



Codesign in children's residential care

John Woodhouse

Regulation 7 – children's views, wishes & feelings standard

- (1) children receive care from staff who –
 - (a) develop positive relationships with them;
 - (b) engage with them; and
 - (c) take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives.
- (2) The registered person must ensure staff (selected sections) –
 - Ascertain and consider wishes and feelings
 - Help each child express views, wishes and feelings
 - Help each child understand how views have been taken into account
 - Regularly consult about quality of the home's care
 - Be able to raise issues with a relevant person about the service



Quality Standards

Children must be consulted regularly on their views about the home's care, to inform and support continued improvement in the quality of care provided. Due consideration should be given to the child's cognitive ability in the development and implementation of any consultation processes. Children should be able to see the results of their views being listened to and acted upon

Para 4.1



Inspection

Outstanding children's homes – young people's perspective

- Feeling positive
- Strong relationships
- Participation
- Stability



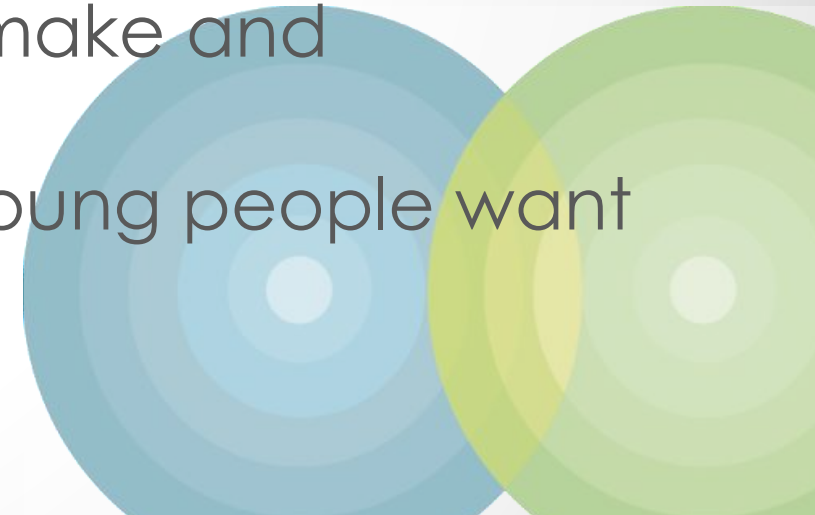
Better, more effective support

Listening to young people and implementing what they say can produce significant improvements in provision. Their involvement in planning, developing, commissioning and providing services can suggest where and how to improve.



Young people **know...**

- young people are really good at judging whether adults respect them or not
- young people have lots of ideas and views about how they are cared for, and what would make life better for them.
- young people are willing to share these ideas and views but professionals have to be genuine about wanting to listen and learn
- we can make things much worse for children and young people when they do not support them to make and influence decisions about their own lives
- many of the changes which children and young people want would not cost a lot of money



It's **core task!**

Adolescent-limited antisocial behaviour results from the “maturity gap” between adolescents’ dependence on and control by adults and their desire to demonstrate their freedom from adult constraint.

As they continue to develop and legitimate adult roles and privileges become available to them, there are fewer incentives to engage in antisocial behavior, leading to desistance in these antisocial behaviors.



It's **core task!**

- Multi-facted, positive interventions
- Avoids placing child as central 'object of concern'
- Small groups to review following article
- **How many aspects of Quality Standards can you find in this piece of work**

<https://blog.barnar.do/creating-safe-spaces-online-7ff2ca35ce4>

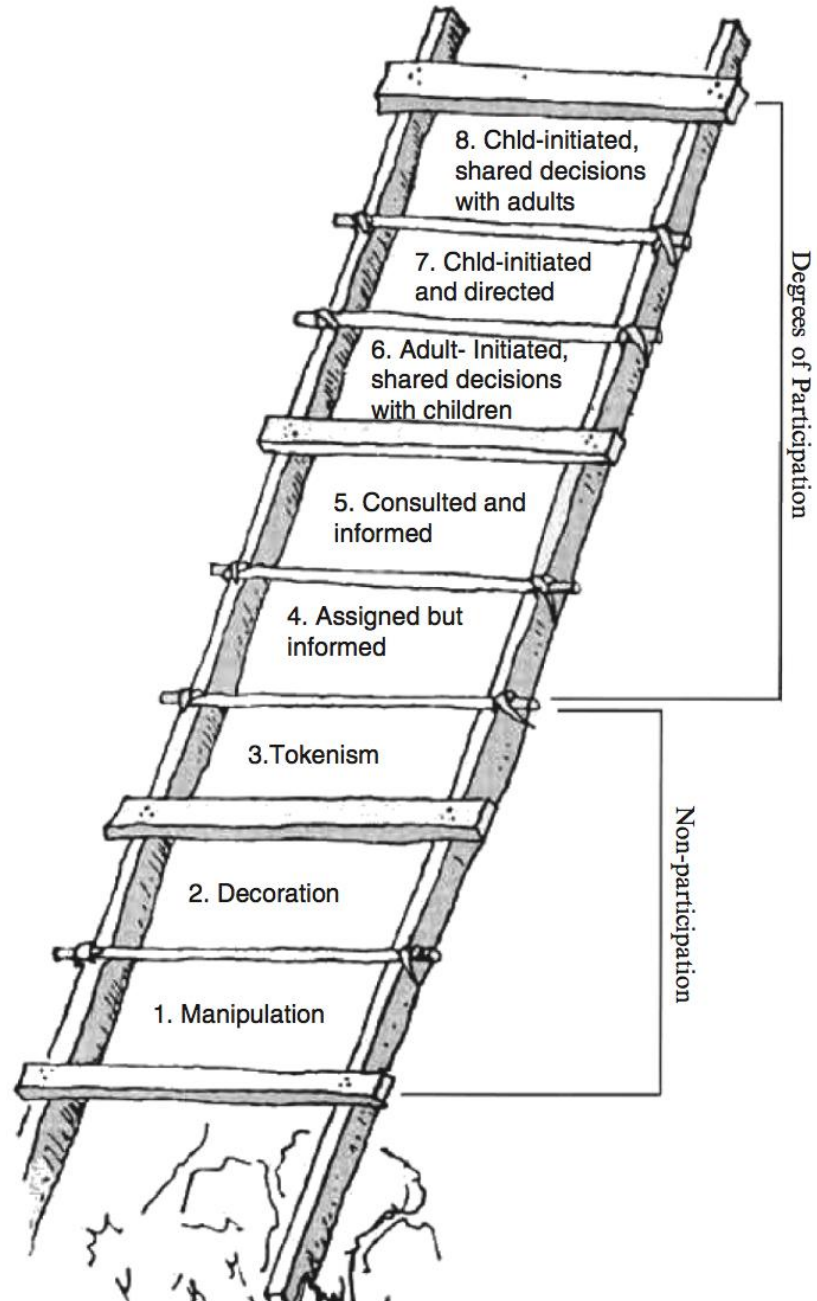


co-design; a process which not only ensures we have the clearest possible picture of children and young people's needs and experiences, but allows us to design life-changing services in a truly collaborative fashion.

Barnardos



The Ladder of Participation



Ladder of participation (Hart, 1992)



Examples of participation... where on the ladder?

- Young person's guide
- A survey
- Weekly young person's meeting
- Young people invited to team meeting, board meeting
- Advocacy service in the home
- Recruiting staff
- Decorating their bedroom
- **What else....?**
-



Critiques of the ladder...

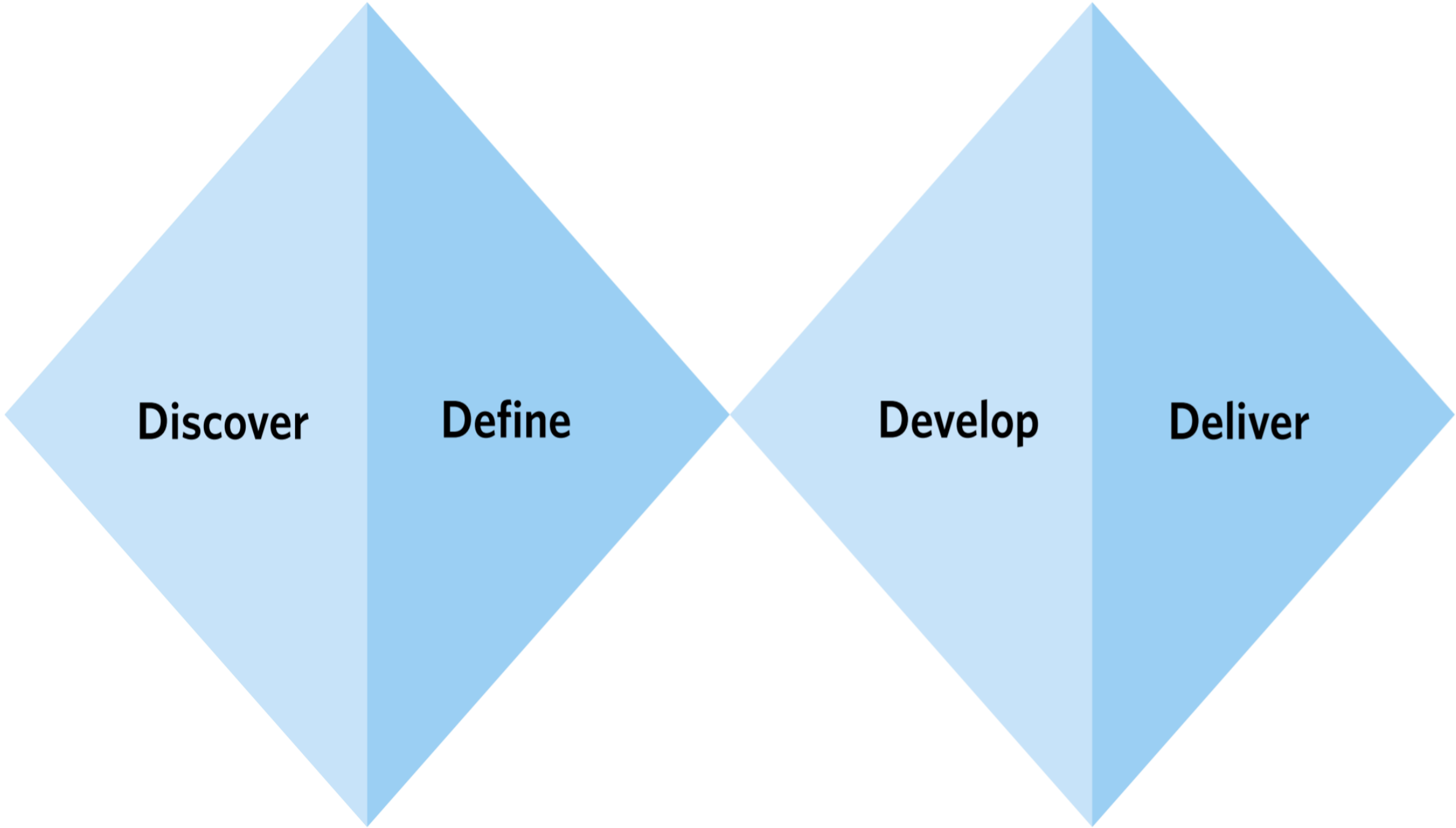
- Child development is not sequential
- Project focus rather than a value model
- It's not about loss of adult control
- Cultural bias around independence being a good thing...



Tips for participation

- What, when, why...?
- How?
- Make it relevant, exciting and contemporary
- Talk to young people (obv!)
- Be clear about how information will be used
- Make things clear – consider communication options
- Open questions – avoid manipulation!
- What's in it for young people?
- Is participation 'a way of being'
how do you evidence this





Discover

Define

Develop

Deliver

Where **next...**

Working together to improve children and young people's participation?

...