



What is the Children and Young People's Charter?

Improving the involvement of children and young people at both strategic and service level is a key priority for the CPC and we have been working on this for some time. The Children at Risk of Harm Inspection 2021 found that opportunities for children and young people at risk of harm to share their views and **influence policy, planning and service delivery** were limited. We took on board the need to improve in this area and established a sub group to progress this work. The Charter and accompanying resources are a result of the sub group's work and are the beginning of a longer term process to getting this right.



Key Messages from the Charter and the framework:

1. This work is not NEW. It links directly to other strategic priorities and developments and seeks to bring them together into the framework and show how they all relate to what young people told us was important –

The Promise - The sub group has linked closely to activities flowing from Our Promise for Care Experienced Children, Young People and Care Leavers (<https://thepromise.scot/>) and with the Your Voice Our Promise team- the 5 foundations of the Promise (Family, Voice, Care, People and Scaffolding) closely align with the 5 trauma principles which the charter is based around.

GIRFEC - The Charter principles and the Framework closely align with the Team Around the Child key values and principles as found in the TATC Framework 2021 (page 6)

ANew (Addressing Neglect and Enhancing Wellbeing) - this multi-agency service redesign to address neglect and the role of GIRFEC within it has been a key development in Dundee over recent years. All aspects of the ANEW work including adaptations to meetings, child's plans, engagement, training, the use of FORT and data capture tools are likely to fit into the framework in terms of actions and ways to measure outcomes.

Trauma - The Charter and Framework link directly to Dundee's trauma implementation plan and roll out. What the young people told us was important had direct correlation to the 5 trauma informed practice principles and these were used to underpin the Charter. Capturing outcomes in relation to the Framework will also assist us in measuring the success of our trauma implementation plan.

Connected Tayside - This strategy was the guiding example for us in developing the Charter for the CPC. Children and young people were involved in co-creating the strategy and their voices are included in the strategy to share what they see as positive change and the difference it will make to their lives. Their poster for children and young people closely aligns with our CPC Charter and again, many of the actions flowing from this strategy will fit into the framework in terms of actions and outcome measurement.

Authentic Voice - Authentic Voice is a national project that aims to support local authorities and other community planning organisations to have the knowledge, confidence, and tools they need to embed survivor voice into local system and service design processes in a robust, trauma informed and meaningful way. This project is being led in partnership with SafeLives UK, Improvement Service and Resilience Learning Partnership. Dundee's Protecting People Committees were offered the opportunity to partner with the Authentic Voice project as the pilot area for their leadership workstream focused on embedding lived experience into strategic forums across Scotland. This work has been ongoing since mid-2022 and we a report with recommendations will be published in the near future. It is anticipated that the work of the CPC Sub Group, the Charter and framework will align closely with the recommendations.



2. We want to focus on **how we know** all these development and improvements are making a difference to young people and bring that information together into one reporting channel to the Child Protection Committee
3. The principles of the charter are a direct result of conversations with young people and the **young people's words** are captured in column 2 of the framework

How did we develop the Charter?

The first thing we did was speak to young people about what they thought was important for the CPC to understand and to improve. We met with a group of care experienced young people, who had also been through child protection processes, and over pizza we talked about their stories and what had or hadn't been positive for them.

Since meeting with the original group, we then established links with the champions groups at Morgan Academy and have met with them regularly as we have developed the charter and the accompanying framework and resource pack. This group reviewed the charter and agreed that we had captured the right principles. They have then gone on to develop a set of cards (included in this pack) which can be used with groups of young people as well as staff, to raise awareness of the principles and think about how they might be applied in real life situations.

We are hugely grateful to all the young people who have been instrumental in developing the charter and framework and have sought to be absolutely aligned to all the things they have told us.

What are we asking of you?

- Complete column 3 and 4 from your agency – how do you incorporate this into your agency?
- Develop indicators and evaluation methods (examples below)
- Report annually to the CPC sub group

We recommend that development of actions and indicators within the framework is undertaken as a team exercise in each agency/service/team.

Example Framework

A completed example document is included in this resource pack. This has been developed with input from the GIRFEC Delivery Group, the Department of Educational Psychology and a range of colleagues from NHS Tayside. This has hopefully enabled us to give a range of example actions and also evaluation methods.

Each agency will have the option to incorporate as many of these as are relevant and also tailor the actions and evaluation methods to their own services and existing models.

We do not want to create another layer of work and see this framework as a way to capture all the positive approaches that already exist under the umbrella of the trauma principles and directly linking to what young people have told us is important to them.

Examples actions

These are found in column 3 in the example framework:

Agency actions
<p>Ensure these options are embedded in procedures (where possible) - Review all policies and procedures using the using the trauma lens tool.</p> <p>Should apply to PT Guidance and CPO; where there are buddies, CHOICE is already a key principle.</p> <p>Choice of communication discussed at the beginning of contact/ support. Offer choice of venue for support and be flexible in CYP choices eg. School, office, community.</p> <p>Workers inform CYP that they can disclose as little or as much as they want to and ensure a safe and secure environment to do so – embedded in procedures.</p>

Many of the actions relating to one principle will also apply to others, for example:

- Implement trauma training for all staff
- Review policies and procedures using the trauma lens tool
- Review communication methods with CYP

Examples evaluation methods

These are found in column 4 of the framework:

Agency indicators - How will we know?
<p>re using buddies,</p> <p>Minute of case conference: % of children and YP who had choice of their own buddy; varied media through which views presented/ heard at CPCC.</p> <p>Usage of MOMO.</p>

You will have many of your own evaluation methods already in use and it may simply be that an additional question needs to be added or some slight rewording put in place. We have designed a set of questions for YP which relate directly to the principles of the charter and you are free to use these if required.

- Sample questions for CYP (appendix 1)



**Dundee
Child Protection
Committee**

Appendix One Draft Questions for CYP Involved in CP Processes

These questions are all about us trying to understand your experience of being involved in a child protection process. Your answers will help us to make the process better.

Safety

- Did you know what everyone's jobs were (in keeping you safe)?
- Did the people who were supporting/helping you know about your life and what has happened to you?
- Did this process make you feel different or stand out?
- Is there any other way we could have made you feel safer?

Choice

- Were you given a choice of worker to support you? And did you get a choice of whether they were male or female?
- Were you given a choice of face-to-face or online communication?
- Were you asked about how much information you wanted?
- Were there any other choices we could have given you?

Collaboration (Work with us and include us)

- Were you given the option of a buddy?
- Did you give your views and how did you do that?
- Was there any other way we could have included you more?

Empowerment

- Did you feel listened to?
- Were you kept updated about what was happening and any decisions that were made before, throughout and after?
- Is there any other way we could empower you?