

AGENDA MANAGEMENT SHEET

Name of Committee **Children, Young People and Families
Overview and Scrutiny Committee**

Date of Committee **14th December 2006**

Report Title **Hear by Right**

Summary To evaluate where we are with this initiative and to
approve a process for implementation.

**For further information
please contact:** Hugh Disley
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**Would the recommended
decision be contrary to the
Budget and Policy
Framework?** There are no immediate implications affecting budgets

Background papers

CONSULTATION ALREADY UNDERTAKEN:- Details to be specified

Other Committees

Local Member(s)

Other Elected Members Cllr Helen McCarthy
Cllr Richard Grant – *“This needs to be the first step
along the road to ensure effective and appropriate
engagement with young people in the work of this OSC”*
Cllr Jill Dill-Russell
Cllr John Whitehouse

Cabinet Member For information:
Cllr Izzi Seccombe
Cllr John Burton

Chief Executive

Legal Victoria Gould – “Comments incorporated into the report”

Finance

Other Chief Officers

District Councils

Health Authority

Police

Other Bodies/Individuals Michelle McHugh - “Comments incorporated into the report”

FINAL DECISION **NO**

SUGGESTED NEXT STEPS: Details to be specified

Further consideration by this Committee

To Council

To Cabinet

To an O & S Committee

To an Area Committee

Further Consultation

**Children, Young People and Families Overview and Scrutiny
Committee - 14th December 2006**

**Report of the Strategic Director for Children,
Young People and Families**

Recommendations:

That the Committee:

- (1) supports the proposal that there be an audit of each Division's current position and plans are then drawn up towards establishing the Warwickshire Award for Involvement with a view to progressing towards the Hear by Right National Standard.
- (2) forms a small working group with key officers to oversee and support these plans.
- (3) receives a quarterly report on progress towards the Hear by Right standard.

1. Introduction

- 1.1 'Hear by Right' is a tried and tested standards framework for organisations across the statutory and voluntary sectors to assess and improve practice and policy on the active involvement of children and young people in decision making processes around services affecting them.
- 1.2 The agencies which formed Warwickshire's Children and Young People's Strategic Partnership Board signed up to the 'Hear by Right' standard in 2004.
- 1.3 The new Directorate has a commitment to the participation of children, young people and families in identifying their needs and in the development and monitoring of the services that they are connected to.
- 1.4 The Children and Young People block of the draft Local Area Agreement contains a target to achieve full compliance with 'Hear by Right' by 2009/10.
- 1.5 'Hear by Right' provides a framework through which participation can be achieved.

2. Where are we now with Hear by Right

- 2.1 There is a lot of good practice and research that has been undertaken in Warwickshire in the past few years. Examples of these include:
 - 2.1.1 The Children's Fund, Youth and Community Service and Children in Care Youth Forum in particular have developed good practice.
 - 2.1.2 Healthy Schools, Good Citizenship programmes and School Councils.
 - 2.1.3 Young People are involved in the appointment of staff and consulted on a wide range of issues.
 - 2.1.4 Local Democracy Week has focused attention on and created a wide range of activity for young people to experience local democracy.
 - 2.1.5 The United Kingdom Youth Parliament election is now well established and Warwickshire representatives are supported by the Lead Member for the Children, Young People and Families Directorate.
- 2.2 The Children's Fund team has developed sophisticated ways of working with and consulting children, and created the Warwickshire Award for Involvement that goes a long way towards the Hear by Right National Standard. Details of the Standard are set out in table form in **Appendix A**. The toolkit used to measure performance against the standard is in **Appendix B**. Details of the Warwickshire award scheme are contained in **Appendix C**.

3. Moving to implementation across the Directorate

- 3.1 We need to build on the wide wealth of good practice and ensure that we embed 'Hear by Right' as a standard across the Directorate in the first instance.
- 3.2 It is envisaged that this will be achieved by auditing each Division against the Hear by Right framework and by each Division determining what it needs to do to get to the required standard.
- 3.3 From this baseline each Division will work up an appropriate and achievable plan to progress towards the Hear by Right standard.
- 3.4 In the first case this might be ensuring that all Divisions meet at least the Warwickshire Award for Involvement established by the Children's Fund (Appendix C). Each Division would set an appropriate first goal to reach this minimum standard within twelve months of the outcome of the audit.

- 3.5 Overview and Scrutiny is asked to consider appointing a small working group to work with the key officers to ensure that their experience and expertise in local democracy is fully utilised in taking forward this work.
- 3.6 There will be quarterly reports to update the Overview and Scrutiny Committee.
- 3.7 Where a Division achieves one of the various standards this will be celebrated and publicly acknowledged.

4. Recommendations

- 4.1 That the Committee approves the proposal that there be an audit of each Division's current position and plans are then drawn up towards establishing the Warwickshire Award for Involvement with a view to progressing towards the Hear by Right National Standard.
- 4.2 That the Committee forms a small working group with key officers to oversee and support these plans.
- 4.3 That the Committee receives a quarterly report on progress towards the Hear by Right standard.
- 4.4 That, as each Division reaches a standard, their efforts are recognised and celebrated.

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Strategic Director for Children,
Young People and Families

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29 November 2006

Appendix A

Hear by Right 7s Standards Framework	Ofsted – activities contributing to the ECM outcomes	CYPT approach – onion diagram
<p>Shared values Children and young people's involvement is valued.</p> <p>Children and young people have equal opportunity to get involved.</p> <p>The active involvement of children and young people is of benefit to them, the wider community and the organisation and what it wants to achieve.</p>	<p>Inspectors take account of the views of CYP and of their parents and carers, and seek to involve them in inspections in other ways.</p> <p>Inspectors want to make sure that the views of CYP, and of their parents and carers, about the services they receive, or wish to receive, are sought and considered. They will gather the views of CYP themselves and will assess the extent to which services themselves consult and make use of the findings of consultation.</p>	<p>The voice of children and young people should be heard at of the levels and inform local design and delivery of arrangements.</p> <p>Local partners should ensure a culture of openness --- So that listening and responding to children and young people becomes an integral part of everyday practice.</p> <p>Shared agenda to maximise opportunities and minimise risks for all CYP focusing services more effectively around their needs while also promoting equality of opportunity.</p> <p>Aim to narrow the gap between disadvantaged children and their peers in achieving the ECM outcomes.</p>
<p>Strategy A strategy for involving children and young people is most likely to succeed if it involves them directly in its development and review.</p>	<p>Judge the effectiveness of steps taken to plan for improved outcomes by identifying the needs, views and concerns of young people and establishing ways of meeting them (3)</p> <p>And steps taken to promote equal opportunities.</p>	<p>Local partners should see to it that CYP are involved in decision making about their lives, and in designing and developing services (32 stat guidance)</p> <p>In order to deliver an integrated strategy for planning and commissioning children and young people's services, the partners within a CYPT will need to draw on the views of children, young people and their families, local communities, and front-line staff, to develop an overall, integrated needs assessment (56SG)</p>
<p>Structures Structures to set up and sustain active involvement need to be accessible to a range of children</p>		<p>Local authorities and their partners need to consider which funds to pool in order to deliver integrated front-line services effectively.</p>

Hear by Right 7s Standards Framework	Ofsted – activities contributing to the ECM outcomes	CYPT approach – onion diagram
and young people, avoiding over-reliance on a small group and responding especially to those most often left out.		Pooled budgets provide the mechanism by which partners can bring money together to form a discrete fund from which services can be commissioned. (73SG)
Systems Systems are needed to support and sustain activity and record outcomes.	Steps are taken to provide CYP with a safe environment. Inspectors have 6 good practice principles/standards in gathering the views of CYP (7)	All practitioners and strategic planners need to be supported by better integrated processes to help them deliver integrated services. (46SG) These processes will include those for the involvement of CYP.
Staff Staff support and contribute to the development of policy and practice on the active involvement of children and young people in decision making. Children and young people will take an increasing role in recruitment and induction processes.		Common core of skills and knowledge for the Children’s Workforce. Will this include the voice and influence of young people? Delivering an outcomes-led approach will require innovative thinking about how people are trained, supported, deployed and located to deliver services for children and young people.
Skills and knowledge Successful approaches include building the skills and confidence of CYP to participate fully and make change happen. They need accessible information to make informed choices and decisions Training and support is needed for the adults involved.	CYP are supported in developing personally and academically (Ofsted) CYP (and their carers) are helped to develop socially and emotionally. CYP are encouraged to participate in decision making and to support the community Young people are prepared for working life.	Partners should develop innovative and creative methods for involving children and young people drawing on local and national toolkits. (32 SG)

Hear by Right 7s Standards Framework	Ofsted – activities contributing to the ECM outcomes	CYPT approach – onion diagram
<p>Style of leadership Leadership with courage and clout is required among staff, elected members, trustees and CYP themselves.</p> <p>Leadership style will become increasingly based on partnership and cooperation.</p>		<p>The Lead Member for Children’s Services needs to be satisfied that there are sound governance arrangements and a clear framework of accountability in place, and has a leadership role to play in engaging local communities, both within the local authority and across partner agencies.</p> <p>The Director of Children’s Services also has a crucial role to play in ensuring that there is clear leadership at all levels within the Authority.</p>

These documents are the sources of the information above:

- Hear By Right
- ECM Change for Children Integrated Inspection of Children’s Services – The five outcomes for children and young people
- ECM: The Framework for Inspection of Children’s Services: draft for consultation December 2004
- Statutory Guidance (SG) on interagency co-operation to improve the wellbeing of children: children’s trusts. 22 December 2004.

hear by right

The Hear by Right resources include:

- *Hear by Right* book – context, commentary, standards and indicators.
- **ELECTRONIC MAPPING AND PLANNING TOOL – STANDARDS IN TABLE FORM FOR EASY MAPPING OF EVIDENCE AND PLANNING THE STRATEGY.** ✓
- *Building standards* – tools to involve children and young people in the mapping and planning.
- *Involving children and young people: an introduction* – Guide to different approaches and their relative merits.
- *Children and Young People's Trusts and local authority decision making* – a briefing for strategic managers.
- *What's changed?* – a tool to record and evaluate what has changed because of genuine dialogue with children and young people.

standards for the active involvement
of children and young people



Mapping and planning tool (May 2005)

Name of organisation:

Date:

Contact:

The National Youth Agency



Local Government Association

www.nya.org.uk/hearbyright

SHARED VALUES: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

	1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	1.1 The active involvement of children and young people is a central commitment of the organisation					
	1.2 The organisation adopts shared values for the active involvement of children and young people (See <i>Hear by Right</i> Shared Values on the inside cover)					
	1.3 The organisation adopts the Convention on the Rights of the Child, recognising Article 12's central role					
ESTABLISHED	1.4 Children and young people take part in reviewing and agreeing the shared values for the active involvement of children and young people					
	1.5 The shared values are made visible and accessible to a wide range of staff and children and young people by, for example, mission statement, charter, pledge or entitlement card					
ADVANCED	1.6 Shared values are agreed with partner organisations and community groups					
	1.7 The agreed shared values are used to set policy and review performance across the organisation and with partners					

PLANNING ↕

SHARED VALUES: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	1.1						
		1.2						
		1.3						
	ESTABLISHED	1.4						
		1.5						
	ADVANCED	1.6						
		1.7						

STRATEGIES: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

	1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING						
ESTABLISHED						
ADVANCED						

PLANNING ↓

STRATEGIES: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	2.1						
		2.2						
	ESTABLISHED	2.3						
		2.4						
	ADVANCED	2.5						
		2.6						
		2.7						

STRUCTURES: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

	1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING						
ESTABLISHED						
ADVANCED						

PLANNING ↓

STRUCTURES: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	3.1						
		3.2						
	ESTABLISHED	3.3						
		3.4						
	ADVANCED	3.5						
		3.6						
		3.7						

SYSTEMS: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	4.1 Policies are in place to make sure children and young people's participation is safe, sound and effective, covering consent, protection, safety, access, transport, complaints, incentives and rewards						
	4.2 Budgeting and financial systems are in place for supporting the active involvement of children and young people						
	4.3 Recording and evaluation systems are in place to identify and share learning and evidence of change arising from children and young people's participation						
ESTABLISHED	4.4 Communication systems are in place for recording, reporting and celebrating children and young people's active involvement (for example, newsletters, web, radio, articles, awards evenings)						
	4.5 Children and young people and partners are involved in reviewing and updating relevant policies and systems						
ADVANCED	4.6 Children and young people help decide appropriate rewards for their active involvement and / or have direct control over identified budgets						
	4.7 Systems, such as compacts and agreements with partner organisations, reflect the commitment to active involvement						

PLANNING ↓

SYSTEMS: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	4.1						
		4.2						
		4.3						
	ESTABLISHED	4.4						
		4.5						
	ADVANCED	4.6						
		4.7						

STAFF: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	5.1 Relevant job descriptions specify skills and commitment to active involvement						
	5.2 Children and young people contribute to the recruitment and selection and induction of key staff						
	5.3 Supervision and appraisal of relevant staff include reviewing their contribution to enabling the effective influence of children and young people on the organisation						
ESTABLISHED	5.4 Recruitment information and induction of all staff and managers identify the importance of the voice and influence of children and young people for the organisation						
	5.5 Young people are volunteers or employed in the organisation, for example as trainers, researchers or mentors						
ADVANCED	5.6 Children and young people take an active part in the recruitment, selection and induction of a range of staff and managers across the organisation or partnerships						
	5.7 Children and young people take an active part in the induction of elected members or trustees						

PLANNING ↓

STAFF: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	5.1						
		5.2						
		5.3						
	ESTABLISHED	5.4						
		5.5						
	ADVANCED	5.6						
		5.7						

SKILLS & KNOWLEDGE: Mapping 1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	6.1 There is accredited capacity building for children and young people to develop skills and knowledge to make change happen, including in negotiation, presentation and finance						
	6.2 There is capacity building for staff to gain skills for the safe, sound and effective participation of children and young people						
	6.3 Children and young people have access to information to allow them to participate fully in the issues of importance to them						
ESTABLISHED	6.4 Children and young people help plan, deliver and evaluate active involvement training to staff, managers and leaders						
	6.5 Children and young people help develop the capacity of other children and young people to participate						
ADVANCED	6.6 Children and young people help deliver training and capacity building to partner organisations						
	6.7 Consultancy and mentoring arrangements that support children and young people's active involvement are in place						

PLANNING ↓

SKILLS & KNOWLEDGE: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	6.1						
		6.2						
		6.3						
	ESTABLISHED	6.4						
		6.5						
	ADVANCED	6.6						
		6.7						

STYLE OF LEADERSHIP: Mapping

1.In place and effective; 2.In place, but needs improving; 3.Currently being established; 4.Not in place

		1	2	3	4	What's the evidence of meeting the indicator?	What do the children and young people say about how this indicator is being met?
EMERGING	7.1 Key managers and leaders act as champions for the active involvement of children and young people, with clearly identified responsibilities						
	7.2 Managers and leaders support innovation on active involvement, accepting risks of mistakes and are committed to reflection and learning						
	7.3 Managers and leaders in the organisation publicly acknowledge and celebrate the active involvement of children and young people and take an active part in key consultation and participation events						
ESTABLISHED	7.4 A leadership programme for managers and children and young people is established, based on the principles of active involvement						
	7.5 Children and young people have a range of opportunities to meet senior staff, elected members or trustees to be included in decision making and promote active involvement						
ADVANCED	7.6 The organisation demonstrates to partner organisations an open style of leadership, collaboration and shared objectives on the active involvement of children and young people						
	7.7 Leadership of specific projects and appropriate services involves both children and young people and adults						

PLANNING ↕

STYLE OF LEADERSHIP: Planning

		We have identified the following areas for improvement	Priority 1-10 (1 is high)	Who?	Resources needed	Potential barriers	Potential solutions	How are we planning to involve children and young people?
MAPPING ↑	EMERGING	7.1						
		7.2						
		7.3						
	ESTABLISHED	7.4						
		7.5						
	ADVANCED	7.6						
		7.7						

Hear by Right: Mapping and planning tool

This **Mapping and planning tool** makes it easy to use the *Hear by Right* standards in a practical way. It puts the standards framework in table form to help you map your evidence of current participation and then plan to develop the active involvement strategy.

This tool is based on the *Hear by Right* book, which gives the full context and ideas about evidence of meeting the standards. This evidence links well with **Every Child Matters** and how children and young people should have a voice and influence about being healthy, staying safe, enjoying and achieving, making a positive contribution and having economic well-being. Evidence of participation recorded here can also be used for **Ofsted, Comprehensive Performance Assessment, Joint Area Reviews** and other drivers. See the *Hear by Right* web pages.

Instructions for use

MAPPING

1. Either individually or with a small group of key staff, develop the map and plan for active involvement.
2. Map how well you are doing by scoring each indicator for each standard between 1 (in place and effective) and 4 (not in place).
3. Put the evidence you have for each indicator in the relevant box on the mapping pages of the table.
4. If possible, ask a stakeholder group of children and young people to add their views of the evidence for each standard.
5. And involve groups of children and young people on their own terms using the *Building standards* tools which are part of *Hear by Right*.

PLANNING

6. Assess and agree what needs improvement. Write this on the **planning** side of the page.
7. Agree (including with children and young people) priorities for action.
8. Agree who's responsible for taking action and some idea of resources and solutions to potential barriers.
9. Finally, consider how children and young people can be involved in improving the outcomes of the plans.

The evidence you have mapped and the priorities you have planned form the basis of your participation strategy. You can cut and paste any other relevant text from the Word version of *Hear by Right* on the CD Rom to underpin your strategy.

This tool can be filled in **electronically**, revised and updated as necessary. When you **print it out**, take care in collating the document. You need a double sided document with the mapping page on the left and the corresponding planning page reading across to the right. For most machines: 1. Print; 2. Turn the alternate pages upside down; 3. Photocopy double sided; 4. Staple on the left hand side. (Some have found this the hardest bit about *Hear by Right*!)

Please send a copy of your completed map and plan to activeinvolvement@nya.org.uk, so that examples of good practice can be shared on the *Hear by Right* web pages at www.nya.org.uk/hearbyright. There are case studies here of how others have made the most of *Hear by Right*, and also our **top ten tips** on how this mapping and planning tool is a key part of turning words into action.

The *Hear by Right* **What's changed?** tool is for recording evidence of the **impact** of children and young people's participation on key issues and services that affect them. It is an essential companion to these standards for organisational change and any participation strategy.

Further information and support is available by contacting The National Youth Agency on 0116 242 7406, activeinvolvement@nya.org.uk

Hear by Right (2005) is published by The National Youth Agency, priced £10. Call NYA Sales on 0116 242 7427 or email: sales@nya.org.uk



Providers in Warwickshire are working hard to ensure children, young people and parents/carers are actively involved in decision making. The County Participation Group are encouraging this work through the sharing of best practice and developments that set out to secure and sustain improvements in this area.

Warwickshire Award for Involvement

It has been acknowledged by some services across Warwickshire and members from the Children and Young People's Strategic Partnership Board, that the National Hear by Rights Framework is quite a complex and time consuming assessment. The Warwickshire Award for Involvement is a supportive platform to help organisations and projects benchmark and progress their work around the involvement of children, young people and parents/carers in the design, development and evaluation of services.

The Warwickshire Award for Involvement has amalgamated the seven standards within Hear by Rights to four and offers the opportunity for organisations to get awarded for their work and achievements in this area. The award scheme takes the form of a bronze, silver and gold level which looks more closely at areas such as:

- **Policy development and inclusion**
- **Training of staff and children, young people and parents/carers**
- **Seeking views**
- **Monitoring and evaluation.**

Each level will be looking for specific evidence in relation to each of the standards and examples of supporting evidence has been created to support those taking part through the process. A Warwickshire Children's Fund member of staff will be provided as a key worker to all those wishing to take part in the award scheme.

The award scheme will be managed by Warwickshire Children's Fund and assessed by children and young people from across the county. For more information please contact the Warwickshire Children's Fund team on:

01926 336002 or visit our website www.wcfrealdifference.org.uk or www.warwickshire.gov.uk/wai.

why involve children, young people, parents/carers in decision making?



The Legal and Policy Framework.

The Government wants to involve children, young people and parents/carers. Since the passing of the Children Act in 2004, there has been growing emphasis on services actively involving children, young people and parents/carers in the commissioning, development and evaluation of services as well as their making a positive contribution in decision making to the wider community that they live in.

Increasingly Central Government is interested in measuring outcomes rather than focussing on performance measures. They want to know about users' perceptions of the services they receive and their views on how things can be improved. Particular attention will be given to how services are implementing the five Every Child Matters outcomes:

- **Being Healthy**
- **Staying Safe**
- **Enjoying and Achieving**
- **Making a Positive Contribution**
- **Achieving Economic Well Being**

There is a variety of different national legislation that supports the involvement of children, young people and parents/carers including:

United Nations Convention on the Rights of the Child.

This convention contains 52 standards that set out the Rights of a Child. A number of countries including England have signed up to the convention. Many countries use the standards wholly or in part to promote children's involvement. The standards of most relevance to the participation of service users are:

Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Children have the right to get and to share information, as long as the information is not damaging to them or others.

Article 17: Children and young people have the rights to receive, seek and give information.

Article 23: Disabled children and young people have the right to active participation in their community.

Article 2: Requires all of the rights in the convention on the Rights of the Child to be implemented for every child, without discrimination.

Every Child Matters - Change for Children

Every Child Matters: Change for Children is a new guidance document that endeavours to support children aged 0-19 years. Five outcomes for measuring achievement have been established which all children services will be inspected on. These are:

- **Be healthy**
- **Stay safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well-being**

This means that all children and young people's services are required to work together to achieve these five outcomes for all children and young people. Services will be inspected through Joint Area Reviews and Annual Performance Assessments. As part of the inspection process, services will have to gather evidence that children and young people's views have been taken into account in the development and delivery of their service. In addition, the inspection process will request that a mechanism is in place so that when the inspection takes place, the inspectors have the opportunity to speak to users of the service. These inspection frameworks mean that children, young people and families will have far more say and be actively consulted on issues and decisions that affect them.

The Children Act 2004

The Children Act emerged from the Every Child Matters document and provides a legislative spine for improving children's lives. The overall aim of the Act is to encourage and promote joint working and commissioning of services. A key theme throughout is the promotion of participation and consultation with children, young people and families to understand and tackle their needs. Since September 2005, Ofsted have introduced a new framework for inspecting schools. This requires schools to provide evidence of how they are supporting children and young people to achieve the five outcomes of "Every Child Matters", and also how they are listening to and acting on the views of learners and parents.

Pupil participation in schools

In April 2004 the Department for Education and Skills issued statutory guidance to schools on pupil participation ('Working Together', Ref DfES/0134/2004). The guidance offers advice on how schools might: organise and offer children and young people opportunities to develop their skills as active citizens; and organise a variety of approaches to involve children and young people. The guidance is a brief document set out in six sections:

- **What do we mean by pupil participation?**
- **What are the benefits?**
- **Principles of children's and young people's participation**
- **Principles into practice**
- **Role of the governing body**
- **Effective participation – a checklist**

The guidance supports personalised learning through opportunities that already exist in Citizenship education, Personal, Social and Health Education (PSHE) and in other wider school activities, for example Healthy Schools and the Connexions service. Ofsted also now gives pupils opportunities to give views about their education as part of the inspection process.

There is no single right way of involving children and young people in a school's decision making processes. However, the DfES guidance is extremely useful in setting out the key principles that are the necessary building blocks for involving children and young people.

The DfES guidance is supplemented by a National Healthy School Programme (NHSP) briefing 'Promoting children and young people's participation'. The NHSP encourages and supports schools to take a whole school approach to promoting physical and emotional health. One of the key criteria against which schools are assessed for healthy school status is the way in which they are 'giving pupils a voice'. This places pupil participation at the heart of the NHSP and the briefing provides practical suggestions for facilitating it.

Parental participation

Parents, carers and families play a vital part in the development and delivery of services. This will ensure that a service is developed reflecting local needs, hopes and supports families to access the service. Parents and carers are the experts and their child's primary educator. Positive relationships will enable workers to work in partnership and help children reach their full potential, making a positive contribution to society and strengthening our communities.

which way now...

How to apply, and the process for assessment



step one - Fill out your organisations details

Download or fill in the form overleaf

step two - Download standards and relevant information

step three - Contact with key link worker

Within 10 days of you filling in your application form, a key link worker will contact you, arrange support visits and assistance with your evidence file to help you through the process

step four - Arrange assessment

When both your organisation and link worker are happy that you've met the criteria for the award level, an assessment date will be set.

step five - Pre - assessment

The assessment panel will require your evidence file 1 week before the assessment to see whether you have met the criteria.

step six - Assessment day

On the actual day of the assessment, the panel will want to meet with:

- **The project worker and the project manager to ask any questions in relation to what you have submitted.**
- **They will also want to meet your users either as part of your session or as a focus group, to discuss with them how they have been involved in the development of your service of project**

The panel will make a decision as to whether you will be awarded or not and let you know on this day. A report will be written by the panel and sent to you within two weeks of the assessment. The report will consist of;

- **The outcome**
- **Their views on your organisations approach to involving children and young people**
- **Recommendations**
- **Certificate of award (if passed)**

application form

Organisation

Lead contact name

Contact address

Postcode

Telephone No.

Email address

Date of application



standards

examples and supporting evidence

Children, young people, and parents/carers take part in defining clear objectives for their involvement.

- Organisational statement, which includes a section on how children, young people, and parents/carers are involved in the development and evaluation of the organisation.
- Organisations have evaluation forms and/or feedback forms that enable children, young people and parents/carers to take an active part in planning and evaluation.

An individual champions children, young people and parents/carers rights and views.

- Evidence of a named lead individual who has a clear and specified responsibility for listening and championing children, young people and parents/carers views.
- Evidence of an identified named individual who has part responsibility to champion children, young people and parents/carers active involvement within your organisation.
- Evidence that the individual who is championing views has met with the children, young people, parents and carers within that project or organisation

Systems are in place for the safe and sound conduct of children, young people and parents/carers active involvement.

- Policies and procedures are formalised and can be observed within your organisation. These should cover at least: Health and Safety, Child Protection, Consent, and CRB checks.

The development of a staff training strategy that helps all relevant staff and volunteers work and engage with children and young people and their families effectively.

- Individuals within your organisation have a personal development plan or have the opportunity to identify training needs and attend appropriate training relating to working and engaging with children, young people and their families. This can be evidenced through, supervision and/or team and meetings.

Enable children, young people, parents/carers to have the opportunity to attend conferences and obtain training that will assist them in developing their skills.

- All service users have access to information about relevant training opportunities and conferences available to them and have regular dialogue with named individuals about opportunities for involvement.

Mechanisms and structures are in place to share information and disseminate good practice with children, young people, parents/carers and providers across all children and young people services in Warwickshire.

- Evidence that consultation and feedback has taken place with users and the wider community and that change has taken place.
- Groups are affiliated or members of a wider organisation or partnership, or have contact with key members which will share information, gather views and disseminate work on your behalf.



standards

examples and supporting evidence

Children, young people and parents/carers are involved in evaluating and feeding back on progress and change.

- Policy statement, which includes how children and young people and their families are involved in evaluating the service.
- Evidence that feedback information has been evaluated. This could be highlighted within reports or presentations.

Policies and/or strategies are in place to promote the involvement of children, young people, parents/carers.

- Evidence that your organisation has adopted Warwickshire's Children's Young People's Charter or developed your own set of standards around children, young people and parents/carers involvement.
- Evidence that the Warwickshire's Children's and/or Young People's Charter or other standards have been implemented into your organisation. This could be evidenced through your mission statement, training or other relevant policy documents.

The development of a recognition policy for children, young people, parents and carers active involvement based on the County's Recognition Policy.

- Evidence that your organisation has adopted and implemented the County's recognition policy and has evidence of its use
- Your organisation has developed your own Recognition/reward Policy and provides evidence of it and its use.

All staff have a responsibility to support the active involvement of children, young people and parents/carers.

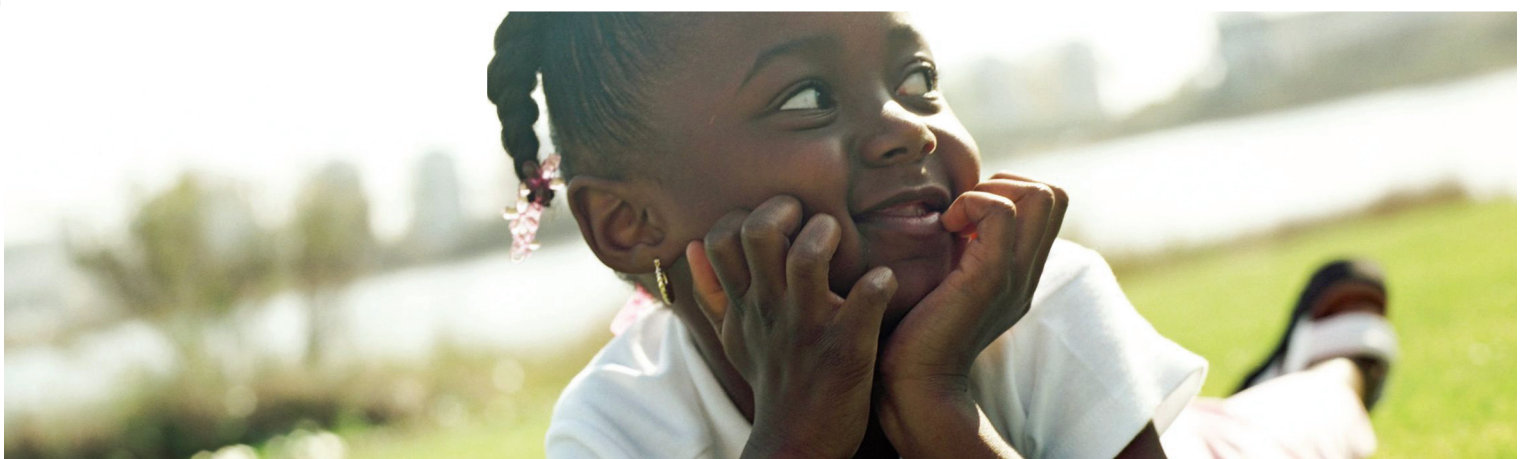
- Job descriptions and person specifications for staff make reference to supporting children, young people and parents/carers active involvement.
- Evidence of further training received, list of resources to support this role and opportunities for continuous development.

There are accreditation pathways for children, young people and parents/carers to support their active involvement.

- Knowledge of the various accreditation pathways within Warwickshire available to children, young people and parents/carers and evidence that those individuals who are actively involved are aware of these.

Mechanisms and structures are in place to share information and disseminate good practice with children, young people parents/carers and providers across all children and young people services in Warwickshire.

- Evidence can be observed that consultation and feedback has taken place with users and the wider community and that change has taken place.
- Groups are affiliated or members of a wider organisation or partnership, or have contact with key members which will share information, gather views and disseminate work on your behalf.



standards

examples and supporting evidence

Feedback is acted upon and used to set policy and review performance across the organisation with partners.

- Evidence of how your organisation has changed its policy and service due to the feedback from children, young people and parents/carers. (This could include a timetable of events of when children, young people and parents/carers were consulted, when and how policy has been changed).

Resources are made available to develop and regenerate children, young people and parents/carers involvement.

- Evidence that a development plan is in place that identifies areas for children, young people and parents/carers involvement.
- There are specific budgets/resources set and utilised for the involvement of children, young people and parents/carers.
- Evidence that children, young people and parents/carers have influenced what the budget should be spent on.

Evidence of involving children, young people and parents/carers from socially excluded/disaffected communities.

- Evidence of partnership working/dialogue with potential partners and that opinions have been sought from the wider community to enhance service development and delivery.
- Evidence of involvement of children, young people and parents/carers in the decision making process/meetings and that there are nominated representatives on a committee/focus group.
- Children, young people and parents/carers can and have either attended the meeting or fed into meetings.

Evidence of an annual review with relevant staff has taken place that identifies skills and training needs based on the organisations policies and procedures.

- Staff reviews/personal development programmes are developed and evaluated against the future training needs of all staff.

Mechanisms and structures are in place to share information and disseminate good practice with children, young people parents/carers and providers across all children and young people services in Warwickshire.

- Evidence can be observed that consultation and feedback has taken place with users and the wider community and that change has taken place.
- Groups are affiliated or members of a wider organisation or partnership, or have contact with key members which will share information, gather views and disseminate work on your behalf.

