

ASL  
COORDINATORS  
NETWORK  
MEETING

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# Meaningful involvement of C&YP in decision making



Glasgow Psychological Service  
nurturing wellbeing and learning

# What we will cover today

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1. Vision of our research project & what we have done so far
2. Guidance
3. Ongoing pieces of work
4. Information for anyone wanting to co-create with us

# Vision for our research

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Create guidance which outlines how to involve children and young people in decision making in a meaningful way.

Ensure the meaningful involvement of children and young people and stakeholders is central to developing the guidance by co-creating this.

Align the guidance with the current legislative and policy context around involving children and young people in decision-making.

Develop resources to support effective dissemination and implementation of the guidance across the city.

1

# What we have done so far

Spring/Summer '23

Gather information from stakeholders on current practice.

Fed back to LC-JST seminar

Summer '23>ongoing

Collaborate with young people through career ready apprenticeship to co create and disseminate guidance.

Taught research skills, practiced and co-created guidance based on their views, planned research and co-created materials to gather wider YP views within their schools.

We have co-created our first iteration of the guidance. This will be an ongoing task as the work evolves.

Exploring opportunities to involve YP in the dissemination.

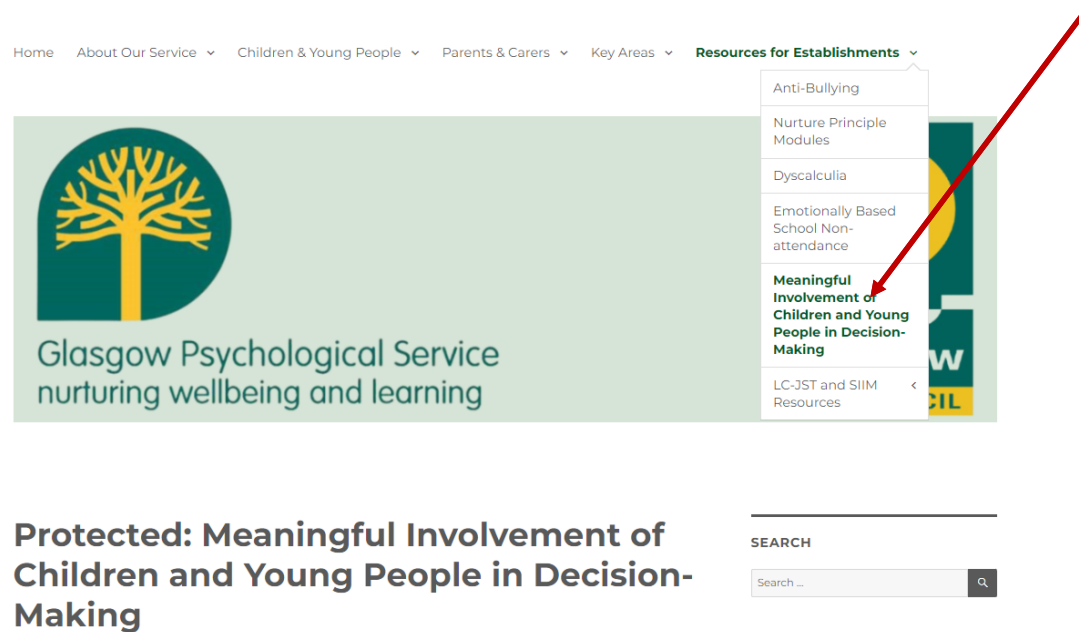
Collaborate with stakeholders in the co-creation and dissemination of guidance and materials .

Ongoing work through multiple strands and exploring other opportunities to involve more stakeholders and young people.

2

## How to access the guidance

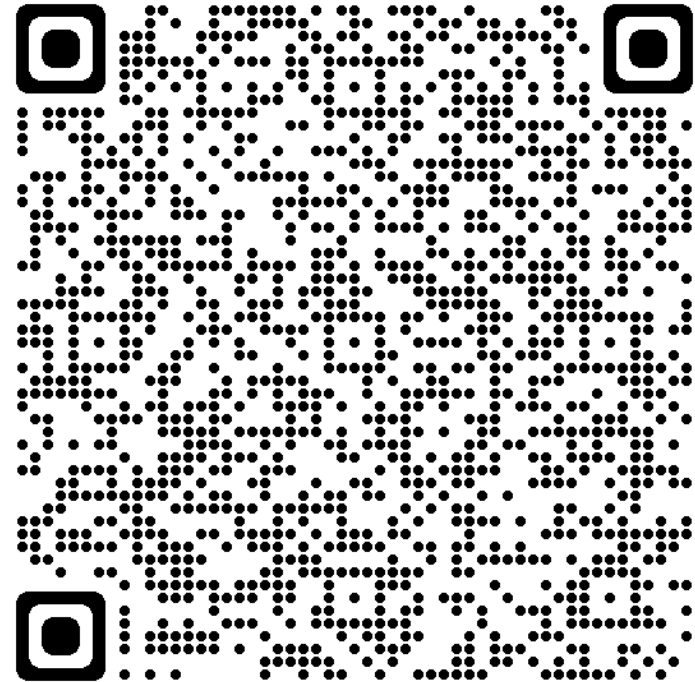
### Glasgow Educational Psychology Service



The screenshot shows the website's navigation bar with the following items: Home, About Our Service, Children & Young People, Parents & Carers, Key Areas, and Resources for Establishments. A dropdown menu is open under 'Resources for Establishments', listing: Anti-Bullying, Nurture Principle Modules, Dyscalculia, Emotionally Based School Non-attendance, **Meaningful Involvement of Children and Young People in Decision-Making**, and LC-JST and SIIM Resources. A red arrow points to the highlighted item. Below the navigation is a search bar with the text 'SEARCH' and a search input field.

**Protected: Meaningful Involvement of Children and Young People in Decision-Making**

[Meaningful Involvement of Children and Young People in Decision-Making – Glasgow Educational Psychology Service \(glowscotland.org.uk\)](https://glowscotland.org.uk)



# Glasgow's Principles Of Meaningful Involvement Of Children And Young People In Decision-Making

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We co-created 9 principles with our group of young researchers that should guide how children and young people are involved in decision-making. These were drawn from literature, UNCRC principles and our young researcher views.

1. Respect – all involvement should be underpinned by mutual respect.
2. Transparent and informative
3. Inclusion of all voices/ non-discriminatory – being flexible in how to involve everyone
4. Equality of power – co-design and collaboration and relevance
5. Confidentiality and being safe and sensitive to risk
6. Advocacy support/having an advocate
7. Safe place
8. Commitment and accountability– willingness to listen, understand and take action and feedback
9. Being understanding towards pupils – also consider individual circumstance and home life factors.

# Lundy Model

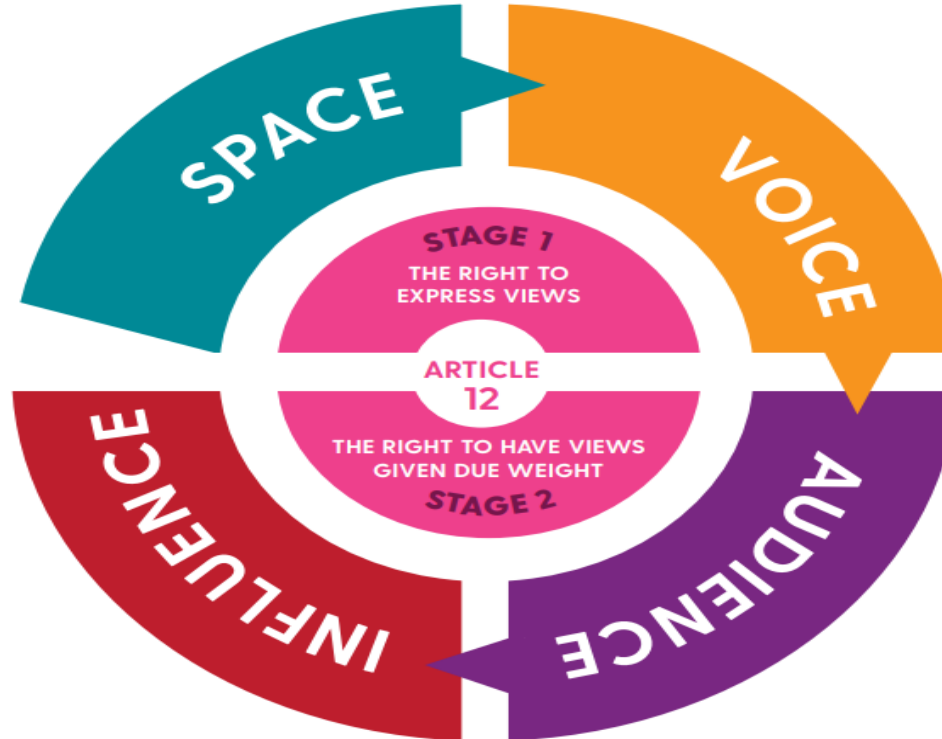
taken from  
[Participation Framework \(2021\)](#)

## Space:

How can children and young people feel safe to express their views?  
Have you allowed enough time to listen to and hear their views?  
How do you make sure that all children and young people are heard?

## Influence:

How will children and young people know how much influence they can have on decisions?  
How will you give them feedback?  
How will you share with them the impact of their views on decisions?  
How will you explain the reasons for the decisions taken?



## Voice:

How are children and young people provided with the information and support they need to give their views and be heard?  
How can they raise the things that matter to them?  
How are they offered different ways of giving their views?

## Audience:

How do you show that you are ready and willing to listen to children and young people's views?  
How do you make sure they understand what you can do with their views?



# Lundy Model with YP considerations for individual planning

## Space:

- Have scheduled meetings one on one
- Build a relationships & trust before bringing a concern up with me.
- Gain trust, and don't invade my privacy before trust is built.
- Ensure confidentiality, unless you're concerned about safety.
- Use a gentle, welcoming tone of voice with me.

## Voice:

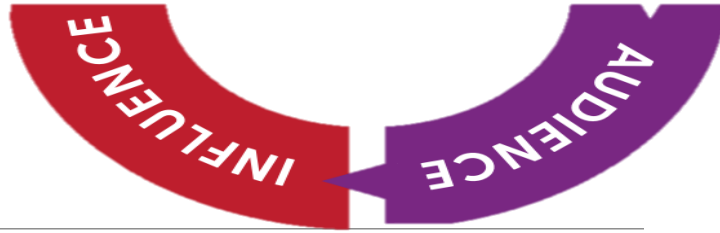
Ways to support expression of views:

- Noting my thoughts or feelings in a jotter for looking back at anytime
- One to one conversations
- Third party advocate not in family or school
- Activity based conversations can help me feel more open to express or show how I am feeling, rather than just tell you how I feel. It can help me deepen thoughts and feels less 'cringey'
- Open communication and sense of adult commitment to conversation, showing they care too. (e.g. Saying 'Let's meet again next week?')

Ask my preferences for ongoing communication:

- Frequency of conversation
- timing of the day
- who approaches who? E.g. Key adult approaches pupil, or vice versa.
- Scheduled vs impromptu conversations
- Privacy - so others don't know you're going to pastoral care, especially when younger when people might be more curious and ask why.





# Lundy Model with YP considerations for individual planning

## **Influence:**

- Explore all ideas and then negotiate/compromise what can be done when. We can take on board information and suggestions!
- Make a plan together there and then. Then I know for sure I've had a voice in it.
- Have grace and a patient manner. Don't make me feel like I'm asking too much.
- If something isn't possible come to me with alternative suggestions.

## **Audience:**

- Don't be distracted. Make sure you have time to listen to me.
- Allow for an organic conversation to explore the situation and concerns, without jumping straight to supports and solutions.
- Listen without bias or judgement, keeping an open mind.
- Accept the "right now" and don't focus on the past story all the time. It's ok to keep this in mind but focus on listening to me, otherwise this can lead to invalidating feelings and communicates that you don't want to listen.
- Consider that the passing of time might influence my understanding of a situation and the impact it has had – this is why it is important to continue to involve and listen to our views over time.
- Create a plan together with me. Include:
  - Timeframes
  - Expectations of both adults and young people.
  - A plan with different options
  - Realistic expectations & baby steps

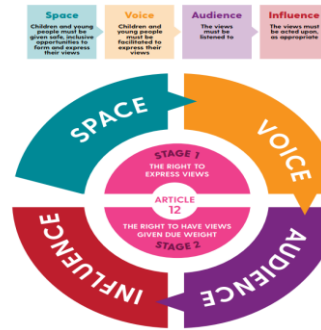
# Lundy Model with YP considerations for whole class/school planning

## Space:

- Create a safe space for expressing views. This might be by using an anonymous survey, within class, ensuring young people are surrounded by people they are comfortable talking to and don't mind sharing opinions with.
- Give relevant information to help and inform our decision making.
- Involve and listen to groups who are most affected.
- Make sure everyone feels included, valued and is treated with equal respect. If involving some young people more than others, then explain the reasons for this.

## Influence:

- Share a summary of the views received and explain what changes can be/have been made as a result. Explain the reasons for decisions taken based on different relevant factors.
- Present the feedback in a way that is easy to understand e.g. a colourful PowerPoint or visual display of data.
- Consider the emotional impact when feedback is being given, especially if a compromise is required or the outcome is not aligned with young people's preference.



## Voice:

- If using a survey, adapt this to meet individual needs. E.g. coloured paper, spoken survey, special fonts, use of visuals.
- Make sure the survey is easy to access and available to everyone.
- Give pupils plenty of time to complete in school.
- Ensure that the young people involved are aware of how their views will be collected and used.
- Have a check-in to see if the situation has improved.
- Create a safe space/suggestion box to share views, allow young people to raise issues that are important to them.
- Ensure young people have direct access to those who have the power to make the decisions, e.g. Student council, parent council, SMT.

## Audience:

- Make it clear from the start what information will be used and where.
- Ensure the people who have power to make the decisions have access to accurately represented views.
- Be transparent about the process.

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# Ongoing strands of work

Meaningful involvement of children and young people in decision making  
Needs analysis included, JST data, SIIM evaluations, ASL coordinator questionnaire, EP questionnaire, CLN focus groups, Career ready group

Co-creation of guidance

Career ready group

Analysis of LC-JST seminar consultation

GEPS service

Co-creation of materials

**EY**

Pilot of training materials and involving EY staff in implementing approaches, considering their feedback and exploring options to co-create materials/videos on specific approaches.

**Mapping your landscape**

Working with a school who had begun to adapt 'landscape of fear' resource to their context and implementing the use of this within a wider process.  
Work ongoing to co-create materials/videos.

# 4 Information for anyone wanting to co-create with us

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## What this could look like:

- Sharing existing information sheets and questionnaire co-created by our young co-researchers to help us gather more YP views.
- Collaborating on artwork for guidance/resources.
- Identifying 1 or 2 young people and staff we could work with to adapt the existing questionnaire to primaries.
- Identifying 1 or 2 young people who could run a focus group alongside an adult member of staff (we can support with planning this and possibly running)
- Helping us run a staff focus group or co-creating a questionnaire for staff to share ideas of how you currently implement SPACE, VOICE, AUDIENCE, INFLUENCE across contexts.
- Co-creating materials on specific approaches:
  - Do you currently use an approach/tool to support YP to express their views and be heard which you feel works well and want to work with us to share this practice?
  - Are you interested in a specific approach and want to learn more about it by working with us to co-create a video to support others to use the approach?*(e.g. CAP pupil questionnaire to explore YP perspective on learning)*

# What next ?

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Keep an eye on our website for updates and to revisit this presentation

Get in touch if you want to co-create with us 😊 you can email  
[vanessa.pignataro@education.glasgow.gov.uk](mailto:vanessa.pignataro@education.glasgow.gov.uk)

***Thank you for listening! Any questions?***