

# Making a Difference in Salford: What's life like for you?

Salford  
Safeguarding  
Children Partnership

A group of diverse children are smiling and standing in a field of tall, dry grass. In the foreground, a young girl with curly hair and a white hoodie is smiling. Behind her, another child with curly hair and a plaid shirt is also smiling. In the background, other children are visible, including one in a blue jacket and another in a green jacket. The scene is bright and sunny.

## Views, Voice and Influence Report Jan – August 2020

Listening in Salford: What children, young people, their families and communities said and how is this making a difference?

## Contents

Introduction .....	3
Engagement activity.....	4
Views and Voices .....	6
Analysis .....	14
How this fits with other participation activity.....	16
How the SSCP is responding.....	26
Evidence of impact on 2019 - 2020 priorities.....	27
SSCP Priorities for 2020/ 2021 .....	30
Analysis: .....	31
Informing change: .....	34
Follow up: Next Steps and impact .....	44
References:.....	46
Appendix 1.....	47

## Introduction

In January 2019 the Salford Safeguarding Children Partnership (SSCP) published multi-agency arrangements sharing their vision for children in Salford.

*“All partners are committed to working together so that every child in Salford is safe, well and able to reach their full potential”* SSCP multi-agency arrangements

This vision is supported by two key values:

*“A child centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.*

*“Safeguarding is everyone’s responsibility: for services to be effective each citizen, practitioner and organisation should play their part.”*

### Clear focus and purpose:

The SSCP asked children, young people, their families and communities to help us to understand what makes a difference in children’s lives. We believe that young people, families and communities are experts in their own lives with valuable knowledge and experience to share. As part of a 12-month participation project we had ‘safe, well and best’ conversations with children, young people, parents and community members to find out what helps children growing up in Salford and what challenges they face. This report evidences what was heard and the impact of this.

This report contributes to the implementation of the new arrangements by representing the views and voices of children, families and communities to the partnership’s understanding of children’s needs.

Aims and objectives:

- To share details of SSCP’s engagement activity with children, young people, families and communities over the last year (July 2019-July 2020).
- To share what children, young people, families and communities told us, to understand and learn from their views and experiences
- To find out what ‘safe, well and best’ means to children, young people, families and communities and what children need when they are growing up in Salford
- To collate findings and themes and share them across the partnership to influence and impact current and future work and plans



## Engagement activity

A series of focus groups with children and young people were completed, as well as discussions which took place within workshops about children's rights and needs in preparation for the neglect summit. The full participation log can be found in appendix one, at the end of this report.

Contributions were also shared by the Salford Youth Council, Voice of the Child subgroup, during sessions at The Foyer, and by groups represented at the Seldom Heard event. Workers from Salford Youth Service, CVS, Barnardo's, Places for People & The Lowry outreach worked collaboratively with the SSCP project lead. The project lead also worked with teams within the safeguarding unit to facilitate conversations with young people about the support they receive from their workers.

Parents were invited to join with the SSCP and form an advisory group to share ideas and knowledge gained through their lived experiences in order to influence ways of working in Salford. Ten parents contributed to the first session and although the second session was cancelled in March due to the impact of COVID-19, further development is planned.

Recruitment to the panel was helped by parents from the London borough of Camden, who visited us and shared their experience of the 'Camden conversations' during a training day here in Salford. Their honest and powerful accounts moved practitioners' hearts and minds and workers were seen to actively encourage parental involvement after listening their stories. You can watch a video of our sessions with parents from Camden, [here](#).

The Community Safety Partnership lead and neighbourhood officers contributed to the project, by offering support and enabling opportunities for discussion and consultation during community committee meetings across the city. These sessions provided an opportunity to share information about the SSCP multi-agency safeguarding arrangements with the wider community and to hear their views on what children in Salford need to grow up safe, well and reach their full potential. Mapping local assets; people and resources, is a key element of strengths-based practice and appreciative inquiry. The SSCP recognises that the people of Salford play a critical role in safeguarding children and enabling them to thrive.



*Emma Ford Head of Safeguarding taking part in activities during an SSCP focus group with young people*

"Practitioners should possess an immersive and in-depth knowledge of their communities. This means having greater knowledge of community resources, social capital and networks, as well as prevailing issues and concerns." (SCIE, 2018)

Safeguarding is much more than protecting children from harm, safeguarding is also about enabling and is defined within *Working Together to Safeguard Children* (HM Gov, 2018) as:

- protecting children from maltreatment
- preventing the impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

This definition underpins the SSCP vision for every child in Salford to be safe, well and able to reach their full potential. We asked children, young people, families and communities what it means to grow up safe, well and best in Salford?

## Views and Voices

# Safe

We asked **children, young people, families** and **communities** 'What & who helps children grow up safe in Salford?'

"Services working *with* families – talking to families to understand the situation and what they need – parents are experts and know their children best"

"My midwife helped keep me and my baby safe and now my health visitor helps us"

"Community – people living around you, people you live with, families and friends"

"Parents are part of being safe and well and supporting you to be your best"

"School / college/ teachers"

"By supporting parents and families the child benefits and gets support"

"Your friends look out for you and keep you safe"

"The class teacher notices if a child is 'off colour' – not paying attention etc. This is probably the first indication that something is wrong and if you can catch this early, so much misery for the child and society can be avoided"

"Youth clubs are safe spaces"

"Early Help, schools, Greater Manchester Police (GMP), youth workers"

"Peer support for parents: Salford Parent Voice, Homestart, Strive, Society Inc."

"Youth workers"

"Connections and conversations, groups which promote trust, friendships"

"Ambulance staff"

"Freedom programme- learning about healthy relationships, about domestic abuse and how to keep myself and my children safe really made a difference"

"The police can help you stay safe"

"Groups – Brownies/Guides/ Scouts/football clubs"

"Somewhere secure to live – Living in The Foyer helps you be safe"

"Holiday activities – Salford Community Leisure"

"Trusted adults looking out for them, extended family, at groups, community members; adults who play their part"

"Youth and play workers"

"Physical safety – knowing when and where kids can go at what age"

"I don't feel scared out and about, I think Salford is a safe place"

"Online safety – knowing about parental controls and settings"

"Fire officers"

"Youth workers and clubs"

"More health visitors to provide early support especially to first time mothers throughout the pre-school years"

## What doesn't help? What are the challenges?

“More attention to bullying in school”

“Young People congregating in large groups in parks and taking substances”

## “Zero tolerance to bullying”

## “Internet / online safety risks”

“No violence in school”

“Traffic/ road safety”

“People smoking drugs / drinking alcohol around where we live”

## “Knife crime”

“Neighbours smoking weed,  
playing music, keeping me  
awake”

“Schools not being open for community use. Hire costs for sports hall are too expensive i.e. at Co-Op Academy”

“Anti-social behaviour where we live – neighbours don’t help keep you safe”

“Adults fear approaching young people or saying anything for fear of being accused of something – intergenerational mistrust”

“Alcohol makes people and places less safe – more fighting”

“Not having traffic police near schools – speeding and dangerous driving when children are going to school”

“Smoking makes you less safe  
– kills people but its legal –  
need to do it because of stress”

“Lack of investment”

## “Knives and guns”

“Our local secondary school is a very poor performer”

**“We need more stop and search / metal detectors in public spaces and more police...armed police”**

“Social services thresholds are too high – need safeguarding sooner”

“Homelessness – we need more shelters and safe places to stay”

“Privatisation of nurseries  
closure of community interest  
companies due to funding”

“Fear of being robbed – houses getting robbed, hospitals might get robbed for drugs”



### Comments from young people about Safe, Well and Best

# Well

## What and who helps children grow up well in Salford?

"Youth groups"

"Green spaces in the area"

"Family"

"Use of school facilities for families would help – for cooking / budgeting"

"Physical and social activities: football, dancing"

"Better use of community facilities e.g. Boothstown football club, Duncan Mathison playing fields"

"Having a hospital to go to if you need help"

"Green space encouraging outdoor activities"

"Medication"

"Youth organisations & schools"

"GP – mine is good helps me with my mental health"

"Cadets – Air/Sea/Army – teaches discipline and skills"

"Dentist"

"Ending child poverty – every child has a right to access shelter, food, clothing etc"

"Running / dancing/ exercise – raises endorphins"

"Empathy"

"Working – doing something to keep busy, distracts you from your problems"

"Youth and play workers"

"Mental health team"

"Good (but limited) youth workers (Broughton Trust, council etc) to give access to services"

"Condoms / contraception"

"We all have a duty to safeguard children"

"My worker comes in school – she listens to me, and I feel calm when I'm with her, she helps me to not think about bad stuff"

"Network of support"

"Hospital can help if you need it"

"Being connected – connectors- people who join the dots"

"Your doctor"



## What doesn't help? Challenges?

"More focus is needed on mental health"

"Traffic, busy roads, accidents"

"Safe spaces to talk – near school but not in school"

"Constant building of new estates – nowhere for people to go"

"Schools to support you and help you find help"

"Child poverty and deprivation"

"Better understanding of the students and what they each need – (SEN)"

"Lack of provision and paid workers = too much pressure on volunteers"

"Better understanding through sharing what you already know (records / assessments – check first)"

"Lack of school places – more support needed for teachers and teaching assistants"

"It doesn't help when it takes an hour on the bus to get to appointments that last 20 minutes"

"Bullying"

"Having no family support"

"Negative media"

"Pollution – the environment needs to be healthy for you to stay well"

"Teachers need more understanding about mental health issues"

"We need more bins"

"Pollution"

"More trees & more green spaces – especially in built up areas like Salford Precinct"



Artwork by young people produced during a 'Voice of the Child' meeting. The canvas is called 'Love' one of the things that children value most in their lives

# Best

## What helps children grow up to be their best in Salford?

"Love and care"	"Youth clubs and facilities"	"Education / college needs to be free for all young people – it is if you're on benefits which is good"
"Relationships"	"Provision for children with additional needs – need holiday provision, friendship network and groups that are accessible"	"Familiar places"
"Making Art"	"Singing"	"Role models"
"Hopes and dreams"	"Scout camps, playing fields, green spaces which feel safe to use"	"Wishes for the future"
"Adventures (an exchange trip and school trips)"	"Help with CVs – finding jobs"	"Confidence – and those who help you develop it...like my drama teacher"
"Life skills to become independent"	"Wrap around support for before and after school and during the holidays"	"Sharing ideas"
"Music – makes you feel good – helps understand what other people have been through"	"Role models – Music artists, my mum, my little brother"	"Respect – being treated well"
"Reading"	"Cycle paths & Looplins"	"Healthy relationships"
"Respect"	"More money"	"A home"
"Travel"	"Parenting education - "the Webster Stratton course; It's really good and I use the techniques I learned every day and in some challenging times"	"Not smoking – being less worried"
"Having choices"	"Sports clubs"	"Being heard – listened to"
"Always being yourself"	"Peer support – some parents who have accessed help have gone on to volunteer and help others"	"Familiar places and people"
"Safe spaces to go – I'd go to the school library and eat my dinner there when I didn't have friends. I got to know the librarian and I trusted her and I felt welcome"	"TAG (Teenage to Adult Group) - monthly but would be <b>amazing</b> if it could be more often"	"Safe environment"

## What doesn't help young people achieve? What are the challenges?

"Fear of being attacked – makes people less likely to benefit from cycle paths/ green spaces/ looppines and parks"

"Social media – increases anxiety on young people and pressure"

"Knife crime"

"Not enough youth clubs"

"Too many private nurseries, we need more Surestart places"

"We need more provision for young people to speak up"

## Comments and ideas:



Artwork on the theme of 'Love'

We need more premises for youth activities

Need to encourage & develop individual interests - music, art, swimming, gymnastics etc

Activities and events in parks and open spaces - walks, youth workers

Establish 'mums and tots' again

Better interaction between local schools = better projects, better outcomes

Good quality nurseries - more Surestart provision where struggling parents can go for help, support, and a break - subsidised childcare

Need a push on developing services for young people across Salford, not relying on charities which run on limited funding

Multi-agency connections- police, schools, social services, GP and hospitals sharing information

Safe places in schools where children who are being abused can talk to a trusted adult

More resources for children in care especially older children and care leavers



*Artwork by pre-school children 'Joy'*

### **Parent Panel views:**

Parents' views on the current support available, were discussed during a parent panel event, held in February 2020

Training was discussed with a conversation about parenting courses and how these help parents in their role. Some courses were reported to be less helpful for parents coping with challenging behaviours, some parents were caring for children with unmet or additional needs and while they attended these courses as part of an action plan, they didn't feel they benefited from them. One mother said she later went on to do a Webster Stratton course and found this really useful. She was using the techniques she had learnt daily and they had helped during some challenging times.

Foster carers said that they did this as part of their training and found it useful too. The group recommended this training and one parent who has a child placed in foster care said that she would ask to go on this. The group agreed that all carers supporting children should have access to the same courses "because really the courses are to benefit the children."



The planned format for the parent panel was to invite relevant professionals to come to the group to respond to parent's views and support conversations about what matters to children and families. Due to COVID-19 this format will now need to be adapted. In response to the views shared by parents the lead for parenting courses for the local authority shared information about what is available for families:

*"Our aim is to support parents and carers with a wide range of training to meet the needs of their individual child and family. We have courses available from 'universal' to targeted and specialist training for families who are experiencing specific challenges. We offer the Solihull Approach on-line courses, Webster Stratton Incredible Years courses and Teen Triple P to help parents through all the stages from birth and babies to the teenage years. We want anyone caring for a child in Salford to be able to access the right support at the right time and parents or carers can contact their local Family Hub (details here: <https://www.salford.gov.uk/children-and-families/early-help-for-families/family-hubs-childrens-centres/>) to find out what's available and appropriate for their circumstances." More information **is available online** here: <https://www.salford.gov.uk/children-and-families/early-help-for-families/being-a-parent/>"*

Parents also asked and answered questions within the group on accessing advice on disability support and services, sharing contact numbers for charities and helplines and advocacy support. This felt like a really positive aspect of the session with parents trusting each other and being supported by each other, learning from other parents.

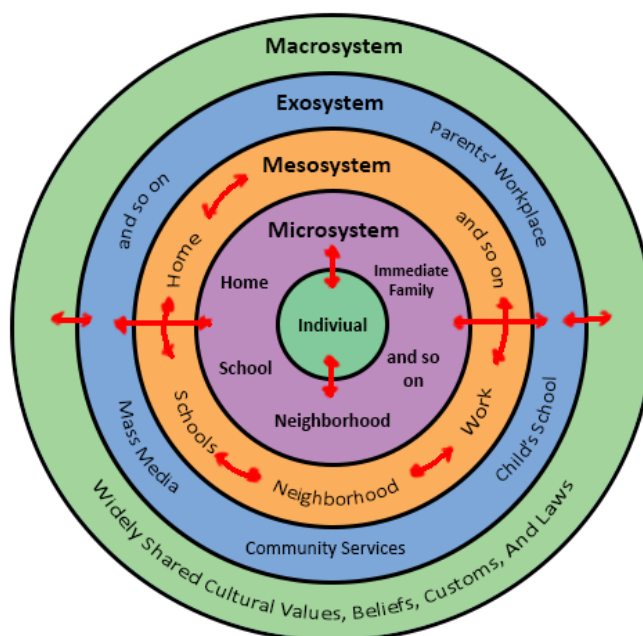


## Analysis

There was a **shared understanding** throughout the conversations around some of the core ingredients needed to grow up safe, well and best:

*Safe people, spaces and places, people who care and listen* featured in all the focus groups. Parents, families, friends and communities were seen as protective and supportive. This provides an affirmation of the ‘asset’ or ‘strengths based’ approach used within Salford, which recognises that each child is unique within their own support network, surrounded by the people in their home within their wider community.

### Human Ecology Model



For some children however home is not a safe space and some young people recognised that parents may not be able to keep their children safe.

*Young people commented on the importance of friends and other trusted adults, particularly teachers, who children spend a lot of time with and trust.*

With the impact of COVID-19 children might be seeing their teachers less often. Young people shared that *all young people should know how to contact*

*trusted adults if they need help or support.* They valued the systems which exist within schools where you know who you can talk to and when and where to see them.

*A concern which all the groups highlighted was knife crime* and worries around this issue impacts on how confident they felt using outdoor spaces like local parks.

There were **some differences** between what young people said and the issues most often described by families and community members.

*Young people in each focus group shared their concerns around mental health and relationships.* These issues were reported less by parents or communities and this reflects an opportunity to increase understanding of the challenges facing young people today.

## How this fits with other participation activity

### Make your Mark

Make Your Mark 2019, a national consultation of issues which affect young people, saw 12,442 young people across Salford participate. The top two issues were **environment and knife crime**, and these were adopted as Salford Youth Council priorities for the following year 2020-2021. See Listening Loop on page 17.

### Reframing neglect / Thriving families

Young people have co-produced a city-wide summit on neglect, developed the 'Hands of Need' and an outcome framework telling us what every child in Salford deserves and has a right to expect in order to have their needs met. See Listening Loops on pages 18 and 19.



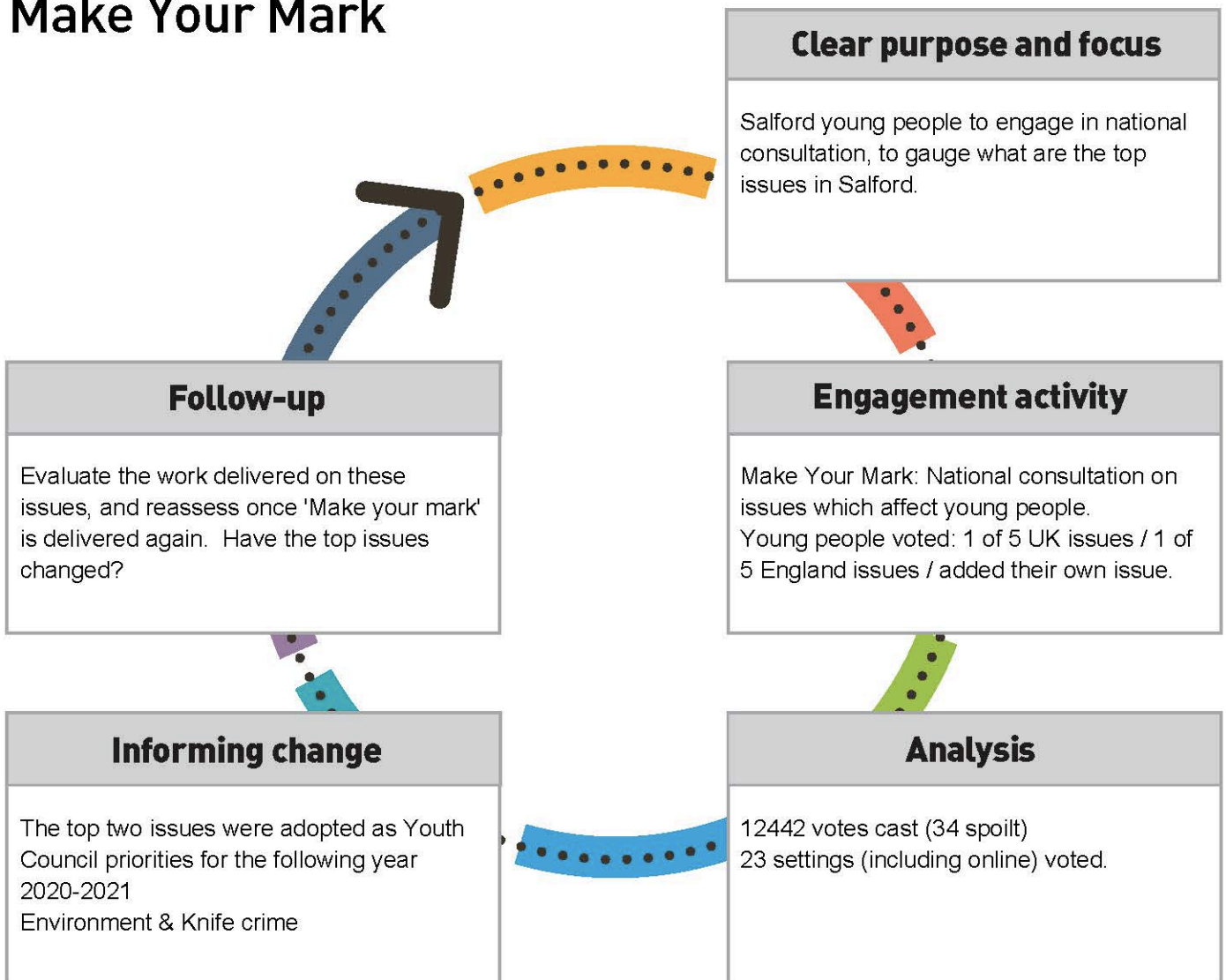
Developed by Salford Youth Council  
October 2019



# Making a difference in Salford:

## The Listening Loop

### Make Your Mark



### Views and voices

#### Quotes from your service users. What has changed?

Knife crime conference organised by Salford Youth Council for school groups has been delivered, with follow up activities due to be developed.

Youth representatives have attended the Climate Action board, and Youth Mayor spoke at the Climate demo outside the Town Hall.

Questions have been asked by young people, with answers being sent back re: recycling, Union investments etc.

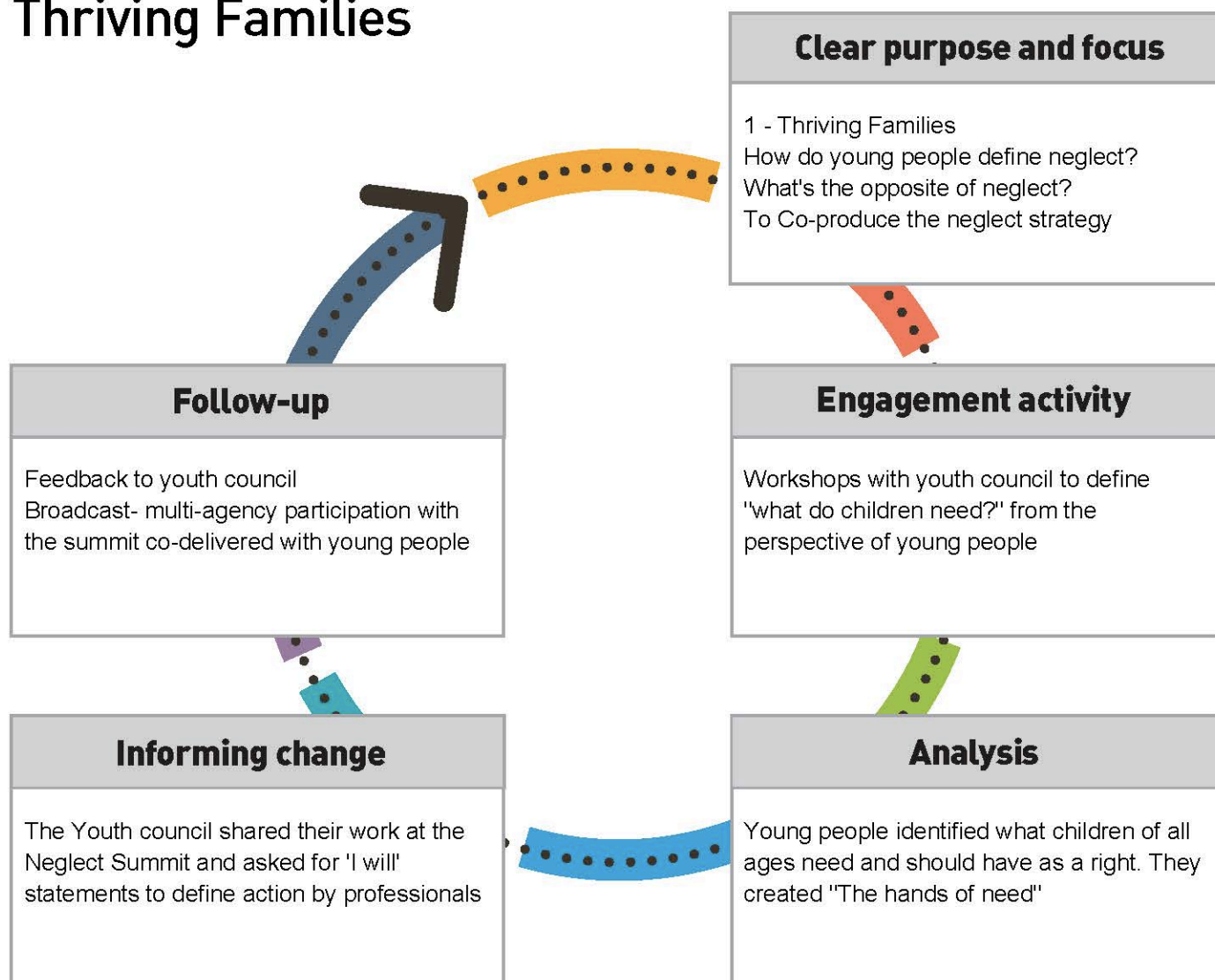
Mental health 101    Smoking /drugs/alcohol 78    child abuse 26    Votes @ 16 3    Poverty 84

street harassment 60    Bullying 59    jobs 11    housing 3    homeless 162

# Making a difference in Salford:

## The Listening Loop

### Thriving Families



## Views and voices

### Quotes from your service users. What has changed?

Young people contributed and co-delivered the Neglect Summit by defining what children and young people in Salford need to grow up safe, well and the best they can be.

Education - Expression- Understanding – Belonging- Respect of Emotions- Food- Home – Space- Safety – Time (The hands of need)

They thought about children of different ages and lots of different needs and decided that these 10 essential needs must be met and not be left unmet or neglected.

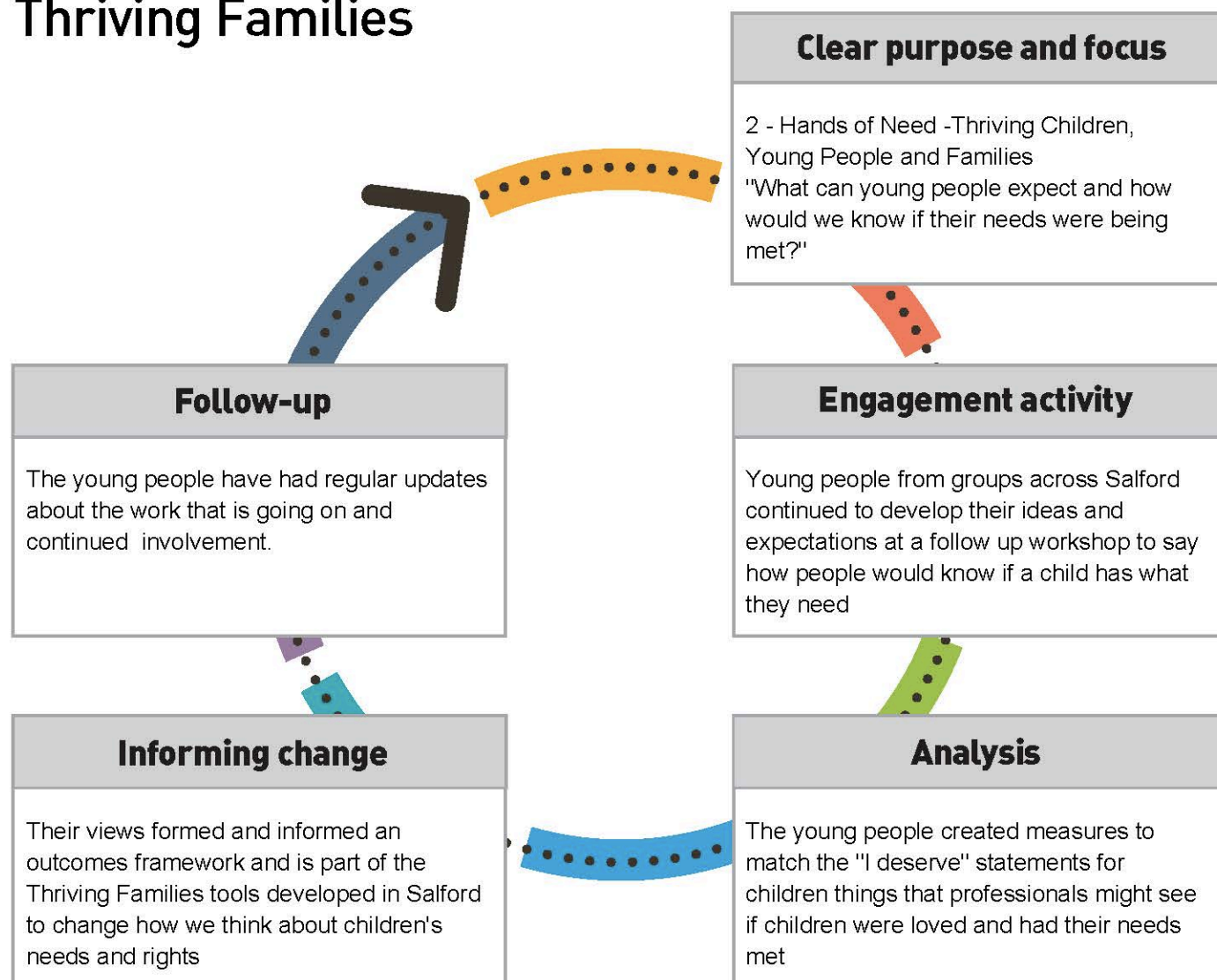
"When you have a baby you should put their needs first, they need love and good food and to be protected – they need to be able to trust you"



# Making a difference in Salford:

## The Listening Loop

### Thriving Families



## Views and voices

### Quotes from your service users. What has changed?

Participants thought and talked about the most important things that every child needs and then worked on two large canvas paintings to represent 'LOVE' and to 'BELONG' which they decided were the things children need most. Lots of discussion took place about how do we know children have what they need? Their views formed an outcome framework and professionals are tasked with measuring that children are safe, well and able to thrive using these tools.

Some of the young people wanted to experiment with paint and were happy to make their own pieces, others worked in groups the work is to go on display in rooms used for meetings where children's support needs are considered and they will help everyone stay focused on what children need. The young people talked about bright and hopeful images to make children who attend meetings feel welcome.

## **Seldom Heard 2019**

Salford CVS facilitated this year's event with a focus on groups of young people who are often underrepresented in consultation and are 'seldom heard'. A range of groups were represented and had an opportunity to share what matters to them with system leaders from the local authority, health service and across the partnership. Inclusion, mental health and taking into account the views of minority groups were key themes of the evening.

## **Route29 / No wrong door**

See the corresponding listening loops.

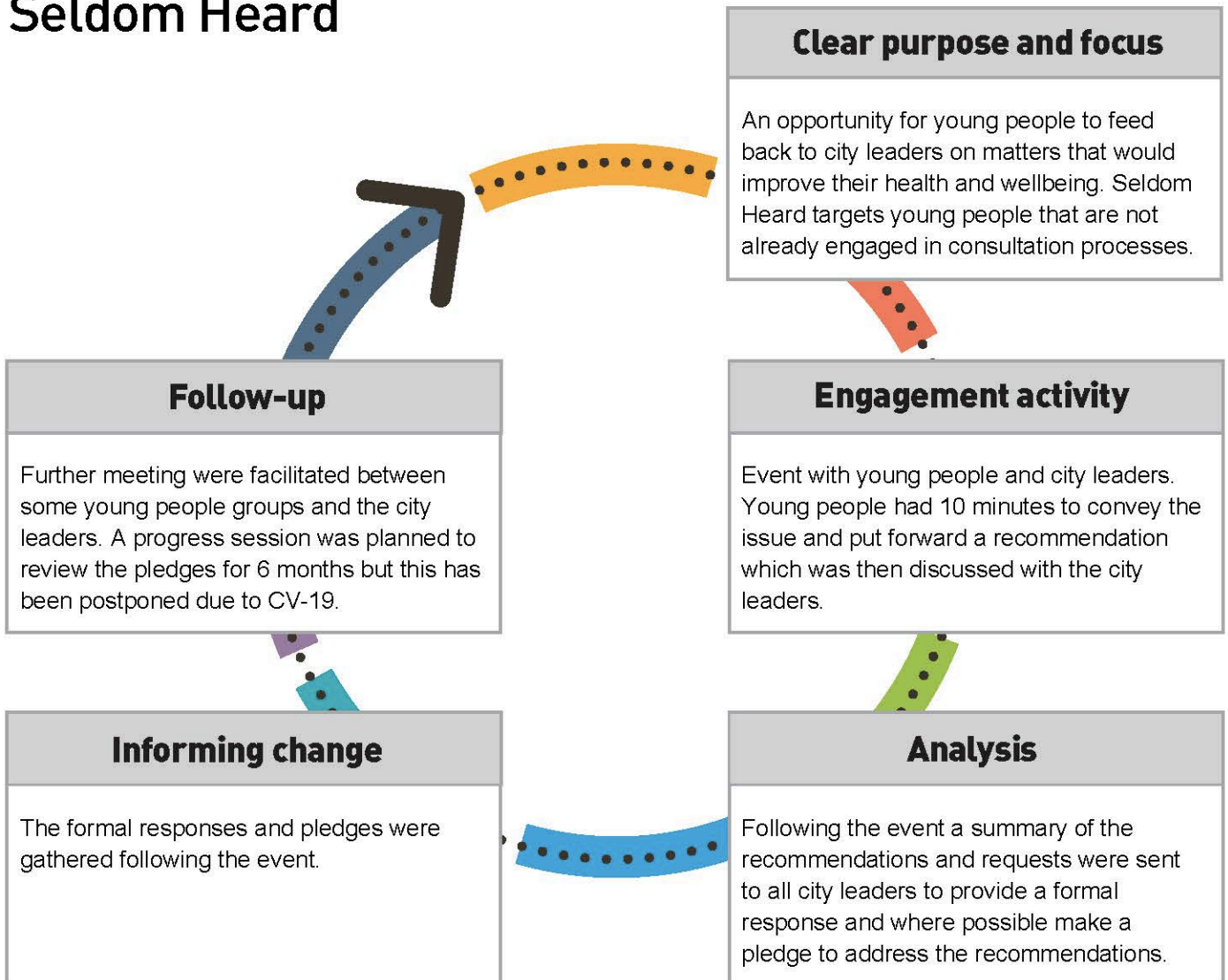
## **The Standards for Listening**

The SSCP has co-produced a set of Standards for Listening, informed by what children, young people and families said works for them.

# Making a difference in Salford:

## The Listening Loop

### Seldom Heard



### Views and voices

#### Quotes from your service users. What has changed?

Young People and workers: "We felt that some of the questions were inappropriate, such as 'But what exactly about your mental health?' This is a very sensitive subject for the young people we work with, and a little bit more time and more considerate questioning would have made the event more accessible to them."

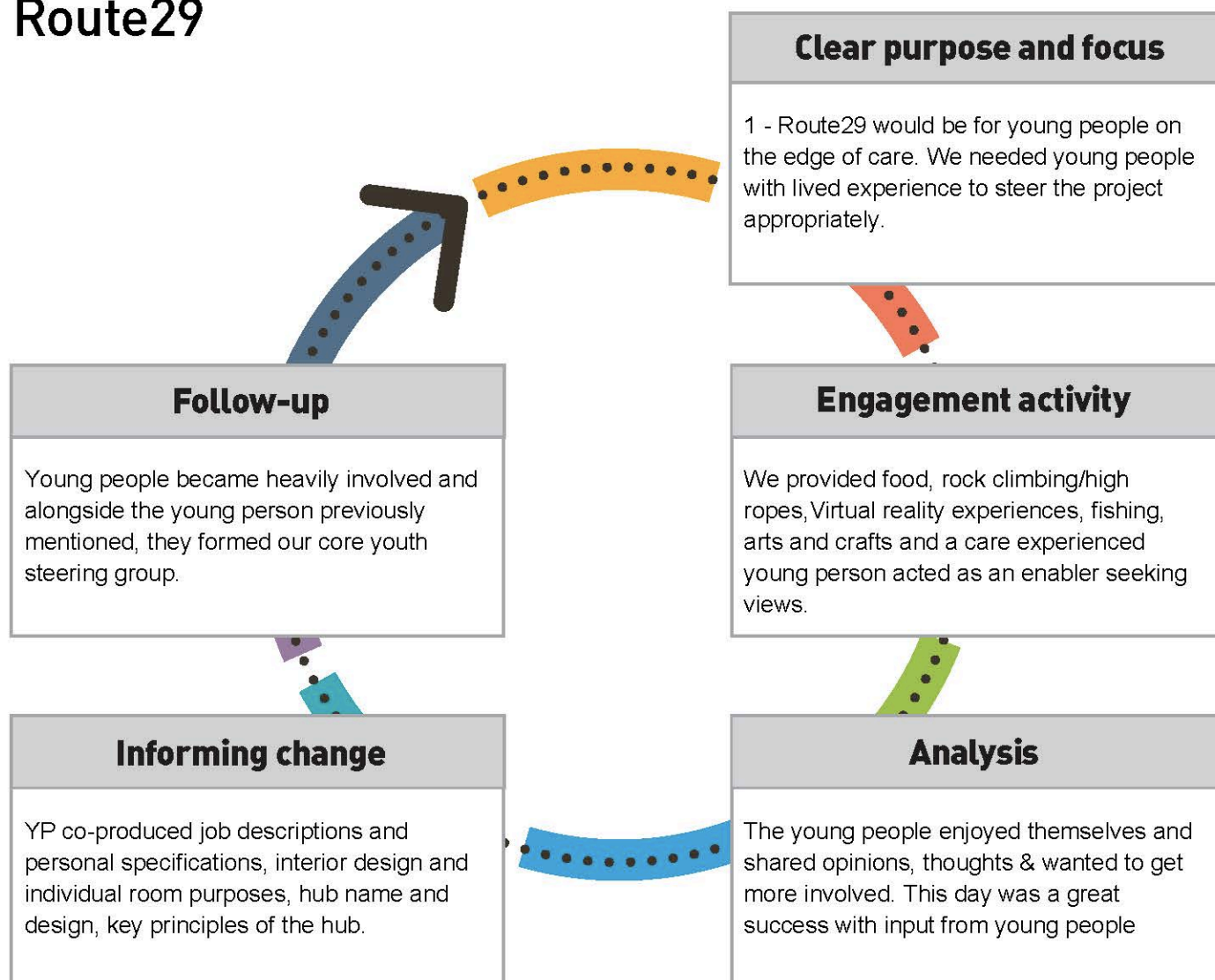
"Thank you for giving us the opportunity to be heard! It was very empowering."

City Leaders: "The young people I spoke to talked a lot about social isolation and its impact. Plus the negative views of young people. Salford needs to pledge to change this by offering some very practical opportunities. "It was a real privilege to be given the opportunity to speak to the different groups. I thought the children and young people were very brave and spoke honestly and in an articulate way that put clear ideas across."

# Making a difference in Salford:

## The Listening Loop

### Route29



### Views and voices

#### Quotes from your service users. What has changed?

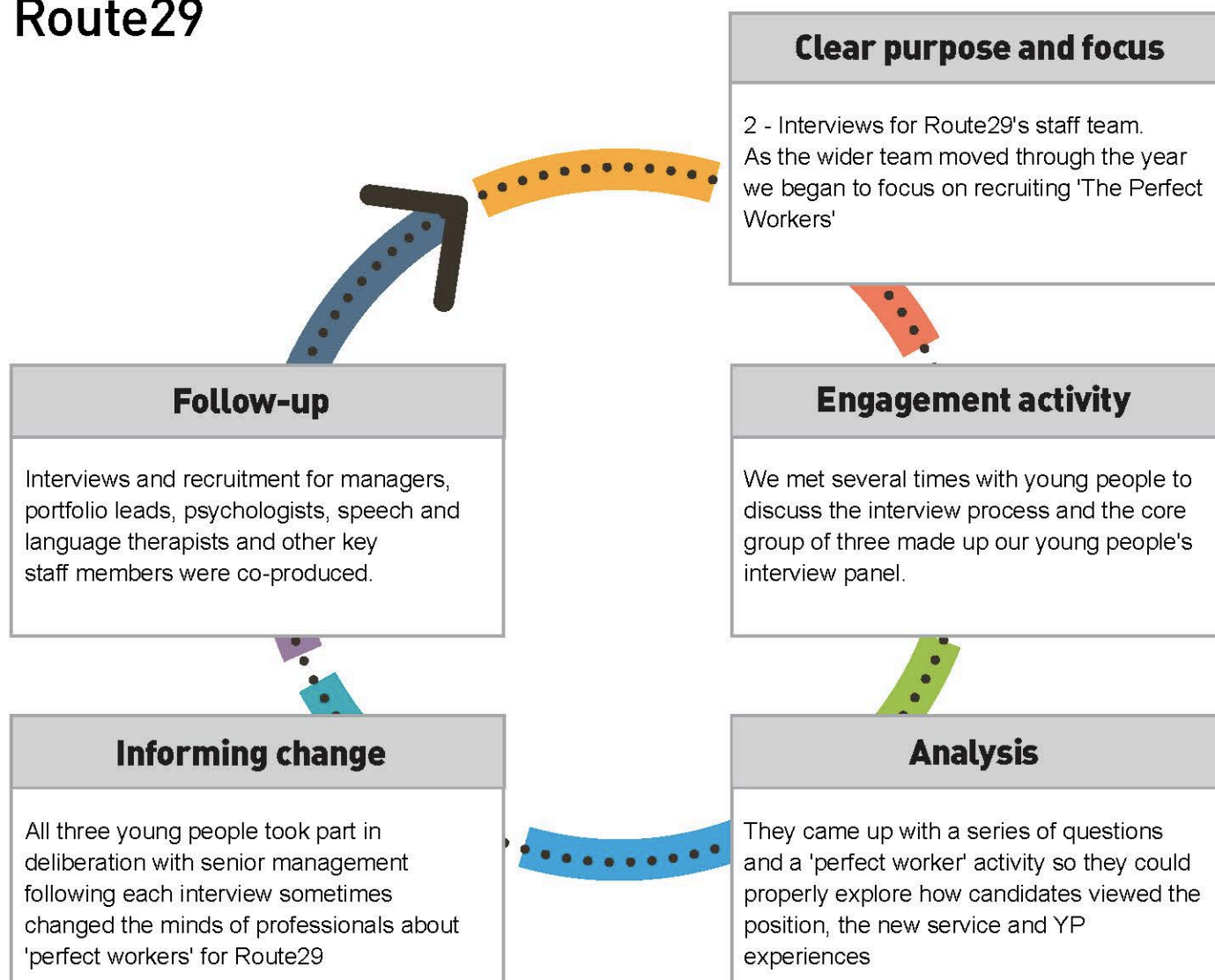
Young people were paid with vouchers for high street stores for their time and all travel was provided. Two more young people became heavily involved and alongside the young person previously mentioned, they formed our core youth steering group. These three young people rose above an already dedicated group acting as representatives, held the 'ear' of professionals at all levels and would ensure that we could begin to approach and move from participation to genuine co-production. We set up a Whatsapp group in which young people could share ideas, express frustrations, seek reassurance and ensure we were all 'on the same page'. This proved very important and contributed hugely to the success of their participation and empowering them in the guidance they passed onto professionals.



# Making a difference in Salford:

## The Listening Loop

### Route29



### Views and voices

#### Quotes from your service users. What has changed?

To begin with, all three of the core group stuck strictly to the questions. As their confidence grew they began to ask follow up questions and would 'dig deeper' without prompting to get a better idea of the presented candidates. Although staff attended these interviews to support the young people, it quickly became apparent that their personal experiences and naturally inquisitive nature meant we were surplus to requirement and they would see things we would not necessarily notice and ask questions we had not initially thought of. They were amazing and they really made us think about how we involve young people, what we can learn from them and how their input is vital. Their lived experience helped shape the 'Perfect worker' specification and they were able to use this as a template to find the right staff for Route29.



# The Salford Standards for Listening to Children, Young People and Families.

We asked you what was important when working with services and we have created 'Salford Standards' based on what you said.

We are asking all workers to adopt these standards when working with families.

I will be respectful, honest and reliable with the children, young people, parents and carers I work with.

“ Respect: being treated well. ”

I will listen to what is important to you - your thoughts, feelings and wishes.

“ Listen and show you're listening. ”

I won't ask you what you have already told other workers unless I need to understand more that I can't find out by reading the information that I already have.

“ I feel like a newborn baby having to start again repeating myself.... if your worker changes they should know basic information. ”

I will listen to your views, wishes and feelings and make sure that this is central to everything I do.

“ Being heard – listened to ”

I'll check back with you to make sure I have understood what you said.

“ It's good to be listened to, and when they double check, I know they have heard what I said. ”

I will make sure that your views and voice are loud and clear in anything I write

“ Talk to us, take us seriously. ”

I will always introduce myself and explain my purpose in a way that you can understand – I am here to help keep you safe and well and the best you can be.

“ When I met my current worker she was bubbly, hopeful, and approachable and I knew that she was interested in me and my life. ”

I will let you know if what you tell me needs to be shared with anyone else.

“ Trust is really important, when it's broken I won't share stuff with that person again. ”

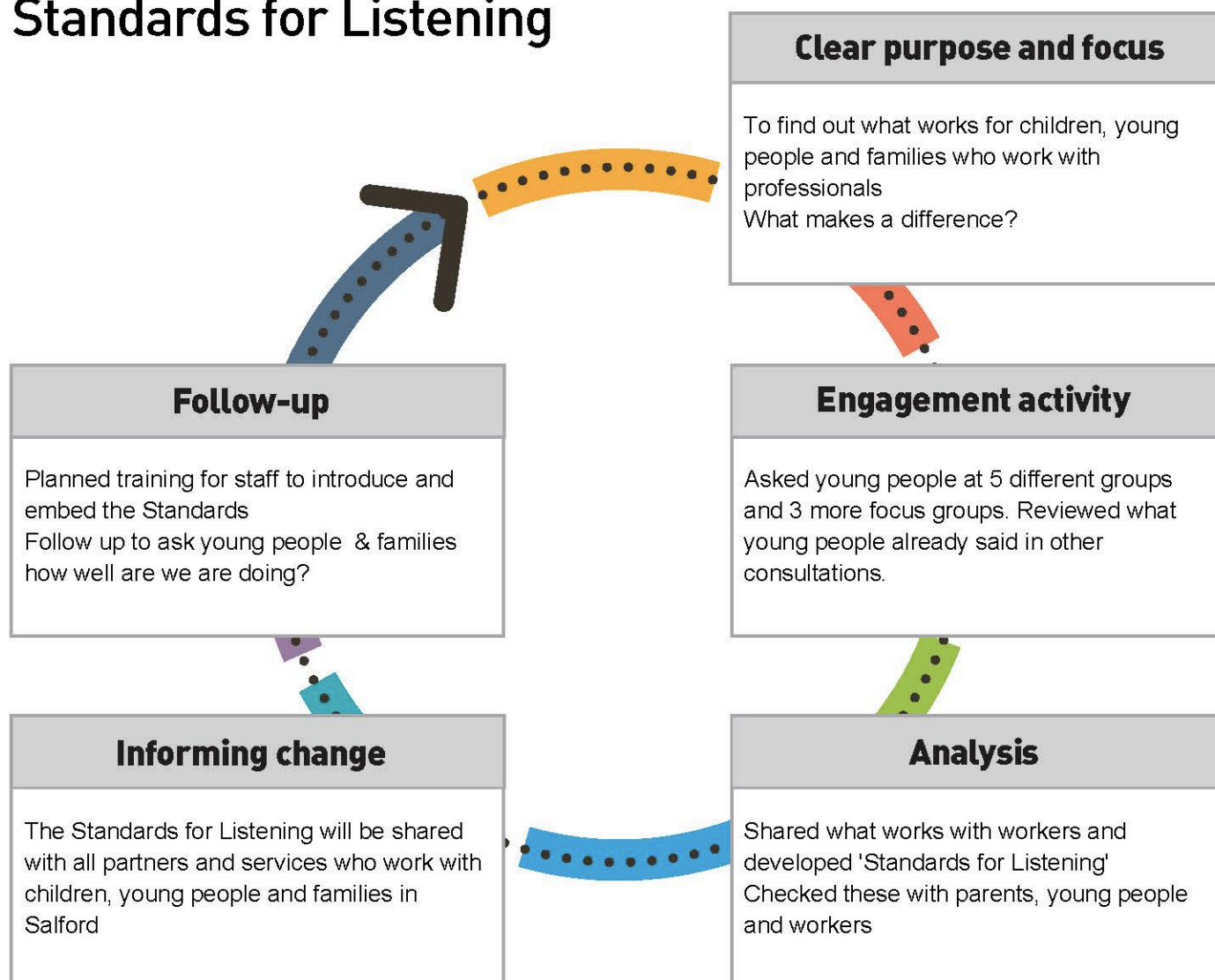
What you communicate to me will be shown in your records and assessments through direct quotes (what you say) and observations (what I see) and reflect your wishes and feelings.

“ Better understanding through sharing what you already know. ”

# Making a difference in Salford:

## The Listening Loop

### Standards for Listening



## Views and voices

### Quotes from your service users. What has changed?

Young People have shared their time, views and ideas generously in great work with different services in Salford e.g. Route 29, Ambitions for Health and Wellbeing. And through conversations, consultations and working partnerships such as Salford Youth Council, Voice of the Child, Fight for Change Council, YouCan, Hear our Voice.

The Making a Difference Project aims to hear what young people are saying in all these places, to learn and make sure their views influence the way that services work with children and their families. The Standards are informed by what you told us and are for all services, they will be shared through training, managers and communications and we will check with staff and families that they are making a difference. see The Standards for Listening for quotes.

## How the SSCP is responding

The SSCP annual report 2019/2020 addresses key issues identified within focus groups including mental health and wellbeing and knife crime, issues which leaders across the city are focused on. An update is provided below, and the full report can be accessed on the [SSCP website](#).



*SSCP Annual Report 2019/20*

## Evidence of Impact on 2019-2020 Priorities

### Communication and Engagement

In September 2019 we launched our brand new SSCP website.  
[https:// safeguardingchildren.salford.gov.uk/](https://safeguardingchildren.salford.gov.uk/)

We issued 6 newsletters during the year and a special COVID-19 briefing on safeguarding children arrangements, with a separate briefing for volunteers.

We have also developed a set of standards to give a consistent framework for professionals across the partnership to strengthen our approach to listening to families. These can be accessed through this link or from the website.

### Emotional health and CAMHS

We sought assurance during the year on the safeguarding elements of 'Salford Thrive' the former CAMHS Transformation Plan which was updated in March 2020. We were assured that plans to establish a single CAMHS budget and contract from 2021 were in place and in addition plans were updated for improved transition arrangements for young people to adult mental health services.

### Knife crime

This is an area led by the Community Safety Partnership which the Safeguarding Partnership supports. Greater Manchester is one of the areas to receive extra government funding over the course of 2020 to 2021. The Violence Reduction Unit brings together GMP and other local agencies to address and prevent the underlying causes of violent crime. The unit was launched in October 2019. This will provide expertise in Salford.

Also in 2019, the Broughton Trust, a Salford-based charity teamed up with a theatre company to stage a hard-hitting play about the consequences of knife crime at city schools.

During consultation with young people and families the Broughton Trust found that :

“the perception that young people in general were afraid was in inverse proportion to the number of young people who themselves said that they were afraid. This bears out evidence across crime surveys that fear of crime is significantly greater than the actual level of crime in communities.”

This aligns with the SSCP conversations which demonstrate that the impact of fear or perception of knife crime in Salford is much greater than the level of this type of crime.

The play, Get Help, was designed to raise awareness of and start conversations around the impacts, realities and effects of knife crime in communities. It was based on the fatal stabbing of a young person, delivering hard hitting messages about knife

crime, relationships and mental health. The play has been performed in 16 secondary schools in Salford, reaching more than 1,800 pupils aged between 13 and 16. This is what they said:

“There should be more people talking about the issues raised, we need more of this.”

“I think it would be great if the lower years could witness this amazing play.”

“I like how we got to cover issues affecting us and were able to talk about things we don’t usually in school.”

“We should do it again because it really brought out the message to us like when we were asking questions, we really got the image of what prison was like as that just isn’t a place for me and others.” (Broughton Trust, Get Help evaluation report, 2020 SSC/GMCA)

The Broughton Trust is now proposing to take the play to a wider age group of young people through schools and virtual performances.

**Greater Manchester Police (GMP)** also links with local schools and have a PC and PCSO duo linked with six secondary schools in Salford. The officers have arranged to spend one day per week in each of the schools, with availability as and when required on the other two days. They will attend breakfast clubs, eat in the school canteens and be in the yard during break times, being visible and available for pupils.

The transition between primary and high school has been difficult this year due to COVID-19 and lockdown, so our officers have filmed introductory videos of themselves in the school setting and these have been sent out with the schools transition programme to introduce themselves to our new Year 7 pupils.

GMP has provided training for young people on a wide range of issues including:

- Gangs and organised criminal gangs
- Knife crime
- Online safety
- Harassment
- Hate crime
- Anti-social behaviour
- County lines
- Child sexual exploitation/grooming

All these sessions have been very well received with an additional follow up activity, question and answer time, workshops, or discussions on the topic. Future sessions on hate crime and social media are planned. Training has also been provided to the



teachers regarding stop and search, which was very well received and requests have been sent for further training for new starters

Education and information for school children and young people around stop and search is also being facilitated by GMP who are explaining to young people police powers and what the experience of stop and search is like: why body worn video is used, what officers are allowed to search, outer coat, jacket and gloves, information a young person will receive and how to obtain a copy of the search. The Broughton Trust is also educating young people on stop and search and providing them with cards and information about what to do if they are involved in a stop and search. The comments shared by young people within SSCP focus groups reflected that the police were there to keep children and young people safe. It is useful to share information about the wide range of activities which respond to the concerns young people talked about across the community and SSCP.

## SSCP Priorities for 2020/ 2021

### Key Priority Areas:

- neglect,
- child criminal exploitation and abuse,
- expand and develop our use of technology to support communication and safeguard children.

### Assurance Priorities:

These are led by other partnerships and have key safeguarding elements-

- early help/ building resilience & Adverse Childhood Experiences (ACES)
- children affected by domestic abuse,
- the safeguarding elements of mental, emotional health and wellbeing.

These priorities reflect many of the discussions which have taken place within the Making a Difference project and action plans are in place to support these key themes.

## Analysis:

As the project developed circumstances shifted due to the COVID-19 pandemic and response. During the response to COVID-19 there has been an overwhelming number of people in Salford pulling together to help others, by volunteering, supporting, caring and prioritising those in our community who need help. This demonstrates the potential to imagine what life is like for those who are having a hard time, responding with bucket loads of empathy and care.

Although we hope life gets back to a new normal soon, most people can see things that could be changed for the better. The support offered in Salford has been made possible by the amazing efforts of members of the community, voluntary organisations, and key agencies co-producing and working together to help those in need. It is this Spirit of Salford that can change lives for the better and must be nurtured and grown after the immediate crisis has passed.

Thinking about what life is like for others increases empathy by imagining how their experience feels. Empathy helps us to understand each other's perspective and better tune in to the needs of others when they need help.

Bo Hejlskov Elvén (2017) talks about two cycles of interpretation and response to children's behaviour: the good cycle and the vicious cycle. The first describes the helpful and caring response to those we feel are in need, the second explains how we ignore or are punitive when we feel that others are breaking the rules and should know better. These alternative responses are dependent on our interpretation of the same behaviour.

Our communities are vital agents of change and can offer insight and support for children and families, aiding resilience and belonging. During the Making a Difference project the project lead attended community committee meetings and benefited from the knowledge of these 'village elders' and our neighbourhood officers.



They heard about the concerns and impact of antisocial behaviour within communities, which have promoted a negative cycle and disconnect, and also saw evidence of understanding about the deeper issues which lead to antisocial behaviour and problems within the local area. Funding for out of school activities, holiday clubs and engagement with young people are supported with the understanding that everyone benefits in the local area. Collaborative working between the Community Safety Partnership, police, youth service and community members was seen to increase empathy using a restorative approach.

The understanding that children need help quickly when they are struggling or experiencing adverse experiences is key and was described clearly by V (A retired resident) at a community committee meeting. V described the potentially wide-reaching impact for a child that can be achieved by early identification and help, potentially reducing harm and distressed behaviour which might later impact on the wider community:

“A teacher noticing that a child is withdrawn and ‘off colour’ – not paying attention etc. This is probably the first indication that something is wrong and if you can catch this early, so much misery for the child and society can be avoided”

Knowing the children that we work with, caring and being curious about their lives and wellbeing is key to understanding what life’s like for them and what each unique child needs. Although V didn’t mention adverse childhood experiences (ACEs) the example she gave showed real insight and understanding that the impact of a child’s lived experience has direct implications for the child and as they mature into an adult, for their family and the wider community. This is an important point and recognises the interconnected relationships within families and their communities and the collective responsibility we all have in keeping children safe.

“Nothing is more important than children’s welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified.” (Working Together, 2018, DfE)

There is potential to further increase empathy and intergenerational understanding using existing networks by increasing communication between these structures. For example, having a regular agenda item for young peoples’ views and voice within community committee meetings. Sharing updates from Make your Mark and relevant participation projects to explain what matters to young people and increase understanding and empathy for the younger generation. Equally a regular update could be sent to local youth groups sharing what community committees and teams are doing to help keep young people safe, well and best i.e. by funding holiday activities, sports, arts and youth work. In response to COVID-19 many groups are running virtually, and our youth voice network has produced a number of short films which demonstrate their creative approach to recent challenges and might offer a simple solution to increasing communication between groups.

Professor Stephen Powis and Dr Jeanelle De Gruchy (NHS England) explain the shared benefits of this interconnectedness:

“It takes a village to raise a child – this wonderful saying beautifully captures how an entire community of people must interact with children for them to experience and grow in a safe and healthy environment.

“It encapsulates the interconnectedness of our society, across the generations and across all aspects of our lives.

“If you think about it, it’s also true for us every stage of our lives: the community, or society we live in – our family and friends, our education, jobs, homes, income – all play their part in shaping our health and wellbeing throughout our lives.” (<https://www.england.nhs.uk/blog/it-takes-a-village-to-raise-a-child/> 2019)



During the sessions for young people to co-produce the Salford Thriving Families outcomes framework *young people told us that the most important thing for children is to be loved and to belong.*

The artwork they produced communicates these needs powerfully:



*'Belong' one of the things that children need most - Artwork produced by a group of young people during a 'Voice of the Child' meeting*

## Informing change:

The scoping exercise identified many ways in which listening takes place in Salford and recognises the collective understanding that listening to young people, their families and carers is valued.

To build and reinforce a quality culture within our services it is vital that we consider carefully what we are doing and why:

“Positive change is supported through understanding what we are doing, reflecting on why we are doing it and how it might be done better” (Bowyer, Brooks & Shuttleworth 2018)

Throughout the year comments from young people about how they want to be heard, what helps, and what gets in the way when working with professionals, reflected themes identified in previous consultations such as No Wrong Door / Route 29, Emotional health and Wellbeing Ambitions, Make your Mark and Seldom Heard . This highlights the need to learn from each other and together, and to respond effectively to what young people share. Children’s views and voices are essential to understanding their needs and are a powerful asset which can influence service development especially if we do ‘joined up’ listening.

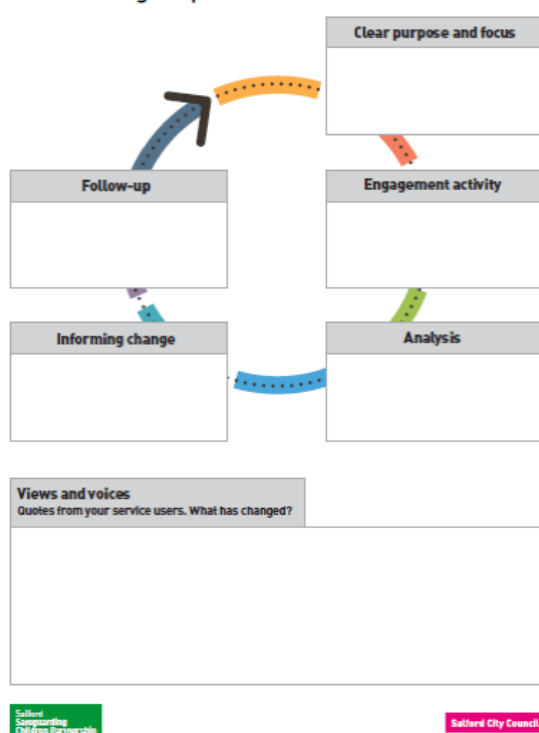
### 1. Informing change - The Salford Standards for Listening

In response to what young people told us through direct conversations, workers have responded with a series of pledges which have been developed as ‘The Salford Standards for Listening to Children, Young People and Families’ (SSCP, 2020). The Standards were checked by young people, parents and workers throughout the process and have been agreed by the SSCP board and launched across the partnership. Training and communication plans are in place to ensure that the Standards are shared, understood and adopted and quality assurance work will measure what has changed for young people, families and workers in six and 12 months’ time.

## 2. Informing change – The Listening Loop

The Listening Loop model is designed as a simple way to show participation, engagement and co-production activity across the partnership to share examples of good practice. Following agreement by partners this format will be used to show what activity is taking place and what difference this is making in how well children's needs are understood, supported and met to enable them to be safe, well and the best; meeting their full potential, being heard and influential. The SSCP plans to use the Listening Loop to gather evidence of what is working well and produce an annual participation report. This report shows the development of this plan and the next seven pages show examples using the template.

### Making a difference in Salford: The Listening Loop

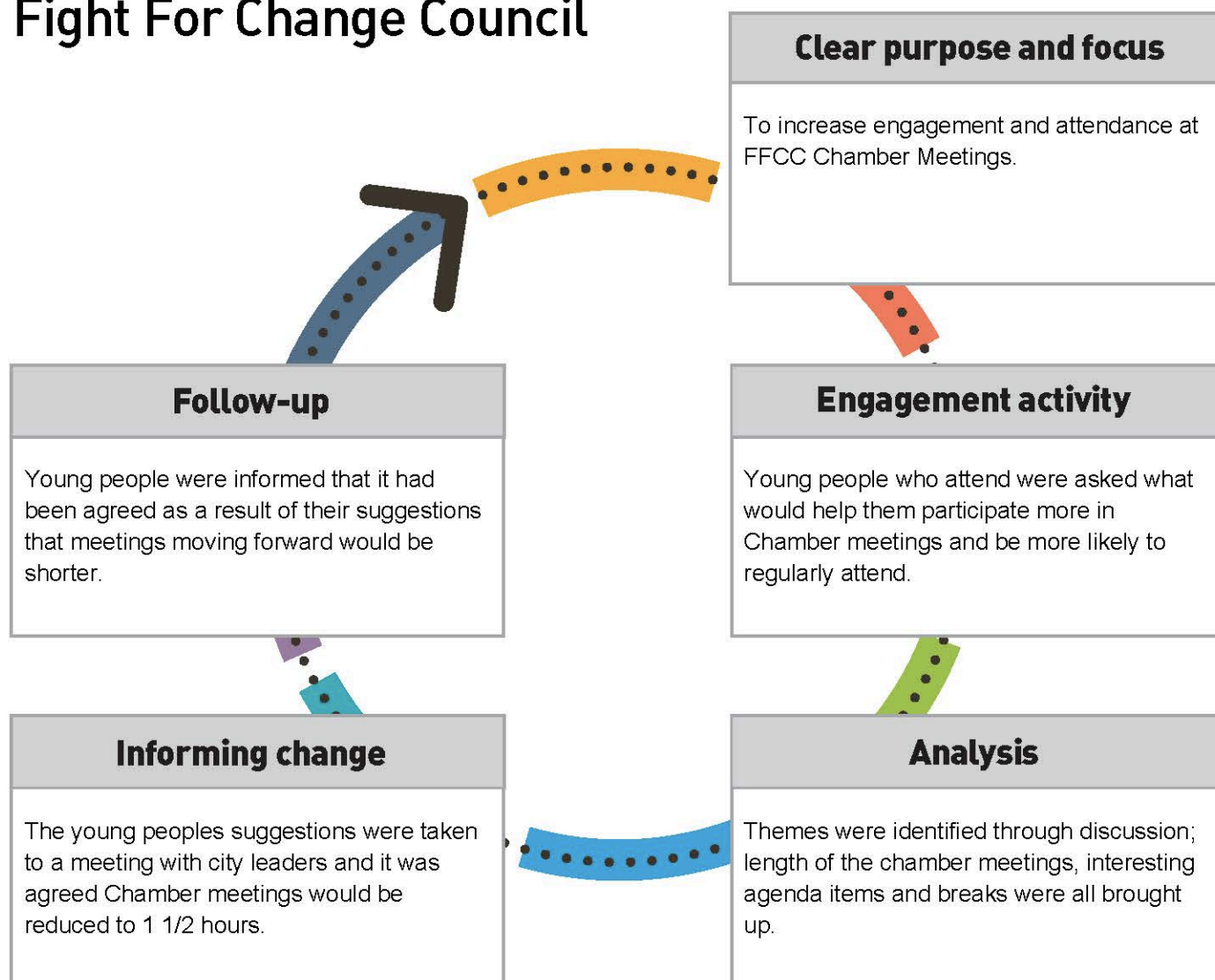


*Listening Loop template*

# Making a difference in Salford:

## The Listening Loop

### Fight For Change Council



### Views and voices

#### Quotes from your service users. What has changed?

Through discussion with the Fight for Change Council (FFCC) members it was evident that there were some key things that would encourage them to attend Chamber meetings and enjoy being a part of it.

We responded by listening to their views and taking key points to a meeting with city leaders where decisions could be made. It was agreed to change the length of meeting from two hours to one and a half hours with a break.

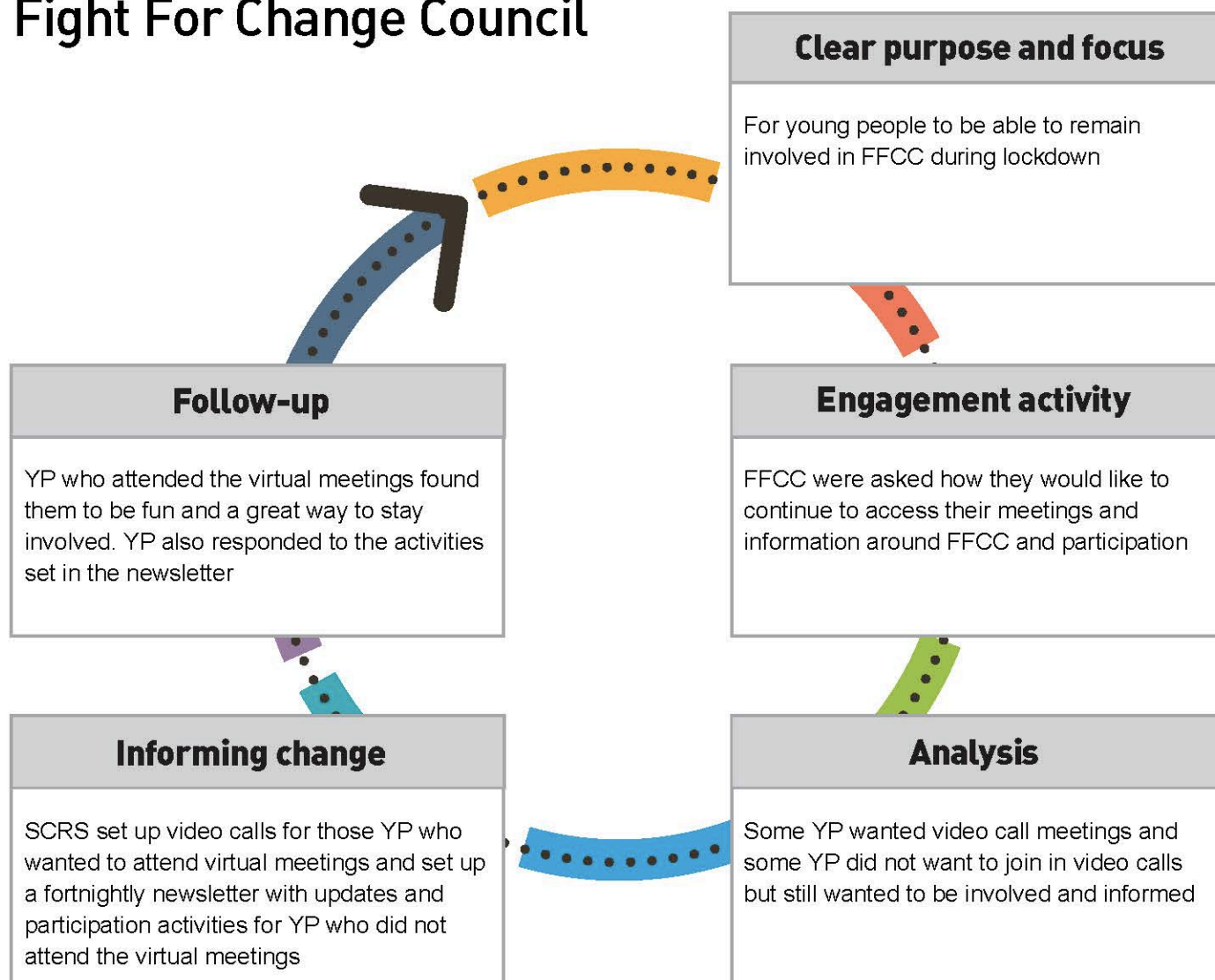
The FFCC members felt listened to and felt it would be a more beneficial meeting that they would more regularly like to attend.



# Making a difference in Salford:

## The Listening Loop

### Fight For Change Council



## Views and voices

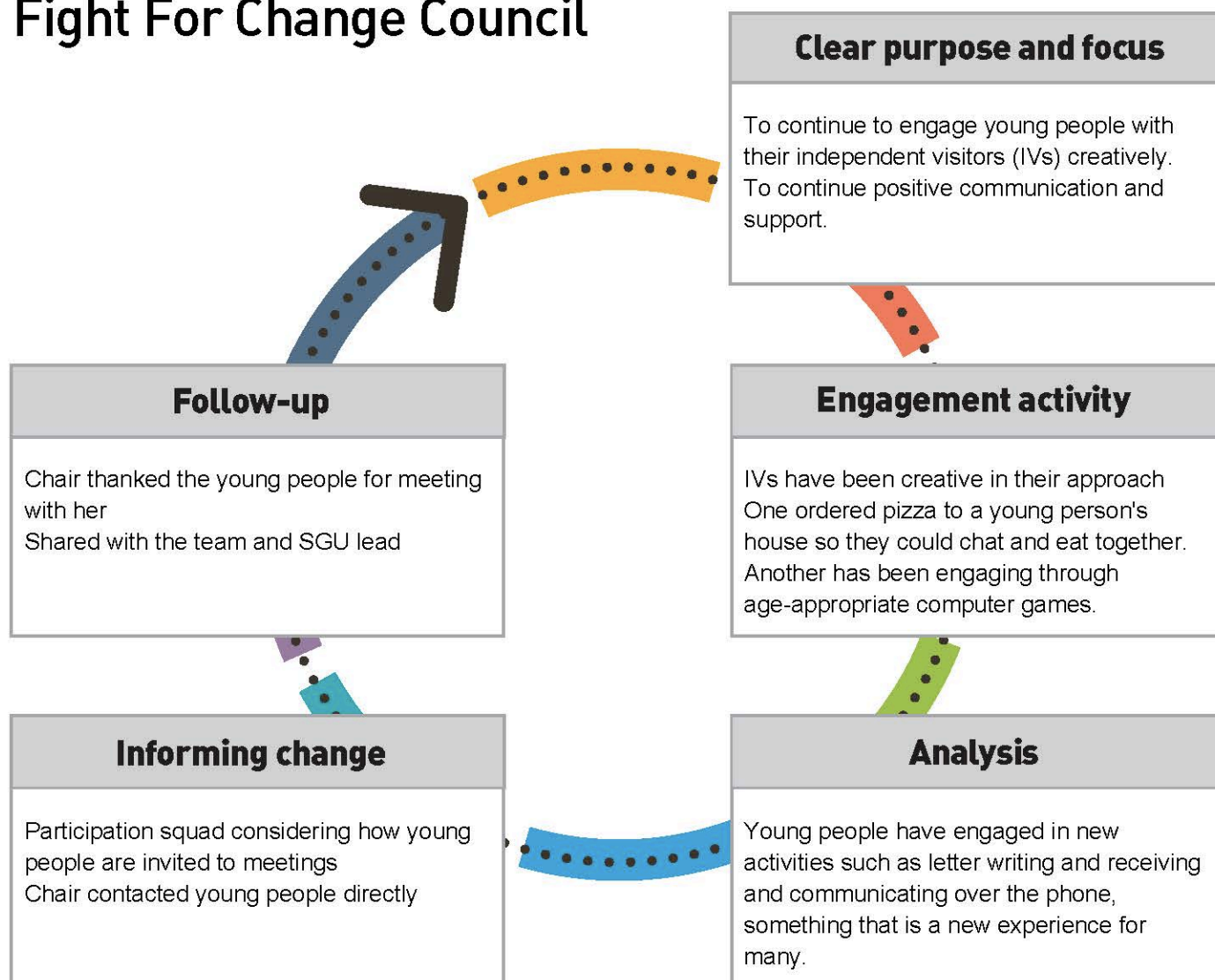
Quotes from your service users. What has changed?

'I love talking to other young people, coming to this group makes me happy'  
'FFCC is important to me because it lets me know I am not alone'  
'Fight For Change Council has built up my confidence to speak up'

# Making a difference in Salford:

## The Listening Loop

### Fight For Change Council



### Views and voices

#### Quotes from your service users. What has changed?

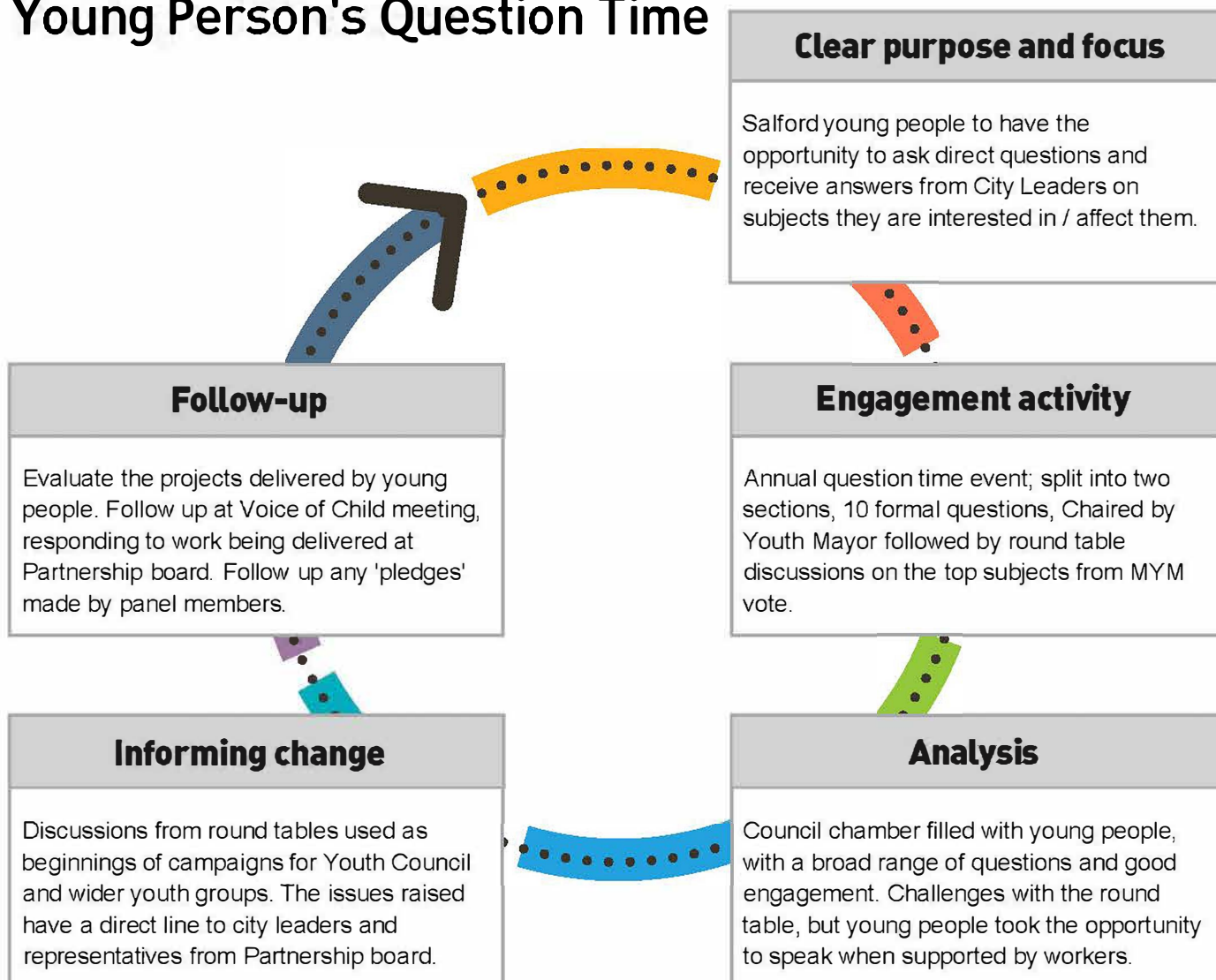
As a service we were able to provide limited options for young people to stay in contact with their independent visitor during the current lockdown measures. Young people were often feeding back that talking on the phone was not something they were comfortable with and sometimes video calls can also not be for everybody.

Alternative (and not necessarily new) methods for communication being used for young people eased pressure and also gave them something to relate to. For example, a young person enjoying their pizza whilst on the phone distracts the young person from this unknown territory of communication. This in turn will make the young person more confident on the phone in the future, possibly a new skill has then been obtained.

# Making a difference in Salford:

## The Listening Loop

### Young Person's Question Time



## Views and voices

Quotes from your service users. What has changed?

List of formal questions

Poverty is an issue in Salford. I see homeless people begging in the Walkden area and Loan Sharks are a problem where I live in Little Hulton. We need affordable housing! The council have sold off a lot of school land, eg. the old Walkden High school site on Birch Road. This now has a lot of expensive private housing on it that is completely unaffordable to the majority of people. What have the council done with the money that they make from selling off school land? Is this being re-invested in to affordable housing that is accessible to all?

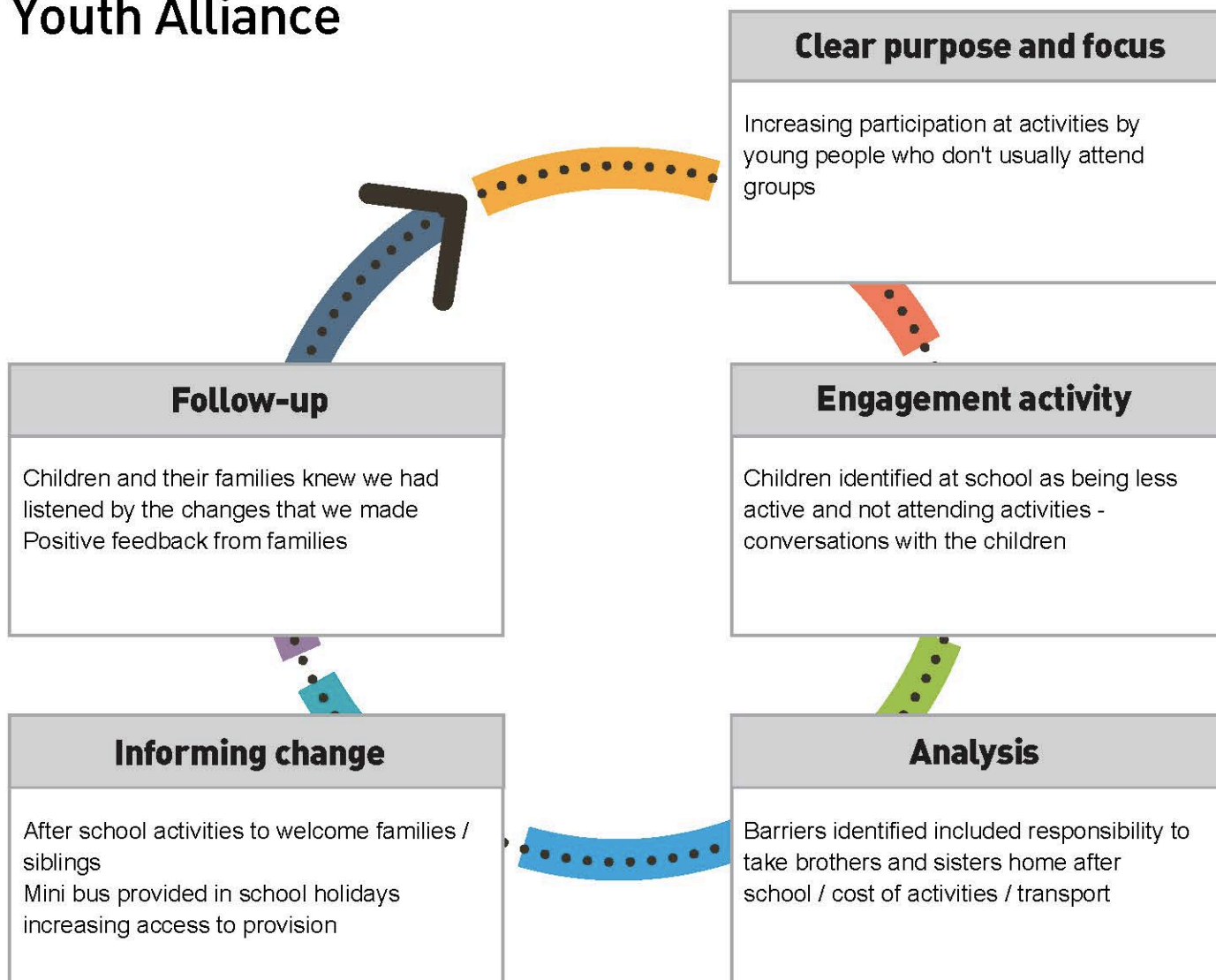
(Canterbury Centre)

What action is being taken to prevent/reduce knife crime in Salford?

# Making a difference in Salford:

## The Listening Loop

### Youth Alliance



### Views and voices

#### Quotes from your service users. What has changed?

Through asking the children we learned that there were some barriers getting in the way of them being able to get to activities – Some children took their younger brothers / sisters home after school or were picked up by a parent as a group and mum/dad couldn't make two trips.

For some children crossing the estate for transport meant that they couldn't get to activities in the school holidays We responded by – welcoming their brothers and sisters at after school activities. Providing a minibus in the school holidays to pick children up.

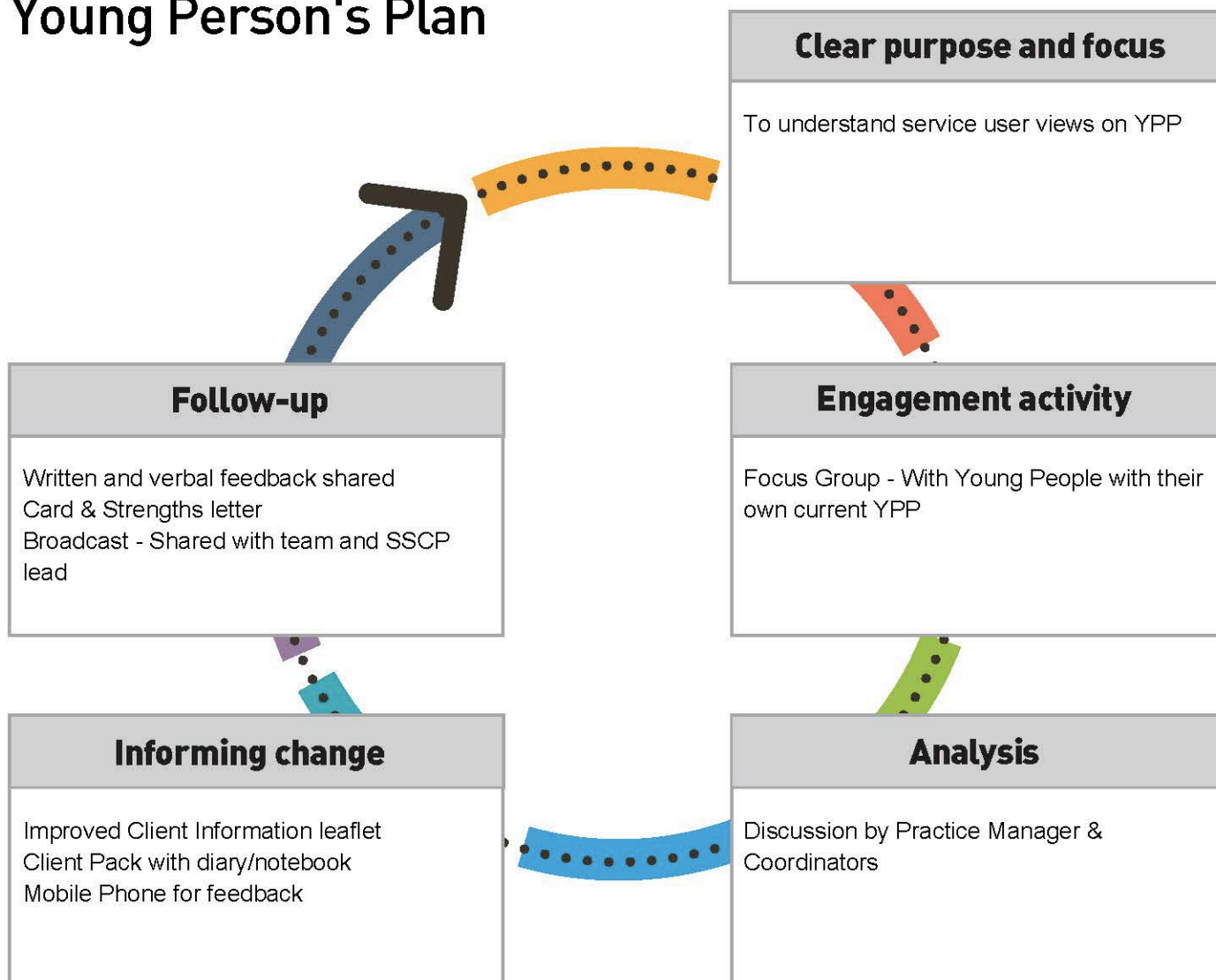
How did this make a difference? children who hadn't previously attended activities, including children identified as less active, came along.



# Making a difference in Salford:

## The Listening Loop

### Young Person's Plan



### Views and voices

Quotes from your service users. What has changed?

What would you tell other young people about the Young Person's Plan?

"You have to trust people and they have to trust you"

"It's good to be listened to and when they double check I know they have heard what I said"

Tell us a bit about what doesn't work or could be better?

"Don't rush! People rush you to do things..."

"At my first meeting everyone had a diary and a notebook, I could have used one too"

"The leaflet you get isn't great even though they explain it it could look better"

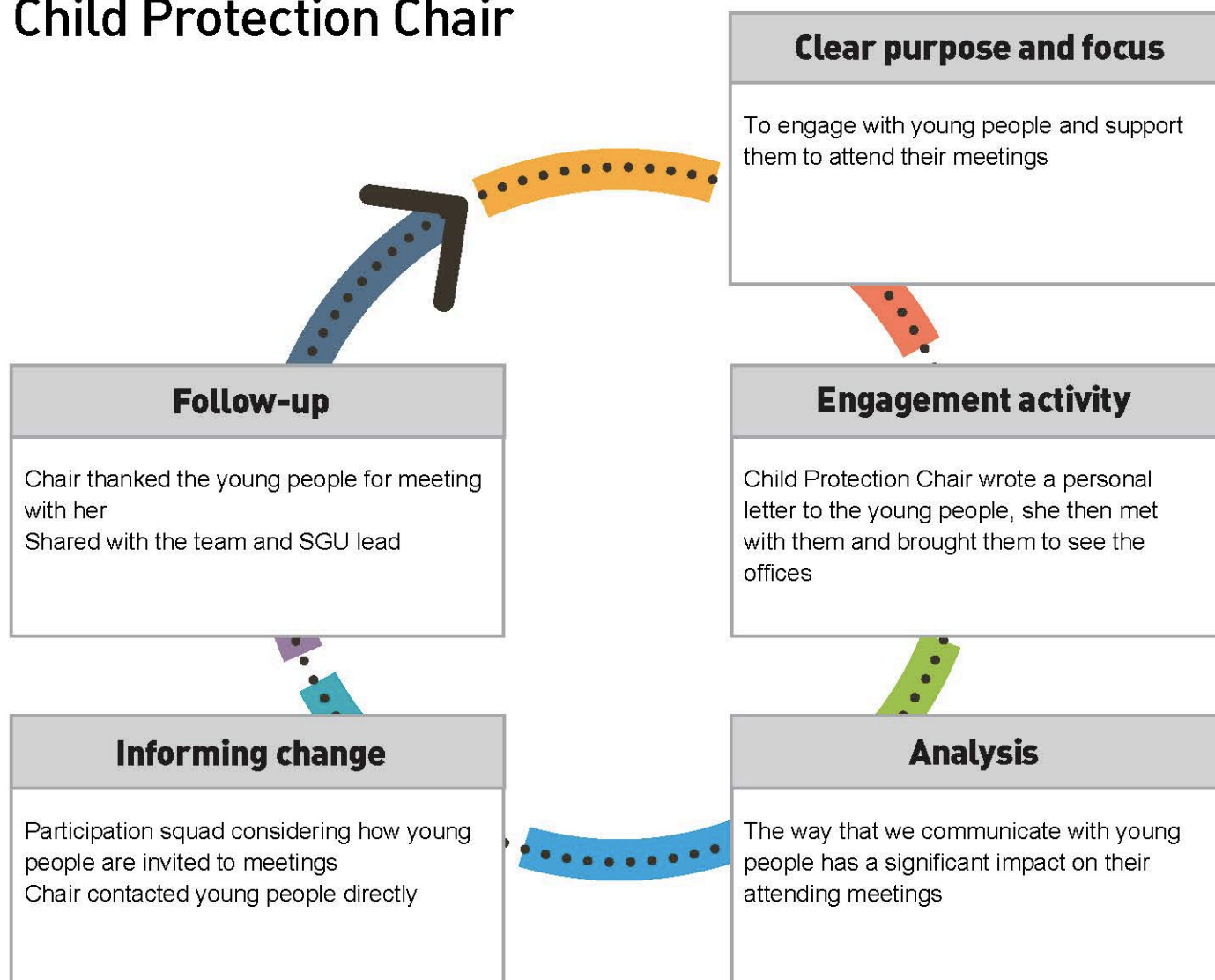
"Knowing what happens at the end of your plan or when you're 18"



# Making a difference in Salford:

## The Listening Loop

### Child Protection Chair



### Views and voices

Quotes from your service users. What has changed?

I really want these young people to come along to their meeting, they've never been before?  
Doing something different - Writing a very personal letter to each of the young people to introduce myself & offer a home visit.  
After the letters the family agreed to a home visit by the chair, they talked about what was going on for them and the chair offered to show them the offices where meetings are held – The siblings came along to see and one of them planned to come to her next conference: she changed her mind but the chair remains focused on the young people at the centre of their plan. The young people know what their plan is for, who the chair is and what her role is.

### 3. Informing change – The Listening Hub

There is a real opportunity to increase levels of engagement and participation and ensure that this is meaningful by connecting the voices and views of those we serve to develop greater insight into their knowledge and needs. A truly asset-based approach to listening can develop innovative practice.

Across the system we have talented workers with the skills and qualities to lead and grow participation and engagement. By connecting them we can increase their capacity to change the wider network. This would result in representation from local authority, health, police, voluntary sector, children, families and communities working in partnership to make a difference in Salford through a co-ordinated Listening Hub. Consolidating the people, skills and resources already available in existing services and systems will be a cost effective way to exchange and nurture skills and learning to improve the way we listen and respond as a whole as we build back better during the recovery phase.

## Follow up: Next Steps and impact

The feedback from young people, families and communities contained within this report will be shared across the SSCP to inform future work and focus resources. A SSCP participation report will be produced each year to share examples of engagement, participation and co-production activity as we further develop and learn through listening. This will focus on how this has impacted partnership working to improve outcome for children, young people and families.

The report will be shared with all the groups of young people, parents, carers, families and community who generously contributed their time, ideas and views. The project lead has also updated groups of young people who collaborated throughout the year and will continue to report to them on the progress that the partnership is making. Changes have already been made in response to what has been shared and this is evident within the Listening Loop examples and through the development of the Standards for Listening. The next steps will build on the foundation established during this 12-month project, making participation and partnership visible and central within all our work.

## Recommendations:

Building back better –

- the Salford Standards for Listening will be adopted and be evident in partnership working between children, families and those who support them
- the SSCP views, voice and Influence network will promote intergenerational understanding of what it's like for children growing up in Salford
- an annual participation report will share examples of engagement, participation and co-production from across the partnership using the Listening Loop to communicate this activity
- All children and young people should have contact details for trusted adults and know how to get help and support if needed



If you have concerns about a child:

Contact The Bridge

[https://www.salford.gov.uk/  
worriedaboutachild](https://www.salford.gov.uk/worriedaboutachild)

Email: [worriedaboutachild@salford.gov.uk](mailto:worriedaboutachild@salford.gov.uk)

Tel: 0161 603 4500

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## Appendix 1

Participation Log: Listening took place at the following sessions:

Foyer – Hear our Voice	29/08/19	CYP
Foyer & The Lowry Outreach	24/10/19	CYP
Bridgewater Youth Club	30/08/19	CYP
Youth Council Drop in	20/08/19	CYP
SPY group	03/09/19	CYP
VOCAL Children & Youth Forum	10/09/19	(CYP workers)
Seldom Heard Event	12/10/19	CYP
Voice of the Child Subgroup	10/09/19 12/11/19 18/02/20 23/06/20	CYP
Neglect Summit Workshop with YP	22/10/19	CYP
Neglect Summit	29/10/19	CYP
Fight For Change	20/11/19	CYP
Salford Parent Voice Event	22/11/19	Parents
ROC Community Event Irlam/ Cadishead/Eccles	30/09/19	Community
Community Committee Meeting DeLaSalle	08/11/19	Community
Community Committee Meeting Broughton	21/11/19	Community
Community Committee Meeting Weaste	03/12/19	Community
Community Committee Meeting Ordsall	14/01/20	Community
Salford Parent Voice Meeting	25/01/20	Parents
Salford Youth Council	18/02/20	CYP
Parent Panel	24/02/20	Parents
VOCAL – listening loop / hub	10/03/20	VOCAL groups working with CYP & parents

Community Committee Meeting Boothstown	11/03/20	Community
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