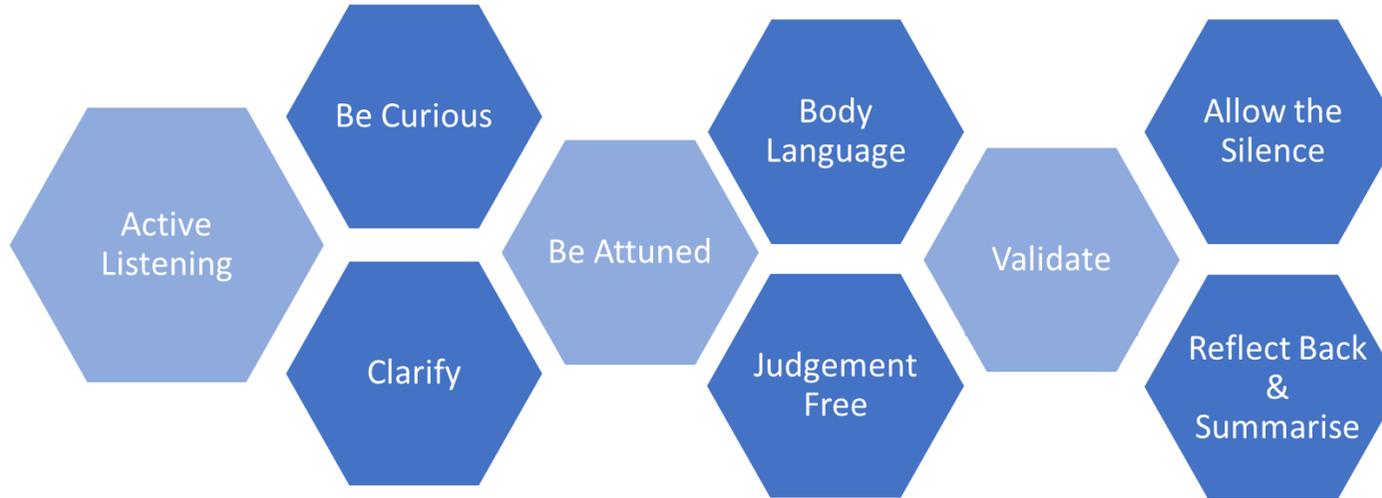


Gathering a Child or Young Person's (CYP's) Voice



When gathering the voice of children and young people, it can be beneficial to consider how you can show them active listening. These principles are shown above/below and can help create a space for a rich conversation. These are based on Jerrica Holder's active listening principles from the school wellbeing cards (<https://www.schoolwellbeingcards.co.uk/video-tutorial>). It will also be important to consider that the child may not be ready to share within the first conversation/exploration, but these principles will aid in demonstrating that you are open to hearing their views and will be there for any future conversation when they are ready.

Be curious- ask open questions. This can help to clarify what has already been said and increase our understanding.

Clarify- are you unsure what they meant by something? Paraphrase and check your understanding with them.

Body language- take notice of what your body language is expressing. Consider: is your posture open? Are you making eye contact (if this is something they are comfortable with)? What are your facial expressions? Are you smiling?

Judgement free- try to leave judgements aside during your discussion. This is about gaining their views and understandings.

Allow the silence- don't interrupt them, and don't be scared to allow the silence to sit with them. This can give them a chance to process what they want to say or the space to bring up new topics.

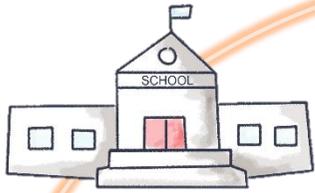
Reflect back & Summarise- use their own words to check you have understood what they have said. This can help to validate their thoughts and feelings. Summarise at the end what you have understood and consider together what you have noticed. This can be a useful way to think about what they recognise as being helpful or unhelpful for them.

This pack includes some suggestions and ideas of activities to complete with a child or young person and is not an exhaustive list. Each CYP will be different and will respond differently, and therefore some activities may feel more appropriate than others.

Contents

1. **Capturing concerns and worries** – activity for CYP to complete with the support of a family member/ trusted adult or independently with the opportunity to share what is worrying them across their school and home contexts and other areas such as health and friendships.
2. **What is going well** – with a similar format to the above activity, this resource gives the opportunity for CYP to share with the support of family or independently what they feel is going well for them at the moment, which can then be useful to inform what can be built upon within further conversations about supporting them back into school
3. **One page plan-** This document is designed to help plan next steps for a CYP.
4. **A person-centred plan** – this is another version of the one page plan which you might prefer.
5. **What matters island** – this is an activity designed to help young people explore a conversation about themselves, focusing on what is important to them now and in the future. Please see the following link for more information:
<https://www.ndti.org.uk/resources/publication/what-matters-island>
6. **Rating the school week example and activity** – when trying to explore what a CYP may be finding difficult to manage in school, it may be helpful to plot out their timetable and ask them to rate each bit as 'red', 'amber' or 'green' depending on how each bit makes them feel. This can then be very useful for incorporating into conversation about potential areas where adjustments could be made to support them within school.





School



Friendships

What is worrying me?

(write or draw your ideas under the headings)



Home and Family

Health

Something else?...



Concerns and Worries

Emotionally Based School Avoidance (EBSA)





School

Friendships



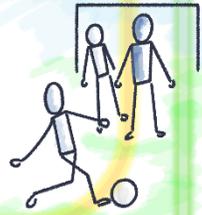
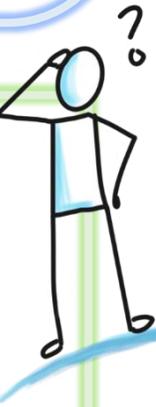
What is going well?
(write or draw in the boxes)



Home and Family

Leisure (hobbies)

Something else?...



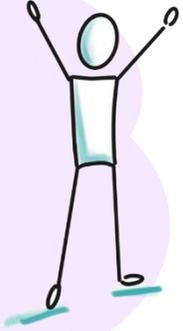
What is going well?



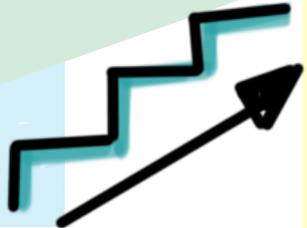
Let's think together...

What is happening now?

Goals + Hopes Where would I like to be?
How do I want to feel?



What are the little steps to get closer? *What has already changed?*



Who?
Who can I talk to? Who is around me?
What do I need from them? What do I need them to know?



My name:

I amyears old



A Person-Centred Plan:



What is important to me...

What people like and admire about me...

When I am upset I....

Others say that when I am upset, I....

To help me feel better at school, I can...

Others can help me feel better at school by...

My family can support me to attend school by...

Places in school I can go to feel safe and supported...

At school, these things can make me feel upset:

My Key People are:



Changes to attendance, timetable etc.

Until my return to school plan includes the following changes to my attendance:

(Identify any changes to days or times they come in)

What?	When?	Who?	Where?

Changes to my timetable include:

(Identify any changes needed)

Other people who have access to the plan are:

Any other changes include:

(Identify any changes to routines; break, lunch, changes between lessons etc. to classroom expectations; not expected to read aloud, work in pairs etc. and homework)

My signature:

School support

Parent signature:

person's signature:

This plan will be reviewed regularly so that it remains helpful. Review date:

NAME
DATE

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...



WHAT I WANT IN THE FUTURE

WHAT NEEDS TO HAPPEN

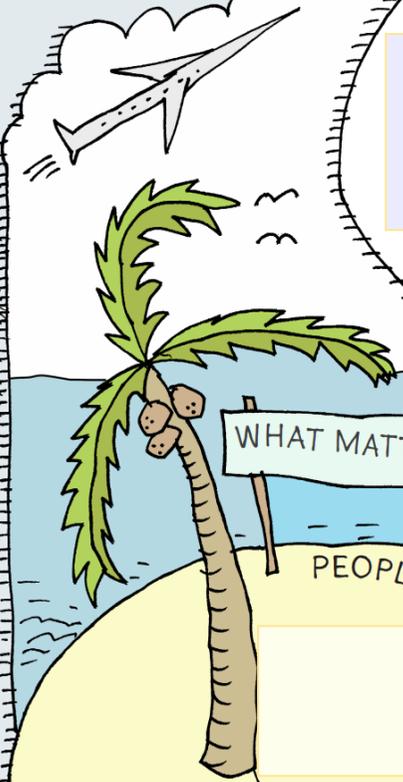
WHAT I'M GOOD AT

WHAT MATTERS ISLAND

PEOPLE

THINGS TO DO

THINGS TO HAVE



Rating the school week to better understand the experience

Example:

	Monday	Tuesday`	Wednesday	Thursday	Friday
8:15-8:30	Arrival/ Set Up				I don't usually mind it so much on Friday coz I know it's nearly the weekend.
8:30-9:00	e.g., Arriving at school; I hate walking onto the playground in the morning; I really hate it when the bell goes.				
9:00-9:30	Form time is OK if it's with Mrs X; If it's with Mrs Y then it's rubbish because everyone messes about, makes loads of noise, and throws stuff.				We have assembly on Friday which is usually fine.
9:30-10:00	e.g., The geography teacher sometimes gets cross with me.	e.g., Sometimes science is alright if I'm sitting with a friend, and we get to do an experiment.	e.g., Maths is always awful. I hate it. The teacher is rubbish, and I don't understand anything.	e.g., PE is always awful. I hate it.	e.g., Sometimes English is alright. It depends what mood the teacher is in and how much writing we have to do.
10:00-10:30					
10:30-11:00					
11:00-11:30	e.g., Breaktime is fine so long as I can find my friends outside.				

I feel worried or unsafe. 

I sometimes feel worried or unsafe, but not always. 

I don't feel worried, and I do feel safe. 

It might help to plot out the week's timetable with the child and then get them to rate each bit red, amber or green according to how each 'bit' makes them feel. This is just an example of a half day's timetable throughout the week. Some parents might be able to do this with their child but in many cases, it will be someone in school that the child trusts.

Mornings:

	Monday	Tuesday`	Wednesday	Thursday	Friday
8:15- 8:30					
8:30- 9:00					
9:00- 9:30					
9:30- 10:00					
10:00- 10:30					
10:30- 11:00					
11:00- 11:30					

Afternoons:

	Monday	Tuesday`	Wednesday	Thursday	Friday
11:30- 12:00					
12:00- 12:30					
12:30- 1:00					
1:00- 1:30					
1:30- 2:00					
2:00- 2:30					
2:30- 3:00					