.

5. Sessions/Activities/Academic Sessions

There will be a variety of academic sessions taking place throughout the Summer School. Please ensure you support your group, the session leader(s) and University staff in delivery/preparation for these sessions.

6. Free Time

Free time is timetabled in the programme, and flats are to be supervised at all times during these periods.

- Do not take participants to the shops at either campus
- Paracetamol: participants cannot buy this and you cannot buy it for them. If it is required please contact a member of staff and they will advise. You may need to take them to the health centre

Boundaries/limits

- Toilet trips – be aware of which participant has gone to the toilet (perhaps make a note) and if they are not back within 5 mins then YOU MUST go and locate them
- Breaks / meal times – YOU MUST supervise your group and know where they are at all times
- Free time – YOU MUST be aware of participants' locations and give them timings to return if applicable – make a note

7. Accommodation

- Participants and staff members will be accommodated in residential flats
- The accommodation will be single sex allocated prior to arrival
- Each participant will have their own room
- There will be a limited amount of supplies delivered to each flat including bread, cereal bars, hot drink making facilities, plus additional food for those observing Ramadan.

Over-Night Duty:

- Student staff will be expected to support evening activities and supervise participants in their flats
- Supervise flat groups during breakfast and ensure all participants are ready to leave at the correct times and that the flats are tidy.
- We will ask participants to be in their flats by 22:30 with lights out at 23:00.

- Keep control of your flat group, whilst allowing them to chat, listen to music at a reasonable level etc
- Flats and rooms – YOU MUST NOT under any circumstances allow male and female participants to be alone together in flats/rooms – either in the daytime OR the evening
- Ensure no one sneaks out of room/flat in the night
- Be prepared to be called upon to sort out any problems at any time during the night
- Contact university staff where necessary. There will be university staff in residence in the blocks.

Accommodation Procedures and Curfew

After each evening activity, group leaders should ensure that all their flat group members make their way back to their flats. Within each flat there is a kitchen/living area, up until lights out, participants are allowed to socialise in these areas, but boys are not allowed to enter a girls' block of flats and vice versa. It is the responsibility of group leaders to ensure that all the young people in their flat are back in the accommodation – either in the common areas or their own rooms by 22:30. The residential members of staff in each flat will then ensure (using a tick list) that each participant is back in their own room by lights out at 23:00.

8. Security/Emergency (please also see separate sheet: 'Summer School Contacts')

The first point of contact for emergency is_____.

During the Summer School, if at any time you see anyone acting in a suspicious manner or there is any of security issue which causes you concern, please ring Security on one of the numbers provided below IMMEDIATELY. An early call is essential – be prepared to give a good description of the person and an exact location. Please see contacts sheet for relevant numbers.

If you ring emergency services (i.e. 999) on a mobile, you will also need to alert Security immediately after making the call. If there's time, always alert _____ (through mobiles or directly) with any concerns; or else, contact either/ or immediately after making the emergency call.

9. Child Safeguarding Policy and Procedures

In your folders you will find full details of our child safeguarding policy statement and procedures. Please follow the procedures laid out if you have any concerns, or if a young person discloses anything to you.

The person requested to follow-up issues, for example the group leader, should use subsequent incident

Staff Facilitator Pack

record sheets to report on any ongoing issues.

The final form should conclude that No Further Action is needed – NFA

10. Health Arrangements

All Summer School staff and participants have access to the university health centres at both campuses throughout the daytime, but in emergencies staff are advised to call an ambulance through Security.

If you are required to accompany a young person to hospital (only the Summer School co-ordinator will request this of you) please ensure that you have the emergency contact details for that child – held by the co-ordinator and included in your packs.

You should familiarise yourselves with the emergency procedures for the flats which are posted on the back of each room door. You should also encourage young people in

your flat to familiarise themselves with this information. For all daytime sessions, please familiarise yourselves with the emergency procedures for whichever venue you are in and make sure that should evacuation be necessary, the young people in your session all make their way quickly but calmly to the nearest exit. You will be able to use the participant list for each session to check off names following evacuation.

11. Student Evaluations

Student will be asked to complete evaluation forms during the final day, please ensure these are completed and handed back to a member of staff.

12. Staff Evaluations

All group leaders will be asked to feedback in the debrief session. There will also be scope for written feedback.

Working With Younger People - General Guidelines

When working with groups of young people, YOU MUST bear in mind the following guidelines:

- Treat young people with respect at all times
- Remember your role as a responsible adult when working with young people
- Use first names
- Use appropriate eye contact
- No physical contact
- Inform young people if their behaviour is inappropriate
- Don't allow yourself to get into an argument with a participant
- Communicate clearly and appropriately
- Don't discuss inappropriate topics
- Be aware of how your behaviour could be misinterpreted
- Don't use inappropriate language
- Act in a professional manner at all times
- Don't be alone with a young person

It is also very important that you don't allow participants to involve you in any inappropriate behaviour, i.e. flirting, exchanging phone numbers, arranging to be friends on Facebook or posing for photographs. This may reflect badly on the university but also has the potential to put you in a difficult position if any complaints are made – remember you are in a position of responsibility.

Planning Documents

Summer School Guidelines:

What is your role?

- To act as a group leader in a professional, friendly, appropriate and safe manner at all times
- Your role is one of responsibility and professionalism as a group leader and mentor rolled into one
- To ensure all child safeguarding procedures are adhered to and reported to the child safeguarding officers if necessary
- To ensure that the welfare and wellbeing of your groups members is always paramount in activities and free time
- To act as a host at all times for the participants and their families – including welcoming and saying goodbye to participants, signing them in and out, showing them to their rooms
- To be a positive role model and mentor to your group as well as to lead them
- To take on a leadership role with your group and to discipline where necessary
- To smile, be enthusiastic and welcoming: do not look bored or disinterested
- To ensure that you do not reinforce any negative stereotypes
- To involve and motivate everyone in your group at all times, in all sessions/activities
- To encourage full participation of your group at all times, in all sessions/activities
- To be flexible and proactive, and willing to take on other tasks as required at any time
- To be approachable at all times – you may be the first point of contact for a participant with additional requirements
- To deal with challenging behaviour in an appropriate manner and refer on if necessary
- Be visible to the participants
- Never be dismissive of participants
- Have respect for everyone, including participants, event organisers and other student staff
- To support the event organiser and take direction when asked to do tasks
- Ensure that the young people are safe at all times
- To supervise your group at all times, please note: this includes all meal times and breaks
- Put your group's needs before your own, ensure they get refreshments before you do
- Do not socialise inappropriately or group together with other group leaders
- Be aware of health and safety and safeguarding issues
- Seek advice from a member of staff where required
- Supervise your group at all times – don't leave them. You need to be with them and find a way to engage with them
- Train station – you may be asked to accompany participants from the train station
- Remember: you are here for the participants' enjoyment and fulfilment not your own

Summer School Guidelines

YOUR COPY - PLEASE KEEP

Code of Conduct for Summer School Staff

Please note: all infringements on the code of conduct and any behaviour that is deemed to be unsuitable or inappropriate will be reported on and will be acted upon accordingly.

I agree that I will:

- Be punctual and presentable for the duration of the Summer School, and contact staff if there is a problem
- Communicate effectively and appropriately with participants
- Be enthusiastic and motivated at all times
- Be a good team member, respecting university staff & other student staff – we are one team
- Be proactive and flexible and undertake tasks as required without complaint, using initiative
- Follow guidelines when working with children and young people
- Follow Summer School guidelines outlined in this pack
- Maintain a professional attitude and behaviour
- **Be a positive role model and leader**
- Discipline participants where necessary
- Report any matters of concern to University staff
- Prepare fully for the event and study training information and guidelines
- Supervise the group at **all** times whilst on duty or the flat group if on overnight duty

I agree that I will not:

- Use swear words or inappropriate language in front of visitors
- Use a mobile phone unless required to do so in an emergency or during a designated break
- Group together with other student staff instead of talking to participants
- Share negative views about a session/the event in front of participants
- Engage in inappropriate behaviour with visitors – including flirting, exchanging phone numbers, arranging to become friends on Facebook, posing for photographs
- Put any participants at undue risk from avoidable hazards
- Smoke in front of any participants
- Be hung-over or affected by alcohol whilst on duty
- Wear inappropriate or revealing clothing, including slogans or swear words

Signed

Print

Date

Planning Documents

Child Safeguarding Policy Statement

People's Palace Projects & QMUL regards the safety and welfare of young people in its care to be of paramount importance. Children and young people have the right to have fun and be protected in activities they or their parents/carers have chosen. We are committed to providing an environment which is friendly, welcoming and safe, and enables young people to speak up in confidence, knowing that their worries, fears or concerns will be heard and acted upon. It is our responsibility to take all reasonable measures to ensure the risk of harm to a young person's welfare is minimised; and to take all appropriate actions to address any concerns, working to agreed local policies and procedures, and working in partnership with other local agencies if and when necessary. This policy applies and relates to all staff and young people working on and participating in events.

Child Safeguarding Policy

The following paragraphs outline how the universities will ensure the safeguarding of young people in our care. We hope this information will help all participants and their parents/carers, and other interested parties, feel confident about the planning and organisation of this event.

Recruiting Safely

Group leaders are selected carefully following a process of assessments. The group leaders are current students, with the majority being experienced members of our student ambassador schemes. Once recruited, all staff must attend a comprehensive training and briefing session so that they are fully aware of, and understand, our child safeguarding procedures.

Academic Session Leaders

All academic staff running academic sessions during the event are required to sign up to our Code of Practice. They are all advised on appropriate conduct when working with young people and are aware of our child safeguarding procedures. Additionally, the sessions are all attended by group leaders and/or staff from the Summer School staff team. Academic staff are never left alone with their group at any time.

External Facilitators

Some of our activities are run by external companies. Group leaders and/or staff from the Summer School team are present at all such activities. All facilitators are advised of appropriate conduct when working with young people and are aware of our child safeguarding procedures. As an additional safeguard, all external facilitators are required to sign up to our Code of Practice.

Staff Checks

All residential staff employed to work on the event will have had a clear enhanced DBS check, no more than two years old. All non-residential staff will also undergo DBS checking and/or sign our Code of Practice.

Code of Behaviour

All event participants are required to read and agree to a Code of Behaviour that will apply during their time on the University campuses. In addition, all paid staff must read and agree to a Code of Practice which is related to their roles and responsibilities. This is an important part of our commitment to safeguarding each young person in our care, as it reinforces the fact that everyone has responsibility for their own behaviour as well as for the welfare of those around them. Whilst participants may feel that they do not require the level of supervision that will be in place, we do hope they understand our responsibilities towards them, and that this understanding will contribute to participants respecting the rules that are put in place. Participants and their parents/carers should note that any breach of this Code of Behaviour could result in the young person being sent home.

Anti-bullying policy

We have an anti-bullying policy which applies to absolutely everyone involved in the Summer School, whether as a participant, or as a member of staff. We will not tolerate any form of bullying and will take steps to have any individuals involved in bullying removed from the event. We encourage each participant to carefully consider how their words or actions may be interpreted by another person, and to re-adjust accordingly.

Child Safeguarding Policy Statement

Responding to a disclosure

Occasionally, a young person might confide in staff about something that has happened to them outside of the campus event. All staff are trained to deal sensitively with a young person's concerns whilst following our safeguarding procedures. If we become worried about a young person's welfare, we would normally contact parents and carers to let them know of our concerns; however, on very rare occasions this might not be possible. The occasion may arise when we would need to pass our concerns onto the local Area Child Protection Committee.

Complaints and grievance against staff

All event participants have the right to express their concerns if they feel that they or another participant have been treated unfairly or inappropriately by a member of staff involved in the event. These concerns will be taken seriously and appropriate action taken by the Summer School Coordinators and senior staff within the University. If parents are concerned about something their child has told them regarding the event, they should first contact _____, the Designated Safeguarding Officer (DSO) for the event. If this is not possible or if the complaint is about the DSO, then they should contact _____. Parents/carers/teachers and participants will be provided with the necessary contact details for the event.

Whistleblowing (speak out) policy

We encourage all staff involved in the event to share any genuine concerns about a colleague's behaviour, in confidence, with the Designated Child Safeguarding Officer or a Senior Manager. Any such concerns will be taken seriously and dealt with swiftly.

This policy is to help foster transparent working practices and ensure that young people and their families can be confident that there is not a culture of secrecy when a young person's welfare may be at risk.

Supervision

Part of our duty of care means that we need to ensure that we have an acceptable ratio of staff to young people at all times, to ensure safe supervision. For this event we are using a ratio of at least one member of Summer School staff to 10 young people at all times, which exceeds LEA guidelines for this age group and type of activity to affirm our commitment to child safeguarding.

Risk assessments

We carry out risk assessments on every aspect of the event programme and then take steps to minimise any risks that are identified. All session facilitators take all reasonable steps to ensure the health and safety of participants.

Medical issues

Procedures are in place to ensure that all health issues are dealt with in the most effective way, there is a Health Centre on both Campuses and First Aiders are available.

Security

The security team operate 24 hours a day, 365 days a year. The purpose of the security operation on campus is to support the University's overall aims by ensuring as far as possible a safe, secure and friendly environment for students, staff and visitors, free from injury, personal threat, damage and theft.

Photography and video/digital images

During the event, we may be taking photographs of participants, and may also be filming some classes/activities for promotional purposes. Occasionally participants may be interviewed by local or national journalists from the print or broadcast media. This takes place under the supervision of event staff, and the young people are always given the opportunity to decline to participate. We appreciate that there may be circumstances that would make it unsafe for a young person's image to be used in such a way and therefore we seek parental permission for this.

Definition of Terms

SARO – Student Admissions and Recruitment Office

DBS – Replaced CRB as of October 2012. This government office carries out what used to be known as 'police checks'.

DSO – Designated Child Safeguarding Officer

ACPSC – Area Child Protection Committee – an office within Social Services

Planning Documents

Drama Summer School Incident/Concern/Accident Report Form

Date of incident:	Name of person concerned about:		
Time of incident:	This person is:		
Location of incident:	Participant	Staff	Other
Your name:	Area of concern:		
Position:	Academic	Social	Medical
Contact number:	Emotional	Accident	Behavioural
	Disclosure by young person	Other	

Staff Child Safeguarding Form

Staff Child Safeguarding Form

SAMPLE

Code of Practice and Child Safeguarding Agreement Summer School Staff and External Facilitators

This document is intended to support summer school staff in their responsibilities towards the safeguarding of the young people taking part in our summer school. All staff and facilitators must read the following information carefully and sign to confirm their understanding of the information and their agreement to work within our child safeguarding procedures. Please note that some of the guidelines may be more specifically relevant to residential staff.

You must:

- treat all young people with respect
- provide an example of good conduct you wish others to follow
- ensure that whenever possible there is more than one adult present during activities with young people, or at least that you are within sight or hearing of others
- respect a young person's right to personal privacy/encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- remember that someone else might misinterpret your action, no matter how well intentioned
- be aware that physical contact with a young person may be misinterpreted
- recognise that special caution is required when you are discussing sensitive issues with young people
- operate within the organisation's policies and procedures
- challenge unacceptable behaviour and report all allegations/suspicions of abuse to the Child Safeguarding Officer (or other appropriate senior member of staff)

You must not:

- have inappropriate physical or verbal contact with young people
- allow yourself to be drawn into inappropriate attention-seeking behaviour/make suggestive or derogatory remarks or gestures in front of young people
- jump to conclusions about others without checking facts
- either exaggerate or trivialise child abuse issues
- show favouritism to any individual young person
- rely on your good name or that of the organisation to protect you
- believe 'it could never happen to me'
- take a chance when common sense, policy or procedures suggest another more prudent approach
- be physically demonstrative with another staff member whilst on duty or participating in summer school activities (eg holding hands, kissing etc), even if you are in an existing relationship
- enter into a relationship with a young person (during or after Summer School)
This is an abuse of trust which may constitute a criminal offence.

Planning Documents

Staff Child Safeguarding Form

SAMPLE

Please read the following statements carefully:

- I agree to respect the confidentiality rights of all summer school participants (the only exception to this is with any allegations or suspicions or cause for concern regarding child abuse)
- I agree not to discuss individuals or incidents that have occurred except with essential personnel as identified by the Child Safeguarding Officer
- I agree not to arrange meetings with any summer school participant outside the summer school
- I agree not to have any direct email contact with summer school participants
- I agree not to have any verbal contact with the participants by telephone outside the summer school or to give any participant my personal telephone numbers
- In the case of any participant making a disclosure or where there is cause for concern I agree to follow the Summer School's Child Safeguarding Procedures rigidly

I agree to:

1. Inform the designated Child Safeguarding Officer immediately if I have any concerns.
2. Complete any necessary documentation or write a report for child safeguarding purposes, when requested.
3. Attend any meetings arranged by the University or outside agencies in connection with a disclosure/incident.
4. Treat all instances of abuse seriously.

Declaration to be signed by the staff member.

I have read the information presented in this Code of Practice and Child Safeguarding Agreement and agree to adhere to the guidelines listed.

I also agree to follow any additional procedures explained to me before or during the Summer School.

Signature of staff member/facilitator:

Printed name of staff member/facilitator:

Date:

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The Verbatim Formula Team: Who We Are



Sylvan Baker FRSA, is a socially engaged arts practitioner and researcher with over 25 years of practice in a range of applied arts contexts. He is a former Associate Director of People's Palace Projects and an Artist Fellow in Drama at Queen Mary University of London (QMUL). Sylvan's doctoral research explored the opportunities for knowledge exchange between Favela based social project AfroReggae and arts organisations across the UK. Sylvan is currently a lecturer at the Royal Central School of Speech and Drama.

Priya Clarke is a Widening Participation Officer at Queen Mary University of London, and is the pre-entry point of contact for care experienced students. She is co-chair of the Strategic Group for the National Network for the Education of Care Leavers (NNECL), which works to keep care-experienced students at the heart of government policy and university agendas.

Sadhvi Dar is a Lecturer in Corporate Social Responsibility and Business Ethics, Queen Mary University of London and Co-Investigator, The Verbatim Formula. Sadhvi researches cultures of measurement, knowledge production and democratic organizing. She draws on decolonizing, black feminism and anti-racist philosophy.

Jerome Harvey-Agyei and **Shalyce Lawrence** have worked on The Verbatim Formula as research assistants and facilitators. In 2010 they founded The Topè Project in honour of a friend who had passed away. The project reaches out to care-experienced young people and care leavers to combat loneliness. <http://www.thetopeproject.org/>

The Verbatim Formula Team: Who We Are



Rosie Hunter is Executive Director at People's Palace Projects where she has worked since 2009. Previously she was Executive Director at Battersea Arts Centre, General Manager at The Actors Centre, and worked for Warrington Borough Council arts development team and for Northern Stage. She is a Trustee for the South London arts and heritage charity Invisible Palace.

Maggie Inchley is Senior Lecturer in Drama, Theatre and Performance at Queen Mary University of London. Before doing her PhD at Birkbeck College Maggie taught English and Drama in secondary schools, as well as directing and producing in theatre. Her publications include *Voice and New Writing: 1997-2007* (Palgrave, 2015), which is concerned with the inclusion, representation and performance of marginalised voices on British stages.

Renata Peppi manages a number of People's Palace Projects initiatives, including the Violence Against Girls and Women project, With One Voice – arts and homelessness UK-Brazil exchange in collaboration with Streetwise Opera, the London as a Village film project and Shakespeare Forum. Before joining PPP, she developed film, visual arts, theatre and music projects alongside organisations such as Somerset House, Roundhouse and RichMix.

Mita Pujara is an artist who has directed and facilitated socially engaged arts interventions with disadvantaged communities for over 20 years both in the UK and internationally. Since 2011, she specialises in creative and participatory evaluation on arts projects with unaccompanied minors, refugees, young people at risk of exclusion and survivors of trafficking.

Paula Siqueira undertook a BA, Masters and PhD in cultural anthropology in which she studied Afro-Brazilian communities. Since moving to London three years ago she has brought together photography and anthropology and has been working on documentary and commercial projects. Her photography essays can be seen at www.paulasiqueira.com.

