

## **BURY CHILDREN'S TRUST**

### **POLICY AND GUIDANCE FOR THE ACTIVE PARTICIPATION OF CHILDREN, YOUNG PEOPLE, PARENTS, CARERS AND FAMILIES**

**2011 - 2014**

#### **1. INTRODUCTION**

The Children's Trust is committed to a culture of participation, so that listening and responding to children, young people and their families becomes an integral part of everyday practice.

The Trust uses the term participation not simply to mean 'taking part' or 'being present' but as having influence over both personal and public decisions. This means people having opportunities to have their voice heard but also opportunities to have real influence in decision-making and being empowered to make decision themselves.

The Children and Young People's Plan sets out the aspirations and priorities for action of the Children's Trust. The plan responds to issues identified in the Children and Young Peoples Strategic Needs Assessment and extensive consultation. The needs and wishes of families in the borough is central to the activity of the Trust.

The government focus on neighbourhood management means that community engagement and involvement is key to enabling the development of sustainable communities, to make them places where people want and choose to live and work; where they are safe, healthy and can enjoy a quality of life and services.

Effective Community Engagement is not just about involving people or consulting with them, it's about trust, communication, commitment and participation that empowers a community to work together to deliver effective outcomes. It harnesses the commitment of key stakeholders, including service providers and planners to listen and understand the needs, wants and aspirations of a community for whom services are being planned, commissioned and delivered.

This strategy is a revision of the Participation Strategy published in 2007 to include a commitment to the participation and involvement of parents and carers.

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## **2. WHAT HAS BEEN ACHIEVED SO FAR?**

A Compact agreement was established between the Third Sector, Council, and other partners. The energy and vision of Bury Third Sector Development Agency (B3SDA) and the establishment of The Children and young people's Forum have provided a strong network for those projects working with children, young people and their parents and carers. The attendance of Third Sector representatives at all levels of the Children's Trust arrangements has enabled substantial shared strategic activity

Bury Council has a corporate consultation strategy and handbook providing guidance on approaches and methods. Throughout the year there are resident's surveys, on line consultations, open forums and events. A monthly 'Our Voice' magazine and a website hosting BuryTV keeps the community informed about life in Bury and there is a children and young people's category.

Bury Council undertook a review of participation processes for children and young people and identified improvement to the strategic leadership of the activity. The Council also reaffirmed its commitment to the United Nations Convention of the Rights of the Child and Article 12 which states that children and young people have the right to express their views about decisions and services affecting them.

The Children's Trust Board and Youth Cabinet have each ensured regular attendance of representatives from each of the respective groups. The Board remains committed to the involvement of children, young people, parents and carers in strategic groups across the Children's Trust arrangements. The priorities for the Bury Children and Young People's Plan will be influenced by a range of consultations with children, young people and their families and also be informed by the Children and Young People's Strategic Needs Assessment.

Local Involvement Networks (LINKs) are now well established and have given local communities a stronger voice on health and social care matters. This is soon to be replaced by HealthWatch, which it is intended will enhance the role of local authorities in promoting choice and complaints advocacy.

Youth Cabinet is well attended by young people from Area Youth Action Groups and a range of organizations and services. The majority of schools have a well established school council that meets regularly. The annual United Kingdom Youth Parliament election has a turnout rate that puts us in the top 5 in the country.

The involvement of parents, carers and disabled children and young people is well established in a range of services and organizations. There is excellent practice across the Parents Partnership, Aiming High for Disabled Children, Hurdles, Jigsaw, Contact, the Red Centre and the provision of Extended Services. Jigsaw has worked hard to achieve a young person led organization which has led to many changes in how the organization is run including young people as trustees.

The strategic leadership of this work is well established in the Participation and Involvement Sub Group and self assessment against the Hear By Right national standards indicates that 69% of the criteria are judged to be 'in place'. The group reports to the Making a Positive Contribution Sub Group and the workstream are managed by Change for Children.

The What's Changed? Toolkit (Appendix 1) enables services and organisations to record and evidence listening to children and young people and making change. Use of the toolkit is well established in the Youth Service, Connexions and Extended Services. There is a need for further use of the toolkit by other services. A What's Changed? action plan was recently agreed and this will focus on the establishment of Participation Champions across a range of services and the promotion of use of the toolkit.

Many of the principles and practices for engaging with young people are also appropriate for the engagement of significant adults, including parents and carers; therefore the need for both discrete and integrated actions will be addressed in the Participation Action Plan Appendix 2.

### **3. POLICY AND PRINCIPLES**

#### **Strategic Objectives**

- To build a culture of participation of children, young people, their parents and families across the Children's Trust.
- To ensure children, young people, their parents and families are aware of policy developments.
- To engage children, young people, their parents and families in the recruitment and induction of staff,
- To engage children, young people, their parents and families training, communications, research and evaluation using methods that best suits them.
- To ensure all staff working with children, young people, their parents and families have the necessary skills to engage and listen to children, young people, their parents and families

#### **Principles**

The Trust has been guided by the national standards for the involvement of children and young people 'Hear By Right' to define the principles which underpin this strategy. [www.nya.org.uk/quality/hear-by-right](http://www.nya.org.uk/quality/hear-by-right)

- The participation of children, young people, their parents and families is valued and their views are taken seriously.
- The participation of children, young people, their parents and families is a visible commitment that is properly resourced.
- Children, young people, their parents and families have equal opportunities to participate.
- The participation of children, young people, their parents and families is supported by policies and standards which are evaluated and monitored.

### **4. THE BENEFITS**

Various initiatives have promoted the requirement to consult with children, young people and their families in the delivery of local services. A wider view is also developing that recognises that the contributions of children, young people,

parents and carers are valuable and that by listening to them organisations can improve the services they deliver. Their views can assist in providing needs led services and improved outcomes.

**This means children and young people who:**

Are consulted, listened to and have their wishes taken into account;  
Develop their skills as active citizens;  
Have increased confidence and self-esteem;  
Are able to influence the development of services.

**Families who:**

Participate in democratic processes and opportunities;  
Recognise that children and young people should be informed and consulted about issues that concern them;  
Are able to access information and advice.  
Work in partnership when they require additional support

**A community that:**

Welcomes the active citizenship of children and young people;  
Benefits from community activity involving all ages;  
Is interested in what young people have to say.

**Services that:**

Provide effective, valued services with better outcomes for children and young people  
Plan and deliver more effective services  
Are based on actual rather than assumed needs  
Enable innovation  
Have credibility with children, young peoples and their families  
Are delivering government expectations

## **5. THE TOOLKIT**

**When planning your consultation, discuss with colleagues:**

- Why and who do you want to consult?
- Do we already have such information elsewhere?
- What method of consultation will you use?
- Is anyone else planning a similar exercise?
- When will the consultation take place?
- What resources are needed and how will people be rewarded for their contributions?
- How will you engage with 'hard to reach' groups
- How will you make sure that the views are as inclusive and representative as possible
- How will you feed back to consultees?
- How will you use the results?
- What evaluation and monitoring procedures are in place?

## **What do we already know?**

It is worth checking available information sources to see if the information you require already exists. Published information at national and local level can be helpful in providing background and contextual information.

On the Bury Council website there is census information, a Bury profile and neighbourhood intelligence assessments. There is also a database of previous consultation exercises and information as to how you may access information from the Bury Residents Survey.

The Health Service and the Local Authority also publish a Joint Strategic Needs Assessment every 4 years which provides a current report on the state of well being of the Bury population but also a forecast on future health and social care needs.

It is also a useful to find out what other local authorities have done since they are very often working on the same priority areas. Services hold a lot of regular updated information on clients/ service user's views and comments that may help you to shape services or identify gaps.

## **Effective consultation means:**

- Listening, hearing and accepting what people say
- Encouraging people to be active contributors rather than passive recipients
- Exploring ideas with no preconceived right or wrong answers
- Empathising by putting yourself in the place of those who receive services

## **6. INVOLVING PARENTS AND CARERS**

Parents may have particular needs that you want to explore or have views to contribute on more general issues such as service provision. You may also want to consult parents/ carers as proxies or advocates for children or dependants. However they are often excluded because of their caring duties and lack of time. It is important to pay particular attention to the things that will encourage parents or carers to participate in consultation activities.

### **The venue**

Parents and carers are unlikely to take part if they have to travel far to venues. Select a venue which has good public transport links or car parking available. Venues must be accessible to wheelchairs, pushchairs and young children. Ideally, consultation activities should be held in the places where parents and carers meet, e.g. play groups, parents associations, leisure centres, schools, nurseries, health centres, children's play areas or children's activities. Advertise in places that parents and carers visit such as those listed above, as well as doctors' surgeries, post offices, health centres, and supermarkets are also useful.

## **Timing**

Be aware of term times and school holidays. Avoid other times of the day or week that may be particularly inconvenient to those with caring duties. Recognise that parents are busy people and try to make it beneficial for them to attend in a variety of ways.

## **Childcare/ Support for Dependants**

Providing care for children and dependants will encourage parents and carers. But be aware that:

- Children may not want to leave their parents and vice versa
- Children may prefer to be looked after by people they know
- Children and dependants may have diverse needs in terms of languages, special needs, diet, medical needs etc.

Consider organising a children's event or linked activities (e.g. play, circus acts, playbus etc) Parents and carers are much more likely to get involved if they are sure that their children and dependants are having a good time.

## **Methods**

Some effective consultation methods for use with parents and carers;

- Questionnaires and Feedback Forms
- Using Arts and creative consultation
- One to One Interviews
- Focus Groups and Group Interviews
- Conferences and events
- Working Groups
- Citizens Panels
- Discussion at coffee mornings or social occasions

## **7. INVOLVING CHILDREN AND YOUNG PEOPLE**

Children and young people are often excluded from consultation on the false assumption that they cannot give a balanced or helpful contribution. They can of course from an early age tell us what they think and feel about issues and it is important that we use age appropriate methods to hear their views. Boring processes and complicated decision making structures will exclude young people so it is important that consultations effectively engage young people.

### **The venue**

For younger children it is best that you go to their school, play group or leisure activity to engage them in consultation. For older young people they can travel independently to the event or activity but it is important to use a venue that is close to a range of public transport links.

### **Timing**

It is advisable to hold the consultation activity after school or during holiday periods and ensure that you provide parents/ carers with the necessary information about the location of the event and start and finish times. You will also need to get parental permission for the young person to attend the activity.

## **Recruiting young people**

You may have willing young people who are presently service users but if not the youth service, leisure services or extended services may work with you to enable the consultation to take place. If it is to be held in the school day then contact the Head Teacher in the first instance in order that the school may nominate young people. The school will then manage permission from parents. Make sure you communicate that the event or activity will be fun and interesting and it's good to provide food and drink.

## **Methods**

Some effective consultation methods for use with children and young people are listed below;

- Online or paper surveys
- Specialist Participation or Empowerment Projects
- Using Arts and Theatre
- Fun events and activities
- One to One Interviews
- Focus Groups and Group Interviews
- Conferences and Fun-days
- Young People's Working Groups
- Electronic voting
- Interactive websites
- Text messaging
- Youth Forums, Councils and groups

## **8. STAGING AN EVENT**

Organising an event, whether it be a conference, exhibition, roadshow or fun activity can be an effective way of engaging with people of all ages. Whether it be an inside or outside event, it is important that adequate time is invested in planning and preparing for the event. Booking a venue and catering, recruiting participants and planning the content may take a minimum of 2/3 months. Events can generate a lot of information so it is equally important to invest in thorough evaluation and post event report writing and feedback to participants.

Bury Council has a helpful Events Guidance document which takes you through the stages of planning any event but also the legislation and other issues particular to outside events. This can be found on the Bury Council website [www.bury.gov.uk](http://www.bury.gov.uk)

The Children's Trust have a Network Event Planning Group who have built up a wealth of expertise in planning conferences and events and are happy to assist others in planning Children's Trust events.

## **9. RECOGNISING CONTRIBUTIONS**

It is important to reward and recognise the contribution of those who participate. This means at the very least to refund public transport fares or fuel costs. It also may be necessary to pay child care expenses and to provide refreshments. You may also wish to reward the involvement with a voucher for a store that has a

wide range of goods and is located nearby. A certificate which states your appreciation for the contribution is also a good way to say thank you.

For those participants who are engaged in an ongoing dialogue or giving a longer term commitment to attend a committee or be part of a group it is important to sustain their involvement. This may be done simply by making the group as welcoming as possible or by sustaining a social element to the group. For young people this can be achieved by organising a few trips to the cinema, bowling, theatre etc and this will both reward and help to retain enthusiasm for the group. Some organisations are committed to providing honorarium payments to those who contribute particularly over a longer term. It is important to consider the incentives for your group as this not only demonstrates how the service values the contribution but also helps to retain participation.

For those aged 16+ there are a range of opportunities and awards through the Involved volunteering programme. Recognising and accrediting those who engage in consultation exercises can raise self confidence and self esteem and also help them evidence a range a skills for job and training applications.

## **10. ETHICAL CONSIDERATIONS**

- Ensure that all those involved know that they have the choice as to whether to participate in the exercise and that they know exactly what their role is.
- Consultation with participants who have a disability which means that they cannot give informed consent requires special safeguarding procedures.
- Where consultation involves persons less than sixteen years of age, consent should be obtained from parents or guardians. It is good practice to ensure parents know about the activity for those aged 16+.
- At the start of the consultation exercise the organiser should make it clear to participants that they may withdraw from the exercise at any time irrespective of whether payment or any other form of incentive has been offered. The respondent also has the right to ensure that their own data, including recordings be destroyed.
- Where possible it is important to return to the participating group or individual to check the content of your findings/ report before you circulate more widely. This not only enables you to verify your recording but also ensures that you have informed permission to share the contributions.
- Information obtained about a participant during a consultation exercise is confidential unless otherwise agreed in advance. In the event that confidentiality and/or anonymity can't be guaranteed, the participant must be warned of in advance of agreeing to participate.

## **11. USING THE WHAT'S CHANGED TOOLKIT**

When the Children's Trust Board agreed a strategy for the participation and involvement of Children and young people in 2008 they also adopted The 'Hear By Right' National Standards to monitor its implementation. Alongside the



standards is a range of information to assist organisations with implementation including a toolkit called 'The Whats Changed Participation Outcomes Tool'.

This simple tool is designed to capture the changes that have occurred as a result of children and young people's participation. It is used to record, measure and report the results of participation where a tangible change has taken place. Services are increasingly using the toolkit to record how they have responded to the issues and concerns of children and young people. They are also using it when funding has been allocated to ensure that young people are involved in how it is spent. The 'What's Changed?' tool is at [www.bury.gov.uk/ children and young people/](http://www.bury.gov.uk/children_and_young_people/) Children's Trust and Appendix 1 of this document

## **12. GOOD PRACTICE EXAMPLES**

### **Involving parents in the decision making process within Bury Children's Centres**

In order to ensure that as many families as possible are given the opportunities to have their views and opinions listened to, centres use various methods such as Parents forums, focus groups, consultation events, parental satisfaction surveys, as well as having parental representation on governance groups.

All methods take different formats to ensure all communication links are accessible and empower parents to have their say by building their trust and confidence.

Through effective involvement, parents have influenced children's centres service delivery by:

- Ensuring that centres continuously reflect upon the quality of their services.
- Acting as a communication link between other service users and the centre team.
- Being part of the planning process for events.
- Being part of the planning and design of outside play areas at the centres.
- Building parents confidence in becoming volunteers within the centres.
- Identifying training courses to be delivered within centres that parents can access.
- Designing and producing newsletters for the centres.

### **Youth Review Group**

Young people from Youth Cabinet wanted to be involved in the Best Value Review of Bury Youth Service. Staff agreed to support a subgroup of Youth Cabinet called the Youth Review group. The Youth Review group held a debate, a schools conference and attended Best Value Review group meetings. Young people's views were considered by the decision makers involved.

### **Children in Care Council**

The Children in Care Council expressed the need to develop their skills and get to know each other better. The Children's Rights Service and Connexions organised a residential weekend away where they could develop personal and team skills. The young people bonded as a group and developed skills to help them function better as a Council. The Children in Care Council is now more effective and better able to contribute to strategic processes get to know each other and make future plans for the Children in Care Council.

### **Parents help to plan and design activities**

Members of the Parents Forum at a children's centre, were asked to think about what activities they think the centre should put on over the school holidays. The parents agreed that one off activities could be put on once a week for each of the six weeks, these sessions could be held twice in the day one for under 5's and another for older children as well.

The parents identified the themes and came up with a great variety of ideas, including those that they would not usually get to experience in their local community including 'Mini Olympics' and 'Ready, Steady, Grow!', which the parents named themselves.

Feedback from the activity sessions was very positive with families reporting that the activities met their needs by including older children and were well organised by a joint staff and parents team!

### **Elmsbank School Council**

School Council members at Elmsbank Specialist Arts College wanted training to work more effectively. The Participation Worker went into school and delivered a half day training session looking at how to make a School Council more effective and developing individual skills to enable this. Young people have improved personal skills and an action plan for their School Council. The School Council is more effective and having greater involvement in school decisions.

### **Parents produce their own newsletter**

The parents at a children's centre were asked how they felt about being involved in designing a newsletter for the centre. Although some of the parents felt quite confident in using the computer, some of the parents felt that they did not have the I.T. skills.

In partnership with the Adult Learning Service the centre put on a basic I.T. skills course for the parents to attend. This built their skills and confidence and also helped them to design a template for the newsletter.

The parents enjoyed the course and felt that it improved their I.T. skills confidence. The centre now has a newsletter that has been produced by and for the families using the centre.

### **Consulting with teenage parents**

Teenage parents were asked - How we can improve the facilities in the Connexions Centre Bury? Young people asked for the area to be carpeted, for automatic doors and safety covers on radiators to be fitted All the young people's recommendations have been implemented

### **Training for parents**

Bury Parent Partnership together Trust runs confidence and skills building courses for parents of disabled children in children's centres across Bury. Each course consists of 6 sessions lasting 2 hours. The sessions are -

- Confidence and communication looking at hopes and fears
- Having your say, how to listen and contribute constructively
- Preparing for speaking at meetings
- Parents Forum - how to use it and future plans
- Personal development plans and how to access training

Attendance is rewarded with certificates and high street vouchers.

- Parents Forum - how to use it and future plans
- Personal development plans and how to access training

## **INCLUDING EVERYONE**

It is important that we make every effort to include a range of people and communities in our conversations. The table below is a prompt to enable positive approaches on certain issues or to particular groups. It is important to remember that individuals cannot be defined by one particular aspect of their lives and that this must be recognised and respected in the dialogue that takes place. Demographic information and community context can be found in the Children and Young People’s Strategic Needs Assessment [www.bury.gov.uk](http://www.bury.gov.uk)

<b>GROUP</b>	<b>POINTS TO REMEMBER</b>	<b>FIRST CONTACTS</b>
<b>ASYLUM SEEKERS AND REFUGEES</b>	Choose the venue with care. Think about dietary, cultural and faith requirements. Find out any translation needs. Remember to find out the language spoken and involve someone who can speak the relevant language. Remember to check for religious festivals and regular days and times of worship of different faith groups, that may impact on your consultation. Be mindful of the trauma and family difficulties people may have experienced.	Bury Asylum Seekers Team 0161 253 5837
<b>BLACK AND ETHNIC MINORITY COMMUNITIES</b>	Choose the venue with care. Think about dietary, cultural and faith requirements. Find out about any translation needs. Work with community networks and if possible try to speak to people at community centres or events. It may be easier for those already working in communities to undertake or assist with the consultation.	Bury BME Forum supported by Bury Third Sector 0161 797 1968.
<b>FAITH COMMUNITIES</b>	The local Inter Faith group meet regularly and may help with consultations. Also it may help to approach church leaders. Choose the venue with care. Think about dietary, cultural and faith requirements. Find out any translation needs. Check for religious festivals and days and times of worship of different faith groups, that may impact on your consultation.	<i>A Celebration of Bury</i> <a href="http://www.bury.gov.uk/community/faiths-beliefs-and-religions">www.bury.gov.uk/community/faiths beliefs and religions</a>
<b>GYPSIES AND TRAVELLERS</b>	This is a very private community, it is advisable for any proposed consultation to be discussed with workers that have contact with families.	Traveller Education Service traveller education@bury.gov.uk 0161 253 6958

<b>HOMELESS PEOPLE</b>	Meet with homeless people in an environment convenient and accessible to them to ensure effective consultation. It may be helpful to speak with staff at hostels in the borough to arrange a meeting with residents. Consider the use of incentives to attract your audience – think of practical and beneficial ways of acknowledging peoples participation.	Homeless Prevention Team, Town Hall, Knowsley Street, Bury, BL9 0161-253-5537.
<b>CARERS</b>	Good notice of any events or meetings is important for carers as they have to organise and manage care arrangements if they are to be involved. The timing of meetings is also important so that it fits in with the carers needs.	Bury Carers Centre 0161 763 4867 Bury Young Carers 0161 253 6902
<b>TEENAGE PARENTS</b>	Liaise with existing groups and workers in order to ensure that the consultation can be planned well in advance. This will also ensure that the venue is appropriate and that childcare needs are accommodated.	Teenage pregnancy Team 0161 253 7921
<b>CHILDREN AND ADULTS WITH A LEARNING DISABILITY</b>	Engaging with people with a learning disability requires preparation and thought. It is advisable to deliver consultation exercises alongside workers or families who know the participants capabilities and can best support them to take part. Avoid the use of jargon. In written information use <b>simple English</b> with a large font (say 14 or 16) with illustrative pictures (contact? )	Learning Disability Services (adult) 0161 253 7545 Learning Disability Services (children) 0161 253 6415
<b>CHILDREN AND ADULTS WITH A PHYSICAL DISABILITY</b>	When involving people with a physical disability organize a room that is fully accessible with furniture and facilities that are easy to manoeuvre around. Ensure that you know in advance the needs of the group so that you may plan the communication methods to be used and have planned for any necessary support.	Disability Services Team 0 - 99 0161 253 6851
<b>YOUNG AND ADULT OFFENDERS</b>	Always liaise with the most appropriate agencies, either to seek advice or permission to consult offenders. Work with colleagues from the service who know the young people if possible. When organising an event consider any specific restrictions (bail conditions, curfew orders, restriction orders) that could prevent people from attending a consultation event.	The youth Offending Service. 0161 253 6862

<p><b>PEOPLE WHO MISUSE DRUGS OR ALCOHOL</b></p>	<p>Engaging with people who misuse substances is difficult. Due to the illegality of drug use and the associated stigmatisation, issues of confidentiality are often of high importance to the service user or carer.</p> <p>Working with this client group often demands a great deal of flexibility if you are to obtain a good level of engagement. Work with existing service providers.</p>	<p>Early Break – info@early break.co.uk 0161 723 3880 Bury Drug and Alcohol Service 0161 253 6488</p>
<p><b>PEOPLE WHO ARE GAY, LESBIAN OR BISEXUAL</b></p>	<p>Contact local groups in Bury and Manchester. You may wish to ask the worker for the group or the young people to organise the consultation activity themselves. Young people feel safe in their own groups and may be threatened by questioning about their experiences.</p>	<p>POG (Proud of Gayness) 13 – 19 0161 253 7165</p>
<p><b>THOSE WITH MENTAL HEALTH ISSUES</b></p>	<p>It may be better for you to go along to an established support group and meet participants where they feel comfortable. Prepare appropriate activities to enable participants to engage. Lengthy surveys and complicated exercises may put undue pressure on the individuals within a group.</p>	<p>Mental Health Team (North) 0161 253 7828 (South) 0161 253 7100</p>
<p><b>PEOPLE WHO ARE OR WHO HAVE EXPERIENCED DOMESTIC VIOLENCE</b></p>	<p>Safety and confidentiality are particularly important for women who have experienced violence. Women facilitators and interviewers are likely to achieve a better response than men. Clarify who you are, and what you are doing, why you need the information you are requesting and how anonymity, confidentiality and safety will be assured. You will also need to have an awareness of and sensitivity to the issues surrounding domestic violence – and know how to respond should women make disclosures of information to you. <b>Anonymity of participants is paramount.</b></p>	<p>Bury Community Safety Team 0161 253 5353</p>

## Participation Tools: Resource List

Title	Description	Organisation	ISBN
<b>Listen Up!</b> Supporting children to develop into active citizens	Looks at the important issues of both participation and citizenship; aimed at anyone with responsibility for children enhancing their skills and development. Includes case studies and suggests ways to enable children to be more actively involved in decision making and supported to express their views.	4Children <a href="http://www.4Children.org.uk">www.4Children.org.uk</a>	
<b>Participation – Spice It Up!</b>	Resource for all professionals who work with children and young people. If you're serious about involving children and young people in decision making, this will guide you through, give you a toolkit of methods to make your work more effective, and point out the pitfalls so you can avoid them.	Save the Children <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>	1-84187-062-5
<b>Everyday Participation</b> A practical guide	Introductory guide for voluntary sector youth groups and local authority youth services, based on the views of young people and youth workers. The guide aims to provide understanding of participation, examples and guidance.	UK Youth <a href="http://www.ukyouth.org">www.ukyouth.org</a>	1-90447-904-9
<b>Exploring Feelings</b> A resource handbook for work with young people aged 9–13	A diverse collection of activities, worksheets and team-building games. The aim is to engage with children and young people who may not take up statutory services, Most activities can be used for individual or group work.	The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a>	0-86155-261-X
<b>Art Unlimited</b> A resource pack of arts and crafts activities for use with young people	Creative projects are an excellent way to encourage young people to explore their feelings and express themselves. Developing images in a range of different ways can help promote inclusion and engagement with groups who might be uncomfortable with written or discussion work.	The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a>	0-86155-259-5
<b>Icebreakers</b> Hot warm up activities for young people	This book is a collection of 26 games and ideas to get young people feeling motivated and confident. They are easy to understand and replicate and will have your group feeling at ease and interacting more effectively.	The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a>	0-86155-297-0

<p><b>Act Out!</b> Drama and role-play activities for young people</p>	<p>Drama and acting are great ways of encouraging young people to express themselves and participate. Such activities are not only fun but can also be empowering and liberating. This book provides 32 easy-to-use activities that can be put to good use with young people aged 11–16, including as tools for engaging young people to discuss and think through ideas.</p>	<p>The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a></p>	<p>0-86155-295-4</p>
<p><b>Good Games Book</b></p>	<p>Good games are a great way to encourage young people to break the ice and get to know each other. This easy-to-follow collection includes games that require no equipment and can be played anywhere</p>	<p>The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a></p>	<p>0-86155-294-6</p>
<p><b>Starting With Choice</b> Inclusive strategies for consulting young children</p>	<p>When children are encouraged to choose, they develop confidence and the ability to make decisions for themselves. This resource provides early years workers with clear, practical guidance on consulting young children and a range of techniques to help them express their views and make choices.</p>	<p>Save the Children <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a></p>	<p>1-84187-085-4</p>
<p><b>'How It Is'</b> An image vocabulary for children</p>	<p>This image vocabulary has been developed to help children communicate about their feelings, their bodies, their rights and their basic needs. 'How It Is' comes in both book form and on CD.</p>	<p>Triangle and NSPCC <a href="http://www.triangle-services.co.uk">www.triangle-services.co.uk</a></p>	<p>1-84228-018-X</p>
<p><b>Participation in Practice</b> Children and young people as partners</p>	<p>This resource considers the policy context for consultation and participation, and explores guiding principles and recommendations for achieving positive change with children and young people.</p>	<p>The Children's Society <a href="http://www.childrensociety.org.uk">www.childrensociety.org.uk</a></p>	<p>1-89978-340-7</p>
<p><b>Building a Culture of Participation Handbook</b></p>	<p>Draws on the findings of the research report 'Building a Culture of Participation'. Aims to identify and illustrate the benefits of child and youth participation, support organisations in thinking about how to create appropriate environments for involving children.</p>	<p>DfES (2003) <a href="http://www.dfes.gov.uk/publications">www.dfes.gov.uk/publications</a></p>	<p>0-95466-951-7</p>
<p><b>Hear by Right</b></p>	<p>'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. The pack includes the 'Hear By Right' standards framework, a resource CD-Rom with templates, an introductory PowerPoint presentation and three briefing papers.</p>	<p>The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a></p>	



<b>Act by Right</b>	'Act by Right' recognises that children and young people need the chance to develop knowledge and skills to work together to get things done. This accredited workbook is designed to help you do this. It is designed to be used by teenage young people, but it can work for younger people as well.	The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a>	
<b>Parent Participation: Guide for Professionals</b>	This guide covers the key principles involved in successful participation. Its practical approach includes methods and good practice, illustrated by real life examples. Includes a focus on how professionals can consult with parents of disabled children about services for their children.	Council for Disabled Children <a href="http://www.ncb.org.uk/cdc">www.ncb.org.uk/cdc</a>	1-87471-560-6
<b>Parent Participation: Guide for Parents</b> Improving services for disabled children	This guide is written for parents who are already involved, or wish to be involved, in influencing services for disabled children.	Council for Disabled Children <a href="http://www.ncb.org.uk/cdc">www.ncb.org.uk/cdc</a>	1-87471-560-6
<b>Don't Leave Us Out:</b> Involving disabled children and young	'Don't Leave Us Out' explains how Jenny Morris and her co-researchers set about obtaining the views and experiences of 30 young disabled people with communication impairments, regarding the plans and provisions made for them by local authorities and others.	Jenny Morris (September 1998) <a href="http://www.jrf.org.uk/bookshop">www.jrf.org.uk/bookshop</a>	1-89998-780-0
<b>Putting Young People at the Centre of Extended Schools</b>	This book examines some of the features of extended schools, highlighting the significance for the youth service, and gives examples of where its involvement is already reaping rewards. It also considers some of the organisational issues involved for schools and youth services.	The National Youth Agency <a href="http://www.nya.org.uk">www.nya.org.uk</a>	
<b>Ready Steady Change</b>	CRAE and PWNE are rolling out an exciting new training programme for adults and children and young people. 'Ready Steady Change' is designed to increase skills, knowledge and awareness of children's and young people's participation, so that children and young people can be more effectively involved in decision-making.	The Children's Rights Alliance for England <a href="http://www.crae.org.uk/readysteadychange">www.crae.org.uk/readysteadychange</a>	

<p><b>How to Ask Us</b> Using multi-media methods to consult with disabled children and young people</p>	<p>This learning pack is the third CD-Rom in the 'Ask Us' series – a multi-media compilation of messages from disabled children and young people. It is an invaluable resource when planning to involve disabled children and young people in decisions that affect their lives or consulting them about the development of facilities and services that affect them.</p>	<p>The Children's Society <a href="http://www.childrensociety.org.uk">www.childrensociety.org.uk</a> September 2005</p>	
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## Appendix 1 What's Changed – Participation Outcomes Tool

**Please use this to record participation activity and its impact on change**

**Group/ service/ organisation:**

**Contact & email**

**Date**

The issue (raised by children and young people or through planning activity)			
Evidence	Organisation/ service/ project	Children and Young People	The wider community
<b>Of Listening</b>	Who did you talk to?	What do they say?	What do they say?
<b>Of Action</b>	What did you do?	Did they take part?	Did they take part?
<b>Of change</b>	What are the improvements? How do you know?	What do they say?	What do they say?
<b>What was not achieved?</b>	What were the difficulties?	Did you feed back to the young people?	What was their view?

**What are the improved outcomes for children and young people?**

## Appendix 2 Action plan 2011 - 2014

KEY TASKS	KEY MILESTONES	BY WHEN	RESOURCE	SUCCESS/ IMPACT MEASURE
A leadership programme for staff is established, based on the principles of active involvement Recruitment processes identify the importance of the voice and influence of children and young people for the organisation	Contribution to 3 network events annually	Ongoing	Staff time	Staff across the Children's Trust to have increased knowledge and skills.
	Distribute recruitment and selection training toolkit and offer training opportunities	April 2012		
Review processes by which the views of children and young people may be heard at the Children's Trust Board and contribute to the Children and Young People's Plan.	Establish a shadow Trust Board and review	April 2012	Staff time	Young people have a direct dialogue with the Children's Trust Board and their views shape the CYPP
	Establish new reporting procedures and review	April 2012		
	Youth Cabinet and other groups consulted about the new plan	April 2012		
Resources and expertise are mapped for building the participation of children and young people (an audit).	Audit published.	Sept 2012	Staff time	Colleagues have increased knowledge
Children and young people and partners are involved in reviewing and updating relevant policies and system Other plans in the organisation are complementary and refer to the active involvement strategy	Papers for CTB to ask the question 'What is the impact on and involvement of children and young people?'	July 2011	Staff time	children and young peoples involvement is central in our strategic commitment
	Staff briefings about the Participation Strategy and Whats Changed?	Ongoing		
	Review this process	April 2012		
Budgeting and financial systems are in place for supporting the active involvement of children and young people	Review commitments	June 2011	Staff time	Future capacity of the work is evaluated and reviewed
	Identify funding sources	Sep 2011		
	Further briefing to B3DSA on Whats Changed?	Dec 2011		
Leadership of specific projects and appropriate services involves both children and young people and adults	Giving practical support to 5 organisations/ services	April 2012	Staff time	Greater involvement for young people in leadership
Children and young people take an active part in the induction of elected members or trustees	Training delivered to elected members	April 2012	Staff time	Politicians have better relationships with young people
Consultancy and mentoring arrangements that support children and young people's active involvement are in place	Giving practical support to 5 organisations/ services	April 2012	Staff time	Improved practice in a range of services