

Sunderland Children's Trust

Children and Young People's
Participation Strategy

2008 - 2013

Consultation Document

**Draft 1
Professionals' Version**

FOREWORD

By Dr Helen Paterson, to be added.

The strategy contains the following consultation questions

1. Do you agree with the definition of participation?
2. Have the benefits of participation been fully captured?
3. Is Hart's ladder a useful model for thinking about participatory practice?
4. Do you agree with the vision, values and principles?
5. Are there any other plans in Sunderland dedicated to children and young people's participation?
6. Are there any other structures in place, not included in the strategy, that support participation?
7. Will having a set of standards be useful to promote participation within your service?
8. Is the strategy clear enough on inclusion?
9. Are the right strategic actions identified?
10. Are monitoring, reporting and evaluation arrangements robust enough?

Feedback should be sent to Norah.stevens@sunderland.gov.uk by 30 April 2008.

This document can be made available in large print, Braille, audio and other languages on request.

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1 INTRODUCTION

A real commitment exists throughout the City in developing the voice of children and young people and engaging them in the design and delivery of the services they receive. We know that many services are routinely and systematically engaging children and young people in decisions that affect their lives. Our aim is to build on this and embed participatory practice across all aspects of the Children's Trust.

The Children's Trust is committed to:

- The UN Convention on the Rights of the Child
- The participation of **all** children and young people regardless of age, background or ability
- The Sunderland Children and Young People's Charter, which sets out the Children's Trust's response to the issues local children and young people consider to be important.

To support this commitment we propose that the following **definition of participation** be adopted

Participation is the process by which children and young people influence decision making which brings about change in them, others, their communities and the services they use. It is an ongoing process of active involvement in matters that concern children and young people. Genuine participation gives children and young people the power to shape both the process and the outcome.

The **purpose of the strategy** is to:

- ensure all children and young people are given the opportunity, skills and support to actively participate in the decision making processes and shape the services they need
- provide a co-ordinated approach across the Children's Trust to developing a culture and practice of participation.
- provide a framework for developing the safe, effective and genuine participation of children and young people across the Children's Trust.
- embed children and young people's participation into all aspects of the Children's Trust aiming for the highest level of children and young people's engagement.

The strategy covers the participation of **all** children and young people age 0-19 years (0-25 if disabled). The Children's Trust has signed up to the Every Disabled Child Matters Local Authority Charter, which states that all children have the right to be included in every aspect of society, and disabled children should not have to ask or fight to be included in these things that other children

do. The Children and Young People's Plan 2007-09 makes an explicit commitment to actively engaging children and young people who may experience inequality or social exclusion and ensuring participation activity is fully accessible to them.

This strategy sits within Sunderland's planning bookcase (Appendix 1). It will be used by services as they develop service plans and strategies, to enable them to ensure that children and young people's participation is embedded in their work.

The strategy will be available to download from Sunderland's Children's Trust Website, and a children and young people's version will be produced.

Consultation:

Do you agree with the definition of participation?

2 HOW THE STRATEGY WAS PRODUCED

The mandate to produce the strategy has come from the Sunderland Children and Young People's Plan 2007-09 Change for Children Strategy. In developing this strategy we have:

- Listened to what children and young people have already told us about participation and acted upon it
- Used national government legislation, policy and guidance
- Drawn on existing local strategies, policy and guidance
- Seconded the Children's Fund Participation Officer to the Performance Improvement and Policy Team to develop the strategy
- Established a strategy reference group to act as a critical friend as the strategy developed (Appendix 8)
- Consulted with the Participation Network, Children's Fund Children's Champions and Sunderland Voluntary Sector Youth Forum
- Widely distributed a pro forma for services to identify best participatory practice
- Carried out an audit to provide a 'snap shot' of what is currently in place to support participatory practice

3 WHY HAVE A PARTICIPATION STRATEGY

Children and young people describe participation as working together, having fun, sharing ideas, communicating, making decisions, being asked, solving problems, learning new things, needing some support, giving your opinion, being listened to, being asked about things that matter to you, choice-choosing stuff, and everyone being pleasant. They have told us that participation is important to them. They have told us that they want a chance to have their say, they want to be listened to, and they want to see evidence that what they say makes a difference. Under 11s have told us:

- that it is relatively easy for them to have a say in the way things are run in the area they live, and the majority also think their views are listened to
- Some children would like the opportunity to vote
- Some children, particularly boys find it hard to influence things in school and boys and girls found it hard to influence things in their local area

Over 11s have told us:

- that it is relatively easy for them to have a say in the way things are run in the area they live, however they are less confident that their views make a difference
- they want to voice their opinions but want evidence it is acted upon.
- Some young people, especially boys, reported finding it difficult to influence things at school, and both boys and girls said they found it hard to influence things in their local area
- how to consult with young people. A Guide to Consulting with Young People was developed and launched in 2003 by Sunderland Youth Parliament to provide support and guidance for services and adults (Appendix 2). A group from Farrington School together with the Youth Development Group developed a Guide to the Representation of Young People in 2006 (Appendix 3)

A strategy will help to ensure that all services contribute to delivering the vision that children and young people have of participation.

The benefits of participation for all children and young people include:

- To uphold the rights of children and young people
- To ensure all children and young people, if they choose, have the opportunity to become part of decision making processes
- To improve children and young people's skills in decision making
- To support children and young people to engage in and understand democratic processes
- To develop children and young people's life skills
- To enhance children and young people's self esteem
- To empower children and young people to become peer advocates and peer mentors
- To improve outcomes for children and young people in their local communities.

Benefits for services include:

- To embed participatory practice across the Children's Trust
- To support services to fulfil legal obligations and requirements
- To safeguard children and young people by listening and giving their views serious consideration

- To promote prevention and early intervention. Involving children and young people will make us more responsive and help us further understand risk and resilience factors from a children and young people's perspective
- To increase resilience factors for children and young people
- To improve the services children and young people receive and understand what children and young people need
- To promote best value through the cost effective, long term benefits of involving children, young people, families and communities in service design and delivery.

Benefits for the Children's Trust include:

- Making a contribution to the priority in the Children and Young People's Plan 2007-09, which aims to make sure all children and young people are strong individuals, proud of their city and contribute to its future

Consultation:

Have the benefits of participation been fully captured?

4 WHAT IS CHILDREN AND YOUNG PEOPLE'S PARTICIPATION?

The proposed definition of participation is

the process by which children and young people influence decision making which brings about change in them, others, their services and their communities. It is an ongoing process of active involvement in matters that concern children and young people. Genuine participation gives children and young people the power to shape both the process and the outcome.

While there are a range of participation models, the Strategy Reference Group agreed that Hart's "Ladder of Children and Young People's Participation" best illustrated our proposed approach to participation. It is a significant tool to help us explore the ways we currently involve children and young people, and to enable us to plan future engagement. It also clearly defines and distinguishes between non-participatory practice and effective participatory practice. The ladder has eight rungs, climbing from manipulation, through work that is adult-led but children and young people share decisions, reaching towards work that children and young people initiate and share decisions with adults.

Roger Hart's Ladder of Children and Young People's Participation¹



Rung 8: Children, Young People and adults share decision making

Rung 7: Children and Young People lead and initiate action

Rung 6: Adult-initiated, shared decisions with Children and Young People

Rung 5: Children and Young People consulted and informed

Rung 4: Children and Young People assigned and informed

Rung 3: Children and Young People tokenised*

Rung 2: Children and Young People are decoration*

Rung 1: Children and Young People are manipulated*

*Hart explains that the bottom three rungs are **non-participation** and this distinction is important to help services ensure they do not inadvertently engage children and young people in exploitative ways.

Rung 1: Children and young people are manipulated

Adults use children and young people to support causes and pretend that the causes are inspired by children and young people.

Rung 2: Children and young people are decoration

Children and young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.

Rung 3: Children and young people are tokenised

Children and young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

The rest of the rungs illustrate positive participation activity.

Rung 4: Children and young people assigned and informed

Children and young people are assigned a specific role and informed about how and why they are being involved.

¹ Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocent Research Centre

Rung 5: Children and young people consulted and informed

Children and young people give advice on projects or programmes designed and run by adults. The children and young people are informed about how their input will be used and the outcomes of the decisions made by adults.

Rung 6: Adult initiated, shared decisions with children and young people

Projects or programmes are initiated by adults but the decision-making is shared with the children and young people.

Rung 7: Children and young people lead and initiate action

Projects or programmes are initiated by children and young people with adults involved only in a supportive role.

Rung 8: Children, young people and adults share decision making

Projects or programmes are initiated by children and young people and decision-making is shared between children and young people and adults. This process empowers children and young people and at the same time enables them to access and learn from the life experience and expertise of adults.

While the ladder is hierarchical, with the quality of participation increasing the further up the ladder practice goes, any participatory activity that falls between rungs 4 to 8 are acceptable. It is also recognised that some participatory activity may never progress up the ladder due to the nature of the work involved. For instance, in the case of staff recruitment, this is unlikely to ever be initiated by children and young people, but they could feasibly share decision making with the right training and support. Many believe that shared decision making between children and young people and adults is most beneficial. Others believe that children and young people are most empowered when they are making decisions without the influence of adults. Most often, this doesn't exclude adults but reduces their role to that of support. Both arguments have merit and ultimately, it is up to the each group/service to determine which model of decision-making best fits the group.

Consultation:

Is Hart's ladder a useful model for thinking about participatory practice?

5 OUR VISION, VALUES and PRINCIPLES

Our **vision** for participation is that

- **All** children and young people have the opportunity to actively participate in the decisions that affect their lives, in the delivery of the services they receive, and in the development of the policies that impact on them regardless of age, background or ability
- Consistent, high quality participatory activity is embedded in the everyday practice of all services working with children and young people in Sunderland

- The participation of children and young people is at the centre of transformation to improve the lives of all children and young people

The vision can only be realised through the adoption of **shared values**. This common understanding across the Children’s Trust will give a unity of purpose and a commitment to implementing this strategy. Our shared values are taken from Hear by Right, the nationally recognised standards framework for the active involvement of children and young people, which states:

- Children and young people’s participation is a visible commitment that is properly resourced
- Children and young people’s participation is valued
- Children and young people have equal opportunity to participate
- Children and young people’s participation is supported in the organisation by effective policies and systems

Our shared values are supported by a set of **shared principles** that have been adopted from the national Participation Charter² (Appendix 4) that is supported by the Children’s Commissioner Al Ainsley Green and leading children and young people’s organisations including the National Children’s Bureau, Save the Children and the National Youth Agency.

- Participation is a right
- Children and young people are the best authorities on their own lives
- Participation depends on respect and honesty
- Participation must be accessible and inclusive
- Participation is a dialogue to influence change
- Participation is built in
- Participation is everyone’s responsibility
- Participation benefits everybody

Consultation:
Do you agree with the vision, values and principles?

6 THE NATIONAL CONTEXT

There are a number of key drivers for the participation of children and young people.

The right to participate is enshrined in the **United Nations Convention on the Rights of the Child**.

- Article 2 requires all of the rights in the Convention to be implemented for every child, without discrimination.

² Supported by British Youth Council, Carnegie Young People Initiative, Children’s Rights Alliance for England, Children’s Commissioner for England, National Children’s Bureau, National Youth Agency and Save the Children. Children Now (www.childrennow.co.uk) in association with Participation Works (www.participationworks.org.uk)

- Article 12 grants every person aged 17 and under the right to express their views, and to have these views given due weight in all matters affecting them.
- Article 13 gives every child the right to freedom of expression – using words, writing, art and any other media – so long as they respect the rights of others.
- Article 17 gives children and young people the right to receive, seek and give information.
- Article 23 gives disabled children and young people the right to active participation in their community.

Since the International Convention came into force in the United Kingdom in January 1992 participation has become driven by legal and procedural obligations. A host of Plans, Acts and Guidance are now driving the participation agenda (Appendix 5)

The **Every Child Matters** agenda states that the engagement of children and young people is essential in improving outcomes across all five priorities

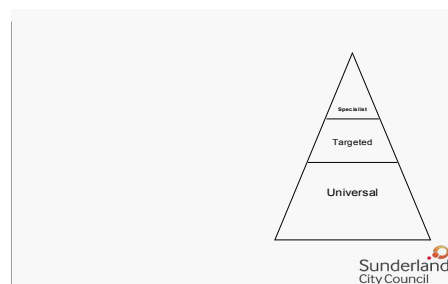
1. Being Healthy
2. Enjoying and achieving
3. Staying safe
4. Making a positive contribution
5. Economic wellbeing

It is a requirement for all Children’s Trusts to ensure that listening and responding to children and young people becomes an integral part of everyday practice. Guidance³ states

Children’s Trusts should see to it that children and young people are involved in the decision making about their lives and in designing and developing services. A ‘one size fits all’ approach will not work; partners should develop innovative and creative ways for involving children, drawing on national and local toolkits.

The participation of children and young people can also be seen within the model of universal, targeted and specialist services.

Universal services are available to all children and young people. Universal participation will involve all children and young people in the city, for example in consultation about the Children and Young People’s Plan. This will often be large scale and quantitative.



³ Statutory Guidance on interagency co-operation to improve the wellbeing of children: Children’s Trusts, December 2004, pg 11, para 32

Targeted services are designed for children and young people with additional needs and those at risk of achieving poor outcomes. Targeted participation will involve chosen sections of the population, for example asking boys about which model for homework clubs would best suit them. This may be small or large scale, qualitative or quantitative.

Specialist services support the most vulnerable children and young people and/or those with complex needs. Specialist participation will engage with a group of young people who have a very specific need or experience, for example those who have lived in a refuge. This will often be small scale and qualitative.

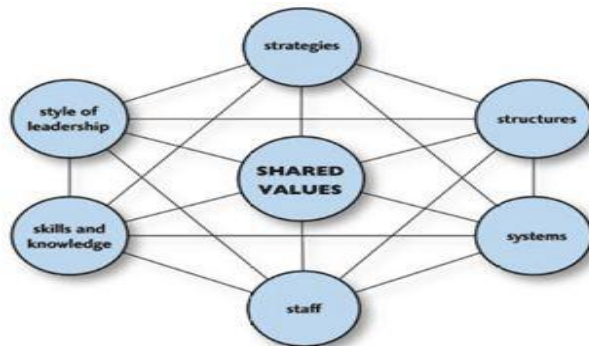
Through this model we can offer children and young people a number of options for how they choose to become part of decision making structures. We will also get a range of types of information back. Some work will provide us with fairly superficial information from a very large number of children and young people, while other work will provide very detailed information from a much smaller group. Both types of information are valuable depending upon the purpose we intend to use it for.

Hear by Right participation standards

Hear by Right (HbR) was developed by the National Youth Agency and the Local Government Association in conjunction with partner organisations. HbR is a national, tried and tested standards framework used to assess and improve practice and policy on the active involvement of children and young people. It is widely used by councils, public bodies and the voluntary and community sector. HbR is viewed as an excellent tool which is being used successfully applied within Children's Trusts to map current practice and plan future developments. The Big Lottery Fund recommends projects use the Hear by Right self-assessment tool to check that they meet the minimum standards of youth involvement before completing an application form for the Young People's Fund 2.

The standards framework in Hear by Right is based on the Seven S model of organisational change:

- Shared values
- Strategy
- Structures
- Systems
- Staff
- Skills and knowledge
- Style of leadership



Services carry out self-assessment to categorise themselves at one of three levels and then working to progress to the next level

- Emerging
- Established
- Advanced

This ensures that children and young people's involvement is built in and not just bolted on.

7 THE LOCAL CONTEXT

There are **68,300** children and young people in Sunderland from a city population of 283,700. Sunderland Children's Trust is committed to ensuring that each and every one of them can participate in the decisions that affect their lives, in the delivery of the services they receive, and in the development of the policies that impact on them. The cornerstone of our commitment to implementing this strategy is adopting and embedding participation standards.

7.1 Local models of participation standards

Sunderland Children's Fund has successfully implemented **HbR standards** across their services to embed participatory practice. Full implementation of the HbR organisational change model supported services that had very different cultures, values and levels of understanding in respect of participation to develop consistent practice. The implementation of HbR created a shared understanding of participation and a robust evidence base that identified how services were involving children and young people in the design and delivery of the services they received. Sunderland Teaching Primary Care Trust and the Youth Offending Service have recently decided to adopt HbR across their services.

As a trailblazer in participatory practice in Sunderland, the Youth Development Group has developed its own standards model called **Voice-Platform-Action**. Voice Platform Action is a youth participation model that is an easily understood and accessible method of representing and supporting the voice and engagement of young people in decision making and participatory processes. The model has gained European recognition through its inclusion in the Urbact Young Citizens' Project's toolkit for youth participation in urban policies and the Urbact thematic dossier on community participation, both of which were developed with European partners. In Sunderland, the Voice Platform Action

model has been incorporated into the youth work training delivered by the Youth Development Group on the NVQ level 2 course, and the Youth Development Group is an accredited City and Guilds Centre for its youth work training. The Voice Platform Action model is also incorporated into the training for the Young People's Inspection Team, and training is also offered to youth projects that form part of the Youth Development Group's Commissioning Strategy, while other training has also been delivered to partner organisations. The model forms part of the Youth Participation Self Assessment tool that forms part of the Quality Assurance arrangements of the Youth Development Group and all youth projects are supported to complete it.

The Children and Young People's Plan 2007-09 commits to the embedding of participation standards across all services for children and young people by 2009. Both HbR and Voice-Platform-Action are approved by this strategy for services to adopt and use. Voice-Platform-Action has proved a very successful model within the Youth Service, which has a strong culture of young people's participation. For those services working with younger children, and those that do not currently have a strong culture of participation, Hear By Right would be recommended as it gives a complete grounding in participatory practice for those inexperienced in this area.

7.2 Plans and Strategies

Evidence of children and young people's participation becoming embedded across the Children's Trust already exists in the following plans and strategies. This good practice now needs to be extended across all services for children and young people in the city.

Children and Young Peoples Plan 2007-09

Through listening to children and young people and using performance data, 10 priorities emerged to improve outcomes. Sunderland Children's Trust wants all children and young to:

1. Feel good about themselves
2. Be safe in the community, at school and at home
3. Achieve in their education
4. Lead healthy lives
5. Make positive lifestyle choices
6. Be strong individuals, proud of their city and contribute to its future
7. Enjoy sport, leisure and play
8. Get the right training, further education and job
9. Be aware of how their behaviour affects others and the importance of staying out of trouble
10. Live in decent homes

Children and young people's participation is a fundamental part of priority 6 and is also part of the Change for Children and Young People Strategy that makes up

the second half of the Plan. The Change for Children Strategy says that by 2009 we will:

- Fully implement the Children and Young People's Democratic Engagement Strategy
- Feedback to children and young people the impact of their involvement in the review of CYPP
- Use existing events in the children's services calendar to consult with children, young people and their parents/carers
- Embed 'Hear By Rights' standards or their equivalents across all services for children and young people
- Establish a mechanism by which all services doing participation work with children and young people feed key messages into central, strategic planning forums
- Actively engage children and young people who may experience inequality or social exclusion and their families in consultation and participation activity, and ensure participation activity is made accessible for them
- Act upon what children and young people are telling us and work with them to achieve this

Listening to Young Children Strategy - Children's Services Early Childhood Team (2006)

The purpose of the Strategy is to enable the Local Authority to effectively meet the statutory requirements within the Childcare Bill. The focus of the strategy is to develop and implement a framework for listening to very young children.

The Children and Young People's Democratic Engagement Strategy for the City of Sunderland 2005 - 2010

This strategy aims to provide a framework for the continued development of the active engagement of young people in democratic and participatory processes towards the fulfilment of a corporate partnership between the City Council and other key stakeholders and young people. The strategy aims to provide a structure for children and young people to have a voice, an opportunity for their voice to be heard and representation to ensure action takes place.

Student Involvement Strategy – City of Sunderland College 2007

This strategy provides a framework to improve student involvement and includes sections on how it will be accomplished, its implementation and monitoring arrangements.

Sunderland City Council has a set of three resources to support staff to consult with residents.

1 The **Consultation Strategy** ensures there is an understanding of and commitment to consultation. The strategy sets out the expectation that all council consultation should be

- well coordinated
- carried out to a high standard
- inclusive

- fed into decision making processes, and feedback is given
- open - results/outcomes are made available to others
- appropriately resourced

2 **The Consultation manual** is designed to support staff to carry out consultation to a high standard by providing guidance on all aspects of consultation.

3 **The Hard to Reach Framework** sets out the Council's approach to connecting with people who are difficult to engage or find the council hard to reach for one reason or another. This complements the approach in the consultation strategy and manual.

Consultation:

Are there any other plans in Sunderland dedicated to children and young people's participation?

7.3 Existing infrastructure supporting children and young people's participation

Effective structures already exist that support children and young people's participation, which can be built upon with this strategy. Many of these are co-ordinated by the **Youth Development Group** who have a proven and embedded culture of participatory practice. Examples include:

- Sunderland Youth Parliament (SYP) represents the voice of young people from Sunderland with the City Council and with other local, regional and national organisations and partners. Representatives meets quarterly with the Children's Services Leadership Team. Sunderland Youth Parliament has two elected Members of the UK Youth Parliament and two elected Deputy Members. Young people from Sunderland Youth Parliament taking an active role on regional issues by linking with the North East Regional Youth Assembly
- State of the City Debate is an annually event where members of the Sunderland Youth Parliament are invited to attend in order to represent the views of young people
- Sunderland Youth Parliament's Urban Beat newsletter and the youth participation newsletter Word Up
- The Youth Matters team includes Youth Advocates and Youth Volunteers with the responsibility to distribute £750,000 from the Youth Opportunity Fund and the Youth Capital Fund.
- City Equals provides a forum for disabled young people to voice their views and opinions
- Youth Committee at Young Asian Voices
- Area Youth Forums have been set up across Sunderland to link with Sunderland Youth Parliament in order to represent the views of young people from the different areas of Sunderland
- Service groups that reflect the Every Child Matters outcome areas engage young people on a strategic and citywide basis

- The Youth Service stakeholders conference for young people, Youthinc
- The Young People's Inspection Team check the quality of Sunderland's youth projects with the support of the Quality Assurance Team

Other structures that exist to support children and young people's participation include:

- 4UM is a well established consultation group for looked after children and young people
- Speak Your Mind is a group for young people leaving care
- Connexions Youth Engagement group
- School Councils in both Primary and Secondary schools

Effective structures already exist that support practitioners in developing participatory practice, including:

- an established Participation Practitioner Network group which includes members from the voluntary and statutory sector
- Children's Fund Children's Champions Group to embed participatory practice and ensure that children are at the centre of all services
- The Youth Development Group's Youth Strategy Team includes participation workers.
- Sunderland Voluntary Sector Youth Forum promotes participation across voluntary sector youth projects.
- A centralised system is being established to ensure that all participatory practice that results in key messages from children and young people is logged. The key messages will be collated, analysed and used to inform future strategies, plans and service development. This information will be made available to services on the Children's Trust website

Consultation:

Are there any other structures in place that support participation?

8 BUILDING ON WHAT WE HAVE ACHIEVED

The 2007 Joint Area Review recognised that there was some excellent participatory practice in Sunderland. This good practice has also been recognised in local, regional and national awards including the Regional Monitor Excellence Awards, National Community Care Awards and the National Children and Young People's Service Awards (Appendix 6).

8.1 Examples of innovative participation practice

Sunderland has excellent examples of innovative participatory practice with children and young people, which can be illustrated using the upper rungs of Hart's Ladder.

Rung 8 Children and young people and adults share decisions making:

- Young people developed an Anti-bullying Charter Mark to support schools to reducing bullying. This Charter Mark been implemented across schools in Sunderland
- Service providers want to know if they are providing accessible services. Connexions have trained young people as mystery shoppers to 'inspect' Connexions Centres.
- The Youth Development Group have trained young people as inspectors to inspect youth work provision and make recommendations for positive change.
- Children Fund Service, On Track have developed a Sulgrave Kids Committee which informs the Sulgrave Residents Committee of issues relevant to children and young people.

Rung 7 Children and young people lead and initiate action:

- Children and young people looked after have direct access to Heads of Service. This powerful dialogue between decision makers and children and young people ensures that the issues that are impacting on their lives are exchanged directly and are not 'filtered' by adults.
- A young person attending On Track for support on bullying designed anti-bullying cards which are now used as a tool to work with other children and young people
- Children and young people attending the Young Carer's Center found their own solution to problems they were experiencing at school. As young carers they might be required to phone home, pick up siblings, leave early to give medication and they had to explain their home situation to many teachers. The children and young people designed cards that identified them as carers to show teachers
- Sunderland Keyfund, co-ordinated by the SVSYF is an innovative process that is accessible and inclusive for children and young people aged 8-25 years. Children and young people directly access funds that allow them to plan, research and carry out projects based on their ideas. While leading on their projects the children and young people develop 12 core skills.
- Young people in youth led initiatives are directly accessing the Youth Opportunity Fund and Youth Capital fund
- Young people in Sunderland South formed a campaign group working together to develop youth provision in their area. The campaign included consulting with local community, applying for funding and designing the youth center the Box Project.
- RU Getting it? Children and young people have designed, planned and delivered three annual conferences to an increasing number of social work students in the North East on themes important to them. Workshops planned and delivered by children and young people have included themes around young parents, young carers, mental health, bullying, drugs and alcohol, crime, discrimination, health, and living in care.

- A690 Youth Initiative – young people have been involved in delivering workshops for GENTOO tenants. Topics included issues facing young people, perceptions of anti-social behaviour and possible joint solutions.
- Children calling themselves ‘the Southwick Hack’s’ are creating their own news and identifying issues that are important to them in Southwick supported by Southwick Neighbourhood Youth Project.
- Sunderland Voluntary Sector Youth Forum (SVSYF) have trained young people to consult with their peers on a neighbourhood level.
- The Blue Watch Youth Project “Young Voices” consultation involved 400 children and young people living in the Ryhope area in talking about lifestyles, what children and young people do in their spare time, and what their thoughts are on living in the area. The report findings will be fed back to agencies and children and young people in the area with a children and young people’s friendly edition of the report planned.
- Working in Partnership with Southwick Primary School, Southwick Neighbourhood Youth Project and Positive Futures, Children’s Fund trained a group of children aged 8-11years to become ‘Southwick Investigators’. They investigated local parks.

Rung 6 Adult initiated, shared decisions with children and young people

- Every School Days Counts (ESDC) supported children to develop their annual report and a fitness and healthy lifestyle video
- ‘Through Young People’s Eyes’ photography project involved young people looked after to promote education attendance. Two participants in the project won Young Achievers Awards.
- 20 young people from Wear Kids created a DVD exploring their perceptions of anti social behaviour and offending behaviour and how it affects others. It is now used as a worker training resource.
- Young people from Wear Kids, is an interactive resource with worksheets exploring the impact of substance use/misuse in the community.
- Young people who are looked after created and acted in ‘Messed Up’, an anti bullying film.
- Young people have been jointly delivering Total Respect training for seven years to internal staff who work or have an impact on the lives of young people mainly within the looked after system.

8.2 Making participatory practice inclusive

Our vision states that all children and young people will have the opportunity to actively participate in the decisions that affect their lives, in the delivery of the services they receive, and in the development of the policies that impact on them regardless of age, background or ability. The Children and Young People’s Plan 2007-09 makes an explicit commitment to actively engaging children and young people who may experience inequality or social exclusion and ensuring participation activity is fully accessible to them.

We believe that participation is a fundamental principle of inclusion and that barriers to some children and young people’s participation make them vulnerable to marginalisation and social exclusion. To be truly inclusive of all children and young people we know a ‘one size fits all’ approach to participation does not work.

In Sunderland services are already using meaningful, sensitive and creative methods to promote participation:

- Baby massage is a key tool used in Children’s Centres to engage infants. Babies communicate their feelings and emotions enabling parents and workers to readily respond to their needs
- On Track have developed child friendly methods based on Solution Focused Practice to creatively engage children and young people in information sharing meetings and panel meetings
- Wearside Women In Need have created a child friendly tool to enable consultation with children aged 5 – 10 on the effects of domestic violence. This has enabled children to feed into policy development, and a ten week programme has been developed to support all children experiencing domestic violence.
- The Community CAMHS Counselling Service innovatively engaged over 50 children and young people, who are perceived as difficult to engage, in consultation on promoting positive mental health and accessible mental health provision for children and young people.
- Services for Disabled Children have created a range of tools to promote participation and ensure it is accessible.
- Children’s Fund services have developed a range of child friendly involvement and evaluation tools.

This strategy will ensure that this good practice is shared to ensure inclusive practice is developed across the city.

Consultation:

Is the strategy clear enough on inclusion?

9 SNAPSHOT OF CURRENT PARTICIPATORY PRACTICE

In developing the strategy, a small scale audit of existing participatory practice was undertaken, adapted from a GONE model. The audit identified what services had in place to embed participatory practice. Of 78 professionals that were canvassed, 25 services responded⁴, and of these

- 19 have evaluation systems in place, of which 9 developed in house evaluation systems
- 7 have a ring fenced budget for involving children and young people
- 7 have a dedicated participation worker

⁴ See Appendix 7

- 17 have standards in place for involving children and young people, including Hear by Right, Voice Platform Action and the 14-19 Quality Standards
- 15 have received participation training, while 8 deliver participation training

The audit also identified the types of activities that services engage children and young people in, and in each case, whether children and young people take the lead, or are consulted.

Activity	C&YP are consulted	C&YP lead
Event Planning	16	1
Service Evaluation	15	4
Planning Services	13	2
Service Reviews	12	1
Recruitment & Selection	11	1
Developing & Delivering Training	8	2
C&YP as Consultants	8	4
Service Scrutiny	7	0
Policy Development	6	3
Service Inspections	5	0
Commissioning Services	4	0
Budgetary Control	3	1

10 IMPLEMENTING THE STRATEGY

We want to embed participatory practice and ensure listening and responding to children and young people becomes an integral part of every day practice in all services. Participation works effectively when it is valued, inclusive and accessible, age appropriate, safe, monitored and resourced. To enable this to happen the following 12 strategic actions must be implemented:

1. Establish governance arrangements to implement the strategy
2. Embed HbR standards or an equivalent across all commissioned services
3. Establish a framework for communicating with practitioners and children and young people about participation
4. Establish a system for all commissioned services to feed key messages from children and young people into strategic planning and commissioning processes including the CYP
5. Establish and implement a programme of participation training modules for staff
6. Develop a training pack that all commissioned services will use to prepare children and young people for participatory activity
7. Establish a benchmark of participatory practice and set measurable outcomes for commissioned services
8. Create a register of participation tools and resources that exist in the city
9. Develop an equality monitoring system to measure inclusiveness of participatory practice

10. Adapt the Council's consultation resources to create a guide on the safe and effective engagement of children and young people
11. Establish an agreement with Headteachers on schools' role in the participation agenda
12. Establish processes, procedures and protocols for all commissioned services around involving children and young people in
 - recruitment
 - commissioning
 - complaints and feedback

These are expanded upon in the implementation plan in Section 13.

Consultation:
Are these the right strategic actions?

11 RESOURCES

To implement the Participation Strategy requires all children's services to embed participatory practice into the everyday delivery of their services. It should not be viewed as something extra to do, but as an integral way that the service is run. To implement the strategy and achieve the vision for participation, resources will be required including

- funding for rewards and incentives
- funding for the hire or purchase of participation tools/resources
- dedicated worker time
- time for staff training
- time to carry out training with children and young people

Commitment will be required from the Trust to provide the resources required to embed participatory practice.

12 MONITORING, REPORTING AND EVALUATION

The implementation of the strategy will be managed through the monitored of the implementation plan. Progress will be reported through the following structure:

- Progress bulletins for children and young people on the CT website
- Annual report to children and young people using a range of child and young people friendly methods
- Monthly report to the Strategic Implementation Group⁵ and the Participation Network
- Quarterly report to the Children's Service Leadership Team
- Bi-annual report to the Children's Trust
- Bi-annual report to the Children's Service Review Committee

⁵ To be established. See Implementation Plan

The effectiveness of the strategy will be evaluated against the measurable outcomes that will be set as part of the implementation plan. Key areas for evaluation will be:

- Number of services using HbR standards or equivalent
- % of services at Emerging, Established or Advanced levels of HbR standards
- The number of children and young people involved in participation activity disaggregated by age, ability, race, religion and belief, gender and sexual orientation where appropriate
- Progress made by services from the baseline established through a thorough audit of participatory activity.

Consultation:

Are monitoring, reporting and evaluation arrangements robust enough?

13 IMPLEMENTATION PLAN

	Action	Milestones	Action Lead	Time Scale
1	Establish governance arrangements to implement the strategy	<ul style="list-style-type: none"> Establish a Strategic Implementation Group for the strategy Review the role and purpose of the Participation Network Build an effective network of Children's Champions 		31 Sept 08
2	Embed HbR standards or an equivalent across all commissioned services	<ul style="list-style-type: none"> Enlist NYA to support the rolling out of HbR Standards across the Trust Review progress on a 6 monthly basis All services reach Emerging level 2 by 31.3.09 % reach Established level by 31.3.11 % reach Advanced level by 31.3.13 		31 March 2013
3	Establish a framework for communicating with practitioners and children and young people about participation	<ul style="list-style-type: none"> Commission a VCS group to work with a group of children and young people to develop a C&YP friendly version of the strategy Develop the Participation page on the CT website Develop the C&YPs pages on the CT website Establish a communication mechanism with schools Produce guidance for C&YP's involvement in producing publications Establish structures for children and young people to directly access decision makers using Hexagon and other technology 		31 March 2009
4	Establish a system for all commissioned services to feed key messages from children and young people into strategic planning and commissioning processes including the CYPP	<ul style="list-style-type: none"> Build the requirement for commissioned services to engage C&YP into SLAs Establish an on-line register of participatory activity and the key messages that were generated 		31 March 2009

	Action	Milestones	Action Lead	Time Scale
		<ul style="list-style-type: none"> All services will have in place systems to feedback to C&YP how key messages have impacted on planning, commissioning and service delivery Establish a clear link between School Councils and strategic planning and commissioning processes 		
5	Establish and implement a programme of participation training modules for staff	<ul style="list-style-type: none"> Identify content for training Write module Establish as part of training calendar 		31 March 2009
6	Develop a training pack that all commissioned services will use to prepare children and young people for participatory activity	<ul style="list-style-type: none"> Develop training materials Pilot with different groups of C&YP Roll-out to services, with training on how to use it 		31 March 2010
7	Establish a benchmark of participatory practice and set measurable outcomes for commissioned services	<ul style="list-style-type: none"> Carry out a full audit across all commissioned services of current participatory practice Set measurable outcomes for improving performance 		31 March 2009
8	Create a register of participation tools and resources that exist in the city	<ul style="list-style-type: none"> Carry out a full audit across all commissioned services to establish what resources exist and the participation tools used Publish an on-line register of resources/tools 		31 March 2009
9	Develop an equality monitoring system to measure inclusiveness of participatory practice	<ul style="list-style-type: none"> Develop guidelines for services on recording equality data with C&YP engaged in participatory activity Monitor levels of inclusion in participation activity along lines of age, ability, race, religion and belief, gender and sexual orientation where appropriate Set improvement targets 		31 March 2010
10	Adapt the Council's consultation resources to create a guide on the safe and effective engagement of children and young people	<ul style="list-style-type: none"> Develop a set of resources for commissioned services to use when engaging with C&YP to ensure a consistent approach to safeguarding, rewards and incentives, and 		31 March 2012

	Action	Milestones	Action Lead	Time Scale
		<ul style="list-style-type: none"> working within an ethical framework. • Consult practitioners on the resources • Publish on CT website and include in training module by 2010 • Roll out guidance to non-commissioned services by 2012 		
11	Establish an agreement with Headteachers on schools' role in the participation agenda	<ul style="list-style-type: none"> • Oversee the annual Tell Us survey • Establish a clear link between School Councils and strategic planning and commissioning processes 		
12	Establish processes, procedures and protocols for all commissioned services around involving children and young people in <ul style="list-style-type: none"> ○ recruitment ○ commissioning ○ complaints and feedback 	<ul style="list-style-type: none"> • Establish working groups to look at each issue • Develop toolkits to support practitioners • Publish toolkits on CT website and include in training module by 2011 		31 March 2011

Appendix 1 The Sunderland Planning Bookcase

Level 1: Multi-agency citywide planning <i>5 Emerging Themes</i>	Sunderland Strategy				
	<i>Healthy city</i>	<i>Safe & Inclusive city</i>	<i>Learning city</i>	<i>Liveable city</i>	<i>Prosperous city</i>
Level 2: Council strategic planning	Corporate Improvement Plan				
Level 3: Children's Trust strategic planning <i>5 ECM Outcomes</i>	Children and Young People's Plan Joint Area Review Action Plan				
	<i>Be Healthy</i>	<i>Stay safe</i>	<i>Enjoy & achieve</i>	<i>Positive contribution</i>	<i>Economic wellbeing</i>
	Young Peoples Substance Misuse Strategy	Multi-agency Looked After Partnership planning	Early Years and Childcare Service Plan	Connexions Delivery Plan	
	CAMH Service Strategy	Local Safeguarding Children's Board planning	Extended Services Strategy 2006-10	Youth Justice Plan	
	Teenage Pregnancy Strategy	Strategic plan for the disabled child and those with complex needs	Building Schools for the Future Strategy	Integrated Youth Strategy	
			14-19 Strategy		
Level 4: Plans linked to the CYPP. These planning arrangements may be led by one of the Children's Trust partners and may be multi-agency or single agency	Obesity Strategy and Action Plan	Every Disabled Child Matters Plan	City of Sunderland College Strategic Plan	Democratic Engagement Strategy	
	Food in Schools Strategy and Action Plan	Domestic Violence Action Plan	Community and Cultural Services service plan	Positive Futures Plan	
	Primary Care Centre Development Plan	Children's Road Traffic Plan	City of Sunderland College Quality Improvement Plan	Parenting Strategy	
	Breastfeeding Strategy	CLA Prevention and Placement Strategy	Education Improvement Partnership Plan	Housing Strategy	
	Healthy Schools Action Plan	Anti-Bullying Strategy		Council's Disability Equality Scheme	
	Childhood Immunisation Programme	Accident and Injury Prevention Strategy		Supporting People Strategy	
	Smoking Cessation Strategy	Adult Services Plan			
Level 5: Children's Services Directorate strategic planning	Children's Services Directorate Strategic Plan				
	NSF Strategy Health Improvement Plan	Safeguarding Service Plan	Standards Service Plan	Positive Contribution and Economic Wellbeing Service Plan	
	Resources Service Plan Performance Improvement and Policy Service Plan				
Level 6: Delivery and operational planning	Team Plans				
Level 7: Appraisal and supervision scheme	Individual worker appraisal and development plans				
Level 8: Improving outcomes for children and YP	Individual child and young people plans				

Appendix 2 How to consult with Young People – The Youth Parliament

Listen to me when I'm talking

It's important to listen to what young people have to say. We're listening to you. Councils use and NHS, Teachers, Youth Workers, Social Workers and any adults who come into contact with young people.

Who?

Who's talking to you. Councils use and NHS, Teachers, Youth Workers, Social Workers and any adults who come into contact with young people.

don't just pay lip service

SYP's guide to how you should consult with young people
the do's and don'ts

DO

- involve young people with different abilities
- make the consultation material accessible
- take the time to make the meetings informal and enjoyable
- be prepared to meet individual needs
- be confident
- be friendly to others
- trust everyone with respect
- trust everyone as equals
- provide continuity and feedback after sessions
- make everyone comfortable
- be realistic
- make eye contact
- be patient and understanding

Don't

- have an aggressive approach
- make it complicated
- come if you don't want to listen
- confuse consultation with decision-making
- talk down to young people
- always use the same young people

Why consult?

It is important to:

- have a get together every now and again for a public issue, involving young people
- listen to views and opinions of young people
- find out, build on or debate the views of young people in each area of Sunderland
- make further events
- to discuss

How?

- It's important to have a good relationship with young people. This means that you should be able to talk to them about their views and opinions. You should also be able to listen to what they have to say. You should also be able to make sure that you are listening to what they have to say. You should also be able to make sure that you are listening to what they have to say.

shy bairns get nowt

Where?

The location should be:

- easy to find
- near public transport
- be accessible to everyone

The place should be:

- comfortable
- warm
- friendly
- bright
- casual

talk till I'm blue in the face

colourful language I swear by it

When?

- during the holidays
- from the start
- outside of school
- on weekends
- on weekdays
- enough time to influence the budget and decision making

Appendix 3 How to consult with Young People – Farringdon school

Listen up!
A guide to representation of young people

For more information on the representation of young people please contact:
Michael Eisy, Youth Strategy Officer, Youth Development Group
270a Hylton Road, Sunderland SR4 7JY
Tel: 0191 553 7416
Email: michael.eisy@youthdevelopment.gov.uk
www.sunderland.gov.uk

The guide has been produced by members of Farringdon Community Sports College Council in partnership with the Youth Development Group to support the development of Extended Schools in and around schools.

Where young people should be represented:

- Young people should be represented at meetings that are about issues that may affect them
- In easily accessible locations such as schools, church halls, public places, conferences and youth clubs
- These places should be warm, friendly and have a relaxing atmosphere

Do's

- Treat young people as equals
- Use words that everyone can understand
- Listen to everyone's opinions before making decisions
- Involve young people throughout the discussions with clear information
- Respect all representatives
- Respect confidentiality
- Make a positive contribution
- Make the meetings more attractive in comfortable places
- Be sensitive to everyone's views, opinions and needs
- Come prepared for meetings

Don'ts

- Don't be biased or sexist
- Don't put young people on the spot
- Don't involve young people if you don't want their opinions
- Don't make things complicated if you can't deliver
- Don't raise young people's expectations
- Don't patronise young people

Definition of representation:

- Standing up for a group
- Supporting others
- Portraying views of the group
- Speaking out for what you believe in

How to represent:

- Actively engage young people in decision making by actions, words and pictures that portray possible images of them
- Find the views of the group you are representing by using creative methods such as posters, newsletters, leaflets, suggestion boxes, websites, notice boards, community events and conferences
- Give feedback to people you are representing through newsletters, leaflets, websites, notice boards, community events, conferences and school assemblies

Why is it important to represent?

- Everybody should have opportunities to put their ideas forward and express their views and opinions
- It is important to have representation of young people's views by young people because they have a better understanding about their own age groups issues
- To build better relationships between adults and young people so that joint decision making can take place
- To be able to speak your mind and be heard
- To be involved in any discussions and decisions that will affect young people in the future
- By sharing different ideas and points of view young people and adults can work towards breaking down barriers and building mutual respect, understanding and trust
- Young people's views are essential for future developments

Do's and don'ts of representation:

Who should be represented?

All young people should be represented regardless of who they are, where they live and what they do

When should young people be represented?

- At the time
- At the beginning of the project
- When young people are free and available to meet

THE PARTICIPATION CHARTER

Participation is a right

The United Nations Convention on the Rights of the Child states that any child or young person has a right to express their views and have them given due weight in decisions affecting them, in accordance with their age and maturity. Participation is not a privilege and it does not have to be earned; rather, it values children and young people as citizens in their own right. The UK has ratified the convention, and increasingly public services are required by law to take seriously the wishes and feelings of children.

Children and young people are the best authorities on their own lives

Only children and young people themselves can communicate what they like and dislike, what works for them and what doesn't. Services that involve them meaningfully in individual decision making and in planning, delivery and evaluation will be better able to meet their needs and be better used by them.

Participation depends on respect and honesty

Honesty, mutual trust and respect are essential for effective participation. Children and young people's contributions must be taken seriously, treating each child as an individual and avoiding assumptions or stereotypes. It requires honesty about how children's contributions are going to be used and exactly how much power and influence they can really have. Children and young people must feel free to say what they really think, without the possibility of negative consequences.

Participation must be accessible and inclusive

Children who are very young, disabled, or who have special educational needs have the same right to participate as other children. Services and organisations should be proactive in engaging them, as well as those who are socially or economically disadvantaged, excluded or discriminated against on any basis. Participation also requires a safe, child-friendly environment to be effective.

Participation is a dialogue to influence change

It involves listening and responding constructively to what children and young people say or want to do. Children and young people value the experience and knowledge that adults can contribute to help them participate. Prompt and honest feedback by adults is one way of letting children and young people know that their views are valued.

Participation is built in

For participation to be meaningful, services and organisations have to build this into their values, structures and procedures. Different levels of participation will be appropriate according to the circumstances, goals, type of organisation and the children and young people involved. It can range from individual decision making to inclusion in democratic processes or involvement in organisations' planning, evaluation, decision-making or governance structures. Meaningful participation never stops; it is not a project or task with a beginning and an end, and it requires commitment, time, effort and resources.

Participation is everyone's responsibility

Every person or organisation whose activity affects children and young people directly or indirectly has a responsibility to ensure their views are listened to and acted upon.

Participation benefits everybody

Effective participation improves decisions affecting children and young people and helps them to develop confidence and skills, and to build valuable social bonds. It develops children and young people's sense of their own rights and responsibilities as citizens, helping to counter anti-social behaviour and promote a commitment to society and its institutions. Successful participation can also benefit communities, promoting social cohesion and a more positive view of children and young people. For services, it is one of the keys to ensuring they meet the needs of children and young people, are well used by them, and so are able to demonstrate improved outcomes.



ChildrenNow
www.childrennow.co.uk

In association with

P/W Participation Works
www.participationworks.org.uk

Supported by British Youth Council, Carnegie Young People Initiative, Children's Rights Alliance for England, Children's Commissioner for England, National Children's Bureau, National Youth Agency, Save the Children

Appendix 5 Participation embedded within national Plans, Acts and Guidance

Target	Title	Description	Date
U	The Children's Plan 07	The Government wants to make this country the best place in the world for children and young people to grow up. The Children's Plan sets out how the Department for Children, Schools and Families is going to achieve that – <i>'by putting the needs of families, children and young people at the centre of everything we do.'</i>	December 2007
U	Children and Young Peoples Plan Regulations 2005 revised 2007	Children's Services Authorities should also produce a Children and Young People's Plans (Children Act 2004 Section 17[1]). The regulations which outline how these should be produced should include guidance on how the plan should be produced and how it will be reviewed. (Children Act 2004 Section 17[2][e][d]) These regulations (published 2005 and revised in 2007) state that whilst preparing this plan the local authority should consult with children, relevant young persons in the area of the authority (Children and Young Peoples Plan [England] Regulation 2005 Section 7[1][a]).	2007
U	Your Welcome quality criteria – Best Practice guidance PCT	You're Welcome quality criteria set out principles that will help health services (including non-NHS provision) become young people friendly. It covers areas to be considered by commissioners and providers of health service. Content is based on examples of effective local practice. This second edition includes a new section covering Child and Adolescent Mental Health Services.	March 2007
	Health and Social Care Act 2001	Health authorities, primary care trusts and NHS trusts should involve and consult with those who use or might use, directly or through representatives, on the planning of the provision of those services, the development and consideration of proposals for changes in the way those services are	2001

Target	Title	Description	Date
		provided and decisions to be made by that body affecting the operation of those services (Health and Social Care Act 2001 Section 11).	
U	<p data-bbox="360 456 576 595">Education and Inspection Act 2006</p> <p data-bbox="360 1167 576 1238">Education Act 2002</p> <p data-bbox="360 1451 576 1590">School Governance regulations 2003</p>	<ul style="list-style-type: none"> <li data-bbox="644 456 1217 701">▪ This act requires schools to provide evidence on how they are supporting children and young people to achieve the five outcomes of Every Child Matters and how school's are listened to and acting on the views of children and young people. <li data-bbox="644 741 1217 1122">▪ When developing its positive leisure time activities, the local authority should ask 13-19 year olds (up to 25 if they have a learning disability) their views on the need for additional activities and facilities and their ability to access such activities and facilities. They must ensure that the views of these young people are taken into account (Education and Inspection Act 2006 Section 6[9][a]and[b]) <li data-bbox="644 1162 1217 1406">▪ Local Education Authorities and governing bodies are required to have regard to guidance on pupil consultation, including Pupil Referral Units (Education Act 2002 Section176). The government has now included Nursery Education in this provision. <li data-bbox="644 1447 1217 1854">▪ Regulations for school governors allows for the appointment of 'associate members' of a committee of a school governing body (School Governance [Constitution] [England] Regulations [2003] Regulation 11). Associate members can be under 18 years; there is no lower age limit. An associate member is not a governor. S/he can be a member of any committee of the governing body and can hold office for four years, with further reappointment possible. 	<p data-bbox="1254 456 1326 483">2006</p> <p data-bbox="1254 1173 1326 1200">2002</p> <p data-bbox="1254 1458 1326 1485">2003</p>

Target	Title	Description	Date
U	Childcare Act 2006	Early Year's Provision Local authorities should ensure that their early year's provision has regard to such information about the views of young children as is available to the local authority and appears to them to be relevant to the discharge of those duties (Childcare Act 2006 Section 3(5))	2006
U	Statutory guidance on interagency co-operation to improve the well-being of children: children's trusts December 2004	Local partners should ensure a culture of openness across the children and young people's partnership arrangements, so that listening and responding to children and young people becomes an integral part of everyday practice. They should see to it that children and young people are involve in decision making about their lives and designing and developing services. A "one size fits all approach" will not work; partnership should develop innovative and creative methods for involving children and young people drawing on local and national toolkits. (p11. paragraph 32)	December 2004
U	Pupil participation in school (statutory guidance)	The Department for Education and Skills 2004 issued statutory guidance on pupil participation. The guidance offers advice on how schools can develop their skills and knowledge RE: Participation. (Ref: DfES/0134/2004)	2004
U	Every Child Matters – Change for Children (guidance)	Every Child Matters Change for Children is a guidance document which states that services are expected to gather evidence that children and young people's views have been taken into account in the design and delivery of their service. The Joint Area Review Inspection process and Annual Performance Assessment frameworks mean that children and young people will have a formal say and be actively consulted on issues and decisions which affect them.	2004
U	Every Child Matters: The Next Steps 2004 (The	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	March 2004

Target	Title	Description	Date
	Children Act 2004)	encourage and promote joint working and commissioning of services. A key theme throughout is the promotion, participation and consultation of children and young people to understand and address their needs. Children's Services Authorities and their partners to co-operate to improve the well-being of children in their area (Children's Act 2004 Section 10[2]). Aspects of children's well being are: <ul style="list-style-type: none"> ▪ physical and mental health and emotional well-being; ▪ protection from harm and neglect; ▪ education, training and recreation; ▪ the contribution made by them to society; ▪ social and economic well-being. The ' making a positive contribution ' outcome has specific government targets and indicators relating to school council participation, and voluntary and community engagement.	
U	Every Child Matters Green Paper	The Children's Green Paper set out the Governments commitment to improving outcomes for all C&YP. A key outcome is Making a Positive Contribution.	September 2003
U	National Healthy Schools Programme (DfES guidance)	The NHSP places pupil participation as the heart of the programme to promote physical and emotional health. A key criteria against which schools are assessed is the way in which they are 'giving pupils a voice'.	1999
T	Aiming High For Young People – a Ten Year Strategy for Positive Activities July 2007 (policy)	Aiming High is a policy review for children and young people and has a strategy to transform facilities and support services for young people in England. A central theme is for young people to have the opportunity to design and deliver services they receive. Local Authorities will be expected to devolve up to 5% of their youth service budget to young people's influence in 2010 and 2011, with the long term aspiration being that by 2018, young people could actively shape decisions on 25% of the Local	July 2007

Target	Title	Description	Date
	Youth Matters 2005	<p>Authority budget for positive activities</p> <p>The Government Green Paper proposed an amount of resources for young people to control and decide how this should be spent in their area – The Youth Opportunity Fund and Youth Capital Fund.</p> <p>The main purpose of the fund is to:</p> <ul style="list-style-type: none"> ▪ give a voice and influence to young people particularly disadvantaged or hard to reach improving things to do and places to go and promote community cohesion ▪ increase young peoples engagement with services and with the democratic process 	
T	The Disability Discrimination Act 2005	<p>Disability Discrimination Act 1995 amended by the Disability Discrimination Act 2005 introduced a new Disability Equality Duty on all public authorities (Disability Discrimination Act 2005 Section 3 creating Section 49[A][1][f]). The duty ensures that any public body should promote equality of opportunity between disabled persons and other persons and encourage participation by disabled persons in public life. It also requires the public body to issue a Disability Equality Scheme and state how disabled people have developed the scheme (The Disability Discrimination [Public Authorities] [Statutory Duties] Regulations 2005, SI No.2966 Section [2] [3] [a])</p>	2005
T	Children Act 2004	<p>Children in Need</p> <p>Section 53 of the Children Act 2004 amends the Children Act 1989 and places a duty on Local Authorities to, so far as is reasonably practicable and consistent with the child's welfare, ascertain the wishes and feelings of a child in need and to give them due consideration (having regard to the child's age and understanding) (Children Act 2004 Section 53; Children Act 1989 Section 17[4A]).</p>	2004
T/S	Adoption and Children Act 2002	<p>Advocacy</p> <p>Local authorities should provide advocacy services to looked-after children and care leavers making or intending to make any representation (including a complaint) (Adoption and Children Act 2002 Section 119 creates a new section 26A of</p>	2002

Target	Title	Description	Date
		the Children Act 1989)	
T/S	Youth Justice and Criminal Evidence Act 1999	Youth Offending Service Requires a youth offender panel to produce a written record of the programme agreed by the child or young person in a language capable of being readily understood by, or explained to, the offender (Youth Justice and Criminal Evidence Act 1999 Section 8[5])	1999
T/S	Crime and Disorder Act 1998	When developing a Crime and Disorder Strategy, the local authority should obtain the views on that report of persons or bodies in the area whether by holding public meetings or otherwise (Crime and Disorder Act 1998 Section 6[2]). The Secretary of State can prescribe who should be consulted (Crime and Disorder Action Section 5[3]).	1998
S	Government White Paper Care Matters: Time for Change June 07	The Care Matters: Time for Change sets out a strategy for transforming the life chances of children and young people in care. One of the key principles is centrality of the voice of the child.	June 2007
S	Children Act 2006	Children in Care A local authority so far as is reasonably practicable to ascertain the wishes and feelings of the child before making any decision affecting that child (Children Act 1989 Section 22[4]) and shall give those views due consideration (Children Act 1989 Section 22[5]). Local authorities should follow guidance from government on how they should review the cases of those children in their care. This guidance may require the local authority to seek the views of the child involved (Children Act 2006 Section 26[2][d][i]) and inform them of the result of the review (Children Act 1989 section 26[i][i])	
S	Children Act 2004	Children at Risk Section 53 of the Children Act 2004 amends the Children Act 1989 with a new duty on local authorities to, so far as is reasonably practicable and consistent with the child's welfare, ascertain the child's wishes and feelings of a child at risk of significant harm (Defined as subject of an emergency protection order; in police protection; or the local authority has reasonable cause to suspect	2004

Target	Title	Description	Date
		that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm) and give them due consideration (having regard to the child's age and understanding)(Children Act 2004 Section 53; Children Act 1989 Section 47[5A])	
S	Adoption and Children Act 2002	Any court or adoption agency making a decision about the adoption of a child to have regard to the child's ascertainable wishes and feelings regarding the decision (considered in the light of the child's age and understanding)(Adoption and Children Act 2002 Section1[4][a]).	2002
S	Children Act 1989	Courts When making decisions about children, courts should ensure that a child's welfare shall be the court's paramount consideration. The court should have regard in particular to the ascertainable wishes and feelings of the child concerned (considered in the light of his age and understanding) (Children Act 1989 Section[1][3] [a]).	1989

Appendix 6 Award winning services

Name of Service	Award
<p>Children's Fund - Wear Kids</p> <p>Youth Offending Service – Prevention</p>	<p>National Community Care Award 2005 – Safeguarding Children</p> <p>Young Achievers Award – Awarded to young actor in the film 'That's Entertainment'</p>
<p>Children's Fund –On Track</p> <p>Youth Offending Service – Prevention</p>	<p>The National C&YP Service Awards 2006 – On Track short-listed and then highly commended in the category of Play and Social Development</p> <p>Karl Peart Award 2006 – The designer of Anti Bullying Cards came 2nd</p> <p>Community Category in Sunderland Young Achievers Awards.2007 – The designer of the Anti Bullying Cards won the Services to the community section.</p> <p>National Children and Young People Service Awards 2007 On Track short-listed in the Anti Bullying Category.</p>
<p>Youth Development Group</p>	<p>Children and Young People's National Service Awards 2007– Sunderland Young Achievers won 'Positive Images' Category</p> <p>BT Seen and Heard National Award 2007– Sunderland Music Workshop</p> <p>Times Regional Monitoring Excellence Award 2007 – Young People's Inspection Team</p>
<p>Young Carers</p>	<p>Won the Youth Development Award and Champion of the North Award</p>
<p>Children's Services Safeguarding</p>	<p>Children's Services, Safeguarding won Quality Awards for;</p> <p>Total Respect</p> <p>Children and Young People's Information</p> <p>National Who Cares Trust Publication Children's Services, Safeguarding represented in Trust Publication – Create to Educate</p>

Appendix 7 'Snap Shot' respondents list

Attendance Team
Community CAMHS - Counselling
Council School Meals – Food in Schools Team
Disabled Children Service – Children’s Services
Empowering Young People Project
Extended Services and Attendance group
Family , Adult and Community Learning
Home School Partnership
Impact – Anti Bullying Service
Impact – Child contact Centre
Involving Children Service
On Track
Play Together
Safeguarding
School and Family Nurturing
School Improvement Team
Sexual Health Team
Sunderland Key Fund
Sunderland Voluntary Sector Youth Forum
Sunderland Young Carers Centre
The Box Youth Project
Wearside Women In Need
Youth Development group
YMCA Herrington Burn
Youth Offending Service - Prevention

Appendix 8 Strategy Reference Group

Name	Position	Representing
Abdul Amin	Acting Youth Strategy Officer	Youth Development Group
Alyson Boucher	Young People's Officer	Safeguarding Children Unit
Val Armstrong	Support Services Manager	Services for Disabled Children
Steve Barna	Development Manager	Sunderland Voluntary Sector Youth Forum
Amanda Gerry	Key Fund Development Officer	Key Fund
Dave Laverick	Training Officer	Health, Housing and Adult Services
Grace Roddam	Young Mentor	Children's Services Training Section
Davina Hirst	Practice Placement Teacher	Social Work Education
Jane Wheeler	Senior Practitioner	Wear Kids
Amanda Gerry	Keyfund Co-ordinator	Hosted by Sunderland Voluntary Sector Youth Forum
Practitioners Involvement Children and Young People Network Group		
Children's Fund Champions Group	Children's Champions Representatives	10 Children's Fund Services

GLOSSARY

Involving Children and Young People Definitions;

Engagement

A term used to describe any process which involves contact with children and young people, from providing information to running formal consultation processes.

Consultation

Consultation is often a starting point for participation, adults guide the decision making process. Adults tend to ask children and young people for their ideas/opinions and then feed gathered information into the decision making process.

Participation

Children and young people have some control of the process, the agenda and the decisions. Participative processes differ from consultation processes in that they involve the participants more deeply, they tend to involve the same people through several stages, and the results are more transparent.

Citizenship⁶

Implies that children and young people develop values, skills and understanding which enable them to become responsible adults. It recognises that children and young people now have civil and political rights to participate and to represent themselves in political, social and economic processes and systems. It is also about their entitlement to be empowered to participate in society effectively as active, informal, critical and responsive citizens.

Empowerment.

The outcome of any successful participation process will be empowered children and young people.

⁶ Definitions of citizenship and empowerment are from Save the Children