







Listening Loops – Informing Change







You said... We did!

Advocacy Focus – Children & Young People







advocacy
focus

You said...	IMPACT	Analysis/ exploring options	We did... (Informing Change)	IMPACT (outcome)	YP Views and voices
					
<p>A young person shared that they attend school until 5pm despite their last lesson finishing at 4.30pm. They added that all their peers also leave at 4:30pm. The young person advised that they wanted to finish school at 4.30pm like everyone else.</p>	<p>The young person shared “I am bored in this time, and I don’t understand why I am the only one that has to stay”. They added “it makes me feel different”. They said they would prefer to finish at 4.30pm.</p>	<p>The advocate discussed this request with education; it was determined that the school was being funded until 5pm. Information was also given that the teachers supported other young people in this time so there was no one to teach the young person for the final 30 minutes of the day.</p>	<p>The advocate liaised with the young person’s school and placement. Care staff and school asked for confirmation that an earlier finish time could be facilitated and this was confirmed. Social worker was happy and in agreement with this change. School was sent care planning meeting minutes for their records.</p>	<p>The young person’s timetable was changed to allow them to finish at 4.30pm. This change based on their suggestion empowered the young person as they felt listened to. They felt more comfortable now leaving school at the same time as their peers.</p>	<p>The young person thanked the advocate for putting forward their suggestion and exploring options. She stated, “I prefer finishing earlier as I struggled with the extra time in school due to my ADHD”. She added, “thank you for your help, it really changed things for me in a good way”.</p>







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<p>The young person wanted to be involved in her Child Protection meetings and wanted to support mum. They felt that the process was complicated, and she did not understand the plan and what professionals were doing to help the family. The young person asked the advocate if they could explain the process and plan in simple terms.</p>	<p>The young person wanted to support their mum. Both felt overwhelmed by being on a Child Protection plan.</p> <p>The young person didn't know if professionals had listened to their worries. They were concerned that they were not doing what they said they were going to do.</p>	<p>The advocate looked at the child protection plan and how it could be made young person friendly.</p> <p>The advocate asked the young person what would make it clearer for them to understand.</p> <p>The young person felt happy for the advocate to suggest some changes and ask the social worker to make it young person friendly.</p>	<p>The advocate spoke to the social worker and asked if a young person friendly plan could be written and provided some suggestions and examples given by the young person.</p> <p>The social worker agreed and was happy to make these changes using simple wording and clear actions for each professional. They added that they would do this for all meetings going forward.</p>	<p>The young person was happy with the change and that this was done at every review and a summary of the core group was sent. The family worked together and were stepped down to CIN. The young person felt confident advocating for themselves and had a positive experience with Children's Services. The advocate has also been able access a young person friendly plan for other young people.</p>	<p>The young people felt listened to and with the changes made was able to understand what was happening in their life. They felt they could now have more of an input on how they were being supported.</p> <p>They commented, "thank you for going through this with me, I understand this so much better and I can attend my meetings knowing what is happening".</p>







Advocacy Focus – Children & Young People/ System Change

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<p>A young person shared that they were unhappy about decisions being made around contact with wider family. They felt they were not listened to by professionals. The family had been through the court process and there was a court order in place relating to how family time was arranged. A Family Group Conference (FGC) was going to be arranged following his views being shared.</p>	<p>The young person said it was making them feel not in control of their life and when they could see family. It made them “sad and unhappy”. The young person felt like professionals didn’t always listen to them and take their views seriously. The young person felt like they were not included in meetings or decisions.</p>	<p>The advocate visited the young person regularly in school to build a good relationship and consistently shared their views with professionals. The young person invited the advocate to their FGC along with other family members they had identified as a possibility for their support network. The role of the advocate within the FGC was discussed with the wider team.</p>	<p>The FGC went ahead with family members together to discuss how they could individually support. The advocate attended at the young person’s request and explained their role and how they would be supporting the young person. The advocate shared how the young person was feeling and asked any questions he had. The advocate shared how happy the young person was that everyone was there.</p>	<p>The young person felt listened to and valued. They were happy that by the advocate consistently sharing their views, it led to the FGC being arranged with their family support network. By attending the first FGC, it gave the advocate clarity in how the role can have an impact in this setting. The meeting co-ordinator was determined that advocates are involved in more FGC.</p>	<p>The young person felt involved in decision making and happy that family members had come together to support them. They felt empowered being able to be a part of the meeting and more importantly felt they were, “heard and loved by my family there to support me”.</p>

Advocacy Focus – Children & Young People/ System Change

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<p>A young person wanted to make a complaint and was asked if they wanted an advocate to support. They shared they didn't want another person involved and struggled with meeting new people. The young person felt they needed help with the complaint as they didn't know where to start.</p>	<p>The young person really wanted to submit the complaint, and they felt strongly about this. They shared, "it's making me angry that they don't know how I feel, and nothing is being done about it". They added "the thought of me doing it is making me feel anxious and I don't know what to do".</p>	<p>The advocate shared the current options with the young person. They could have an advocate to support, signposted them to helpful websites, suggested a trusted adult already in their lives could help with it. The young person said they would think about their options. The advocate researched existing resources.</p>	<p>The advocate came back to the wider team and shared the gap in resources. A complaints guide that was young person friendly and could guide them through the process and be used as a template or starting point to support them to self-advocate without the need to share all information with an advocate was needed.</p>	<p>The young person shared their key worker would help to start the complaint and would also read through it before sending it off. They were already aware of the details, so it wasn't the same as explaining it to someone new. Alongside this, a new resource was created to guide young people through the process for future use.</p>	<p>The young person felt happy that they were given suggestions of how to make their complaint without having the direct support of an advocate helping them write it. They shared "It was good you helped without me having to tell it all again". They felt happy that a booklet/ guide was being created to support others.</p>

Advocacy Focus – System Change

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<p>A theme was identified within views of young people that they did not know what certain acronyms meant, and they were not sure of the roles of the all the professionals in their life.</p> <p>One young person said, “it is confusing with all the letters” and another added “I don’t know who is who”.</p>	<p>We asked what impact this had on young people. We gathered, “It makes us feel stupid”. “I feel silly asking what it means” “I don’t listen and zone out” “I get told they are going to a meeting about me but don’t know what they actually do”.</p>	<p>The advocate gathered and collated all the young people’s views. It was asked of some of the young people what they would find helpful. Options were given and researched existing resources. It was agreed that a one sheet document with definitions of words and acronyms would be helpful. Along with a ‘who is who’ document/ booklet.</p>	<p>The CYP advocates are gathering acronyms and words young people would like to know the meaning of to inform production of the one sheet definition document. They are also pulling together roles and responsibilities of professionals to create a booklet to give to young people.</p>	<p>The young people feel listened to and that something useful will come following ideas they shared that would help them and others. This should have a positive impact to ensure young people understand who is in their lives and what certain words and acronyms mean.</p>	<p>When feeding back what would be created following young people sharing their views. They said, “That’s great, sounds really helpful”. “I can’t wait to see it, can I help design it”. “I can take it with me and know what they are talking about now”.</p>