

# Child Friendly CARDIFF



CAERDYDD  
Sy'n Dda i  
Blant



06

QUALITY  
ASSURANCE

[WWW.CHILDFRIENDLYCARDIFF.CO.UK](http://WWW.CHILDFRIENDLYCARDIFF.CO.UK)





# INTRODUCTION

## 5.1 SELF ASSESSMENT

The process of gaining the Kite-mark will work as follows, branching off into different directions depending on whether the organisation applying is a national organisation or local / member of a Children and Young People's Partnership:

- Organisations access information on the National Standards and the process on the PWNW website- [www.participationworkerswales.org.uk](http://www.participationworkerswales.org.uk) (children and young people can access information about the Standards on the Funky Dragon website [www.funkydragon.org.uk](http://www.funkydragon.org.uk)).
- Organisations register online and are then able to complete the self-assessment and work through the stages to obtaining a Kite-mark.

- Organisations complete the self-assessment online – if they evidence and achieve all Standards, they go through to the inspection stage where they will need to request a Young Inspectors team to come and visit them. If not, they will need to look at their action plan to see what they need to work on further. Support will be given from the Active Involvement Team (contactable through the Families First Team) to organisations who need help with their action plans.
- The Young Inspectors will decide whether the Kite-mark is awarded. Sampling will be undertaken to make sure this is consistent / rigorous. The time it takes an organisation to complete a self-assessment will vary. There is no maximum time limit for how long it takes you to collect the evidence required in the self-assessment form as it will depend very much on the starting point of the organisation.

The key things to remember when gathering evidence for the self-assessment is that it should be made young person friendly as they will be the ones inspecting you.

### SELF-ASSESSMENT ONLINE

Look at the Standards website as a team and begin to plan how you will provide evidence.

By filling in a self-assessment form it can help you to ascertain how well your current participatory practice is doing against the National Children and Young People's Participation Standards for Wales.

This in turn will help you to:

- Plan strategically
- Be more accountable to children and young people
- Provide evidence of the participation that is already happening in your organisation
- Plan for improvement where there are gaps
- Provide services which are more effective and efficient.

Please see Self Assessment Link,  
Self Assessment Evidence Link



# INTRODUCTION

## 5.2 YOUNG INSPECTORS TRAINING

It is good practice to involve families in assessing the quality of a service they receive. This section is to support practitioners to set up teams of Young Inspectors. Young Inspectors is just one way of service users assessing the quality of a service others include mystery shopper, focus groups, satisfaction surveys and the like.

The purpose of a Young Inspectors team is to:

- Ensure that children and young people are receiving the best possible Standards of participation in organisations that work with them and also have an impact on them.
- Visit services that work with and impact upon children and young people to assess and evaluate how well they are meeting the National Children and Young People's Participation Standards for Wales; advise on improvements and report on their findings.
- Allow young people to have their voices heard and to give them the opportunity to award a National Participation Kite-mark to organisations who meet all the Standards
- Encourage existing services to reflect on their practice and implement change

### HOW INSPECTIONS ARE CARRIED OUT

In order to assess the performance of services against the National Children and Young People's Participation Standards, organisations will be required to do a self-assessment.

A Young Inspectors team may then be requested (depending on what stage the organisation has reached) to undertake an inspection of the service and in turn award a National Participation Kite-mark.

This training provides the young people with a range of skills and knowledge required to undertake the task confidently and safely.

In order to train the Young Inspectors thoroughly, it is recommended that they are trained over a period of time or over the course of a residential. There are two main blocks to the training: One which will be looking at general skills and the second dedicated to the specific task of inspection.

Working in small teams (advisably a minimum of 3 young people per team), the young people visit the service/organisation that is to be inspected.

During the inspection visits, the Young Inspectors fill in forms recording organisations' progress against the Standards which will help them to decide whether to award a National Participation Kite-mark.

Immediately after the visit, the young people will be debriefed about their experience and assessment

by their support worker and using a standard reporting format. A report will then be produced and given to the organisation. The organisation will then agree any improvement measures that need to be actioned before they can receive a National Participation Kite-mark. The report will be able to feed into the organisation's annual self-assessment programme and improvement plan. The young people also receive feedback on any resulting action.

### STAGE 1 – PREPARATION & DEVELOPMENT

It is important from the beginning to bear in mind the different ethical and safeguarding issues of being a Young Inspector. We want young people to fully participate in the ethical considerations of the Young Inspectors' initiative, allowing them the opportunity to discuss 'best practice'. However, the safety and well-being of young people is paramount and this should be factored in from the beginning.

### CHILD SAFEGUARDING

- All activities within the Young Inspectors initiative should adhere to the organisation's child protection and confidentiality policies.
- Young people should carry out inspections in three's and with a member of staff to ensure they are safe.
- Young people should be given all the necessary information about child protection and making a complaint prior to starting the project.



# INTRODUCTION

## 5.2 YOUNG INSPECTORS TRAINING (CONTINUED)

The following principles can provide the basis for these ethical considerations.

### CORE ETHICAL PRINCIPLES

Inspectors will:

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties
- acknowledge the boundaries of their competence
- ensure that the research they undertake is worthwhile and that the methods of investigation are appropriate.
- should be provided in terms and language which are accessible and meaningful to participants.

### RECRUITMENT AND PROMOTION

It is important that a range of young people are given the opportunity to be Young Inspectors should they wish to be.

Posters could be created and distributed throughout services to attract young people who are services users. Additionally, notices could be put on electronic news letters (e-bulletins) and promoted on organisations' web-sites with a detailed Young Inspector's role description (see Table 1). Those that register their interest can then be selected through an informal interview or a one-to-one discussion.

It is important to note however, that the number of young people involved in the project depends on the capacity of the team wishing to train and support them.

TABLE 1 - YOUNG INSPECTOR'S ROLE DESCRIPTION

Young Person required for: Young Inspectors Team													
<b>AIM:</b>	<ul style="list-style-type: none"> <li>• To ensure that children and young people are receiving the best possible Standards of participation in organisations that work with them</li> <li>• To visit services that work with children and young people to assess and evaluate how well organisations are doing with meeting the National Children and Young People's Participation Standards for Wales, advise on improvements and report on their findings</li> <li>• To allow young people to have their voices heard and to give them the opportunity to award a National Participation Kite-mark to organisations who meet all the Standards</li> <li>• To encourage existing services to reflect on their practice and implement change.</li> </ul>												
<b>TASKS:</b>	<ul style="list-style-type: none"> <li>• Attend and participate in all relevant training workshops.</li> <li>• Visit agencies and judge against selected criteria.</li> <li>• Feedback results to relevant agencies</li> <li>• Award a National Participation Kite-mark to organisations who are meeting the Standards</li> <li>• Develop an Action Plan for those organisations who are not meeting the Standards</li> </ul>												
<b>TRAINING/ SUPPORT:</b>	The training will be in the form of interactive activity workshop and planning meetings around participation and the National Children and Young People's Participation Standard for Wales. You will be supported through the process of developing the programme of activity and doing the inspections. You will also be rewarded appropriately (as agreed by yourself and your supporting adult) for all your hard work.												
<b>TIME COMMITMENT: (Approximate)</b>	<table border="0"> <tr> <td>Initial training:</td> <td>10 hours</td> </tr> <tr> <td>Preparation for (each) inspection visit:</td> <td>2 hours</td> </tr> <tr> <td>Inspection visit:</td> <td>2-3 hours</td> </tr> <tr> <td>Developing feedback (for each project):</td> <td>7 hours</td> </tr> <tr> <td>Delivering feedback (for each project) (optional):</td> <td>1-2 hours</td> </tr> <tr> <td>Review/evaluation meeting:</td> <td>2-3 hours</td> </tr> </table>	Initial training:	10 hours	Preparation for (each) inspection visit:	2 hours	Inspection visit:	2-3 hours	Developing feedback (for each project):	7 hours	Delivering feedback (for each project) (optional):	1-2 hours	Review/evaluation meeting:	2-3 hours
Initial training:	10 hours												
Preparation for (each) inspection visit:	2 hours												
Inspection visit:	2-3 hours												
Developing feedback (for each project):	7 hours												
Delivering feedback (for each project) (optional):	1-2 hours												
Review/evaluation meeting:	2-3 hours												
<b>QUALIFICATIONS RECEIVED:</b>	NAA Bronze, working towards Silver or other Qualification where more appropriate												
<b>QUALITIES NEEDED:</b>	Those who are friendly and have the ability to work both as part of a team and individually would be most suited to the role												
<b>BENEFITS:</b>	Good for CV and confidence.												



# INTRODUCTION

## 5.2 YOUNG INSPECTORS TRAINING (CONTINUED)

### TRAINING

A broad timetable has been outlined (see Table 2) which gives adults an idea of the number of sessions required to train young people to be inspectors. However, the time it takes for delivery will depend on the adult trainers, the young people and preferences for delivery style, e.g. evening sessions; residential; delivery during school holidays etc.

We want the young people to really engage with the project; therefore the workshops are very varied. They include: icebreakers, team-building exercises, drama and role play, quizzes, presentations, idea storming and values exercises. However, we are aware that the programme has to be flexible so that volunteers can be encouraged to be creative and share their ideas should they choose to.

Young people who wish to develop their skills can also contribute to the programme by researching and delivering parts of the training programme with the support of staff. Older members of the Young Inspectors group could also take on the role of lead inspector or chairperson during discussions.

**TABLE 2: TIMETABLE**

Please note that training may be given through evening sessions or weekend residential

Stage	Activities
Recruitment	Young people informed of the volunteering opportunity through the Standards website, Family Dragon website and e-bulletin, youth forums, and on the internet. Posters displayed and flyers distributed.
Selection	Those who have signed up are invited for an interview with a full time worker locally. A committed team of 8 - 10 or more young people of mixed gender are selected.
Introductory evening session	Group are introduced to one another through team building activities and games. Training in Participation, National Children and Young People's Participation Standards. All evening sessions consists of 2 hours contact time (depending on each local authority's situation) plus half an hour after for evaluation purposes.
Second evening session	Participation and Standards continued. Young Inspectors brief and guidelines introduced. Team building exercises.
Third evening session	Inspection Skills.
Fourth evening session	Planning Inspection and Logistics.
Fifth evening session	Recording Evidence and Assessments.
Sixth evening session	Role play exercises on being a Young Inspector.
Seventh evening session	Report Writing.
Services will contact the young people's inspection team	Organisations will contact the Young Inspectors' Team after they have filled out a self-assessment form and have reached in their opinion 'achieving' status in all 7 of the Standards.
Visits	Young people conduct visits in threes and briefed by the key worker before and after visits. Travel expenses given. Young people write up their comments.
Eighth evening session	Any tasks remaining. Young people invited to evaluate and feed back their experience of being a Young Inspector.
Ninth evening session	Young people draw together evidence of their achievements into a portfolio for their Youth Achievement Awards.
Social event	Reward for taking part and opportunity for reflection, closure and presentation of certificates, etc.

# INTRODUCTION

---

## 5.2 YOUNG INSPECTORS TRAINING (CONTINUED)

### STAGE 2 – INSPECTION - VISITS & ASSESSMENT

Exercises have been created to discuss the basic procedure of the Inspections and problems that might be encountered. A final basic procedure check list for an Inspection Visit has been developed outlining what the Young Inspectors need to do, what they might need and some solutions to problems they might encounter.

### STAGE 3 - COMPILE FINDINGS

Once the inspection visits take place, a report is created by the Young Inspectors to outline some of their findings and to assess the project. Young Inspectors will receive training on how to write a report and can be allocated different tasks.

### STAGE 4 – FEEDBACK

Feedback results to services

The Young Inspectors' findings on the organisation's inspection is sent to the relevant people (i.e.) the key contact in the organisation during the inspection. The young people can then meet with the workers to present their findings and discuss some of their thoughts about the project.



# ROLE OF A YOUNG INSPECTOR

**NEED**

To further train and gain an understanding of the young inspector’s process.

**OBJECTIVES**

- Training in participation standards and young inspectors.
- Up skill service users in the local Participation Agenda;
- Enable service users to get to know one another & share a common experience;

**METHOD**

Run a series of informal educative, fun & interactive workshops.

**DESCRIPTION OF ACTIVITY**

Explain that that the role of a young inspector will be to assess organisations against the Standards and that we will be looking at this task in depth as the course progresses.

Set up a line across the room, one end indicates very comfortable and one very uncomfortable with degrees of comfy in between.

Read out sections from the young inspector job description and ask the young people to demonstrate how comfortable (or not) they are with that aspect of the role or process by taking the appropriate place on the line.

Note any concerns and reassure where you can

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Role of a young inspector</b>	Comfortable with the role of the young inspector, and addressing any concerns the participants may have.	Young inspector job description

# ROLE OF A YOUNG INSPECTOR

(CONTINUED)

## YOUNG INSPECTOR JOB DESCRIPTION

Young Person required for: Young Inspectors Team

### AIM

- To ensure that children and young people are receiving the best possible standards of participation in organisations that work with them.
- To visit services that work with children and young people to assess and evaluate how well organisations are doing with meeting the National Children and Young People's Participation Standards for Wales, advise on improvements and report on their findings.
- To allow young people to have their voices heard and to give them the opportunity to award a National Participation Kite-mark to organisations who meet all the Standards.
- To encourage existing services to reflect on their practice and implement change.
- Attend and participate in all relevant training workshops.

## TASKS

- Visit agencies and judge against selected criteria.
- Feedback results to relevant agencies.
- Award a National Participation Kite-mark to organisations who are meeting the Standards.
- Develop an Action Plan for those organisations who are not meeting the Standards.

## TRAINING/SUPPORT

The training will be in the form of interactive activity workshops and planning meetings around participation and the National Children and Young People's Participation Standard for Wales. You will be supported through the process of developing the programme of activity and doing the inspections. You will also be rewarded appropriately (as agreed by yourself and your supporting adult) for all your hard work.

## TIME COMMITMENT (APPROX)

- Initial training: 30 hours
- Preparation for (each) inspection visit: 2 hours
- Inspection visit: 2-3 hours
- Developing feedback (for each project): 2 hours
- Delivering feedback (for each project) (optional): 1-2 hours
- Review/evaluation meeting: 2-3 hours

## QUALITIES NEEDED

Those who are friendly and have the ability to work both as part of a team and individually would be most suited to the role.

## BENEFITS

- Good for CV and confidence





# HISTORY OF PARTICIPATION TIME LINE JIGSAW

## DESCRIPTION OF ACTIVITY

Arrange participants into small groups.

Give each group a set of cards with the time line information on them. Ask the group to sort the cards into date order.

Check with a master copy, explaining any misapprehensions and discuss.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>History of participation time line Jigsaw</b>	Understanding of the history and why the standards exist	Master copy of history line

# HISTORY OF PARTICIPATION TIME LINE JIGSAW (CONTINUED)

## HISTORY OF PARTICIPATION TIME LINE JIGSAW

The United Nations General Assembly adopted the Convention on the Rights of the Child. The United Kingdom ratified the Convention on 16 December 1991, with several declarations and reservations. This means that they didn't agree that every bit of the convention could be put in place in the UK but they thought it was a good idea.

The report of an inquiry about abuse in Bryn Estyn and other children's homes in

North Wales between 1974 and 1990 was released, which included a recommendation for creation of the post of Children's Commissioner to prevent such terrible things happening in the future.

2000- Extending Entitlement was published in Wales. It marked a change in policy.

It says organisations should provide young people with services that they want – not services that other people think they need.

2001- Children's Commissioner for Wales was appointed.

2002- Funky Dragon, Children and Young People's Assembly for Wales established.

Young People in Funky Dragon were fed up of being asked their opinions and not receiving feedback as a result of giving their opinions. They therefore asked for something to be done to make sure that every young person in Wales could expect the same experience of participation wherever they were.

The Participation Consortium and Participation Unit developed seven National Standards for Children and Young People's Participation. These Standards would help to measure the quality of the process of children and young people's participation in the work that they take part in.

The Standards are about; Information, It's Your Choice, No Discrimination, Respect,

You Get Something out Of It, Feedback and Improving How We Work.

In 2005, young people in Funky Dragon (the Children and Young People's

Assembly for Wales) agreed that the National Children and Young People's

Participation Standards would be great for Wales and voted in favour of them.

In 2006, the Standards were piloted with five groups of children and young people across Wales to find out how they thought they could work in practice.

The findings from the pilots' were discussed with all groups at a meeting in January 2007 and the Minister for Education, Lifelong Learning and Skills then formally launched the National Participation Standards.

Organisations can now use a self-assessment form to help them assess whether they meet the Standards. In 2008, the Participation Unit at Save the Children, Funky Dragon and departments in the Welsh Government agreed to undergo a pilot inspection after filling in self-assessment forms.

We are now trying to raise awareness of the Standards and encourage people to gain a Kite-mark linked to it. The Kite-mark is a recognised symbol which makes sure a set of standards have been reached.

In the future, we aim for the Standards to be used by loads of different organisations including

health services and with services for adults and older people, to make sure that everyone has their voice heard in the services that affect them



# EXTENDING ENTITLEMENTS, 10 ENTITLEMENTS

## DESCRIPTION OF ACTIVITY

Explain how Extending Entitlements marked a change in policy, a new approach from the Youth Service. Basically it marks a shift from providing services aimed at helping young people to providing services that young people want.

The 10 Entitlements are based on the concept of universal entitlement, which means that every young person in Wales has a basic entitlement to a range of high quality services which will enable them to participate effectively in opportunities for learning, employment, good health, citizenship and social inclusion.

All organisations working with and for young people should be working together to make sure that all young people get the ten entitlements.

Time	Activity	Anticipated Outcomes	Resources
20 min	<p><b>In small groups.</b></p> <ul style="list-style-type: none"> <li>• Give each group the 10 entitlements titles and descriptions cards.</li> <li>• Ask the groups to sort the definitions to the titles.</li> <li>• Check and discuss, highlighting the links between the entitlements and the UNCRC articles.</li> </ul>	Gain an understanding of the 10 extended entitlements and how they link with the UNCRC	10 Entitlements Card-match, Copy of the UNCRC articles



# EXTENDING ENTITLEMENTS, 10 ENTITLEMENTS (CONTINUED)

<ul style="list-style-type: none"> <li>• to learn what your rights are and understand them</li> <li>• to make sure you are able to claim your rights and understand and accept</li> </ul>	<ul style="list-style-type: none"> <li>• it is your right to have the opportunity to be involved in making decisions, planning and reviewing actions that might affect you</li> <li>• have a choice, have a voice even if you don't make the decision yourself</li> </ul>	<ul style="list-style-type: none"> <li>• to feel good and confident about yourself</li> </ul>	<ul style="list-style-type: none"> <li>• to be able to learn about things that interest and affect you</li> <li>• to enjoy the job that you do</li> <li>• to get involved in the activities that you enjoy – leisure, sports, artistic, hobbies, and cultural</li> </ul>
<ul style="list-style-type: none"> <li>• to be involved in volunteering and to be active in your community</li> </ul>	<ul style="list-style-type: none"> <li>• to be treated with respect and as an equal by everyone</li> <li>• to be recognised for what you have to contribute and of your achievements</li> <li>• to celebrate what you achieve</li> </ul>	<ul style="list-style-type: none"> <li>• easy access in getting the best services that you should have, locally and nationally</li> <li>• to have someone available to help you find them</li> </ul>	<ul style="list-style-type: none"> <li>• to lead a healthy life, both physically and emotionally</li> </ul>
<ul style="list-style-type: none"> <li>• to be able to get information, advice and support on a wide range of issues that affect your life, as and when you need it</li> </ul>	<ul style="list-style-type: none"> <li>• to live in a safe, secure home and community</li> </ul>		

# EXTENDING ENTITLEMENTS, 10 ENTITLEMENTS (CONTINUED)

YOUR RIGHTS	BEING HEARD	FEELING GOOD	EDUCATION & EMPLOYMENT
TAKING PART /GETTING INVOLVED	BEING INDIVIDUAL	EASY ACCESS	HEALTH & WELLBEING
ACCESS TO INFORMATION & GUIDANCE	SAFETY & SECURITY		



# YOUNG INSPECTORS ACTIVITY 4

# UNCRC ARTICLES

## DESCRIPTION OF ACTIVITY

Distribute the Articles 12, 17 and 42 handouts.

Put young people into pairs and ask them to discuss why these are important.

- Why have these three been singled out?
- How are they relevant to their roles as Youth Inspectors?

Gather the answers and scribe at front.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>UNCRC Articles</b>	Further understanding of these articles' and the importance in relation to the young inspectors process	Flip chart, Pens, Articles hand out



# UNCRC ARTICLES

(CONTINUED)

## UNCRC ARTICLES 12, 17 AND 42

### ARTICLE 12

(Respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

### ARTICLE 17

(Access to information from mass media)

Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media should provide information that children can understand.

Governments must help protect children from materials that could harm them.

### ARTICLE 42

(Knowledge of rights)

Governments must make the Convention known to children and adults.



# BENEFITS OF PARTICIPATION

## DESCRIPTION OF ACTIVITY

Prepare 4 sheets of flip chart paper, with the titles: 'Families', 'Workers/Staff', 'Organisations', and 'Community'.

Split the participants into 4 groups.

Each group gets one of the sheets.

Ask the group to list what they think the benefits of participation are to the people on their sheet.

After four or five minutes, each group passes their sheet to the group on their left.

The groups then add their thoughts to the new sheet in front of them. Repeat until each group has had each sheet.

Pass the sheets back to the groups that started with them, and ask those groups to present back a summary of the information, depending on the time available this could be in the form of a text message or a newspaper heading or something a bit more detailed.

Time	Activity	Anticipated Outcomes	Resources
30 min	<b>Benefits of Participation</b>	Start the group thing of the benefits of participation to 'Families', 'Workers/Staff', 'Organisations', and 'Community'	Flip chart, Pens



# INTRODUCING THE STANDARDS

**DESCRIPTION OF ACTIVITY**

What is a Standard?

Arrange the group in to pairs; give each pair a picture of a bicycle.

Ask them to list what you need in a bicycle.

Then ask them to review their list and decide what do they really need to make it a bicycle?

Question elements like colour, brand, size, a bell, are these really necessary?

Explain that standards measure what is essential – not the factors which might be important to you individually.

Ask the group to consider how this might apply when they are inspecting organisations

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Introducing the standards</b>	Starting to look and familiarise themselves with what is a standard, and the national participation standards	Bike picture, Standards poster





# INTRODUCING THE STANDARDS

(CONTINUED)



# Having a voice. Having a choice.

This poster will tell you what you should expect whenever you are asked what you think about things.

What they mean for  
**YOU**

What **WE** will do

## 1 Information

You have information that is easy to understand.



## Information 1

We will give you all the information you need to know.



## 2 It's your choice

You choose if you want to get involved.



## It's your choice 2

We will give you enough information and time to choose if you want to get involved.

## 3 No discrimination

You all have the right to have your say and be included.



## No discrimination 3

We will treat everyone the same.

## 4 Respect

You will be listened to.



## Respect 4

We will listen to you and work with you to help change things for the better.

## 5 Get something out of it

You benefit and enjoy taking part.



## Get something out of it 5

We will make it the best it can be for you.

## 6 Feedback

You find out what happens next.



## Feedback 6

We will tell you what happens next and how your ideas have been used.

## 7 Working better for you

You tell us how to do things better.



## Working better for you 7

We will ask you how to do things better and make changes to how we work.

## The 7 Children and Young People's Participation Standards for Wales



# IS THIS PARTICIPATION?

**DESCRIPTION OF ACTIVITY**

What is a Standard?

Then ask them to review their list and decide what do they really need to make it a bicycle?

Explain that standards measure what is essential – not the factors which might be important to you individually.

Arrange the group in to pairs; give each pair a picture of a bicycle.

Question elements like colour, brand, size, a bell, are these really necessary?

Ask the group to consider how this might apply when they are inspecting organisations

Ask them to list what you need in a bicycle.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Opinion Line</b>	Start to consider an organisation they are involved in and scenarios of participatory practice.	Agree / disagree cards, Statements



# IS THIS PARTICIPATION?

(CONTINUED)

## OPINION LINE STATEMENTS

- Everyone has enough information to get properly involved and have a say about things that matter to them
- The organisation uses a minimum of three different ways of circulating information (e.g. newsletters, posters, assemblies)
- We can see that our opinions have led to changes
- We are given enough time and information to make good choices
- I know my organisation has a policy about healthy eating
- Everyone in my organisation can take part in decision making
- I am given the opportunity to be involved in decision making regardless of my age, ability or where I come from.
- I can think of three ways that the organisation listens to the views of children and young people
- I can think of a time when I felt I was taken seriously and treated fairly in my Organisation
- I enjoy and get something out of having a say in the decisions/activities
- When the organisation has a meeting, we meet in friendly places that are easy for us to use
- I know before I get involved what I am going to get out of it (e.g. a certificate or a prize)
- When I take part in an activity or project, I hear what happens as a result
- I am asked what I think before a decision is made in my organisation



# GROUPS WE KNOW ABOUT

**DESCRIPTION OF ACTIVITY**

Ask the group for examples of decision making bodies that young people could be involved in. Write them up on flip chart.

Make sure that examples include School Councils, Youth Forums, Eco Forums, and Funky Dragon.

Ask the group, 'What do these groups do? Who for?' are they young person led?

Facilitator notes: If you group is unlikely to be able to come up with plenty of suggestions it might be worth having some information on these examples to hand, alternatively the participants can be asked to research them independently before or during the session.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Groups we know about?</b>	Start to think and map organisations, and groups where young people are involved and help make decisions. These can be in the local community or nationally	Flip chart, Pens



# YOUNG INSPECTORS ACTIVITY 9

## HOT SEAT

### DESCRIPTION OF ACTIVITY

Place a chair facing the horseshoe of chairs the participants are sitting in.

Find something that can represent the Young Inspectors. Place this on the empty chair – the hot seat.

Explain that this is an opportunity to share questions and answers about the Young Inspectors. Anyone can ask a question of the YI, and anyone can answer. All questions are directed at the hot seat. Try to answer all other questions that come up, allowing the group to answer first, minimal facilitator input is great but sometimes you will need to step in to clarify or provide answers.

Ensure that the following questions are all asked.

Questions:

- What is the purpose of YI?
- What roles do you have in YI?
- How often do you meet?
- Who is allowed to join, how do they get chosen / recruited?

- What is the age range of membership?
- Which other bodies are involved?

Scribe up the answers on a flip chart.

Time	Activity	Anticipated Outcomes	Resources
25 min	<b>Hot Seat</b>	Knowledge of the young inspector programme, and the idea of asking questions out loud in front of others.	Flip chart. Pens, Item for hot seat



# THE BLACK HORSE'S TALE

## DESCRIPTION OF ACTIVITY

The aim of this activity is for participants to investigate how they and others act and communicate within an investigative team exercise. It should increase participants' awareness of how groups function and what behaviour and skills can help or hinder their performance.

Depending on group size up to three members of the group should be nominated or volunteer to be the observers. Distribute the clues to the group, using the clues they have to find the following;

1. Murderer
2. Time
3. Place

4. Weapon
5. Motive.

After the activity has ended ask the group to reflect on how they communicated with each other any challenges and successes, use the observers to support this.

This discussion should be carefully facilitated to ensure that no-one feels attacked.

Ask the participants to focus on their own communication and role in the group.

Time	Activity	Anticipated Outcomes	Resources
25 min	<b>The Black Horse's Tale</b>	Communication skills, looking over and investigating the evidence	Black horse clues sheet, Pens, paper



# THE BLACK HORSE'S TALE

(CONTINUED)

## THE BLACK HORSE'S TALE

Photocopy a set of these clues enlarging them if possible. Cut along the dotted lines so that the clues can be shared among the participants. It may help to stick each clue on a piece of card, or laminate.

<p style="text-align: center;"><b>CLUE 1</b></p> <p>When he was discovered dead, Mr Armstrong had a large bruise and bleeding to the side of his head and deep cuts to his throat and neck</p>	<p style="text-align: center;"><b>CLUE 2</b></p> <p>Mr Corrigan attacked Mr Armstrong at 10.10 pm in the car park of the Black Horse public house</p>	<p style="text-align: center;"><b>CLUE 3</b></p> <p>A man getting off the number 38 bus outside the Black Horse saw Mr Armstrong with blood all over his face</p>	<p style="text-align: center;"><b>CLUE 4</b></p> <p>A broken bottle with blood on it was found in the Black Horse car park</p>
<p style="text-align: center;"><b>CLUE 5</b></p> <p>Mr. Armstrong's body was found at 11.15pm</p>	<p style="text-align: center;"><b>CLUE 6</b></p> <p>When the man getting off the bus saw Mr. Armstrong he was sitting on the car park wall, holding his head</p>	<p style="text-align: center;"><b>CLUE 7</b></p> <p>A spanner with Mr Armstrong's blood on it was found on a dustbin near the Black Horse</p>	<p style="text-align: center;"><b>CLUE 8</b></p> <p>Mr. Corrigan saw Mr. Armstrong in the bar and started threatening him</p>
<p style="text-align: center;"><b>CLUE 9</b></p> <p>Mr. Armstrong was having an affair with Mr. Corrigan's wife</p>	<p style="text-align: center;"><b>CLUE 10</b></p> <p>The barman saw Mr Barton leave the bar at 10.10pm</p>	<p style="text-align: center;"><b>CLUE 11</b></p> <p>At 10.00pm Mr. Corrigan came into the bar and ordered a bottle of stout</p>	<p style="text-align: center;"><b>CLUE 12</b></p> <p>The spanner had Mr. Barton's fingerprints on it</p>



# THE BLACK HORSE'S TALE

(CONTINUED)

<p><b>CLUE 13</b></p> <p>Mr. Corrigan and Mr. Armstrong left the bar arguing at 10.05pm</p>	<p><b>CLUE 14</b></p> <p>The barman said Mr. Armstrong and Mr. Barton were regular customers in the Black Horse</p>	<p><b>CLUE 15</b></p> <p>Mr. Barton had been drinking on his own in the Black Horse</p>	<p><b>CLUE 16</b></p> <p>Mr. Armstrong's body was found in the back alley behind the Black Horse.</p>
<p><b>CLUE 17</b></p> <p>The broken bottle had Mr. Corrigan's fingerprints on it</p>	<p><b>CLUE 18</b></p> <p>Mr. Armstrong had been dead for one hour according to a medical expert working with the police.</p>	<p><b>CLUE 19</b></p> <p>Mr. Barton had been seen opening the boot of his car in the Black Horse car park just after 10.10pm by a regular customer going into the Black Horse</p>	<p><b>CLUE 20</b></p> <p>The barmaid found Mr Armstrong very attractive</p>
<p><b>CLUE 21</b></p> <p>Mr Armstrong's bloodstains were found in the car park and back alley</p>	<p><b>CLUE 22</b></p> <p>Mr Corrigan had told Mr Armstrong he was going to kill him</p>	<p><b>CLUE 23</b></p> <p>The barman said that Mr. Barton sometimes handed an envelope across the table to Mr. Armstrong</p>	<p><b>CLUE 24</b></p> <p>Mr Armstrong and Mr Barton met together from time to time in the Black Horse</p>
<p><b>CLUE 25</b></p> <p>Mr. Barton could not be found by the police after the killing</p>	<p><b>CLUE 26</b></p> <p>The number 38 bus stopped outside the Black Horse pub at 10.12pm</p>	<p><b>CLUE 27</b></p> <p>It was obvious that the body had been dragged some distance</p>	<p><b>CLUE 28</b></p> <p>Mr. Corrigan was not at home when the police called to make enquiries after finding the body</p>



# WORLD'S WORST/WORLD'S BEST

**DESCRIPTION OF ACTIVITY**

Break into small groups.

Each group needs a sheet of flip paper and a number of coloured pens.

Allocate each group one of the 7 Standards.

The groups challenge is to imagine what an organisation would look like if it was either the best or the worst in the world at embodying/ exhibiting their selected standard. What would the organisation that is the worlds worst at inclusion look like? What would the organisation that is the worlds best at information look like?

As the groups work check in on the groups and get them to explain their works, try to prompt and ask if they can't imagine anything better or worse than they are drawing.

Allow time for the groups to share their pictures with explanations with everyone.

Time	Activity	Anticipated Outcomes	Resources
30 min	<b>Worlds best/ worst</b>	Start to think what an organisation, may do, and look like if it was the world's best and worst. Thinking about what they may want to see or look for in an inspection	Standards, Pens, paper





# YOUNG INSPECTORS ACTIVITY 12

# TRIANGULATION

## DESCRIPTION OF ACTIVITY

Explain that as inspectors they will need to gather supporting evidence from different sources.

Ask the group how they could find out if one of the facilitators likes peanut butter.

Scribe up the suggestions.

Prompts/challenges for the group:

- If you ask the facilitator will they tell you the truth?
- What if the facilitator is not present?

- Is it enough to take the facilitator's word for it?
- What else could use as evidence?  
Go through the cupboards?

The group should come up with all sorts of outlandish suggestions, but we just want to make sure that they identify three sources of evidence: in the example – the individual, the individual's friends and family, the presence of peanut butter in a cupboard or on the shopping list and receipts.

Time	Activity	Anticipated Outcomes	Resources
10 min	<b>Triangulation</b>	Remind them that when inspecting they will have to get evidence from the staff, the users' (young people), and physical evidence – reports, minutes from meetings, and so on. Not just rely on what they are told.	Pens, Flip chart



# EVIDENCING THE STANDARDS

## DESCRIPTION OF ACTIVITY

Arrange the participants into small groups. Each group requires large sheet of paper and marker pens.

Give each group a Standard to consider.

On the sheet ask them:

- To list what they would need to find out to see if the Standard is being achieved
- To consider what evidence they would require to determine if an organisation is meeting or failing the particular Standard

Allow time for each group to tackle two or more Standards. Allow time for the groups to share what they have discussed.

Possible prompts:

- How you would measure the standard?
- What measures are appropriate?

- Are some things easier to measure than others?
- What is acceptable evidence?
- Are some things easier to evidence than others? (This can link to Ethics activity in Later session)

Time	Activity	Anticipated Outcomes	Resources
10 min	<b>Evidencing the Standards</b>	Thinking about the information they will need to see, what is acceptable evidence,	Standards, Pens, Flip chart

It may help to do one of the Standards from the front to the whole group. For example: Information. What would you need to find out?

- Is it young person friendly?
- Is it parent friendly?

- Is it up to date?
- How often does it come out?
- How does it come out? What medium?
- Does the organisation check that the YP understand?

What evidence would you require?

- Minutes from meetings
- Copies of information that is sent out
- Interviews with young people

# PREPARING FOR INSPECTION

**DESCRIPTION OF ACTIVITY**

Ask the group to idea storm types of organisations for young people.

Split them in to groups of three and ask each group to choose one of the organisation types.

Give each group a flip chart sheet split into six sections.

<b>What does you service do?</b>	<b>Who uses it?</b>	<b>What does it need to do to meet this standard?</b>	<b>What does it do to meet this standard?</b>
<b>What else do you need to know to be sure they meet the standard?</b>		<b>How are you going to find out?</b>	

Give each group a different Standard and ask them to fill in the first four sections making up an imaginary but realistic organisation rather than writing about one they already know. Then ask the groups to swap sheets. They should then read through the description of the service and what has been done to meet that Standard.

They should then fill in the fourth and fifth sections of the new sheet. Considering what else they would need to know before being confident that the organisation would meet that standard and how they would find it out.

Time	Activity	Anticipated Outcomes	Resources
35 min	<b>Preparing for an inspection</b>	Planning for an inspection, what needs to be done, who needs to do what,	Standards. Pens, Flip chart

# PREPARING FOR INSPECTION

(CONTINUED)

Feedback and discuss, pointing out that this is similar to the self inspection process, they will have some information about the organisation before they go but they will have to think about what they will need to ask to fill any gaps. Here is an example –

<p><b>What does you service do?</b> Youth Club</p>	<p><b>Who uses it?</b> Young people aged 12 to 15 in cardiff</p>	<p><b>What does it need to do to meet this standard?</b> Information – enough info to get involved, let people know the difference it will make. Inform about changes</p>	<p><b>What does it do to meet this standard?</b> Website, newsletter, facebook, twitter and txt updates, which young people help write, notice boards and meetings</p>
<p><b>What else do you need to know to be sure they meet the standard?</b> What do young people think of the info they get? How young people friendly is the info? How up to date is every thing?</p>		<p><b>How are you going to find out?</b> Talk to young people. Check dates on newsletters, websites etc</p>	



# STORY OF AN INSPECTION TIME LINE JIGSAW

## DESCRIPTION OF ACTIVITY

Give each group member a section of the jigsaw time line. Ask them to work as a team to get the sections in the correct order.

If there are literacy issues then pair the young people up before distributing the sections ensuring that each pair has at least one young person who is confident reading.

Once the group have agreed on an order check it against your master copy and rearrange if necessary explaining why.

Discuss the process with the group. Ask what they think about the whole process, if there are any surprises, anything they are concerned about.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Inspection jigsaw</b>	Familiarise themselves with an inspection time frame.	Master copy, jigsaw, Pens, Flip chart



# STORY OF AN INSPECTION TIME LINE JIGSAW (CONTINUED)

## STORY OF AN INSPECTION TIME LINE JIGSAW

Young people will attend a training programme. This training will give the young people with a range of skills and knowledge so they can carry out inspections safely and confidently.

The training can be a residential or over a number of weeks.

Organisations who want to make sure they meet the Participation Standards and be awarded the Participation Standards Kite Mark complete a self assessment.

If the self assessment shows that the organisation has sufficient evidence to demonstrate they meet all the Standards then a group of young inspectors visit to examine the evidence and decide if a kite mark can be awarded.

Working in small teams, the young people visit the service.

During the visit they make observations against the Standards.

The 7 standards are;

- Information
- It's your choice
- No discrimination
- Respect
- You get something out of it
- Feedback
- Improving how we work

During the inspection visits, the young inspector fill in forms recording the organisation's progress against the Standards, which will help them to decide whether to award a National Participation Kite Mark.

The young inspectors might interview workers, volunteers or young people; they might film or photograph the place the organisation works. They might look at policies, procedures, leaflets, websites or other bits of information.

As soon as possible after the inspection the young inspectors, with support from their workers, complete a report and decide if they can award the Kite mark.

If a Kite mark cannot be awarded then an action plan is put together showing what changes would need to be made for a Kite mark to be awarded.

The report and action plan (if needed) is given to the organisation.

The organisation should feed back to the young inspectors about how and when they are going to implement the recommendations in the action plan.



# ROLE OF A YOUNG INSPECTOR

## DESCRIPTION OF ACTIVITY

Split the group into threes or fours. Give each group a large sheet of paper, big enough for one of them to lie on and another draw around. Giving a life sized outline of a person. You could use a couple of lengths of wallpaper or four sheets of flip chart paper stuck together with masking tape.

It's a good idea to let the person decide who draws around them.

Give each group the 'Young Inspector's Role description' ask them to discuss it in their groups and write on their life sized person the skills and qualities that you need to be a young inspector.

Give each participant five sticky dots and ask them to stick them next to the skills or qualities they think are most important. This doesn't have to be a group decision, each person can vote for their own preferences.

Then from the front gather the skills and qualities that have the most votes, writing them in order of how important the group think they are (i.e. highest numbers of dots). There are likely to be similar responses from each small group.

Invite the group to comment on the list, are they happy with it? Is there anything important that has been missed? Is there anything they are not sure about on it?

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Role of a young inspector</b>	Think about the quality's and skills need by a young inspector	Inspectors role description, Pens, Flip chart / wall paper, Sticky dots



# PERSONAL SKILLS AUDIT

## DESCRIPTION OF ACTIVITY

Give each participant a stars sheet. Ask them to select some of the skills on the board (from the inspectors role activity), at least four and rate themselves on how well they think they do them. For groups with literacy issues you can fill in the skills in advance. Encourage the group to pick some skills that they are confident in and some that they are less confident in.

In pairs ask the groups to discuss what skills they feel strong in, how they might be useful as a young inspector and what areas they want to work on and why, make sure they relate this to their role as a young inspector.

Time	Activity	Anticipated Outcomes	Resources
25 min	<b>Activity</b> <b>Personal Skills Audit</b>	Starting to think about their own personal skills and qualities that they can bring to a young inspectors team	Stars sheet, Pens



# PERSONAL SKILLS AUDIT (CONTINUED)

Personal Skills Audit – Stars sheet

Name \_\_\_\_\_

Please rate yourself from 0 (poor) – 5 (great) on the following skills and knowledge by colouring in the right number of stars.

_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆
_____	☆	☆	☆	☆	☆

What skill could you develop and how could you develop it?

\_\_\_\_\_

# YOUNG INSPECTORS ACTIVITY 18

## OBJECTS

### DESCRIPTION OF ACTIVITY

Each person is asked to imagine an object they could carry easily around the room.

The facilitator writes each one down on the flip chart. Everyone then mimes carrying their object.

Ask the group to swap imaginary items with another person and then go on to swap their new object with another person, every participant should make at least seven swaps.

After a few minutes stop the group asking them to remember what item they have ended up with, and then work around the room asking each person to call out what item they now have. Tick the item off the original list as it is called out.

You will find that some objects have multiplied and some have disappeared entirely.

Discuss with the group why they think this has happened, what made it hard? Explain that it always happens in this game and ask what might have made it easier.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Objects</b>	As young inspectors they maybe in busy, noisy environments and will need to remember lots of information. This will help show the importance of making notes and being able to remember lots of information	Pens, Flip chart

# YOUNG INSPECTORS ACTIVITY 19

## PASS THE PICTURE

### DESCRIPTION OF ACTIVITY

Arrange enough lines of chairs, one behind each other, for the group to sit in lines of four or five.

Give the people at the end of each row a clipboard, pen and paper.

Take the people at the front of each row aside and show them a picture, give them 1 minute to look at it, you can use a timer to build pressure.

Then explain to the whole group that the people at the front of the row will whisper to the person behind them as detailed a description of the picture as they can, this person will whisper it to the person behind them and so on until it reached the back row. The person with the clipboard then attempts to draw what they have been told.

Compare the pictures with the original and award points for the closest copy.

Discuss the challenges of this and how information can get lost, relate to the inspection process and highlight lessons learnt.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Pass the Picture</b>	This will look at how information may be lost or changed through communication as it is passed on through various sources.	Pens, Paper, Clipboard, Ideas of pictures



# YOUNG INSPECTORS ACTIVITY 20

## ACTIVE LISTENING

### DESCRIPTION OF ACTIVITY

Ask the group to ideas storm things they like to talk about.

In pairs, give one young person a subject to talk about from the list, or let them choose.

Give their partner a barrier card. Give the pairs three minutes for one to speak and the other to display the behaviour on their barrier card. E.g. continually yawn and look at your watch, keep trying to change the subject.

Then swap roles giving each pair a new barrier and new subject to talk about.

Ask the group how it felt to speak and not really be listened to then ask them to ideas storm the things that help you feel listened to this might include nodding, eye contact, paraphrasing, acknowledging what people have said.

Then repeat the above activity asking the young people to show the positive listening behaviour instead of the barriers.

Discuss the differences.

Time	Activity	Anticipated Outcomes	Resources
15 min	<b>Active listening</b>	Young people to identify the differences and behaves associated with being / not being listened to	Barrier card





# ACTIVE LISTENING

(CONTINUED)

**LISTENING BARRIER CARDS**

Yawn, rub your eyes and stretch as if you are tired	At every opportunity say 'oh yes I do/know/think that too'	Send as many text messages as you can	Keep trying to change the subject
Avoid any eye contact	Say 'really?' as if you don't believe them, as much as possible	Stare at the person with wide eyes and don't say anything at all	Keep checking the time and looking around as if you are very keen for this to be over
Try to start a whisper conversation with someone else nearby	Get a pen and paper and write the entire time they are speaking, without looking at them at all, don't let them see what you are writing	Be more interested in a notice board or looking out of a window	



# INSPECTION PROCESS

**DESCRIPTION OF ACTIVITY**

Split the group into three small groups and give each small group a section of the 'inspection process' from Chapter two of the Blast off guide. Give them plenty of time in their groups to read, digest, understand the information and come up with a creative, useful way to present to the rest of the group that will make sure that they remember

and understand it. They could create a presentation and hand outs, a drama, a song, posters, a game or activity. They just have to make sure it is communicates all the information and is memorable.

Get them to present back to the other groups.

Time	Activity	Anticipated Outcomes	Resources
1 hr	<b>Inspection Process</b>	Think of presentation styles, communication of information in a friendly manner. They	Pens, Paper, Chapter two of the inspection blast off guide



# YOUNG INSPECTORS ACTIVITY 22

# ASSERTIVENESS

## DESCRIPTION OF ACTIVITY

Ask the group what they think assertiveness is and try to draw together a definition.

Explain that assertiveness sits between being too passive and too aggressive; it might be helpful to ask the group define all three terms.

Create a line with passive at one end, aggressive at the other and assertive in the middle.

Hand out the statement cards to the group and ask them to place them on the line according to how passive or aggressive they are. The whole line can be used, for example something might be very passive or just on the passive side of assertive.

Encourage the group to debate and discuss the positions on the line.

Then ask them to take some of the passive or aggressive statements and rephrase them so that they are assertive.

Time	Activity	Anticipated Outcomes	Resources
20 min	<b>Assertiveness</b>	To look at assertiveness, passive and aggressive and understand what it means?	Statement cards



# ASSERTIVENESS

(CONTINUED)

**PASSIVE/ASSERTIVE/AGGRESSIVE STATEMENT CARDS**

<p>The way you do that is completely wrong</p>	<p>Stop it right now</p>	<p>I can't stand that</p>	<p>When you do that, I feel uncomfortable because...</p>
<p>I feel concerned about that because...</p>	<p>Could we try this instead?</p>	<p>Someone apart from me should chose</p>	<p>I think we should do this but if you don't agree that's fine</p>
<p>I don't want to say what I think</p>	<p>What does everyone else want to do?</p>		

# QUESTIONING ADULTS

## DESCRIPTION OF ACTIVITY

might arise when they have to question adults. Remind them that the inspection process has to be robust and they have to be confident that the adult has given them sufficient and credible evidence.

Ask them to write one barrier per sheet of paper. Collect the sheets of paper together and line them up to create a 'wall'. Review the issues that have been raised noting any duplicates of similar issues; give the group the opportunity to expand on why they are issues.

If there are more suggestions that there are group members then give the group three sticky dots each to indicate which issues they feel are most important. Remove any with no dots and with the least dots until there are enough sheets for one each or one between two.

In pairs ask the group to choose a sheet each. They should then discuss it in their pair working out what might help or solve the issues. After a few minutes ask the pairs to swap so that each person talks to a new partner and again discusses the issue, identifying solutions.

Repeat this process a few times and then collectively record the most useful solutions people have discovered.

This can be done on flip chart from the front. Give the group the questions hand out and discuss.

Time	Activity	Anticipated Outcomes	Resources
25 min	<b>Questioning adults</b>	The young people to consider possible barriers to asking adults questions during the inspection process	Small pieces of paper, Pens, Flip chart



# YOUNG INSPECTORS ACTIVITY 24

# SELF ASSESSMENT

## DESCRIPTION OF ACTIVITY

Remind the group of the self assessment process.

Discuss the process as a whole group, what did they think of it, was it easy or difficult to do, how do they think organisations will feel about completing it?

In small groups ask them to complete a self assessment for an organisation they know, it could be the organisation training them as young inspectors or any other that they know well school, college, youth group.

Time	Activity	Anticipated Outcomes	Resources
35 min	<b>Self assessment</b>	Giving them an insight in to what the organisation would need to do to fill out a self assessment	Plan self assessment sheets, Pens, Some information on the organisation that you choose as an example



# SELF ASSESSMENT (CONTINUED)

## STANDARD 1 INFORMATION

This Standard means:

- Information that is easy to understand for everyone.
- Adults working with you who know what is going on and are up front and clear.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Ensure everyone has enough information to get properly involved</i></p> <p><b>How:</b> By demonstrating a minimum of three different means of circulating information to children and young people.</p>					
<p><i>Let you know what difference you being involved will make</i></p> <p><b>How:</b> A consultation has been conducted and children and young people have provided evidence that they know what difference their being involved will make.</p>					
<p><i>Inform you about who is going to listen and make changes.</i></p> <p><b>How:</b> Clear evidence has been provided that children and young people have been informed about who will listen to them and make changes.</p>					





# SELF ASSESSMENT (CONTINUED)

## STANDARD 2 IT'S YOUR CHOICE

This Standard means:

- You choose if you want to get involved or not
- You choose to work on things that are important to you
- You choose what you do and how you do it

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Give you enough information and time to decide if this is something you want to do</i></p> <p><b>How:</b> Evidence must be provided to show that adequate time and information was given to children and young people so that they could make an informed choice.</p> <p>This must be provided for a minimum of three separate occasions</p>					






# SELF ASSESSMENT (CONTINUED)

## STANDARD 3 NO DISCRIMINATION

This Standard means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Challenge any discrimination</i></p> <p><b>How:</b> Show evidence of an equal opportunities policy and procedure</p>					
<p><i>Get in touch with children and young people in lots of different situations</i></p> <p>Evidence at least three ways you have contacted children and young people in different situations (e.g. different areas, ages, backgrounds, ethnic groups, disabled groups)</p>					
<p><i>Get involved with things you want to do</i></p> <p><b>How:</b> Show evidence that you have tailored your opportunities to enable children and young people in lots of different situations to get involved in things they want to do</p>					





# SELF ASSESSMENT (CONTINUED)

## STANDARD 4 RESPECT

This Standard means:

- Everyone has a chance to have a say- your opinions are important

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Listen to your ideas, views and experiences.</i></p> <p><b>How:</b> Show three ways you have listened to the views of children and young people</p>					
<p><i>Take you seriously and treat you fairly.</i></p> <p><b>How:</b> Show feedback from children and young people recording that they feel like they have been taken seriously and treated fairly</p>					
<p><i>Work with you to do something about the things you tell us are important.</i></p> <p><i>Work with you to help change things for the better.</i></p> <p><b>How:</b> Show evidence of something you are working on that shows you are respecting the input from C&amp;YP/ views that they have given you</p>					






# SELF ASSESSMENT (CONTINUED)

## STANDARD 5 YOU GET SOMETHING OUT OF IT

This Standard means:

- We want you to enjoy and benefit from taking part.
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Work in safe, fun, and enjoyable ways.</i></p> <p><b>How:</b> Evidence feedback from children and young people to show it has been fun. Evidence how you have worked in a safe way</p>					
<p><i>Make the most of what you know.</i></p> <ul style="list-style-type: none"> <li>• Do positive things that build your confidence.</li> </ul> <p>Show how you have built upon children and young people's knowledge and confidence and outline three activities done to achieve this.</p>					
<p><i>Meet in friendly places that are easy for all young people to use.</i></p> <p>Record where you meet and how this is child and young person friendly.</p>					
<p><i>Value and respect what you have to offer.</i></p> <p>Show how you have agreed with children and young people in advance how best to recognise / reward / remunerate their contributions.</p>					




# SELF ASSESSMENT (CONTINUED)

## STANDARD 6 FEEDBACK

This Standard means:

- It is really important that you know what difference you have made and how your ideas have been used.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Keep you up-to-date with what is happening.</i></p> <p><b>How:</b> Show evidence that you have kept children and young people up-to-date in keeping with what was originally arranged / planned (see Appendix 2 for Participation Protocol)</p> <p><i>Give feedback as soon as possible and in ways that are easy to understand for everyone.</i></p> <p><b>How:</b> Show dates feedback was given and a record of how this was delivered.</p>					

# SELF ASSESSMENT (CONTINUED)

## STANDARD 7 IMPROVING HOW WE WORK

This Standard means:

- We want to learn and get better at the way we work with you.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• Look at the way we work with you and how to improve it.</li> </ul> <p><b>How:</b> Evidence of feedback from children and young people and action taken upon feedback.</p>					
<p><i>Ask you what has gone well and what needs to change.</i></p> <p>Highlight what needs to change as a result of children and young people's recommendations and steps you are going to take to address these.</p>					
<p><i>Make sure your views make a difference to the way we make plans and decisions.</i></p> <p>Show three ways children and young people's views have impacted on the service / organisation.</p>					



# SELF ASSESSMENT (CONTINUED)

## STANDARD 1 INFORMATION

This Standard means:

- Information that is easy to understand for everyone.

- Adults working with you who know what is going on and are up front and clear.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Ensure everyone has enough information to get properly involved</i></p> <p><b>How:</b> By demonstrating a minimum of three different means of circulating information to children and young people.</p>	<ul style="list-style-type: none"> <li>• Young people friendly Project Leaflets designed by young people,</li> <li>• DVD made by young people to explain work of .....</li> <li>• Webpage for .....</li> <li>• Freephone,</li> <li>• Magazine circulated to LAC.</li> <li>• Info sent out to schools and youth orgs.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct-Talk to / inform / ask children and young people e.g. by recording consultation sessions. Talk to c&amp;yp representatives e.g. from school councils, youth forums etc. (See Standard 6 for similar evidence)</li> <li>• Written e.g. newsletter / use of questionnaires / surveys/ posters</li> <li>• Indirect e.g. websites (my space / bebo) (See also Standard 6 for similar evidence) Evidence of database showing where information has gone.</li> <li>• Any information circulated to c&amp;yp must be accessible + user friendly- See Good Practice Guide 4 and 5 on 'Children and Young People Friendly Documents' and 'Alternatives to documents'</li> </ul>			

Table continued on next page



# SELF ASSESSMENT (CONTINUED)

## STANDARD 1 INFORMATION (CONTINUED)

This Standard means:

- Information that is easy to understand for everyone.

- Adults working with you who know what is going on and are up front and clear.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Let you know what difference you being involved will make</i></p> <p><b>How:</b> A consultation has been conducted and children and young people have provided evidence that they know what difference their being involved will make.</p>	<ul style="list-style-type: none"> <li>• Workshop on Anti Bullying took place with young people in July 2008 which led to formation of the Group</li> <li>• Info given to yp at group meetings.</li> <li>• Members of Local Safeguarding Children’s Board have attended group meetings to hear yp’s views and have dialogue.</li> <li>• YP reps invited to attend all LSCB meetings.</li> <li>• YP on interview panels.</li> <li>• Yp attending conferences –talking to delegates, asking questions.</li> </ul>	<p>Consultation by:-</p> <ul style="list-style-type: none"> <li>• Talking to/asking young people</li> <li>• Workshops</li> <li>• Questionnaires</li> <li>• Stalls</li> <li>• Talks</li> <li>• Surveys (Web etc)</li> <li>• Forms</li> </ul>			

Table continued on next page




# SELF ASSESSMENT (CONTINUED)

## STANDARD 1 INFORMATION (CONTINUED)

This Standard means:

- Information that is easy to understand for everyone.

- Adults working with you who know what is going on and are up front and clear.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Inform you about who is going to listen and make changes.</i></p> <p><b>How:</b> Clear evidence has been provided that children and young people have been informed about who will listen to them and make changes</p>	<p>In all meetings, consultations and subsequent follow-up meetings it is clearly addressed as to whose responsibility it is action their views and comments and on-going reports are given as to the current status of issues they have been involved in.</p>	<ul style="list-style-type: none"> <li>• Lead person's name and contact details given</li> <li>• Participation Protocol filled in- (see copy in Appendix 2)</li> <li>• Children and Young people given the context of the information- e.g. what next?</li> </ul>			



# SELF ASSESSMENT (CONTINUED)

## STANDARD 2 IT'S YOUR CHOICE

This Standard means:

- You choose if you want to get involved or not
- You choose to work on things that are important to you
- You choose what you do and how you do it.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Give you enough information and time to decide if this is something you want to do</i></p> <p><b>How:</b> Evidence must be provided to show that adequate time and information was given to children and young people so that they could make an informed choice.</p> <p>This must be provided for a minimum of three separate occasions</p>	<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Giving info at meetings and ask YP for their opinions.</li> <li>• Letters sent out to YP in good time with info of what will happen at meetings including why they are doing this.</li> <li>• Young people choose topics for discussion</li> <li>• Info of events put on webpage to offer choice to yp to get involved.</li> <li>• Info in Boo!! Newsletter.</li> <li>• YP given option to be involved asked to put their names forward only if they are interested.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of adequate time given in relation to the activity e.g. a month given for young people to decide if they want to take part in a residential, a week given for them to decide to attend a one off activity</li> <li>• Participation Protocol Form filled in- shows planning and time for choice</li> <li>• Examples of Information given out- specifying dates e.g adverts, open days held in advance of the events/opportunities</li> </ul>			

Table continued on next page

# SELF ASSESSMENT (CONTINUED)




## STANDARD 2 IT'S YOUR CHOICE (CONTINUED)

This Standard means:

- You choose if you want to get involved or not

- You choose to work on things that are important to you

- You choose what you do and how you do it.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
	<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>This happens for all groups, subgroups, working parties; yp can choose to be reps to attend LSCB.</li> <li>Yp chose to design their own logo and had time to select final design</li> <li>Evidence:</li> <li>Comments and feedback from YP – paper record.</li> <li>Letters sent to all members. Copies on data base.</li> <li>Emails to all email addresses.</li> <li>YP given choice to be involved as paid worker.</li> </ul>				






# SELF ASSESSMENT (CONTINUED)

## STANDARD 3 NO DISCRIMINATION

This Standard means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Challenge any discrimination</i></p> <p><b>How:</b> Show evidence of an equal opportunities policy and procedure</p>	<ul style="list-style-type: none"> <li>• Invitation to consultation sent out to all schools, youth groups and children’s organisations.</li> <li>• Advocate with special responsibility to work with YP with communication difficulties.</li> <li>• Leaflets in the Welsh language.</li> <li>• Specialist worker and resources to enable YP with learning disabilities/ complex needs to participate.</li> <li>• YP with disabilities on interview panels.</li> <li>• Visits to special schools.</li> <li>• Info DVD made by YP from special schools.</li> <li>• Feedback from YP used to lead groups work.</li> <li>• Feedback from YP taken to meetings.</li> </ul>	<p><b>Framework for no discrimination:</b></p> <ul style="list-style-type: none"> <li>• Copy of Equal Opportunities Policy- shows framework in place for no discrimination</li> </ul>			

# SELF ASSESSMENT (CONTINUED)

## STANDARD 3 NO DISCRIMINATION (CONTINUED)

This Standard means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Get in touch with children and young people in lots of different situations</i></p> <p><b>How:</b> Evidence at least three ways you have contacted different groups of children and young people (e.g. disabled children and young people, black minority ethnic children and young people, gypsy traveller children and young people).</p>	<ul style="list-style-type: none"> <li>• Equal Opportunities policy</li> <li>• Flipchart records of yp involvement and recording of views</li> <li>• Group has representation from whole range of young people</li> <li>• DVD work in Special Schools gave every yp equal opportunity to be involved</li> <li>• YP with autism is member of Project Management Board</li> </ul>	<p><b>Access for all:</b></p> <ul style="list-style-type: none"> <li>• Show who the children and young people are and where they are from. Show there is fair representation from different areas and backgrounds e.g. attendance records, ethnicity data, ensuring advertising / marketing of information is not targeted to specific ages / ethnic groups and making sure information is appropriate e.g. bi-lingual. (See also Standard 2 for similar evidence and other examples)</li> </ul>			

Table continued on next page

# SELF ASSESSMENT (CONTINUED)

## STANDARD 3 NO DISCRIMINATION (CONTINUED)

This Standard means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Get in touch with children and young people in lots of different situations</i></p> <p><b>How:</b> Evidence at least three ways you have contacted different groups of children and young people (e.g. disabled children and young people, black minority ethnic children and young people, gypsy traveller children and young people).</p>	<ul style="list-style-type: none"> <li>• Equal Opportunities policy</li> <li>• Flipchart records of yp involvement and recording of views</li> <li>• Group has representation from whole range of young people</li> <li>• DVD work in Special Schools gave every yp equal opportunity to be involved</li> <li>• YP with autism is member of Project Management Board</li> </ul>	<p><b>Access for all:</b></p> <ul style="list-style-type: none"> <li>• Show who the children and young people are and where they are from. Show there is fair representation from different areas and backgrounds e.g. attendance records, ethnicity data, ensuring advertising / marketing of information is not targeted to specific ages / ethnic groups and making sure information is appropriate e.g. bi-lingual. (See also Standard 2 for similar evidence and other examples)</li> </ul>			

Table continued on next page



# SELF ASSESSMENT (CONTINUED)

## STANDARD 3 NO DISCRIMINATION (CONTINUED)

This Standard means:

- Children and young people are all different but you all have the same right to have a say about the things that matter to you.
- We want everyone to feel welcome and be able to get involved if they want to be.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Get involved with things you want to do</i></p> <p><b>How:</b> Show evidence that you have tailored your opportunities to enable children and young people in lots of different situations to get involved in things they want to do</p>	<ul style="list-style-type: none"> <li>• Equal Opportunities policy</li> <li>• Flipchart records of yp involvement and recording of views</li> <li>• Group has representation from whole range of young people</li> <li>• DVD work in Special Schools gave every yp equal opportunity to be involved</li> <li>• YP with autism is member of Project Management Board</li> </ul>	<p><b>Equal opportunities for all-service delivery:</b></p> <ul style="list-style-type: none"> <li>• Make sure venue, formats, timings, activities etc are appropriate</li> <li>• Treating children and young people with equal respect e.g. by documenting cross-cultural gathering / meetings bringing diverse children and young people together</li> </ul>			

# SELF ASSESSMENT (CONTINUED)

## STANDARD 4 RESPECT

This Standard means:

- Everyone has a chance to have a say- your opinions are important and




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Listen to your ideas, views and experiences.</i></p> <p><b>How:</b> Show three ways you have listened to the views of children and young people</p>	<ul style="list-style-type: none"> <li>• YP made changes to Anti bullying plan and launched the YP version.</li> <li>• YP’s views taken to LSCB.</li> <li>• YP’s involvement in interviewing.</li> <li>• Meetings arranged for after school hours so that YP can attend.</li> <li>• Yp sit on Project Management Board and their views are listened to</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there are good open channels of communication so that children and young people can give their views to the organisation easily e.g. show examples of communication methods used. (See Standard 2 for similar evidence)</li> </ul>			
<p><i>Take you seriously and treat you fairly.</i></p> <p><b>How:</b> Show feedback from children and young people recording that they feel like they have been taken seriously and treated fairly</p>	<ul style="list-style-type: none"> <li>• YP giving presentations at conferences, they wrote their own speeches. Records of YP’s comments on why they want to be part of “.....” group.</li> <li>• Written comments from feedback forms on individual advocacy are listened to and acted on.</li> <li>• YP’s articles for newsletter and webpage.</li> </ul>	<ul style="list-style-type: none"> <li>• C&amp;YP’s Evaluation forms</li> <li>• C&amp;YP’s Comments boxes</li> <li>• Case Studies/personal views and testimonies from c&amp;yp</li> </ul>			

Table continued on next page

# SELF ASSESSMENT (CONTINUED)

## STANDARD 4 RESPECT (CONTINUED)

This Standard means:

- Everyone has a chance to have a say- your opinions are important and


Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Work with you to do something about the things you tell us are important.</i></p> <p><i>Work with you to help change things for the better.</i></p> <p><b>How:</b> Show evidence of something you are working on that shows you are respecting the input from C&amp;YP/ views that they have given you</p>	<ul style="list-style-type: none"> <li>• Anti bullying plan, Yp thought original was not YP friendly so were asked to compile YP friendly version.</li> <li>• Work on webpage, group of YP working on what to include + format + invitation for any YP to submit entries</li> </ul>	<ul style="list-style-type: none"> <li>• Show how you have picked up on views given by c&amp;yp</li> <li>• Action Plans</li> <li>• Planning + incorporating the ideas of c&amp;yp into this</li> <li>• Information sharing with your team about c&amp;yp's views</li> <li>• What commitment and arrangements made</li> <li>• Next steps</li> </ul>			

Table continued on next page

# SELF ASSESSMENT (CONTINUED)

## STANDARD 5 YOU GET SOMETHING OUT OF IT

This Standard means:

- We want you to enjoy and benefit from taking part.
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Work in safe, fun, and enjoyable ways.</i></p> <p><b>How:</b> Evidence feedback from children and young people to show it has been fun.</p>	<ul style="list-style-type: none"> <li>• Written feedback from yp gives positive comments.</li> <li>• Asking YP what they would like to do in future events and their ideas on the best way to do go about it.</li> <li>• Yp decide topics to raise with LSCB.</li> <li>• Flipchart evidence of YP's choice of topics.</li> <li>• Yp are given tokens of appreciation.</li> <li>• Lots of laughter! ( On DVD)</li> </ul>	<ul style="list-style-type: none"> <li>• Show a planning document or risk assessment form for an event that evidences how you have considered health and safety for children and young people.</li> <li>• Feedback from c&amp;yp that it has been fun e.g returned evaluations, recordings of discussions, feedback from comments boxes</li> </ul>			

Table continued on next page

# SELF ASSESSMENT (CONTINUED)

## STANDARD 5 YOU GET SOMETHING OUT OF IT (CONTINUED)

This Standard means:

- We want you to enjoy and benefit from taking part.
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Make the most of what you know.</i></p> <ul style="list-style-type: none"> <li>• <i>Do positive things that build your confidence.</i></li> </ul> <p>Show how you have built upon children and young people's knowledge and confidence and outline three activities done to achieve this.</p>	<ul style="list-style-type: none"> <li>• Teambuilding at outdoor space/geared for YP</li> <li>• YP making their own DVD to explain purpose and work of the group.</li> <li>• YP giving presentations about their work.</li> <li>• YP sitting on interview panels.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of how activities that c&amp;yp have taken part in have been planned in order to develop their skills and learning in a positive way. e.g. agendas, planning documents, outlines of training sessions.</li> <li>• Show how c&amp;yp have benefited from taking part in an activity e.g 'start and end' evaluations, written/ verbal feedback from children and young people.</li> <li>• Examples of activities, team building exercises, presentations, written tasks</li> </ul>			

Table continued on next page



# SELF ASSESSMENT (CONTINUED)

## STANDARD 5 YOU GET SOMETHING OUT OF IT (CONTINUED)

This Standard means:

- We want you to enjoy and benefit from taking part.
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Meet in friendly places that are easy for all young people to use.</i></p> <p>Record where you meet and how this is child and young person friendly.</p>	<ul style="list-style-type: none"> <li>• Friendly space + equipment/ transport arranged.</li> <li>• Outdoor space / geared up for YP</li> <li>• YP suggest places for smaller meetings.</li> <li>• 1-1 work ask where YP would like to meet – eg cafe, library, home, leisure centre.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure meeting places or venues for events are appropriate for children and young people. e.g. space for breaks/ playing, necessary facilities available, venue easily accessible, suitable times for meeting, staff are friendly and helpful.</li> <li>• Evidence from c&amp;yp showing that they feel that venues are suitable and that they are happy to meet there.</li> </ul>			

Table continued on next page






# SELF ASSESSMENT (CONTINUED)

## STANDARD 5 YOU GET SOMETHING OUT OF IT (CONTINUED)

This Standard means:

- We want you to enjoy and benefit from taking part.
- We know that you have other things to do in your lives as well!
- Making sure that participating is a positive not a negative experience.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Value and respect what you have to offer.</i></p> <p>Show how you have agreed with children and young people in advance how best to recognise / reward / remunerate their contributions.</p>	<ul style="list-style-type: none"> <li>• Yp have designed flyers, a logo and designed the Anti Bullying Plan</li> <li>• Young people receive vouchers</li> <li>• Certificates signed by Safeguarding manager awarded to yp</li> <li>• We are exploring OCN accreditation for yp</li> </ul>	<ul style="list-style-type: none"> <li>• How c&amp;yp have been able to take part in different ways appropriate to them e.g charring meetings, designing flyers.</li> <li>• How c&amp;yp contributions have been recognised and valued through qualifications, accreditation, vouchers, certificates, rewards etc.</li> </ul>			

# SELF ASSESSMENT (CONTINUED)

## STANDARD 6 FEEDBACK

This Standard means:

- It is really important that you know what difference you have made and how your ideas have been used.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b> <i>Keep you up-to-date with what is happening.</i></p> <p><b>How:</b> Show evidence that you have kept children and young people up-to-date in keeping with what was originally arranged / planned (see Appendix 2 for Participation Protocol)</p> <p><i>Give feedback as soon as possible and in ways that are easy to understand for everyone.</i></p> <p><b>How:</b> Show dates feedback was given and a record of how this was delivered.</p>	<ul style="list-style-type: none"> <li>• Emails from safeguarding manager thanking them and informing of progress mailed out to group members.</li> <li>• Info put on webpage.</li> <li>• Phonecalls, letters text to keep YP updated.</li> <li>• Above methods agreed with members at meetings.</li> <li>• Done on individual basis emails, letters, phonecalls</li> <li>• DVD copy sent to each participant</li> </ul>	<ul style="list-style-type: none"> <li>• Keep records that show that you have updated websites, notice boards, newsletters etc with information.</li> <li>• Provide routes for c&amp;yp to communicate e.g phone lines, comments boxes, MSN, email, myspace/bebo + c&amp;yp's preferred options</li> <li>• Use any appropriate networks to disseminate information e.g youth groups, youth forums etc</li> <li>• Show that dates were set for feedback in advance and that these dates were kept to e.g through minutes of meetings, copies of emails, posters</li> <li>• Present feedback in a way that is appropriate to everyone e.g. that written information is written in a clear way and that alternatives are produced for those with special needs e.g video evidence</li> </ul>			



# SELF ASSESSMENT (CONTINUED)

## STANDARD 7 IMPROVING HOW WE WORK

This Standard means:

- We want to learn and get better at the way we work with you.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>• <i>Look at the way we work with you and how to improve it.</i></li> </ul> <p><b>How:</b> Evidence of feedback from children and young people and action taken upon feedback.</p>	<ul style="list-style-type: none"> <li>• LSCB asking for group reps to attend meetings in order to give their views and to be given feedback on previous work.</li> <li>• YP have opportunity via, email, text, phone, letters, meetings to suggest alternatives and give views on progress.</li> <li>• Yp sit on Project Management Board and their views constantly shape the way the project is developing</li> </ul>	<ul style="list-style-type: none"> <li>• Set out aims and objectives at the beginning of each project and review with children and young people at the end to see if these objectives were met and what could be done to improve the project</li> </ul>			

Table continued on next page



# SELF ASSESSMENT (CONTINUED)

## STANDARD 7 IMPROVING HOW WE WORK (CONTINUED)

This Standard means:

- We want to learn and get better at the way we work with you.




Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Ask you what has gone well and what needs to change.</i></p> <p>Highlight what needs to change as a result of children and young people's recommendations and steps you are going to take to address these.</p>	<ul style="list-style-type: none"> <li>• Successful creation of JLSCB.</li> <li>• Retention of 12 original members</li> <li>• Launch of Anti Bullying Plan</li> <li>• Presentations by group at 3 conferences</li> <li>• What needs to change</li> <li>• Increasing participation from vulnerable groups</li> <li>• More structured feedback to young people</li> </ul>	<ul style="list-style-type: none"> <li>• Complete reviews with c&amp;yp as the project progresses e.g. progress meetings, interim reports and feedback from young people. Do this in addition to a final review at the end of a project</li> </ul>			

Table continued on next page






# SELF ASSESSMENT (CONTINUED)

## STANDARD 7 IMPROVING HOW WE WORK (CONTINUED)

This Standard means:

- We want to learn and get better at the way we work with you.

Standard	Methods and Evidence to support meeting the standard	Areas to develop	 Intending	 Developing	 Achieving
<p><i>Make sure your views make a difference to the way we make plans and decisions.</i></p> <p>Show three ways children and young people's views have impacted on the service / organisation.</p>	<ul style="list-style-type: none"> <li>• A nti bullying plan was rewritten</li> <li>• Yp's comments at Project Board meetings make a difference. (Times set to suit yp)</li> <li>• YP submitting ideas to adult decision making body –LSCB.</li> <li>• LSCB to meet informally with YP prior to a presentation at the next meeting of LSCB</li> </ul>	<ul style="list-style-type: none"> <li>• Show how c&amp;yp's ideas and opinions have shaped your work e.g. through minutes of meetings, policy documents etc</li> <li>• Show the impact of c&amp;yp's involvement on your work e.g an example of an area of work/project/document that has changed or been done differently because of young people's opinions</li> <li>• Mechanisms to gather c&amp;yp views on a regular basis can be set up e.g. joint planning with children and young people steering / advisory group, regular opinion finding sessions held with c&amp;yp</li> </ul>			

# YOUNG INSPECTORS ACTIVITY 25

# SCENARIOS

## DESCRIPTION OF ACTIVITY

Distribute the scenario cards to the group. Depending on how they are comfortable working they can act them out or read through them. They should then work out solutions; these can be talked through or acted out.

Time	Activity	Anticipated Outcomes	Resources
35 min	<b>Scenarios</b>	Put the participants an insight into the inspection process, as well as trying to figure out a solution to any problems they may face	Scenario cards

YOUNG INSPECTORS ACTIVITY 25

# SCENARIOS

(CONTINUED)

## SCENARIO ONE – UNPROFESSIONAL INSPECTOR

## SCENARIO TWO – YOUNG PEOPLE NOT BEING TAKEN SERIOUSLY

**Pippa** Alright bruv, how's it going?  
*(young inspector)*

**Beano** I'm fine thanks. If you'd like to follow me and take a seat, you can ask me some questions before you look around.  
*(manager of project being inspected)*

**Pippa** Alright, can I have that swivel chair butt?

**Beano** Umm yes I suppose so, if you really want to.

**Pippa** Bang tidy.

**Beano** Well, here is a register of people who attend the club and some photos from our opening celebration.

**Pippa** Cracking, Right then I'm off for a stroll to see the sprogs.

**Beano** Oh, right, ok. Well I'm here if you need me.

**Meg** Good morning Mr Smith, I'm Megan Ellis and this is John Davies. We're here for your Participation Standards inspection.  
*(young inspector)*

**Mr Smith** Who the heck are you?  
*(manager of project being inspected)*

**John** We are the Participation Standards Young Inspectors. You submitted a self assessment form and we arranged to come and inspect your project.  
*(young inspector)*

**Mr Smith** Oh you lot. Flipping kids. We have had a proper adult inspection you know, and we passed with flying colours. We really don't need you as well.

**John** Sir, if you could please let us in. We just want to do our job.

**Mr Smith** Excuse me, you are just children. I need to get on with my job.

**Meg** But sir we have arranged this.

**Mr Smith** Ok then, but hurry up.  
*(reluctantly letting them in)*



## SCENARIO THREE – STARTS OFF WELL BUT WORKER GETS VERY DEFENSIVE

**Daisy** *(young inspector)* That's fantastic thank you. You've shown us plenty of evidence of all the different ways you feedback to the people who use this service and how they know what difference their comments have made.

**Dan** *(young inspector)* Now we'd like to ask about how your project meets the needs of disabled children?

**Jenny** *(manager of service being inspected)* We have several staff trained in handling the disabled, here are the training records. We have a lovely ramp and a lift.

**Daisy** That's great. What changes have you had to make to accommodate different needs?

**Jenny** As I said, several key staff have attended training and fed back what they have learnt to the rest of the staff.

**Dan** Right. And what kind of things did they put into action here after that training?

**Jenny** We got a small grant to put the ramp in and the young people painted it.

**Daisy** Ok, so how many young people with disabilities do you have using the project at the moment?

**Jenny** We have a wide range of young people from lots of different back grounds attending the project.

**Daisy** Great and how many of them have a disability?

**Jenny** Look I can't be blamed for the disabled lack of interest in what we do! We have over 90 young people from across the borough attending our project they certainly think we are up to standard!

# YOUNG INSPECTORS ACTIVITY 25

# SCENARIOS

## (CONTINUED)

### SCENARIO FOUR – LOST IN PAPERWORK

**Sam** (young inspector) Sam (young inspector) – Good morning, we are here to complete your Participation Standards Inspection.

**David** (worker at project to be inspected) Fantastic, great to meet you, come on in.

David shows inspection team through to a small dark room piled high with files.

**David** I'll just leave you to it then.

**Sam** Umm, could we have a chat with you?

**David** Yes of course, I'll let you have a good look at the files first though.

**Sam** Ok and can we meet with some young people?

**David** Yes of course, if you have time once you've looked at all the files.

### SCENARIO FIVE – SEEING SOMETHING WORRYING

The young inspectors are leaving the project at the end of an inspection; they walk pass a young person and youth worker playing pool. The young person chips the pool ball and it bounces off the table hitting the youth worker.

The youth worker picks up the ball and throws it angrily at the young person shouting 'you idiot' at them.

# CORE ETHICAL PRINCIPLES

## DESCRIPTION OF ACTIVITY

Ask the group to define what and 'ethic' is. You could use paired discussion to draw this out.

Natalie Dean a young inspector from Neath gave us this useful definition- 'an ethic is an applied moral standard' if they are struggling to come up with their own definitions you could ask them to discuss what they think of Natalie's definition.

Show the group the Core Ethical Principles, Core Ethical Principles, researchers will:

- Safeguard the interests of those involved in or affected by their work
- Report their findings accurately and truthfully
- Consider the consequences of their work or its misuse for those they study and other interested parties

- Acknowledge the boundaries of their competence
- Ensure that the research they undertake is worthwhile and that the methods of investigation are appropriate

Explain why researchers have an ethical framework and why it is important.

Split the group into five small groups. Give each group one of the ethical principles and a flip chart sheet.

Ask them to first translate the principle into simple jargon free language. Then split the page into two sections one headed 'us' and the other 'them' in those sections ask them to write the benefits of having this principle for the inspector under 'us' and the organisation that is being inspected under 'them'.

Time	Activity	Anticipated Outcomes	Resources
35 min	<b>Core ethical Principles</b>	To look at and understand ethical principles, and why they exist	Flip Chart, Pens, Ethical principles





# PLANNING AN INSPECTION

**DESCRIPTION OF ACTIVITY**

Tell the group about the dummy inspections that have been planned, put them into the groups they will be inspecting with.

Ask the groups to plan their inspections, think about what they need to ask, record, gathering the paperwork, allocating roles, remind them that they will need to write the report afterwards so ensure that they get all the information they need. Remind them to consider the ethical principles and keep the Standards at the heart of everything they do.

Time	Activity	Anticipated Outcomes	Resources
40 min	<b>Planning</b>	Familiarise themselves with what the process will be like when planning to carry out a inspection. What do they need to do, roles, considerations	Pens, paper, flip chart, standards



# DUMMY INSPECTION

## DESCRIPTION OF ACTIVITY

Practicalities for this session will vary from group to group.

If you are completing this training on a residential, you could use the residential setting; the training process; or the organisation running the training to do your dummy inspection.

Time	Activity	Anticipated Outcomes	Resources
2 hrs	<b>Dummy Inspection</b>	Understanding the inspection visit in preparation for a real inspection.	Pens, paper, flip chart, standards



# WRITING THE REPORT

## DESCRIPTION OF ACTIVITY

Give the group up to an hour to roughly write up their inspection. Be available to give advice and support if needed. This should reflect the actual process they will go through as closely as possible. So if they will have adults scribing then do this.

Bring them together for a discussion covering what worked well; what went wrong, what else would have been helpful.

If it suits your group you can structure this discussion by using a paper carousel – write the three questions; what worked well, what went wrong, what else would have been helpful on flip chart sheets, split the group into three giving each group one sheet to answer, after five minutes rotate the sheets around the groups, give another five minutes and then repeat.

Finally return the sheets to their original groups and ask them to summarise the feedback.

Share the feedback and discuss.

Make sure everyone has a chance to contribute to the report writing, and everyone has an equal say

Time	Activity	Anticipated Outcomes	Resources
1 hr	<b>Writing the report</b>	To understand the process of writing the report.	Pens, paper, flip chart, standards, Evidence collected from the dummy inspection.



# WRITING THE REPORT

(CONTINUED)

## INSPECTION REPORT TEMPLATE

Young Inspectors Team Evaluation Report for

### INTRODUCTION

- Who carried out the inspection?
- Who was inspected?
- When was the inspection?
- Aim of the inspection

### BRIEF SUMMARY ABOUT THE ORGANISATION

- Name of organisation and what they do

### WHAT THEY DID WELL

- Include examples of good work/practice they do against each of the Standards e.g. standards in which they have achieved the green light ('Achieving' status)
- Positive feedback

### WHAT THEY COULD DO BETTER IN (AREAS TO IMPROVE)

- Select any areas of the Standards in which they achieved red/amber lights (Intending/Developing).

### ACTION POINTS

- How can they improve against the Standards? Give positive suggestions or activities that that you think could be used to help them improve their service and work with children and young people.

### CONCLUSION

- Putting together your aims, findings and suggestions and summarise what you found

