

## **External Report of the audit of Participation Standards 2022- 2023**

### **Contents**

- 1. Background**
- 2. Table of providers**
- 3. Summary of audit questions**
- 4. Recommendations**
- 5. Appendix 1 –Table of results page 6-8**

### **1. Background**

Our Participation Standards capture the engagement of the children and young people engaged with Commissioned Services and are completed as part of the Q4 monitoring. The standards endorse the underpinning theme of all our services in hearing and responding to 'The Voice of the Child'.

#### **Youth Forum.**

The Youth Forum input into the Participation Standards and reviewed the Standards 3 & 4 in Jan 2023.

The report is signed off by the Children and Young People's Sub committee of the Health and Wellbeing Board

A total of 20 providers were sent the standards to complete, 20 were returned, 100% return.

The Participation Standards were sent to the following Commissioned Targeted and Preventative Services.

## 2. Table of providers

Organisation	Contract Manager
1. Off the Record – <i>Advocacy Participation,</i>	Kay Sibley/Sarah McCluskey
2. Bath Area Play Project - <i>Targeted Holiday Scheme/Term Time provision</i>	
3. Reconstruct -Signis	Kay Sibley
4. Student & Family Support SAFS (Mentoring Plus)	Olwyn Donnelly
5. HERS	Olwyn Donnelly
6. Nurture Outreach Service – Brighter Futures	Olwyn Donnelly
7 First Steps/BOP	Olwyn Donnelly
8. Specialist Autism Support Service	Olwyn Donnelly
9. Connecting Families Team	Paula Bromley
10 Compass	Sally Churchyard
11 Project 28	Celia Lasheras
12. Bright Start CC	Paula Bromley
13 FSPS (Southside)	Heather Brumby
14 Youth Connect	Heather Brumby
15 Action for Children (Bath West Children’s Centre) BWCC	Ellie Weyman
16. Action for Children (Beaumonts)	Dee Chaddha
17. Black Families Education Support	Dee Chaddha
18. SARI	Dee Chaddha
19. BANES Carers Centre - <i>Young Carers, Parent Carer Facilitator</i>	Dee Chaddha
20. WECIL	Dee Chaddha

## 3 Summary of contents of audit questions

The Standards have been RAG rated and have been tabled below in appendix 1. Overall, participation and engagement with services users appears to be progressing in the right direction, and in most cases where answers were self assessed as requiring further action, these were clearly identified. None of the services found the

Standards onerous or difficult to complete as all of the services clearly demonstrate a positive relationship with their service users.

Examples of 'Good Practice' included;

**Standard 1: Service users are given a range of opportunities to give feedback on the service they receive and are clear about how that feedback will be used.**

- **We ensure Child's Voice** is captured via:  
**One Page Profiles'** are completed with parents / carers as part of children's groups to understand individual support and learning needs.  
Through '**debrief**' at end of each group session  
**'Play diaries'** – capturing learning, following their interests  
**'Post-group evaluation forms'** are available (usage here is variable and being addressed;  
**TACF meetings** – child's needs and voice are central  
Learning activities are led by, and tailored to, the expressed needs of individual children.  
We are now monitoring voice of the child / young person when we complete an audit on their file to ensure that this is completed at all stages and their voice is included where possible.
- Young people are consistently involved in synthesising their pupil passports (as way of a therapeutic intervention as well as an opportunity to give feedback to their practitioner). Additionally, 'pupil voice' is captured for feedback at the end of the intervention.
- At the close of the work, children are consulted to get their voice to find out what was helpful, what not so helpful and their view of how things have changed as a result of the support they have received.

**Standard 2: Service users are encouraged and supported to participate and contribute to service delivery and development.**

- As part of our support we complete an EHA and Action plan with the YP which we review with every 12 weeks. This is the basis of all our work and states how we can support them.
- CYP have looked at our policies and procedures and recommended changes. We have an active peer group who share their lived in experiences with clients.  
CYP are at the fore front of delivery , CYP request activities that we provide.
- Our Youth Forum planned and lead a Youth Pride event in March 2023. The event was put on by young people for young people. Empowering young people to take the lead on bigger projects has seen an increase in confidence and knowledge that they can make a real difference.

**Standard 3: We actively ensure those service users in minority groups have equal capacity to participate within our organisation e.g SEND, LGBTQ+, BAME , Children Looked After, Care Experienced and Care Leavers, Socio-economically underprivileged/disadvantaged cyp, and those who have experienced a ‘challenging’ home life during the pandemic?**

- *Staff have all undergone Mental Health First Aid training and understand how these issues and other challenges can affect YP.*
- *All staff and volunteers have fortnightly clinical supervision in a group where they are encouraged to consider the impact of trauma, loss and abuse on children and young people. They are challenged also to consider the challenges faced by marginalised groups within our community to increase their understanding and awareness.*
- *There is a culture of acceptance for LGBTQ+ students, regarding discussion at sessions, display and sensitive handling of issue, for example use of dead names. Displays support diversity. One team member is EFL ESL trained. We attend PEPs, CHIN and CP meetings. We are aware of those on pupil premium and support where necessary.*

**Standard 4: How have you supported service users through the long-term repercussions of the COVID-19 pandemic?**

- *In response to this demand, we have grown our alternative provision and have secured external funding to provide a 3 year Wellbeing pilot project.*
- *We adapted how best to engage young people in line with the changing guidance and the young people’s individual preferences, including their preferred methods of communication.*
- *We have developed a staff plan and guidance with a flow chart to support children and young people with emotional school-based avoidance*

**Standard 5 : We have a clear commitment to participation within our organisation, which all staff are aware of.**

- *Every practitioner job description contains the following as standard under the General Responsibilities section: “To promote and encourage the participation and empowerment of young people”.*
- *Where possible we have included service users in recruitment such as being part of the interview process.*
- *Participation and ‘voice’ of disabled people is a key part of playworker’s role e.g. advocating for children and young people when out in the community. Commitment to participation is include in Job Descriptions.*
-

**Standard 6 : Sufficient budget and finance is made available to support participation.**

- *Activities programmes all have allocated budget from restricted funding providers for the year.*
- *When YP support our recruitment/interview process we ensure their transport is reimbursed and they are rewarded with lunch and a voucher.*
- *Parents and children are supported to attend groups / services – with travel expenses being reimbursed where necessary (esp. in Bath or where costs are prohibiting attendance).*

**1. Recommendations**

It is recommended that:

1. An *anonymised* report is shared with the CYP Sub group and the H&WBB & BCSSP and with Commissioners to share with their providers.
2. Feedback is given to the Youth Forum on Standards 3 & 4
3. Where a Red RAG rating has been flagged Commissioners must follow up with the provider to consider next steps.

The next Participation Standards audit will be completed in April 2024 as part of the Quarter 4 Monitoring 2023-2024

**Report Author - Sarah McCluskey July 2023**

## 5. Appendix 1 RAG rating

**Red** - Not met or met in part

**Amber** - Answer given but no further actions identified given

**Green** - Answer met in full with good supporting evidence, clearly identified actions & timescales

1. Service users are given a range of opportunities to give feedback on the service they receive and are clear about how that feedback will be used.	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Amber
--	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

<p><b>2 : Service users are encouraged and supported to participate and contribute to service delivery and development.</b></p>																	
<p><b>3. We actively ensure those service users in minority groups have equal capacity to participate within</b></p>																	

<p><b>our organisati on e.g SEND, LGBTQ+, BAME , Children Looked After, Care Experienc ed and Care Leavers, Socio- economic ally underprivi leged/disa dvantaged cyp, and those who have experienc ed a 'challengi ng' home</b></p>																				
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



<p>life during the pandemic ?</p>																	
<p>4. How have you supported service users through the long-term repercussions of the COVID-19 pandemic ?</p>																<p>N/A</p>	
<p>5. We have a clear commitment to participation within our organisation, which all staff are aware</p>																	

of.	Yellow	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Yellow	Yellow	Green	Yellow	Yellow
6. Sufficient budget and finance is made available to support participation.	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Green	Green	Green