

Jersey's Children First

right **help** ● right **time**

Children and Families Participation Toolkit

V 2 2018

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Engaging Children and Families

Introduction

This is intended to provide support to engage children/young people and their parents/carers in *Jersey's Children First* Child and Family Assessment and Child and Family Plan.

We recognise children and young people have a clear right to express their views and be involved in decisions about them, their views and wishes can be a powerful focus for promoting positive change with families.

There are a variety of tools within this document, you are encouraged to use them flexibly, whenever and wherever you feel will be useful.

Most of the tools can be used generically by a range of people working with children and young people and their families, however it is recognised that practitioners working with children and young people with disabilities may need more specialist tools and support.

Children and Young People

In terms of building relationships, engaging is a first step to developing positive rapport with a child or young person.

Board Game: Straightforward idea for a board game. It helps develop a trusting relationship as you also take turns to play the game with the child/young person, you both share information instead of an expectation that only the child/young person will reveal information.

In addition, the child/young person has a focus whilst you may be touching on some difficult topics.

This game can be used by any child/young person who is happy to play it. A simple version follows, which is suitable for initial discussions or for those at an earlier stage of development.

You need: A piece of cardboard/paper [can have a laminated version for repeat use] one dice and two counters.

Start	Happy	Sad	Happy	Sad
Happy				Happy
Sad				Sad
Happy	Sad	Happy	Sad	Happy

Show the board to the child/young person and choose who is going to go first. When a player lands on a square, they should give an example of something that makes them feel happy or sad. It is important that you and the child/young person play and give examples together. As the child/young person gives examples you can ask follow up questions such as why and how, but it is important that the child doesn't feel interrogated or pressurised.

Examples of How to Explain a Child and Family Assessment and Child and Family Plan

Hello my name is.....

I have come to see you because you are important and sometimes we need to check that you are happy and safe.
This is part of my job.
To do this we will talk to each other and I will listen carefully to what you want to say and do.
Together we will try to decide what else would help you feel happy and safe.
We can draw pictures, chat or play games.
I will write things down so I can remember. This will help me decide how to help.
If you or anybody else is being hurt then I will need to help make you and them safe.

You are important and sometimes we need to make sure that you are happy about things like home, school, your family, or friends.

It is my job to talk to you and your family about where you live and go to school, about your family and what you like to do.

To do this I will talk to you and I will listen carefully to what you want to say.

To help us do this we have some activities like drawing, fun sheets to fill in, games that we can do to help us remember to talk about all the important things and to make it easier for you to say what you want to say.

I may need to talk to other people who can help me understand how things are for you. Then we will decide if you and your family need anything to help keep you healthy and happy.

When I've talked to you I will write down what you tell me and this will help us to decide if anything needs to be done to help keep you healthy and happy.

I don't have to write down everything that you say but if you or any other child is being hurt then I will HAVE TO do something to make you and them safe. Here is how to get in touch with me:

Life River

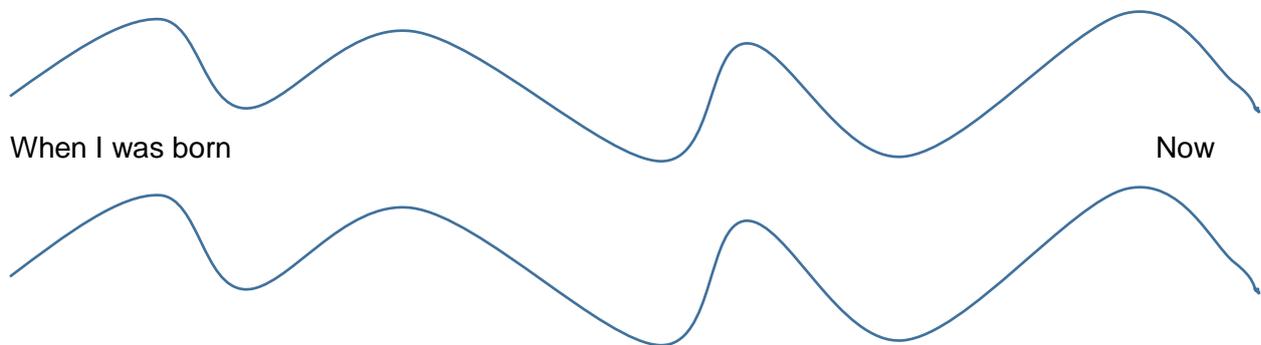
This is a way of helping people map out the journey their life has taken so far. It can be helpful in highlighting recurring patterns and important events. It is helpful for young people and parents/carers. They are helpful in encouraging reflection.

You need: A piece of paper, pens/pencils, maybe pictures to cut out and stick.

What you do: Draw a winding river on a page, write the persons date of birth at the start and their current age/or current date at the end.

Encourage the person to indicate on the path the important things that have happened to them showing ages and perhaps noting down feelings if they wish.

People can use symbols/drawings/colours/pictures instead of words to convey events, relationships and feelings. You need to leave enough time to explore the life river with the person.



The Problem Tree

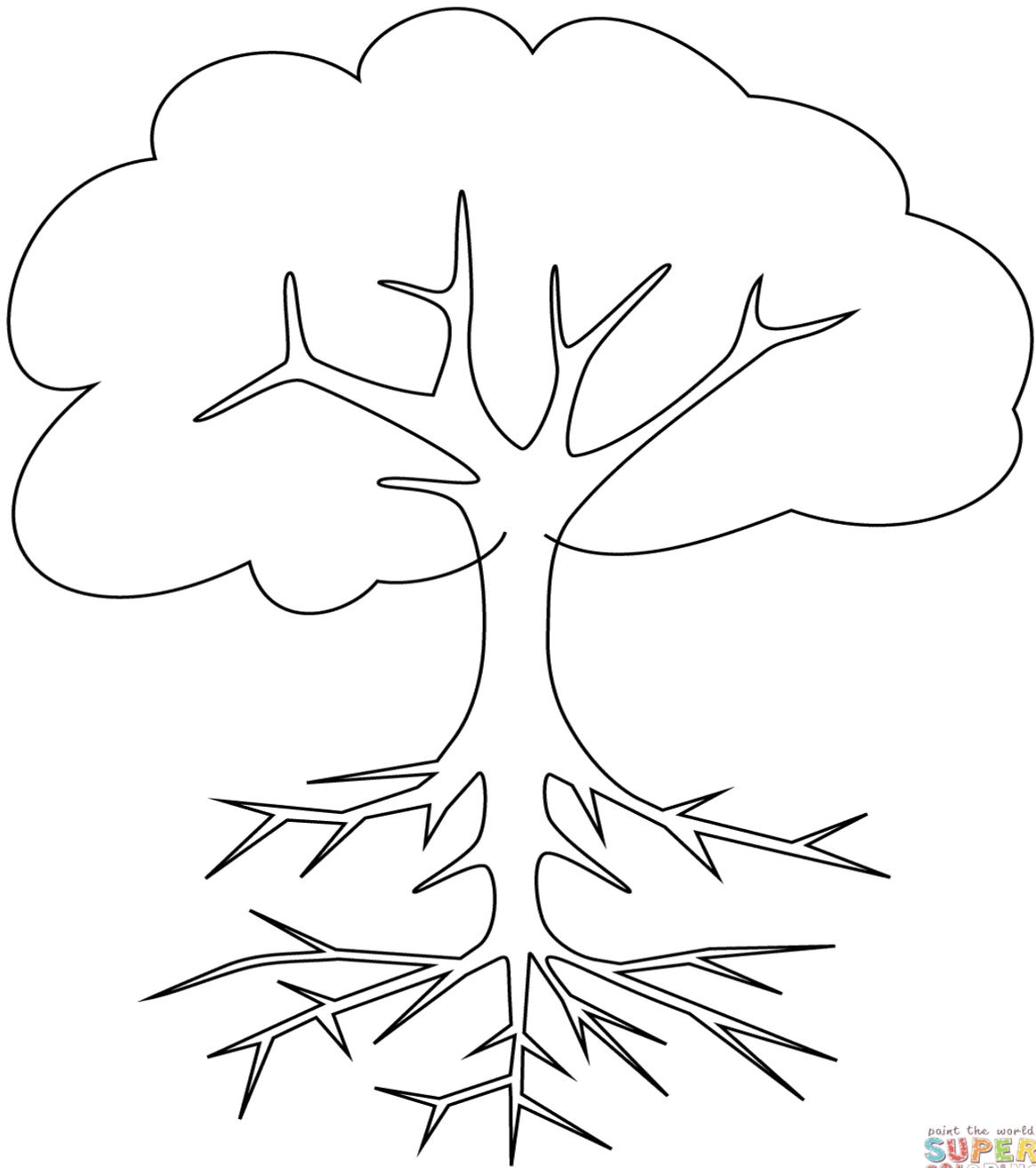
This is a visual problem solving tool. It is useful in trying to map the effects and possible causes and the relationship between the two. This can then help identify where support will have the most impact for the child/young person involved.

The roots of the tree, in the lower part of the drawing represents the causes of the main problem. The tree trunk at the centre of the drawing represents the main problem and the tree branches and leaves, on the upper side of the drawing, provide a visual representation of the effects of the main problem.

You need: A piece of paper with a tree drawn on it, pens or pencils.

What you do: Using your tree template as below, work with the child/young person to map out the following:

1. Leaves and branches - Start by writing down the effects or presenting issues – all the things we can see, hear, smell, touch or feel.
2. Trunk - Write here the main problem for the child/young person and family.
3. Roots - Write here possible causes. There may be many. For each cause ask how many of the effects it might have an impact on. Some causes may only impact on one effect and therefore impact is limited. Other causes if they can be changed can impact on a much larger number of issues and can be seen as the place to start work.



paint the world
SUPER
COLORING

Notes for my assessment and plan

Some questions for you to think about and space to make notes to help you contribute to your assessment and plan	
What things do people need to know about me?	What things work well in my family?
What things do I need to know more about?	If I felt worried or unsafe who would I talk to
Do I feel safe/worried/unhappy?	What needs to change to make me feel safer/less worried/happier and who can help my family to make those changes?
What else would I like people to do to help me and my family?	Space for anything else:

MOMO Mind of My Own



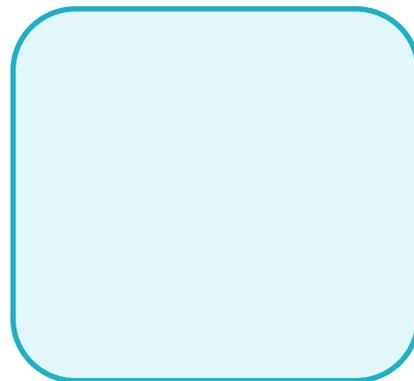
This is a digital approach which enables children and young people to give their views via a smart phone, tablet or laptop [recommended ages 8-18]. Through MOMO they are able to have their say as part of their Looked After Child review, raise a problem or make a change. The child/young person's input is sent securely to their social worker. Social workers in Children's Services can try the app here. www.mindofmyown.org.uk

How I show my feelings

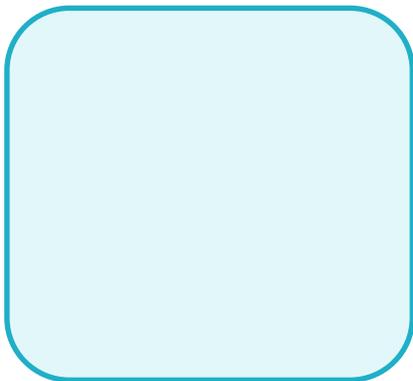
When I feel happy I...



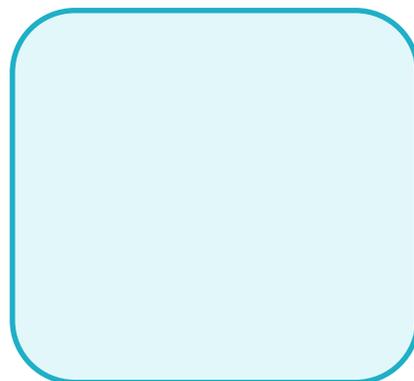
When I feel sad I...



When I feel angry I...



When I feel worried I...



Parents and Carers – Explaining the Child and Family Assessment and Child and Family Plan

When your child needs extra support, help or protection we want to find the best way forward as soon as possible.

The Child and Family Assessment makes sure everyone involved with your child, such as teachers and health visitors, sometimes social workers, works together to support your child.

As the assessment is a shared assessment you shouldn't be asked to repeat the same information to different workers.

The Child and Family Assessment can be used if you or someone who works with your child thinks your child may need extra support, help or protection. It will help identify all your child's needs and concerns and any other services that may be required to support your family.

It is important you are able to share your views as part of the assessment and your child will be encouraged to contribute too.

Based on all the information you and your child provide, all those who are needed to help your child will be identified. Your information will only be shared with workers who need to know.

If a number of services are providing support to your family, then one worker will be the Lead Worker, their role is to keep you informed, listen to your views and make sure services supporting your child are co-ordinated. If a social worker is working with your child, they will be your Lead Worker.

Notes for parents/carer for my Child and Family Assessment and Child and Family Plan

Some questions for you to think about and space to make notes to help you contribute to your Child and Family Assessment and Child and Family Plan	
What things do people need to know about my family?	What things work well in my family?
What things do I need to know more about?	If I was worried about my child or anyone in my family who would I talk to
Do I feel safe/worried/unhappy? Do I think my child feels safe/worried or happy?	What needs to change to make us feel safer/less worried/happier and who can help my family to make those changes?
What else would I like people to do to help my child and family?	Space for anything else: