

# Education, Children and Families Committee

10am, Tuesday 20 May 2014

## Engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh

Item number	8.1
Report number	
Executive/routine	
Wards	All

### Executive summary

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The purpose of this report is to provide an update on the engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh. The report provides information on the annual school survey, developments since the Children's Services Inspection and a wide range of engagement activities and consultations across Children and Families.

### Links

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Coalition pledges	<a href="#">P1</a> , <a href="#">P3</a> , <a href="#">P5</a> , <a href="#">P7</a> , <a href="#">P33</a> , <a href="#">P36</a>
Council outcomes	<a href="#">CO1-CO6</a> , <a href="#">CO23- CO26</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Engagement of children, young people, parents/carers and other stakeholders in the development of services for children and families in Edinburgh

### Recommendations

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The Education, Children and Families Committee is requested to:

- 1.1 Note the contents of this report and the progress made in terms of engagement.
- 1.2 Agree to receive a further report on progress in engagement in May 2015.

### Background

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- 2.1 The Committee receives an annual report on progress in relation to engagement. This report summarises progress made over the past year.

### Main report

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- 3.1 This report provides an overview of a wide range of engagement activities across Children and Families. It provides a brief summary of the parent/carer survey, an update on Customer Service Excellence and information on a range of activities and consultations across the service.
- 3.2 The way in which **school surveys** are carried out has been changed following a discussion at the Head Teachers Executive in May 2013. Rather than ask schools to carry out parent/carer and pupil surveys each year, we now survey both groups on a biennial basis with the parent/carer survey carried out in 2013/14, the pupil surveys in 2014/15 and so on.
- 3.3 A small group of head teachers from each sector as well as engagement and equalities staff met to review progress with surveys and recommend ways forward. As a result:
  - 3.3.1 minor changes were made to the wording of some questions;
  - 3.3.2 response options were amended;
  - 3.3.3 a calendar of surveys was created to help schools to plan more effectively;

- 3.3.4 an Orb page has been created on school surveys with briefings, information on parental engagement and on issues arising from the surveys such as pupil/student councils etc.
- 3.4 The group will meet annually to review and develop survey processes, consider findings and explore potential improvement actions.
- 3.5 The briefing for the parent/carer survey was distributed earlier than previously (before the October week). There were **4,607** responses overall which represents an increase of 16% on last year's total (which was itself a 62% increase on the previous year).
- 3.6 Parents/carers remain overwhelmingly positive about their child's experience, with almost all agreeing ('strongly agree' and 'agree') that:
- 3.6.1 My child enjoys learning at school: 94%;
- 3.6.2 My child feels safe at school: 94%;
- 3.6.3 The school helps my child to be more confident: 91%.
- 3.7 89% agreed with the statement, 'Overall, I am happy with the school'.
- 3.8 Each school has received a report on the feedback from its parents/carers.
- 3.9 Data from the 2013 Edinburgh People's Survey again shows a high and improving level of satisfaction with secondary schools (up 10%), primary schools (up 7%) and nurseries (up 9%) in respondents' neighbourhoods.
- 3.10 **Customer Service Excellence** is the national standard for delivering excellent customer-focussed services. The first phase of CSE accredited services in Children and Families – Family and Community Support, Planning and Performance, the Education Welfare Service and Queensferry High School - has successfully completed its annual re-accreditation, with each gaining compliance in elements where they had previously been partially compliant and one, the Education Welfare Service, picking up a further compliance plus - 'viewed as exceptional or an exemplar for others' - for its partnership working.
- 3.11 The position statement on participation which was prepared for the Children's Services Inspection last year indicated where we needed to make improvements across the Children's Partnership. The most significant of these was to:
- 'Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback'.*
- 3.12 A working group made up of staff from across Children and Families, the NHS and the voluntary sector met to develop a joint approach towards participation across the Partnership. The group produced a paper, 'Joint approach to participation' (see appendix 1) which was approved by the Children's Partnership in October 2013. The paper sets out five commitments – including 'You said, we did' - on participation and a common approach to engagement terminology. The task is now to ensure that the commitments are implemented across the Partnership. The paper has been shared widely across the

Partnership, is on its website and has been incorporated into the template for performance reports to the Partnership.

- 3.13 The position statement itself has been updated. Although the scope of the statement is partnership-wide, it includes information on progress in relation to the following areas which Children and Families leads on:
- 3.13.1 Anti-bullying survey;
  - 3.13.2 Involvement in individual planning and decision-making;
  - 3.13.3 Family Group Decision-Making;
  - 3.13.4 Engaging with very young children through Talking Mats and Emotions Talk;
  - 3.13.5 Youth participation – Edinburgh Youth Issues Forum, Scottish Youth Parliament, Student Councils;
  - 3.13.6 Young People in Care Council;
  - 3.13.7 Family Based Care Participation Strategy;
  - 3.13.8 Engagement of children with disabilities and their families;
  - 3.13.9 Hospital and Outreach Service;
  - 3.13.10 English as an Additional Language Service;
  - 3.13.11 Parent/Carer Support Framework;
  - 3.13.12 Total Craigroyston;
  - 3.13.13 Commissioning consultation;
  - 3.13.14 Advocacy and engagement for children involved in the child protection process.
- 3.14 Working with a consultant from the Consultation Institute, a group of staff from across the Council, led by colleagues in Service for Communities, has developed a **Consultation Framework** which aims to create a ‘practical tool to support staff to design, conduct and evaluate meaningful and effective consultations’. The intention is that a common approach is embedded across the Council towards consultation with guidance on planning, carrying out and evaluating consultations and an e-learning module for staff. Children and Families has been able to play a part in developing the framework ensuring that the need to engage with hardly reached/seldom heard groups is included and that it is consistent with the commitments in the Children’s Partnership ‘Joint approach to participation’.

- 3.15 **Getting it Right staff engagement:** five 'Team around the Cluster' development sessions were delivered to staff in East and West neighbourhoods in May, June and September 2013. Participants took part in discussions about issues in their areas and about the role of the Team around the Cluster and who should be involved in it. In all, about 100 people from across the Council and partner agencies took part. Two staff surveys in relation to Getting It Right were also carried out. 336 people completed the Getting It Right Maturity Survey for those who have completed training or are linked to Team around the Clusters and 41 people completed the CSMG Maturity Survey. Both surveys have delivered a wealth of data which will be used by CSMGs and Area Co-ordinators to inform their development priorities over the next period.
- 3.16 The following consultations have been carried out over the past year or are currently underway:
- 3.16.1 **Early Years 600 hours** consultation – following on from a series of ten focus groups with parents/carers at early years establishments across Edinburgh, a major consultation has been carried out on the Scottish Government's commitment to increase early learning and childcare hours from 475 to 600 for all three and four year olds. **1,829** parent/carers completed the online survey on preferred delivery models, willingness to travel and other aspects of the planned increase. The data will help to inform our planning on how to deliver the increase in hours, both at a citywide level and locally.
- 3.16.2 Following on from last year's wide-ranging consultation with children with disabilities, their siblings and parents/carers – which informed the development of the tender for services for children and young people with disabilities and led to the extension of holiday playscheme provision – we engaged with parents/carers on **Self-Directed Support and service delivery**. 30 people took part in focus groups and 52 parents/carers completed an online survey. A number of issues have emerged and these will be addressed by the disability service and practice team.
- 3.16.3 **Wellington closure proposal pupil consultation** – pupils at Wellington and potentially affected schools, i.e. Gorgie Mills and Panmure St. Ann's, were consulted on the closure proposal. As with last year's Castlebrae pupil consultation, the starting point was 'Participants, not pawns', Scotland's Commissioner for Children and Young People's guidance on consulting children and young people on proposed school closures. The key questions in the guidance were used to help develop and shape the approach taken. Focus groups were held at each school and Wellington pupils also completed an online survey.
- 3.16.4 **Schools vision ongoing engagement** – we are continuing to engage with parents/carers, pupils and others to enhance our understanding of what they perceive to be the current strengths and areas for

development of education in Edinburgh. This has included meeting with groups and altering the free text question in the self-evaluation survey to ask about strengths and areas for improvement in education in general and not just in terms of the specific school.

### **3.17 Areas for development/improvement:**

- 3.17.1 Ensure that the commitments and terminology in the 'Joint approach to participation' paper are fully embedded within Children and Families and across the Children's Partnership.
- 3.17.2 Agree key generic questions (e.g. on strengths, areas for improvement and barriers) which can be included in engagement activities across services.

## **Measures of success**

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This report is partly based on:

- 4.1 Feedback from parents/carers in the annual school survey and from Edinburgh residents in the Edinburgh People's Survey.
- 4.2 Information prepared for and since the Children's Services Inspection. The inspectors assessed our participation and engagement as 'very good'.
- 4.3 Assessment feedback in relation to Customer Service Excellence.

## **Financial impact**

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- 5.1 There are no financial implications in this report.

## **Risk, policy, compliance and governance impact**

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- 6.1 The risk of not engaging with services users, parents/carers and other stakeholders effectively is primarily that the views of those who use services would not be taken into account in shaping developments and that services would be of poorer quality as a result. 'Consultation and engagement' is a heading in all Committee reports so it is important that we have consistent and effective approaches and methods in place. Services which are accredited with Customer Service Excellence are reassessed annually to ensure compliance with the CSE standard.

## Equalities impact

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Equalities is fully embedded in our approach to engagement:

- 7.1 Survey results are analysed by gender, disability and race. Any significant differences are reported to the Senior Management Team and to appropriate services.
- 7.2 Efforts are made to ensure that 'hardly reached' groups are included in engagement activities (two of our services were recognised for best practice in this area by our Customer Service Excellence assessor).
- 7.3 We consider therefore that the impact of our engagement activities is positive.

## Sustainability impact

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- 8.1 There are no adverse impacts arising from this report.

## Consultation and engagement

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- 9.1 This report is specifically about Children and Families approach to consultation and engagement.

## Background reading/external references

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'Engagement of children, young people and parents/carers in the development of services for children and families in Edinburgh.' Education, Children and Families Committee 21 May 2013.

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Director of Children and Families

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### Coalition pledges

P1 – Increase support for vulnerable children, including help for families so that fewer go into care

P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools

P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum

P7 – Further develop the Edinburgh Guarantee to improve work prospects for school leavers

P33 – Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used

P36 – Develop improved partnership working across the Capital and with the voluntary sector to build on the “Total Craigroyston” model

### Council outcomes

CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed.

CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities.

CO3 – Our children and young people at risk, or with a disability, have improved life chances

CO4 – Our children and young people are physically and emotionally healthy.

CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality

CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community.

CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care.



C025 – The Council has efficient and effective services that deliver on objectives

C026 – The Council engages with stakeholders and works in partnership to improve services and deliver on agreed objectives

**Single Outcome Agreement**

SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential

**Appendices**

Appendix 1 – Children's Partnership 'Joint approach to participation'

Appendix 2 – The Participation of Children, Young People and Other Stakeholders in Policy, Planning and Service Development – *2014 update*

## **Appendix 1**

### **Children's Partnership**

#### **Joint approach to participation**

##### **Introduction**

**Following on from the preparation of the position statement on participation for the Children's Services Inspection, a multi-agency group of staff met to progress the commitment in the statement to:**

*'Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback.'*

The discussion focused initially on what we are currently doing well/improving, what are the 'tough nuts to crack' and what is our vision for a partnership approach to participation (the note of the meeting is attached as appendix 1).

Participants felt that there is a high level of leadership support for participation, that the range of approaches is increasing and that there are many examples of good practice. However there are gaps in relation to linking participation to reporting, decision-making and service improvement. In terms of vision, participation is seen as a 'way of being' characterised by honesty and clarity of purpose rather than as a set of tasks.

**There was a consensus that whatever we develop to take to the Children's Partnership should reflect the inspectors' finding that participation is a key strength in Edinburgh. The approach therefore should seek to build on and develop this strength.**

**Participants are also clear about what they don't want:**

- **A toolkit – plenty of these exist already and there seems little point in producing our own when a web search will identify several. Concentrating on toolkits can also reduce participation to a set of technical procedures and methods rather than an overall approach which is rooted in principles and values.**
- **A lengthy document which will 'sit on the shelf' and gather dust.**

**The attached document is presented as a draft for further discussion and refinement. It:**

- **sets out an aim for participation across the Children's Partnership**
- **places developments in the both the national policy context and that of our services' own self-evaluation and the inspectors' findings**
- **identifies three levels of participation – individual, service and wider policy**
- **sets out specific and measurable commitments which can be delivered by services across the Children's Partnership**
- **addresses the issue of the terminology we use to describe participation and seeks support for a common understanding**
- **references the National Standards for Community Engagement**

## **Children's Partnership**

### **Joint Approach to Participation**

#### **National Context**

The Christie Commission (2011) identifies that if we are to have effective and sustainable public services capable of meeting the challenges ahead, then reform process must take place. Included in the principles informing this process is the need to put in place reforms which aim to empower individuals and communities receiving public services by involving them in the design and delivery of the services they use.

The Scottish Government has stated that "The focus of public spending and action must build on the assets and potential of the individual, the family and the community rather than being dictated by organisational structures and boundaries. Public services must work harder to involve people everywhere in the redesign and reshaping of their activities..."<sup>1</sup> It advocates that people and communities should have a much stronger voice in decisions that affect them and that services should respond effectively to their aspirations and concerns, that the approach should be open, inclusive and responsive and, where appropriate, it should place greater responsibility and control in the hands of citizens and communities.

These aims are reflected in Getting it right for every child, developed to support the delivery of effective resources and early interventions to improve outcomes for children, young people and their families. The approach is rooted in the principles of the United Nations Convention on the Rights of the Child (UNCRC) and emphasises putting the needs of children and young people first and ensuring that their views are listened to and influence decisions which affect their lives. Alongside this, the Children and Young People Bill will put children and young people at the heart of planning and service, ensuring their rights are respected across the public sector.

#### **Local Context**

Drawing on our knowledge from our self-evaluation, and recognised in the findings of the joint inspection, partners currently undertake a "very wide range of measures to consult and seek the views of children, young people, families and stakeholders"<sup>2</sup>. The report identifies that "Partners now need to build on this and establish meaningful involvement of children, young people and families in shaping and designing policy, plans and services."<sup>3</sup>

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<sup>1</sup> Renewing Scotland's Public Services, Priorities for reform in response to the Christie Commission, Sept. 2011

<sup>2</sup> Services for Children and young people in the City of Edinburgh, Report of a pilot joint inspection, April 2013

<sup>3</sup> Services for Children and young people in the City of Edinburgh, Report of a pilot joint inspection, April 2013

This falls broadly into three areas:



These areas will include a range of activity which will be different for different services. Examples include personal decision making in a child's plan, shaping services through a Parent Council or having an impact on wider policy through young people taking part in the Young People in Care Council.

### **Our Commitments**

Partners, individually and collectively, commit to undertaking an agreed set of actions to embed participation across all their activities, ensuring that children, young people, families and staff are able to contribute at all levels. We recognise this will mean that we give specific attention to engaging hardly reached/seldom heard individuals and groups

We will:

- Evidence regular interaction with representative groups of stakeholders
- Make use of a range of systematic approaches to gather and analyse service user/community views to inform decision-making and improvement
- Make use of a range of systematic approaches to gather and analyse the knowledge and views of front line staff to inform decision-making and improvement
- Ensure that mechanisms are put in place to link management decisions and service development to the needs and views of stakeholders
- Regularly inform stakeholders of progress – 'You said – (we are doing)- We did'

The Children's Partnership will monitor and evaluate these five commitments. Each partner will use systems and approaches appropriate to their service.

### **Engagement terminology**

**A wide range of terms is used in relation to engagement and participation. These can often be misleading or used interchangeably when their meaning is quite different. To avoid confusion and to help plan engagement approaches, we will adopt the following terms and definitions across the Partnership:**

#### **Inform**

**We will tell you what we are doing.**

**Consult**

**We will keep you informed, listen to and acknowledge your thoughts and ideas, and provide feedback on how your input influenced the decision.**

**Involve**

**We will work with you to ensure that your thoughts and ideas are directly reflected in the alternatives developed and provide feedback on how your input influenced the decision.**

**Collaborate**

**We will work in partnership with you in formulating solutions and incorporate your advice and recommendations into the decision to the maximum extent possible.**

**Empower**

**We will place final decision-making in your hands.**

## Appendix 2

### The Participation of Children, Young People and Other Stakeholders in Policy, Planning and Service Development – 2014 update (*new text in italics*)

#### 1. What progress have we made?

The Edinburgh Partnership is committed to a Co-operative approach to policy and service development. Edinburgh's integrated children's services plan was developed with the involvement of more than 1000 young people and emphasises our commitment to a strategic approach to the full engagement of children and their families in the development of services. We are continually seeking and responding to feedback from young people and their parents to improve our services.

*Our biennial [pupil and parents surveys](#) across nursery, primary, secondary and special schools give us regular feedback about children and families experiences of school and about how well we are achieving our outcomes. Individual reports are sent to schools and citywide findings support improvement. *More than 4,000 parents/carers have completed the survey this year (2013/14). Carrick Knowe Primary School provides a good example of how findings inform improvements at the local level (see case study). On a citywide basis, we identified ways to improve parental engagement for our [Parental Engagement Strategy](#).**

*Our **citywide anti-bullying survey** is completed by P6/7 and S2 pupils across Edinburgh. *More than 7,000 pupils completed the survey this year. There is now a question in the survey on bullying due to being in care/looked after following on from a survey of looked after children and young people's experience of bullying.* Schools receive feedback about their individual results and produce action plans to respond to the issues identified. Feedback informs our strategy for addressing bullying including staff training and targeted approaches e.g. it has informed specific work with children with disabilities and commissioning work from Stonewall. The % of pupils saying their school is good at dealing with bullying has improved from 67% to 73%.*

*Our **Growing Confidence Well-being Questionnaire** was completed by over 12,000 primary school pupils in 2013. Headteachers have reported that the questionnaires have helped schools shape priorities and make changes to how, for example, they manage challenging behaviour *and how they engage more effectively with parents/carers.**

*A Families and Schools Together (FAST) programme at Castleview Primary school ran in Summer 2013. This is an early intervention programme delivered in partnership between the school, parent partners and local partners including Family Solutions, Community Learning and Development, Community Centre staff, Housing association staff and the Voluntary Sector. As a result of running FAST, there is increasing involvement by parents in their children's learning at the school. Results show 33% more involvement by parents; 73% say they are able to better support their children; and parent to parent support has increased by 32%; The Parent Council is much more active now and a parent and child homework club has been established and a breakfast club about to start. FAST has been shown to have a long term improve in learning and achievement for the children/family who participate (see FAST film: <http://www.youtube.com/watch?v=sbRW4QfH0Wo&feature=youtu.be> and 60 Sec Trailer: <http://www.youtube.com/watch?v=bBi0jSpMtHo&feature=youtu.be>)*

Children, young people and families are encouraged to be involved in all **individual planning and decision making which affects them**. For example, children and families are encouraged to contribute through the use of the My World triangle, Talking Mats, Emotion Talks and other tools. **Children who are looked after** are supported to complete 'Have Your Say' forms (*these forms will be updated – see below*) for reviews. *For hearings, a new 'All About Me' form is used. Children's Rights Officers and Who Cares Young Persons' Workers support looked after children to participate in meetings and in whatever way they can either through direct participation or through the workers advocating on their behalf.* Reviewing Officers monitor the effectiveness of these arrangements. **The Family Group Decision Making** [*video to follow*] service brings family members together to make a family plan for the care of a child or young person. The family has a central place in finding positive solutions for the child. The service has recently produced a DVD which explains what is on offer and the voice of family members is included on the DVD alongside that of staff.

We are engaging increasingly successfully with **very young children**. Staff have played a leading role in the development of Talking Mats [[video 1](#); *video 2 to follow*] which enable children as young as two to participate in planning and evaluation in early years settings. Training has been delivered to social workers and early intervention workers, based on a GIRFEC resource, which represents the My World Triangle in symbols. Emotions Talk has been developed to support children's engagement and is used in a range of special and mainstream school settings. The Talking Mats resource was presented at the national GIRFEC conference and will be rolled out across Scotland. *This resource, entitled 'Consulting Children and Young People', is now on sale. A major CPD event entitled, 'Empowering the Voices of Children' is planned for May 2014. The event will showcase a range of approaches to engaging successfully with young children including Talking Mats, Emotions Talk and arts-based approaches.*

*Young people are routinely involved in policy, planning and service development. A major change occurred to the thrust of citywide young people's participation in Edinburgh in Feb 2013 with the development of a new participation strategy (LINK) that emphasises a 'deep' learning and involvement of young people in Edinburgh in decision making and democratic activities. There have been two Participation Mentor Training courses conducted over the past year involving 30 young people who have undertaken a 40 hour **Participation Mentor** training programme. This programme creates confident and able young people who can participate effectively and encourage others to get involved in democratic processes in Edinburgh. This is an ongoing training programme. These young people have facilitated the Internet Safety evening February 2014, a COSLA event on child protection in 2013, and all other elements of the Edinburgh Youth Participation Strategy including co-facilitating the training of the new round of Participation Mentors.*

*The **Edinburgh Youth Issues Gathering**, organised and facilitated by the Participation Mentors, was held in September 2013 where 45 young people prioritised issues for action in Edinburgh. The top issues have been: bullying, mental health and wellbeing in schools, poverty and inequality, and the state of our schools. These topics have been the focus of **Action Research Groups** where young people learn research skills and undertake deep inquiry about the topic. Each of the groups then undertake a **Conversation for Action** with lead officers, elected members and young people discuss the issue in more depth and identifying key issues and actions for change. The bullying Conversation for Action held in January 2014, recognised that the bullying policy, while implemented in all schools relies on students individual relationships with teachers, which may have the potential to impact policy implementation.*

*An important element of the participation strategy has been to strengthen young people's links with the Edinburgh Partnership and local level decision-making forums. Increased networking between Members of the Scottish Youth Parliament and local forums has assisted this process. Additionally two Members of the Scottish Youth Parliament sit on the Leader's Group for Edinburgh Guarantee. A number of presentations have also been made at a local and citywide level about the changes to EYIF structure and young people's participation generally. Examples of young people's work locally include: the 'South by South West' video reflecting what young people feel and think about their communities in the South West and Western areas of Edinburgh; The North Youth Forum have produced a community newspaper 'The Matter'. The second issue which focused on bullying. They have also been involved in a number of consultations organised by Total Craigroyston; North and East localities are currently organising Local Youth Gatherings which will be facilitated by Participation Mentors. The Community Learning and Development (CLD) service has identified 6 local participation leads who are actively involving young people in participation activities at a local level. Stronger links with school councils are also being forged.*

*'**Democracy on the Move**', a project supported by a CLD student on placement within the Young People's Participation Team, aims to make young people aware of the referendum and their voting rights. The project has delivered presentations and workshops local authority high schools and community settings in Edinburgh. The participants involved in these workshops and assemblies have collectively explored and articulated their thoughts in relation to the registration process for voting, the voting process and general thoughts around the referendum. Young people have planned, delivered and evaluated this project. They include Participation Mentors, Members of the Scottish Youth Parliament and EYIF members. The process is supported and resourced through the YPPT and school staff.*



**Creative Conversations** are events that aim to bring people together to discuss creativity, education and the arts. Student Councils were invited to have their say about creative learning and to develop their very own Creative Conversation to share with their school and wider community. The Student Council Creative Conversations vary from how to be creative with the food you buy in order to help sustain the global demand for it to the role of art in religion. Learning should be enjoyable and the Creative Conversations allow young people to discuss creative learning as they understand it and think about what they would like to happen.

*A **Festival of Participation** will be held on March 8 celebrating and showcasing young people's participation across the city. This event has been planned and organised by young people for young people.*

**The Young People in Care Council** was established to ensure looked after children could influence service developments. It has had real impact, for example in shaping our Corporate Parenting Action Plan, influencing policy and participating in staff interviews. *YPICC members took part in a consultation event on 20 February on the refresh of the Corporate Parenting Action Plan and a staff focus group was held on updating the plan on 24 February.* **Young People in residential services** are consulted to improve residential care e.g. Secure Services have developed the 'Count Me In' strategy to offer young people and parents greater influence. This approach has been rolled out across other residential units e.g. Northfield YPC was graded "excellent" for their participation programme. Our **Family Based Care** Participation Strategy includes Foster Carer Support Groups which provide comment on service development. New groups for children of foster carers and single adopters have been developed. Disruption Review Meetings help us learn lessons from placement breakdowns. Foster carers and adopters participate in review meetings and express their views. Their contribution to self evaluation was reflected in the Care Inspectorate inspection. A leaflet for **young carers** called 'Who Cares?' has been developed by the Community Health Partnership in partnership with Edinburgh Young Carers Project and sent to all pupils. The leaflet encourages young people to identify themselves as carers and gives useful resources for further support. Young people from local schools attended a well evaluated launch event. Young carers are consulted by providers about the activities they would like to see in place. A consultation was held with Broomhouse young carers in 2011 and findings were disseminated through Children in Scotland.

A Parents Forum for **children with disabilities** addresses issues raised by families and engages them in the future direction of services [minutes [24/01/12](#); [02/05/12](#); [28/08/12](#)]. A service providers group comprising the voluntary sector, private sector and in-house services is working together to identify service gaps and address them. Children with disabilities, who use playschemes and residential respite, and their parents and siblings were invited to feedback their experiences using the tools offered by 'Boardmaker' or via a conventional questionnaire. This has provided powerful feedback about the experiences of children with disabilities and their families and improvements are being made as a result e.g. expansion of holiday play schemes. *Many of the improvement suggestions arising from the consultation directly fed in to the tender for services for children with disabilities. The consultation itself won the Customer First award at the Council's Staff Awards for Excellence and was highly commended at the Children and Families Achievement Awards. Parents/carers of children with disabilities took part in a consultation on Self-Directed Support and service delivery in January and February 2014. The consultation involved focus groups and an online survey and gathered parents' views in relation to SDS and services for children with disabilities.*

The Hospital and Outreach Service has developed an "app" with children in hospital to provide information re Frequently Asked Questions and children's concerns. New case management arrangements for children with additional support needs have involved parents via Kindred and reflect their suggestions. The English as an Additional Language service supports the involvement of bilingual families. The Psychology Service has championed parent and child involvement in planning Emotion Talks used to support child involvement

*NHS Lothian works collaboratively with partners to engage and listen to families, carers, children and parents in relation to **health services** e.g. shared work with Young Carers, Family Nurse Partnership (FNP) review, Family Council, Allied Health Professional membership on parent led bodies, and Individual and Collective Advocacy Services for Child and Adolescent Mental Health Services.*

*Family Nurse Partnership (FNP) parents helped create information leaflets, recruit Family Nurses and Supervisors and provided feedback to individual Family Nurses. After identifying a*



gap in the service, FNP Clients were keen to contribute to breast feeding support for future clients on a city wide basis. Clients have participated in further training to become volunteer workers as part of NHS Lothian 'Best Buddy' Breast feeding service. This service supports women across NHS Lothian by offering practical information, emotional support and encouragement to breast feed their baby.

Healthy Respect has renewed its bronze LGBT Charter award in 2013 for young people's services. Children and young people have been involved in the development of young person friendly services at Chalmers sexual health centre and several of the peripheral clinics. This process involves inviting groups of young people into the service to discuss their ideas on developing a service that young people are comfortable to use. Several groups including LGBT youth and Throughcare and Aftercare have been consulted.

Young people have recently been consulted on the development of Healthy Respect's Sexting Campaign, as part of Antibullying week in November 2013. Their views were used to develop the final poster. Appendices 1 and 2 are promotional material.

Healthy Respect initiated a study (2012/2013) through the Lothian young people's sexual health group to seek the views of 'vulnerable young people that don't attend services'. The views of 67 young people were collated and 34.3% (23) said that they felt they had wanted advice or support with 'relationships, family worries, how they felt, sexual health, drugs or alcohol' and of these 23 young people 15 didn't go to any services for help. Services are aware of barriers that still exist for some young and will continue to work in partnership to address these. Appendix 3 is a copy of the findings report.

LGBT Youth Scotland, in partnership with Healthy Respect recruited and trained 8 young people as volunteer mystery shoppers. This group have worked to explore young people's experiences of accessing services around sexual health and relationships in Lothian. Young People have also been involved in developing the criteria they will use when visiting services.

The young people visited a selection of the services currently operating across Lothian. 12 organisations were selected from Healthy Respect drop-ins, peripheral clinics and 2 youth services between 8 January 2014 and 7 February. The young people will share their feedback with NHS Lothian, and individual organisations, with a focus on identifying strengths, and highlighting areas for development.

Young people in North East Edinburgh informed the Child Healthy Weight Programme and a high school programme for S3 girls, 'Health 4 U'. 629 pupils have been involved via 13 High Schools across Edinburgh. This programme has demonstrated increased confidence and knowledge around healthy choices and use of local sports and fitness facilities.

We have intervention programmes (Get Going) tailored for overweight and obese primary school and high school age pupils, delivered in partnership between NHS Lothian, City of Edinburgh Council and Edinburgh Leisure, and linking to clinical services when required. Promotion of this service through direct engagement with NHS (GPs, school nurses and others) and local authority staff has improved recruitment (54 children have completed 75% of the Get Going programme in Edinburgh so far for 2013/14).

Parents across diverse populations contributed to the NHS Maternity Strategy and influenced the review of community midwifery services. The Maternity Quality Improvement Team has lay members including mothers. This group scrutinises audit and has developed a post natal questionnaire, analysed results and developed an action plan to improve patient experience.

Participation of children, young people and their families is part of wider **patient public involvement work**. 315 Children and Young People were involved in the consultation on the Children and Young People's Health and Wellbeing Strategy. NHS Lothian worked in partnership with the Children's Parliament to develop a child and young person friendly toolkit available at <http://www.childrensparliament.org.uk/nhs-lothian-consultation.html>. Train the trainer events were held for Health, Local Authority and Voluntary Sector staff. Awaiting evaluation results. Responses were received from a cross section of children and young people including Looked After and Accommodated Children (LAAC), LGBT Youth, Minority Ethnic Health Improvement Service (MEHIS) and those accessing Child and Adolescent Mental Health Services (CAMHS). The comments received have informed changes to the updated draft of the strategy. Annual engagement will be carried out to ensure children and young people have the opportunity to contribute to the planning of children's services.

*Children and families were involved in the Re-provision Project Team, and Family Council. Other examples exist of children being asked to respond to the National Parenting Strategy, and clients becoming best buddy volunteers for future clients. RHSC offer a drop in centre where patients, carers and families can access peer and professional support.*

Our new **Parent/Carer Support** Framework was informed by a [survey of views](#) of 217 parents and carers, including 84 parents identified as “hardly reached”. The starting point for the **Total Craigroyston** project was to engage children, young people, families and the local community to listen to their concerns, aspirations and solutions for their local area. This has had a major impact on the Road Map which has been developed as a result. Community feedback has been published in newspaper format in the area.

*More than 1800 parents/carers took part in the Early Years 600 hours survey. The survey gathered parents' views on potential delivery options for the Scottish Government's increase in early learning and childcare hours from 475 to 600.*

Our **Commissioning approach** to children's services has systematically involved service users, partner agencies, and funded providers. For example we have made extensive use of surveys and questionnaires, inclusion of children with disabilities through the use of Boardmaker and pictorial aids and we have established a multi-agency checkpoint group [[Checkpoint group remit; minutes 28/06/12; 16/08/12](#)].

An independent advocacy worker has been appointed through Barnardos Scotland for children and young people involved in the child protection process. Multi-agency case file audits have specifically examined how we engage with children and families in line with the Quality Indicators and this will help inform our revised Child Protection Improvement Plan. As part of our Public Awareness campaign, the Youth Participation Communications Group reviewed some of our Child Protection materials and gave constructive feedback. Work is now underway with school-aged children and young people to develop new materials. A multi-agency working group is determining how best we improve the impact of Children and Young people on decisions about their lives. Staff focus groups and literature reviews have taken place. This work has been supported by the Head of Participation with the Scottish Commissioner for Children and Young People. We are now moving to engage directly with children and young people in this work through creative means, involving a commissioned community artist, to elicit the views of children and young people.

*Three comic strip booklets developed by children and young people who have been in the Child Protection process were presented to the Edinburgh Child Protection Committee on 12 February: 'Keeping it Safe: A Young Person's Guide to the Child Protection System' - An introduction to the Child Protection process and setting out how children and young people should expect to have their views heard.*

*'Keeping it Safe: A Young Person's Guide to being cared for safely' - An introduction to Child Protection for children and young people who need to be accommodated as part of the plan to keep them safe. This incorporates the important issues for the young people of keeping in touch with family and friends.*

*'Keeping It Safe' – A Young Person's Guide to Case Conferences and Plans' - A booklet outlining the purpose of the Case Conference and the Plan. This incorporates the message from young people about the importance of knowing when meetings are taking place, having their views heard and having the choice to attend.*

*The booklets are designed to be used with children and young people by staff. The aim is to enhance the young person's understanding of the Child Protection process and to promote their capacity and confidence to give their views about decisions and plans being made. The booklets and outcomes of the research need to be shared with all the young people involved. Formal appreciation for the work and commitment of the young people will be marked. Learning points with regard to the methodology will be collated and written up by the implementation group. The findings of the research will be publicised and the booklets launched for professionals.*

*A business case will be made for involving children and young people in developing a replacement for the 'Have Your Say' form, in order that young people can present views in ways consistent with their developmental stage and needs.*

*Two cohorts of children and young people (Dalry Primary and Drummond Community High) have contributed to the development of the 'Speak Up – Speak Out Public Protection Awareness Campaign'. The CPC have run a competition (<http://digitalteachingandlearning.files.wordpress.com/2013/12/safer-internet-day-extended.pdf>) to coincide with Safer Internet Day on 11 February. We have received over 200 entries. The winning entries will feature as part of the public awareness campaign on internet safety and the safe use of social media.*

10,228 Edinburgh young people voted in the most recent Scottish Youth Parliament (SYP) elections and our MSYPs fully engage in the Scottish Youth Parliament. **The Edinburgh campaign won 'Best use of Social Media' award for public sector agencies at ["Some Comms" Awards 2011.](#)**

Four services (Family and Community Support, the Education Welfare Service, Planning and Performance, and Queensferry High School) have achieved [Customer Service Excellence](#) accreditation *and all have successfully completed their annual reassessment, attaining elements which were previously only partially compliant and, in one case, adding new elements which were assessed as compliant plus.* This has involved a systematic and comprehensive approach to engagement with children, families and other stakeholders. The aim is for all services to learn from this good practice and work towards accreditation.

## **2. What improvements do we need to make?**

- Develop a co-ordinated Partnership Participation Strategy to embed participation and feedback
- Ensure service developments and improvement always evidence feedback from children and young people, parents/carers and other stakeholders e.g. the 'You said, we did' approach

*The 'Joint approach to participation' paper was approved by the Children's Partnership in October 2013. A working group of staff from across the Partnership drafted the paper which sets out five commitments – including 'You said, we did' - on participation and a common approach to engagement terminology. The task is now to ensure that the commitments are implemented across the Partnership.*

- Develop use of social media tools for participation and engagement

*The Children and Families Web Board approves new proposals for using social media. About 20 proposals are discussed and approved annually. Guidance has also been produced on best practice in using social media.*

- Extend the use of Talking Mats and Emotions Talk

*About 70 staff in Children and Families have been trained in Talking Mats and there are now four accredited trainers each of whom will train three groups of staff this year. A strategic group is meeting to oversee the progress of Emotions Talk. See above re the 'Empowering Children's Voices' event (p2)*

- Strengthen links between the Edinburgh Youth Issues Forum and Local Youth Forums to include hard to reach groups more effectively and make meetings more engaging and inclusive.

*See above re developments in youth participation (pp2-3)*

- Implement the new Parental Engagement in Education Strategy 2013 – 16

*The Parental Engagement Strategy and Action Plan was approved by the Education, Children and Families Committee in October 2013*

- Involve young people in improving Looked After Review materials to enable them to have more control over the agenda, venue and how they express their views.
- Continue to build linkages between Family Nurse Partnerships and universal services as it expands

*See above re FNP (p4)*

- Further develop advocacy for children and young people in child protection

*The Barnardos advocacy (children's rights) service has supported 60 children through the child protection process from December 2012 to December 2013. This has included attending case conferences, supporting children/young people to attend case conferences, submitting reports, attending core groups, attending children's hearings and attending LAAC (joint with CPCC).*

- Improve accessibility of Healthy Respect services on the basis of the Rapid Impact Assessment on the Review of Young People's services in Lothian

*See above re developments in Healthy Respect (p4-5)*

- Increase the number of services which are accredited with Customer Service Excellence

*The number of accredited services has not increased but all services have successfully passed their annual reviews (p8)*