

## Getting it right.. a Framework for Involving children and young people

'Getting it right for every child' is a child-centred outcome-focussed approach. Children and young people should be involved in every level of assessment, planning and review where decisions taken will affect them. The same principles and framework apply from the Child's Plan, through service evaluation to policy making.

LEVEL OF PLANNING Overall:	IDENTIFYING ISSUES (WELL-BEING WHEEL)	ASSESSING STRENGTHS AND PRESSURES (MY WORLD TRIANGLE)	PLANNING FOR CHANGE (CHILD'S/DEVELOPMENT PLAN)	REVIEW AND FOLLOW UP
<p>The framework and tools developed for the 'Getting it right for every child' process, can be applied to different levels of ongoing review and planning.</p> <p>The Scottish Government have stated the desired outcomes for children and young people and for the people of Scotland.</p> <p>User involvement in assessment and planning is an effective way of demonstrating how services are delivering the Scottish Government outcomes.</p>	<p>The Scottish Government well-being indicators (SHANARI) and four capacities are the desired outcomes for all children and young people (CYP).</p> <p>To find out the issues of concern for CYP this is the place to begin.</p> <p>Adults should not assume they know what the issues are.</p> <p>Only by listening can the real issues be found.</p>	<p>Whatever level of assessment, it will be important to recognise that there will be strengths and pressures around a triangle: the individual CYP's development the immediate ethos and care around the CYP the wider environment or community</p> <p>Children are able to identify things that are going well (strengths) and things that are difficult to manage (pressures) for themselves.</p>	<p>Planning for CYP should build on strengths, reduce pressures and improve outcomes.</p> <p>CYP want to be enabled to help themselves, as well as recognising the help they might need from others.</p> <p>Planning should involve CYP in identifying small achievable steps toward improved outcomes and specific actions, naming those responsible for carrying them out.</p>	<p>The review process should be an ongoing dialogue. This allows plans to be adapted as necessary without delay. Formal review dates are maximum time scales.</p> <p>Review involves looking with CYP at whether things have improved, stayed the same or got worse; have the desired outcomes been achieved?</p> <p>Depending on the answer continue, change or end the plan.</p> <p>Begin plan-do –review cycle again.</p>

	Identifying Issues	Assessing strengths and pressures	Planning for change	Review and follow up
<p>Child's Plan</p> <p>No child's plan should be drawn up without the involvement of the CYP at every stage of the process. Even very young children or those with communication needs can contribute to this process. (see <a href="#">toolbox</a> for ideas). Parents should also be fully involved at every stage.</p>	<p>CYP need to be involved in identifying the issues. e.g. An adult may see an issue with safety, a child running out of the building. From the child's viewpoint the issue might be inclusion; they run because they feel excluded. Sorting inclusion might improve outcomes more than increasing security to prevent leaving the building.</p>	<p>Focussing on the abilities of a child and the strengths available to them in their families and communities is empowering and will allow children to feel better able to be partners in tackling the pressures in their lives.</p> <p>This enables services to work with children rather than for them.</p>	<p>The child's plan belongs to the child; it is their life and their outcomes. It is not good practice for adults to come up with the plan and then add the child's comments at the bottom. There are often limitations to what support can be offered, but CYP can be helped to understand those limitations and work within the support available to them.</p>	<p>The child will know if outcomes for them have improved.</p> <p>The adult viewpoint might indicate what has happened, but not how it felt to the child.</p> <p>Many outcomes are subjective and the child's view will be essential.</p>
<p>Service evaluation</p> <p>Any service evaluation should seek to be inclusive and involve as many children who use their service as possible. Additional support needs should not be a barrier to participation. It may not be the same children involved at every stage, but input from service users throughout is part of getting it right.</p>	<p>Service providers and service users may have quite different perspectives on the issues of concern within in a service. Service providers will have external standards to adhere to; the experience of users will provide a qualitative look indicating not just what the service offers but how the service is received.</p>	<p>To evaluate a service around the triangle look at:</p> <ul style="list-style-type: none"> <li>• individual children's experience</li> <li>• the ethos and relationships in the setting</li> <li>• physical environment and its interaction with the community</li> </ul>	<p>Once issues have been identified and strengths and pressures assessed, it will not be hard for children and adults to agree some key priority areas for action. The actions identified should be small steps that can be achieved in a reasonable timescale so that progress is obvious. Further steps can be planned towards the outcomes when first steps have been achieved.</p>	<p>Service users will need to be involved in reviewing how well outcomes identified in the plan have been met.</p> <p>In an ongoing development cycle of plan-do-review, children as service users will need to be involved at each stage.</p>

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<p>Policy making</p> <p>Resources are likely to limit the number of children that can be involved in policy making. However, involving children at every stage will produce better policies which will deliver better outcomes.</p> <p>Efforts should always be made to be inclusive and reach a range of children with very different experiences to best inform policy development.</p>	<p>Policy makers can identify a key issue of concern but not recognise where it is coming from.</p> <p>E.g. the issue of obesity in children may be viewed as a health issue. But children might identify the issue as not being 'active'; limits on going 'out to play' because of perceived dangers keeping them at home bored, inactive and overeating.</p> <p>A policy may not achieve the desired outcome if it is not addressing the CYP's issues. Listening to and involving CYP in policy making is the best way to 'get it right'.</p>	<p>In the development of policy it would be useful to look with children at risk and resilience for them:</p> <ul style="list-style-type: none"> <li>• as individuals</li> <li>• within their families</li> <li>• within their communities</li> </ul> <p>To develop policies to support CYP, understanding the strengths and pressures on today's CYP will be essential.</p>	<p>Consultation on policy has often involved children and young people, under a very tight timescale, overlooking a proposed policy and commenting.</p> <p>CYP can contribute very sensible policy ideas within given constraints if provided a suitable opportunity to do so.</p> <p>Community planning will benefit from the involvement of CYP in the drawing up of policy as well as the evaluation of it.</p>	<p>The Scottish Government outcomes are not easily measurable on quantitative and objective information only.</p> <p>Instead qualitative and subjective information is needed to review such things as whether children are becoming confident individuals, effective contributors, successful learners and responsible citizens.</p> <p>This qualitative information is available only through involving CYP.</p>

The principles of involvement are well established in [statute](#) and [standards](#). This framework seeks to bring cohesion and consistency to involvement processes at different levels and to demonstrate the benefits of involvement at every stage of service planning, delivery and development.

For ideas on how to involve children and young people, refer to [personal planning](#), [service evaluation](#), [policy making](#); to assess how good your involvement of children and young people, see [where](#) you are in participation.