

Voice of the Child and Lived Experience

- Improvement Workshop

What does Good look Like for Children
and Young People?

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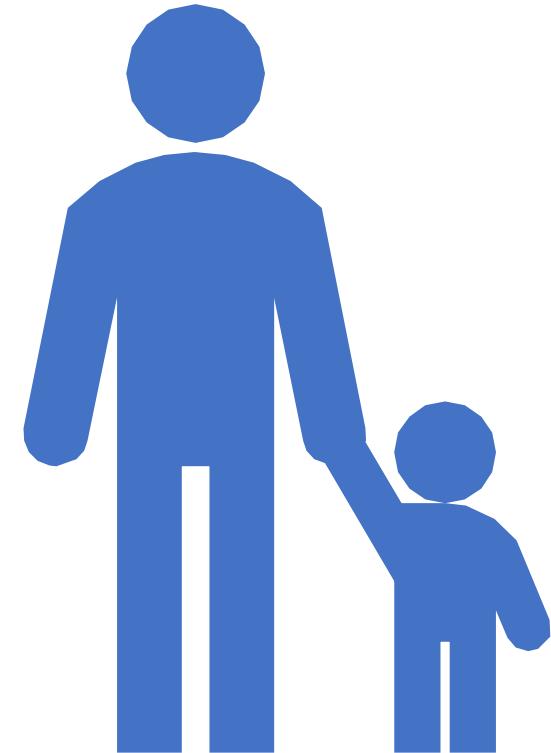
Your name and role

Tell us your favourite animal and why?

Today is about:

- Recognising the importance of the child or young person in any work we do
- Making sure you are innovative and creative in ensuring you can articulate the lived experience of children and young people
- What good looks like for children and young people
- Understanding the importance of permanence and the process in West Sussex

...You making a difference for children and families at every stage of the journey



Practice Video: Children see, Children do

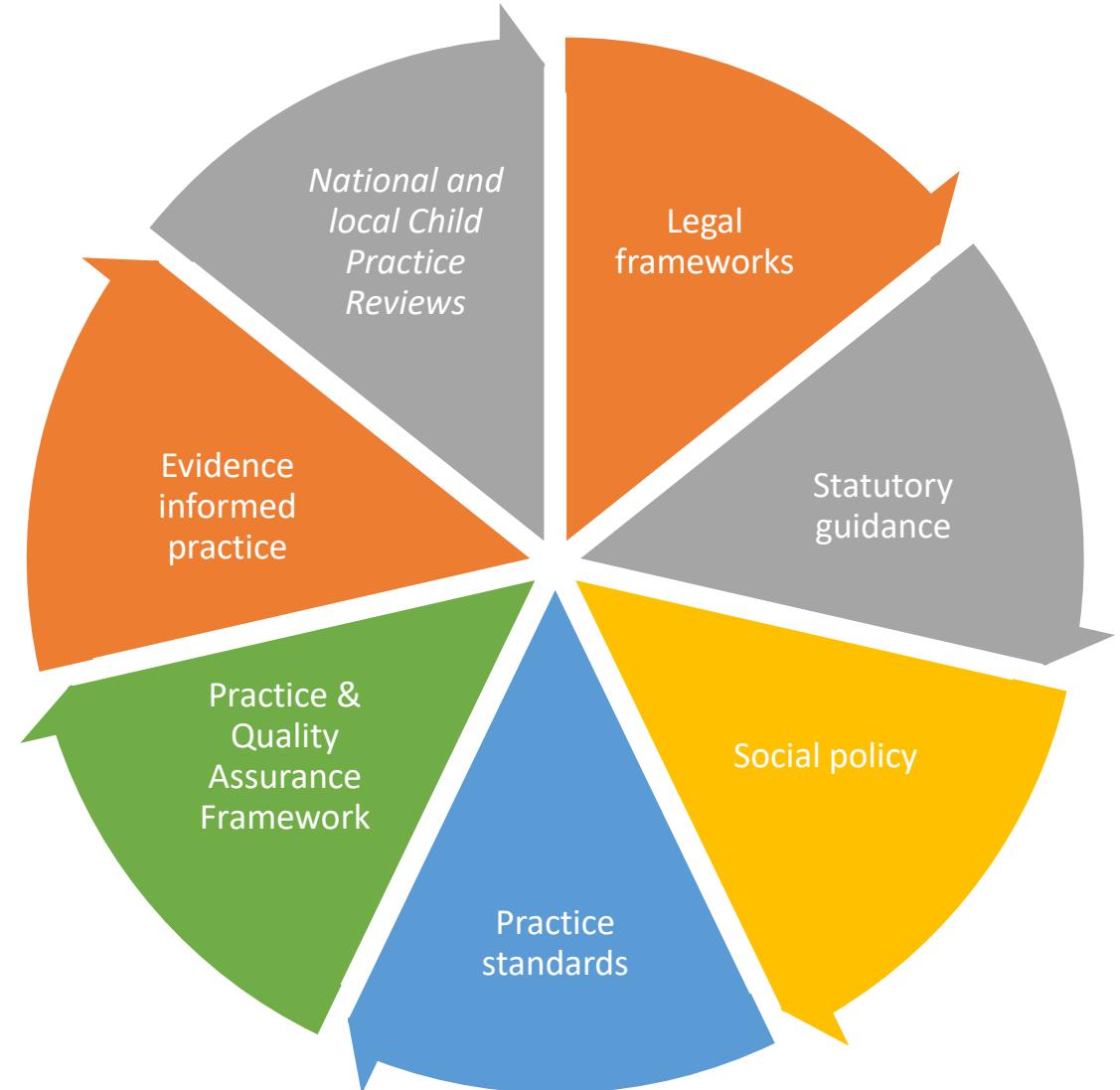


...Audio clip by Marisa de Jager...

Practice and VOC operates within boundaries...

...Audio clip by Marisa de Jager...

& Elise Mc Queen



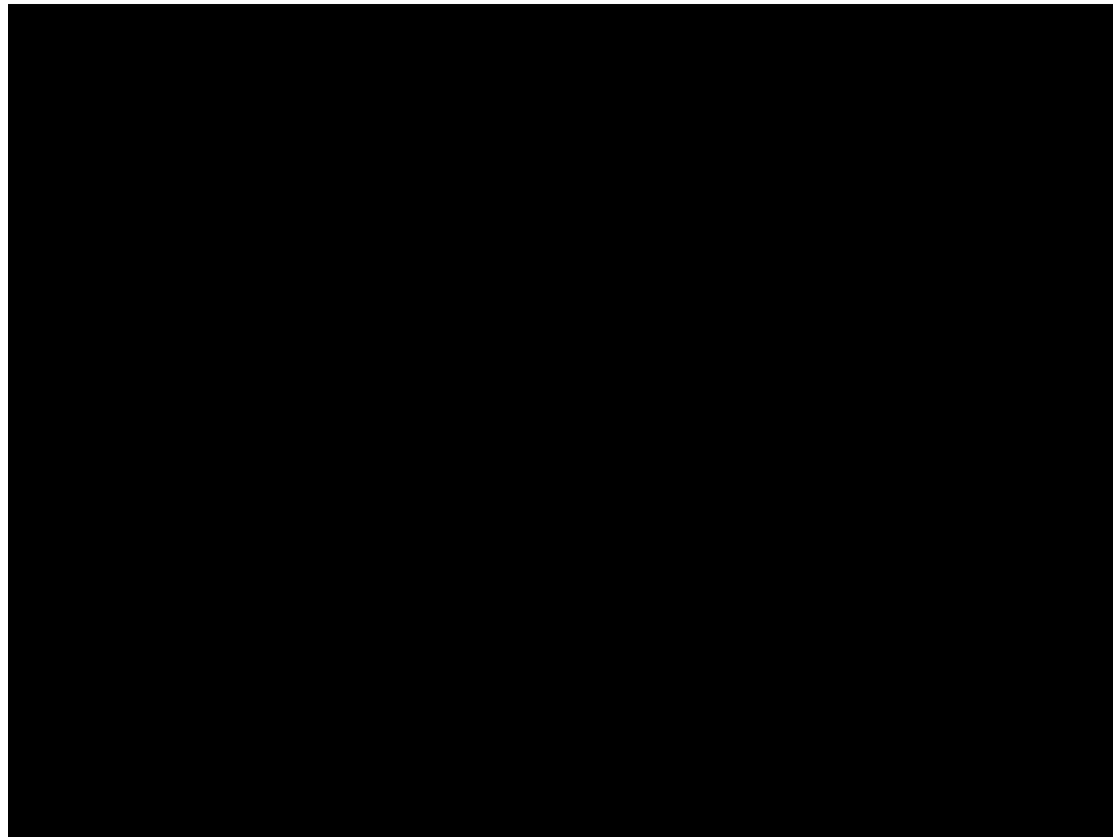
UNCRC of the Child...

- Non-discrimination (Article 2) – no child will be treated unfairly on any basis
- Best interest of the child (Article 3) – primary concern in decisions affecting them
- Right to life, survival and development (Article 6) – governments should ensure children survive and develop
- Respect for the views of the child (Article 12) – a right to express opinion and have it taken into account
- The freedom of expression includes the right to share information in any way they choose, including by talking, drawing, dancing or writing. (Article 13)

The principles are simple...

'3 Ps' – Prevention, Protection and Provision rights

Practice Video "Removed" - Zoe and Charlie - their story





What counts as the child's voice?

- Real involvement of children and young people.
- It means looking beyond their views too... see their lived experience and make it visible in assessment
- Lord Laming said of Victoria Climbié that no-one could describe a day in her life. The same could be said of Daniel Pelka. These children never had their voices heard.
“ In practice we often see lots of records about the family circumstances and why professionals are involved, but little to read about what it is like for a child or young person in that environment.”



Children and Young people's experiences during lockdown

“Don’t really understand what is going on” (7 yr old)

“Why are you not coming out to see me and walk me to the park” (11yr old)

“ You are more scared of the virus than I am” (15 year old)

“ I’m worried about me killing my little brother who has a medical condition – I wash my hands at least 16 times a day” (16 yr old)

“ The only time I use to eat a proper meal is when my social worker visited – I always want to go to McDonalds” (8yr old)

Adverse Childhood Experiences

- Traumatised children find change very difficult
- Disruption of routines, even for a positive reason, can evoke panic in children
- Single terrifying events or experiences can have a lasting impact on individuals and some experience symptoms of post-traumatic stress disorder such as nightmares, flashbacks or avoiding situations reminiscent of the trauma.
- The covid 19 experiences can have cascading and damaging effects throughout childhood and adolescence and well into adulthood

Adverse Childhood Experiences

ADVERSE CHILDHOOD EXPERIENCES – ACES		EFFECTS & LIFE OUTCOMES FROM ACES	
(ACES) ARE POTENTIALLY TRAUMATIC EVENTS IN A CHILD'S LIFE THAT CAN HAVE NEGATIVE AND LASTING EFFECTS ON HEALTH AND WELL-BEING.		Adverse Childhood Experiences have a strong and cumulative impact on the health and functioning of adults. Children who are abused or neglected are at higher risk for health and social problems as adults.	
Physical abuse		Parental substance abuse	
Emotional abuse		Mental Illness	
Sexual abuse		Suicide or death	
Domestic violence		Crime or imprisoned family	
The toxic levels of stress or trauma experienced by a child is linked to poor physical and mental health throughout life.		EARLY DEATH	
		LOW LIFE POTENTIAL	
CHRONIC HEALTH CONDITIONS			RISKY HEALTH BEHAVIORS
			

Practice Video – Emotional sensory shrapnel

...Video and audio by Marisa de Jager...



00:00

01:40

What do children & young people value?

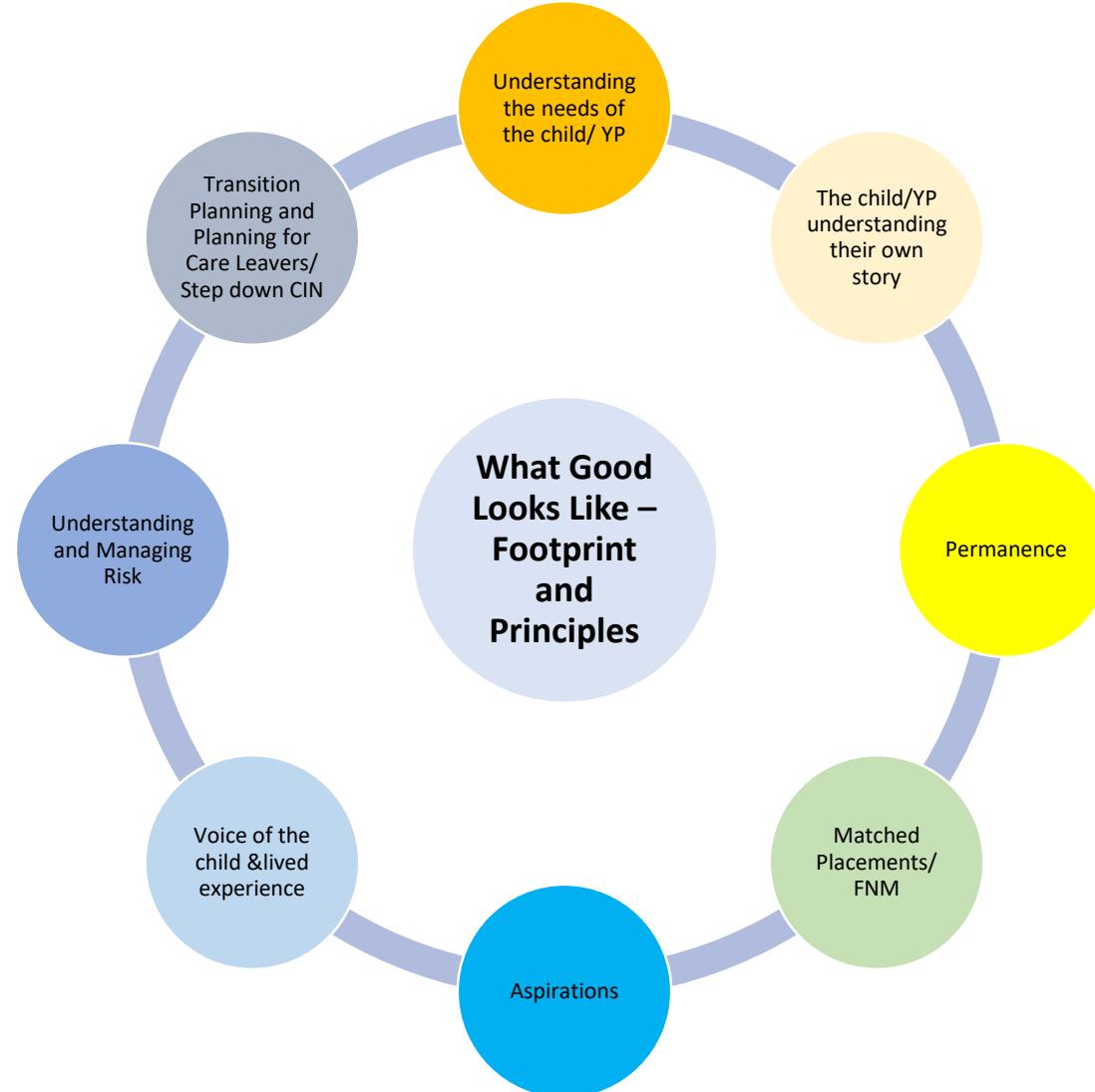


- Time
- Relationships, trust and honesty
- **Emotional investment and commitment**
- Active listening
- Choice, information and preparation
- Support and encouragement
- Activities
- Fun!
- Keep and work with the child's agenda in mind
- Work outside the box



What does good look like for children and young people?

IRO/ CPA footprint and principles



SMARTer planning

What do we
mean by
'timely'?

What is it and
why is it
important?

What do we
mean by
specific?

What do we
mean by
'realistic'?

What do we
mean by
'measurable'?

What do we
mean by
'achievable'?



Permanence?

'Secure, stable and loving family to support children through childhood and beyond and give them a sense of security, continuity, commitment, identity and belonging'

CA89 Guidance and Regulations – Care Planning and case review – Volume 2 (page 22 -2.3)

Options for Permanence

- Step up step down process – plan – security and stability – starting the journey (Right service at the Right time)
- FNM from the very outset (Front door onwards)
- Staying/Returning Home
- Placement with Family or Friends/Connected Persons
- Adoption
- Fostering for Adoption, Concurrent Planning and Temporary Approval as Foster Carers of Approved Prospective Adopters
- Special Guardianship
- Child Arrangements Orders
- Permanent Fostering
- Semi-independent Living
- Possible Residential placement for Child with Disability

Key points of a child's journey

- Front door decision making and planning
- Family Network Meetings and role of the wider family
- Budget and respite packages for care
- Presentation to Legal Gateway
- Contact observations and reports
- Permanence Planning Meetings
- 2nd Statutory Case review
- Final Care Planning Meeting
- Permanence Panel

Your role in Permanence – Assessment and Planning



So in practice...

- Be creative and innovative in your role
- The voice of the child goes far beyond what is said.
- Behaviours provides essential knowledge and must be recorded.
- Some children use signs and symbols, as well as speech, for example language programmes such as Makaton.
- We have a sensory experience with key stakeholders
- Think permanence always
- Tie it back to case work and be the “[Glue](#)” and a [SMARTer plan](#)
- Does your recommendations recognise the voice and the lived experience of the child?

**Say one thing you
would like to take
away from today**

THANK YOU !