need is for a timely streamlined service to promote peace of mind. A palliative single parent shared “I am not dead yet” in response to a lack of her voice being heard by the social worker.

**P-27** THE BIG C: BUILDING SUCCESSFUL PROFESSIONAL COLLABORATIONS WITH A HOSPICE SETTING

Ali Jordan, Julie Waite. Treetops Hospice, Ruislip, UK

10.1136/spcare-2023-HUNC.48

**Background** Hospice teams provide care to terminally ill patients, bereaved people and their families. Care teams are comprised of health and non-health professionals from a range of differing disciplines. Within the modern healthcare arena, we are seeing people with ever increasing complexities (Keeble, Scobie & Hutchings. Support at the end of life: The role of differing disciplines. Within the modern healthcare arena, 2022). With a view to tailoring services that meet the needs and preferences of those who use them, it is essential to incorporate community-based agencies. Community-based provision offers expertise, additional support and improves working relations (Care Quality Commission, 2022). Fostering collaborative approaches helps facilitate quality care (Gittell, Godfrey, Thistlethwaite. J Interprof Care. 2013;27(3):210–3).

**Aim** By the integration of collaborative support from the local community, new services have been allowed to develop and grow. Consequently, this has complemented the existing provision for people that better supports their needs. Understanding the benefits of integrated support is creating a culture for continuous improvement.

**Methods** A thematic analysis was produced from previous collaborative work covering the past three years (Vaismoradi, Jones, Turunen, et al. J Nurs Educ Pract. 2016;6(5): 100–110). Those involved in this work were from external agencies, other charities, local hospitals, specialist community teams.

**Results** Themes identified: Connection, Control, Choice, Celebration, Community, and Communication.

**Conclusion** It has been widely noted that these collaborative partnerships have created a positive effect given the high number of people attending and positive feedback. Adopting contemporary approaches, embracing the input of expertise, knowledge and skills, and embracing collaborative partnerships can create a culture that encourages cohesion (Karam, Brault, Van Durme, et al. Int J Nurs Stud. 2018; 79(March): 70–83). These results will enable planning toward future collaborative successes.

**P-28** HOSPICE SUSTAINABLE ENVIRONMENTAL CATERING INITIATIVES INVOLVING THE LOCAL COMMUNITY

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10.1136/spcare-2023-HUNC.49

The catering department is an essential part of hospice care contributing to high quality care. Understanding their organisational needs is important to identify more sustainable and cost-effective ways of providing healthy and nutritious meals for patients, staff and visitors. One group of hospices in south-east England are always looking for new ways to bring fresh, tasty food to the plate as cost-effectively and creatively as possible. Initiatives include:

- Creating kitchen gardens, that will provide fresh, seasonal produce throughout the year.
- Working closely with local community organisations and groups – from suppliers to colleges – to support hospice catering.

The creation of the kitchen gardens supported by volunteer kitchen gardeners means we are able to grow vegetables, fruits and herbs that will be enjoyed year-round. Local business and successful grant applications have supported this project. Working with local colleges we offer work placements for students in our hospice kitchens and various volunteering opportunities throughout the year. We have food donations coming in from various sources, these being from supermarkets and also food producers. The kitchen garden has been a great success. It’s so nice to be able to tell patients that some of the food on their plates has been grown right outside, in the hospice gardens. Working with the community has increased the amount of food donations that come in. You can see the students grow in confidence after the work placements are completed and these students sometimes stay on as volunteers.

Hospices working with their local community (volunteers, local groups and colleges) can enable cost-effective ways to provide nutritious meals for their service users. The success of the kitchen garden prompted a grant application to the Kent Community Foundation for a second kitchen, which has been approved. We have also now secured funding for a third garden.

**P-29** BRINGING SCHOOLS AND HOSPICE CARE TOGETHER – A TEN YEAR SERVICE EVALUATION

Sadie Cox, Jane Askham. Oakhaven Hospice Trust, Lymington, UK

10.1136/spcare-2023-HUNC.50

**Background** A key aim for our hospice strategy is serving our local community, involving all ages. To fulfil this aim, an educational initiative designed to change attitudes to death and bring schools and hospice care together, was developed. In 2022 we wanted to evaluate if this project still fulfilled its original purpose and what learning we could extract through our reflection.

**Aim** To undertake a service evaluation of the existing schools project and identify if it still met its original objectives and what learning we may gain to share.

**Method** Action Research informed our evaluation process because it provides measurable, practical benefits for the organisation, as well as a period of reflection. Our field work included data from a range of sources. Qualitative data from evaluations of previous projects, including examining letters and email feedback from schoolteachers. Narratives and stories were gathered following conversations with staff involved in the project. A comparative process looking for pattern matching was made with the National Curriculum Key Stage 1, 2 and 3 learning objectives and the project objectives. There was a recognition that the project required to be aligned more closely to the National Curriculum, structured by measurable learning objectives, evaluations and to share feedback with schools and teachers.
Results Qualitative data revealed: Inadequate learning objectives for the project. No measurable assessment tool to identify learning undertaken by the children. Inadequate learning and teaching support for individual staff involved. Improvements included: One-to-one staff support. Education in learning and teaching strategies. Structured learning objectives for the project. Assessment of children’s learning at the end of the project.

Conclusion Action Research provided an opportunity to halt project activity, reflect on practice, evaluate, and improve a valued community service.

SCHOOLS PROJECT AND INTERGENERATIONAL ENGAGEMENT
Marion Tasker, Mountbatten Hospice, Isle of Wight, UK

Background Post COVID-19 anxiety is still high and this exacerbates fears that may have already existed around hospices and end of life care. Patients and families have a wealth of experience to share. Using the arts we bring together patients and families with schools and colleges in our rural community, along with the Brit School in London to work together on an arts project.

Aims To bring communities together, in a creative and non-threatening way using the arts (Hartley & Payne (eds.). The creative arts in palliative care. 2008). To give a context to have difficult conversations on end of life. To traverse some of the barriers/distrust that can be created in small communities. To bring together different groups of people, from different socioeconomic backgrounds and generations. To combat social isolation at end of life (Marie Curie, 2022).

Method A collaborative and inclusive arts project run over four days. Feedback form and discussions at the end of the project. Celebration at the end in recognition of the investment from all involved and to promote the project.

Results Patients, families and student challenge fears and prejudices at end of life. Confidence gained and patients engaged in dancing, speaking and sharing stories to an audience. Patients felt involved in something important and felt relevant at the end of their lives.

Conclusion Patients and families felt valued and heard when sharing their experiences. When we give these opportunities to young people the message ripples out and enables positive change in attitudes. It breaks through the isolation/social death that can occur at the end of life and enables people to feel they can contribute and make a difference. The connections across the generations are vital when our communities so easily become separate and with this fear and suspicion can grow. Bringing the ‘kids down from London’ made a huge difference to the community.

INCREASING CHILDREN’S AND YOUNG PEOPLE’S ENGAGEMENT WITH A HOSPICE
Hannah Nolan, Jane Murray, Anna Perry, Laura Greensall, Rachel Perry. Marie Curie, Solihull, UK

Background It was identified at the hospice that we needed to engage with children and young people. Research indicates that talking with children about dying, death and bereavement can be difficult, but when done in the right way can be beneficial for both children and adults involved.

It was felt that a way of achieving this engagement was to provide relatable and relevant information and therefore a programme was introduced in conjunction with sixth form students at a local school.

Aims To showcase a range of career options for young people across the Midlands, highlighting the different entry points for people into these careers. To increase the reach and understanding of Marie Curie services within a group of 16–18 year olds. To provide vital support to organisations and individuals working with children and young people.

Methods We used a range of engagement methods including bereavement awareness training; assembly presentations; careers fairs and events; a tailored toolkit for organisations to better support children; and, bespoke work experience opportunities. Initial engagement was with 21 schools within a 10-mile radius of the hospice that had a post-16 education programme. In particular, a significant amount of engagement has been done with an inner-city Birmingham mixed comprehensive school with a diverse ethnic, economic and religious profile.

Results Three schools participated in the bereavement awareness training. Assemblies were carried out in three schools. Six work experience placements arranged. A Careers Fair was organised at the hospice and advertised on social media.

Conclusion Bereavement awareness training led to a number of referrals to the Children’s and Young People’s Service. The Careers fair led to five volunteers recruited. Assembly talk has led to fundraising opportunities for the hospice.

Current impact seen Increased engagement in the hospice services from younger people, increased fundraising opportunities and increased number of referrals to Children’s and Young People’s bereavement service and an increase in the number of volunteer appointments.

ENRICHING OUR YOUTH – DEVELOPING A VOLUNTEERING OPPORTUNITY FOR A SCHOOL’S A LEVEL STUDENTS’ ENGAGEMENT PROGRAMME
Phil McGraa, ²K Bidwell, ¹Christine Sutcliffe, ¹Annmarie Robertwood. ¹Winifred Hospice St John’s, Bebington, UK; ²Winifred Grammar for Boys, Bebington, UK

Background The hospice had been seeking ways in which to expand and diversify the volunteer workforce. Historically, local students with an interest in a career in medicine or therapies volunteered into existing roles such as reception cover or meal volunteers – opportunities and input was limited. A local grammar school asked if we could provide some volunteering opportunities for sixth form students who had expressed an interest in medical careers.

Aim Our aim was to set up a specific programme, where the hospice benefited from the students’ time and gave them chance to meet patients and gain an insight into the different careers within palliative care.

Method Following planning sessions with the school to understand the required outcomes for the students and an information session at the school, six students were recruited and