

# Framework for Involvement

Whether involvement is for personal planning, service evaluation or policy making, involving children and young people in decisions that affect them can follow the same framework



Identify issues or concerns

Assess strengths and pressures  
 Personal  
 In home or service setting  
 In the community

Plan for better outcomes  
 Carry out actions  
 Review progress  
 Plan further or return to identifying concerns and issues

Personal Planning - getting it right for every child puts the child at the centre, involving them at every stage



Identify issues or concerns  
 Adults can perceive an issue for a child as one thing, such as active, when for the child the issue may be something else such as inclusion.

Assess strengths and pressures  
 The child's growth and personal development  
 The child's family or home setting  
 The wider world of the child's community

The child will know what outcomes would improve their sense of well-being and whether these have been achieved

Service Evaluation - children as service users are well placed to evaluate how well services support their well-being



Service providers and users will have different perspectives on issues of concern; providers will have external standards to meet and users will have the qualitative experience of accessing the service. Both views are needed in evaluation

Service evaluation can consider strengths and pressures in individual experience, the ethos culture of the setting, and in the physical environment and the interaction with the wider world of the community

There is benefit in children and adults agreeing priorities for action and in working together as partners in carrying out the actions and reviewing progress

Policy making - the best policy development will have consulted and involved a good number of children with a wide range of experience. This takes time and cannot be done effectively in the short timescales of adult consultations.



Policy makers may have identified a problem or need which requires policy development, but without involving children it may not be clear what the roots of the issue may be and so policy could be misdirected without their input.

Understanding the strengths and pressures on individuals, their families and their communities is likely to produce the best policies able to build on strengths and reduce pressures on each area of the child's world

Children are able to understand and contribute to policy making within budgetary and other constraints if the time and effort is made to include them