

# **Oxfordshire's Children, Young People and Families**

## **Strategy for the Involvement and Participation of Children and Young People**

**September 2006 (revised)**

*"... this could possible change the world because children have been so badly disrespected over the last 50 years and badly thought of as 'youths' I hate that word..." (14 year old)*

*"Cutting to the chase – children and young people know what they want ... they tell us as it is .. we have underestimated their potential"  
(BVR member)*

### **Introduction**

Oxfordshire's Children and Young People's Plan 2006<sup>1</sup> states a priority to develop a Strategy for the active involvement and participation of children and young people (c&yp) (Section 4 & 6). This Strategy has been developed under the auspices of the Children's Rights Leads Group (CRLG) (see Appendix 1 for membership) and drew on discussions with Sounding Board 1& 2 (SB1&2) regarding the participation of c&yp in the new Children's Trust. The Strategy for the Involvement and Participation of c&yp has been widely discussed and endorsed by the Children and Young People's Partnership and the Children and Young People's Board. A C&YP's Summary is available and will be used to consult further with c&yp. The strategy will evolve and develop over time. It contains the following sections:

1. Context
  2. Shared Values, Principles and Standards
  3. Oxfordshire Now
  4. Recommendations
  5. Action Plan
- Appendices  
Glossary

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<sup>1</sup> Oxfordshire's Children and Young People's Plan 2006, OCC

# 1. Context

## 1.1 National Context

All the recent Government legislation, policy and guidance place a high priority on increasingly involving c&yp as active participants within organisations<sup>2</sup>. The Children’s Trust Statutory Guidance states:

*“Local partners should ensure a culture of openness across their Children’s Trust arrangements, so that listening and responding to children and young people becomes an integral part of everyday practice. They should see to it that children and young people are involved in decision-making about their lives and in designing and developing services.”<sup>3</sup>*

Every Child Matters: Inspection of Children’s Services<sup>4</sup> outlines a set of Key Judgements and Indicators, which include indicators for participation. The key indicators, targets and judgements for participation are contained within the ‘Make a Positive Contribution’ outcome area:

Outcome	Targets & Indicators	Key Judgements
Engage in decision-making & support the community & environment	Extent to which c&yp contribute to key decisions affecting their lives Proportion of c&yp who feel their views are listened to and make a difference to decisions taken	<ul style="list-style-type: none"> <li>▪ C&amp;yp are encouraged to participate in decision making and to support the community</li> <li>▪ C&amp;yp are helped to develop their opinions &amp; gain the knowledge and understanding needed to bring about change in society;</li> <li>▪ c&amp;yp are encouraged to participate in planning &amp; management of services and activities;</li> <li>▪ C&amp;yp are helped to acquire the knowledge &amp; understanding to become informed and responsible citizens</li> </ul>

### Additionally:

- the Service Management section refers to involving c&yp in analysing need, prioritising development, designing services and managing performance
- the Children Looked After, and the Children and Young People with Special Educational Needs & Disabilities sections both emphasise the need to ensure the views of c&yp are listened to and taken into account; that advocacy services and complaints procedures are accessible and clear; that c&yp are adequately and appropriately supported and that feedback is given.

## 1.2 Definitions

*“Participation is ‘doing views’” ..... “Consultation is ‘getting views’” (13 yr old)*

<sup>2</sup> UN Convention on the Rights of the Child (Article 12 & 13); Every Child Matters 2004; The Children Act 2004; National Service Framework for Children and Families 2004; Joint Area Review Plans DfES 2005 ; DfES Guidance: Working Together Giving Children and Young People a Say, 2004

<sup>3</sup> Statutory Guidance on interagency co-operation to improve the well-being of children: Children’s Trust Statutory Guidance 2004 (p11)

<sup>4</sup> Every Child Matters: Inspection of Children’s Services: Key Judgements and Indicators DfES 2004

This strategy covers a spectrum of c&yp's involvement and participation from contributing views through surveys and consultations, to involvement in democratic and political processes, and through active participation in decision-making and policy development. In this context, these terms are defined as:

- **involvement** is an umbrella term, referring to formal and informal mechanisms which enable c&yp to express their views and to be heard
- **decision-making** refers to involvement in decisions about policies and services that affect c&yp but are not specific to them as individuals
- **democratic and political decision-making** refers to c&yp's active involvement in processes for which they have been elected, nominated or voluntarily agreed to represent other c&yp. This could involve becoming a Young MP, involvement in District, City, Town or Parish Councils or representing others in regional or national forums
- **consultation** involves c&yp in contributing their views on issues, influencing decisions and policy, but *not being part* of decision-making processes. It is a more passive involvement and can be both formal and informal
- **participation** involves c&yp working with adults, overtly, formally and *actively* sharing power in decision-making processes. It involves c&yp holding significant levels of responsibility, finding solutions, shaping policy and initiating change.

### 1.3 The Rationale

*“All together is a strong voice – our views were heard because when people act together they are strong” (Sounding Board member)*

It is widely recognised that<sup>5</sup>:

- C&yp have a right to be involved in decisions that affect them; through shaping, designing, developing, delivering and evaluating services
- C&yp's participation is essential to improve services and respond appropriately to changing needs
- C&yp's participation is essential to promote wider and longer-term commitment to citizenship, community cohesion and local democracy
- Participation in decision-making is, in itself, preventative, in relation to building self-confidence, learning new skills, developing new friends, redressing power-balances and having fun!
- An empowering environment raises all our aspirations

### 1.4 Levels of Participation

*“If power was heavy, adults would be all the way down and children would be floating in the air” (13 yr old)*

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<sup>5</sup>Kirby, P., Lanyon, C., Cronin, K. and Sinclair, R. (2003) *Building a Culture of Participation*, Nottingham, DfES Hear By Right, NYA & LGA 2005; Office of Children's Rights Commissioner; NCB Children's Participation Service; Wright, Turner, Clay & Mills: (2006) The participation of c&yp in developing social care

A body of research exists building on Hart's (1997) 'Ladder of Participation'<sup>6</sup>, and developed later by Shier<sup>7</sup>. They describe and differentiate between the levels of power shared between adults and children. It is recognised that there will be appropriate levels of empowerment for differing tasks and for the particular c&yp involved. The 'ladder' below shows a progression towards increasingly involving c&yp, though the context, task, decisions and participants will best determine the appropriate level of involvement. It rests on honesty and realism to establish the extent to which c&yp can be actively involved in any particular task, while challenging complacency in developing increasingly participative approaches.

The levels differentiated are:

Level	Example	C&yp's example
5. Initiating	C&YP generate ideas & make decisions; adults support but don't take charge	C&yp initiate discussions about catering, suggest changes & request to be involved in planning, managing, budget holding, buying & making food. Adults support them to do so
4. Implementing	C&YP hold responsibility for project and outcomes; staff advise and monitor	C&yp have responsibility for deciding about food, including holding the budget & buying/making the food if they wish to
3. Decision-Sharing	C&YP share decision-making with adults; views are given equal weight	C&yp together discuss and decide new menus with adults
2. Representing	C&YP represent their peers views on adult initiated issue; adults take account and give feedback	A couple of c&yp represent the group and make suggestions for a new menu, adults decide
1. Being Consulted	Adults make decisions, but consult C&YP; their views are taken into account and give feedback	C&yp are asked which items on the menu they like best, adults decide the menus

C&yp based power



(This is the subject of ongoing discussion within the Children's Rights Leads Group)

Adult based power

<sup>6</sup> Hart, R. (1997) *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. New York: Unicef

<sup>7</sup> Shier H, 2000. Pathways to participation; openings, opportunities and obligations. In *Children and Society* Vol 14

## 2. Shared Values, Principles and Standards

### 2.1 Shared Values and principles

There are 20 key shared values and principles that have been endorsed by the Children and Young People's Partnership and Board. These are drawn from c&yp's comments through the review of the Sounding Board in January 2006 and other comments on participation collected through SB2 and other consultative processes. These are:

- a) ***We've a right to be involved***  
C&yp have a right to influence the development of policy and services that affect them and the right to do so safely. (Article 12 & 13 UNCRC)
- b) ***It needs saying everywhere so everyone knows***  
There should be a visible commitment to c&yp's participation, which is sustainable in the long-term and appropriately resourced
- c) ***It shouldn't just be one group talking at another – it should be a two-way conversation - we need to build relationships for it to work best***  
Everyone needs to make a commitment to attendance and to open and real dialogue for an agreed period of time
- d) ***Involve us all***  
A commitment to inclusion should be overt and resources built in to make sure *all* c&yp have an opportunity to be involved actively and to withdraw if they wish
- e) ***Make sure you understand what we are saying***  
There is a commitment to meeting any requirements that social and communication difficulties might cause, to ensure that c&yp can fully participate
- f) ***Tell us what happens as a result of what we say***  
C&yp's experience and commitment is valued and recognised through feedback which specifies the impact and outcome of their participation
- g) ***Respect us and our views***  
There will be times when adult and c&yp's views are different and vigilance will be required to prevent a 'pick 'n mix' approach to confirm a particular view
- h) ***Give us time to prepare for meetings, just like you do***
- i) ***Involve us in helping you***  
Involve c&yp in as many different ways as possible, e.g. as planners, assessors, trainers, mentors, evaluators, advisers etc
- j) ***Tell us where we can and can't really make a difference***  
Set clear and realistic expectations about the parameters of the task and the level of power that will be shared
- k) ***Have an adult who is not part of the meeting to support c&yp***  
This should provide both independence and support for c&yp who need breaks and time-out
- l) ***Sort out things like consent, safety stuff and rewards***  
Policies should be developed with c&yp and regularly reviewed
- m) ***Check how we're doing regularly***

Standards should be established which provide a way to measure and evaluate progress

**n) *You've got to change too – sometimes meetings might not be the best way to find out what we think***

Meetings might need to be organised very differently, e.g. they might involve visual, physical and creative ways to 'discuss' issues

**o) *If you think it's important you need to give it some money***

Ensure an appropriate budget is available and sustainable

**p) *Make sure any personal stuff is confidential***

Written policies concerning confidentiality are clear and shared

**q) *Everyone needs to change to make this happen***

There is a commitment to investing in change through training and support to staff and members at all levels across children's services and partner organisations

**r) *Make it safe and make it fun!***

The safety of children and young people must be paramount and the experience of being involved should be fun

**s) *Make sure it makes a difference***

Ensure strong review and evaluation processes of impact and outcomes; learn from and act on findings

**t) *Keep trying!***

We won't get it right first time

## **2.2 Inclusion**

*"Small people can do BIG things .. we have fresh brains!" (8 yr old)*

The Strategy aims to encourage the increasing and active involvement of c&yp of *all* ages, abilities and circumstances, across *all* services which affect them so that it becomes the norm for c&yp to participate actively in decision-making at *all* levels. This will include services that impact on c&yp, but are not necessarily specifically focussed on c&yp, e.g. housing, transport etc.

A range of opportunities will need to be developed, which encourage c&yp to actively participate in decision-making and which respect some c&yp's preference *not* to be involved in formal mechanisms. Ways to capture the views of these c&yp need to be developed through informal mechanisms and will be invaluable in informing and shaping services. These methods might include outreach, mentoring, advocacy, circle time and nurture groups, active listening approaches, creative arts workshops etc.

Particular attention also needs to be given to ensure some groups of c&yp are included, for instance very young children, disabled c&yp, c&yp with social and communications difficulties, minority groups, c&yp excluded from school, young people in custody, c&yp in hospital for long periods, c&yp out-of-school etc. This will require appropriate levels of resourcing, training and expertise.

## **2.1 Hear By Right Standards (HBR)**

*"Same old meetings ... heard it all before .. it won't make any difference"*

*“An excellent consultation but needed more specific analysis of what needed to change...in a chaotic meeting it is easy to pick out what you want...we hear what we want to hear”*

The nationally developed HBR<sup>8</sup> framework for the active involvement of c&yp offers a robust, tried and tested model for developing practice and evaluating progress against a set of standards. This strategy plans to use the standards in Oxfordshire to measure and review progress.

The HBR framework consists of seven standards, each requiring self-assessment at three levels of performance: emerging, established and advanced. The underlying question asked against all these standards is: is there evidence of dialogue with children and young people and is there evidence of change as a result? The seven standards are:

- a) **Shared Values:** is there strong commitment to involving c&yp at the heart of the organisation’s values and beliefs?
- b) **Strategy:** is there a strategy for the active involvement of c&yp? Who’s involved? Who’s signed-up?
- c) **Structures:** what structures exist to ensure active, sustainable and inclusive consultation and participation of c&yp?
- d) **Systems:** what policies, systems, procedures, budgets, reviews processes, agreements etc are in place to ensure ongoing involvement?
- e) **Staff:** is commitment written into all Job Descriptions? are c&yp involved in all selection? in induction and training? at all levels?
- f) **Skills and knowledge:** are children and young people trained and supported? are staff/managers/members trained and supported?
- g) **Style of leadership:** are there champions for change & for involvement? is there direct engagement with leaders? are children and young people partners in planning?

The standards can be mapped to the indicators and outcomes used in Every Child Matters and the CYPP.

### **3. Oxfordshire Now**

*“We made sure services are based on children and young people .. We helped to build a service by young people for young people” (SB members)*

#### **3.1 Priorities and Targets: Children and Young People’s Plan and Local Area Agreement) (CYPP & LAA)**

Oxfordshire’s CYPP establishes clear priorities for developing and increasing the involvement of c&yp in decision-making. These are included in the Positive Contribution and Service Integration sections of the CYPP and specify:

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<sup>8</sup> Hear By Right, NYA & LGA 2005; Office of Children’s Rights Commissioner; NCB Children’s Participation Service

Establish an overarching Children's Rights strategy and action plan for implementing, monitoring, evaluating & reviewing development	Draft by September 2006
Establish a participation and consultation strategy under the auspices of the Children's Rights framework, which outlines a co-ordinated and realistic plan to consult and involve children, young people, parents and carers as partners at strategic and operational levels within the Children's Trust and the Children's Service Authority	Draft by September 2006
Ensure discrete and adequate resourcing are included within the strategy	Draft by September 2006

The LAA additionally includes targets for increasing participative and consultative activity with c&yp. These targets are based on an estimated baseline (to be reviewed):

Outcome	Indicator	2006/07	2007/08	2008/09
To increase the effective participation of children and young people and ensure that is is well co-ordinated	Increase the number of children and young people consulted about services	4,000	4,500	5,000
	Increase the number of children and young people participating in democratic decision-making processes	400	550	700

### 3.2 Current activity and progress

The CYPP (Sections 4 & 7) outlines the progress Oxfordshire has made towards developing the active involvement of c&yp. The HBR standards can be used to measure progress against nationally developed standards within in all service areas. At a strategic level it provides a similarly useful tool. Some key progress indicators are outlined below against the HBR standards:

#### a) Shared Values

- Oxfordshire County Councils has endorsed the UNCRC
- The Children and Young People's Partnership and Board have endorsed the Involvement and Participation Strategy
- There is an established CRLG with wide partner agency commitment
- There is endorsement to use HBR to measure progress

#### b) Strategies

- There is Service Manager post for Children's Rights and Participation within the Children's Trust structure
- The active involvement of c&yp is prioritised within the CYPP & the LAA
- C&yp have contributed to developing plans to ensure the long-term commitment to involvement through the Sounding Board mechanisms

- Wider consultations on Sounding Board themes have been co-ordinated under the auspices of the CRLG on, e.g. BVR, ECM and CYPP
- There is a committed budget to sustain and develop c&yp's involvement

### **c) Structures**

- C&yp are active members of the CYPP and the CPB
- Targets for participation & consultation are included in the LAA & CYPP
- An established countywide Sounding Board of c&yp aged 7-19 will continue to meet regularly with Councillors and senior officers
- A Children's and Young People's Involvement Network (ChYPIN) is being established to ensure wide involvement from formal and informal groups across the county (see 4.2.1)
- A widescale attitudinal and behavioural survey will complement other consultative and participatory activity, focussing on key priority areas in the CYPP
- The CRLG will continue to meet and ensure wide representation and communications channels linking with consultation/participation/Public Involvement Officers in County, City and District Councils, in Health Trusts, YOS, voluntary organisations, Connexions etc

### **d) Systems**

- There are some policies in place within service areas, e.g. covering consent, access, rewards etc
- There are some robust long-term financial systems in place to support involvement, others are short-term or pilot-based
- Systems to record and evaluate the impact and outcomes of involvement require development, while there are some excellent examples of good practice
- Systems for disseminating good practice need to be developed

### **e) Staff**

- There are some excellent examples of good practice in some services/agencies, e.g. involvement of c&yp in peer mentoring schemes, in recruitment of staff, involvement in training, evaluation, assessing funding applications, commissioning etc
- A commitment to Children's Rights is included in some job descriptions; and in a minority there is a commitment to active involvement

### **f) Skills and Knowledge**

- There are good examples of accreditation and training available to c&yp to support their active involvement, (e.g. Sounding Board, Source Workers, Youth Service and Connexions)
- Support and training for adults in actively involving c&yp needs developing. There are some good and well-evaluated examples of doing this.

- Participation Training for staff is developing, directly involving c&yp as trainers, e.g. in the Children's Fund, Source Workers

#### g) Style of Leadership

- There is a strong endorsement from members and senior officers to developing the involvement of c&yp at all levels, demonstrated by the endorsement of the Involvement and Participation Strategy

## 4. Recommendations

### 4.1 Developing a participatory C&YP Trust

Kirby, Lanyon, Cronin and Sinclair (2003)<sup>9</sup> identify four stages that may be necessary in order to change cultures and institutionalise participation in organisations:

- **unfreeze** existing attitudes, procedures and styles of working
- **catalyse** change through use of champions, 'doing', partnerships and funding
- **internalise** change through developing a shared vision and understanding of participation in practice, acknowledge conflict/opposition, evaluate progress
- **institutionalise** in mainstream practice, plan to scale up and out .

Thompson<sup>10</sup> (1998) suggests, that developing participatory organisations involves '*profound changes in an institutions prevailing attitudes, behaviour, norms, skills and procedures*'.

In developing a culture in Oxfordshire that encourages the active involvement of c&yp, it will be crucial to clarify and specify structures and processes that embed good practice and subsequently review progress. The recommendations below outline the key issues required to develop a participatory Children and Young People's Trust, building on the work already undertaken in Oxfordshire. An Action Plan (Appendix 2) outlines in more detail the actions necessary to implement and sustain the recommendations within the strategy.

### 4.2 A Proposed Structure

The proposed structure aims to:

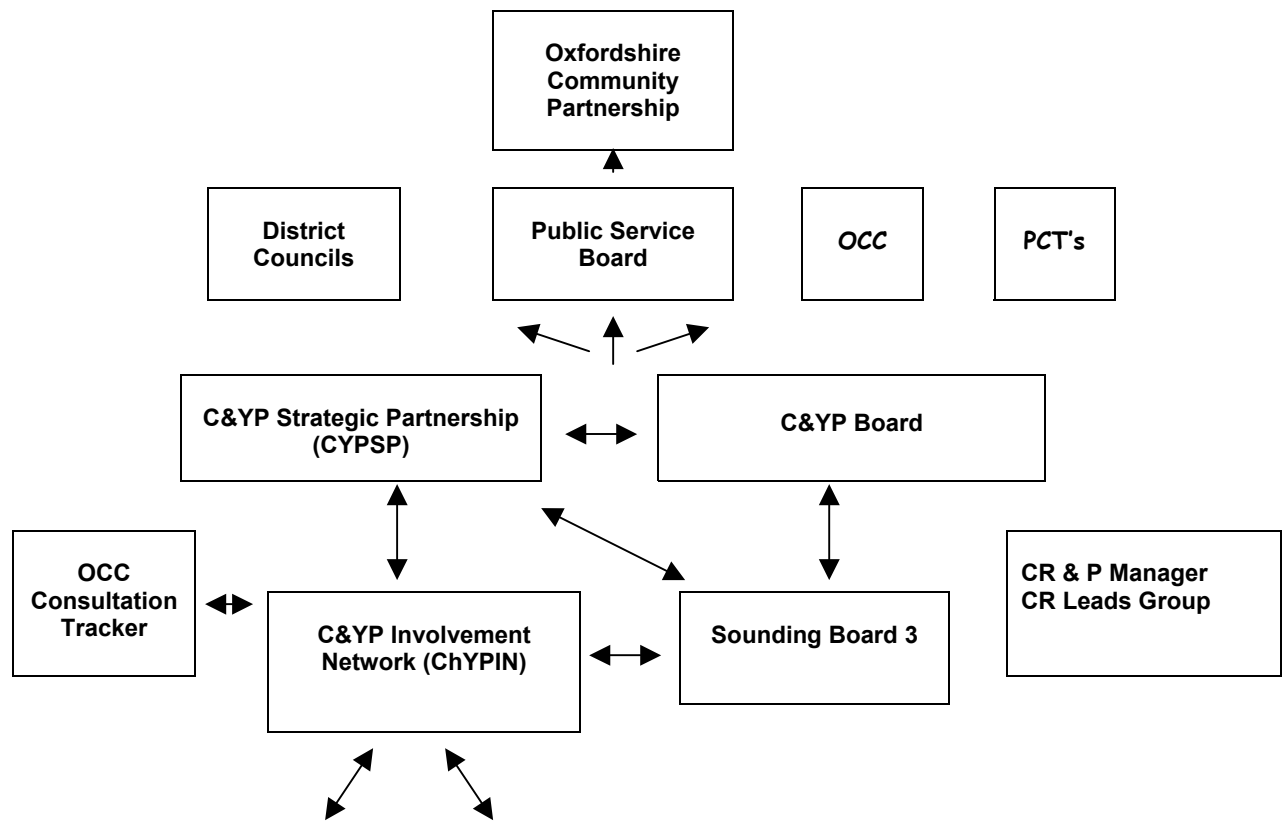
- a) ensure that the views of c&yp are collated from a wide range of formal and informal mechanisms and heard at strategic planning levels through establishing a Children and Young People's Involvement Network (ChYPIN)
- b) work towards c&yp actively participating in decision-making at strategic levels through developing the existing Sounding Board mechanism
- c) ensure, through a widespread survey, that c&yp inform the CYPP and provide baseline measurements against which to measure progress

<sup>9</sup> Kirby, P., Lanyon, C., Cronin, K. and Sinclair, R. (2003) *Building a Culture of Participation*, Nottingham, DfES

<sup>10</sup> Thompson, J. (1998) *Participatory Approaches in Government Bureaucracies: Facilitating Institutional Change*

- d) ensure that the voices of c&y impact at strategic and operational levels and there are demonstrable differences as a result of their increased involvement

#### 4.2.1 A Children and Young People's Involvement Network (ChYPIN)



**Democratically constituted groups**, e.g.: Parish/Town/District Council Youth Forums

UK Youth Parliament      MAC40      Children's Rights Alliance

**Formally constituted groups**, e.g.: Divisional Young People's Forums      School Councils

Eco-committees      Healthy Schools Task Groups

**Task/Advisory groups**, e.g.: Children's Panels      Source Workers      Connexions      Sounding Board

Young Xperts      Family Centre/VCS Advisory groups      Locality Network forums

**Informal mechanisms**, e.g.: Advocacy      Mentoring      Outreach      Creative Arts

**Surveys**, e.g.: Attitudinal and behaviour wide-scale survey work

Influences practice across Children's Services & partners e.g. recruitment, induction, training, appraisals, JD's etc

PCT Public Involvement Forum + CYP&F Consultation Group

Influences funding streams and forums e.g. District Youth Forums, DC's, School Councils etc

ChYPIN will co-ordinate existing formal and informal forums, councils, panels and groups of c&yp across Oxfordshire to ensure they all have a 'channel' to express their views. This will be co-ordinated by the CRPM with the CRLG. It's core aims would be to:

- establish a mechanism to collect and collate the views of c&yp on issues prioritised by the CYPSP and the JCB (through various routes including 2 meetings p/a with leaders on prioritised issues; an e-network; Spired.com etc)
- establish a mechanism which enables c&yp to raise issues of concern to them at CYPSP and the JCB
- ensure the Sounding Board evolves as a meeting point for ongoing and regular discussion with policy makers
- develop mechanisms to ensure the views of c&yp not directly involved in ChYPIN are heard and shape the collective views
- develop ways to ensure the views of c&yp impact both a strategic levels *and* on service delivery within the CYP&F Directorate and partner agencies
- develop strong links with the planned Locality Teams, to influence practice and develop locally based forums to feed into ChYPIN
- plan and undertake a targeted survey to establish the wider views of c&yp on prioritised issues
- develop the use of the OCC Consultation Tracker system to hold and disseminate all c&yp consultative activity across OCC, District Councils and partner agencies
- encourage all existing forums etc to reach and support marginalised c&yp to take part
- ensure strong review and evaluation processes are built in, and the learning is disseminated

#### **4.2.2 Sounding Board 3**

The key remit of SB3 in 2006/07 will be to:

- ensure c&yp have a safe, fun and empowering experience
- meet with Members and senior officers regularly and on an ongoing basis, around agreed topics
- decide how c&yp should 'take up their seats' at the CYPSP and the JCB now and in 2007/08

Some SB3 members will additionally be involved in:

- planning and facilitating the two ChYPIN events
- advising the development of a baseline attitude and behaviour survey
- advising the work of the CRPM
- advising on development of the HBR standards in Oxfordshire
- reviewing the Strategy

The existence and remit of the Sounding Board will be reviewed during 2006/07 and develop as appropriate in 2007/08.

The Sounding Board does not claim to be a democratic or fully representative forum. It aims to involve a wide range of c&yp aged 7-19 across Oxfordshire, actively in formal decision-making processes.

SB3 will be made up of ex-members of SB1 & SB2 and new members will be invited from under-represented groups. SB3 will be co-ordinated and facilitated by the newly appointed ChYPIN Co-ordinator.

#### **4.3 Political and Democratic Decision-making**

Political and democratic decision-making is an important part of the spectrum of involvement and participation. C&yp in Oxfordshire are currently involved in a number of ways in this sort of activity, e.g. through Parish, Town and District Council Forums; through school council; as representatives on regional and national bodies; and as Young MP's. The planned Audit will capture more information on these kinds of activities and the current levels of involvement of c&yp .

#### **4.4 Survey**

An attitudinal survey will be carried out to provide wide scale attitudinal and behavioural data on the views, attitudes and behaviour of c&yp across Oxfordshire. This will be used as baseline information for the CYPP and is included as a target within the APA.

The survey will relate closely to targets within the CYPP, which can usefully be measured using survey methods. It will be established in collaboration with all partners to the CYPP and build on existing survey work. This will be complemented by more detailed surveys, for instance on bullying.

A budget for all strands of the survey work has been committed for £15k for 2006/07.

#### **4.5 Audit**

The CRPM will co-ordinate an audit to establish existing participative and consultative activity, and the current resource base in relation to finance, skills and training.

#### **4.6 Resources**

A budget of £75k p/a has been committed to develop and embed the participation, consultation and involvement of c&yp and parents and carers within the new Children's Trust structures. This will be held by the CRPM, under the auspices of the CRLG and used to facilitate ChYPIN, SB3, the Parents and Carers Sounding Board and a survey.

Additionally, there is a small underspend from 2005/06, which will be used to support the development of ChYPIN and the PCSB, and (probably) include a small evaluation strand.

#### **4.7 Policies**

Policies on safety, consent, risk, accreditation, rewards, transport and access will be developed with c&yp to support the safe and empowering involvement of c&yp in public decision-making.

#### **4.8 Review and Evaluation**

ChYPIN will be involved in developing and using the HBR standards to set a baseline against which to measure progress in meeting the aspirations of the strategy as well as the specific actions in the Action Plan. Additionally, an external evaluation will be considered to provide learning and development to consider progress towards becoming a participatory organisation.

#### **4.9 Dissemination, celebration and publicity**

A Communication Policy will be developed to ensure there are robust and ongoing routes to disseminate and celebrate the developments.

#### **4.10 The Children's Rights Leads Group (CRLG)**

The CRLG will be the core multi-agency group shaping and steering implementation of the Involvement and Participation Strategy. It will review its Terms of Reference, membership and priorities as it takes on its new responsibilities.

The CRLG was established under the auspices of the CR Commissioner in Oxfordshire in 2000. It promoted and championed the development of CR across the partner agencies in Oxfordshire through the use of the CR Checklist and Audit process. Since the ending of the CR Team, the Audit has been in abeyance, and the CRLG needs to review its use and the development of this initiative within the new structures.

#### **Glossary**

APA	Annual Performance Assessment
C&yp	Children and young people
ChYPIN	Children and Young People's Involvement Network
CLASS	Communications, Language, Autism & Sensory Service
CPB	Children's Programme Board
CR	Children's Rights
CRLG	Children's Rights Leads Group
CR PM	Children's Rights and Participation Manager
CYPP	Children and Young People's Plan
CYPSP	Children and Young People's Strategic Partnership
DC	District Council
HBR	Hear By Right Standards
OLDT	Oxfordshire Learning Disability Trust
ORHT	Oxfordshire Radcliffe Hospital Trust
PCSB	Parents and Carers Sounding Board
SB1/2/3	Sounding Board 1,2 or 3
WODC	West Oxfordshire District Council
UNCRC	United Nations Convention on the Rights of the Child

## Appendix 1: Children's Rights Leads Group Members

Sarah Ainsworth	EY&FS, CYPF
Jane Bell	North Oxon PCT
Judy Brown	Youth Support Service, CYP, CYPF
Simon Brown	EY&FS, CYPF
Kate Calvert	Sure Start
Voirrey Carr	EES, CYPF
Natalie Child	Oxford City Council
Neila Chrisp	Oxford Radcliffe Hospitals
Melanie Clarke	Youth Support Service, CYP, CYPF
James Collins	EY&FS, CYPF
Jan Cottle	ORHT
Helen Couperthwaite	West Oxfordshire DC
Luke Cousins	Connexions
Helen Crofts	South District Council
Ian Davies	Cherwell DC
Carole Dixon	Chief Exec Office, OCC
Chris Etheridge	Teenage Pregnancy Co-ordinator
Hannah Farncombe	EY&FS, CYPF
Bill Ferguson	CYP, CYPF
Sharon Fleming	CYP, CYPF
Fran Fonseca	EY&FS, CYPF
Mark Hammond	Key 2
Adrian Harper-Smith	OCC
Sue Howarth	YOS
Cllr Joyce Hutchinson	Vale of White Horse DC
Val Johnson	Oxford City Council
Emma Leaver	Oxford City PCT
Jan Lewis	EY&FS, CYPF
Phillip Martin	West Oxfordshire DC
Patricia Millar	Oxford City PCT
Sue Morris	Ridgeway Partnership (previously OLDT)
Alison Partridge	Children's Fund
Giti Paulin	EES, CYPF
Joey Phillips	Oxford City Council
Clare Rowntree	Centrepoint
Pat Simpson	Cherwell DC
Barbara Slatter	EY&FS, CYPF
Kate Tolley	Vale District Council
Sally Truman	South Oxon DC
Michaela Warwick	Centrepoint
Toby Warren	Vale of the White Horse DC
Jon Wild	Cherwell DC
Helen Womack	CLASS, CYPF

(some members are 'distribution only' members)

## Appendix 2: Action Plan (May 2006)

Action	Activity	Responsibility	Timescale
Agree Terms of Reference of CRLG	<ul style="list-style-type: none"> <li>Discuss and agree</li> </ul>	<ul style="list-style-type: none"> <li>CRLG</li> </ul>	May 2006
Ratification of Strategy	<ul style="list-style-type: none"> <li>Agree draft plan</li> <li>Plan consultation on draft strategy with CRLG - scale, breadth etc</li> <li>Write child-friendly version (with c&amp;yp)</li> <li>Carry out consultation within timescales</li> <li>Ratification by who? (CYPSP/JCB/CRLG/C&amp;YP/PCTs/DCs etc)</li> </ul>	<ul style="list-style-type: none"> <li>CRLG</li> <li>CRLG</li> <li>ChYPIN Co-ord</li> <li>Consult – amend</li> <li>Seek endorsement from CYPSP ++</li> </ul>	May 06 June 06 ? Autumn 06
Agree budget plan	<ul style="list-style-type: none"> <li>Agree budget</li> <li>Carry forward of underspend agreed</li> </ul>	<ul style="list-style-type: none"> <li>CRLG</li> </ul>	May 06
Recruitment of ChYPIN Co-ordinator	<ul style="list-style-type: none"> <li>Write JD &amp; PS (confirm salary) – in discussion with sub-group of CRLG</li> <li>Plan and agree recruitment process involving c&amp;yp in all aspects</li> <li>Recruit</li> </ul>	<ul style="list-style-type: none"> <li>April/May 06</li> <li>June 06</li> </ul>	
Recruitment of Independent Facilitator	<ul style="list-style-type: none"> <li>Discuss with sub group of CRLG</li> <li>Discuss with JS – to provide consistency, safety and independence</li> </ul>	<ul style="list-style-type: none"> <li>AP</li> </ul>	April 06
Extend contract of SB Administrator	<ul style="list-style-type: none"> <li>Re-define job with SP and re-evaluate as appropriate</li> <li>Agree new line management arrangements</li> </ul>	<ul style="list-style-type: none"> <li>AP</li> </ul>	April 06
Plan arrangements for c&yp's involvement in CB & CYPSP	<ul style="list-style-type: none"> <li>Confirm c&amp;yp's invitation</li> <li>Develop user-friendly formats</li> <li>Identify yp – on interim basis initially</li> <li>Prepare and support attendance</li> </ul>	<ul style="list-style-type: none"> <li>AP</li> <li>AP</li> <li>AP</li> <li>AP</li> </ul>	April/May 06
Plan SB3 & ChYPIN programme across year	<ul style="list-style-type: none"> <li>Link with prioritised CYPSP &amp; CB programme</li> <li>Following recruitment of co-ordinator and facilitator plan all SB3 and ChYPIN dates and meetings</li> <li>Ensure all documentation, including the strategy is available in child-friendly formats</li> <li>Agree recruitment of c&amp;yp – plan training/support etc</li> </ul>	<ul style="list-style-type: none"> <li>AP – in discussion with Sarah Breton</li> <li>AP/co-ordinator/admin</li> </ul>	May 06
Develop a set of ChYPIN policies	<ul style="list-style-type: none"> <li>Policies re safety, confidentiality, rewards, access, accreditation etc</li> <li>Endorsement from all</li> </ul>	<ul style="list-style-type: none"> <li>AP/ChYPIN Co-ord/SB3</li> </ul>	Sept 06
Plan consultations across year	<ul style="list-style-type: none"> <li>Collate information on planned consultations of c&amp;yp through year – to feed into Coms Gp audit</li> <li>Co-ordinate with CYP&amp;F Communications Group, DC's and PCT Public Involvement Managers</li> <li>Plan link and disseminate opportunities of Consultation Tracker System with OCC Consultation Manager</li> </ul>	<ul style="list-style-type: none"> <li>AP</li> </ul>	ongoing
Plan baseline survey	<ul style="list-style-type: none"> <li>Establish survey sub-group with DC partners and others</li> </ul>	<ul style="list-style-type: none"> <li>AP/Carole Dixon &amp; DC partners</li> </ul>	From May 06

	<ul style="list-style-type: none"> <li>▪ Consider 'piggy-backing' on existing survey work or extending existing plans</li> <li>▪ Develop specific plans for Bullying survey</li> <li>▪ Write costed proposal</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP/Anti-Bullying Group</li> <li>▪ AP</li> </ul>	April 06 on May/June 06
Plan external evaluation (assuming budget)	<ul style="list-style-type: none"> <li>▪ Appoint evaluators</li> <li>▪ Clarify terms/parameters of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP/CRLG</li> </ul>	Sept 06
Audit of consultation and participation activity – to develop baseline and knowledge base	<ul style="list-style-type: none"> <li>▪ Plan template for audit (based on BR standards) – including: <ul style="list-style-type: none"> <li>- activity</li> <li>- levels of participation</li> <li>- resource committed</li> <li>- training for participation workers</li> <li>- training for adults</li> <li>- outcomes</li> <li>- future plans for development</li> </ul> </li> <li>▪ Collate</li> <li>▪ Disseminate and use as a route to engage partners in ChYPIN</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP/CRLG</li> </ul>	May/June 06 on  Nov 06 Jan 07
Use HBR standards to evaluate current strategic participation and consultation activity	<ul style="list-style-type: none"> <li>▪ With SB3</li> <li>▪ Plan development following HBR (strategic and operational levels)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus of first/second SB3 meeting</li> </ul>	Sept 06 on
CR Checklist	<ul style="list-style-type: none"> <li>▪ Review with CRLG</li> <li>▪ Plan as appropriate following discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ CRLG</li> </ul>	Jan 07
Dissemination of learning	<ul style="list-style-type: none"> <li>▪ Communications and media plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ AP/CRLG</li> </ul>	