



 **RCPCH**  
**&Us**

The voice of children,  
young people and  
families

# Engagement in EQIP

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 **RCPCH**  
Royal College of  
Paediatrics and Child Health  
*Leading the way in Children's Health*

*Last time:*

- Why, how and what
- Children's Rights
- RCPCH &Us approach including... pasta!
- Tips and ideas about engagement by RCPCH &Us (video/audio)
- What matters to children and young people

# involved in decision making

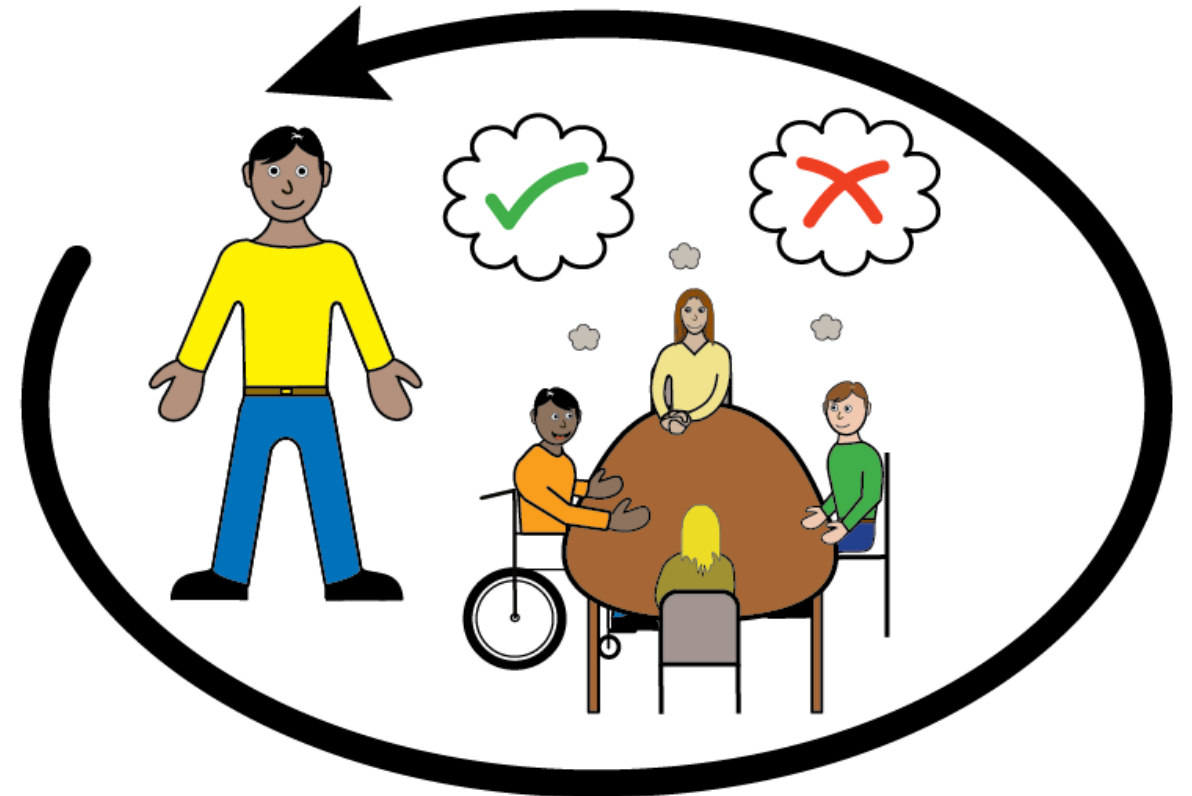


Image from: [www.learningdisabilityservice-leeds.nhs.uk/easy-on-the-i/](http://www.learningdisabilityservice-leeds.nhs.uk/easy-on-the-i/)



*Today*

- Quiz time
- Engagement checklists & The Lundy Model
- Practical tips for engagement planning
- Children and young people's voice as data to support your QI

**Educate.**

**Collaborate.**

Use your voice to help improve child health across the UK.

**Engage.**

**Change.**

# Quiz time!

When did the UNCRC get written?

1989



1991



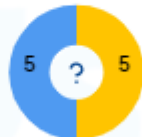
How old was the youngest MP to be elected?



Which nation has their own legislation on rights and involvement?



Scotland



Northern Ireland



Wales



Have you been able to give engagement a go since the launch?



# It all starts with rights

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Article 12  
voice and views



Article 24  
best health care



Article 28  
education



Article 23  
Living a full life



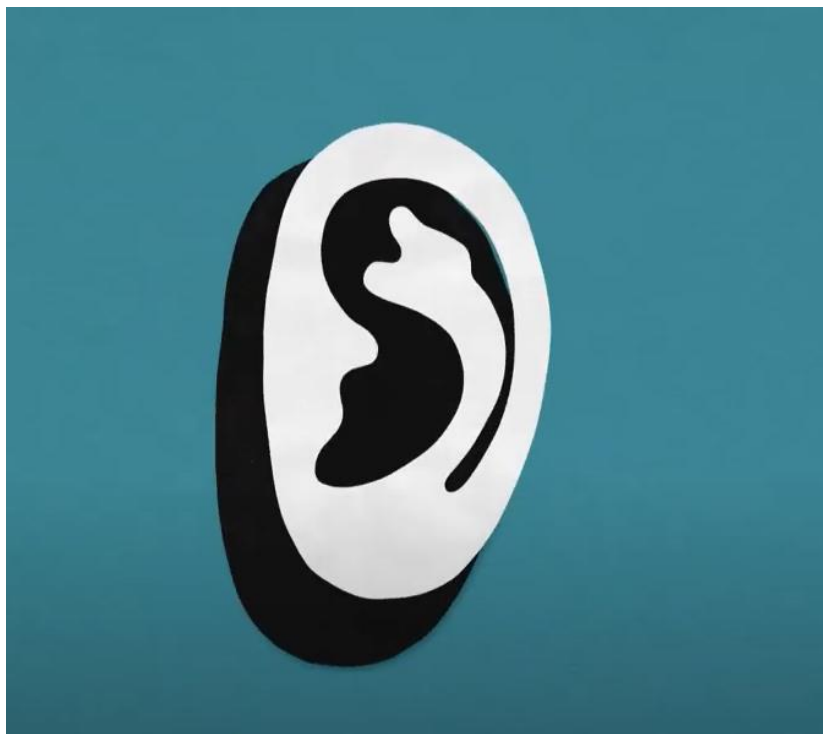
Article 27  
Standard of living



Article 31  
Rest, relax, play

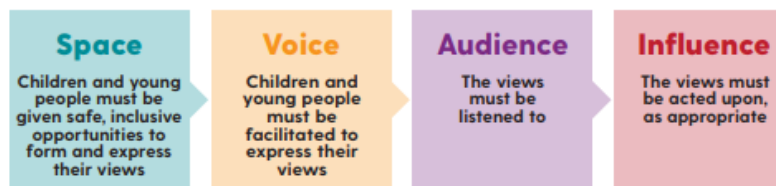
# Engagement Checklists & The Lundy Model

# The Lundy model



[video](#)

This model provides a pathway to help conceptualise Article 12 of the UNCRC. It focuses on four distinct, albeit interrelated, elements. The four elements have a rational chronological order.



Being listened to about....

my own care and health

how Epilepsy services can improve...

# The Lundy model

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## SPACE

- Physical space
- Safe space
- Comfortable space
- Thinking space
- Who is missing from the space?

## VOICE

- Agenda – theirs or yours or both?
- Accessible information provided to allow them to form opinion
- Methods of engagement and communication
- Facilitation

## INFLUENCE

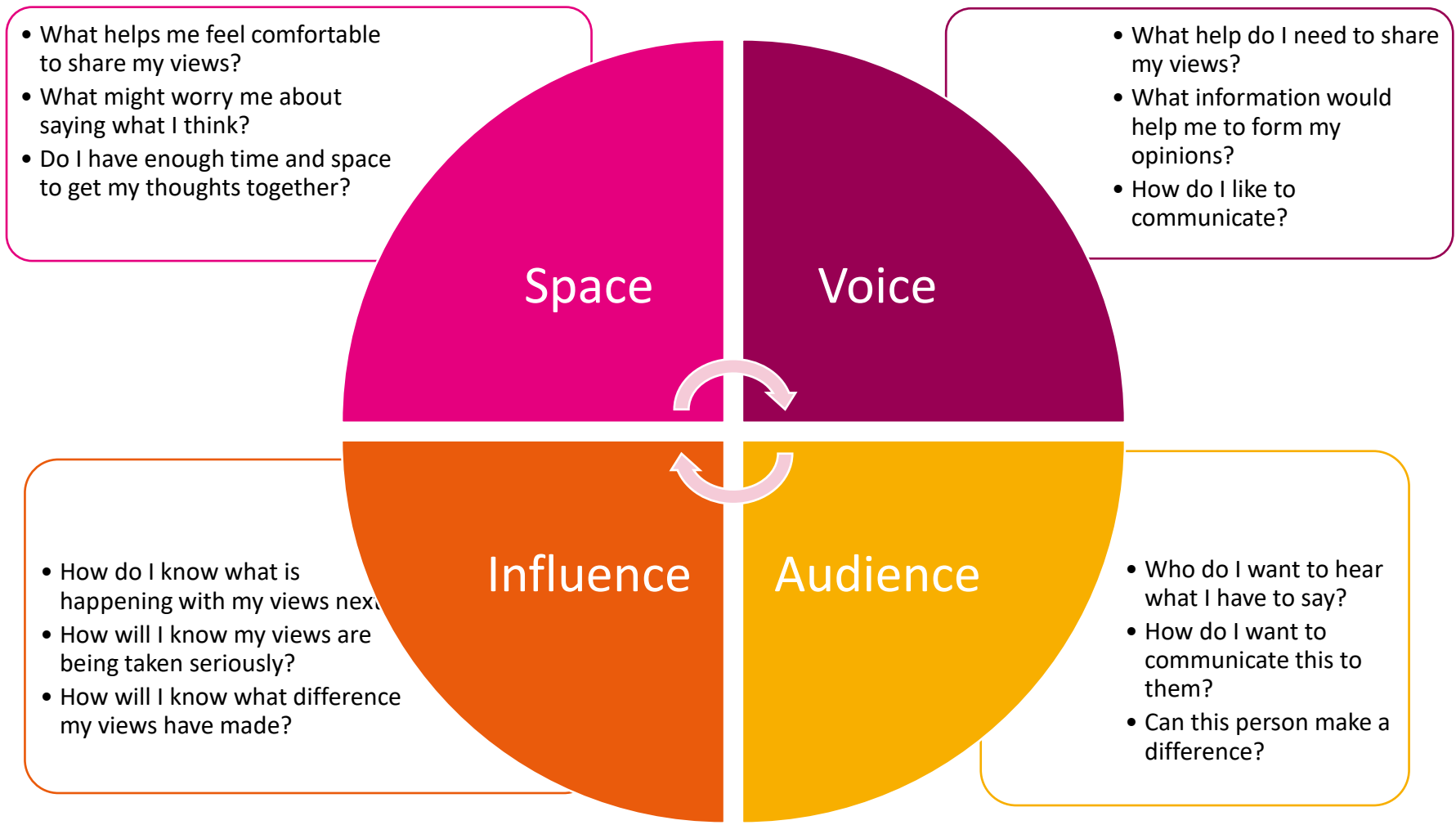
- Clear boundaries / expectations
- Do something! (you said, we did)
- Champion and advocate CYP voice
- Feedback on what's happened and why
- Senior decision makers buy in

## AUDIENCE

- Who needs to hear it to make a difference?
- Who else do CYP want to hear it?
- How should it be shared?



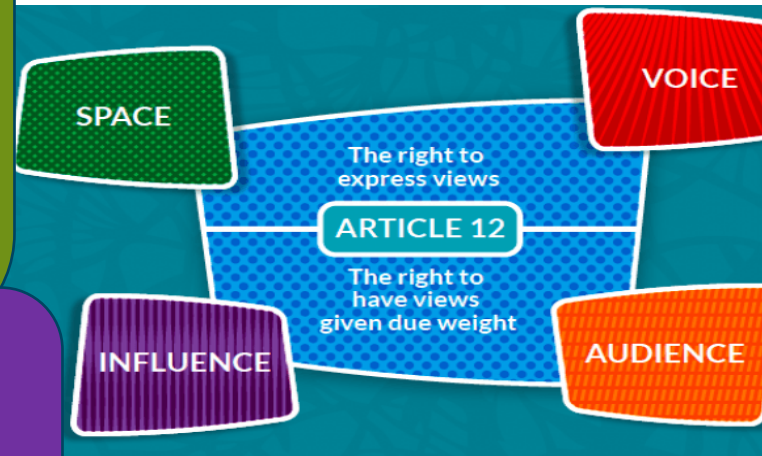
# The Lundy model



# Lundy Model in practice

- Games and icebreakers
- Group agreement
- Travel expenses
- Parents, carers, children, young people and their siblings - working together and separately
- Not asked to talk about their own condition

- Clear aim for their role in your QI project
- Feedback
- Other opportunities to get involved



- Creative activities – videos, models, drawings, cards and post it notes!
- Choice about how to express their views and engage
- Facilitators
- More games

- You! and other Epilepsy services
- Trust teams
- Charities
- Schools

# **Practical tips for engagement planning**

**Which children and young people?**

**Universal' groups** such as open access provision – schools, youth centres, play groups

**'Experienced' groups including** condition focused forums, special schools, groups with different experiences such as care experienced, mental health service users

**'Specialist' voices** where children and young people have paediatric services experience

**How can you reach people?**

What are your networks like on these different levels?

How could you communicate and recruit children, young people and families?



## Intrinsic motivation

Intrinsic motivators are personal and internal e.g.

- wanting to feel like you contribute/make a difference
- wanting to feel part of the community;
- enjoyment of a task for its own sake;
- feeling proud of yourself and increasing self-confidence

What might be the motivation to join in for children, young people and families that you work with?

## Extrinsic motivation?

Extrinsic motivators are external e.g.

- financial or other incentives;
- status;
- Improving your CV or job prospects;
- meeting people

What might put people off or be a barrier to engagement?



*What's the big issue?*



*Turn it into a question...*



*Turn it into an activity...*



# Working together

## In your trust

- patients,  
hospital school
- volunteers,  
governance reps
- youth forum,  
research groups
- quality improvement  
activity

## In your area

- charities,  
community groups
- schools,  
youth centres & groups
- uniformed  
organisations
- Healthwatch,  
health groups

## In your council

- youth forum,  
cabinet or parliament
- children in care council,  
leaving care forum
- youth support services,  
local offer forum
- 1:1 support workers

## Everyday Spaces Checklist

This checklist is designed as a guide to help you ensure that children and young people have a voice in decision-making. It can be applied in many everyday situations including in classrooms, hospitals, childcare settings, child and youth services, youth and sports clubs, youth projects, arts and creative initiatives and other spaces.

Please do not use this checklist for developing policies, plans, services, programmes, governance, research and legislation – use the Planning Checklist.

Please make sure that the ways you involve children and young people in decision-making are age-appropriate and accessible for all, whether in person or online.



Framework Checklists

### Everyday Spaces Checklist

Gives guidance to adults on listening to children and young people and giving them a voice in

## Planning Checklist

This checklist guides you on how to listen to children and young people and involve them in decision-making when you are developing policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.

You should inform children and young people that they have the right to a voice in decision-making and that you will take their views seriously.



Framework Checklists

### Planning Checklist

Gives guidance to departments, agencies and organisations on listening to children and

### Children and Young People's Feedback Form (for groups)

Boy  Girl  Other  I don't know  Age \_\_\_\_

Tick the number of stars you would give to everything below. Five stars is the best.

SPACE	*	*	*	*	*	*	*	*	*	*
I have been listened to from the start										
I felt comfortable giving my opinions										
I felt safe giving my opinions										
A lot of different voices were included										

VOICE	*	*	*	*	*	*	*	*	*	*
I got the chance to give my opinions										
I got enough information to help me give my opinion										
I got support to have my voice heard										
I understood what was being discussed										
I could give my opinions whenever I wanted										

Evaluation Forms

### Child/Youth Evaluation Form for Groups Meeting Face-to-Face

This form enables children and young people to evaluate face-to-face meetings or consultations.

Download Now

### Children and Young People's Online Feedback Form (for groups)

Boy  Girl  Other  I don't know  Age \_\_\_\_

Tick the number of stars you would give to everything below. Five stars is the best.

SPACE	*	*	*	*	*	*	*	*	*	*
I have been listened to from the start										
I felt comfortable giving my opinions										
I felt safe giving my opinions										
A lot of different voices were included										

VOICE	*	*	*	*	*	*	*	*	*	*
I got the chance to give my opinions										
I got enough information to help me give my opinion										
I got support to have my voice heard										
I understood what was being discussed										
I could give my opinions whenever I wanted										

Evaluation Forms

### Child/Youth Evaluation Forms for Groups Meeting Online

This form enables children and young people to evaluate online meetings, consultations, surveys and other activities.

Download Now

## Evaluation Checklist

This checklist is a guide for the self-evaluation and external evaluation of policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.



Framework Checklists

### Evaluation Checklist

A tool for self-evaluation and external evaluation to be used by departments, agencies and organisations.

Download Now



## Resources

- Question cards
- Play doh
- Art and craft stuff
- Lollipop sticks
- Post its
- Emoji stickers
- Notebook – build your own
- Emotion fan
- Pens



## Ideas for engagement from YP and paediatricians!

1. Speak to young people in clinic – see clinic chats
2. Meet with your hospital youth forum
3. Run a workshop at local school, youth centre, PRU, children's centre
4. Attend a local youth forum (council or third sector led)
5. Run a photography / art / film competition
6. Commission a visual art facilitator
7. Work with young peer researchers / outreach team
8. Use forum theatre approaches to explore issues
9. Host an open day – meet the doctor
10. Gather some young volunteers to plan an event to hear from other young people...

ideas of an approach/style for the 10 min slot



Plus ideas shared last time!

## Ideas for engagement from YP and paediatricians!

1. Box stack
2. Visual Voting / Menti Voting
3. Week of action – ask one question
4. Create an activity sheet to do in clinic waiting areas
5. Gingerbread people – you / the support around you
6. Takeover challenge to review consultation feedback
7. Youth social action projects
8. Host a roundtable / learning conversation
9. Involve them in interviews or board level discussions
10. Ask them for their ideas :-D

Plus ideas shared last time!



# **Children and young people's voice as data to support your QI**

# The data

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What matters to children and young people which can be qual and quant



Shared engagement experiences from children, young people, parents/carers and units



Literature reviews, data sets, case studies and examples from other places



Outputs that have been created informed by data e.g. mental health packs



Added value/value for money indicators, resources, the difference it has made

Golden thread: creating better health outcomes for children and young people.

# Different ways to present the data



## Video/audio from people involved

Patient digital stories  
EQIP video  
Audio quotes  
e.g. [RCPCH &Us MDT](#)



## Reports/Infographics

Paddle, swim, dive with information in written form  
Poster  
Reports  
e.g. [COVID Book Club](#)



## Shared experiences

Youth voice within data reports  
Joint events with outcomes reports  
e.g. [This Sickle Life](#) and [Paediatrics2040](#)



## Value Added

**Personal:** for children, young people, families, medical staff

**Cohort:** for the epilepsy unit, epilepsy community, patients

**System:** embedding engagement within the ICS/ICB/hospital, audit

Golden thread: creating better health outcomes for children and young people

[This Sickle Life Link](#)

[Book Club Link](#)



[Paediatrics 2040 Link](#)

[Adapted from Thompson PCS](#)







# Free QI engagement module

**Module 3 - Tips from RCPCH &Us**

RCPCH &Us Volunteers want to share with you why engagement matters to them plus their tips for listening to and involving children and young people.



# New resource hub

 <h3>Introduction to engagement</h3> <p>How can you effectively engage children and young people in your practice? To co-produce improvements to their care, and to shape policy and practice? We're here to support you.</p> <p><a href="#">Introduction</a></p>	 <h3>Our responsibilities, roles and legislation</h3> <p>It's important to know this information so you can advocate for improved consultation on service design, can support challenging conversations and can protect children and young people's rights.</p> <p><a href="#">Responsibilities and roles</a></p>	 <h3>How to engage</h3> <p>Engagement means we seek out children and young people's thoughts, feelings, ideas, concerns and expectations around health and healthcare, and work together to create a service that meets their needs. Here's how.</p> <p><a href="#">How to engage</a></p>
 <h3>Voice bank</h3> <p>Our 'voice bank' is a rich source of children and young people's ideas, concerns and expectations. It can guide strategic planning and organisational change. You can use ours and create your own locally.</p> <p><a href="#">Voice bank</a></p>	 <h3>Improve communication</h3> <p>We offer practical tools and advice on how to communicate with children, young people and their families. This covers different topics, such as mental health, hidden health and children in care.</p> <p><a href="#">Communication resources</a></p>	 <h3>Examples of excellence</h3> <p>Get inspired and learn from the successes (and challenges) of projects! Our varied examples include Youth Social Action, Rainbow Health Youth Supporters and Epilepsy12 &amp;Us.</p> <p><a href="#">Examples</a></p>



# Get in touch

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Questions, comments, requests:  
[and\\_us@rcpch.ac.uk](mailto:and_us@rcpch.ac.uk)

60+ free online resources to support children and young people in their health journey / involvement  
[www.rcpch.ac.uk/and\\_us](http://www.rcpch.ac.uk/and_us)

Free resources /support through the Engagement Collaborative

Sign up at  
[www.rcpch.ac.uk/join-engagement-collaborative](http://www.rcpch.ac.uk/join-engagement-collaborative)

Follow us on Twitter, Instagram and Facebook! Look for RCPCH &Us or RCPCH and Us

big thanks! 😊

