

Participation and Engagement of the Voice of Children and
Young People



Havering
L O N D O N B O R O U G H

Document Control

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Foreword

This Strategy is designed to improve the well-being of all children and young people living in the London Borough of Havering and to ensure that their voices are heard in a meaningful way. It will therefore, seek to ensure the co-operation amongst the wider children's services and partners, in order to ensure that we make a real impact on the lives of our children and young people. It sets to articulate methods for creating opportunities for children and young people so that they can thrive. By agreeing mechanisms to support improved working practices and outlining the key outcomes we wish to achieve, we are taking the first step in making a real and lasting impact on the lives of children and young people. It will be a framework to guide the organisation to ensure it makes the most of resources and opportunities to benefit Havering's children and young people. A Participation Tool Kit will be created and co-produced alongside this document with children and young people.

Executive Summary

This Strategy is for all children and young people in the London Borough of Havering, and the professionals and volunteers engaging with them. A key focus for this strategy is those children who are care experienced, including young people *in care* and transitioning to the *leaving care* service, where they will receive ongoing support with their journey into adulthood. As a council, we are committed to listening to children and young people about their experiences of the services that they receive and the issues that are important to them; and work with them to deliver improvements that reflect their views.

Participation centres on promoting positive outcomes for children and young people, whilst taking a position that is trauma informed and systemic. In order to meet this objective, participation activities should encompass a range of capacity-building opportunities for children and young people including:

- Positive activities and fun: Your Choice programme, Total Respect, Virtual School enrichment activities, Youth Clubs and the Children in Care Council.
- Confidence building and training: the opportunity to take part in bespoke training to support them to hone the skills that will enable them to use their voice and influence (Total Respect).
- The potential to enrich and influence decision making processes such as: development and implementation of The Pledge; Corporate Parenting Takeover, Youth Management Team, Children in Care Council: Young Inspectors, being part of interview panels for key positions; participation on the Safer Neighbourhood Board and Youth Justice Board; the opportunity to be consulted on key issues of the day, such as stop and search, disproportionality, women's rights and safety, LGBTQ+ rights and safety; work experience opportunities for post 16 via the Virtual School and the Leaving Care Service.
- Accessing universal services such as the Havering Youth Council, the UK Youth Parliament, All Girls' Forum and the London Youth Assembly. The opportunity to achieve skills and accredited outcomes.
- The Independent Visitor Service offers befriending support to every Havering child or young person in care up to the age of 25. An Independent Visitor is a volunteer who is independent of Children's Social Care. They act as a friend, listen, give advice and take part in activities with the young person. Visits take place every two – three weeks and for 18 months or longer if needed. To receive a referral form or find out more information please email earlyhelpvolunteer@haverling.gov.uk or visit our [website](#)

- The Advocacy Service provides representation at meetings and forums, making sure the voice of a child or young person is heard when decisions are being made about their care. Havering children in care, care-experienced young adults, children subject to Child Protection plans, and unaccompanied asylum seeking children can access statutory advocacy.
- As well as ensuring young people understand their rights and entitlements, an Advocate can also support young people through the complaints process. To receive a referral form or find out more information please email advocacy@haverling.gov.uk or visit our [website](#).

Our Vision

Substantial evidence points to the fact that participant-led youth and social work delivers more positive and meaningful outcomes compared to a prescriptive delivery which has had little or no input from the young people it is designed to help.

Our vision is that the children and young people of the London Borough of Havering live healthy, happy and fulfilled lives; and that services designed to work with children and young people act in their best interests, and take into account their views, wishes and feelings.

The full participation, involvement and contribution of children who have received social care intervention, including young people in care and leaving care, is crucial. As a council, we are committed to listening to children and young people about their experiences of the services that they receive and the issues that are important to them; and work with them to deliver improvements that reflect their views. As well as being the bedrock of good practice, involving children and young people in the design and delivery of services that affect them, it is enshrined in law and policy:

The UK has ratified the UN Convention, and as a council we are required by law to take seriously the wishes, views and feelings of children and young people. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by: The Children Act 1989 (as amended by Section 53 of the Children Act 2004).

All young people in Havering shall have their voices heard, have their views taken into account and the opportunity to co-design service and co-produce their own positive outcomes. This document aims to outline the strategy for delivery and to specifically articulate objectives that will support children who are care experienced, have experienced social care intervention and those leaving care. It is imperative that this strategy links to the priorities outlined in the *Havering Children and Young People's [Pledge](#)*

What is Participation?

The ladder of Participation ([source: "Ladder of Children's Participation, Hart, R: 1992"](#)) is a diagram to help bring a critical perspective to children and young people's participation and can be used to act as a reference and reflection point for professionals. It enables us to re-think how we work with young people when it comes to participatory activities, and to gain clarity around what we are asking them to do. It can be used as a way of motivating ourselves to improve the quality of our engagement and to self-assess when we are being "manipulative or tokenistic". It also encourages us to consider that young people participate in different ways, and for some, just walking through the door is a major step. Colleagues and young people can use the *ladder* as a tool to measure the degrees of participation, and to reflect on ways that we may disempower children or employ methods that are tokenistic or manipulative.

Benefits of Participation

The table below sets out the benefits of participation for both young people and the organisation.

Benefits for young people	Benefits for organisations
<ul style="list-style-type: none">• Learn new skills for employment• Develop self confidence• Opportunity to influence decisions that affect their lives• Opportunity to influence and develop social networks• Feel valued and empowered• Opportunity to develop better understanding of how organisations operate and make decisions• Build resilience and a greater understanding of effective communication.• Children and young people will benefit from services that are improved and more responsive to their needs. They will have a greater stake in services that are designed to support them.• Children and young people will have the opportunity develop a sense of their own rights and responsibilities as 'citizens'	<ul style="list-style-type: none">• Services become more responsive to the needs of children and young people• Can begin to challenge presumptions about the needs of children and young people• Become more accessible to children and young people• Become more efficient as they are providing a more effective service for children and young people• Creating a greater understanding of the needs of children and young people from the view point of children and young people.• We are able to target our services and resources more effectively with the guiding insights and involvement of children and young people.• We are a learning organisation that seeks to continuously improve its promotion of the best outcomes for children; we believe this is best achieved through asking for feedback and acting upon it.• Young people's involvement brings fresh perspectives and new ideas into how services can be delivered.

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Involving children and young people in consultations

Consultation is the process of listening to and gathering children and young people's views. If children and young people give their free time for consultative purposes, such as: being part of an Interview Panel, contributing to Strategies or giving ideas to improve practice, then they should be paid for their time and contributions.

Children and young people should not be unduly influenced, coerced or pressured in ways that might prevent them from freely expressing their opinions or leave them feeling manipulated. It is the duty of the local authority and practitioners to create creating the right environment where they can freely express themselves.

Our action plan

Our action plan for April 2023 to June 2026 is outlined in Appendix 1. This will also be reviewed yearly to ensure aims and objectives have been met.

Monitoring actions and performance

Activity will be monitored using the following methods:

- Through their allocated workers case file recordings i.e. during visits, phone calls, text messages
- Utilisation of the “Mind of My Own” App.
- Meeting notes with Independent Reviewing officer/ Conference Chair.
- Interviews with parents and children/young people (where they are present at the Child Protection Conference)
- Service user feedback from children/ young people through the case file audit tool and Practice Weeks.
- Feedback from families/ professionals after the Child Protection conference (surveys are run three times a year)
- Focus groups
- Group work with Care Leavers
- Children in Care meeting/group meeting (CiCC)
- Activities with the Virtual school
- Questionnaires/surveys with children and young people
- Youth Council/Youth Parliament meetings/consultations
- Complaints – Mind of My Own Complaints or Problem Statements
- Participation visits with Young People Advisor Pathway Coordinator and Social Workers to young people
- Corporate Parenting Panel minutes and reports

Evaluation and Review

This is a three-year strategy that will be reviewed annually, involving our stakeholders and young people led by the Youth Voice and Influence Team.

Corporate goal and strategic outcome	Strategy Objective	Project/Actions	Outcomes	Resources	Timescale	Responsible Officer(s)	Impact on other Services and Organisation
Mind Of My Own	All frontline workers will introduce all children and young people to either <i>Mind of my Own One</i> or Express (as appropriate) to allow them to participate and have their voices heard. To aid the practitioner to understand young people better, save time and evidence their views. To respond quickly and effectively to the wishes and needs of the child, in turn supporting early intervention, wellbeing and safeguarding.	<p>All frontline staff, including Early Help, Social Workers, Independent Reviewing Officers and Leaving Care who are working to support young people will have their own Worker account. <i>Mind of my Own</i> will form part of induction for new staff when accounts will set up.</p> <p>Through their social workers, EH workers, IRO's Leaving Care i.e. during visits, phone calls, text messages Utilisation of the "<i>Mind of My Own</i>" App. Completed by Looked after Children and children subject to a Child Protection Plan, CIN Plan or in Early Help, and the MASH Assessment process.</p> <p>The Participation team will visit teams regularly to offer training and refresher courses.</p>	<p>All children and young people have the access and means to communicate with Children's Services staff through a safe channel.</p> <p>Training offered on a regular basis to accommodate new staff members and will continue to be offered on agendas throughout.</p>	Contract in place with <i>Mind of My Own</i> and London Borough of Havering Council.	<p>100 % of Worker accounts set up as soon as Induction completed for new staff.</p> <p>100% of frontline staff to use.</p> <p>In line with practice standards, <i>Mind of my Own</i> Introduced to child/young person at initial meeting.</p>	Kim Hills Jane Herbert Youth Participation service will focus on driving, and delivering the objective.	This objective requires significant input from other services and partnership organisations within Children Services and social care teams. Support from the Senior Leadership Team is required to ensure that Mind of My Own is fully embedded I Practice.
	To increase number of statements in order to widen the participation of children and young people.	<p>Through Family Practitioners who are undertaking direct work with children</p> <p>Meetings with Independent Reviewing officer/ Conference Chairs</p>	Champions will update at team meetings and link with Kim Hills. They will offer training,		Training offered to teams on a drop in basis once per month.		

	<p>To continue the training offer for <i>Mind of My Own</i>- to raise awareness to continue to liaise with <i>Mind of My Own</i> account Manager.</p> <p>Every team has a <i>Mind of My Own</i> Champion and all staff have worker accounts.</p> <p>Regular audit undertaken for feedback loop.</p>	<p>Through attending their conference/ review/meetings</p> <p>Through family meetings held with the Early Help Team</p> <p>Through an Advocate and Independent Visitors</p> <p>Increase use of <i>Mind of My Own</i>: to plan and prepare for reviews.</p> <p>To support discussions with parents and children/young people (where they are present at the Child Protection Conferences)</p> <p>Increase participation of our young people using whole team approach in promoting events at the Cocoon with young people%</p>	<p>provide statistics and support new workers.</p> <p>Care leavers will be better prepared for adulthood and will lead a healthy,</p>		<p>Regular visits to team meetings as require.</p> <p>All Champions in place by September 2023</p> <p>To continue on the trajectory of increasing the number of statements.</p> <p>Every Practice Week for Team Managers</p> <p>Increase of 50% by September 2023.</p>	<p>Care Resources Team</p> <p>Dean Gordon</p>	<p>Input and support from partners: DWP, Education, Health, Prospects, Participation team, Systemic team.</p>
<p>Leaving Care offer:</p> <p>Raise aspirations for young adults</p>	<p>To support the young person leaving care to develop a strong sense of themselves and their identity. To provide practical, social and emotional support;</p>			<p>Staff resources</p> <p>Partnership support and time.</p> <p>Use of the facilities in the Cocoon. Extra</p>			

	<p>guiding them through education and job choices, and supporting them to find the right accommodation up to the age of 25.</p> <p>To accompany the young adults with transitions from care to the leaving care service through the creation of co-produced pathway plans and a bespoke support offer.</p> <p>Respond and challenge racism, inequality and discrimination.</p>	<p>Support young people to engage in EET.</p> <p>Arrange case discussions and meetings with EET Lead in LCT (regarding the 10% not in EET)</p> <p>Attend appointments where necessary with young person and Amy from DWP.</p> <p>Refer young people to Future Mentors scheme</p> <p>Evidence in pathway plans the raising of young people's aspirations (all PP should evidence this)</p> <p>Continue to promote free leisure pass for Young Adults to encourage improve health and wellbeing. Every young adult who wishes to have a leisure pass will be supported to obtain one.</p> <p>Continue to run football sessions on Tuesday evenings as well as arrange matches against over teams.</p>	<p>happy and fulfilled life.</p>	<p>funding for annual trip. An extension of space at the Cocoon to enable sport/exercise sessions.</p>	<p>with at least 90% of young people in EET</p> <p>At least 5 referrals on case load by September 2023.</p> <p>Bi monthly inspirational speaker either at the Cocoon or Town Hall such as we had with champion boxer and Shaun Wallace 'The Chaser'</p> <p>1 training session per year.</p>		
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		<p>Attend training that will help all team members to work in a way that challenges and responds to inequality, racism and discrimination.</p> <p>Promote workshops or activities at the Cocoon that help young people to express their identity needs e.g. cultural cuisine, come dine with me international.</p> <p>Asylum seeking young people group.</p> <p>Pathway plans to reflect systemic social issues so issues of race, gender, sexuality highlighted acknowledged and supported within the plans.</p> <p>Evidence in Pathway Plans and case notes</p>			<p>Asylum seeking events held monthly.</p> <p>Review Local offer with young people and revise by July 2023</p> <p>Arrange annual residential trip</p>		
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	<p>Embed systemic practice with young people, professionals and colleagues.</p>	<p>Support young person with complaints process or compliments</p> <p>Promotion of youth management forum</p> <p>Surveys and questionnaires to improve offer to our young people</p> <p>Systemic Lead to have systemic surgery at Cocoon when Pod is on duty (bring 1 case to discussion at least monthly)</p> <p>Case discussions, systemic workshops i.e. how to do genograms, asking systemic questions with young people. (demonstrate systemic in case recordings, pathway plans)</p> <p>Attend training available to enhance ability to use systemic practice.</p> <p>Embed systemic language in interactions with young people who visit the Cocoon and on home visits</p> <p>Role play with systemic therapist at Cocoon to improve systemic practice.</p> <p>To introduce an Independent Living Passport (ILP) for our young adults. To undertake an assessment of their independent living skills e.g. cooking a meal on a</p>			<p>We would aim for every young person to have their ILP by the age of 20 and would use partner agencies to support the training of young people in some of the area's i.e. money management.</p>		
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		<p>budget of say £5, using a washing machine, opening a bank account Young adult will be evaluated by someone from the Cocoon and their allocated worker and receive a certificate and gift on completion.</p> <p>This will also be added as evidence to their Pathway Plan as evidence of learning. This will be added to the leaving care magazine with the young person's consent to encourage other young people to gain an ILP and evidence their independent living skills.</p> <p>Systemic Therapist to offer some <i>Anger Management</i> sessions. To include the use of non-contact boxing and counselling in order to support some of the young people who are reluctant to attend mental health sessions.</p>					
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Undertaking of: SHOUT Survey	Consultation opportunities for young people to express opinions and views on issues that affect them.	SHOUT survey tailored, with a quick turnaround so received data can be used to plan and respond to children and young people's concerns. Designed to help you understand and act upon what children and young people are saying about their needs, and their candid evaluations of your services. Young people from the Youth Council to co-produce and vet questions. Directed at 2 age ranges.	Designed to enable the service to understand and act upon what children and young people are saying about their needs, and their candid evaluations of our services. Chosen from a bank of co-produced questions on a range of topics including identity, wellbeing, safety, education, service improvement. Young People will be able to let us know about their wellbeing.	Contract in place with <i>Mind of My Own</i> and London Borough of Havering Council.	Universal Survey completed December 2022 and repeated June 2023. Targeted Survey completed April 2023. Summer 2023: All findings collated, analysed. Action plan created to respond to information received. To form part of the Service Plan in order to meet identified needs.	Ian Elliott Lucy Goodfellow Jane Herbert	The SHOUT and BeeWell surveys will inform practice and policy and will form an action plan. This will enable us to gain a greater understanding of current issues and concerns for children and young people who are accessing services (i.e they have a worker) and those who access universal services. Results reported to the Safeguarding Board and Heads of Service.
	BeeWell Survey	BeeWell is a programme that annually measures the wellbeing of young people and brings together a coalition of Partners from across civil	Pathway Schools identified and Youth Steering Group will progress the formulation of the questions.	BeeWell has been designed to reflect and respond to issues of interest and relevance to	London Borough of Havering have a contract in place with BeeWell. Schools	BeeWell consultation undertaken in April 2023	This initiative requires support and input from the senior leadership team, schools and the Policy and Performance team.

	<p>society to deliver meaningful, youth-centred actions as a result. To ensure that the wellbeing of children and young people is enhanced.</p>		<p>young people today, created through a youth-centred partnership with pathfinder schools. Outcomes to have a greater understanding or mental health concerns and emotional wellbeing for young people. To respond to this with a coordinated action plan to increase wellbeing.</p>	Participation Team.	Results analysed in summer term of 2023.		
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Corporate goal and strategic outcome	Strategy Objective	Project/Action	Outcomes	Resources	Timescale	Responsible Officer	Impact on other Services and Organisation
Positive activities and fun experiences	To engage young people in positive and participation activities	For young people to join/participate in the following groups: Your Choice, Virtual School enrichment activities, Youth Clubs, Say it Louder Children in Care Forum. Care experienced young people awards	Increased number of young people engaging with services.	Staff, funding, myplace, equipment	Every half term, Easter, Christmas and Summer breaks. Awards to take place twice per year in the Summer and Autumn.	Lisa Kane and in partnership with the virtual school	Joint partnership across children services
Total Respect	6 young people and then to cascade. Care experience young people from age 11 upwards Young people trained to form part of Interview Panels for roles within Children's Services.	Confidence building and training. The opportunity to take part in bespoke training to support them to hone the skills that will enable them to use their voice and influence. The opportunity to influence decision making with the appointment of staff.	Through understanding of children rights, to explore assumptions of young people who are care experienced and learning about how to involving young people with care planning and policy development.	Staff, members, young people	April 2023 October 2023	Lisa Kane Jane Herbert Kim Hills	Taking time for staff to be changed, implicating change in children services

<p>YJS response to disproportional ity as part of ensuring that young people from the Black and Global Majority (BGM) have their voices heard, and to hold a “child first, offender second” position.</p>	<p>Response to the over representation of black boys in custody – in 2019/20 this was 71% for B A M E children from a census population of 16%.</p>	<p>To take a trauma informed position when supporting children and young people from the global majority</p> <p>Practitioners to encourage and support children and young people to engage in activities delivered by Youth and Participation team.</p> <p>To fully recognise the “power of the first utterance” and how initial meetings/interventions set the tone for the duration of the relationship.</p> <p>To actively listen to what children and young people are telling us about their lived experiences. To use language that makes sense to them. Support children and young people to identify barriers that are preventing them desisting criminal activity.</p> <p>Take the lead from children and young people as to <i>how</i> they want to be worked with.</p>	<p>Improved partnership arrangements with global majority groups in order to understand needs better.</p> <p>Prioritising establishing a rapport with children and young prescribed youth engagement activities. Outcomes will be improved through excellent relationship based practice and though consideration of <i>social graces</i>. Trusted adults to be invited to collaborate in intervention planning; offer financial assessment to understand the</p>	<p>Staff and Practitioner.</p>	<p>Ongoing</p>	<p>Steve Andrews and Sophia Tonge.</p>	<p>Jointly across partnerships and children services. Wider IASS, CSC and Education colleagues, B.A.M.E forum.</p>
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		<p>To address and explore how BGM children experience services. To analyse the impact and respond to findings.</p> <p>Ensure that definitions of ethnicity are consistent, specific and is routinely recorded in all cases.</p> <p>Disproportionality is a standing item on agendas.</p> <p>To challenge and explore misdiagnosis or lack of early identification of SEN and additional needs. To be aware of the link between exclusions and undiagnosed SEN. Not to use terms like 'bad behaviour' or 'behavioural problems, but rather to understand the root cause. To challenge inappropriate and oppressive language.</p> <p>To support and listen to the concerns of Parents worried about their child attending a PRU or AP's. Awareness of links to criminal activity.</p>	<p>impact of poverty and practical support needs with focus on promoting safety and stability at home. Early collaboration with any CSC or EHS intervention plan could be integral.</p>				
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		To recognise the links to exclusions / punishments and how children disengaging with school have more unsupervised time in the community.					
Case Recordings and	To better gather and record children and young people's views to reflect their lived experience, in their own words. To capture their views, wishes and feelings and to see through their lens. To actively avoid the use of discriminatory judgemental and deficit language. To be constantly mindful that when they are adults, they have a right to	To use clear and non-jargonistic language. Imagine how you would feel if someone was writing about your life. To ensure the voice of the child is loud and clear in all recordings. To link recordings to Mind of My Own.	Children and young people will have a better care experience if their recordings are strength based, positive and sensitive. Ensuring that their voices are loud and clear strengthens	Liquid Logic database Pens, Paper, cameras	Continually. Audits of cases to be undertaken twice per year to assess quality of recordings.	Tara Geere Senior Leadership Team	Time needed to be allocated to write and record better notes.

	<p>access their notes and to acknowledge the impact this can have – positive and negative.</p>	<p>To use pictures, pen pictures, stories and letters created with children and young people. For example: “Dear John I came to visit you today and was so glad to see you and hear you were doing very well in school”.</p> <p>To write recordings in the form of a “letter”.</p> <p>To locate <i>problems as problems</i>, not the child or young person as a problem.</p> <p>To be mindful and sensitive when describing events/actions that involve parents and family members.</p> <p>To remember that this is the child or young person’s story of events. It may be the only memory and bibliography a child has. If possible include photographs as part of life story work.</p> <p>Always embed <i>Unconditional Positive Regard</i>.</p>	<p>the relationship between worker and child/young person.</p> <p>Article 12 of the UNCRC states that: <i>Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.</i></p>				
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<p>Challenging disproportional ity</p> <p>Improve outcomes for children and young people from the global majority.</p>	<p>To explore and respond to the London data stating that Children of Mixed White and Black Caribbean ethnicity were around 30% more likely than White British children to have a child protection plan following a referral.</p> <p>Children from almost every other ethnic group were less likely to have a child protection plan following a referral compared to White British children. Children from Black ethnic groups were most likely to have multiple periods as a looked-after child.</p> <p>Race equality is addressed alongside other discrimination, and there is a commitment to working towards being an anti-racist organisation.</p>	<p>To collect and examine data collected regarding children from the global majority who are accessing services (who have a Child Protection Plan, or a Child in Need Plan) in order to ascertain if their experience is different from their white counterparts. To undertake regular case audits in order to</p> <p>To continue to have robust conversations about race and ensure that there is regular training to challenge unconscious bias. To embed anti-discriminatory practice using systemic ideas of equality and <i>social graces</i>.</p> <p>Children and young people have the opportunity to talk/write about their personal stories about race.</p>	<p>Children and young people receive a service that is anti-discriminatory.</p>	<p>All staff that work with children and young people are a resource.</p>	<p>All children and young people's CP, CIN and Pathway plans acknowledge and celebrate the ethnicity of the child/young person. This is reflected in case notes and other recordings.</p>	<p>All staff Social Care Academy</p>	<p>All services and partners.</p>
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All specific Participatory Activities and Forums support the engagement of children and young people from the global majority.	All staff trained in the systemic social grace paradigm in order to critically explore social difference and privileges.	Disproportionality is a standing item on agendas.			A yearly audit undertaken by Participation team to ensure activities are attractive and welcoming to BGM young people.	Participation Team.	
Increase and improve the Participation offer for children and young people with SEND an additional needs.	To engage young people in positive and participation activities	To develop real opportunities for co-production and co-evaluation leading to service improvement. To work across services: Youth Services, CAD service (CAD social care, Assessment and Placement and 5-19 team's) Special Needs Schools and mainstream school s that have ASD units to undertake and audit to ascertain what methods / communication tools are currently being employed to enable the engagement of children and young people in participatory and co-production activities. Are voices being heard? To create opportunities for children and young people to express their views that are	Young people have their voices heard and can offer challenge where required. Police are taking the concerns of young people seriously. Underrepresented group have their voices heard in ways that are appropriate to them.	Staff resources/Training Communication tools. Use of advocates / IV / mentors where appropriate.	Ongoing	Jane Herbert Anais Edwards Anita Sangha	Positive change, greater understanding of young people living in our community who have SEND and to help support young people to embed changes in our services. To ensure their voices are heard.

		<p>creative and innovative, and appropriate to their learning styles and communication needs.</p> <p>To receive and then cascade training on how to not disempower SEND children and young people.</p> <p>To observe provisions and programmes that are currently being delivered in order to identify how improvements could be made to capture the views and voice of the child/young person.</p> <p>To celebrate the successes of SEND and neuro diverse children and young people.</p> <p>To work with the Youth Council to improve the voice of SEND children and young people in this setting.</p> <p>To source specific/tailor made training.</p>	<p>Current services evidence improvements made by listening to views.</p> <p>To better capture achievements of young people who are SEND.</p> <p>A better informed workforce.</p>				
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		<p>Methods of engagement need to be differentiated in order to ensure cognisance and so as many children and young people as possible can take part in a meaningful way.</p> <p>To create a specific action plan based on these findings.</p>					
Advocacy and Independent Visitors:	10% of all LBH's children in care population will have an Independent Visitor to reflect national standards.	The Advocacy and Independent Visitor service to promote the offer on a quarterly basis at all Youth Influence and Participation groups, so that young people understand their rights and access to statutory services.	10% more children and young people will have an Independent Visitor. To act as a friend, listen, give advice and take part in activities with the young person. Visits take place every two – three weeks and for 18 months or longer if needed. To contribute to the child's social, emotional and educational development.	Trained Volunteers. Coordination from LBH Officer.	10% increase by March 2024.	Rachel Lythe	A positive and lasting impact on the lives and outcomes for children and young people in our care. Children and young people are aware of their rights and have advocates to ensure their voices are heard. Their care experienced is improved.

			The Advocacy Service provides representation at meetings and forums, making sure the voice of a child or young person is heard when decisions are being made about their care.				
The potential to enrich and influence decision making processes	Development and implementation of The Pledge and to offer the wider community of young people of Havering to shape our service and their voices to be heard and listen too. As outlined in 'Article 12'	Corporate Parent Takeover, Youth Management Team, Children in Care Council: Say it Louder Forum, Young Inspectors, being part of interview panels for key positions; participation on the Safer Neighbourhood Board and Youth Justice Board; the opportunity to be consulted on key issues of the day, such as <i>stop and search</i> , disproportionality, women's rights and safety, LGBTQI rights and safety; work experience opportunities for post 16 via the Virtual School and the Leaving Care Service	For young people living in Havering to have the opportunity to be part of civic life.	Staff, building, equipment	Two Corporate Parent Takeovers per year: February and November. Introduction to Systemic Practice delivered to Members once per year. Pledge to be reviewed and amended yearly.	IASS, Wider children services, Petra Schmidt, Youth service and participation and democratic services	Positive change, greater understanding of young people living in our community and to help support young people to embed changes in our services.

Increase contact and opportunities with young people placed out of Borough	Increase contact and opportunities with young people placed out of Borough, with out of borough care experience young people	<p>Intel gathered from Policy and Performance team. Identify cluster areas. To set up an online meeting initially to ascertain views, build relationships and plan potential activities. To encourage children and young people to use “<i>Mind of My Own</i>”</p> <ul style="list-style-type: none"> • Liaise with Data analyst in order to identify children and young people. • Organise opportunities to meet up, either in person, by location, or virtually. • To set up and “out of borough” Care Council Offer. • To support children and young people to use Mind of My Own. 	Children and young people will feel better supported by LBH and have more opportunities to engage.	Participation team and CSC.	<p>Monthly catch ups. Regional online sessions termly.</p> <p>Every child and young person to have a <i>Mind of my Own</i> account by September 2023.</p>	Jane Herbert Lisa Kane	The organisation will be fulfilling its duty to children and young people living outside of the Borough.
Target – youth council cross borough consultation.	To engage young people in positive and participation activities. To widen participation.	Havering Youth Council need to become more representative and to engage the wider cohort of children and young people. To use the results of the “Make Your	The Youth Council will have the opportunity to engage more young people and gain	Participation team. Education.	Number of young people from <i>targeted</i> groups increased by 30%	Jane Herbert Kim Hills	A wider number of children and young people will have the opportunity to engage in civic life. This insight will

<p>Increase contact and opportunities with young people by the Havering Youth Council. To identify the needs and concerns of LBH young people in order to inform scheme of work.</p>		<p>Mark” survey as a toll of engagement. To contact all Student Voice/School Councils as another way of gaining insight and engagement.</p> <p>To increase membership from targeted groups, especially those who are care experienced</p> <p>To continue to attend the “Police Stop and Search Scrutiny Panel. To continue to be part of this Panel – to scrutinise, question and challenge. To identify disproportionality.</p>	<p>citizen insight in order to set priorities, plan work and respond to issues</p>		<p>by September 2023.</p>		<p>help shape the organisation.</p>
<p>UKYP – young people are more aware of their remit and can feed into it.</p>	<p>To engage young people in positive and participation activities. To widen participation.</p>	<p>To deliver a piece of work where the UKYP members undertake an outreach programme in order to support and engage with those who voted for them, and those who did not. The UKYP can feed issues/concerns of LBH young people to the British Youth Council and Pan-London youth organisations.</p>	<p>The UKYP members will have the opportunity to engage more young people and gain citizen insight in order to set priorities, plan work and respond to issues. To raise the profile of the work.</p>	<p>Participation team. Education LBH membership of the British Youth Council.</p> <p>Staff resources</p>	<p>October 2023</p>	<p>Jane Herbert Kim Hills.</p>	<p>A wider number of children and young people will have the opportunity to engage in civic life. This insight will help shape the organisation.</p>

			They are undertaking.				
Local Cultural Education Partnership and Volunteer Engagement Project.	To engage young people in positive and participation activities. To widen participation	<p>To work as part of the LCEP in order to offer wider opportunities for underserved children and young people to engage in arts and culture</p> <p>To support and co-deliver the Volunteering Futures Project (Activate) that will take place in four target areas in Havering (Harold Hill, Orchard Village, Rainham & Romford) that have been identified as areas of low Engagement with the arts & that have limited cultural infrastructure within 15minutes of home. These places have been identified through significant research & data analysis during the development of the Havering Changing “<i>Creative People and Places</i>”.</p> <p>www.haveringchanging.org.</p>	<p>The LCEP will broaden the number of artistic and cultural opportunities through partnerships with schools, youth services, the Queen’s Theatre and Culture & Community Access</p> <p>Children and young people will have the opportunity to enjoy arts and culture, gain more skills, achieve accredited outcomes and improves</p>	Participation team. Education. Queen’s Theatre, Culture and Community Access.	<p>LCEP is ongoing.</p> <p>Volunteering Futures (Activate) is dependent on GLA funding success.</p>	<p>Jane Herbert</p> <p>Trevor Cook (LCEP Chair)</p> <p>Queen’s Theatre</p>	A wider number of children and young people will have the opportunity to engage in arts and culture, especially those who are underserved. This insight will help shape the organisation.

		<p>In Harold Hill 34% have no qualifications, & an above average number of people who are long term employed.</p> <p>In Romford 20% of the ward sits in the bottom 30% of Lower Layer Super Output Areas, & it has by far the highest crime rate in LBH.</p> <p>In Orchard Village and Rainham, 12.5% of the ward is in the bottom 20% of Lower Layer Super Output Areas, & less than half of the population think of themselves as having good health</p> <p>Project: Young people energising cultural partnerships to create hyper local placed based volunteering on their doorstep, removing barriers & generating civic pride. Children and young people will have the opportunity to learn skills in creative industries and will gain accreditation for their learning. Care experienced, care leavers and those accessing services will be targeted.</p>	employability in later life.				
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Social Media and Communications.	To improve the mechanisms used to contact children and young people.	<p>The creation of a children and young people's website where they can access information advice and guidance.</p> <p>To have specific social media platforms that are appropriately managed and where children and young people can engage and discover.</p> <p>Children and young people to design branding and give ideas for content.</p>	<p>More children and young people can be reached and information shared more widely.</p> <p>Greater engagement and attendance of provision.</p> <p>A way for children and young people to access support services if required.</p>	Communications Participation team Young People.	January 2024	Participation team.	<p>Children's Services to provide content.</p> <p>Business Administration Support.</p> <p>Content to be provided by partners.</p>
Young Women's Forum – To continue work. Conference once per year.	<p>To increase membership from targeted groups, especially those who are care experienced, and who have experiences CSE.</p> <p>To share findings and ideas to improve young women's safety. To raise awareness. To work with young males as allies and all other genders.</p>	<p>To continue with the excellent work that the <i>Young Women's Forum</i> have been undertaking over the last year. To continue to work with the Safer Neighbourhood Board and Community Safety in order to gain insight and access to statistic on women's safety. To work alongside VAWG worker and young person's IDVA.</p> <ul style="list-style-type: none"> To create a "manifesto for change" 	Young women have the opportunity to address issues and concerns around young women's safety. To explore the best ways to address this and disseminate information.	Staff resources	Ongoing/July 2022	Youth Service and Participation team. Community Safety and the SNB	The organisation will have the opportunity to gain insight into the safety of young women and girls.

		<ul style="list-style-type: none">• To plan, implement and evaluate a yearly conference• To share learning and create training opportunities <p>To have a yearly conference to plan scheme of work and to engage male allies.</p>					
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Title of activity:	Participation and Youth Voice Strategy
Lead officer:	Jane Herbert, IASS, jane.herbert@haverling.gov.uk
Approved by:	Justine Wilson-Darke, Head of Service IASS and Virtual School
Date completed:	21/06/2022
Scheduled date for review:	The strategy runs for three years and a further review will take place once when drafting the new strategy, if relevant.

Did you seek advice from the Corporate Policy & Diversity team?		No	
Did you seek advice from the Public Health team?		No	
Does the EqHIA contain any confidential or exempt information that would prevent you publishing it on the Council's website?		No	
1	Title of activity	Participation and Youth Voice Strategy	
2	Type of activity	Strategy approval.	
3	Scope of activity	The scope of activity is the participation and Youth Voice Strategy, which summarised our vision and priorities for children in social care system and the wider community of Havering for the next three years.	
4a	Are you changing, introducing a new, or removing a service, policy, strategy or function?	No	If the answer to <u>any</u> of these questions is ' YES ', please continue to question 5. If the answer to <u>all</u> of the questions (4a, 4b & 4c) is ' NO ', please go to question 6.
4b	Does this activity have the potential to impact (either positively or negatively) upon people (9 protected characteristics)?	Yes	
4c	Does the activity have the potential to impact (either positively or negatively) upon any factors which determine people's health and wellbeing?	Yes	
5	If you answered YES:	Please complete the EqHIA in Section 2 of this document. Please see Appendix 1 for Guidance.	

6	If you answered NO:	N/A.
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Completed by:	Jane Herbert, Team Manager, IASS jane.herbert@haverling.gov.uk
Date:	21/06/2022

1. The EqHIA – How will the strategy, policy, plan, procedure and/or service impact on people?

Background/context:

This Strategy is designed to improve the well-being of all children and young people living in the London Borough of Havering and to ensure that their voices are heard in a meaningful way. It will therefore, seek to ensure the co-operation amongst the wider children's services and partners, and that we make a real impact on the lives of our children and young people. sets to articulate methods for creating opportunities for children and young people so that they can thrive.

Who will be affected by the activity?

This Strategy is for all children and young people in the London Borough of Havering, but focusses on those who are care experienced, including young people in care and leaving care. As a council, we are committed to listening to children and young people about their experiences of the services that they receive and the issues that are important to them; and work with them to deliver improvements that reflect their views. Participation centres on promoting positive outcomes for children and young people, whilst taking a position that is trauma informed and systemic.

Protected Characteristic - Age: Consider the full range of age groups		
Please tick (✓) the relevant box:		Overall impact: Our vision is that the children and young people of the London Borough of Havering live a Healthy, happy and fulfilled life. To act in the best interests, and promote the physical and Mental health and wellbeing, of those children and young people. To take into account the Views, wishes and feelings of those children and young people.
Positive	(✓)	
Neutral		
Negative		
Evidence: Substantial evidence points to the fact that participant led youth and social work delivers more positive and meaningful outcomes compared to a prescriptive delivery which has had little or no input from the young people it is designed to help.		

Sources used:

Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by: The Children Act 1989 (as amended by Section 53 of the Children Act 2004).

Protected Characteristic - Disability: Consider the full range of disabilities; including physical mental, sensory and progressive conditions

Please tick (✓) the relevant box:

Positive

(✓)

Neutral

Negative

Overall impact:

To Increase participatory activities and engagement for children and young people with additional needs and SEND. To widen the offer. This is currently a gap and needs to be addressed

Evidence:

Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment.

Sources used:

Protected Characteristic - Sex/gender: Consider both men and women		
Please tick (✓) the relevant box:		Overall impact: To share findings and ideas to improve young women's safety. To raise awareness. To work with young males as allies and all other genders.
Positive	(✓)	
Neutral		
Negative		
Evidence: Safer Neighbourhood Board and Community Safety		
Sources used:		

Protected Characteristic - Ethnicity/race: Consider the impact on different ethnic groups and nationalities		
Please tick (✓) the relevant box:		Overall impact: Data is recorded locally and as such we are aware that half of our children in care / care leavers are of BAME background, which is disproportionate when compared with the wider borough population (84% white British).
Positive	(✓)	
Neutral		
Negative		
Evidence: Locally held data is the main evidence bases used in this assessment.		

Protected Characteristic - Religion/faith: Consider people from different religions or beliefs including those with no religion or belief

Please tick (✓) the relevant box:

Positive	
Neutral	(✓)
Negative	

Overall impact:

The impact of the strategy on religion and faith is not fully know because this information is not always provided and / or recorded on local or national systems.

The strategy as proposed intends to provide opportunities for those in our care to learn about and celebrate their cultural heritage which incorporates religion and faith where relevant and appropriate.

Evidence:

Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment. Local and national data is limited in this regard.

Sources used:

Protected Characteristic - Sexual orientation: Consider people who are heterosexual, lesbian, gay or bisexual		
Please tick (✓) the relevant box:		Overall impact: The impact of the strategy on sexual orientation is not fully know because this information is not always provided and / or recorded, locally or nationally.
Positive		
Neutral	(✓)	
Negative		
Evidence: Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment and data is not routinely collected to assess this characteristic. Youth and participation service has specific offer for LGBT+ children and young people and will ensure their voices are heard through mechanism of the strategy		
Sources used: 		

Protected Characteristic - Gender reassignment: Consider people who are seeking, undergoing or have received gender reassignment surgery, as well as people whose gender identity is different from their gender at birth		
Please tick (✓) the relevant box:		Overall impact:
Positive		

Neutral	(✓)	The impact of the strategy on sexual orientation is not fully know because this information is not always provided and / or recorded, locally or nationally.
Negative		
Youth and participation service has specific offer for LGBT+ children and young people and will ensure their voices are heard through mechanism of the strategy.		
Evidence:		
Sources used:		

Protected Characteristic - Marriage/civil partnership: Consider people in a marriage or civil partnership		
Please tick (✓) the relevant box:		Overall impact: This characteristic only potentially applies to a small number of the cohort covered by the participation and Youth Voice Strategy, given the age phases concerned.
Positive		
Neutral	(✓)	
Negative		

<p>Evidence:</p> <p>Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment. Data on marriage and civil partnerships is not recorded</p>
<p>Sources used:</p>

<p>Protected Characteristic - Pregnancy, maternity and paternity: Consider those who are pregnant and those who are undertaking maternity or paternity leave</p>	
<p>Please tick (✓) the relevant box:</p>	<p>Overall impact: Whilst females over 16 years represent a smaller percentage of the cohort covered by the strategy, there is a clear priority in it to support the health (and mental health) of all. The borough already supports young mothers (including those pregnant) and the strategy reinforces our ambition to continue to improve.</p>
<p>Positive</p>	
<p>Neutral</p>	
<p>Negative</p>	

<p>Evidence:</p> <p>Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment but this does not routinely record pregnancy or maternity.</p>
<p>Sources used:</p>

Socio-economic status: Consider those who are from low income or financially excluded backgrounds		
<i>Please tick (✓) the relevant box:</i>		<p>Overall impact:</p> <p>Children in care and care leavers account for less than 1% of the general population, yet over 25% of the adult prison population has been in care. Care leavers are more likely to reoffend after offending for the first time. Care leavers are less likely to have achieved 5 A*-C GCSEs than their peers.</p>
Positive	<input checked="" type="checkbox"/>	
Neutral	<input type="checkbox"/>	
Negative	<input type="checkbox"/>	
<p>Evidence:</p> <p>Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment.</p>		

Sources used:

N/A

Health & Wellbeing Impact: Consider both short and long-term impacts of the activity on a person's physical and mental health, particularly for disadvantaged, vulnerable or at-risk groups. Can health and wellbeing be positively promoted through this activity? Please use the Health and Wellbeing Impact Tool in Appendix 2 to help you answer this question.

Please tick (✓) all the relevant boxes that apply:

Positive	(✓)
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Neutral	
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Negative	
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Overall impact:

The strategy, if fully implemented, will have a positive intervention for the protected characteristics as outlined above, specifically relating to poor outcomes for health, education and employment for a group of children and young adults for whom life presents significant challenges.

Do you consider that a more in-depth HIA is required as a result of this brief assessment? Please tick (✓) the relevant box

Yes ☐ No (✓) ☒

Evidence:

Local data and statutory returns to the Department of Education are the main evidence bases used in this assessment.

Sources used:

Review:

This assessment should be reviewed consistent with the review of the Participation and Youth Voice Strategy as agreed by the Council's Cabinet. The strategy is anticipated to run for three years from 2022-2025 and a full review should take place as planning begins for a revised strategy.

Scheduled date of review: July 2025

Lead Officer conducting the review: Jane Herbert, Team Manager IASS

