



Report on the
Development of a
Participation Framework
for
Children and Young People
Affected by
Gender Based Violence

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Abstract

This is the report of a consultation project working with children and young people, including those affected by domestic abuse, to involve them in the design and production of a sustainable participation framework for the ongoing involvement of children and young people affected by gender based violence in their personal plans, service evaluation and policy design.

The development of the participation framework was a priority for action in the Highland Violence Against Women Strategy 2008-2011.

Children and young people described a clear picture of the strengths and pressures in their lives, of the way people can help them and the potentially different outcomes there would be for them if their needs were all met.

As well as the children's expertise in describing their difficulties and identifying what might help, the lack of choice in the lives of these children makes their involvement in decisions which affect them crucial to their wellbeing.

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INTRODUCTION

This project was initiated by the Highland Community Planning Partnership as part of the Violence Against Women Strategy 2008-2011 to “Develop, implement and ensure the sustainability of a participatory framework for children and young people who have experienced gender based violence.”

The Highland Children’s Forum is a voluntary organisation which exists to ensure that the voice of children and young people with additional support needs is heard and responded to by service providers and policy makers.

The Forum proposal to develop the participatory network aimed to involve children and young people in each stage of development to design a framework which indicated:

- How children and young people should be supported so they can tell - in the ways that are most effective for them - those working in services about their experiences to improve the response to Violence Against Women;
- How best direct communication between them as service users and services can be facilitated to improve current service provision in ways which they can identify and appreciate;
- How they can be involved as survivors in advising the Strategy on effective measures to protect women and children from gender based violence.

The Forum has produced this full report of the project as well as the participation framework.



RESEARCH DESIGN



The research design proposal put forward by the Forum was that consultation with children and young people would be:

- **Representational:** including participants from all three areas of Highland i.e. rural and urban, age range 5–18, inclusive of a range of abilities, cultures and of sexuality/gender. Participants would be identified by those already working with them who were able to choose which children would be most likely to benefit and least likely to be harmed by their participation.
- **Ethical:** Informed consent would be gained with emphasis that participation at each stage is voluntary and children can withdraw for all or part of the consultation; confidentiality in the context of child protection would be explained to the children and young people.
- **Custom Built Format:** careful consideration with colleagues and children and young people about what format is most appropriate in terms of venue and favoured activity, hopefully benefitting participants.
- **Holistic:** children and young people would be seen as individuals, family members and citizens. In order to allow children to contribute without becoming distressed by their own circumstances, they will be asked to think in the third person rather than describe their own personal experience, thereby minimising the risk of distress.
- **Engaging and Expressive:** The event and planned activities will be age appropriate, offer variety and most importantly be fun and beneficial.
- **Rewarding:** A rewarding activity (selected by the children/young people from a list of options) will be offered to thank participants.
- **Enhancing:** It would be expected that participation would raise children and young peoples’ self-confidence and self-expression skills. Activities would include an opportunity for children/young people to relax and learn some techniques for dealing with stress, to increase benefit.
- **Supportive:** Support would be arranged in advance to offer to any child/young person who needs it or whose participation causes them to remember or disclose something distressing to them, to minimise risk.
- **Editing:** Participating children and young people will be given the opportunity of assisting editing of the participation framework.
- **Feedback:** All children and young people involved in the consultation will be provided with feedback about what will happen as a result of their participation

METHODOLOGY

The Forum worked with the Highland Community Planning Partnership and a number of partner agencies working with children and young people affected by gender based violence to develop the project through identifying potential participants, sharing the information with them, providing support workers to come with participants to consultation events, suggesting popular outings or activities to offer participants.

In advance of participants attending they were provided with information about the consultation (appendix 1), contact details if they wished to ask any questions, and consent forms (appendix 2) to be completed before attending. Parental consent was also sought for participants who were under 12. Support workers decided which children and parents it was appropriate to ask, considering the potential risks and benefits for that child/young person.

The consultation events were divided in to two phases, the initial consultation to gather information to draw up a participation framework, and two subsequent consultations to consider how the framework should be laid out and what it would look like, and to involve young participants in reviewing and editing the content and substance of the framework.

To provide participants with a valuable skill a talented yoga teacher and artist, Diane Roberts, was involved in the project to provide the participants with some stretching and relaxation techniques to help them in stressful situations, to teach them some relaxation techniques and to aid sleep. Participants were provided with a CD (© Diane Roberts and Highland Children's Forum) to assist them in practising these techniques themselves.

Various outings were offered to participants outdoor, theme park and indoor and the most popular one offered on any day. However, it was felt this process was too complicated to ask schools to do, so their participants were offered a specific activity (raft building).

The consultation day plans are included in Appendix 3.

PARTICIPANTS



A number of difficulties occurred in regard to including the desired range of participants.

Support workers of children or young people who were survivors of abuse themselves felt they would be unlikely to respond to a group activity where they might feel identified as survivors. It was agreed that the same methodology would be adapted for support workers to use one to one with consenting participants where they felt this was likely to have some benefit to the individual.

It was also suggested by those working with other cultures, such as the Gypsy Traveller population or Black and minority ethnic groups, that they would have difficulty inviting young people to something which focussed on gender based violence as it might be perceived to be a judgement on that culture.

Young people who would identify themselves as lesbian, gay, transsexual or bisexual group were also invited to participate through the Terrence Higgins Trust however no young people chose to take part.

Some schools were also given the opportunity to offer the consultation and outing to pupils to get the views of a wider population of young people some of whom may have experience of gender based violence which they may or may not have disclosed.

In the end the participants were drawn from 3 Women's Aid groups, a COVASS (Community Violence and Abuse Support Service) group and one secondary school. In total 34 children and young people aged between 6 years and 18 years took part. There were 10 boys and 24 girls. The participants came from all 3 areas of Highland and represented both rural and urban experience of services.

CONSULTATION DAYS PHASE 1



Due to low numbers of participants, only 4 of the planned 8 consultation days took place. This phase of the consultation included the following:

- Welcome and introduction
- Stretch and relaxation (brief interludes over the day)
- A game to consider gender differences in expectations/demands
- Consultation, using art, in small groups around an imaginary child
- Snacks, outdoor breaks

During the welcome it was made clear that everything that day was voluntary and children were not being asked to speak about their own stories but about a made up person's story. Confidentiality in the context of child protection was explained. The group were asked to agree that if someone did speak about their own story, that information should be kept private. If participants became upset by any of the discussion they were told they could withdraw to a quiet space and be by themselves or speak to a support worker.

There was emphasis put on the relaxation and fun aspects of the day and the purpose of the day was explained as it being essential to listen to children and young people as the experts in their own experience to ensure that the right sort of help and support was made available to children/young people who might need it because they were experiencing gender based harm.

The game around gender involved children writing on post-its what expectations and demands are made on boys and on girls and stick them on the walls under the different themes of their school, community, home and friendships. These were then reviewed and discussed and children were asked to consider if these expectations and demands were fair or even manageable. The notion of unfairness based on gender was then introduced and that sometimes this could become harmful both within families and in communities.

For the consultation exercise, the participants self-selected in to groups of 2 to 4 although one boy chose to take part on his own. Magic Whiteboard © was used and children were able to draw, colour, write, use stickers or

decorate with coloured paper the piece of work they were doing. Audio recorders were available if participants chose to use them to record their conversation as well as the written comments. It was made clear that audio recordings, once transcribed, would be erased.

The consultation involved the making up of an imaginary person and using the 'Getting it right' approach (SG 2008) consider the 3 sides of the 'My World Triangle' personal growth and development, the people who love and care for me, my wider world. The young people had complete control over the imaginary young person's life with the proviso that the person had some experience of gender based harm either personally or in their home.

In the first instance the imaginary person was drawn in a consequence game style, with each participant drawing different sections of the person, hiding it and passing on for the next section. This way the imaginary person revealed did not belong to any individual, it was a person of shared origin whose story was to be told.

Participants were invited to make a large circle out of any of the art materials available and the person was placed in the centre. Inside the circle represented the person's family, outside was the community. Participants agreed a name and age for their imaginary person.

For the answers to the questions, participants were offered different shape and colour of stickers to make sure in data analysis which question comments were in response to.

For personal growth and development participants were asked to consider the imaginary person's personality 'I am...', their abilities 'I can...' and their feelings 'I feel...'.

For the both the 'people who love and care for me' and 'my wider world', participants described what is helpful, is not helpful and what might be helpful.

Participants then considered if all the things that could help were offered, what change would there be for the person, their family and their communities; that is outcomes which would indicate that things were better.

CONSULTATION DAYS PHASE 2



Two further consultation days were held which were initially only offered to young people of secondary age as it was felt understanding the concept of a participation framework and contributing to its construction would be challenging for younger children. However, too few participants in this age group were willing and able to participate given the events were to be held during the school summer holidays.

In the end, only one Women's Aid group was able to provide young people. The first event, when the framework was to be put together, was attended by only two young people, one in primary 7 and the other in secondary. The age limit was then lowered and a wider group invited to the second event, with 6 children and young people from the same Women's Aid group attending.

On the first day, there was a role play game to consider listening skills and the feelings generated by someone either giving you careful attention or demonstrating that they are not interested in hearing what you are saying.

Time was then spent looking at the meaning of various participation words and considering various people from friends, family members, professionals and others in the community, to identify which levels of participation these people supported.

To understand what a framework for participation might be, young people were asked to think about putting up a tent and asked what they would need to do. The first suggestion was reading the instructions and it was explained that the written framework was the instructions for someone building up support for a child or young person who was experiencing gender based violence.

The next step suggested was to put together the tent poles. This was then used as a visual aid to consider the framework for participation, and the two young people were asked to consider what the 'tent poles' might be to provide a structure of support for the child/young person's participation.

As the young people were not sure of where to start for a framework, a suggestion was made that 'tent poles' might include things like:

- Definition of gender based violence
- Explanation of why participation matters
- Description of what would good participation would look like
- Ideas of how participation should happen (including perhaps when & where)
- Ideas of what might happen next
- Ideas of how it could be known if things were better

The young people then drew a tent and used post-its to say what was needed at each stage. The resulting draft framework was shared with all the participating groups, other than the school which was still on holiday, to consider before the follow up consultation.

The follow up and final consultation included some stretching and relaxation as this had been requested. Children and young people were shown other examples of participation frameworks as well as the draft framework developed from the previous consultation. They were asked to choose from a variety of activities to contribute to the layout of the framework and to consider the art work to be used. Participants could use a lap top to select, crop or otherwise prepare some of the images (photographs of the imaginary stories) and were shown how to use Adobe Photoshop to do this. There were also art materials available to allow the young people to play with design ideas for a leaflet, a web page or a report or to produce more images specifically designed for the framework.

A further option was offered where young people could look at an interactive 'My World Triangle' tool and consider if the questions would need reworded if they were to be useful in planning the right help for someone experiencing gender based violence.

The framework was placed on a hidden web page and shared with participants via their support workers, for their comments and development. One school leaver living in a refuge offered to review and edit each page of the framework. Because certain groups of children and young people had been missing from the consultation events, the hidden web page was shared with groups of young people for them to critique it. Groups invited included children and young people who were survivors of abuse, young people who were disabled, young people who would identify themselves within the LGBT group.

RESULTS PHASE 1 SUMMARY



Even the very young children quickly grasped the task set before them and the post-it notes were very revealing about their lives. For a full list of comments see appendix 4. A summary is provided below:

	Strength	Pressures
Personal growth and development	Own abilities sport/ music Self-help Doing your best Staying out of trouble	Feeling sad Struggles with personal life affect school etc. Difficulties with anger Worried, stressed, nervous, lonely
People who look after me	Positive relationships Siblings Extended family Being together – playing, dinner, day out Reassure, protect, help	Difficulty finding space or peace Not enough choice Lack of contact with some family members Fighting Shouting Hurtful words Alcohol Lack of money
My wider world	Friends- close by Women's aid Activity clubs Good neighbours Nice house Close school	Falling out with friends Difficulty making friends Noisy neighbours Not good housing

A summary of the perceived better outcomes if all the required help was given is shown below:

Better outcomes for person	Better outcomes for the family	Better outcomes for the wider world
<p>The child or young person would have more confidence and be happier, less stressed and less irritated.</p> <p>This would mean that he or she would be able to talk more, be more popular and have nice friends.</p> <p>He or she would do well at school and be cleverer.</p> <p>He or she would have better feelings toward their father.</p> <p>He or she would have more money.</p> <p>Life would be better</p>	<p>It would be a fairer life.</p> <p>The family would be closer and spend more time together.</p> <p>There would be less arguing and shouting.</p> <p>Dad would be getting help.</p> <p>Child/young person would be able to care for their hygiene and appearance.</p>	<p>There would be a changed atmosphere.</p> <p>Would go to school and enjoy it because he/she won't be thinking about things he/she doesn't like to think about. There would be no bullying. He or she would do better at school.</p> <p>The child or young person would be more confident and do better at their work, have more friends and get the support they needed.</p>

RESULTS PHASE 1 PEOPLE WHO CARE FOR ME



In the context of the family young people were asked to identify strengths in the family unit, pressures, things that made life difficult and things that might help.

Strengths:

Positive relationships with family were hugely important with different family members being listed; 32 comments in all were made about positive family relationships. 10 comments were made about family status; a few thought that being in a big family was important and extended family was mentioned as people who listened or could be protective.

Comments were made about what families did together such as spending quality time together; playing with siblings, having dinner together, or a day out. Being close to some family members and getting on well with them was needed so they could help and reassure each other. There were also comments about what the person did on their own when at home ('be in her room').

Pressures:

29 comments were made about challenging family relationships. The hurt experienced in the family of these imaginary young people involved a lot of fighting, shouting, saying hurtful things as well as being violent. Alcohol was perceived as an important factor as well as the Dad being out and being unfaithful.

22 comments were made about the negative impact on the imaginary person. The young person withdrew, blamed themselves, had increased responsibility, developed problems and comments were made about space and the need to have somewhere quiet to withdraw to.

Lack of contact with missing and missed family members was seen as pressure although sometimes lack of contact with particular family members was welcomed.

Some comments were made about lack of money or poor housing and some about being hungry and always looking for something to eat.



What might help:

In consideration of what might help the family there were 19 comments about what other people might do to help that person. These could best be described as 'random acts of kindness', things like being supportive or helpful or taking them out.

Finance and housing and moving played a key role in the answers about family (16 comments). There was much talk about getting a house, a better house, different house and about a well paid job being available for the parent or for the young person.

14 comments were made about what the family could do themselves, involving better interaction, more contact with absent relatives or extended family and changes in behaviour such as drinking, or in who they live with, such as moving to a refuge.

10 comments were made about how the person might help themselves cope better, by unwinding on their own or with a pet or by working to the best of their ability, making healthy choices or being kinder.

RESULTS PHASE 1 MY WIDER WORLD



For the wider world, young people were asked to consider the good things in their community, the not so good things and what might make it better.

Strengths:

An equal number (16) of positive comments were made about the importance of friendships and involvement in out of school activities. Playing with friends, being with friends, sharing with, being trusted by friends were all mentioned. Out of school activities included some services such as Women's Aid but also lots about sports clubs, dance/singing classes, youth club and so on, plus outings like going to the cinema.

15 comments about good things in the local area were made, most of these were about natural resources such as the beach, woods or park, some were about proximity to friends, shops and other facilities.

10 comments were made about school making a positive contribution, such as feeling safe in school and being listened to at school. In the comments made about people who help, half of them were emergency services such as ambulance, police. Women's Aid and similar services were also mentioned along with the school nurse.

Pressures:

There were 22 comments about being bullied; being called names, being made fun of, people fighting, hitting, kicking or biting.

There were also 13 comments about friendships, sometimes about falling out or not having friends at a new school. Some of the imaginary young people were lonely and had no friends or difficulty making friends. 8 comments were made about difficulties in interacting with others.

Comments were made about having financial difficulties, having less money than others, not having a nice home to live in. The kind of house you lived in and the relationship with the neighbours was important. Noisy neighbours or dogs were seen as a problem as well as teenage gangs and people on drugs.

What helps:

Acts of kindness and support from others came highest on the list of things that help (24 comments), kindnesses such as chocolates/treats, flowers, cuddles, kiss, present, taking his/her mind off it, having a laugh. There was a lot of talk about reassurance, such as 'tell her/him' she/he is trusted, loved, that she/he is nice and wanted. Help to reduce the stress.

Choice was mentioned a few times suggesting perhaps that choice might be lacking.

Help was wanted from anyone and everyone; people standing up for you was seen as important, that feeling of having someone on your side.

Being talked and listened to whether by family, friends or professionals was very important. A counsellor in school was one suggestion. But social work, teachers, guidance, police, mum, friends, ambulance men, fireman, Women's Aid and your mentor were all people who might help.

Moving was another option suggested a few times, moving house, school or area. For older ones sometimes a move out of the family home to get a job and accommodation somewhere else was seen as helpful.

Again helping yourself was mentioned by working hard, trying to make friends and staying out of trouble. There were a few suggestions of different community activities which might be helpful, such as singing in a choir.



RESULTS PHASE 2 PARTICIPATION



The participation vocabulary and the dictionary meanings were separated and the young people had to try to match meaning to word.

It became apparent that the dictionary meanings were not helpful in discerning what these words might mean in the context of developing a framework and simpler definitions were developed.

Participate	Contribute ideas and actions to change things
Consult	Talk something over or seek information from people
Include	Allow to be a part of a group or activity
Involve	Encourage someone in to a group or activity
Collaborate	Work alongside others to achieve something
Cooperate	Actively give and take with others to achieve an end
Coordinate	Plan & organise people or things to make something happen
Mentor	Use your experience to befriend, guide and support someone
Enable	To give strength, to make strong, to make able
Empower	Give the confidence, permission or power to do something
Engage	Be involved or participate in an activity
Befriend	Actively try to be a friend to someone

Young people matched the people in their lives with the type of participation they offered as the table below shows.

	Family	Friends	Special friends	Professional	Support workers	Trusted adults
Help	y	y	y	y	y	y
Support	y	y	y	y	y	y
Empower	y	y	y	y	y	<i>might</i>
Enable		y	y			
Involve	y	y	y	y	y	
Include	y	y	y	y		
Listen	y	y	y	y	y	y
Befriend		y				
Coordinate	y		y	y	y	
Cooperate	y		y		y	
Collaborate			y			
Consult			y			
Guide	y	y	y	y	y	y

It can be seen that 'special friends' or best friends were seen to offer the widest range of participation support. All the people listened and offered guidance, support and help but other areas such as collaboration and consultation was only seen as something offered by these special friends. It is not clear if a larger group of young people had been contributing to this activity if the results would be different.

to help children with their Droids

ask their teacher how well they are →

to talk to the children very good

RESULTS PHASE 2 FRAMEWORK



1. Understanding the problem

When considering the 'tent poles' or instructions for building support for a young person affected by gender base the first thing the young people felt was necessary was to understand the problem. This would involve listening carefully when a child or young person chose to tell them something.

When asked how they could listen young people suggested:

- *Be genuinely interested in the whole person..... "If people don't know you they probably can't help."*
- *Show that you are listening and do believe.... "They don't think you are talking rubbish."*
- *Understand that stories can be mixed up when emotions are high "[You] can feel confused."*

It was suggested that if there was trouble at home, the first person the child or young person might speak to would be his/her best friend. After that he or she might tell someone he or she trusted who was supportive. He or she might want to tell them in private. It would be important to know if they were going to tell anyone else.

"You need to know what is going to happen and understand"

2. Getting the whole picture

For the next step it was felt important that professionals listen and talk to the child or young person but also that they listen to others in the family. There might be a need to get someone specialised to come in to offer help. This talking and listening would be needed to get a full picture of all the different things affecting that young person's life.

3. Planning to make things better

When the full picture was known it would be important to involve the child or young person in planning to make things better.

Young people had different experiences of planning meetings, some formal Child's Plan meetings where people like the social worker were present.

They also had experience of less formal solution focussed meetings organised by support workers about particular family issues the child or young person was struggling with such as untidiness.

Meetings were best when the right people were there, the child or young person and those he or she wanted from the family as well as the people who could help such as social workers.

The plans might include suggestions about how the young person could manage their anger and behaviour, at home and at school. Techniques for managing when the family was fighting were suggested such as going somewhere else, reading a book, listening to music or watching a film.

Another suggestion was that teachers sort out bullying by speaking to the whole class.

4. Things improve

Children and young people could be involved in identifying the better outcomes which could result if the plans were actioned. Young people thought these might include things like being happier, more confident and getting on better at school. There might be less fighting at home, the house might be tidier and there might be better relationships with other relatives. There would be no more bullying.

5. How can we tell things are better?

Young people were asked how the people supporting them could know things were improving.

It was suggested they could tell by improved levels of achievement at school work, by observing stronger friendships and by asking the young person if things were better. They would also see that the young person is happy and not as angry through the change in their attitude, mood and behaviour.

These were the five tent poles described by young people and written in to the framework (appendix 5).

DISCUSSION



The first round of consultations produced a lot of qualitative information on the post-it responses. There were occasional comments where the meaning is not clear, such as in better outcomes '*not so tall but strong*' or obscure but worrying comments like '*I feel murdering is bad*' in what might make things better. On the whole the comments made were very perceptive and telling. Although participants were making up a story their expertise through their experience came through.

Across the My World Triangle areas, certain themes seemed to emerge from the comments made which suggested priorities from the participants which are worthy of closer inspection.

The theme which leaps out across the responses is that as well as the difficulties in family relationships, these children and young people were having real struggles with peer relationships, reporting a lot of bullying and also difficulties in making and having friends. Moving house was a factor in this, as well as not having enough confidence and being shy. Another issue mentioned in a few stories was the lack of opportunity to maintain personal hygiene (not being provided with deodorant, not allowed to take a shower) and the consequent social difficulty this places the young person in.

Another emerging theme was that of the family's financial and housing situation. A shortage of money, including a lack of food, was reported in many of the stories. Unemployment for the parents and/or the young people contributed to this situation, as well as having to move house.

Although there were a few comments about being shy or worried, there were a lot of positives in the imaginary people, who were frequently kind and caring and were taking on caring and responsible roles within their family and community.

However, when considering the feelings of the person, anger and the need for help in managing it came through. The perceived solution to anger management was in having a space to go and calm down, both at home and in school. The need for personal space and times of peace and quiet came through quite strongly along with a need for some tidiness or order.

Family relationships were positive as well as negative and keeping contact

with some family members as well as ceasing contact with others were both put forward as ways of making things better. It was not clear if children had any say in which members of their family they were able to stay in contact with.

Another emerging theme was how other people could help. Talking and listening to young people was a big part of helping them, as was trusting them and believing in them, but a whole array of other kindnesses were listed, things like giving a cuddle, giving a present, taking him/her out, being nice, providing chocolate. These acts of kindness made a marked difference to children and young people.

Children and young people accessed services from education and health, social work and the police, specialist groups such as Women's Aid, out of school clubs and activities and they had experience of emergency services. On the whole they measured these various services as being good at listening, helping and supporting, they could also be empowering. While professionals and support workers might have a role in coordinating support they were not perceived as collaborating and cooperating with children and young people in taking things forward; they did not consult and were not seen to be enabling.

In many consultations, especially those about participation, being listened to is a strong message from children and young people. In this consultation being listened to was mentioned often, but so was talking to; children wanted reassurance, they wanted to be told they were loved, trusted, liked.

Children and young people indicated little choice in their lives and only in 'what might help' were suggestions made about the child or young person having any influence in where they live, how close to friends or the school they are, or what contact they have with other family members.

Participation is a right for all children and young people and Article 12 of the United Nations Convention on the Rights of the Child (UN 1989) makes it clear that children have a right to be consulted about decisions which affect them. Children and young people experiencing gender based violence at home seem to have little influence in the decisions which affect them. This demonstrates clearly the need for the development of a sustainable participation framework which sets out how these children and young people can be involved in their personal plans and also in service evaluation and policy making.

CONCLUSION



The description of what it is like to live with domestic violence came out strongly in these stories. The noise, shouting, fighting, hitting, arguing at home was evident, along with a lack of space, lack of money and the sometimes repeated need to move house. The impact on the child or young person, the lack of confidence, the social difficulties, distraction from school work and difficulty in managing anger were all made clear.

However a positive story of resilience also emerged. Children and young people were kind and took on caring responsibilities. They wanted to work hard and to do their best and wanted the space and skills to manage their anger.

Their families provided much love and support as well as presenting challenge and difficulty. There were positive as well as negative family relationships.

The 'random acts of kindness' experienced by these children and young people from family, friends, trusted adults and professionals is heartening.

The lack of choice and autonomy that these children and young people had was evident and demonstrates the need to build in participation to empower and enable these children and young people to move forward. Support plans need to be founded on consultation and involvement of the child or young person and there is a need to ensure that he/she is a partner to the plan, collaborating and cooperating with services, having some choice in and control of the decisions taken.

The framework for participation, (appendix 6) is a first attempt at laying the groundwork for giving these children a locus of control in their lives. The framework could also be used to involve children and young people to evaluate services and contribute to the design of policy.

But it is only a beginning. The effectiveness of the framework in bringing about improved participation will need to be evaluated. The impact of improved participation in bringing about better outcomes for individuals will need to be ascertained. Any changes which occur in service delivery or policy design made as a result of using the participation framework will

need to be recognised and later evaluated. At each stage of the evaluation and future development of the framework, children and young people's participation will be essential.

Also it is only part of the story. Many voices of children and young people who are affected by gender based violence are missing. Rigorous efforts should be made to seek out and gather the views of this wider range of children and young people and they should be invited to at least critique and preferably to edit and review the framework which should remain a live online document subject to regular review and updating.

Built in to the framework are possible routes to this sustainability:

- Service providers who make use of the framework can feedback completed (anonymous if necessary) evaluation forms to the strategy delivery group
- The guestbook and contact email built in to the framework will offer users of the framework the opportunity to comment on its effectiveness and make suggestions for improvements.
- The blog can be used by children and young people to comment on good and not so good practice they experience and their ideas of what could help.
- The delivery strategy group could have an ongoing dialogue with practitioners, ensuring that participation is made real so that the children and young people they work with are contributing to their own plans, to service evaluation and to the development of policy and practice.

The risk to any children and young people across the wellbeing indicators of not being safe, nurtured, healthy, included, active, achieving, respected or responsible could potentially make them less likely to be successful learners, effective contributors, responsible citizens and confident individuals. In consideration of potential risk and benefit (across the wellbeing indicators) for this vulnerable group of children and young people, the children themselves have identified that being listened to, talked to and involved in decisions, along with receiving trust, care, support and kindness is key to helping them build resilience in their lives. It is hoped the participation framework, if kept fresh and relevant, could contribute to delivering this for these children.

LITERATURE REVIEW



Since the United Nations Convention on the Rights of the Child (UNICEF 1989), the right of children to have a say in decisions which affect them, in consideration of their age and level of understanding, has been enshrined and has subsequently been built in to legislation and policy since the Children's (Scotland) Act 1995 up to and including the new Getting it Right for Every Child (S.G. 2008) initiative.

The recent Concordat Agreement (2007) between the Government and Local Councils is based on delivering public services which work toward improving the agreed National Outcomes for Scotland's people. The focus is on the change in the lives of the service user rather than on the delivery methods of the service provider. The Crerar review (2007) reflects this change by moving service evaluation from a focus on inspection to one of self-evaluation involving the voice of the service user and focussing on the outcomes for service users rather than the outputs in terms of services delivered.

Beyond children's rights, there has now been growing evidence of the benefits of participation for the children, their families, their communities and the wider national policy and culture (Street and Herts 2005).

- Children are competent to contribute in a meaningful way to their own lives, their families and their communities (Gawler 2005, Willow 2004).
- Children and young people bring a unique perspective, their own experience, (SCCYP 2005) which enables services to better understand their needs.
- Participation protects children better and leads to improved outcomes for children and young people (Save the Children 2004, Lansdown 2004).
- Participation is enabling and empowering, building children's self-confidence, self-expression and their self-efficacy (UNICEF 2007, Street and Herts 2005, Ministry of Social Development (ND), Willow 2004, Lansdown 2005).
- Participation raises children's awareness and understanding of human rights, citizenship and democracy (Gawler 2005, Lansdown 2005, Save the Children 2004).

The National Domestic Abuse Delivery Plan for Children and Young people (SG 2008) and the Highland Violence Against Women Strategy Plan 2008 - 2011 make participation of children and young people with experience of domestic violence in both policy design and service practice a priority for action.

Domestic abuse or gender based violence is said to affect anything between one in four (Boston, Plumpton, Pratt 2009) and one in three (Manuh and Bekoe 2010) women in their lifetime and occurs across cultures, races and the socio-economic range (Ritchie and Eby 2007). A literature review (Humphries, Houghton and Ellis 2008) would concur with these figures while no clear statistics are available for people in Scotland.

Children are often directly involved as witnesses of domestic violence, they may be caught in the middle of violence or they may be abused themselves as there is a high level of correlation between physical abuse of women and physical abuse of the children in the same family (Humphries, Houghton and Ellis 2008). There is a growing body of evidence (Humphries, Houghton and Ellis 2008) which suggests that even if they are not witnesses or directly involved as victims of violence, children living with domestic violence are likely to suffer negative consequences including increased stress (Lazenbatt and Thomson-Cree 2009, Velleman et al 2008) and even infants can suffer stress-related raised cortisol levels (Dodd 2009). The emotional and behavioural consequences can be significant right in to adulthood (van de Bosse and McGinn 2009).

However, there is also evidence that some children experiencing domestic abuse develop resilience (Maggen 1999 as cited in Humphries, Houghton and Ellis 2008). This resilience is likely to be affected to an extent by the family and community support available (Mullender et al., 2002; Blagg, 2000 as cited in Humphries, Houghton and Ellis 2008).

While much of this research refers to children and young people affected by domestic abuse, the definition of gender based violence given in 'Safer lives: Changed lives' (SG 2009) is much wider taking in all aspects of harm caused by gender inequality, including physical, sexual and psychological harm (whether actual violence or oppression/intimidation/coercion) to adults or to children. The definition includes harm occurring in families, communities or in institutions. It encompasses sexual harassment and exploitation and some cultural gender



inequalities such as forced marriages, female genital mutilation and honour crimes.

Accordingly, participation of young people experiencing gender based violence must seek to include children and young people who are affected by domestic abuse, but also those who are themselves survivors of child abuse, those who belong to minority ethnic groups and those who might be at risk of sexual harassment or exploitation.

Children and young people from black and minority ethnic groups will have a story to tell which is in the context of their culture and may need to be understood within this context (Bent-Goodly 2009). Different cultures will present different risks in terms of gender based violence such as female genital mutilation or forced marriage and different resiliencies such as closer community support (Bent-Goodly 2009). It has been argued by some that so called 'honour crimes' are no different to other domestic abuse crimes (Chesler 2009), but as they are often perpetrated by more than one member of a family against a teenage girl, this differs from the usual domestic abuse pattern (Chesler 2009). To meet the needs of those affected by gender based violence across a richly diverse cultural population, it will be important to seek the participation of children and young people in a culturally sensitive way for the development of policy and practice.

Sexual harassment for young people who identify themselves as lesbian, gay, bisexual or transsexual, and of heterosexual young people who are perceived by their peers to be otherwise, can have harmful effects such as school refusing with resultant drop in achievement levels right through to an increased likelihood of suicide (Ryan and Rivers 2003). This group may again have a different need in terms of the support and response from services in relation to the gender based violence they are experiencing. Capturing the voice of this group of young people will also be important in developing a participation framework.

Children who are sexually abused within their families or coerced in to sexual relationships or prostitution or are trafficked are some of the most vulnerable children in our society victims (Montgomery-Devlin 2008). There are also a wider range of children made vulnerable through access through

the Internet or other information technologies to be groomed, to view indecent images or have indecent images of them posted online. These children can find it difficult to speak about their abuse to others for a variety of reasons. (Montgomery-Devlin 2008). The development of a participation framework to enable these children to speak out and get the appropriate help will require seeking the voice of this difficult to reach group.

In response to the recognised need to involve children and young people affected by gender based violence in their personal plans, service evaluation and in policy making the Highland Violence Against Women Strategy Delivery Group wanted to "Develop, implement and ensure the sustainability of a participatory framework for children and young people who have experienced gender based violence." (HVAWSDG 2009)

In the research design for this project there was a need to consider all the good practice standards and ethical considerations of any consultation or participation work with children (Alderson and Morrow 2004) but also there was a need to consider the specific considerations that would need to be given to children or young people affected by gender based violence (Stafford and Smith 2009).

"Practical Guidance on Consulting, Conducting Research and Working in Participative Ways With Children and Young People Experiencing Domestic Abuse" (S.G. 2009) lists the following considerations:

- *"Children's safety and wellbeing is paramount*
 - *The engagement should be purposeful, and not token*
 - *Children's participation and contributions should be valued*
 - *Participants must have the opportunity to provide freely given and informed consent*
 - *Researchers/facilitators should be mindful that children's responses may be influenced by 'care givers' and support staff. They may feel grateful for the support received and want to provide information those engaging them want to hear*
 - *Researchers/facilitators should be open to the possibility that participation may not be in the children's interests and consider not going ahead with 'engagement' where safety and wellbeing is in doubt"*
- (S.G. 2009 page 11)



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The need of any project with children and young people to draw up a risk and benefit analysis requires particular consideration of the specific needs of children and young people affected by gender based violence. These children may carry a degree of fear and may be more anxious about anonymity (S.G. 2009). It will be important to have the opportunity to work with familiar adults while recognising that children's responses may be influenced by their presence (S.G. 2009). The very act of providing information and seeking consent may identify children in a way that is risky for them if the information goes home or is seen by parents (S.G. 2009). The matter of suitable venue and safe travel may also have another dimension for these children and it will be important to ensure they are able to meet somewhere that is comfortable and safe to talk, where privacy can be guaranteed (S.G. 2009). The choice of to whether or not to reward the children and young people needs to take into consideration the potential for children to feel coerced in providing the perceived 'right' response to win the expected reward (Alderson and Morrow 2004).

Risks and (hoped for) benefits are difficult to measure as each are unknown in advance. A risk is about a harm that may result and a benefit is a hoped for outcome which may transpire. To weigh up risk and benefit and to look for the balance between them there are two factors to consider: the magnitude of the potential harm or benefit and the likelihood of the potential harm or benefit. (Alderson and Morrow 2004).

There are many examples of participation frameworks that promote good practice in involvement of children and young people in their personal plans, service evaluation or policy making (e.g. National Youth Agency, Kent County Council, Aberlour Child Care Trust, Partnerships Online).

The particular needs and vulnerabilities of children and young people affected by gender based violence might require a slightly different approach and involving such children and young people in the development of a participation framework could ensure that it was fit for the purpose of meeting the needs of this group of children and young people.

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Appendix 1 Information sheets

Development of Children & Young People's Participation Framework – Violence Against Women

Information for Children

What is Violence Against Women?

Violence Against Women, which is sometimes also called Gender Based Violence, covers a number of different things, like domestic abuse.

Domestic abuse is when one grown-up hurts or bullies another grown-up who is or was their partner, or who is in the same family. Domestic abuse can happen between people who are boyfriend and girlfriend or who are married.

It can happen when people live together or in different houses. Usually (but not always) it is the man who hurts the woman. Although domestic abuse happens between grown-ups, children can be affected by the abuse that they see and hear. Children can also be hurt or bullied as part of domestic abuse.

Domestic abuse can be:

Physical – for example, hitting, pushing, kicking

Emotional – sayings things to frighten the other person or make them feel bad

Sexual – making someone do sexual things that they don't want to

Financial – such as taking away the other person's money, or not letting them get a job

Domestic abuse is a repeated pattern of behaviour. Grown-ups use domestic abuse to control other people. If someone in your family is abusive, remember it's not your fault. If this is happening in your family, remember that you are not alone. Domestic abuse happens in many families and there are people that can help you and your family. Everyone has the right to be and feel safe.

Others things can happen that are Violence Against Women like having to do sexual things in order to have money or food to support your family; or being made to marry someone you don't want to. Often it's about the way girls and women are treated compared to boys and men. That doesn't mean that boys aren't affected too though.

Who can be involved?

In Highland, we are looking to involve children and young people who know about abuse in order to make services better for people. We want to involve boys and girls. This means that you might have experienced abuse yourself or have been affected by abuse that happened to your mum. If these are things you know about, we are interested in your views on how to make people more aware about abuse and to help services deal with the issues in a better way.

Appendix 1 continued: information & invitation sheets



What will be expected of me if I want to be involved?

We hope to hold events across Highland and you can come along to one. The events will probably be from 10am in the morning until 3pm in the afternoon and we will do some activities (it will be your choice) as well as speaking to you about how we can get better at helping children affected by Violence Against Women. At these events, you will be able to say as much or as little as you want. You don't need to tell us about things that might have happened to you, or that you have seen. We want to hear your opinions on the best way for people like the police, doctors, teachers and other services to help children and young people who have experienced Violence Against Women. What you do say is confidential, unless you say something that suggests a child or young person is at risk of harm which we would need to share with someone who could help. We would talk to you first.

At the meeting we will also talk about things that we could do in the future to make things better for children and young people.

How will I know what changes happen?

After the meetings and events that we hold, we will agree with you the best way to let people know what changes might need to be made to make things better for children and young people. Highland's Children Forum will be helping you develop this and they will be presenting information back to the "Violence Against Women Strategy Group" – these are people representing the different services in Highland, like health, education, police, social work and the voluntary sector. They will then respond to you within 8 weeks of hearing your views about what they will do about the changes that need to happen. We promise to get back to you about what we are going to do.

What's in it for me?

We want you to get something for telling us your thoughts and feelings about what you've seen and heard. You will do activities, such as going to the wildlife park, swimming or the cinema – it will depend on what your interests are. You will also choose how to tell us your views – which might be things like drawing, writing, art work, drama or with technology. Again, it will be up to you to decide along with the other children and young people who are involved.

You will also be helping other children and young people who might be going through similar things to what's happened to you by helping us change things for the better.

Where can I get more information?

You can get more information by speaking to the person who gave you this information. You can also speak to Gillian Gunn on 01463 704814 or email her at Gillian.gunn@nhs.net – she's not always in the office, but she will get back to you the next time she is in.

Development of Children & Young People's Participation Framework – Violence Against Women

Invitation to children and young people

Most people want to be treated fairly. But not everyone is fair to others. Some people treat people differently because of their age, their gender, their race, their ability, their culture or their sexuality. This is damaging for the person who is hurt, the person who is being hurtful and for anyone else who sees this behaviour or cares about one of the people involved. And it is not fair.

Sometimes this kind of hurt can happen to people in their own family or home; the very people who should be caring for someone can be hurting them instead. When children or young people are experiencing this kind of hurt, either because someone in their home or family is hurting them or someone else like their mum, then it is important that they can talk to someone about it and get the right kind of help.

There is a group called the "Highland Violence Against Women Strategy Delivery Group" which is trying to make a plan to make sure the right help is available. The "Highland Children's Forum" is a group who make sure that when people are making plans to help children, that they ask the children what sort of help it is that they need.

If you are someone who has experienced this kind of hurt in their home, then you could help make sure that the right sorts of things go in to the plan. Taking part is:

Voluntary – you choose if you want to come along and you choose how much you want to say on the day

Private – your story is private we want to hear about what you think would help other children; you do not need to talk about what happened to you. Anything you do say about your own circumstances will be kept private. EXCEPT if you say something which makes the adults think you or someone else is at risk of being harmed, then we need to do something to help, but would speak to you first about it.

Fun – we will use different games and activities to think about the plan and there will a special activity chosen by children as well (swimming/cinema/wildlife park or something)

Helpful – you will learn things which should build up your confidence and help you to get the right help for yourself

Powerful – you will be part of designing a plan which will help adults understand what children who experience this kind of hurt at home need

If you want to take part or find out more, speak to the person who gave you this letter, or you could contact Gillian Gunn on 01463 704814 or email her at Gillian.gunn@nhs.net

Appendix 2 Consent forms



Name of Researcher: Gillian Newman

Please initial box

1	I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	<input type="checkbox"/>
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	<input type="checkbox"/>
3	I understand that the information I provide will be used, anonymously, in reports. I agree to my information being used in this way.	<input type="checkbox"/>
4	I agree to being audio recorded	<input type="checkbox"/>
5	I agree to take part in the above study.	<input type="checkbox"/>

Name of Participant Date Signature

Name of Parent (for under 12's) Date Signature

Support Worker Date Signature

Please return this consent form to:
Gillian Newman, Children's Consultation Worker, Highland Children's Forum,
Unit 6, 15 Lotland Street, Inverness, IV1 1ST or email it to
gillian@highlandchildrensforum.org

Appendix 3 Consultation day plans Phase 1



Plan for creative activities for use in consultation with young people on issues related to gender based violence.

- Welcome and introduction (juice and biscuit)
- Stretch and relax Some exercises to get everyone relaxed and focussed
- Games – Flip charts up on the wall –school, family, friends, neighbourhood, partners – post-its – think about what is expected or demanded of girls or boys – write on post its and put up – then look at what people have said – light-hearted look at what feels fair
- Scenario - Short skit about examples of gender bias
- Stretch & relax – Release tension, energise and feel good
- Small group artwork –Draw/decorate circle - draw, name and decorate figure in 'consequences' style Place figure in centre of circle.
- Breathe well – Learn relaxing deep breathing
- Give the person a voice –Name person then - writing on voice bubbles , 'I am, I feel, I can', (different colour for each)
- Relaxation –5 minute rest and recharge 11.20 – 11.25
- Tell the person's story :
- Home, family and people who care for me
- What is good in the family? - draw/write the things or people that are good or work well in the family and home for child/young person
- What doesn't help? - draw/write the things or people who can make things harder, placing them in the inside circle close to the figure
- What might help? Draw or write what could be done or that might happen which might help – either to build up the good things or reduce the harder things
- Wider world (school, neighbourhood etc)
- What is good in the neighbourhood? - draw/write the things or places or people which are good in the neighbourhood
- What doesn't help? - draw/write the things or places or people who can make things harder, placing them outside the circle
- What might help? Draw/write what could be done or that might happen which might help – either to build up the good things or reduce the harder things
- What would the outcome be? If all the help was given to that person- what might the outcome be – for the person, their family, their community?
- Lunch followed by afternoon activity/outing

Appendix 3 Consultation day plans Phase 2

Day 1

Plan for the structure of the framework for participation

- Welcome and introduction (juice and biscuit)
- Role play about listening/not listening and how it feels
- Participation words and meanings
- Who supports participation
- Building a framework - tent poles for tent building
- Lunch followed by afternoon activity/outing

Day 2

Plan for reviewing and contributing to the look of the framework

- Welcome and introduction (juice and biscuit)
- Stretch and relax Some exercises to get everyone relaxed and focussed
- Looking at draft framework and discussing
- Looking at other frameworks
- Options for design work: Photoshop editing of art work from consultation phase 1, use of art materials to design/plan layout of web page or leaflet or poster or produce other art work for the framework
- Consider My World Triangle as an interactive tool and change questions as required
- Review the contributions of all
- Lunch followed by afternoon activity/outing

School Leaver meeting

Plan for edit of framework with school leaver from Women's Aid Refuge

- Requested treat (hot chocolate from a chocolatier) to gain trust and introduce framework development process
- Page by page consideration and edit of the draft framework
- Consideration of the likely sustainability features to include (Blog, guestbook, email etc.)
- Lunch and discussion about My World Triangle interactive tool questions

Appendix 4 List of comments (some abbreviated)



How I grow and develop:

x number of similar comments

Personality 'I am'	Abilities 'I can'	Feelings 'I feel'
Kind x4	15 comments about the	Happy x10 plus:
Nice x 4	arts:	Happy playing with friends
Helpful x3	Dance x5	Happy when with her boyfriend
Caring x3	Act	Happy if gets attention
Strong x3	Play music x3	Happy because I am famous for
Lovely x3	I can sing x3	my cooking
Loving x3	Art x2	Sad x11 plus:
Honest x3	13 comments being sporty:	Sad because something hap-
Friendly x3	Box	pended in my personal life
Talkative x3	Good at sport	Sad when she gets ignored
Sporty x3	Good at boxing	Sad when she gets hurt
Popular x2	Cheerlead	Sad when she falls
Cool x2	Play football x3	Very low inside
Arty x2	Sport	Depressed all the time
Musical x2	Gymnastics x2	Sad and hurt
Crazy	Running x3	Angry x3 when shouted at
Good	10 comments about being	Hopeful
Great	responsible:	Worried; Doesn't worry
Quiet	Join in	Stressed x2; Nervous x2
Shy	Perfect in school	She feels shitty
Self-controlled	Look after pets	She feels rocking (good)
Sensitive	Bake and cook	Impatient; annoyed
Very sweet	Helps people at school x2	Lonely x5; Funny x2
Awesome	I can help people	Proud X2; Playful x2
A good personality	She helps her friends	Feels handy most of the time
Funny	She can stand up for	Grateful that she is here
Loyal	herself	Feels there is something wrong
Good at football	5 comments good at	with her
Athletic	school:	Bad because I don't have a job
Fit	Do maths and reading x2	I feel like murdering is bad
Boxer champion	Speak 2 languages	I feel happy for not murdering
Good at sport	Is good at school	Hungry every minute
Fit and healthy	She can do maths	Strong most of the time
Brainless/stupid	3 comments about	Left out a game
Clever x4	appearance:	Sick of mum crying x 2
Always hungry	Dress nicely	Hurt by Dad; irritated with Dad
Hyper	Wears nice clothes	Angry with sister; with brother
	She has got a tattoo	Loves her partner
	Other comments:	Confused/upset with friends
	Good at keeping mates	Argues with his best mate
	I am good at snooker	Feels angry with women
	Climb trees	Wants to move out to get a job
	Walk	Jumpy
	Think	Protected by best mate

Appendix 4 List of comments (some abbreviated)

My Wider World: x number of similar comments

What is helpful	What is not so helpful	What might help
Friends x3 She helps her friends Time with her friends x3 Chat to friends x2 Friends share x2 Try to make more friends x3 She has a best friend Friendly Youth club x2 After school activities Go to the zoo Goes to cinema/yoga/club/ sing/zoo/ swimming x3 Centre [where she can] go She does [loads of] lengths Exercise/cheerleading team/athletics club/boxing Living somewhere park/wood/space/playing field/shopsx2/ beachx3 She lives in London Get out more Not a lot of cars Friends live nearby The neighbours are nice Guidance / teachers x3 Listening at school She feels safe in school Her school helps her with her confidence College Home / bad girls school Women's Aid x4 to care Ambulance x2/ police x2 School nurse Fire man Helps others x3 Being trusted Supported by others x2 Big house/own room/ carpets/money Family/loved	Being bullied by people x7 Hitting/slapping/kicking / biting/calling names/being smacked or hit Nastiness/ make fun of her x2/ calling her names x2 Spilling water She gets teased about her hair and BO Problems at school Annoying teachers Lives rurally/rough area Too much people x2, so not good to go out on your own Teenagers go to the park at night and make a mess Teenager litter/start fires People annoy her/shouting Noisy neighbours x4 Difficult neighbours x3 Fighting/gangs/drugs/ issues No friends x5 Nothing to do/no one to speak to No one likesx3/trustsx2 her Annoying friends x2/brother Boyfriend trouble Always loses Got a bad memory People don't listen to her When she gets hurt No quiet place for herself Not enough money x7 dad's behaviour x2	Mum get help People be nicer to her Help her feel happy x2 Tell her you love her/trust her/that she's nice/ she is kind Give her a kiss x2 Love herx2 Make her laugh/feel good Talk to her x4 Let her be free Be nice to her Hug her Give her a bit of cash Sort bullies x3 Space of her own x2 Counsellor in school Tell social work Mum to go to school Social worker in school If people x4 /Mum and Dad/teacher x 2/women's aid/ police/ social worker helped her/stood up for her Other people to be kind Friendlier people Move house x8/closer to school/more things to do/ mates nearby/quiet Working hard Tidying up She shouldn't listen to anybody (calling names) Clean Make new friends x2 Go to college More exercise Get a girlfriend keep out of trouble Take part in activities - x4- non-boozy club/choir/ animal club/Landmark

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People who care for me:

x number of similar comments



What is helpful	What is not so helpful	What might help
She knows that they love her She feels special They help/trust/want her Mum reassures after a fight Close to big sister Protective cousins Get along a lot She sometimes feels loved She's happy to be helpful They help her confidence She can play with them so she isn't lonely Mum because she always gets friends for me Nice family/brothers/sisters x4 Family looking out for her Care Everyone is good except Dad Like chatting to each other Be nice to each other Her bro in law talks to her Help each other x2 Talk to her when she needs Close to mum Spends time together x2 Time together: Play music; talking; calm; play nicely x2, go to cinema, eating x2 Rest Happy in her bedroom Long lie in Chat to pet Tidies her room x3 She has lots to talk about Play music Talking Calm Play games Plenty of food Play nicely Go to cinema Have money/work Big family x2 Relatives - chat to Nan Brother works away Family stays out	Don't get along with ... Her mum is being nasty Her dad shouts at her a lot Mum is going to kick her out Being offended Not being listened to If her mum and dad are there Wake up at 1 o'clock Cousins are annoying her They feel sad sometimes Her dad always shouts and fights x 2, physically and orally They argue a lot x2 Her brother bullies her x2 They: hit x2; shout at her x2; pick on her; fall out; make her cry; say not nice things to her Dad blames her for everything family lives different places - don't see much Dad hits when drunk Parents always fighting His mum not helpful or loving Uncle got cancer Dad is dying (from drink) To have to put up with brother Has to take responsibility Drained Being a bad person Hurt me, so I gave up Family shout at her she gets even more shy She has to make her own dinner She gets left out a lot She never gets her choice Her hamster has just died She has no friends He is the oldest - gets left out She has problems She worries about BO/hair Having ADHD Needs a bigger room x2 Size of her space- not big bed She needs a bigger desk	What people can do:(19) Make them forget all about it Having supportive friends If they had someone to help them Someone to talk to x2 Speak to her about her problems I need a psychiatrist to help me give up bad things Give her flowers x2 Give her a kiss Be nice to her Giver her a cuddle x2 Reassure her Tickle her Give her a present/pet/chocolates/ treat x3 Take her on special day out x2 Be nice Family interaction (10) Try and love one another Being there for each other Staying in contact with family x2 Family live closer Less stress He gets a job and a house Lives with someone else (granny) If brother backed off If she had siblings x3 Telling him to stop My family (being) very nice Dad stop drinking Move her mum in to a refuge Self action (10) If she had a dog to relax with Survive; alone time, healthy eating If she exercised more, lost weight Do the best of your ability Get a good job To be kinder and carer Be careful Get along with (half) family Make the house quiet Talk to police because her dad physically abuses her Make me a millionaire

Appendix 4 List of comments (some abbreviated)

Better outcomes: x number of similar comments

Better outcomes for person	Better outcomes for family	Better outcomes for community
Life will be better Talk about it x3 People listen Be happy x9 with herself Believes in herself more/ more confident x4 Getting help x3 No problems More relaxed x2 Wouldn't have to work Be popular x2 and cool/good/ great Lots of friends x2 enjoy school/work harder/ be clever/ more concentration/ more achievement She changed to a lovely helpful happy person /better personality x2/more friendly/ kinder/nicer/smile more/less irritated Dad is sorry but is put to jail She lives in a refuge now Now she is at college She is bigger than her friends Feel bright Not stressed Enjoying life Better feelings toward her dad Closer to bro A hero Her life would be perfect Not so tall but still strong Became rich x2	It would be a fairer life They would help her a lot She always smiles Her chemist gave her a shaver She got perfume and a shower cause she never had one All her family knows her and trusts her and kisses her No shouting They would help her a lot Won't feel like she is nothing Closer to family Happy to see family Spend more time [together] Do more activities with family Dad been in rehab Less arguing More loving and caring Act like a family (take a holiday)	Women's Aid He would go to school and enjoy it because he won't be thinking about things he doesn't like to think about Her town name is changed to 'Helloville' Bullies suspended People like her, play with her and trust her More friends Everyone smiles and knows everyone Happy, Bullies offered her sweets More discount in shops. Less support needed More confident with everything Bullying stops Better at school work Change the atmosphere World peace Get a new school to get clever

Appendix 5 Links to Participation Framework



Participation Framework

The participation framework drawn up with the children and young people can be accessed through the links below.

What is gender based violence?

What is participation?

What is a participation framework?

How children were involved in development of the framework

Use of the participation framework

5 steps to participation:

1. Understanding the problem
2. Getting the whole picture
3. Planning to make it better
4. Improved outcomes
5. How can we tell things are better?

Participation in service evaluation

Participation for policy design

Context of participation within services

Evaluating participation, performance indicators

Evaluating this framework self-assessment tools

Sustaining this framework

Who was involved in the development of the framework

Full PDF of Participation framework



These are the pressures Ellie finds in her world

- House is messy
- bullying in the school
- fighting in the house
- no Food in the house
- She had bad work at School
- Having to move house
- She wants to live with her mum

What could their feelings be...

happiness
nervous
excited
nausea
worried
scared

Sadness
hungry
conwell
confused

What could Jenny & Isabel talk about in their conversation.

School
clubs
feelings
homework
friends

what on at home

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