



Genuine Informed Consent: Ensuring a child and family centred approach

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Purposes

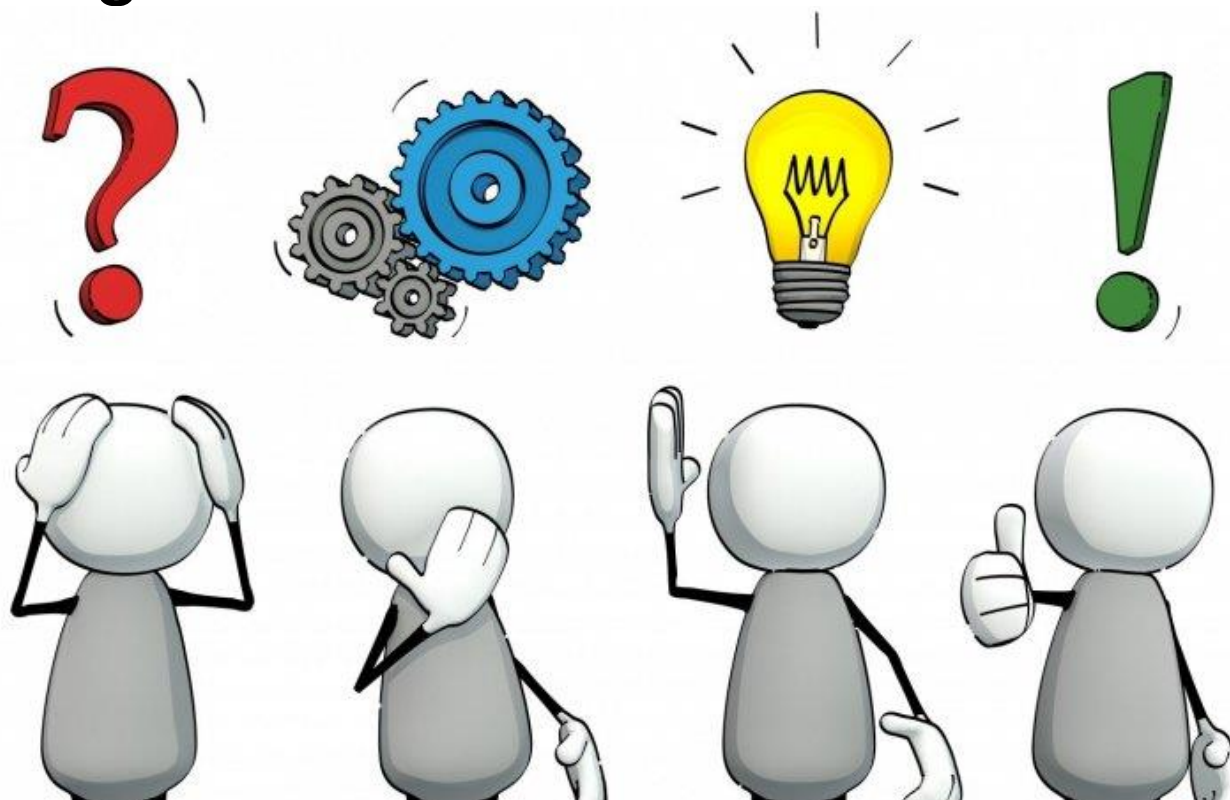
- To raise awareness of the importance of the ethical issues regarding gaining **genuine, informed consent**
- To understand how consent and assent form the foundation of a collaborative therapeutic relationship with children and families
- To discuss current thinking in this area, and plan scripts that we can use back in school



- We would like this to be a safe space, a place where we can discuss our experiences openly
- Confidentiality is important
- Reflexive practice involves learning from our practice, and this is also a great opportunity to learn from each other
- Active discussion helps us to envisage how new ideas will work in practice

How confident?

- Rating self now and at end of session



Confident Place, Confident People.

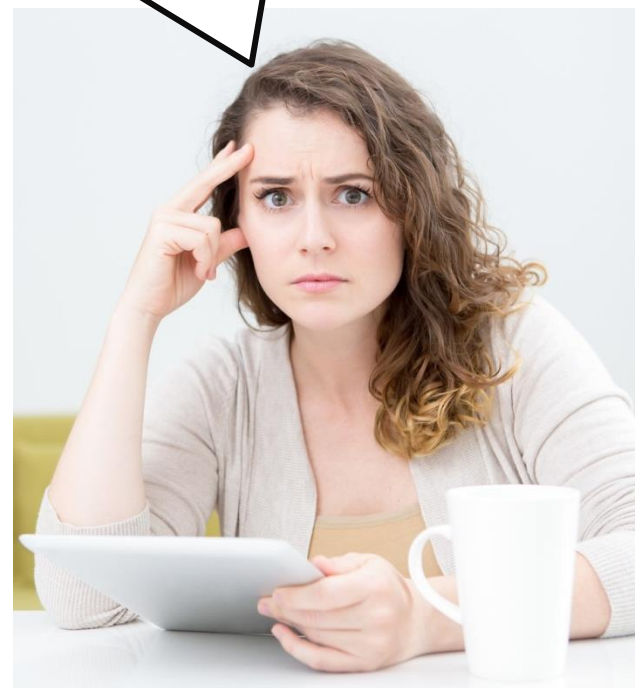
What do we mean by
**'genuine, informed
consent'**?

When do we need to gain
genuine, informed consent
within our work as SENCOs?

Genuine

- What do we mean by genuine consent?
- Face-to-face discussion is much better than just sending forms home
- The form needs to be filled in together
- Be sensitive and alert to any sense that the person is not fully in agreement

Of course I'll sign that form...



Informed

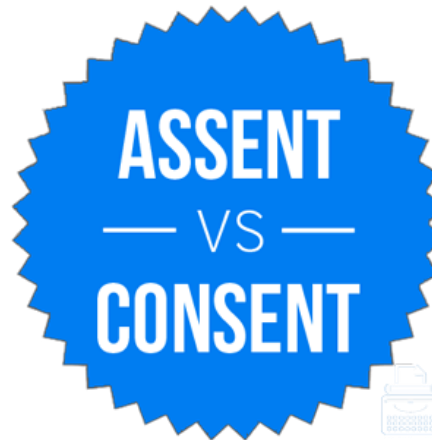
- What do we mean by informed consent?
- Providing age-appropriate, accessible, and transparent information
- Ensuring that you seek the prior assent of the child regarding specific aspects of the work, including observations in class



Confident Place, Confident People.

Consent

- Whose consent?
The person with parental responsibility (PR), i.e. Parent, Social Worker, **and** the assent of the child/ consent of the young person
- We must ask for consent in a way which is respectful, attuned, and we need to be OK with the answer being 'no'
- Consider the impact of power dynamics
- Consent is reversible



- *Assent* means **agreement** with an opinion
- *Consent* means **permission** for something to happen
- *Assent* usually signals stronger agreement than *consent*

From: <https://writingexplained.org/assent-vs-consent-difference>

accessed 22.02.19

Confident Place, Confident People.

Activity

What are the possible barriers to gaining genuine, informed consent?



Gillick Competence

- Determining a child's ability to give genuine, informed consent
- *“Children under 16 can consent if they have sufficient understanding and intelligence to fully understand what is involved in a proposed treatment, including its purpose, nature, likely effects and risks, chances of success and the availability of other options.” CQC, 2018*

Gillick Competence contd.

0-11

Consent from
person with
parental
responsibility

Young person
assent

12-16

(academic year of
16th birthday)

If Gillick Competent,
seek YP informed
consent which
supersedes
parental consent

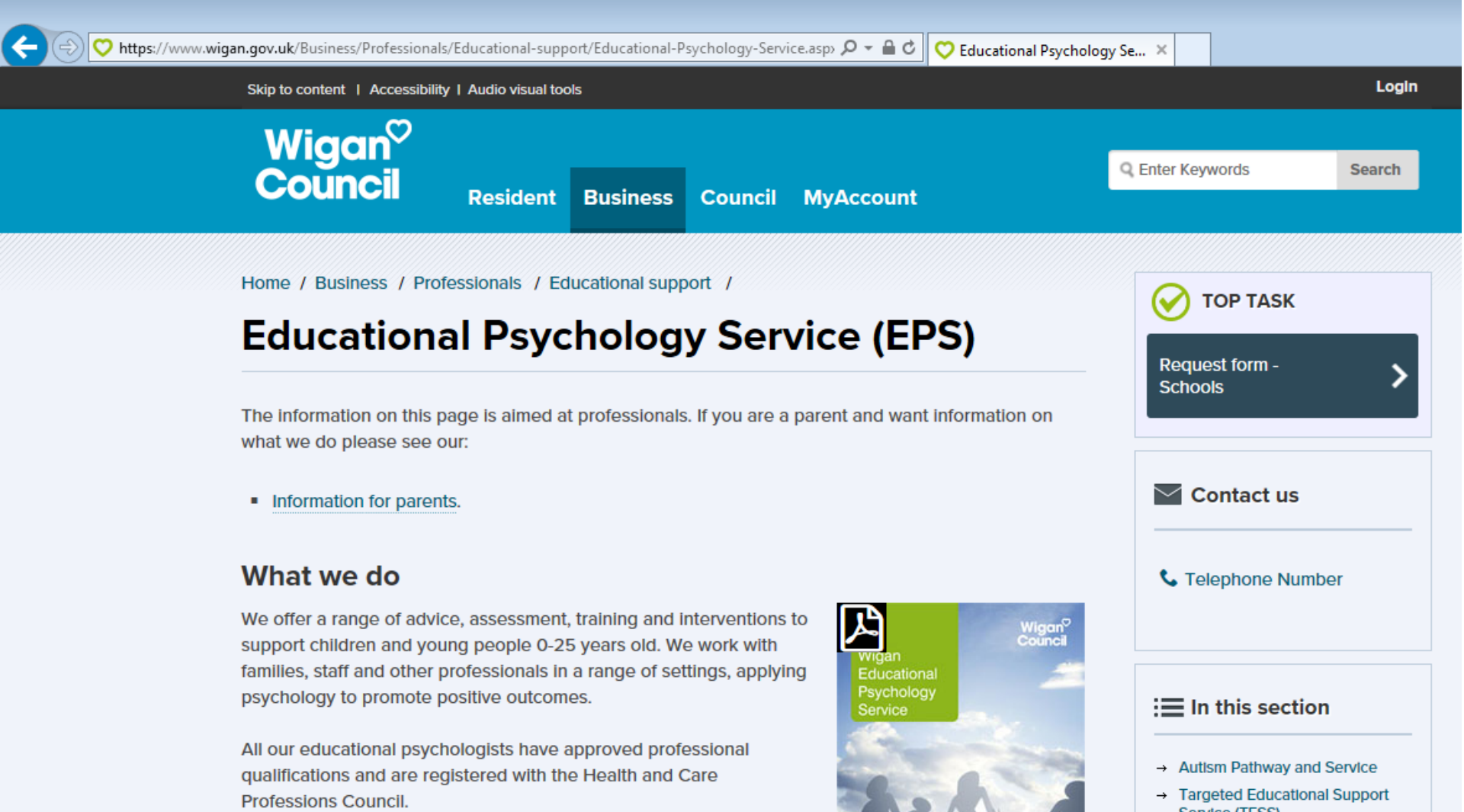
If not Gillick
Competent, seek
parent/carer
consent and young
person assent

16+

(academic year after
16th birthday)

Does have Mental
Capacity to make
own decisions:
**young person
consent**

Does **NOT** have
Mental Capacity to
make own
decisions: **parental
consent**



Our consent form can be found on the SEND Local Offer Website. You can Google 'Wigan SEND Local Offer', then click on 'Professionals' – 'Educational support' – 'Educational Psychology Service'. To download the consent form click at the top right: 'Top Task: Request form – Schools'

EP consent form

- Rationale for the new EP consent form
- This forms the beginning of working collaboratively – sets the tone
- The person with **Parental Responsibility** needs to sign the form (usually the Social Worker for CLA)
- The child/young person needs to give assent (and consent if of High School age)

***“Consent is a process,
not a one-off event”***

(Zuluete, 2010)

Activity

In pairs/small groups, plan what you would do, and write a script that you could use

Scenario examples:

a) Seeking parental consent and child assent for a request for Educational Psychologist involvement

b) Seeking parental consent and child assent to apply for Education, Health and Care application

c) Another scenario you develop

Activity

- Why is it important to gain genuine, informed consent and assent?



How confident?

- Rating self now



Confident Place, Confident People.

Evaluating impact

- How will we know that today's session has made a difference?
- What might look different in a few months' time?
- What might the outside professional see?
- Impact on child/family?



Thank you for your participation

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