Results

- Initial pilot – one school, 32 children, seven patients, four carers, six school staff;
- 2017–2018 – eight schools, 126 children, ten patients, 73 family members, 22 teaching staff, three carers (assemblies 578 attendees);
- 2018–2019 (so far) – ten schools, 116 children, 13 patients, 80 family members, 23 teaching staff, four carers, (assemblies 829 attendees). Three hospices visited and now using Schools Project to inform their own model.

Conclusion The evaluation of the schools project shows a positive impact on children, patients and wider community. We have learnt from those involved that it has reduced taboos around death and dying and has a positive effect on patients. In-depth study being explored.

P-37 NORMALISING DEATH AND DYING: AN INTRODUCTION TO HOSPICE CARE FOR CHILDREN

Claire Lane, Rachel Morris, Lorna Richardson. *Marie Curie Hospice, Liverpool, UK*

10.1136/bmjspcare-2019-HUKNC.61

Background Death and dying are still taboo subjects within British society, and this is particularly true when discussing end-of-life with children (Christ & Christ, 2006; Fearnley & Boland, 2019; McManus & Paul, 2019; Paul, 2016). There is little opportunity for children to gain understanding of palliative care, especially those whose families have not experienced terminal illness (Lawrance & Mitchell, 2018; Paul, Cree & Murray, 2016). A project was designed to link a Liverpool-based hospice and a local secondary school by inviting pupils to spend time with staff and patients in the Day Therapy Unit.

Aims To raise students' awareness of palliative care and the role of the hospice within the community.

Methods Contact was made between the hospice and a local secondary school to arrange a pilot project. The school identified six students to participate based on the students' resilience and maturity. These students attended a session with hospice staff to gain some understanding of palliative care and ask questions within a supportive environment.

The students were invited to the Day Therapy Unit weekly to engage with hospice staff and patients in a range of activities. After six weeks the students were invited to run an activity for the patients.

Results Feedback received was overwhelmingly positive. The students enjoyed spending time in the hospice, with one significantly interested in volunteering on a regular basis. The patients and staff were always happy to see the students, engaging them in conversation and encouraging their participation.

Conclusions In the future we plan to engage more students in projects and aim to encourage these students to present their experiences to their peers. We will also look to measure learning objectives both before and after the students' visits.

The pilot project has shown that it is possible for children to experience our hospice in a safe and enjoyable manner, therefore gaining greater understanding around palliative care and the role of a hospice.

P-38 BUZZING ABOUT COMPASSIONATE COMMUNITIES

Debra Lawson, Helen Birch, Rachel Kennedy, Kate Tipton-Thomas. *Queenscourt Hospice, Southport, UK*

10.1136/bmjspcare-2019-HUKNC.62

Background Queenie's Roadshow is an engagement project targeted at local schools and nurseries. Pupils receive a free presentation from the hospice's Community Fundraiser and our mascot, Queenie. The presentation gives pupils the opportunity to learn about the invaluable work that is carried out by the hospice and their wider services.

In July, schools will hold a fundraising activity or event during their Sports Day. This is the first year in which the Roadshow has run, and whilst the focus is on engaging with local schools and nurseries to increase awareness of hospice work, dying and bereavement, it is estimated that there will be an income of approximately £1,000.

Aim The aim is engagement with local schools and nurseries to develop long-lasting relationships. This will help build Compassionate Communities and increase fundraising activities.

Methods Social media marketing. This reached 1,274 people, 75 of which engaged with the Facebook post. Traditional marketing via written request (to those who had consented) to schools and nurseries did not result in any engagement.

Results Results are anecdotal at this point as the campaign is ongoing. Children have been curious and excited to engage and have conversations. This is beginning to increase awareness. To this point, six schools/nurseries are signed up to the campaign.

Conclusion We believe that by utilising our mascot effectively we will not only develop long-lasting relationships with our local schools, but we will also raise awareness and knowledge of our hospice in a way that enables conversations about dying and bereavement with young people. We can use these experiences as building blocks within the development of Compassionate Communities as well as benefitting from fundraising activity by each school/nursery.

P-39 THE EVOLUTION OF AN IDEA: ESTABLISHING THE LOROS YOUTH AMBASSADOR PROGRAMME

Abigail Wattam. *LOROS, Leicester, UK*

10.1136/bmjspcare-2019-HUKNC.63

Background Providing opportunities to young people allows them to develop skills and experience for work, education and adulthood (NHS England, 2019; Kirkman, Sanders, Emanuel, & Larkin, 2016). Aligned with our community development work, LOROS continues to develop its links with younger volunteers and has supported the appointment of a dedicated Youth Engagement Officer (LOROS Hospice three year strategic plan, 2019.) The LOROS Youth Ambassador Programme is striving to connect the hospice to the youth communities of Leicester, Leicestershire and Rutland.

Aims The programme aims to consolidate, expand and celebrate young people's visibility in raising awareness of a charitable organisation and developing leadership, resilience, confidence and enthusiasm (Naidoo, 2001; Great British Entrepreneur Awards, 2018).

Methods June to August 2018 - research models of existing Youth Ambassador programmes, with examples found at