

Guidance for Mentors



**I KNOW
I CAN**

Barnsley Big Challenge



BARNSLEY
Metropolitan Borough Council

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Acknowledgements

Thanks to Darton College and to Hackney Schools' Mentoring Programme for sharing their resources and allowing their materials to be used and adapted.



Welcome and introduction

Thank you for volunteering to become an entrepreneurial mentor for the I Know I Can Barnsley Big Challenge. You are making a valuable contribution to your community, young people in the area, their family and school or college.

This resource is designed to be a practical guide, with advice and ideas to help make the overall experience productive and rewarding for both the students and for yourself.

The aims of the programme are:

- To give young people aged 9 – 19 in the Barnsley area the opportunity to investigate what it is like to start up their own business
- To provide entrepreneurial mentors to enthuse and support teams of young people as they progress along their entrepreneurial journey
- To enable students to build academic, enterprise and interpersonal skills
- To help raise awareness, aspirations and attainment

The students involved in the challenge have been shortlisted by their organisation and the IKIC organisers will do their best to find a team that matches the preferences you give. You will be given access to your teams initial application form to provide some background information before meeting your team.

You are likely to meet with your team once a month during the challenge period, but you will agree detail with your link school on the frequency and type of contact you will have with the student.

Contact Details

For all queries relating to the
ikicchallenges@barnsley.gov.uk

Will I be a good mentor?

You do not need to have recent experience of being around young people, to be a certain age or personality type; and it doesn't matter what your own educational and work history is. The qualities that characterise effective mentors are:

- A positive, flexible and patient attitude towards young people
- An ability to empathise with others
- High levels of enthusiasm, commitment and perseverance
- A respectful attitude towards people of different backgrounds

How can a mentor help?

As an entrepreneurial mentor in the IKIC Barnsley Big Challenge your role will be very different to those mentoring adults setting up in business for the first time. When working with your team you will act as a guide through the milestones of the challenge offering support and helping them to understand the basic principles of business start up. This could range from offering simple common sense to talking them through a cash flow forecast. Experiences will vary depending on the teams business idea, age and academic ability but you can expect to take part in the following activities.

- Be a sounding board as they develop their initial idea, offering advice and guidance.
- Act as a mediator to help them build the communication skills required to work as an effective team.
- Share your experiences and common sense
- Give honest and constructive feedback
- Help teams to manage their time and meet deadlines

No matter your background, skills or experience you can be...

- A trusted and interested adult. Making the commitment is in itself giving a powerful message to a young person that they are worth the investment.
- A positive role model. By keeping appointments, doing what you say you will do, treating your student with respect and generosity, you will model and help them to develop interpersonal skills.
- A link with the wider, adult world, able to offer an insight into its opportunities – and realities. Broadening young people's horizons is one of the most effective ways to motivate them to succeed and to raise their aspirations.
- Living proof that hard work, perseverance and resilience bring rewards. By sharing your own knowledge and experiences you will be a real-life illustration of the messages that schools, families and other adults close to the student are promoting but which may not be having an impact. These are teenagers after all!
- A source of positive feedback – and challenge. As you gain the trust and respect of your student your praise and recognition of their progress will make them more open to be challenged to try harder, change behaviour, be independent, take the initiative

What will I get out of it?

You should expect to give more than you receive, but you can also expect to gain from the experience.

- A different – and often refreshing – perspective on the world.
- An insight into youth culture – a passport to what may have become a foreign country!
- The satisfaction of contributing positively to a young person's life and future.
- Appreciation from parents, teachers and other people who care for your student.
- The opportunity for personal development. You will be listening, planning, challenging, motivating and explaining and are likely to become a more skilled and confident communicator as a result.
- Evidence of skills and qualities which can be used to support your own progression.
- Learning more about education and strengthening links in the local community.

Getting started

Your key partners in this programme will be the IKIC Barnsley Big Challenge organisers and your teams' academic mentor. Each organisation will have a particular ethos and culture and it is important that you are aware of this before you begin to work within it. Some of the background can be researched beforehand, by looking at the organisation's website for example, school, college or youth centre, but there is no substitute for visiting the organisation and meeting key people please feel free to contact your link staff member at the organisation or the IKIC organiser if you have any questions at any time during the process.

Trust your school to welcome you and guide you through what you need to know. The following checklist may be useful if this is your first time volunteering in a school or college and will give you an idea of what to expect.

Safeguarding policies and procedures. Don't be alarmed if there is an emphasis put on this from the start; schools must ensure that every person in contact with pupils operates within safeguarding guidelines. Be clear about the procedures.

Links with parents/carers. There may be the opportunity for you to meet parents/carers at the school, or to feed back progress to them.

Access to the internet during your visits. It will be useful to look at websites with your student during some of the sessions so ask about access.

The opportunity to take your student on a visit eg to a workplace or college. There will be organisation procedures that need to be followed.

Events during the school year which it is useful for you to be aware of such as work experience, exams, review dates, parents' evenings, careers and options events.

Basic information about school structures and roles – these can be quite complex so don't worry about grasping all the detail, just your contacts and the student's key relationships are helpful to understand in advance.

Arrangements for you to feedback to the school about progress or problems and to get the information or advice you need.

Contact information and arrangements for the first meeting.

Preparing for your first meeting

Your organisation will provide information about the team you have been matched with. For example their initial application. You can use this information to agree goals for the team's business alongside the team. It is the young people's business, so to keep them engaged and committed, they must feel that they have a say – that it is not being done to them.

It is your role to take the initiative at the beginning, and to guide and manage the relationship so that it remains productive. Thinking in advance about your approach will make you more confident – and therefore more effective. Like all preparation, it is also likely to make you feel more at ease.

Getting a feel for the resources as well as the timetable for the competition in the rest of this guide and on the IKIC website is useful preparation, but don't worry about the detail too much at this stage – it will make more sense to you as the process gets underway. Please make sure you are familiar with the 'Basic Do's and Don'ts for working with young people' before you begin mentoring.



Being a Mentor

Building a relationship

A common misconception is that the most successful mentors always tend to be charismatic extroverts who have a special ability to inspire and motivate. This is not the case: being genuinely 'you' is the best approach – and the only one you will be able to keep up for long. Have realistic expectations of yourself as well as of your team and remember that it is a long-term process. Long after you have gone out of their lives, your student will recall something that you have said to them or helped them with which they will appreciate as an adult.

If you do not have regular contact with teenagers, be aware that there are things about how they communicate which can be off-putting. Young people can be easily bored and distracted (and tend to show it); they may not be confident in communicating with adults or have not yet developed good social skills. Remember also that 'life happens' and the turbulence of adolescence can make their moods very much at the surface. Don't take this personally; stay calm and be patient. Helping young people to deal with and progress from adolescence is part of the learning experience you are helping them with. Of course, abusive or offensive behaviour and comments are not acceptable and should be challenged, and your organisation co-ordinator should be involved.

Mentoring is not just about having chats. You will want to develop a friendly, warm and open relationship with your student, but a strong sense of purpose should be at the heart of your meetings. Use this guide to think about how you can form a comfortable and productive relationship from the start. Return to it as you work with your team – particularly if you're feeling a bit 'stuck'.

Skills and techniques for mentoring

During meetings with your team you will share your insights, ideas and experiences – offering an alternative perspective is one of the most valuable contributions a mentor can make – but beware of being judgemental or of imposing your opinions. Help your team to develop their own views, make their own decisions and be able to think and act independently. You have the option of using some of the suggested activities included in this resource but whether you need them or not the following techniques will help you to develop an approach which facilitates their development.



Show interest, empathy and respect	To establish a good working relationship	<p>Ask some open questions to get your student to talk ('how', 'why', 'what').</p> <p>Listen actively – nodding, making some eye contact, clarifying and paraphrasing what you have heard.</p> <p>Try not to bombard your team with lots of questions in one go as that can feel like an interrogation – vary it by talking yourself, ask some closed questions that are easy to answer.</p>
Share information and experience	To help your team think more broadly about their options and make choices	<p>Through discussion, establish together what your team would benefit from finding out.</p> <p>Share what you both know and support your team in researching different aspects of their business (your insights and experiences are a valuable resource, but try to avoid lots of one-way 'telling').</p> <p>Emphasising key words and points is important, drawing a simple illustration of something can help to highlight key points and breaks up lots of talking or reading or writing.</p>
Challenge	To help your student gain a different perspective on their ideas and activities	<p>Use hypothetical questions ('what would you do if...?' 'what do you think will happen if...?', 'how will you feel if...?').</p> <p>Gently highlight contradictions – eg, 'you say you want to make a lot of profit but you also say you don't want to spend time selling your products...</p>
Work within a (flexible) structure	To maintain focus, a sense of direction and clarity to meetings	<p>Summarise at the end of meetings, what has been covered, the main points and what action points the team agree to cover before your next meeting. Do this as a discussion with your team so they are setting their own goals</p> <p>At the start of meetings pick up threads from your previous meetings. Try not to be judgemental if your team has not achieved everything they set out to but gently let them know only they can make their business work.</p> <p>Keep actions and points brief (main points or conclusions).</p> <p>Encourage your student to summarise, or do it together.</p>
Share the process	<p>To keep your student involved and interested</p> <p>To avoid your student feeling they are being 'done to'</p>	<p>Explain why you are asking certain questions or suggesting certain activities.</p> <p>Use sparingly – when you raise something and it might not be obvious why, or when your student might feel uncomfortable or resistant.</p>
Give feedback	To build self awareness and esteem, to motivate	Be alert to positives and progress and highlight them. Be genuine and try to focus on behaviour and effort.

Suggested Activities

The resources and suggested structure in this section will help you to support your team and keep them on track with the competition timeline. The activities provided here are only suggested and if you are matched with a particularly proactive team you may not need to use them. In turn you may find that your team starts to approach some of the subjects in a different order to the one set here, as your team develops feel free to mix and match the activities or use your own activities as suits the individuals in your team.

Based on information provided and on your first couple of meetings, you will develop mentoring goals that are specific to your team. Use resources flexibly – adapt as appropriate – whilst keeping the overall aim of the students setting up a business in mind. Your students might feel that they have

already ‘done’ certain topics or activities at school – eg business planning, market research, ideas generation – but don’t be put off; they will not have ‘done’ them in this context. Build on what they have learnt already and use it as a starting point.

Not every session will feel purposeful; you will spend more time on one aspect at the expense of others; and you may sometimes feel that you’re going backwards. Continue to reflect on what you are doing and review it regularly with your team and you are likely to be successful, in terms that are relevant for them.

Try to strike a balance between ‘serious’ activities when you are asking your student to work hard and a more relaxed, light-hearted approach. Being purposeful all the time can be hard work for you both!



Getting to know your team and their business

Aims:

- To get to know your team
- To look at team structure
- To investigate the initial idea
- To establish what the team needs to do first

Topics for discussion:

- Who the team are? What their strengths and weakness are?
- Different styles of team working and how they intend to work together
- What is the initial idea? How did they decide on it and how to move it forward?
- The concept of market research, why this might be useful and how to go about it
- The concept of a target market. Who do the team think is their target market and how the team intends to engage with them

Suggested Activities:

- Market Research Worksheet
- Design a simple market research questionnaire
- Look though the investment agreement and ensure that everyone understands it. Sign 3 copies, 1 for the team, 1 for yourself and 1 to be sent to the IKIC Big Challenge organisers.

By this point in the challenge the team should:

- Have settled on a business idea
- Know how they are going to produce or purchase the items they require for their product or service.
- Decided which team members will be responsible for which activities

Before the end of the session:

- If the team are clear about what they plan to buy with their investment, all parties should read through and sign the investment agreement
- Summarize the points covered and confirm any action points for both yourself and the team.
- Decide on a date and time for your next meeting. Please ensure this is in agreement with your organisation contact and send an email to ikicchallenges@barnsley.gov.uk



Market Research

What is your business idea?

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Who is your Target Market?

Who do you plan to sell your product or service to?

Age	
Gender	
Geographic Area	
Interests	
Disposable Income level	

What do you need to know about them?

Design a questionnaire that will help you find out more information about your target market you may wish to include questions that help you to fill in the table above or you may wish to know information such as

- What do they like about your product?
- What would they change?
- How much are they willing to pay?

Think about the different elements of your business and what you need to know to make your first business decisions. Who do you need to speak to and how will you reach them in order to gain the information you need?

Prices and Sales

Aims:

- To help the team build confidence in their product or service
- To investigate the most appropriate way for them to sell their product
- To consider and set a pricing structure for their product or service

Topics for discussion:

- Review last month's meetings and any action points
- Review any additional market research the team may have undertaken.
- Cost, price and market value
- Pricing strategy, competitors and making a profit
- Sales opportunities (the IKIC Big Challenge organisers may have some selling opportunities, plus the teams' organisation may have events such as parents evenings open days, sports tournaments and Christmas fairs the teams can utilize)
- How to sell in different situations

Activity:

- Start up costs handout
- Pricing Strategy hand out
- Role-play selling in a face to face situation

By this point in the challenge the team should:

- Have a product or service ready to sell
- Know who their target market is and how they will reach them
- Know how much they need to charge to make a profit
- Started or know how and when they are going to start selling

Before the end of the session:

- Summarize the points covered and confirm any action points for both yourself and the team.
- Decide on a date and time for your next meeting. Please ensure this is in agreement with your organisation.



Start up Costs

Profit: The return received on an investment after all charges have been paid.

In order to make a profit it is important to know your costs and how many units of your product or service you need to sell in order to pay off any initial investment and start to make money

Start Up Finance

Each team should have received £25 from their mentor? If your team have included any money of their own record that information here.

Source of Finance	Amount
Mentor Investment	£25
Start Up Total	

Start Up Cost

All businesses will have some initial start up costs to get started

- Equipment and production costs
- Advertising and Promotion
- Wages

What will you need to pay to start your business?

Potential Costs	Amount
Start Up Total	

Pricing Strategy

The cost of our product/service

What stock or equipment must you purchase to begin trading?

Item	Cost
Total	£

How many units can you deliver with this amount of stock?	
---	--

TOTAL	
--------------	--

= Cost of 1 unit	=
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Number of units	
-----------------	--

Now you know you know how much one unit costs you to make consider how much you will sell them for.

Research the price of similar products and services to your own to compare the market value.

Product/Company	Price of one unit

Now you have compared your product or service to others in the market and know the cost to produce it how much will you charge?

Further Discussion: Not all companies compete by having the lowest price. What other elements will tempt the consumer to purchase your product or service over a competitor?

Financial Recording

Aims:

- To review business progress to date
- To create financial records for the business
- To consider what profit may be used for

Topics for discussion:

- Review success and challenges to date
- The difference between a fundraising activity and a business
- The importance of keeping good financial records and keeping track of cash within the business.
- The different options available once the team is in profit (reinvest, expand, pay wages etc)

Activity:

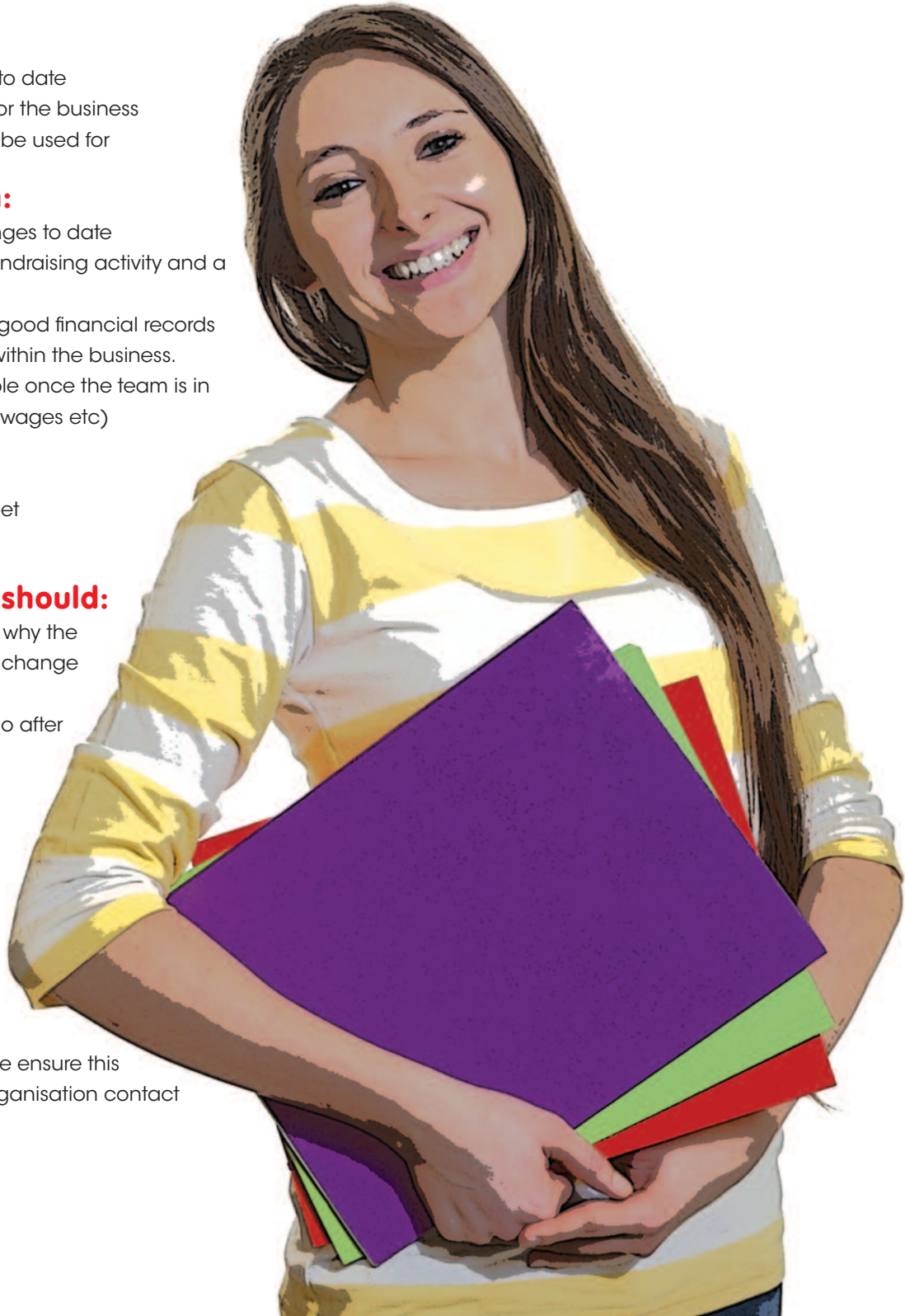
- Financial recording worksheet

By this point in the challenge the team should:

- Have made a profit or know why they have not and what to do to change this
- Be planning what they will do after Christmas to continue their success

Before the end of the session:

- Summarize the points covered and confirm any action points for both yourself and the team
- Decide on a date and time for your next meeting. Please ensure this is in agreement with your organisation contact



Financial Reporting

Try to keep a record of both your incoming and outgoing cash every month. Use the simple table below to keep track. You can add as many of your own details as you like and most importantly try to make sure the money in your cash box adds up to the same total as the money in your business figure below.

		Oct 13	Nov 13	Dec 13	Jan 13	Feb 13	Mar 13	Apr 13	May-13
Income									
Mentor Investment									
Team Member Investment									
Other External Investment									
Sales									
Other									
Total (In)									
Outgoing									
Equipment									
Stock									
Sales Opportunities (Stalls or stands)									
Marketing Materials									
Other									
Total (Out)									
Cash available in the business =									
Income - Outgoings									

Marketing and Advertising

Aims:

- To establish a strong brand for the business
- To finalise the entry into the interim competition

Topics for discussion:

- What is the difference between marketing as a whole and advertising?
- What is a brand and why is it important?
- How a brand can relate to a target market
- The different methods of advertising and what is available and suitable for the business
- What would the team like to submit as an entry into the interim competition?

Activities:

- Brand characteristics handout
- Additional marketing activity handouts
- Look over the information that will be submitted into the interim competition and offer suggestions and feedback for improvements

By this point in the challenge the team should:

- Be trading fully
- Be in profit
- Have some marketing materials and know why it is suitable for their business

Before the end of the session:

- Summarize the points covered and confirm any action points for both yourself and the team.
- Decide on a date and time for your next meeting. Please ensure this is in agreement with your organisation contact



Branding

Look at the following famous brands, what type of characteristics does each brand portray and how is this attractive to their target market? Compare them to your own target market, what is your brand saying?

How would you describe this brand?



Who is their target market?

How does the brand relate to them?

How would you describe this brand?



Who is their target market?

How does the brand relate to them?

How would you describe this brand?



Who is their target market?

How does the brand relate to them?

How would you describe this brand?



Who is their target market?

How does the brand relate to them?

Market Analysis SWOT

What are the strengths and weaknesses of your business?

Strengths: What makes your business different or better?

Weakness: Why might a consumer not purchase from you?

Opportunities: What can help your business move forward in the future?

Threats: What could hold your business back?

How could you convert your weaknesses into strengths and your threats into opportunities?

Marketing: The action of promoting and selling products or services. This entails all elements of sales and advertising. In order to plan your marketing activity you may wish to consider the 4 P's

Product: Why will a customer purchase your product or service?

Price: How much will you charge and why? How do you compare with your competitors?

Placement: How does a customer access your product or service? Where will they make their purchase?

Promotion: How is your product or service advertised?

Who is your target market?

Who are you aiming to sell to?

What is your Unique Selling Point (USP)?

What makes your service or product different to your competitors? Why will your target market purchase from you?

How will your target market find out about your business?

How will you advertise and promote your business?

What is your route to market?

How will a consumer make a purchase from you?



Competition and Future plans

Aims:

- To plan how the team can develop their idea into a fully sustainable business in a competitive market place

Topics for discussion:

- The difference between direct and indirect competition and who their competition might be
- How the business can continue to compete in a competitive market
- How they would like to develop their business in the future and what changes or developments they could make

Activities:

- Who are my competitors worksheet
- Talk through the final report format (available from the IKIC Big Challenge organisers)

By this point in the challenge the team should be:

- In profit and considering what they will do with this
- Continuing with any plans for trading
- Keeping clear financial reports
- Starting to consider their final report (ideally they should have a first draft by your next visit)

Before the end of the session:

- Summarize the points covered and confirm any action points for both yourself and the team.
- Decide on a date and time for your next meeting. Please ensure this is in agreement with your organisation contact



Competition

Who are your competitors?

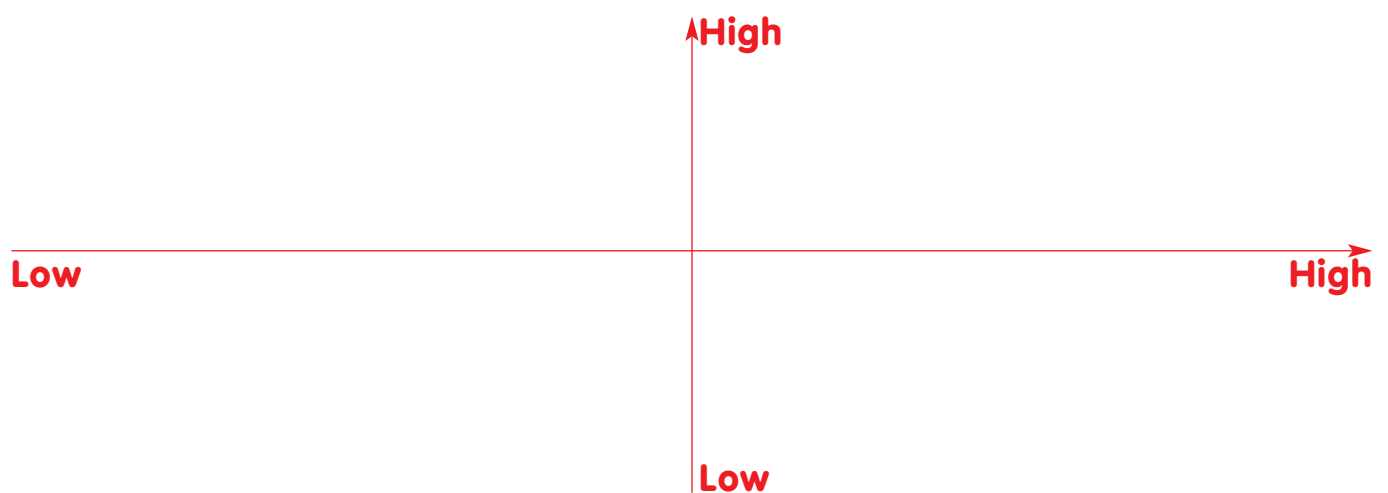
Who is producing the same product or service as you (direct competition)? Where else might your target market spend the money they could be spending with you (indirect competition)?

Direct Competitors

Indirect Competitors

How do you compare?

Choose two aspects of business that you compete on (eg price, quality, customer service, popularity etc.) and plot where each of your competitors sit on the graph below. Add your own business, are you in a sector where there is a lot of competition? Can you develop your business to enter another sector?



Final Reports

Aims:

- To complete the final business report for submission to the judges

Topics for discussion:

- Do the team wish to continue their business and how can they go about this?
- What do the team wish to do with their profit?
- What have the team learnt over the period of the challenge?
- Have they covered everything necessary in the business report

Activities:

- Go through each section of the report format and give feedback and suggestions. Teams who have not made a profit are still encouraged to submit a final report, the final winner is judged on the sustainability of the business idea not the amount of money they have made
- Entries will be judged on criteria such as:
 - Is this a suitable business idea?
 - Did the team make reasoned business decisions?
 - The learning experience of the team

By this point in the challenge the team should:

- Be ready to repay you the £25 (if they have made a profit)
- Be ready to submit their final report
- Have plans for the future of their business. Teams may continue to trade past the closing date if they wish but must only include financial information up to the date in their final report figures.

Before the end of the session:

- Give feedback to the team on your whole experience
- Be repaid your £25 investment
Many entrepreneurs kindly offer to let the team keep this, however we ask that you please take the repayment, firstly to ensure it is fair for all teams participating, secondly as it gives the teams the real experience of repaying an investment back and the real sense of achievement that this brings. You can donate the investment back into the IKIC Big Challenge project for future teams if you wish

Your next meeting will depend on if your team is shortlisted to pitch to the judges.



The Rules

Rules for the IKIC Barnsley Big Challenge

Please refer to the IKIC Barnsley Big Challenge organisers' for this year's rules

Definitions

"IKIC" – Refers to I know I can the scheme under which the business competition is facilitated.

"The rules" refers to these rules and any additions or amendments thereto made by the Steering Group.

"The challenge" refers to the IKIC Barnsley Big Challenge.

"Organisation" refers to schools, 16 - 19 providers and any voluntary/community organisation within the Barnsley MBC area that hosts the young people.

"The Steering Group" refers to the members who are part of the Enterprise Steering Group.

"The operational group" refers to the IKIC Big Challenge organisers with responsibility for delivery of this challenge.

"Existing business" ideas refer to a team/idea or a significant proportion thereof which was entered into a previous IKIC Barnsley Big Challenge competition by at least one of the members of that team.

Eligibility

1. All students taking part must be between 9 and 19 years of age, living in the Barnsley Metropolitan Borough and attending a Barnsley school, college or community organisation.
2. The Big Challenge shall comprise 4 key stage categories: Key stage 2, Key stage 3, Key stage 4 and Post 16.

Teams

3. Teams shall consist of between 1 and 8 students. Each person may only be named as a member of one team. Mixed age teams are eligible to enter and will be classed in the category of the oldest team member. Team mentors will not be counted as members of a team and will not be entitled to share in any prizes that may be won.
4. Existing business ideas and teams may enter into the challenge and will be considered in the Existing Business category. Winners of the existing business category will also be considered for the prize of overall best business if the business has not already won this category in a previous year.

Process

5. At all stages of the competition only entries received by the published deadline dates will be considered.
6. Shortlisted teams will receive an investment of £25 and will be required to sign a copy of the challenge investment agreement and abide by the rules stated in this agreement. Any organisation with a team that does not abide by this agreement will be held responsible for the repayment of that team's initial loan investment.
7. Teams will be judged on the following criteria:
 - a. The ideas and methods used
 - b. Profit made/Potential Profit
 - c. Teamwork
 - d. Use of external networks and resources
 - e. Marketing and communication
 - f. Potential of the enterprise beyond the time frame of the Big Challenge
 - g. And not least ... the fun enjoyed and enthusiasm communicated by the team
8. The age, academic ability and any additional special needs of the participants in each team will be taken into consideration as part of the judging process.

Press and Media

9. The Operational Group will also procure video and photographic record of all aspects of the Big Challenge, copies of which will be placed on the IKIC and associated websites including social media. The Steering Group shall retain the copyright in all such material.
10. Schools, colleges and community organisations are required to obtain consent (where required) from team members and/or their parents for all teams who enter or attend any events relating to the Big Challenge
11. Winning teams names and photographs to be used for promotional and publicity purposes in relation to the IKIC programme and partner organisations.
12. The Operational Group has procured sponsorship for prizes and so the overall winning teams will be required to comply in a timely manner with all reasonable requests from the sponsor to attend press conferences, photographic opportunities, and radio and television interviews and provide press statements etc. By entering the Big Challenge the winners' organisation agrees to comply with all such reasonable requests and to ensure that all appropriate parental permissions are secured.

General

13. The members of the Big Challenge judging panels, and any required replacement member, shall be appointed by the operational group. All decisions made by the judging panel shall be final and binding and no correspondence will be entered into regarding the judge's decision.
14. Teams entering the Big Challenge may be expected to take part in future presentations, and events accompanied by the organisation's staff.
15. Schools, college or community organisation must appoint at least one member of staff to have overall responsibility for and to administer the Challenge in accordance with the rules.
16. By entering the IKIC Barnsley Big Challenge all organisations, teams and team members agree to comply with and be bound by these rules. The Operational Group may disqualify any school, college or community organisation and/or its team(s) if it reasonably suspects that they are in breach of these rules, or that their conduct in relation to the Big Challenge is fraudulent or unlawful.
17. The Operational Group reserves the right to add to or amend these rules to the extent required to ensure the success of the Big Challenge. The Operational Group also reserves the right to change or cancel the Big Challenge at any stage if circumstances arise which are beyond its control. In all matters relating to these rules, and any additions or amendments thereto, the decisions of the Steering Group shall be final and binding.
18. Neither the Barnsley Work & Skills Board nor partners shall be liable for any injury, loss or damage to persons or property arising directly or indirectly from the Big Challenge.
19. Prizes may consist of international travel if this is the case all winning team members must possess their own passport which will be valid for at least 6 months after the date of return in order to travel.
20. Prizes consisting of travel shall be undertaken on the dates allocated by the sponsors of that prize and the operational group. In the event that a team member may not travel on these given dates no alternative cash or other wise will be offered.



Working with Young People - General Advice

Basic Dos and Don'ts for Working with Young People

This guidance is for entrepreneurs and business people supporting young and vulnerable people through the IKIC Barnsley Big Challenge.

It is important that the experience is positive and beneficial for all concerned and that all parties feel confident in their working relationship, but at the same time are aware of a number of basic requirements relating to child protection and health and safety. This guidance is to assist those giving their time with some basic do's and don'ts. If you are in any doubt about any guidance within this document or any other issues not covered please seek guidance, from the IKIC organisers.

Working with Young People on the IKIC Big Challenge Activities taking place within the Big Challenge will always involve a member of staff from the supporting organisation.

Arrangements involving young people should always be made through the named member of staff for the particular organisation. Arrangements will normally be made by the IKIC organisers who will advise who the member of staff from the organisation(s) you are supporting.

Health and Safety

If you are proposing to take a young person or group of young people to your place of work or any other venue then please advise IKIC organisers as well as the organisation in advance as a Health and Safety or Risk Assessment may be required.

Behaviour & Relationships

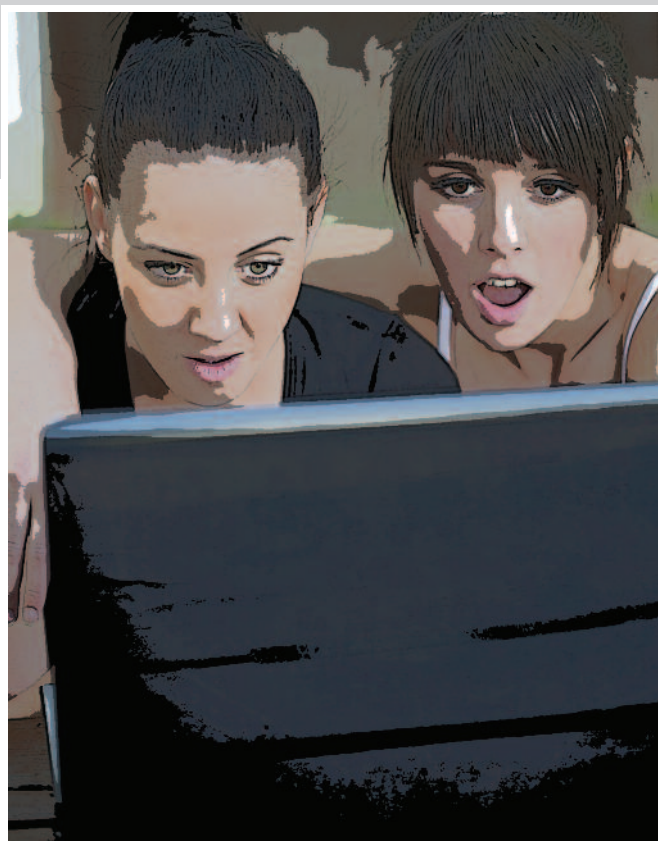
Do not provide any young person with your personal contact details, such as mobile phone number, e-mail address or home address.

All communication and arrangements should be made through a member of staff from the supporting organisation.

Do not use social media to communicate with a young person via personal message unless a member of staff is also copied in on the conversation. Business people should not 'accept' or 'add' students to their online social networks.

You should do all you can to ensure that your own and any of your employees relationships with young people are appropriate to their age and gender and do not give rise to comment and speculation. Attitude, behaviour and language all require care and thought.

Relationships should remain professional and avoid becoming too familiar. You should not allow any "horseplay" which may cause embarrassment or fear.



Environment

It is advisable to limit the possibility of placing yourself in a situation where you are isolated or working alone with a young person. If there are times when one to one contact is unavoidable, this should be in a public area or in a room with the door open enabling occupants to be visible and audible outside the room.

Physical Conduct

On occasions when touch is required to guide the arm or hand of a young person during a task or whilst training to carry out a technical or manual operation should be kept to a minimum and should be used in a manner that is appropriate to the situation.

Travel

It should not be necessary for a mentor to travel alone with a young person.

If this became unavoidable, the young person's organisation must be aware and measures should be put in place beforehand to safeguard both the young people and the mentors.

Safeguarding

A student may confide information that could raise concern for their physical or emotional safety. If this arises, the mentor must speak to their contact person in the young person's organisation. Each setting will have a person with responsibility for safeguarding who will be able to deal with the concern. If mentors have any questions or concerns about Safeguarding, they should be addressed to the IKIC organisers.

For more information about Safeguarding:

www.safeguardingchildrenbarnsley.com

Disqualification

You are required under the Criminal Justice and Court Services Act 2000 to declare if you are disqualified from working with children.

Disclosure and Barring Service (DBS)

In some circumstances a DBS may be necessary before working with young people. However this is unlikely to occur due to the frequency that you meet with the teams. If you are being asked to undertake a task where this is appropriate, then please contact the IKIC organisers for more information.

Further Information

Should you require any further information or have any concerns regarding child protection or health and safety issues please contact the IKIC organisers on ikicchallenges@barnsley.gov.uk



BARNSLEY
Metropolitan Borough Council