

REPORT TO: POLICY AND RESOURCES COMMITTEE - 25 OCTOBER 2010

REPORT ON: CHILDREN AND FAMILIES ENGAGEMENT STRATEGY

REPORT BY: ASSISTANT CHIEF EXECUTIVE

REPORT NO: 576-2010

1. PURPOSE OF REPORT

1.1 This report seeks approval for the ongoing development and implementation of Dundee's Integrated Children's Services, Engagement with Children and their Families Strategy 2010-2012. The Strategy sets out Dundee's vision and commitment that *"children and young people are engaged in shaping policy and service delivery in areas of concern to them as a matter of principle and that these opportunities are embedded in everyday practice"*.

2. RECOMMENDATIONS

2.1 The Policy and Resources Committee is recommended to:

- i) note the content of this report and the attached Engagement with Children and their Families Strategy
- ii) endorse the drive to develop the strategy in order that children, young people and their families are involved in the development of children's services through integrated children's services planning
- iii) approve the delivery framework within the strategy

3. FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications.

4. BACKGROUND

Dundee's Integrated Children's Services approach is based on the Scottish Government policy *"Getting it Right for Every Child"* (GIRFEC) where every child and young person in Dundee will be *safe, healthy, achieving, nurtured, active, respected, responsible and included*.

A key part of delivering the GIRFEC agenda is the involvement of children, young people and their families. We do this by ensuring they are engaged in the process of shaping policy and service delivery particularly in areas of concern to them.

In order to promote the involvement of children young people and their families we have developed a framework for engagement.

- This framework was developed by a working group established under the auspices of the Child Protection Improvement Plan Project Team following the HMIE inspection of child protection services in Dundee in June 2009.

The task group were specifically tasked to;
'Establish and implement a framework for the way in which all children, young people, parents and carers are involved in the development of children's services through integrated children's services planning.'

The work is now complete and the framework forms part of the engagement strategy will be implemented following endorsement by the Policy and Resources Committee.

5. POLICY IMPLICATIONS

This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Risk Management. There are no issues in this regard to report on.

An Equality Impact Assessment has been carried out and will be made available on the Council website <http://www.dundecity.gov.uk/equanddiv/equimpact/>.

6. CONSULTATIONS

This report has been subject to consultation across Integrated Children's Services and the Chief Executive, Depute Chief Executive (Support Services) and Director of Finance, Directors of Housing, Leisure and Communities, Education and Social Work, representatives of the health authorities, Tayside Police and the voluntary Sector.

7. BACKGROUND PAPERS

Equality and Diversity Rapid Assessment: Children and Families Engagement Strategy, (August 2010)

Chris Ward
Assistant Chief Executive

.....

15/10/2010



Framework for engaging children, young people, parents and carers in the development of integrated children's services in Dundee

FOREWORD

Dundee's Integrated Children's Services approach is based on the Scottish Government policy "**Getting it Right for Every Child**" <http://www.scotland.gov.uk/gettingitright> where every child and young person in Dundee will be *safe, healthy, achieving, nurtured, active, respected, responsible and included*.

Our vision is that children and young people will live in a loving family, a supportive local community and a caring society within a prosperous Dundee.

A key part of making the 'vision' happen is the involvement of children, young people and their families and we feel strongly that;

"As a matter of principle children and young people are engaged in shaping policy and service delivery in areas of concern to them and that these opportunities are embedded in everyday practice".

We also recognise that parents and carers are key partners and that our work must continue to better reflect and support parents and carers roles and responsibilities for their children.

The framework contained in the following pages will help us deliver the vision above.

Framework for engaging children, young people, parents and carers in the development of integrated children's services in Dundee

1 Background

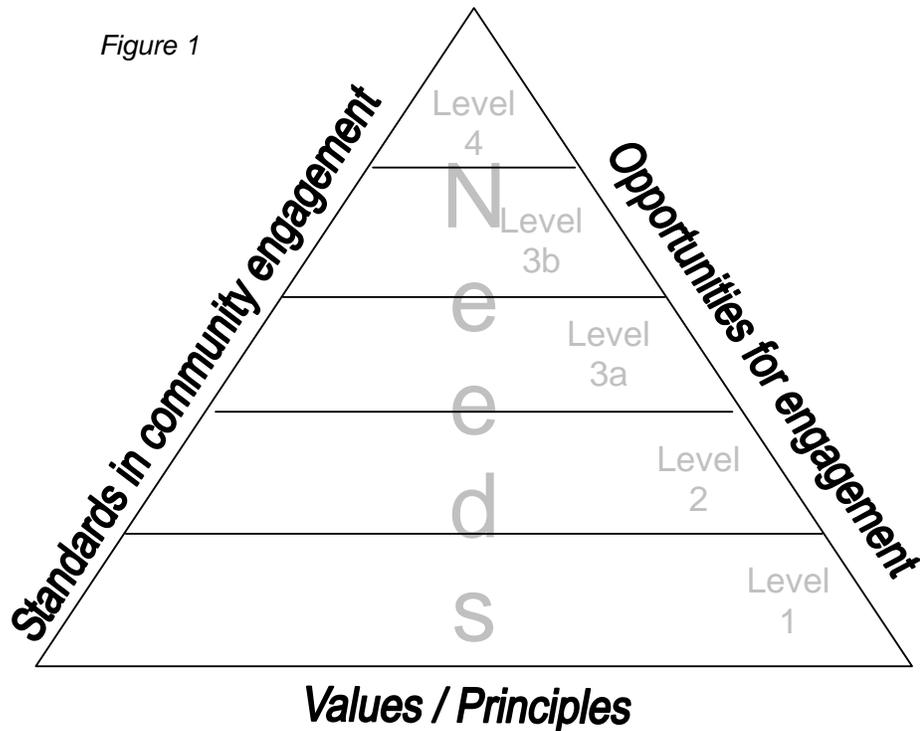
- 1.1 This framework was developed by a working group which was established under the auspices of the Child Protection Improvement Plan Project Team - Integrated Children's Services Task Group following the HMle inspection of child protection services in Dundee in June 2009. The task group was tasked with working towards achieving the outcomes of:
- *The arrangements for the delivery of integrated children's services are driven by the sole aim of meeting the needs of children*
 - *We have improved the joint planning of integrated children's services to take full account of the needs of children at risk of harm, abuse and neglect.*
- 1.2 Specifically, the working group was tasked to address Action Point 31 of the Child Protection Improvement Plan:
'Establish and implement a framework for the way in which all children, young people, parents and carers are involved in the development of children's services through integrated children's services planning.'
- 1.3 The working group and the wider task group was of the view that 'involvement' can often be a 'one off' activity and that what is more important is to ensure continuous engagement with children, young people, parents and carers through the ongoing development, implementation and evaluation of integrated children's services.

2 Definition of 'engagement'

- 2.1 In the context of integrated children's services planning, 'Engagement' can be described as:
'the ways in which service providers work with children, young people ,parents and carers to identify their needs and interests and to support their participation over a sustained period of time in activities which enable children, young people etc to express their views and ensure that services are responsive'.
- A summarised version of this description is that *'engagement is sustained participation and involvement'*
- 2.2 Engagement can involve a range of activities including:
- providing information (communication)
 - listening to views (consultation)
 - involving in decision - making (participation)
 - monitoring, quality assurance (evaluation)
- 2.3 Dundee has a long history of adopting a community development approach to engaging with communities in the development of services and this approach is equally if not more relevant to the development of integrated children's services.

3 The framework

- 3.1 *Figure 1* represents a model for the framework. The key elements of the model represented by each side of the triangle provide its strength and should maintain its integrity when fully applied. The model also recognises that children, young people and their families have different needs, which may provide unique opportunities for engagement and require different responses.



3.2 Values and Principles

3.2.1 Underpinning the model are values and principles, fundamental to which is the belief that children, young people and their families have the right to be involved in decisions which may or do affect them.

3.2.2 This belief is supported by legislation, national and local policy and guidance, including:

- United Nations Convention on the Rights of the Child:
 - (i) *Article 3: All organisations concerned with children should work towards what is best for each child.*
 - (ii) *Article 12: Children and young people have the right to have their views taken into account in decisions made about matters that affect them*
- Getting it Right For Every Child:
 - (i) *about all children – not just children ‘in need’, not just those ‘looked after’, and not just those ‘at risk’ or with the most acute or complex needs.*
 - (ii) *each child is: safe, healthy, active, nurtured, achieving, respected, responsible and included.*
 - (iii) *Putting the child at the centre: children and young people should have their views listened to and they should be involved in decisions that affect them*
 - (iv) *The involvement and contribution of children, young people and families is a fundamental principle of the programme.*
- Early Years Framework:
 - (i) *engage communities and work with them to provide support to young children and their families*

- Dundee Integrated Children's Services Plan
 - (i) *'As a matter of principle children and young people are engaged in shaping policy and service delivery in areas of concern to them and that these opportunities are embedded in everyday practice'* (Foreword)
 - (ii) *All Dundee's children and young people are respected / Children and young people are listened to and consulted about matters which affect their lives and future. Increase the level of engagement with children/young people ...*
 - (iii) *All Dundee's children are included / All Dundee's children and young people play a full and positive role in their communities*

3.3 Standards in community engagement

3.3.1 The [National Standards for Community Engagement](#)¹ were launched in May 2005. They set out best practice principles for the way that government agencies, councils, health boards, police and other public bodies engage with communities.

3.3.2 The National Standards define community engagement as:
'Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both to understand and act on the needs or issues that the community experiences'.

3.3.3 The National Standards for Community Engagement are a good practice tool:

- developed through community and agency engagement
- tested in practice
- setting out mutual commitments between agencies and communities
- promoting equality
- celebrating diversity
- building skills and confidence
- providing indicators of best quality performance
- driving continuous improvement
- embedded at the heart of what government promotes in Scotland

3.3.4 The ten standards are:

- [The Involvement Standard](#)
Identifying and involving the people and organisations with an interest in the focus of the engagement.
- [The Support Standard](#)
Identifying and overcoming any barriers to involvement.
- [The Planning Standard](#)
Gathering evidence of the needs and available resources and use this to agree the purpose, scope and timescale of the engagement and the actions to be taken.
- [The Methods Standard](#)
Agreeing the use and methods of engagement that are fit for purpose.
- [The Working Together Standard](#)
Agreeing and using clear procedures to enable the participants to work with one another efficiently and effectively.
- [The Sharing Information Standard](#)
Ensuring necessary information is communicated between the participants.
- [The Working With Others Standard](#)
Working effectively with others with an interest in the engagement.

¹ For further information go to: <http://www.scdc.org.uk/national-standards-community-engagement/>

- [The Improvement Standard](#)
Actively developing the skills, knowledge and confidence of all the participants.
- [The Feedback Standard](#)
Feeding back the results of the engagement to the wider community and agencies affected.
- [The Monitoring and Evaluation Standard](#)
Monitoring and evaluating whether the engagement meets its purposes and the national standards for community engagement.

3.3.5 Whilst the National Standards apply broadly to communities – including parents and carers; specifically in relation to community engagement with children and young people, guidance was published in 2006 - *'Engaging children and young people in community planning: Community Planning Advice Note'*².

This guidance note provides advice in response to two key questions:

1 Why engage with children and young people?

- There are incentives for engaging, such as achieving better service design and promoting citizenship, but there are also requirements to do so under statutory duties.
- Developing good engagement processes can help deliver the vision of 'Getting it Right for Every Child', in particular in relation to enabling children and young people to be effective contributors, responsible citizens and in demonstrating that they are included, respected and responsible.
- Dialogue with children, young people and families gives policy makers and service providers the information they need to improve the relevance of their policies and services.
- Participation by children and young people is also an aid to protection.
- Community Planning structures offer the potential to improve co-ordination of local arrangements for engagement across agencies, for example Integrated Children's Services Plans, Joint Health Improvement Plans and Community Learning and Development Strategies
- Participation can also be a mechanism for re-engaging children and young people who have become disengaged by creating a better sense of belonging.

2 What makes for effective engagement?

- Levels of engagement with young people as with any community group, can range from simply providing relevant information and consulting on particular issues, to involvement, to full partnership approaches where those involved are empowered to have responsibility for funding decisions, monitoring and evaluation.
- An assessment should be made, in advance of engagement, to determine which approach is most appropriate to the context, the group involved, the decision to be made and the resources available.
- Time, effort and commitment of resources are required to achieve worthwhile engagement, in particular in working with excluded and hard to reach groups. In addition to money, equipment and other physical resources, experienced staff with a prior knowledge of the group or area are a key resource.
- The voluntary sector and youthwork organisations are key sources of expertise and knowledge.

² For further information go to: <http://www.scotland.gov.uk/Resource/Doc/154089/0041433.pdf>

- While we tend to think in terms of educating children and young people in the skills required to participate, in many cases it is the adults involved who need to acquire skills to engage more constructively.
- Adults need to avoid making assumptions in dealing with children and young people and to be confident enough to build open and honest relationships based on mutual respect.
- Treating children and young people as a homogenous group won't work, for example, those with disabilities or black and minority ethnic groups may have additional needs. Younger children often rely on their parents or carers to represent their views, whereas youth groups are able to represent their own viewpoint. The key is to start from the position of the children or young people involved, from their view of the world, whatever their age or ability.
- There needs to be a range of ways of engaging, from structures for continuous involvement to one-off events. There are benefits in consulting young people in their own area or at events that they are already involved in, for example fun days, through school or youth clubs, but it is also important to recognise engagement that takes place alongside the adult population, as part of the mainstream.
- There are many competing demands on young people's time; incentives may be needed for them to be motivated.
- Approaches can be fun, user friendly and interactive, for example using artwork, drama, music, video, photography, peer research, campaigning, fund raising, developing resources, etc. Texting and electronic voting systems can be useful where travel is a barrier.
- Young people need a range of information and communication channels. Information should be clear and jargon free, in relevant formats and languages. Body language is also an important form of communication in face to face engagement.
- Young people quite often want to speak to other young people rather than to adults, young people can act as interviewers to draw in views.
- Systems should be in place to evaluate the impact of engagement on decision-making and policies but also to ensure that processes are being refined and improved to increase participation levels.
- The results of the engagement are vital: children and young people need to see changes as a result of their input. However, the experience of being involved is also important, supporting the personal development, enjoyment and the sense of well-being of those involved.
- It is important to manage expectations. Accurate information should be provided at regular intervals, including an honest assessment of the scope for change and feedback on action, highlighting how views have been taken into account. People are turned off if nothing appears to happen and they don't know why.
- Children and young people are especially vulnerable to exploitation, abuse and other harmful outcomes. So as well as the usual safeguards required when engaging with any group, additional safeguards are often required for this group in making sure that they are properly protected and kept safe.

N.B.

See Appendix 1 for examples of community engagement with children and young people

3.4 Opportunities for engagement

- 3.4.1 The opportunities for engaging with children, young people, parents and carers are as numerous as the settings in which children, young people, parents and carers can be found.
- 3.4.2 This presents a number of challenges to stakeholders and particularly adults and organisations with an interest in the views of children, young people, parents and carers. The challenges are further compounded by the varying needs (see below) of children and young people and their parents/carers.
- 3.4.3 Continuous attention needs to be given to identifying the range of opportunities for engagement with the key outcomes of:
- Identifying the range of opportunities for children, young people and families to be involved in policy and service delivery at all levels
 - Review processes for engaging children, young people and families within each setting
 - Identifying the range and quality of practice and include those children, young people and families who are most disengaged with services
 - Identifying staff training needs in relation to engagement with children, young people, parents/carers

A strategy for undertaking the above activities is outlined in 5.1 below

4 Needs

- 4.1 Within this framework, consideration must be given to how children and young people's needs, and by dint of – their parents/carers needs, can be met.
- 4.2 The relevance of needs in relation to the engagement of children, young people and parents/carers in the development of children's services is in short to ensure that the interests of all children, young people, parents and carers are considered.
- 4.3 Tony Morrison provides a useful framework for presenting children and young people's needs:
- **Level 1: All children** receiving universal services
 - **Level 2: Vulnerable Children/Children with Additional Needs** - Children from households where the carer is under stress, which may affect their child's health and development.
 - **Level 3a: Complex Needs** - Children whose health or development is being impaired or there is a high risk of impairment (*Children with Disabilities or Complex Health.*)
 - **Level 3b: Complex Needs and Compromised Care** - Domestic Abuse (VAW), Substance Misuse, Offending, Mental Health problems.
 - **Level 4: Acute Needs** - Children experiencing significant harm or likelihood of significant harm. Looked after and accommodated children.

(Adapted from Morrison, T. 2007)

Morrison's framework also usefully points to the situations or circumstances children or young people may be experiencing and therefore the potential opportunities (or challenges) for engagement as well as identifying appropriate approaches that can be used.

5 Implementation

5.1 Implementation of this framework requires action in the following areas:

- A shared understanding of engagement among chief officers, managers, practitioners and service users

- Each Integrated Children's Services Thematic Group will produce and maintain an action plan (**see appendix 2**) for the implementation of this framework in relation to their respective target group (theme), with specific reference to:
 - how the values and principles of the framework will be applied
 - how the National Standards will be met
 - how the opportunities for engagement will be mapped (as per 3.4.3 above)
 - address engagement with under represented groups
 - identify resource implications for delivering effective engagement

- The work underway on developing an integrated Community Involvement Strategy and consultation network should be compatible with and complement this framework.

Appendix 1

Examples of engagement

1. Looked After Children DVD (Opal Fruit)

Opal Fruit is a DVD specifically commissioned in Dundee as a means of promoting the voice children within our Looked After Children system.

The DVD allows the viewer the opportunity to listen to the views of a cross section of children and young people who are, or who have been, looked after either at home, in a foster setting or in a residential unit in Dundee or across the country.

It was made over a period of 12 months and nearly entirely from the children and young people's perspective and as such could be uncomfortable viewing at times. However, a primary aim of this engagement activity was to gauge the perception some children and young people have about their looked after journey.

The DVD asks the viewer to be as objective as possible as we go through the journey and reflect and consider what it is as a practitioner that we can change or develop which will make life better for the children and young people, not just those in the DVD but also those who will follow.

The DVD has now been developed into an awareness raising tool which is being used across the city by practitioners and others involved in delivering a service to looked after children.

2. Antisocial Behaviour Strategy Development in Dundee

Under the Antisocial Behaviour etc. (Scotland) Act 2004, Local Authorities and Chief Constables have a duty to consult young people in the development of Antisocial Behaviour Strategies.

Approaches involving young people talking to each other can highlight areas that may not register when young people discuss community issues with older adults.

As part of Antisocial Behaviour Strategy Development in Dundee, for example, Tayside Police, the local authority and other interested parties ran a parallel youth conference to their own group discussions.

Activity: The young people joined the main event to hear various speakers' input then broke off to hold their own discussions in a plenary session.

- During their event, the young people conceived and acted out a related drama which they filmed for a DVD. This was then shown to the delegates at the main conference later in the day. This proved a very effective way of involving young people and getting their perspectives.
- The children and young people who took part were among those who youth workers were in contact with, so the organisers knew they would be 'hitting the appropriate market'.
- The involvement which the young people had in both the plenary session and the dramatic production was seen to have quite an impact on the other partners as it was both powerful and positive, and has been viewed as an approach which should be repeated.

For further information on the initiative, contact the Communities Department at Dundee City Council at www.dundee.gov.uk

3. Integrated Children's Services Planning – Highland

Highland was a pilot area for Integrated Children's Services Planning through the Council's Joint Committee on Children and Young People.

Highland's CPP – the Wellbeing Alliance – has a strong commitment to engagement with children and young people, core mechanisms include Highland Youth Voice, youth forums and pupil council structures.

Activity: Children and young people were involved throughout the planning process. This ranged from meetings with specialist groups such as looked after young people and young people with additional support needs, to contact with key intermediaries such as the children's rights officer, youth development staff and voluntary organisations including Barnardo's, NCH Scotland, Who Cares? Young Carers Project and Highland Children's Forum. Discussions were also held with the Executive of Highland Youth Voice, including a session at their annual summer conference. School and community learning staff, social work and health practitioners also take on direct and supporting roles.

Lessons:

- Involving children and young people in a meaningful way in a high level planning process is challenging.
- The Community Planning ethos, local joint planning structures across Highland and the commitment of staff resources are essential pre-requisites.
- The Integrated Children's Services Plan encompasses Highland's strategic direction for youth work and engagement of young people. This needs to be translated for more focused dialogue and marketing with young people, development staff and practitioners.
- A real culture shift has occurred in Highland. Key agencies now pro-actively seek out youth involvement through the supported youth participation mechanisms – for example, direct consultation on the development of the Sexual Health Strategy.
- There is a necessity to manage expectations. Young people's agendas often relate to issues such as the need for more facilities, cheaper access to facilities and better transport. In many cases, these cannot be fixed in the short term – young people may have grown up before experiencing tangible benefits.
- There has also been significant progress in addressing smaller or more local issues directly relevant to children and young people through a system of Children's Champions. These are Elected Members who can engage directly with local children and young people and respond to issues they raise – for example, school meals, facilities and transport.

To find out more about Highland's Integrated Children's Service Strategy, contact Pablo Mascarenhas (Highland Council) at pablo.mascarenhas@highland.gov.uk or Colin Macaulay (Highland Council) at colin.macaulay@highland.gov.uk

4. Young Angus Citizens' Panel

Successful planning initiatives for the wider community can be built on by recognising that children and young people react positively when asked directly for their input, as happened in Angus:

Launched in autumn 2003, the Young Angus Citizens' Panel is designed to give 12 to 16 year olds a say on issues that are important to them. Like the main panel, set up three years previously, it is representative of the young people of Angus in terms of age, sex, etc.

Activity: Publicised through the region's Dialogue Youth website, postcard drops and notice boards in schools, potential members were asked to fill in a short application form – which can also be downloaded from the region's website. Members are sent short surveys, at regular intervals, covering Community Planning themes of interest to children and young people such as safety and the economy.

Lessons:

- The initial idea of including an older group (18 to 25 year olds) was soon dropped due to feedback which revealed that this age group felt they had more in common with the main panel, to which they were added.
- Notices in libraries, newspaper ads and press releases were less successful than the school-based approach which attracted the younger members, so other initiatives were employed to consult with the older age group.
- Lengthy surveys using numerous sheets of paper and involving complicated methodology were dropped in favour of shorter versions taking up no more than two sides of A4.
- Monitoring of the adult survey showed that it took a number of years for the concept to be taken on board as a useful tool by other departments within the authority. The junior survey has followed a similar timeline with issues raised – such as bullying and provision of water in schools – starting to be pushed forward now.
- Recent survey questions regarding the under-age purchasing of spray paints, for example, have helped to focus testing for the authority's trading standards team.
- As respondents became accustomed to participation, their comments have guided development of the initiative. The early surveys were printed in full colour on high quality paper but feedback revealed that people were happier with a mono version on lower grade paper – and that some would prefer it sent in electronic format – these changes have resulted in better value for money.
- Projects like this, with a set age group, mean that new children and young people must be attracted to join the panel as older members move on. This involves continued effort in advertising the project and encouraging new panellists to respond.

For more information contact: David Richards, Angus Council richardsd@angus.gov.uk, Telephone 01307 473789.

5. Barnardo's – Snakes and Ladders Game

The game creates a framework for decision-making for children and young people, tailored to the issue they are working on.

An experiential training package, based on the old favourite Snakes and Ladders, has become a widely used tool for direct work with children and young people including promoting their active involvement in staff training.

Activity: The package consists of a 10ft square board, based on the snakes and ladders format, with young people recreating the board to reflect the real life issues/experiences in their lives, e.g. life as a young carer. Positive experiences will lead players up a ladder while the negative experiences will result in players having to slide down the snakes.

Once the young people are happy that the board reflects their real life experiences the training is then facilitated for a relevant agency, e.g. Social Work Department with staff playing the game.

The board also includes features such as an exclusion corner, where participants in the game can be sent at any time to reflect on feelings associated with exclusion. This fun, visual tool, which has been rolled out across the UK over the last four years, has been part of nearly 500 training sessions providing agencies working with an opportunity to learn directly from young people, identify gaps in service, explore attitudes and discover how professional practice could be improved. Children and young people are also involved in delivering snakes and ladders training sessions for their peers in a variety of community settings.

Lessons:

The Snakes and Ladders work has highlighted the need for agencies to understand the issues that young people identify as being important and has created opportunities for young people to play an active role in service/policy development. A key learning point has been the importance of effective communication in promoting the active involvement of children and young people.

For more information on the Snakes and Ladders package, contact Selwyn McCausland on 0141-222-4700 or by email – selwyn.mccausland@barnardos.org.uk

Appendix 2 - Mapping of Current Engagement Activity

Agency/Group: Looked After Children Group			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
Corporate parenting conference involving LAC children in presentations drama workshops and the production of a national DVD. This work provided platform for the launch of the national corporate parenting strategy.	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard • Working Together Standard 	<ul style="list-style-type: none"> • UNCRC A.3/12 • GIRFEC (3/4) • ICSP 	The conference identified a number of managers and practitioners who signed up to the concept of LAC Children's Champion. This needs to be followed up.
Local DVD produced (Opal Fruit) gives the views of LAC children on their perspective of being Looked After. This has been screened to key decision makers across the city including elected members and chief officers from Dundee City Council, NHS Tayside, Tayside Police and the Voluntary sector	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard • Working Together Standard • Feedback Standard 	<ul style="list-style-type: none"> • UNCRC A.3/12 • GIRFEC (3/4) • ICSP 	The momentum needs to be maintained and the establishment of a Looked After Children Board would greatly assist this particularly if this brings children and key decision makers together
Opal Fruit now being developed into an awareness raising tool and will be rolled out across integrated children's services	<ul style="list-style-type: none"> • Planning Standard • Sharing Information Standard • Feedback Standard 	<ul style="list-style-type: none"> • UNCRC A.3/12 • GIRFEC (3/4) • ICSP 	This needs to sit within the suite of staff development tools currently available and specifically alongside 'We Can and Must do Better' material

Ongoing LAC Reviews, Care reviews, exit interviews, Children's Hearing reports etc,	<ul style="list-style-type: none">• Monitoring & Evaluation Standard	<ul style="list-style-type: none">• UNCRC A.3/12• GIRFEC (1/3/4)	This activity is largely used for a specific "single purpose" without much collation or analysis of general themes that emerge from. A framework for collation of views is required
---	--	---	---

Agency/Group: Early Years Framework Steering Group			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
Staff in pre-five and Out of School Care settings gather children's opinions, choices and feelings through discussion, mind mapping, keen observations and by using visuals (e.g. selection charts). Opportunities provided at every session.	<ul style="list-style-type: none"> • Involvement Standard • Methods Standard • Sharing Standard • Improvement Standard 	<ul style="list-style-type: none"> • UNCRC A. 12 • GIRFEC (1.1) • GIRFEC (1.3) • Early Years Framework • ICSP 	Information gathered will inform planning of future activities and experiences. This information should also enhance feelings of wellbeing and self esteem in the children as they will have been "listened" to.
Parents work collaboratively with staff to provide information regarding their child's emotional well being and feelings relevant to their Early Years experience. Ongoing	<ul style="list-style-type: none"> • Working Together Standard • Involvement Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1.1) • GIRFEC (1.4) • Early Years Framework 	
Questionnaires are issued every second year from Education Department. 2010 - parents 2011 - staff and children	<ul style="list-style-type: none"> • Involvement Standard • Sharing Information Standard • Monitoring & Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1.4) • Early Years Framework • ICSP 	
Parent consultation focus groups are conducted at LA Centre Extended Reviews. Every 3rd year in each school.	<ul style="list-style-type: none"> • Sharing Information Standard • Monitoring & Evaluation Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.4) • Early Years Framework 	Information and views gathered are reflected in a report written following an Extended School Review. This report is available to staff and parents.

Newsletters are distributed from each centre. Throughout the year	<ul style="list-style-type: none"> • Sharing Information Standard 	<ul style="list-style-type: none"> • UNCR A.3 • Early Years Framework 	
Childcare in Scotland (CIS) network gathers and provides childcare and EY information both locally and nationally. More parents are using e-mail to contact CIS. Information accessible to parents and public through the Internet.	<ul style="list-style-type: none"> • Involvement Standard • Sharing Information Standard • Feedback Standard • Monitoring & Evaluation Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.4) • Early Years Framework • ICSP 	Expand the range of information available to families and link with DCC Integrated Children's Services Resource Directory.
Early Years and Out of School Care (OOSC) clubs local helpline - providing information about pre-school and OOSC childcare and education. Information accessible to parents and public through the Internet.	<ul style="list-style-type: none"> • Involvement Standard • Sharing Information Standard • Feedback Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.4) • Early Years Framework • ICSP 	Explore ways to contact more parents - especially those designated as "hard to reach".
Information events are held specifically for parents e.g. - "What to look for when choosing a nursery for your child". 2 or 3 times per year in response to demand.	<ul style="list-style-type: none"> • Involvement Standard • Sharing Information Standard • Improvement Standard • Monitoring & Evaluation Standard • Support Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.4) • Early Years Framework 	
Regular meetings are held with DCC partners and Health partners to facilitate collaborative and multi-agency working.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Methods Standard • Working Together Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.2) • Early Years Framework • ICSP 	Improve shared understanding of values, principles and a common language

Many groups meet at different times. Frequency varies.	<ul style="list-style-type: none"> • Sharing Information Standard • Improvement Standard 		
<p>Early Years Framework Steering Group which is made up of representatives from the private sector, voluntary sector, Health, Social Work, Job Centre Plus, DVA, Leisure & Communities etc, meets 4 or 5 times per year.</p> <p>14.09.10 01.12.10 2011 dates to be set</p>	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Methods Standard • Working Together Standard • Sharing Information Standard • Improvement Standard • Monitoring & Evaluation Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.1) • GIRFEC (1.2) • GIRFEC (1.3) • GIRFEC (1.4) • Early Years Framework • ICSP 	
CPD and training events inform and develop practice. Throughout the year.	<ul style="list-style-type: none"> • Working Together Standard • Improvement Standard 	<ul style="list-style-type: none"> • UNCR A. • GIRFEC (1.2) • Early Years Framework 	Ensure that qualifications and training demands of the SSSC are complied with.
Staff meetings - city wide and centre based. Regularly throughout the year. More frequently in schools and centres.	<ul style="list-style-type: none"> • Involvement Standard • Sharing Information Standard • Working with Others Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.2) • Early Years Framework 	
<p>Head Teachers meetings - sector specific - city wide and centre based.</p> <p>16.11.10 21.01.11 24.03.11 20.05.11</p>	<ul style="list-style-type: none"> • Planning Standard • Improvement Standard • Monitoring & Evaluation Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.2) • Early Years Framework 	

<p>Regular meetings are conducted with individual voluntary sector partners. 2 per year or responsively.</p>	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Working Together Standard • Sharing Information Standard • Working with Others Standard • Improvement Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.2) • Early Years Framework • ICSP 	<p>Information shared at these meetings will inform future service provision and levels of support to voluntary sector partners.</p>
<p>Private Partners' Forum meets 4 or 5 times per year. Dates to be set</p>	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Working Together Standard • Sharing Information Standard • Working with Others Standard • Improvement Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.2) • Early Years Framework • ICSP 	<p>Information shared at these meetings will inform future service provision and levels of support to private sector partners.</p>
<p>Nursery settings have developed parental participation policies detailing ways in which the setting can consult with parents about quality assurance matters.</p>	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Sharing Information Standard • Improvement Standard • Feedback Standard 	<ul style="list-style-type: none"> • UNCR A.3 • GIRFEC (1.4) • Early Years Framework 	

Agency/Group: CHP Child & Family Health Forum			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
NHS Tayside has a specific group focusing on engagement & involvement of children and young people within NHS Tayside – “Youth Talking Health”. The group consists of 12 young people from across Tayside and meets every month. The forum is facilitated by NHS Tayside’s Child Health Support officer. The forum produce a newsletter and are currently involved in consultation on mental health and sexual health service updates.	SGHD CEL 4 (2010)	PFPI (Patient Focus Public Involvement)	Improve awareness of Youth Talking Health across NHS Tayside and partner agencies.
Consultation with Young People across Dundee. Both those in mainstream schools and vulnerable groups re the development of a YP service within the SRH clinic at Ninewells. Questionnaires and Focus Groups	<ul style="list-style-type: none"> • QIS Sexual health 		Implement a YP clinic after school hours 4-6pm at Ninewells to increase access for YP to this service.

Agency/Group: Dundee Violence Against Women Partnership			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
Participation in a women's safety event in November 2009.	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard • Methods Standard 	<ul style="list-style-type: none"> • Domestic Abuse Delivery Plan - Prevention through Education 	Event was targeted at women from the Muslim community, however attendance was very low. Community members should be involved in planning and implementation of any future events to ensure ownership and encourage attendance.
Programme of public information and awareness raising events over the United Nations 16 Days of Action for the Elimination of Violence Against Women in November / December 2009.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Methods Standard 	<ul style="list-style-type: none"> • UNCRC A6, 16, 19, 34, 35, 36 • Domestic Abuse Delivery Plan - Prevention through Education 	Events are run on an annual basis so there is potential for evaluation information to be used to develop linked annual programmes targeting areas raised by participants.
Children and Young People's Domestic Abuse Consultation Day in conjunction with seven Secondary Schools in March 2010.	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard • Methods Standard • Working Together Standard • Sharing Information Standard • Working with Others Standard • Improvement Standard • Feedback Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A12 • GIRFEC (1, 2, 3, 4) • ICSP • Domestic Abuse Delivery Plan - Prevention through Education, Participation • Safer Lives: Changed Lives - Participation 	Expansion of focus beyond domestic abuse to include other areas such as sexual violence and the sexualisation of children and young people. Potential to integrate with other partnership groups such as Child Protection and ADP.

Programme of public information and awareness raising events during the Dundee Women's Festival in March 2010	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard 	<ul style="list-style-type: none"> • UNCRC A6, 16, 19, 34, 35, 36 • Domestic Abuse Delivery Plan - Prevention through Education 	Events are run on an annual basis so there is potential for evaluation information to be used to develop linked annual programmes targeting areas raised by participants.
Development of a strategic approach to preventative work being delivered within Dundee schools in relation to domestic abuse/violence against women	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard 	<ul style="list-style-type: none"> • UNCRC A6, 16, 19, 34, 35, 36 • Domestic Abuse Delivery Plan - Prevention through Education 	
Attendance at public information fairs/festivals and open days.	<ul style="list-style-type: none"> • Working with Others Standard 	<ul style="list-style-type: none"> • Domestic Abuse Delivery Plan - Prevention through Education 	
Provision of information inputs for a wide range of local organisations, societies and groups.	<ul style="list-style-type: none"> • Involvement Standard 	<ul style="list-style-type: none"> • Domestic Abuse Delivery Plan - Prevention through Education 	
Media article promoting the new service for women involved in street prostitution.		<ul style="list-style-type: none"> • Domestic Abuse Delivery Plan - Prevention through Education 	Better use of the media to promote good news stories in relation to service provision in order to enhance public confidence in key services such as Tayside Police.

<p>The Partnership is working closely with the Tayside Domestic Abuse and Violence Against Women Training Consortium, providing an annual programme of staff development opportunities including traditional training courses, staff briefings, seminars, training for trainer programmes and table top events. These events allow opportunity for communication and engagement with relevant staff groups.</p>	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard • Methods Standard • Improvement Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A3, 6, 16, 19,34 ,35, 36 • GIRFEC (1,2) • ICSP • Domestic Abuse Delivery Plan - Prevention through Education 	<p>Consistent inclusion of materials within induction and mandatory training across statutory agencies.</p>
---	---	---	---

Agency/Group: Attainment and Achievement Group			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
The City-Wide Pupil Council is a consultative pupil grouping made up of senior pupils from all Dundee Secondary Schools. It meets monthly and is now in its 11th year	The Involvement Standard The Feedback Standard The Working Together Standard The Sharing Information Standard	UNCRC articles 3 and 12 GIRFEC (ii) (iii), (iv) DICSP (i), (ii)	
All Schools have a Pupil Representative Council which meets regularly	The Involvement Standard The Working Together Standard Standard	UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)	Provide occasional training for all children and young people so that PCs are as effective as they can be.
The Education Department consults widely with all members of the school community of every school through its formal pupil, parent and staff surveys	The Involvement Standard The Feedback Standard The Planning Standard	UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)	Create an advance schedule of planned surveys in order to ensure that staff, parents and pupils are aware of the pattern of surveys.
<i>Quality Contact</i> is based on establishing effective communication and enhancing pupil experience at transition from P7 to S1	The Support Standard The Involvement Standard	UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)	
Other Education support services involve children and young people in the work they do. They also produce colourful, informative newsletters for the families they serve.	The Support Standard The Involvement Standard The Planning Standard The Sharing Information Standard	UNCRC articles 3 and 12 GIRFEC (i), (iv) EYF (i)	Make all such newsletters available for downloading from the internet pages of the Education Department and via the GLOW network.

<p>Transition planning from pre-school to P1, from P7 to S1 and from secondary school to the world beyond school is a key part of the Education departments work in supporting children with additional support needs and that means involving and informing children, young people and families.</p>	<p>The Support Standard The Involvement Standard The Planning Standard The Sharing Information Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (ii), (iii), (iv) EYF (i) DICSP (i), (ii), (iii)</p>	<p>Monitor and review processes across agencies to ensure high levels of client satisfaction</p>
<p>Dundee Educational Psychology Service consults with young people collectively and individually when considering how best to support them in overcoming barriers to learning. Guidance Teachers, Support for Learning teachers, School Community Support Service workers all consult with young people individually about how they can be supported.</p>	<p>The Support Standard The Involvement Standard The Sharing Information Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (ii), (iii), (iv) EYF (i) DICSP (i), (ii), (iii)</p>	

<p>Consultation on individual needs is carried out and recorded within Individualised Educational Programmes and Co-ordinated Support Plans. There are regular review meetings for both involving the child and its parents/carers. In those two cases, consultation with parents/carers is built into the planning documentation. Also, built in is the formal recording of the parents' views and the child's or young person's. By law those views must be taken account of in planning the appropriate support for each child or young person.</p>	<p>The Support Standard The Involvement Standard The Planning Standard The Sharing Information Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (ii), (iii), (iv) EYF (i) DICSP (i), (ii), (iii)</p>	<p>Evaluate effectiveness of the review process from the point of view of (i) the parent or carer and (ii) the child or young person</p>
<p>Schools have websites which are used to provide updated information on recent and future activities for the school community.</p>	<p>The Feedback Standard</p>	<p>GIRFEC (i), (iv) DICSP (i), (ii), (iii)</p>	<p>Develop a core set of information that must be available on all school websites.</p>
<p>The internet-based communications facility, GLOW, is being developed to increase communication between schools, between groups of staff, between staff and pupils and between parents and schools.</p>	<p>The Involvement Standard The Feedback Standard The Sharing Information Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)</p>	<p>Provision of training to partner agencies and departments about GLOW</p>

<p>The Care Commission and HMIE consult parents, pupils, relevant stakeholders and staff during the inspection of every establishment and reports publicly on the outcomes of those exercises.</p>	<p>The Involvement Standard The Feedback Standard The Sharing Information Standard The Methods Standard The Planning Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)</p>	
<p>Every educational establishment and support service undergoes a regular self-evaluation and central review process (annual reviews and, at least, once every three years, extended review). Conclusions and recommendations are published to the school community. Focus groups of pupils, parents, staff and relevant stakeholders are consulted for their views which are incorporated into the feedback to the school community.</p>	<p>The Involvement Standard The Feedback Standard The Sharing Information Standard The Methods Standard The Planning Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)</p>	<p>Ensure equalities and child protection agendas are fully incorporated at an appropriate level within review processes.</p>
<p>Cluster Support Teams create opportunities for children and young people to be actively involved in meaningful and positive activity programmes particularly at times of school closure.</p>	<p>The Involvement Standard The Feedback Standard The Methods Standard The Planning Standard</p>	<p>UNCRC articles 3 and 12 GIRFEC (i), (ii), (iii), (iv) DICSP (i), (ii), (iii)</p>	<p>Invite secondary school Pupil Support Workers to contribute to and participate in delivering CST-planned programmes for communities</p>

Agency/Group: Children & Young Persons Protection Committee			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
The CYPPC Self-Evaluation Steering Group has agreed a model which will see those involved with child protection services being invited to give their views on an ongoing basis. This will focus on the multi-agency aspects of the experience for service users.	<ul style="list-style-type: none"> • Involvement Standard • Support Standard • Planning Standard • Methods Standard • Feedback Standard • Sharing Standard • Improvement Standard • Monitoring & Evaluation Standard 	UNCRC Art. 12 GIRFEC 1, 3 & 4 ICSP (i), (ii) & (iii)	Improvements to be identified after activities are conducted.
School Pupils invited to develop name and graphic design for replacement building for Seymour Lodge	<ul style="list-style-type: none"> • Involvement Standard • Methods Standard • Working Together Standard • Improvement Standard 	GIRFEC 1 & 4 ICSP (ii) & (iii)	
Lead Officer has and does (infrequently) attend city-wide Pupil Council to seek views and opinion	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Feedback Standard • Sharing Standard 	UNCRC Art. 12 GIRFEC 1, 3 & 4 ICSP (i) & (ii)	Others. not just CYPPC LO, should be involved

Agency/Group: Alcohol & Drug Partnership			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
Know The Score Freerunning event Discovery Quay Friday 9 th April – engaging with young people to convey preventative messages about cocaine use and highlight alternative positive life-style choices	<ul style="list-style-type: none"> • Sharing information standards • Methods standards • Improvement standards 	<ul style="list-style-type: none"> • UNCRC A.12 • The feedback standards 	This is a one-off event for engaging with young people. To be more effective, events such as this should take place more frequently and be followed by on-going activities
Joint event (Dundee ADP and SNFAD) for Families and Carers (mainly grandparents), Friday 26 th March	<ul style="list-style-type: none"> • Sharing information standards • Support standards 	<ul style="list-style-type: none"> • The working with others standards • Standards in community engagement 	Although this provided a useful opportunity for engaging with those caring for children affected by parental substance misuse, there is a need to develop on-going engagement with a wider group of carers
Focus On Alcohol (FOA): this project will run for an initial 2 years and aims to work with local communities to respond to issues relating to alcohol misuse. It will include a range of engagement activities with young people	<ul style="list-style-type: none"> • Involvement standards • Methods standards • Working with others standard 	<ul style="list-style-type: none"> • UNCRC A.12 • Dundee ICSP • Standards in community engagement 	To be successful, this project needs to have a 'buy-in' and support from the CPP. If successful, it will provide an opportunity to co-ordinate activities and messages in relation to alcohol misuse.

<p>A scoping and consultation exercise is to be undertaken with young people about their use of alcohol. This will include meeting young people in the areas of the city that they undertake this activity</p>	<ul style="list-style-type: none"> • Planning standards • Methods standards • Sharing of information standards 	<ul style="list-style-type: none"> • UNCRC A.12 • Dundee ICSP 	<p>This exercise generated a lot of useful information regarding the views of young people in the City. The challenge now is to take on board and act (where appropriate) in relation to the information. This could link to the activities of FOA project</p>
<p>A needs assessment exercise is currently underway looking at levels and patterns of drug and alcohol use amongst young people under the age of 18. A report will provide analysis regarding levels of unmet need and recommendations for responding to such need.</p>	<ul style="list-style-type: none"> • Planning standards • Methods standards • Sharing of information standards 	<ul style="list-style-type: none"> • UNCRC A.12 • Dundee ICSP 	<p>This exercise follows some of the information gathered as part of the scoping exercise. It will provide information which could be used for service re-design.</p>

Agency/Group: Youth Work Partnership			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
Youth Work programmes routinely involve young people in decisions about those activities and afford opportunities for young people to comment on other developments.	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard • The Improvement Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	Establish good practice examples and share across the Partnership
Dundee Youth Voice manifesto "Not Just the Future" was presented to the City Council in 2007. Subsequently meetings have been held with Leisure and Communities and N.H.S Tayside to explore solutions to issues raised. The Youths Talking Health Forum has resulted from these discussions.	<ul style="list-style-type: none"> • The Involvement Standard • The Methods Standard • The Improvement Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	The Youths Talking Health Forum to be linked to the emerging Dundee Youth Council
Broughty Ferry L.C.P.P has involved local young people in discussion about local developments and resources for young people. Young people have presented their findings to the LCPP.	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard • The Working Together Standard • The Working With Others Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	<ul style="list-style-type: none"> • LCPPs need to be clearer about how they can respond to the demands which young people will make • Discussion to take place locally with LCPP chairs, Senior Youth Workers and Communities Officers about how to improve engagement with young people.

<p>Dundee has four elected M.S.Y.Ps who attend the Scottish Youth Parliament General Meetings. They are supported to establish the views of young people and represent those views at the SYP.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Feedback Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	<ul style="list-style-type: none"> • Establish MSYP links to the new Youth Council and local PRCs where appropriate
<p>Extensive consultation is carried out with young people during the Community Plan consultation phase using the community planning themes. The information gathered is fed into the planning process and should influence the content of the local plans.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Methods Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	<ul style="list-style-type: none"> • Improve feedback to young people about the impact that their views have had • Discussion with LCPP Chairs about how to engage young people in developing solutions to issues raised - moving it on from simply consulting • Follow up discussions with LCPP Chairs and Communities Officers about how to engage young people in the local LCPP. • Continue work with PRCs to develop ways in which young people can represent and influence decisions in their local communities.

<p>Youth Council Committee Report approved in June 2010. A Dundee Youth Council Steering Group is now meeting and working to establish a Dundee Youth Council.</p> <p>Work is progressing with young people involved in Pupil Representative Councils to broaden their involvement in issues and developments in the wider community.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard • The Methods Standard • The Involvement Standard • The Planning Standard • The Feedback Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	<ul style="list-style-type: none"> • Develop network of Fora or other existing representative structures • Clarify relationships between different points in the emerging structure
<p>The DISC Advisory Group run the DISC programme for young people on Thursday nights.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard • The Improvement Standard 	<ul style="list-style-type: none"> • UN Convention • GIRFEC 	
<p>Dundee Youth Voice manifesto "Not Just the Future" was presented to the City Council in 2007. Subsequently meetings have been held with Leisure and Communities and N.H.S Tayside to explore solutions to issues raised. The Youths Talking Health Forum has resulted from these discussions.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Methods Standard • The Improvement Standard 		

<p>The Discovery Group in the Hilltown consulted young people in the area about what kind of community they want to live in and the results have been fed into the Hilltown regeneration planning process.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard 		
<p>Broughty Ferry L.C.P.P has involved local young people in discussion about local developments and resources for young people.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard • The Working Together Standard • The Working With Others Standard 		<ul style="list-style-type: none"> • LCPPs need to be clearer about how they can respond to the demands which young people will make
<p>The Shore's Advisory Group - The Young Suits - make decisions about the programme at The Shore and help in the running of activities.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Feedback Standard 		<ul style="list-style-type: none"> • Capacity building to support developing role in managing the programme
<p>Dundee's M.S.Y.Ps attend the Scottish Youth Parliament General Meetings. They are supported to establish the views of young people and represent those views at the SYP.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Feedback Standard 		<ul style="list-style-type: none"> • Establish the link to the new Youth Council and local PRCs

<p>Extensive consultation is carried out with young people during the Community Plan consultation phase using the community planning themes. The information gathered is fed into the planning process and should influence the content of the local plans.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Methods Standard 		<ul style="list-style-type: none"> • Improve feedback to young people about the impact that their views have had • How to engage young people in developing solutions to issues raised - moving it on from simply consulting
<p>A Dundee Youth Council Steering Group was formed in January 2010. Young people will take forward recommendations from a consultation about the format and role of a Youth Council.</p> <p>Work is progressing with young people involved in Pupil Representative Councils to broaden their involvement in issues and developments in the wider community.</p>	<ul style="list-style-type: none"> • The Involvement Standard • The Planning Standard • The Methods Standard • The Involvement Standard • The Planning Standard • The Feedback Standard 		<ul style="list-style-type: none"> • Develop network of Fora or other existing representative structures • Clarify relationships between different points in the emerging structure

Agency/Group: Sports & Physical Activity Group			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
Staff gather children's opinions and feelings through verbal interactions, keen observations and by using visuals (age and stage appropriate).	<ul style="list-style-type: none"> • Involvement Standard • Methods Standard 	<ul style="list-style-type: none"> • UNCRC A. 12 • GIRFEC (1/3) • Early Years Framework • ICSP 	<ul style="list-style-type: none"> • Illustrate how results are used in the development of services • Illustrate how results are fed back
Questionnaires are issued twice per year and collated on a section-wide basis.	<ul style="list-style-type: none"> • Planning Standard • Method Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1/4) • Early Years Framework 	<ul style="list-style-type: none"> • Illustrate how results are fed back • Promote feedback to stakeholders • Illustrate how results are used in the development of services
Children & Young People are consulted at the beginning of programmes through paper exercise or group discussions to assess interests and needs.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Method Standard 	<ul style="list-style-type: none"> • UNCRC A. 3/12 • GIRFEC (2/3/4) • Early Years Framework • ICSP 2 	<ul style="list-style-type: none"> • Include young people more in the design of programmes in relation to identified interests and needs
Children & Young People complete paper evaluations in relevant programmes to assess the impact programmes are having.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Method Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3/12 • GIRFEC (2/3/4) • Early Years Framework • ICSP 2 	<ul style="list-style-type: none"> • Illustrate how results are fed back • Illustrate how results are used in the development of services

School assembly visits to promote opportunities.	<ul style="list-style-type: none"> • Sharing Information Standard 		<ul style="list-style-type: none"> • Evaluate impact of visits through uptake in programmes
Active Schools operate an annual online survey of all P4 - P7 children using SurveyMonkey software. This enables us to find out exactly how pupils feel about Physical Activity and Sport, what current participation levels are and what they would like to take part in if given the opportunity. This will be extended to include Secondary pupils in April 2009.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Method Standard 	<ul style="list-style-type: none"> • UNCRC A. 3/12 • GIRFEC (1/2/3) • Early Years Framework • ICSP 2 	<ul style="list-style-type: none"> • Link to health and wellbeing outcomes of curriculum of excellence
Active Schools distribute feedback questionnaires for participants and collect these, following each event.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Method Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3/12 • GIRFEC (2/3/4) • Early Years Framework • ICSP 2 	<ul style="list-style-type: none"> • Link to health and wellbeing outcomes of curriculum of excellence
Active Schools' Co-ordinators in secondary schools run informal drop-in sessions at lunchtimes to consult young people about Physical Activity and Sport.	<ul style="list-style-type: none"> • Involvement Standard • Method Standard 	<ul style="list-style-type: none"> • UNCRC A. 3/12 • GIRFEC (2/3/4) • Early Years Framework • ICSP 2 	<ul style="list-style-type: none"> • Link to health and wellbeing outcomes of curriculum of excellence
Active School Co-ordinators in both primary and secondary schools engage with pupils at pupil councils, eco councils and Health Promotion Groups.	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Working Together Standard • Method Standard 	<ul style="list-style-type: none"> • UNCRC A. 3/12 • GIRFEC (2/3/4) • Early Years Framework • ICSP 2 	<ul style="list-style-type: none"> • Link to health and wellbeing outcomes of curriculum of excellence

<p>Parent feedback books are in operation during Sure Start holiday classes.</p>	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Method Standard • Working Together Standard • Feedback Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1/4) • Early Years Framework 	
<p>Evaluations carried out with parents (questionnaire format) of children participated in nursery work</p>	<ul style="list-style-type: none"> • Involvement Standard • Method Standard • Feedback Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1/4) • Early Years Framework 	
<p>Several Early Years Physical Activity Sessions have parents' coffee/tea after the class which allows informal forum to feedback to the coaches/officers.</p>	<ul style="list-style-type: none"> • Sharing Information Standard • Feedback Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1/4) • Early Years Framework 	
<p>Basic Moves/Games programme organises festivals where parents are invited to see what their child has learned during the term, which gives the opportunity to feedback to the coaches/officers.</p>	<ul style="list-style-type: none"> • Involvement Standard • Planning Standard • Feedback Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A. 3 • GIRFEC (1/4) • Early Years Framework 	<ul style="list-style-type: none"> • Involve parents in delivery of sessions • Create home resources for parents to interact with children at home

Agency/Group: Youth Justice Group			
Engagement activity	Standards demonstrated	Values & Principles demonstrated	Suggestions for improvement
As part of Youth Intervention Group Model consultation takes place with householders in areas impacted on by youth anti-social behaviour. Door to door questionnaire undertaken by DCC ASBT and Community Wardens, information compiled and forms basis of intervention	<ul style="list-style-type: none"> • Working together standard • Working with others standard • Planning Standard • Feedback standard 	<ul style="list-style-type: none"> • UNCRC A3.1 • GIRFEC 1/2 • DICSP 3 	Embed this process further in practice and ensure that information is used effectively
All identified victims of youth crime are contacted by the VOYCE project. They are offered support and the opportunity to become involved in shuttle dialogue with the young person who offended	<ul style="list-style-type: none"> • Working Together Standard • Sharing Information Standard 	<ul style="list-style-type: none"> • UNCRC 3 	Use the information that we get from victims more strategically
All young people who are alleged to have been involved in offending are assessed by the Social Work Department and complete a What Do You Think questionnaire as part of this process. This asks their views of their situation and is incorporated in the plan	<ul style="list-style-type: none"> • Working Together Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A 12 • GIRFEC 3/4 • DICSP 1/2/3 	This information needs collated

<p>All young people involved with Youth Justice services have regular reviews and complete a questionnaire once work is completed. This includes consultation with parents and/or carers</p>	<ul style="list-style-type: none"> • Monitoring & Evaluation Standard • Improvement Standard • Monitoring and Evaluation Standard 	<ul style="list-style-type: none"> • UNCRC A.3/12 • GIRFEC (1/3/4) • DICSP1/2/3 	<p>This activity is largely used for a specific "single purpose" without much collation and analysis of the general themes that emerge from them. A framework for collation of views is required</p>
<p>Services to parents provided by the Rowans and other YJ services engage with parents/carers. This is done on either an individual and group basis. Part of this process is looking at what help parents need</p>	<ul style="list-style-type: none"> • Working Together Standard • Improvement Standard 	<ul style="list-style-type: none"> • GIRFEC 4 • EYF 	<p>Information about parents views needs collated and to inform decisions about resource development</p>
<p>Key staff from Youth Justice services attend local forums and community groups explaining the youth justice system</p>	<ul style="list-style-type: none"> • Sharing Information standard • Feedback Standard 	<ul style="list-style-type: none"> • UNCRC 3 	<p>This needs to be part of a more integrated approach to sharing information on different themes</p>