Web content writing guidelines

Purpose of this document

To establish guidelines which all our website content should follow in order to be best practise and provide those writing content themselves with the information they need to create good web content.

Contents

Roles and responsibilities

The Web content team sits within the External Communications directorate. We are responsible for writing, editing and maintaining all written content on the main Barnardo's website, and acting as consultants for content writing on other microsites that use the Barnardo's brand. This also includes ensuring that content is accessible, follows sensible and effective user journeys and visual content is displayed in powerful and engaging ways. We monitor the success of the website and work towards building a strong web presence, that ensures we are visible and valuable to our audiences. We are responsible for ensuring all web content that uses Barnardo's brand follows best practise content writing guidelines, as well as supporting all content writers in the organisation.

Creating the best webpage for our audiences, Barnardo's and our website is a collaborative process. Content writers may be experts in writing for the website, but they are not necessarily experts in specific areas of Barnardo's work. Therefore, it's our responsibility to foster positive collaborative relationships with stakeholders and subject matter experts to create the best content possible.

See the table below for more details on the responsibilities of a content writer versus a stakeholder. Ensure the stakeholders you work with understand these responsibilities.

Stakeholder responsibilities	- Ensure web content needs are briefed to us through Workfront well in advance of any content needing to be live, in line with <u>our lead time requirements.</u> - Ensure all key messaging and assets are shared with the web team as part of the briefing process. **Lead time begins from the point we receive these.** - Ensure the information you are providing us with is accurate and signed off by the appropriate person in your team. - Ensure the web team are informed when information/content becomes outdated so the page is always up to date. - Ensure you understand and have communicated why this

	webpage is needed, who it serves.
Web content writer responsibilities	• Ensure content aligns with the strategic goals for our website/organisation. • Act as a consultant and provide advice, solutions and alternative options to support stakeholder and audience needs, as relevant. • Ensure all content on the website follows best practise. • Ensure content meets the needs of our audiences. • Ensure the user journeys through the website are effective, clear and appropriate. • Ensure content is linked together effectively, especially between the main site and microsites. • Ensure our content is engaging, empowering and on brand. • Ensure content is delivered within the agreed time frame. • Test, evaluate and report on the success of the website in terms of reach and impact to inform content and website optimisation

For a checklist of all the things you need to do when working with stakeholders and writing content, please see the end of this document.

The basics of web content writing

If you are writing or editing pages yourself, the first step is learning how to use the CMS – [full guidance on using Drupal components can be found here](#) and then [additional training videos can be found here.](#)

Understanding our audiences

When creating any web content, it's important to first understand who the audiences for this page are, and then tailor the content and structure to their needs, as well as what you want them to do. Ask yourself:

- What are they looking for?
- What information might they search for?
- What calls to action might they engage with?
- What images will appeal to them?

Our website is not just a content server, it's a product designed to meet the needs of specific audiences. If the audience you are aiming to reach is not any of the audiences listed below, a webpage might not be what you need to reach your goals.

Key Audiences

- Tier 1:
  - Support seekers (Parents & Carers, including foster carers and adoptive parents, and CYP)
- Tier 2:
  - Donors, including events & community fundraisers
  - Supporters, including campaigners
  - Funders and commissioners
  - Professionals (e.g. social workers)
- Tier 3:
  - Online & offline shoppers
  - Volunteers
  - Corporate partners
  - Asylum seekers and refugees
- Tier 4
  - Partner organisations
  - Policy makers
  - Media
  - Researchers
  - Jobseekers
  - Former Barnardo's care receivers
  - Employees
  - Goods donors

Being clear about who you are writing for helps the web content team to establish why (and if) a page is needed and how the page should be written. This video helpfully describes three key questions you should ask yourself before creating a webpage:

1. Who is this for?

2. What do they want?

3. What do you want?

Tone and language

For anyone writing copy for our webpages, you need to familiarise yourself with Barnardo's inhouse brand guidelines. For more information about writing guidelines see the guidance here. (Bear in mind that these guidelines are continually under review, so please make sure to check the guidance regularly if you are drafting external facing copy)

The tone needs to be **"courageous, hopeful, and most importantly – authentic."**

Here are some examples of a courageous, hopeful and authentic voice:

"No child should grow up in poverty. Join us to take action."

"Barnardo's transforms children's lives every day. Everything you donate will give a child hope for the future"

"Whether helping customers in a shop, doing essential admin in the office or working directly with young people at a service, our volunteers make a huge difference to children's lives."

As a general rule, we should write in second person, addressing the audience as 'you' to build familiarity (but remember to think critically about the who the 'you' is).

As a charity championing of the rights of people who are often marginalised, it is also important to make sure we are being **inclusive and empowering in the language we use.** We should ensure as much as possible that we use the correct terminology when referring to issues or people. We should never write patronisingly or judgementally about the people we help. Where possible, avoid language like 'vulnerable', and just talk about people who need support.

It is vital too that all content on the website is **concise, clear and informal, but factually correct.** It might be tempting to be clever with our language, favouring poetic titles and inspiring slogans, but these mean nothing to our users, who are looking for information as quickly as possible. This also means nothing for Google, which ultimately decides which websites and webpages users are shown when they search for topics or questions. Even when speaking to experts and professionals, it's key to be clear and simple, so avoid jargon if possible. [This video helpfully describes the benefits of using plain language](#).

This may sometimes contradict with our need to be inclusive, as the general public may be more familiar with terms that our service users do not want us to identify them with. For example, we favour the use of 'care experienced' rather than 'care leaver' but the audience and Google respond better to the latter phrase. In those cases, we will have to find creative ways of balancing these two things. After all, it doesn't benefit our users either if our pages and their stories are not visible in search engines for others to see. You can do this by using the popular term in titles and meta-data but then explaining on the page why we prefer to use another term, which we will then use throughout the copy.

To sum up, regardless of who you are talking to, use simple everyday language without abbreviations or acronyms. Explain things to people. Write in a tone that presents us as a friendly, empathetic but knowledgeable expert.

Search engine optimisation (SEO)

As mentioned above, Google (and other search engines) work by creating algorithms which value content online and then present that information to audiences in order of how valuable it believes it to be – we call this ranking. Whether your page is the top result on Google or down on page 8 is determined by how content is written and structured. Things like accurately using meta data, inserting keywords, adding internal and external links to other pages and ensuring content is not duplicated on other pages helps boost a content's value and therefore visibility.

Another important consideration around SEO is duplication. If we have content on multiple pages or multiple sites that is almost identical, we will begin to compete with ourselves for rankings, and make a confusing user journey for users unsure where to go to get the information. This is why it's really important to collaborate across our websites and determine the best place for content to sit, and the best ways to frame content for specific pages, purposes and audiences.

SEO also helps us to think about our content from the user's point of view, and understand how they see and interact with the content. You can read more about why SEO is so important here, and learn about best practises for implementing SEO below.

How to follow best practice when writing for the website

Writing content for a website is not the same as writing for print media because websites rely on Google and search engine algorithms to rank pages, as well as needing to be usable by all people across different devices like phone and laptops. Therefore, it is vital you familiarise yourself with web content writing best practise before writing web copy or creating pages.

Below is a list of key things to include or consider when writing content.

User journey

This is about how your audience travel around the site. They may start by searching with a question on Google, clicking an ad or clicking a link in an email or organic social post, but it shouldn't end there. Remember that audiences come to us looking for information, and our job is to provide them with that information as quickly and easily as possible.

- **Calls to action**

Every page should have a call to a call to action – be clear about what you want people to do on the page and after they've read the page. Do you want them to donate? Share the page with others? Sign a petition? Carry on to another page? Make sure your call to action is central.

- **Related links**

Ensure that the page is not a dead end, as that will encourage people to leave, so we need to add links to the bottom to allow users to continue on their journey. Also, because Google now values websites as a whole, rather than individual pages, it now considers websites better if they link to internal and external pages more consistently. They need to be pages that relate to the content they're looking at already and could provide them with even more info that's useful to them. E.g. If they're on a page about the work we do with young carers, make sure there is a link to learn more about young carer specific services, or to learn about how we support young people with their mental health, or to read a case study from a young carer. If there is nowhere else obvious for them to go, send them somewhere we might want them to go to

catch their interest, such as to donate to us or to see other ways we help people. [For some tips on writing effective linking buttons, see this video about the 4 S's.](#)

- **Breadcrumbing**

Breadcrumbing basically means ensuring that your pages have a bread crumb trail that users can use to navigate backwards to previous pages. This is important for user journeys and helps users understand how they got from one page to another. On our CMS you have to do this manually. See the [CMS guidance for how to do this](#).

Structure and content

This is about how words and other multimedia content is laid out on a page.

- **Word count**

Webpages need to be as concise as possible, whilst still containing all the information our audiences need. People don't want to scroll endlessly, especially if using a mobile where everything is more compact (which most of our users are using). Content should try to be between 300 and 700 words. If it's absolutely necessary to have more than 700, you need to think about how to break up the text into lists and bullet points, add headings to break things up into relevant topics, or think about breaking the information down into different pages. It should never be more than 2000 words or less than 300. If content is less than 300 words (not including landing pages which may be less words and more links) it probably doesn't need a whole page of its own and could just be a section on another page.

- **Chunking**

Chunking is about breaking up heavy paragraphs of text, which are hard to read and navigate. If possible, present your information in a way that utilises headings, subheadings, bullet points, or breaks up text into small paragraphs, each paragraph focusing on a specific topic, or breaking things up with components like images and quotes. For [more information about chunking and why it's important](#) for user experiences, watch this video.

- **Headings and subtitles**

Headings and subtitles don't just help to break things up, but they also factor into what Google uses to identify and rank the pages. Try to **ensure you use the correct header.** There are four types of headers, H1, H2, H3 and H4. The H1 (header 1) acts as the title of the page and so there should be only one. H2s are subheadings of the H1, H3s are subheadings of the H2s and so on. The structure is important for search engines to understand the content of the page, so an H3 should not follow an H1 for example, they need to be in a logical order. Since the H1 acts as the title of the page, there should be no other page with that same H1 otherwise the pages will compete with one another.

- **Key words**

Another way that Google establishes whether pages have relevance and value to users is by looking for keywords associated with that topic. This means, a page with more keywords will appear more valuable. You can [use this document](#) or

online programmes like Semrush to look up which keywords are associated with each topic. See above guidance on tone and language for when this clashes with our internal guidelines.

Meta data

Meta data is important to the searchability of our pages. This is what search engines use to rank and present our pages to users.

- **Meta title (teaser title)**

This needs to be between 50 and 60 characters (with spaces). It should focus on using key words only, with the most important words first. Every page needs a unique page title, to avoid confusion and you competing with your own pages for attention in Google. It must explain concisely what is on the page.

- **Meta data (teaser description)**

The meta description, similar to meta title, appears in the search results and the link text that 'teases' the page. The meta description needs to be an accurate descriptor of the page contents that entices users into clicking to read more. This should be no longer than 160 characters (with spaces).

Accessibility

The accessibility of our content is not a nice to have, it's a must.

- **Images and alt text**

When adding images to the pages it is absolutely vital that you add an **alt description that is meaningful and useful** to screen readers. If we don't do this, visually impaired users are unable to navigate and engage with the page.

A helpful mnemonic for remembering how to write good alt text is: Friends Can Describe. F is for focus – what is the focal point of the image? C is for context – what's the context, why this image, what is the relevance of using this image here? D stands for detail – give the user relevant details which are helpful for expressing the meaning or context of the image.

If you use a graphic which contains text in an image, you need to ensure that the alt text contains all the text within the image so the screen reader will read it out.

Images should never be used as hyperlink buttons. This is difficult to pick up on screen readers, and doesn't conform to what users expect from an image.

- **Simple language**

Using simple language is also a matter of accessibility. Using language that our users won't understand creates barriers to understanding and engagement. See guidance above about tone and language.

- **In text links**

When linking in text, make sure you link all the words in the sentence that explain what the link is going to. For example, DON'T say: follow the link here for more information about the adoption process. DO say: follow the link here for more information about the adoption process.

Imagery

Images we use should follow the brand guidelines, and show images of young people who look empowered and defiant, rather than distressed and vulnerable.

If possible, ensure the images clearly show the impact of Barnardo's work, such as featuring Barnardo's staff (or actors posing as) or images of young people in a service setting, to demonstrate to our audiences that we are helping young people be defiant and empowered.

Images also need to be cropped and resized to the correct sizes for different types of components. Ensure images follow the below sizes. All images need to be less than 150kb – professional photography will most likely be much bigger than this, but editing the image to a smaller px size will reduce the file size.

- hero banner – aspect ratio 16:9, minimum size 1512px x 850px
- author – ratio 1:1, minimum size 200px x 200px
- inline image – aspect ratio 16:9, no restriction on size
- feature image – aspect ratio 16:9, minimum size 1596px x 899px
- teaser card – aspect ratio 16:9, cropped from the centre, recommended minimum dimensions 720px x 405px (must be less than 150kb in size so it shows up on social media platforms)
- quote image – ratio 1:1, recommended minimum dimensions 500px x 500px
- children service page logo - aspect ratio 16:9, eg: 500w x 281H

Appendix:

https://www.umaryland.edu/cpa/toolbox/website-manual/prepare/web-writing/

https://seranking.com/blog/title-tags-and-meta-descriptions-in-seo/#:~:text=The%20title%20tag%20is%20an,of%20a%20page's%20HTML%20code.

https://accessibility.huit.harvard.edu/describe-content-images

https://webaim.org/resources/designers/#infographic

https://www.nngroup.com/topic/writing-web/

https://contentsupport.barnardos.org.uk/build-and-edit-pages/image-sizes

https://usability.yale.edu/web-accessibility/articles/links#disabilities

If you are creating and publishing pages yourself, please ensure you have been upskilled on understanding our audiences, following a user centred approach and accessibility best practises. Contact the Web Content team about this.

Example templates

See below for best practise examples of:

- blog
- case study
- report
- events page

What is a grief self-care kit?

Published on 02 November 2022

If you're a parent, grandparent, or carer to a child who has experienced the death of a loved one you can help them cope by encouraging them to make a grief self-care kit.

On special days children might feel it particularly difficult if someone they cared about has died. For some children, the build-up to the day might feel harder.

They might feel sad, confused, angry or upset, and that's ok.

Whether you are a parent, in grandparent or in carer, there are ways you can make it a bit easier. For example, you could help them make a **grief self-care kit**.

It might not work for every child. Everyone finds different things challenging or comforting.

Of course, if a child you care for is grieving too, they you will be too. A grief self-care kit is something you can make together in memory of a loved one.

What is a grief self-care kit?

A self-care kit is a box that's packed with objects that ground your child and help them feel calm.

Usually they engage the five senses: touch, hearing, smell, taste, and sight.

What could you put in your self-care kit?

Your child's self-care kit will be unique to them. You might suggest that they add the following to their self-care kit:

- fidget toys, slime, finger trinkets or a stress ball **to touch**
- headphones, times you can sing or guided meditation **to listen to**
- their loved one's favourite perfume, a cushion, or body lotion **to smell**
- their loved one's favourite tea, hot chocolate, or sweets **to taste**
- films or photos that they can **look at.**

> **Mindfulness, colouring-in and photos of my mummy remind me of her. I also added a menu from her favourite takeaway restaurant to remind me of her favourite food."**
>
> **A young person told Barnardo's Child Bereavement Service**

The Barnardos Educator Community is full of resources to help you talk about grief, loss and bereavement.

Other ways to support your child

If a child is struggling to cope, you could also help them to

- jot down how they're feeling in a diary
- create a memory box - fill it with cards and objects, such as films or perfume, which remind them of the happy times they had with the person they lost
- do something in honour of their loved one - for example, you could organise a fundraiser for their favourite charity or help them create a new tradition

> **Subtle activities, such as planting seeds and flowers and watching them change during the seasons, is a lovely outdoor activity you can do with your child. It also acts as a reminder of the person who's died."**
>
> **Phil Lindsay**
> Children's Service Manager of Barnardo's Child Bereavement Service in Northern Ireland

Find mental health services near you

Find out more

Get help
Where to get support for yourself or someone else

Find support

Grief and loss
Helpful information from our practitioners

Read our guides

Support our work
Help us reach more young people

Donate

Bridget's story

For Bridget Davies, the secret to being a successful foster carer is never losing the sense of fun and wonder of being a child.

Turning a walk in the woods into a Harry Potter experience or a trip to the beach into a search for pirate treasure can help a foster child begin to relax in their new home and learn to trust her.

Despite being in her sixties, Bridget is not afraid to explore the beach in bare waves or go wild with bubbles, realising that with a foster child who may have never learnt to play or socialise before they arrived on her doorstep in rural Devon.

A second vocation

The retired nurse and grandmother has always loved welcoming children into her home, and when a nursing colleague suggested giving fostering a try, she discovered a second vocation.

Giving children who may have had a rough start in life has changed her life and the lives of those she has fostered.

> **I absolutely love it. The children I've had have been awesome and seeing the changes in them has been so rewarding. In fact rewarding doesn't begin to describe the feeling when you witness those special moments."**

She chose to foster primary age children long term and opted for boys because she still had a son living at home who she knew would be a good role model. When she began to ceiling in 2015, Bridget also had two low income living with her around the time. Together, they could provide a child with a real sense of family values.

With fields around them and the family's established place in the community Bridget believed she could provide the all important sense of stability for a child who may have suffered neglect or other trauma.

Her first child stayed with them from 10 until 16 and still calls her Mum. She has since fostered three boys, each with their own challenges and rewards. Each has become a special part of the family and her first two travelled with her to her sister's home in Hong Kong for holidays.

"Watching them experience the culture, boat trips, beaches and food even with chopsticks was a heart-warming experience for me. We can sometimes miss or take for granted the smaller details of life but seeing the boys savouring every aspect of life out there enriched my love of Hong Kong anew."

Fostering during lockdown

Her latest child arrived at the age of 10 just before the first lockdown which meant that Bridget, her son and her foster child had to get used to living together 24 hours a day.

"There was no school, no swimming or other outside activities and no appointments with professionals. I had to be a foster parent, teacher, social worker and nurse. The most important thing is that we got to know each other and built bonds of trust.

> **Having a foster child opens the eyes and adds to your life, they don't take away from it."**

"We all our own little world that was made a little easier to interact with other children and fortunately my daughter and two of her children came to stay. That was amazing and he learnt to ride a bike, play football and play cards and board games. We also spent a lot of time out walking with the dogs which he loves said Bridget.

Being a foster parent

She has found that her foster children are inspired to be spontaneous and her ability to discover fun in everyday events, whether that's turning a discarded branch into a Harry Potter wand or Star Wars light sabre, or seeing who can shout loudest or whisper the quietest when out in the woods. Simple things like learning to skim stones in the river or taking a picnic to the beach have also become opportunities to bond.

Having a foster child is about giving them lots of time, opening their minds rather than trying to make them fit in with your life. I involve them in the everyday tasks of life, such as shopping for food so they feel part of the family.

"Time is what they respond to best. I have found that every child I've fostered has been amazing but may not have had time to sleep in the past, they may have hidden it. Give them your time and a sense of humour and it certainly helps to have one of your own."

She says that taking on a foster child also opens up a whole new world in a carer's local community as they get to know a school, maybe a church, and other parents and carers involved with clubs and activities.

Bridget said "A foster child may not have learnt to socialise in their past and to see them learn to play and start to make friends is so rewarding."

> **There is a young person out there right now waiting for you to open your heart to them. You don't need to be perfect to be a foster carer, you don't need to be a brilliant teacher or speak five languages, you just need to help a child feel safe and noticed, that's all it takes. They just want you."**

Find out more about fostering with Barnardo's

Fostering a child

Fostering is a way of providing a family home for children who cannot live with their own parents. Find out more information about foster care.

Learn more

Types of foster care

Find out more about the different types of foster care available and how Barnardo's provide care to meet the different needs and requirements of children.

Learn more

Donate and help a child today

Your gift could help us improve the lives of vulnerable children, who've had the toughest starts in life.

Donate now

Annotations:

- Title - X's story
- Lead text to intro the story
- third person narration with words of user quoted
- In text images to give face to name/ bring page to life
- Highlighting key/ moving quotes
- Headers to chunk info into titled sections
- Quotes evenly spread out through the page
- Onward journey to elsewhere on site related to case study

At what cost? The impact of the cost-of-living on children and young people

Descriptive title - clearly introduces the report content

As the cost-of-living crisis gets worse and more frightening by the day, more children are at risk of being pulled into poverty, or into deeper poverty.

More than 1 in 4 of all children in the UK now live in poverty, with millions facing the risk of going hungry. Living in poverty can mean a child is living in a cold home, going hungry, or without everyday essentials.

Children in the most vulnerable and precarious circumstances will be among those most exposed to the cost-of-living crisis. Families with nothing left to cut back on are no longer having to choose between heating or eating – instead they're unable to afford either.

Growing up in poverty can harm children's life chances, limiting their opportunities, holding them back in education, or leading to worse physical and mental health outcomes.

Download the full report

Short intro

Button to download report (should really be at the top of the page)

> **Most stuff is now becoming more expensive, so I've been charging my phone and laptop when I'm in college, I've been trying to not have my radiator on, I've been trying to support my siblings emotionally."**
>
> **Young person**

Highlighting key/ moving quotes

What does our latest evidence show?

New evidence in Barnardo's report 'At what cost? The impact of the cost-of-living crisis on children and young people' shows that:

- More than half of parents (54%) have been forced to cut back on food spending for their family over the past 12 months.
- One in five parents said they have struggled to provide sufficient food due to the current cost-of-living crisis, and over a quarter (26%) said their child's mental health has worsened due to the situation.
- Parents have admitted resorting to desperate measures, with a quarter (26%) having sold possessions, one in five (20%) having taken on new credit cards, extra debt or a payday loan, and sixteen respondents have even left pets at rescue centres due to the rising cost-of-living.

It's clear that we need to act urgently to help children in poverty.

Headers to chunk info into titled sections

Headers answer key questions 1. findings 2. recommendations

Video content or images and bold text can also add to this and make it more engaging

> **Mentally, it's taken a massive toll. I was thinking of seeing a counsellor, but I don't want to because of the fear of how much it would cost. I haven't been able to get the correct help."**
>
> **Young person**

What needs to happen?

Our recommendations aimed at alleviating the worst effects of the cost-of-living crisis on children, young people and families include:
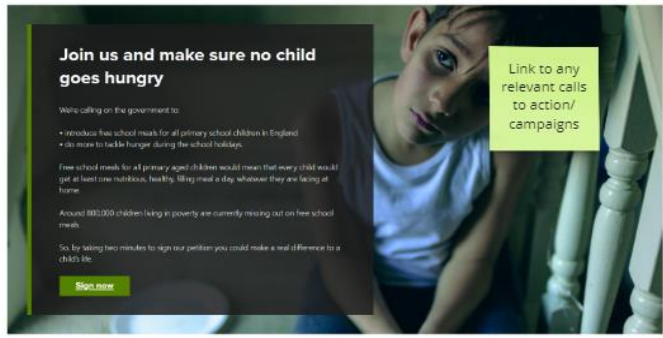
- The extension of free school meals to all primary school pupils in England
- Develop and implement a 'full participation plan' to ensure vulnerable children can engage fully in school life, no matter their home circumstances
- Strengthen social security to provide a lifeline to families on a low income
- Improved mental health interventions and support to combat isolation for vulnerable children and young people
- Extension of family hubs to every community

While these recommendations will not fundamentally shift the dial on the systemic issues faced by children living in poverty in the UK today, they represent a package of support which we hope will alleviate some of the worst and immediate impacts of the cost of living crisis.

Breaking things down into bullet points

Quotes evenly spread out through the page

> **I feel like the government really needs to do something about the cost-of-living, because if they don't, most children are more likely to end in poverty. Then the social services are more likely to get more children, and then the government is still going to pay."**
>
> **Young person**

Join us and make sure no child goes hungry

We're calling on the government to:

- Introduce free school meals for all primary school children in England
- do more to tackle hunger during the school holidays.

Free school meals for all primary aged children would mean that every child would get at least one nutritious, healthy, filling meal a day, whatever they are facing at home.

Around 800,000 children living in poverty are currently missing out on free school meals.

So, by taking two minutes to sign our petition you could make a real difference to a child's life.

Sign now

Link to any relevant calls to action/ campaigns

Get support

Struggling with the cost-of-living crisis? Don't be afraid to ask for help. Get advice and support today.

Learn more

Donate now

Donate now to help us continue our vital work to support families most in need.

Donate now

How we support children

Learn more about how Barnardo's supports vulnerable children, young people and their families.

Learn more

Download resources

At what cost: impact of cost-of-living final report

download again at the bottom

Onward journey to elsewhere on site related to report

Great North Run 2023

Event type: Running

Title of the page can have a date, but the URL if possible shouldn't to avoid dating the whole page

Positive image, featuring B's

About the event

Attracting 57,000 runners each year, the Great North Run is the world's largest half marathon. The iconic event has raised millions for charities and is famous for its warm North-East welcome and unbeatable atmosphere. The race follows an incredible city-to-sea route, starting in Newcastle city centre running over the iconic Gateshead Millennium Bridge and finishing on the South Shields seafront.

Register for this event

📅 10 September 2023

Sign up today

Call to action

Location

Newcastle

View on Google Maps

Entry fee

£10 (Early Bird Fee)

Minimum sponsorship

£350

Key info at the top of the page

What do you get?

Run for #TeamBarnardos and we'll make sure you know just how incredible you are. We're talking:

- Your **personalised Barnardo's running vest** scientifically proven to make people cheer very loudly at you – just ask anyone who's worn one!
- Your **VIP post-marathon party**, including **refreshments.**
- Step-by-step guidance from our training experts **Running With Us.**
- Constant **inspiration and advice** from Sian and Maddie - your very own, very determined personal support team.
- The pride knowing you helped to support vulnerable children in the UK!

Even if no teasers, still internal links in text to relevant pages for those not ready to sign up

Already got a place?

If you've already bought your place in this event, we would love for you to take part with Team Barnardo's.

You can join us for free and you have no minimum fundraising target. We just ask that you raise what you can so that we can continue supporting some of the UK's most vulnerable children.

Please get in touch with us on events@barnardos.org.uk to join the team.

Headers to chunk info into titled sections

How your money helps

Barnardo's aim is to provide the best outcome for every child, no matter who they are or what they have been through.

By choosing to run for Barnardo's in the Great North Run 2023, you will be helping to make sure that vulnerable children get the help and support they deserve.

The figures below show the massive impact that your fundraising could have if you take on this challenge with Barnardo's!

- **£500** could provide a **motorised chair for a disabled child**
- **£1000** could pay for 100 young people to attend **CV training**, helping them to get a job
- **£2,000** could pay for **20 prevention education workshops** in schools, to educate young people on how to stay safe
- **£2,500** could pay for accommodation and activities for a **two-day residential break for up to 25 young carers**

Video content or images and bold text can also add to this and make it more engaging

Breaking things down into bullet points

Contact information for Challenge Events

If you have any questions about the Great North Run or the fundraising requirements, please get in touch with our fundraising team, who will be happy to help.

Email

events@barnardos.org.uk

Phone number

08000087005

Contact details

Download resources

⬇ Great North Run 2023 - Terms and Conditions

Terms and conditions at the bottom

Lifecycles

It's best to think of the website as a living organism. Like a plant, every page is a flower, that can make the website look nicer and attract more buzzing users to the site. Also like a plant, leaving dead pages on the website, can infect the whole thing, so regular trimming is important.

All this is to say, have a lifecycle plan for your page. How long should the page be left before we edit or review the content? How long before the page should be archived completely? After the temporary campaign is over, what happens to the content on that page, is it deleted or just moved somewhere else? We should encourage stakeholders to be a responsible page parent, and think about what happens next.

It's best to add a 'review date' to content, as well as a named stakeholder to contact if they have issues or questions about the page. You can do this within the Drupal CMS, using the panel on the right hand side of the page in edit view.

We recommend the following lifecycles for pages, but recommend consulting with stakeholders to determine page lifecycles.

Review dates for different types of pages:

Campaign/temporary pages - a longevity plan is needed to wrap up the campaign – what happens to them now? Review date/archive date set at beginning of campaign.

Events – Regularly updated throughout the year to match the event – any event not running is removed or edited. Review date for 6 months just to check the page is how it should be.

Blog, reports – reviewed 2 years after publishing, archived if it isn't evergreen or can't be spruced up.

Case studies – archived 3 years later when consent runs out.

News – there is less reason to archive old news pages, as this becomes a living record, but news pages should still follow best practise and be checked for broken content (videos or links breaking as people move or take them down). Review pages 2 years after publishing to check for broken content.

All other pages – 2 years as standard before checking to ensure that all content on the page is accurate.

Checklist

For a quick overview to check that you've done everything you need to do to make perfect pages, use the checklist below.

Checklist for people briefing in work to content writers

- ❑ Have you provided enough context and critical information to the team to do the work? (What the page is for, what it's aiming to achieve, what work it's related to, who the audience is?)
- ❑ Have you considered the needs of the website audiences, and whether this page and the copy and user journey provides for their needs (discuss this with the web content team for their advice if you need to)?
- ❑ Have you shared all assets with us, including all the links, images, copy and documents the team needs?
- ❑ Have you double-checked that the information/drafts provided are accurate, factually correct and signed off by the appropriate colleagues in your department?
- ❑ Have you followed standard consent and storage practises for any stories/quotes (I.e. a signed consent form is stored on ResourceSpace)?
- ❑ Have you considered what happens to this page after your initial needs are met? If you know the page will need to be edited or taken down in future, please share with us.
- ❑ Have you spoken to us about timelines? On Workfront, have you set an "expected completion date" in line with our lead times, taking into consideration time needed to review and sign off content?

Checklist for people writing and editing content

- ❑ Does the page have a short title under 60 characters?
- ❑ Does it contain meta-text less than 160 characters and a teaser image less than 150mb, in correct ratio?
- ❑ Does it only contain 1 H1 header, and the rest are H2 or H3 as appropriate?
- ❑ Do we have the appropriate consent to use any quotes or stories and is the consent form saved on ResourceSpace (check with stakeholder)?
- ❑ Do any images contain accurate alt text to ensure accessibility?
- ❑ Is this content (information and multimedia) already featured on another existing page that either supplants this, needs to be linked to it or needs to be removed?
- ❑ Do in text links follow best practise (linking the whole sentence, not a single word, to ensure accessibility) and do all the links work?
- ❑ Is there a clear call to action and onward journey to relevant pages?
- ❑ Do all downloads download correctly?
- ❑ Is the page linked from a place that makes it visible to correct users?
- ❑ Have you included relevant topic keywords to the text to aid searchability?
- ❑ Do videos work?
- ❑ Is it laid out in a way that makes sense to the user and is easy to understand?
- ❑ Is the language clear, simple and easy to understand to ensure accessibility?
- ❑ Has it been checked for accuracy and typos?
- ❑ Has the page been tagged correctly to aid with listing?
- ❑ Does the page have a named stakeholder and review date listed within the CMS?