

Children's voice & Participation: Renfrewshire's Nurturing Relationships Approach (RNRA) Toolkit



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RENFREWSHIRE EDUCATIONAL PSYCHOLOGY SERVICE July 2022 (Revised April 2026)

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Introduction

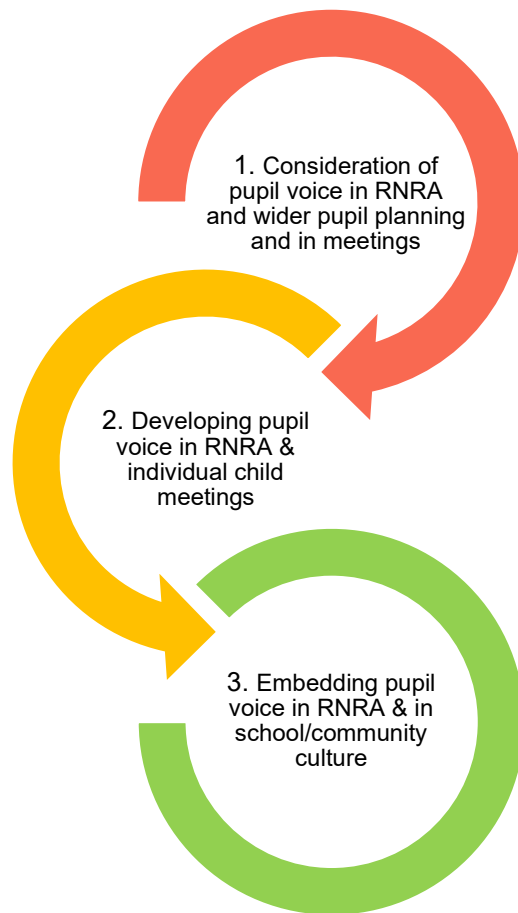
Renfrewshire’s Nurturing Relationships Approach (RNRA) is a relational and trauma informed approach to supporting the mental health and wellbeing of children and young people. RNRA is grounded in a rich evidence base and has been found to positively impact on staff practice and the wellbeing of children and young people (Nolan, 2020). Positive relationships across the school community (parents/carers, children and young people and staff) and a focus on the development of resilient children and young people are considered some of the key features of whole-establishment nurturing approaches.

Children’s voice and participation mean a whole-establishment commitment to listening to the views, wishes and experiences of all children and young people. REPS RNRA development team has mapped the nurture framework features of highly effective practice onto a continuum of children’s involvement and engagement in whole-establishment nurturing relationships approaches. The intention of developing this continuum is to demonstrate what establishments should do to effectively involve and engage children and young people in RNRA.



Also included within this revised document: an outline of research and policy relating to children's voices and participation; practical considerations when capturing children's voices for improvement work or when seeking an individual view for a child/young person's Team Around the Child (TAC) meeting; an overview of practice in gathering views of children and young people with significant communication and learning needs, and an updated toolkit aligned with communication stages (based on SCERTS).

Child Voice & Participation Continuum: A tool for RNRA self-evaluation



1. Evidence of 0-2 of:

- Informing children/young people about RNRA in the establishment e.g. assembly, newsletter, website, twitter and other social media apps.
- Gathering information from children/young people at any stage e.g. surveys, focus groups etc.

2. In addition to **all** at stage 1, evidence of at least 1 of:

- Involving children/young people in at least 1 change idea (detailed in action plan) e.g. design of safe spaces and names for certain areas
- Working with children/young people to develop their knowledge & understanding of nurture and what it means to them and their class/school/nursery
- Consulting with children/young people across all stages using variety of media to gain their views

3. In addition to **all** at stages 1 & 2, evidence of at least 2 of:

- Involving children/young people in **more than 1** change idea (detailed in action plan)
- Working with children/young people to develop their knowledge & understanding of nurture and how they can begin to use aspects of relational practice in their own lives and communities.
- Children/young people collaborate with the establishment about the development of RNRA in the establishment and/or community e.g. pupil council representative links with RNRA core group, pupils contribute to development and refinement of a change idea etc.
- Children/young people (including those with additional support needs) are involved in all decisions making processes throughout their school and wider community

This continuum is intended to provide practical examples which would be included in establishment accreditation submissions (including action plans) to indicate that children's participation in RNRA has been considered, developed, and embedded. The purpose of these indicators is to allow scrutiny of accreditation submissions to determine progress in this area

Why seek the views of children and young people?

In meetings and in planning paperwork for children and young people there should be a section on their views and while at times it can be challenging to seek these views it is often the case that these sections are left empty. Children are experts in their own lives and therefore their views and the information they can provide about their learning and wellbeing is a pivotal piece in planning for and meeting their needs. It is also vital to upholding their rights.

- Research tells us that gathering and taking account of children's views has many benefits for their overall wellbeing and education including increased confidence and self-esteem; developing trust in adults and themselves; social inclusion and a sense of belonging; a sense of responsibility; Increased control over aspects of their lives and an understanding of decision making processes (Kirby & Bryson, 2002).
- The Young Ambassadors for Inclusion are young people with additional needs within mainstream education who have been nominated by their local authority to join a network to share their experiences of school. The views and experiences they shared demonstrate the importance and continued need for children and young people's views to be gathered, valued and responded too accordingly. A link to the video can be found here [The Young Ambassadors for Inclusion](#)

How children's views are gathered and used often varies significantly and Shier (2001) outlines 5 different levels of engagement:

1. Children are listened to
2. Children are supported in expressing their views
3. Children's views are taken into account
4. Children are involved in decision-making processes
5. Children share power and responsibility for decision making.

It is important that we don't just listen to children and then not act upon their views. We need to consider how to support children to express their views in a meaningful way that impacts decisions about their lives (Lundy, 2009, 'Voice' is not Enough. *Conceptualising Article 12 of the United Nations Conventions on the Rights of the Child* <https://www.tandfonline.com/doi/abs/10.1080/01411920701657033>).

What does the legislation and policy say?



[The United Nations Convention on the Right of the Child \(UNCRC, 1989\)](#) highlights that all children including those with additional support needs, have the right to have their views sought and expressed. In 2021 it was agreed by the Scottish Parliament that the UNCRC should be enshrined into Scottish Law making it a legal requirement that children’s rights are respected and protected.

Article 12: Respect for the view of the child

“States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.”

Article 13: Right to Freedom of expression & information

“The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice”

More information about the UNCRC in Scotland and children’s participation can be found on the Children and Young People’s Commissioner for Scotland’s website here <https://www.cypcs.org.uk/participation-and-engagement/#h-what-is-participation-nbsp>

In addition to the UNCRC, the following legislative and policy frameworks are of most relevance in relation to seeking and taking account of the views of children:

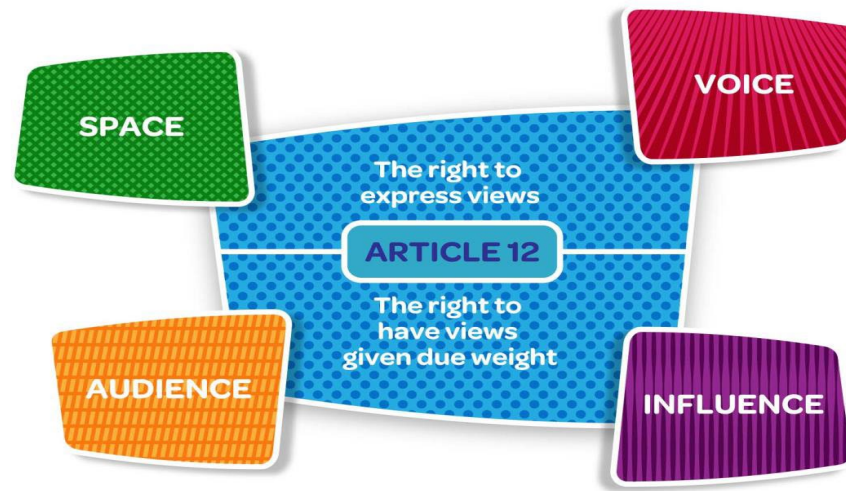
- [The Children \(Scotland\) Act \(1995\)](#) incorporates articles 3, 5 and 12 of the UNCRC and makes it a legal requirement to consult with CYP over any decision made about them.

- [Standards in Scotland's Schools etc. Act 2000](#) places a duty on taking account of the views of CYP. *"...the authority must, so far as is reasonably practicable, have regard to the views of children and young people (if there is a wish to express them) in decisions that significantly affect their education."*
- [The Children and Young People \(Scotland\) Act 2014](#) - *"Scottish Ministers must take such account as they consider appropriate of any relevant views of children of which the Scottish Ministers are aware."*
- [The Education \(Scotland\) Act \(2016\)](#) has given a right to children and young people aged 12+ to be involved in decisions around their education and support.
- [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) as amended and [Supporting Children's Learning, Statutory Guidance \(2017\)](#) *"All children and young people should have the opportunity to make their views known about decisions which affect them. They should have the opportunity to express their opinions and have these opinions taken seriously. They should be encouraged to contribute to decision-making processes, the setting of educational objectives, the preparation of learning plans, reviews and transition planning. They need to know that what they have to say will be respected, listened to and, where appropriate, acted on."* (Scottish Government, 2017, p.110)
- [Presumption to provide education in a mainstream setting: guidance \(2019\)](#) states that each and every child and young person should be involved in their own education and have a voice to shape their experience
- [Support for Learning: All our Children and All their Potential. Review of Additional Support for Learning Implementation: Report June 2020.](#) In this review CYP stated being listened to and involved in all decisions about additional support for learning was very important to them.
- [Getting it right for every child \(GIRFEC\)](#). The principles and values of this national policy is based on children's rights.
- [The Independent Care Review 2020](#) resulted in a promise being made to all care experienced CYP that Scotland would be the best place in the world to grow up so that CYP are loved, safe and respected and realise their full potential. One of the foundations for achieving this was Voice.
Children must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what children want and need. There must be a compassionate, caring, decision-making culture focussed on children and those they trust.

The figure below summarises a model of participation that conceptualises article 12 in the UNCRC. This framework can be used to consider how best to meaningfully support all children and young people to express their views. For more information about the Lundy Model and how this can be applied to both individual planning and establishment planning, we recommend exploring Glasgow EPS' thinglink [here](#).

Space: Provide a safe and inclusive space for children to express their views

- Have children’s views been actively sought?
- Was there a safe space in which children can express themselves freely?



Voice: Provide appropriate information and facilitate the expression of children’s views.

- Have children been given the information they need to form a view?
- Do children understand that they can choose to pause or stop the conversation?
- Have they been given a choice of options of how to express their view?

Audience: Ensure that children’s views are communicated to someone with the responsibility to listen.

- Do children know who their views are being communicated to?
- Does that person or body have the power to make decisions?

This model provides a way of conceptualising Article 12 of the UNCRC which is intended to focus educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **SPACE:** Children must be given safe, inclusive opportunities to form and express their view
- **VOICE:** Children must be facilitated to express their view
- **AUDIENCE:** The view must be listened to.
- **INFLUENCE:** The view must be acted upon, as appropriate.

Influence: Ensure that children’s views are taken seriously and acted upon, where appropriate.

- Are there procedures in place that ensure that children’s views have been taken seriously?
- Have children and young people been provided with feedback explaining the reasons for the decision taken?

Lundy’s Model of participation and Voice-Model checklist. Adapted from “*Overview of the National Strategy on Children and Young People’s Participation in Decision-Making (2015-2020)*” by Department of Children and Youth Affairs, 2017, 8. Copyright by Department of Children and Youth Affairs.

Practical considerations when gathering and taking account of children and young people's views

Children's participation in their own plans and TAC meetings

When gathering children's views it is important the trusted adult, who has a good relationship with the child, needs to listen to hear, not listen to respond. Child views should be an accumulative process not a 'one off' meeting. Establishments may already have whole school approaches to gathering pupil voice through their Pupil Council, Children's parliament or through their own internal self-evaluation processes for example. However, there are many tools available to gain children and young person's views (see toolkit table) and when a child's needs are being discussed in education forums or wider multi agency meetings a more in-depth consultation should be considered to gain their views. It is also important to consider when a child or young person be given a choice to attend their own meeting. This may not always be appropriate, but this level of involvement can be an empowering experience for a child or young person and gathering their views is the first steps to achieving this. Below are things to consider gaining their views:

1. Choose the right time and provide the right environment (Safe space, child friendly, quiet)
2. Identify the right person to gather the views of the child/young person
 - Do they have a good relationship with the child? Who is the child's trusted adult within the establishment?
 - Consider giving the child or young person a choice of people with whom they can discuss their views with (in secondary this may not always be their pastoral care teacher)
 - Choose an appropriate method to gather the child or young person's views (see Tools table below)
 - Ask the child or young person how best to communicate with them
 - Offer choices to communicate, don't assume speaking is the 'best' way to communicate (face to face, text, email, virtual)
 - Adjust your communication to 'meet them halfway'
 - Explain their rights to them - some children and young people may not know them
 - If you can't answer their questions let them know you are working on it and will get back to them
 - Support the child or young person to advocate for themselves and help them to develop the skills to do this effectively
 - Respect their experiences and perspectives, make an effort to understand, don't judge
 - Give the child or young person time to reflect on the information and to form a view where this is necessary. Check back with the child or young person to see if their view is still the same.
 - Be prepared to develop your own skills in listening and communication

- Address power imbalances: Inform children they have the power to pause or stop the conversation. Consider using a visual tool such as a stop/pause sign for children to indicate their wish to pause/stop where appropriate.
3. If discussing a particular meeting where the child will be discussed seek consent from the child or young person. If child or young person does not give their consent discuss with the parent/carer at the same time.
- Explain the process of the meeting (TAC, Solution Oriented), who attends and what things can happen from the discussion with the help of a leaflet/diagram/visual. Explain reasons for meeting in an age and stage appropriate way.
 - Discuss what they consider to be the most important points from the views gathered so that these can be included in the meeting. Inform them that you will share the original document capturing their views, if this has been completed, and ask if they are happy for this to be shared.
 - Discuss case at TAC – ensure due consideration is given to the child or young person’s view.
 - Feedback the outcomes of the TAC meeting and reasons for these in a child friendly way. Consider doing this in writing or a comic strip conversation so the child can take this away and think about the feedback. Offer the child/young person the opportunity to ask questions regarding the outcomes of the TAC.

The resource section has a range of tools for practitioners to use to gain the child or young person’s views. Some tools may be more appropriate than others and it is only through a trusted adult knowing the child or young person best and the questions seeking to be answered, that will result in the most appropriate tool being used and most effective result. Sometimes it can be difficult to gather children and young people’s views (e.g. non-attenders). In these cases, consider phone calls and home visits or enlisting the help of other appropriate adults or agencies (e.g. Family Wellbeing workers, social workers and third sector agencies). If it has not been possible to gather a view, consider stating what attempts were made.

Further information on listening and responding to children can be found here:

<https://education.gov.scot/resources/compassionate-and-connected-classroom/>

Where an establishment involves children and young people in their own planning meeting as part of their staged intervention process and where CYP attend multi agency meetings the following links are helpful for guidance:

- Involving children, young people, parents and carers in planning to meet children’s wellbeing needs (Alliance Scotland and The Scottish Government): [Involving-children-young-people-parents-and-carers-in-planning-to-meet-childrens-wellbeing-needs.pdf](https://alliance-scotland.org.uk/wp-content/uploads/2026/03/IA_Principles-of-support-planning-1.pdf) (alliance-scotland.org.uk)
- Principles of support planning (Inclusion Ambassadors): https://childreninscotland.org.uk/wp-content/uploads/2026/03/IA_Principles-of-support-planning-1.pdf
- Developing a supportive environment (Council for Disabled Children): <https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/%25236%2520Supportive%2520Environments.pdf>



- Involving children & young people in formal meetings (Council for Disabled Children):
<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/files/Participation%2520Factsheet%25205%2520Final.pdf>

Children and young people's views and experiences of racism

Your establishment may be particularly keen to gather views of children and young people in relation to racism at your school. This document from the Anna Freud Foundation can support you to think about how to do this: <https://www.annafreud.org/resources/schools-and-colleges/gathering-student-voice-on-racism-and-mental-health-in-schools/>

Gathering views of children and young people who have English as an Additional Language (EAL)

When gathering the views of children and young people who have English as an Additional Language, Widgit can be used to translate visual supports (e.g. for decision making, sorting activities). To do this:

- Log in to your establishment's Widgit account
- Press 'Create'
- 'Use template'
- 'Dual language templates'
- Select the template you need
- Press 'choose' to select the child's home language
- 'Create document'
- Type in the text you need translated to the 'English' section
- Click 'Google translate' in the menu across the top of the screen

Seeking views of children and young people with significant communication and learning needs

Children and young people with significant communication and learning needs experience disproportionate exclusion from participation in decisions which affect them. It is often assumed that children and young people do not have any views to contribute if they are not seen to have the capacity to understand complex problems. This means that many professionals and parents/carers do not ask children with significant needs what they think and feel in a way that truly values their contributions. It is important to understand that 'listening' is a process which is not limited to the spoken word. When we talk about the

'voice of the child' we need to broaden our interpretation beyond sharing of ideas and preferences only through words, and ensure our approach is open to the many creative ways that children and young people express their views and experiences (Clark & Moss, 2011). The voices of children begin at birth and children can 'speak' to adults through their expressions, reactions, actions and play (Clark & Moss, 2011).

Additionally, we should be mindful of our role in supporting the child/young person to develop skills in making choices and ensuring frequent opportunities to express preferences. Without this learning, and development of the child/young person's own understanding of their preferences and that these are valued by those around them, we are not creating the conditions for meaningful participation. The following principles regarding the provision of opportunities for choice (from 'The Capable Environment Checklist', adapted by Glasgow EPS) may be useful here:

- Staff actively promote and monitor opportunities for children to have choices and be involved in decision-making.
- Staff know children well, including individual personal history, likes and dislikes, preferred activities, and communication approaches.
- Clear tools are available to help children express choices and all staff working with them know how to use the approaches effectively.
- Staff provide opportunities for children to make meaningful choices on a daily basis and respond to choices wherever this is possible to do so.
- Children know when they will have opportunities for choice in the school week.

We hope that the tools outlined in this resource will be embedded in practice to ensure that across Renfrewshire's establishments children and young people with significant communication and learning needs are able to fulfil their right to have their views given due weight and consideration in decisions which affect them. In addition to the tools outlined, there is guidance available here. [Mencap 'Valuing the views of children with a learning disability'](#)

Tools to use to support seeking and taking account of Children and Young People's views & supporting meaningful participation

A note about SCERTS communication stages

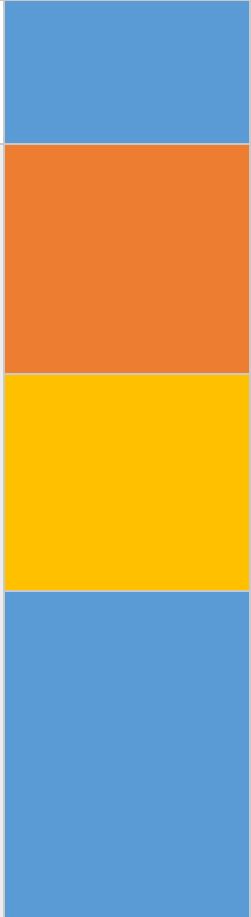
SCERTS communication stages help us to understand a child or young person's communication needs and abilities, and to select the best approach to use. We have included a description of each stage here and used a colour coded key to guide you in selecting the tools.

Social partner: I mainly use body language, actions, gestures, vocalisations and facial expressions to communicate. I may rely on an adult noticing what I need or want.

Language partner: I am using single words or brief phrases to communicate using either words, signs or visuals.

Conversation partner: I can communicate in sentences across several turns using verbal speech or non-verbal means, e.g., AAC, signing, typed speech, symbol communication or a combination of these.

Tool	Description	Who to use it with	SCERTS communication stage	Where to find it
My World Triangle	The My World Triangle is a communication friendly resource with widget images, based on the Scottish Government My World Triangle.	This tool may be useful to gather views of children and young people with a range of additional support needs.		https://blogs.glowscotland.org.uk/glowblogs/communicationfriendlyenvironments/my-world-triangle/
Person Centred Planning (PATH)	A creative planning tool in which the young person and people around them visualise a preferred future and work backwards to identify the steps towards this vision of the future. It focuses on the future and a positive or preferred outcome and involves goal setting.	May be most useful with young people in upper primary and secondary education. It is good to involve families in this process and also peers where possible and appropriate.		Person-centred Thinking Tools HSA Consultancy Training (helensandersonassociates.co.uk)

		<p>This tool focuses on the future and is best used when it is not necessary to go over information from the past.</p>		
<p>One page profiles</p>	<p>A one page profile:</p> <ul style="list-style-type: none"> • summarises the most important information about a person on to one page • shows what matters to a person and how best to support them • is flexible and the same person can have many profiles such as one for at school, one for at home, one for a club and one for work for example • can be regularly updated to reflect a child's or young person's changing circumstances and aspirations • can be used to consider a child or young person's strengths and different ways of supporting that person 	<p>Can be used with children and young people at all communication stages. Refer to guidance on the mosaic approach for children and young people at social and language partner stages. You can use PCP tools to inform the one page profile.</p>		<p>One page profile - Lancashire County Council One page profile templates Sheffkids</p>

<p>Solution focussed approaches</p>	<p>The solution-focused approach poses questions to children to help them to identify what they want in a certain aspect of their life, understand what is within their capacity, and explore what they are doing to move towards this. It can help identify strengths that could be built upon and possible strategies and supports that could be explored to work towards the preferred future.</p> <p>Solution focussed approaches can be used in conversation and through the use of visuals and art-based approaches.</p>	<p>The approach can be adapted to suit the abilities of a range of children, through the use of visuals, art-based materials and appropriate phrasing of questions.</p>		<p>Solution-focused practice toolkit NSPCC Learning</p> <p>Renfrewshire Psychological Services Training can be requested from your Link EP</p>
<p>Glasgow Motivation and Wellbeing Profile (GMWP)</p>	<p>The Glasgow Motivation and Wellbeing Profile (GMWP) is a 50 item questionnaire and planning sheet that explores a young person’s motivation and sense of wellbeing in the learning context. It elicits the young person’s view of themselves and their emotions including their vulnerabilities; it gives them an opportunity to reflect on their feelings and current experiences and it encourages them to consider how they can increase their own motivation and sense of wellbeing.</p> <p>Though the 50 item version of the GMWP is the primary version, there are also other versions which can be considered:</p>	<p>The 50 item version is recommended for use with 8-17 years old. Please refer to the guide for how this tool can be used to facilitate meaningful consultation.</p> <p>The 20 item version with Boardmaker symbols can be printed and used with young people who would benefit from the use of visuals. This can then be translated onto the 20 item electronic version to produce the charts which map the answers in relation to the SHANARRI indicators.</p>		<p>Different versions exist to suit different needs.</p> <p>It is important to read the guide in how to use this tool to facilitate a meaningful discussion, completing all parts of the GMWP.</p> <p>Profiling Wellbeing Tool (GMWP) Renfrewshire Health and Wellbeing (glowscotland.org.uk)</p>

	GMWP- 20 item version with all positive statements with Boardmaker symbols, (paper).			
Nurturing Me	<p>A GIRFEC tool which captures the voice of the child. The main purpose is to allow the child to have their voice heard in relation to their perspective on their wellbeing. It is a mediated tool using concrete materials which allows children and young people to identify key people in their lives alongside the child’s perspective on the closeness and importance of that relationship.</p> <p>(Available in paper, as an app on the iPad or as a PC version)</p>	<p>This tool can be used with preschool to primary aged children. Please refer to the guide for how this tool can be used to facilitate meaningful consultation. The guide also supports the drafting of a solution focussed report from the child’s answers.</p>		<p>Nurturing Me on the App Store (apple.com)</p> <p>Nurturing Me – Glasgow Educational Psychology Service (glowscotland.org.uk)</p>
Talking Mats	<p>Talking Mats is a picture-based communication tool with engaging pictures and symbols. It is also available in a digital format.</p>	<p>Talking mats can be used with children and young people with a wide range of ages (nursery through to adulthood) and additional support needs, including those with speech language and communication needs and has previously been used with children who are care experienced.</p>		<p>Training may be required. More information can be found on the Talking Mats website:</p> <p>https://www.talkingmats.com/about/our-story/</p> <p>https://www.callscotland.org.uk/professional-learning/webinars/WEB132/</p>

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<p>Social stories tm/comic strip conversations</p>	<p>These approaches are short descriptions of a situation, event activity or conversations, presented in a concrete way to help with understanding.</p>	<p>These tools may be particularly useful to prepare young people to participate in or feedback the outcome of a TAC or multi agency meeting. Particularly helpful for children who might benefit from information being presented in a concrete way, including children and young people with autism.</p>		<p>https://widgitonline.com</p> <p>https://carolgraysocialstories.com/social-stories/</p> <p>NHS video on Comic Strip Conversations and Social Stories on Vimeo offers an example of using this approach.</p> <p>Comic strip conversations - Resource Library - Sheffield Children's NHS Foundation Trust</p> <p>Adult facilitates the discussion & drawing: Where were you? Who else was there? What happened next? What did you say? What did you think when you said that? What did others think when you said that? What did others do? How did you feel? How did others feel?</p>
<p>School Wellbeing Risk and Resilience Cards</p>	<p>A set of 40 picture cards to reflect school avoidance, unhappiness as well as strength and protective factors in order to promote shared experience of school and any worries or concerns.</p>	<p>Suitable for aged 7+yrs Adults use these with children</p>		<p>School Wellbeing Risk and Resilience Card Set (schoolwellbeingcards.co.uk)</p>
<p>Strength Cards</p>	<p>Sets of 57 cards showing animals in a variety of emotional states, used to engage children in a discussion about their strengths and worries in life</p>	<p>Suitable for aged 7+yrs Adults use these with children</p>		<p>https://innovativeresources.org/resources/card-sets/strength-cards/</p> <p>https://www.twinkl.co.uk/resource/aut-pe-002-strength-cards-flashcards</p>



<p>Drawing the Ideal Safe School (PCP)</p>	<p>A structured drawing technique – led by a trusted adult. Used to gather the child’s perspective on their school environment (physical and social)</p>	<p>This tool can be used with primary to secondary aged children. Please refer to the guide for how this tool can be used to facilitate meaningful consultation.</p>		<p>Guidance can be found on the following link https://www.cambslearntogether.co.uk/asset-library/Ideal-Safe-School.pdf</p>
<p>Landscape of Fear</p>	<p>This can be used to help identify which aspects of school life are causing the most anxiety for pupils in school. It can then be used to come up with solutions to make those aspects feel safer. Pupils are asked to look at a map of their school and categorise areas into red, yellow and green depending on how anxious or calm a space makes them feel. There are accompanying questionnaires which helps the pupil map their landscape of fear along with supplementary questions focused on how to make the red areas feel safer. There is a student and staff version which covers all three domains.</p>	<p>This tool can be used with primary to secondary aged children.</p>		<p>Lancashire EBSA Guidance (Strategy Toolkit)</p>
<p>Incredible 5-Point Scale</p>	<p>A child or young person’s perspective and supports their understanding of situations which make them feel stressed, upset or angry, on a 1-5 scale. How a child or young person’s body feels when they are beginning to feel escalated, e.g. butterflies in tummy, sweaty hands. Information about the strategies or resources adults should use in response to</p>	<p>Children and young people at primary and secondary</p>		<ul style="list-style-type: none"> • The 5-Point Scale can be adapted to what interests the child or young person, for example dinosaurs or superheroes. • Visuals could be used to support communication e.g. red emoji for number 5 on the scale. • The adult with the child or young person should talk through each number in the scale in reference to

	<p>each number in the 1-5 to support the child or young person to feel calmer.</p>			<p>the emotion or behaviour that is the focus and what that looks like for the child or young person.</p> <ul style="list-style-type: none"> The adult should then discuss and unpick how their body feels during each of these stages and what is helpful at that number to de-escalate. E.g. when a child is at number 4 and feeling like the colour amber, their hands may feel sweaty, they are beginning to feel out of control, and they may need an adult to take them out of class to a quiet space. <p>Example scales are available on the links. arousal curve template Information and further resources can be found here on the Incredible 5-Point Scale website.</p>
<p>Mosaic Approach</p>	<p>Combines many different methods of visual and verbal data collection. These include consulting with adults, observations, and consulting with children in different ways to develop a shared understanding of children’s views, experiences and preferences. These pieces of the ‘mosaic’ are brought together, or triangulated, to see what correlates and builds the bigger picture.</p>	<p>This method of gathering children’s views was originally developed by Clark & Moss (2011) for Early Years but can be used with any child or young person where a participatory approach to listening to their views would be valuable.</p>	<p></p>	<p>Please see Appendix 1 for more information</p> <p>https://amzn.eu/d/01MC8Y4I</p> <p>https://learningaway.org.uk/wp-content/uploads/RL56-Extract-the-Mosaic-Approach-EARLY-YEARS.pdf</p>

				https://www.corc.uk.net/media/2869/development-of-a-range-of-tools-to-promote-pupil-voice-in-schools.pdf
Voices Toolkit	A visual and practical toolkit aimed at seeking views and empowering care experienced children and young people talk about their lived experiences. It provides a wide range of resources and activities with thinking points to choose from.	This tool is created by third sector organisation and relatively new. The aim is to empower care experienced children and young people tell their story in a safe way –in terms of accessibility upper primary to secondary would be most appropriate.		Voices-Toolkit-print-friendly-30.03.pdf (projectchange.scot)
Education Scotland’s Pupil Support Staff – Professional Learning Framework	Section on effective communication and collaboration – developing positive relationships focusses specifically on pupil voice and how to involve children more in their learning plans using a link to a SWAY document.	This SWAY document is for practitioners with practical advice for how to involve children from Early Years to Secondary school.		https://sway.cloud.microsoft/nC9f3pxS-TrAexpVw?ref=Link
Communication Passports	A Passport is written from the individual’s point of view and is easy to understand. For a child’s Communication Passport, it can have photos and pictures so the child can enjoy reading it, will want to show it and be involved in adding new things to it. Passports can be made in a wide range of formats; printed or digital.	A Passport is for anyone who needs help to communicate important information about themselves. It makes sure information is shared – not lost or locked away – and saves misunderstandings. It gives people ideas about the		https://www.communicationpassports.org.uk/

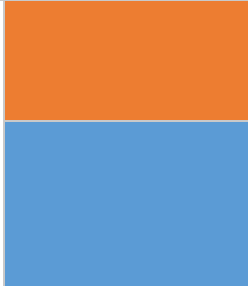
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		best ways to do things and helps to build relationships.		
Wellbeing Measurement Framework	A set of questionnaires which can be used to measure wellbeing and resilience in children and young people.	Children with a reading age of 9-11 years, although the questions could be adapted to include symbols or read aloud for younger children. Primary & secondary.		Measuring pupil wellbeing primary-school-measures_310317_forweb.pdf
Engagement Profile & Scale	The Engagement Profile initially maps out when the child/young person is most engaged, using this to make suggested changes to an activity in which the pupil is less engaged. The information gathered using the profile can be used to consistently interpret signals of engagement through vocalisations, non verbal communication and expression, which allows practitioners to gain an understanding of a child/young person's preferences.	Suitable for use with children and young people at any age, this profile is intended to be used with children with learning and communication needs.		https://complexneeds.org.uk/modules/Module-3.2-Engaging-in-learning---key-approaches/All/downloads/m10p040c/engagement_chart_scale_guidance.pdf
Intensive interaction	Intensive Interaction type strategies used in play promote positive relationships by focusing on the foundations of early interactions: being attentive, showing interest, anticipating, sharing, turn taking, trust and respect.	Suitable for use with children and young people at any age who are at the early stages of developing communication.		Intensive interaction - Resource Library - Sheffield Children's NHS Foundation Trust Your EP or speech and language therapist can support you to

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	This practical approach can be particularly useful in building up a relationship leading to a greater awareness of what matters most to the child/young person: their voice.			understand and use this approach if needed.
The Anna Freud Celebratory Framework	The celebratory framework provides a comprehensive series of prompts for parents/carers and key education staff to consider in order to build a strengths based holistic profile for neurodivergent children.	Developed for children in early years settings, where neurodivergence has been identified or suspected. This framework could also be used for older children with communication and learning needs.		anna-freud-neurodiversity-booklet-early-years-110423.pdf (the celebratory framework starts on pg 23)
Fix it Folders	Fix it folders are a visual approach to restorative conversations. They use symbols with restorative questions to support children and young people to communicate: What happened, who was involved, how they feel, what we can do, and to support planning for what they can do now.	This can be used with children from nursery through to secondary, depending on the needs of the young person.		Fix it Folder Resource – Falkirk Educational Psychology Service Practitioners Pages Your Link EP can provide further resources and support about how to use a fix it folder Widgit symbols can be used to make the folders.
CIRCLE participation scale	Renfrewshire establishments are now very familiar with the CIRCLE environment scale, however the CIRCLE participation	There are primary and secondary versions of the participation scales. For		CIRCLE resource to support Inclusive Learning and Collaborative Working



	<p>scale is also a very useful tool to understand children and young people’s experiences and triangulate with their views where these are directly gathered.</p>	<p>children and young people at social partner stage, professional judgement should be used to determine the suitability of the participation scale for the needs of the child/young person.</p>		<p>(Primary and Secondary) Resources Education Scotland</p> <p>For Primary CPS -page 33 in the ideas in practice resource For Secondary CPS -page 57 in the ideas in practice resource</p>
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Appendix 1: The Mosaic Approach

The Mosaic Approach was developed by Clark and Moss (2001) as a framework to support listening to young children in nurseries, acknowledging children as experts in their own lived experiences. It draws on:

- Rinaldi’s pedagogy of listening (Learning is an active and collaborative process between children and adults. Practitioners make an interpretation of the messages given by young children thereby giving meaning to the message and attributing value to the children)
- The sociology of childhood (Children are seen as ‘beings not becomings’. Childhood is one of many structures in society and as such children have important perspectives to contribute).

The Mosaic Approach combines many different methods of visual and verbal data collection to develop a shared understanding of children’s views, experiences and preferences. These pieces of the ‘mosaic’ are brought together or triangulated to see what correlates and builds the bigger picture. The Mosaic Approach has been adapted for use with older children and young people with additional support needs.

There are 3 phases to the approach:

Phase 1: Information gathering

Phase 2: Building the mosaic (triangulating information)

Phase 3: Linking listening and action



Information gathering

OBSERVATIONS: Listening also involves watching – adults need to take time to watch how children spend their time in their environment. An observation schedule or framework can help to provide structure and to focus on the child’s experiences, expressions, body language and noises. It is important to remember that observation alone will only give an adult perspective on children’s lives, so should be triangulated with other methods. Observations can provide information on:

- what they like or dislike;
- how they express their feelings;
- what soothes or settles them;
- what upsets, stresses or overexcites them;
- whether they look to an adult for a safe base;
- how they look when near staff or other children/young people e.g. relaxed, fidgety, uncomfortable;
- their primary response to stressful situations (fight, flight or freeze);
- engagement/disengagement with certain tasks/subjects;
- peer relationships; and
- strategies that children/young people use to help themselves.

VIEWS OF KEY ADULTS: Talk to parents/carers, establishment staff and other professionals involved about what works well for the child/young person and what they feel they enjoy doing best.

Things to consider:

How do children/young people respond to different experiences and environments?

- How do people know this?
- What do they enjoy?
- Is there an impact on their stress or alertness levels and in which situations?

Within the education setting you could comment on how children/young people respond when:

- they put on their uniform;
- parents/carers pick up their back pack;
- they see the building, their friends or staff as they arrive;
- they are with their friends;
- they are in class and with staff; and
- during break times.

Outside the education setting you could comment on how children/young people respond to:

- play activities, interests, hobbies, being alone or with friends;
- activities and environments outside the home;
- achievements have they made; and
- socialising with their family and the social circle beyond.

The methods outlined below are some examples of creative approaches to information gathering outlined by Clark and Moss, however it should be noted that the approach is less about using specific methods and more about finding creative ways which work for the child or young person and the setting.

TOURS: This can involve asking the child to give you a tour of spaces they are familiar with. You may not want to scaffold the CYP initially and see what they show you which might indicate what's meaningful for them in the space. Or you may judge that it would be most helpful to facilitate the CYP to express their view by asking the CYP where they would go if for example they were upset or overwhelmed or wanted to do something really fun. Or you might wonder out loud to elicit any comments to explore the child's view of these spaces.

MAPS: During the tour you might draw a map and note any comments made by the child on the map.

CAMERAS: these can be used to support tours. Very engaging tool, accessible to those with little language,

- Photographs of favourite places in ELC, classroom or places they access for a particular purpose.
- Can incorporate photos onto a map of the school, with annotations reflecting discussion on tour where appropriate.
- Could capture video of tour.
- Might be best when space is quieter and less busy.

CHILD CONFERENCING (CAREFUL QUESTIONING)

When asking a child or young person questions, it is important to think about where they are at developmentally and adapt your language accordingly. Think about which who when where what how why, and yes/no questions. What tools from the table above or communication devices can assist the child to understand and respond?

Building the mosaic

Information gathered at stage 1 forms the basis of the mosaic, which is pieced together, reflected on and interpreted. In triangulating the information in this way, we bring a greater level of understanding about the child or young person's priorities. E.g. a child may tell us about an important place in the nursery; his photos include many photos of this area; discussion with his key worker and parent may reveal further insight or indeed highlight

misunderstandings in the interpretation which can be discussed further together and with the child. The information can be pieced together visually, using themes from each piece of the mosaic and noting where else these themes were evident.

Linking listening and action

As outlined in the Lundy model, it is not enough simply to seek children's views, it is what we do to link the listening to action which has the impact on the child. Listening to children should be broadened from consultancy ('what do you think about this?') to seeing listening as an ongoing conversation. Children are respected in this ethos, as are differences.