



The Scottish  
Government

Education and Lifelong Learning

Practical Guidance on Consulting,  
Conducting Research and Working  
in Participative Ways With Children  
and Young People Experiencing  
Domestic Abuse

SEPTEMBER 2009



# **PRACTICAL GUIDANCE ON CONSULTING, CONDUCTING RESEARCH AND WORKING IN PARTICIPATIVE WAYS WITH CHILDREN AND YOUNG PEOPLE EXPERIENCING DOMESTIC ABUSE**

**The University of Edinburgh/NSPCC Centre for UK-wide Learning in  
Child Protection  
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This report and research findings are published by  
Education Analytical Services,  
Scottish Government,  
Victoria Quay, Edinburgh, EH6 6QQ.

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**Scottish Government Social Research  
2009**

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## **Acknowledgement**

The authors are grateful to Susan Elsley for gathering additional links, resources and references and providing a subsidiary outline report on these. This was drawn on for the final report.

# 1 INTRODUCTION, PURPOSE AND CONTEXT

## 1.1 About the Guidance Note

This Guidance Note has been produced to accompany The Scottish Government's National Domestic Abuse Delivery Plan for Children and Young People (The Delivery Plan) published in June 2008.

Until recently there was relatively little robust, reliable information about the experiences and support needs of children and young people experiencing domestic abuse living in Scotland. Since 2000, a number of studies have been conducted, contributing much to our knowledge. With the help of children and young people concerned, we are beginning to build a fuller picture of their lives, experiences and support needs (Fitzpatrick, 2003; Houghton, 2006; Stafford et al, 2007). Some of these initiatives were conducted as part of the process of developing the Delivery Plan. The aim of the Delivery Plan was to ensure that carefully developed priorities were taken up and implemented nationally and locally:

*'to enable more effective protection, provision, prevention and participation for all children, young people and their families affected, or at risk of being affected, by domestic abuse in Scotland' (Scottish Government, 2008).*

The Delivery Plan was shaped by children and young people who had experienced domestic abuse. It also contained a commitment that young people would continue to be involved in the three year implementation and review process.

The aim of this Guidance Note is to share some of the learning from the work that took place with children and young people to develop the Delivery Plan, in order to provide those responsible for implementing the Delivery Plan with tools and resources needed for the ongoing process of involving children and young people in the Plan's implementation. The Guidance may also be of interest to others who wish to work in participative ways with children and young people in vulnerable situations.

It provides practical information about consulting, researching and working in participative ways with children and young people experiencing domestic abuse. It sets out some principles on safe, effective engagement. It discusses the importance of planning and the need for careful consideration of young people's safety and wellbeing. It highlights challenges in seeking children's freely given consent and the importance to this particular group of young people of privacy and confidentiality.

It is important to be clear that this Guidance Note does not aim to be a definitive or exhaustive guide to all the issues that may arise in relation to consulting, researching and working in participative ways with children and young people experiencing domestic abuse. Nor does it provide easy answers to issues such as consent and confidentiality. The Guidance is intended as a starting point to highlight issues that readers need to consider, to stimulate thinking about these issues and to enable readers to explore in more detail what this means for their own work. The Guidance

contains a range of references to other resources which it is hoped will support readers in doing this.

**Box 1<sup>1</sup>: Involvement of young people in shaping the Scottish Government's National Domestic Abuse Delivery Plan for Children and Young People**

Children and young people experiencing domestic abuse were involved in shaping the Delivery Plan in the following ways:

- Meeting Ministers to put forward concerns and talk about their experiences; *Making a Difference: Young People Speak to Scottish Ministers about their Priorities for the National Domestic Abuse Delivery Plan for Children and Young People* (Houghton, 2008). [cci.scot.nhs.uk/Publications/2008/06/17120134/0](http://cci.scot.nhs.uk/Publications/2008/06/17120134/0)
- Giving views on draft Delivery Plan Priority Areas; *Consultation with Children and Young People with Experience of Domestic Abuse on Scottish Government National Domestic Abuse Delivery Group Draft Proposals* (Smith et al, 2008). [www.scotland.gov.uk/Publications/2008/06/17121756/0](http://www.scotland.gov.uk/Publications/2008/06/17121756/0)
- Delivering and leading discussions at the National Domestic Abuse Delivery group
- Inputting into practice in the Getting it Right Domestic Abuse Pathfinder

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<sup>1</sup> Throughout the Guidance Note are Boxes containing web links and references to documents containing further practical information.

## **Box 2: Relevant Publications on Consulting Children and Young People**

Below are links to the Delivery Plan and documents relevant to consulting children and young people. A fuller resource bank of publications and links is provided at Section 4:

The National Domestic Abuse Delivery Plan for Children and Young People is available at: <http://www.scotland.gov.uk/Publications/2008/06/17115558/0>

The participation overview of the National Domestic Abuse Delivery Plan for Children and Young People is available at:  
<http://www.scotland.gov.uk/Publications/2008/06/17115558/8>

For discussion of the general principles of involving children and young people in research and consultations, Code of Practice on Research Ethics: Responsibilities to Research Participants (Glasgow Centre for the Child and Society)

<http://www.strath.ac.uk/gssw/centres/glasgowcentreforthechildandsociety/publications/>

Laws, S. and Mann, G. (2004) *So you want to involve children in research: A toolkit supporting children's meaningful and ethical participation in research relating to violence against children*, London: International Save the Children Alliance  
<http://www.savethechildren.net/alliance/resources/publications.html>

Save the Children (2005) *DIY Guide to Improving Your Community: Getting children and young people involved*, Edinburgh: Save the Children  
[http://www.savethechildren.org.uk/en/54\\_3186.htm](http://www.savethechildren.org.uk/en/54_3186.htm)

Humphreys, C., Houghton, C. and Ellis, J. (2008) *Review of literature on domestic abuse and its effects on children and young people*, Edinburgh: The Scottish Government (This includes details of publications on participation and experiences of children and young people)  
<http://www.scotland.gov.uk/Publications/2008/08/04112614/0>

Smith, C., Grimes, M., Morrison, F., Houghton, C. and Stafford, A. (2008) *Consultation with Children and Young People with Experience of Domestic Abuse on Scottish Government National Domestic Abuse Delivery Group Draft Proposals*, Edinburgh: Scottish Government  
<http://www.scotland.gov.uk/Publications/2008/06/17121756/0>

Scottish Executive (2006) *Engaging Children and Young People in Community Planning*, Community Planning Advice Note, Edinburgh: Scottish Executive  
[www.scotland.gov.uk/Publications/2006/11/09140609/0](http://www.scotland.gov.uk/Publications/2006/11/09140609/0)

## **1.2 What do we mean by 'engagement'**

There are many terms in public use referring to the process of engaging children and young people, including; consultation, participation, engagement and research. The then Scottish Executive, in its guidance 'Engaging Children and Young People in Community Planning', highlights that children can be involved in different ways:

*'Listening to their views (consultation); enlisting their help (participation) and involving them in decision making, monitoring and evaluation' (Scottish Executive, 2006).*

This Guidance Note addresses the first two of these processes in relation to children and young people experiencing domestic abuse; listening to their views –

consultation, and enlisting their help for the purposes of informing policy and service delivery – participation. For convenience, we use the term ‘engagement’ to refer to the range of participative activities with children and young people including, research, consultation and seeking their views to inform policy and services.

### **1.3 Why engage children and young people in general**

Government in Scotland has for some time advocated that public input leads to more effective policy making and better services (Scottish Executive, 2006). With regard to children, the UN Convention on the Rights of the Child, ratified by the UK government in 1991, places an obligation on countries to ensure children have the right to express their views freely and that ‘the views of the child be given due weight in accordance with the age and maturity of the child’ (cited in Scottish Executive, 2006).

This commitment to listen to children has been taken forward and expressed by the Scottish Government in a range of national policy and initiatives including the Delivery Plan. It explicitly states that it is the right of all children to be active participants in the decisions and actions that affect their lives, in ways that suit their age, stage and circumstances (Scottish Government, 2008).

While there is an obligation to consult children about matters affecting them, it is also increasingly recognised across numerous research studies that children have capacity to influence and shape events around them; that they are able and often want to be part of the policy decision making process and to make a difference (Mayall, 2002; Mullender et al, 2003). This is particularly the case where they are asked about issues of direct concern to them, where they can see that outcomes are likely to be beneficial to themselves or to others, and where the process of consultation and engagement is seen as inclusive, purposeful and fair (Stafford et al, 2003).

### **1.4 Why engage children and young people who have experienced domestic abuse?**

In this section we provide reasons why it is important to consult children and young people who have experienced domestic abuse. First (a) they are a discrete group of young people who have had specific experiences and particular needs which need to be taken into account when engaging them. Second (b) without their perspectives, our understanding of domestic abuse would be incomplete.

#### **a. Children and young people experiencing domestic abuse: a discrete group with specific experiences and particular needs**

Recent research provides insights into key differences between young people who have experienced domestic and other populations of young people. For example, it is likely that these young people will have experienced: multiple house moves; complex relationships with adults; disrupted home lives and schooling. They may have suffered significant loss of possessions, friends and pets. They may be at continued risk of harm after they have moved away from the perpetrator. They may



also carry high levels of fear and anxiety, even when they are in new living situations and in relative safety (Mullender et al, 2003; Houghton, forthcoming; Stafford et al, 2007). As a result, concerns about safety, privacy and anonymity may be heightened. These factors need to be taken into account in any attempt to engage and involve this group of children and young people in decision making.

**b. Children and young people experiencing domestic abuse: obtaining a more complete picture of domestic abuse**

It is also important to engage children and young people who have experienced domestic abuse because without their views and perspectives, the picture of what happens in households where there is domestic abuse is incomplete (Mullender et al, 2003).

Early research into children and domestic abuse in the 1980s and 1990s, tended to describe children as 'witnesses' to domestic abuse, or observers of it (Houghton, forthcoming). More recently, research has highlighted that children view domestic abuse as something that is happening to them as well as to mothers (Houghton, forthcoming; Mullender et al, 2003; Stafford et al, 2007). Young people experiencing domestic abuse often have their own understandings and ways of coping; and strategies for keeping themselves and siblings safe (Mullender et al, 2003; Houghton, 2006; Stafford et al, 2007):

*'...children's awareness of domestic abuse and extent of abuse is often greater than many women thought (and hoped)' (Houghton, forthcoming)*

*'The action children take to protect themselves or their siblings, or intervene in the abuse can be hidden or unknown to the mother' (Houghton, forthcoming).*

The Delivery Plan itself has also already highlighted this: that children experiencing domestic abuse have a unique perspective, different from mothers, about what it is like to experience domestic abuse; to live with an abusive father; to move house or school; to maintain contact with the perpetrator; to receive services (Scottish Government, 2008). New initiatives developed as a result of the Delivery Plan need to ensure they include ongoing views of young people themselves to ensure developments are based on a complete picture of domestic abuse.

### **Box 3: Experiences of children and young people who have experience of domestic abuse**

It is important that any consultation or research with young people who have lived with domestic abuse is mindful of their prior experiences. These are likely to have included:

- Numerous moves of accommodation, school and areas
- Complex, sometimes disrupted relationships with the adults in their lives
- Disrupted schooling
- Significant loss: including the loss of valued possessions, friends and pets
- High levels of fear and anxiety; even when they may be living in new situations and in relative safety
- Concerns about safety, privacy, anonymity.

The following reports give further information of children and young people's experiences

Humphreys, C., Houghton, C. and Ellis, J. (2008) *Review of literature on domestic abuse and its effects on children and young people*, Edinburgh: The Scottish Government <http://www.scotland.gov.uk/Publications/2008/08/04112614/0>

Stafford, A., Stead, J. and Grimes, M. (2007) *The Support Needs of Children and Young People Who Have to Move Home Because of Domestic Abuse*, Edinburgh: Scottish Women's Aid <http://www.clicp.ed.ac.uk/publications/reports.html> (accessed 23 January 2009)

Stafford, A., Vincent, S., Smith, C. and Grimes, M. (forthcoming, 2009) *Evaluation of the Scottish Government Children's Services Fund*, Edinburgh: Scottish Government

## 2 DESIGNING AND PLANNING RESEARCH OR CONSULTATION WITH YOUNG PEOPLE EXPERIENCING DOMESTIC ABUSE

This section highlights aspects of the engagement process that should be considered in advance. We set these out in the form of planning and design stages to be undertaken prior to the research or consultation. These include:

- key principles;
- the safety and well-being of participants;
- confidentiality, anonymity and privacy;
- freely given consent;
- young people's involvement in shaping and designing the project, methods and activities.

We discuss these in turn.

### 2.1 Principles of engagement

In the design and planning phase of the project, there are a number of key principles that could usefully be considered. These are set out in the box below:

#### **Box 4: Principles of engagement<sup>2</sup>**

The following principles should be taken into account when planning engagement activities with children and young people who have experienced domestic abuse:

- Children's safety and wellbeing is paramount.
- The engagement should be purposeful, and not token.
- Children's participation and contributions should be valued.
- Participants must have the opportunity to provide freely given and informed consent.
- Researchers/facilitators should be mindful that children's responses may be influenced by 'care givers' and support staff. They may feel grateful for the support received and want to provide information those engaging them want to hear.
- Researchers/facilitators should be open to the possibility that participation may not be in children's interests and consider not going ahead with 'engagement' where safety and wellbeing is in doubt.

### 2.2 Ensure the research or consultation has a clear purpose

In planning the research or consultation process facilitators should satisfy themselves that the exercise is necessary; that there is a clear reason and purpose for doing it. Given young people's possible prior experiences, the decision to involve

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<sup>2</sup> We have taken account of the Code of Practice on Research Ethics: Responsibilities to Research Participants drawn up by the Centre for the Child & Society at the University of Glasgow in drawing up these principles.

them should not be taken lightly or tokenistically. Conducting research with this group requires skill and knowledgeable researchers/facilitators who understand young people's backgrounds, experiences and vulnerabilities; and who are aware of the risks they may face. Prior to the process beginning, they may wish to consider the questions listed in the box below:

#### **Box 5: Purpose of the research or consultation**

It is important to establish that there is a clear reason for conducting the engagement with young people who have experienced domestic abuse. Researchers/facilitators should consider the following questions:

- Is it necessary to engage young people who have experienced domestic abuse directly in order to collect the information required?
- Is the information already available from another source?
- Is there another/better way of obtaining the information?
- What is the likely impact on young people of participating; what are the likely benefits; what are the likely risks?
- Is the information collected justified in terms of the potential disruption to the lives of young people?

It is also important to be able to answer 'yes' or 'no' to the following:

- Has the purpose of the engagement been identified?
- Has the timescale within which it is to be undertaken been specified?
- Has time been built in for gaining access to young people and obtaining informed consent?
- Have decisions been made in advance about how best to gain safe access?
- Are the necessary resources in place to undertake the engagement?
- Has the design of the engagement and the methods to be used been identified?
- Have the limits to confidentiality been agreed?
- Have processes about what to do if a young person discloses new information about harm or abuse in relation to themselves and/or others been agreed?

### **2.3 Ensure safety and well-being of young people: balancing safety with the right to be heard**

In designing and planning any engagement with young people who have experienced domestic abuse, considerations about safety and well-being should be paramount. Young people's rights to express their views and participate in decision making should be balanced with consideration of their rights to be protected from harm; where there is doubt, researchers and facilitators should err on the side of safety.

On the one hand, young people should have the right to express their views:

*'Perhaps it is unethical to overprotect children from research, not only because this excludes them (Alderson, 1995) but because we will then end up intervening in their lives in ways which adults have established to be best, without understanding how children and young people themselves perceive or experience these well-intentioned but perhaps misguided efforts' (Mullender et al, 2003).*

On the other hand, this should be weighed against their right to be safe. In any decision to engage this vulnerable group it is vital to carefully weigh up potential benefits against possible negative effects; e.g. in relation to intrusiveness and harm. It is important at every stage to consider the issue of personal safety (Mullender et al, 2003; Houghton, 2006).

To date much of the research and consultation work with this group has been conducted with young people who have had contact with a Women's Aid Group and/or refuge (Fitzpatrick et al, 2003; Houghton, 2006; Mullender, 2006; Stafford et al, 2007; Smith et al, 2008). These young people are more likely to be out of immediate danger. The issue of domestic abuse may well have been acknowledged and discussed with them and they will not be recounting experiences of domestic abuse for the first time to facilitators/researchers. Further, Children's Support Workers may be available to provide information and support, and so reduce the possibility of harm or risk to young people.

However, even in these circumstances, the issue of safety and well-being is important, e.g. while danger from the perpetrator may be reduced, some risks may remain. Young people may still be in the situation of fleeing and hiding from perpetrators, with location and identification an issue. They may be in contact with the perpetrator who may feel threatened by their participation (Mullender et al, 2003). In addition, irrespective of how safe these young people are, they may continue to carry high levels of fear and anxiety, and feel concern for themselves, siblings and mothers (Stafford et al, 2007; Mullender et al, 2003). This needs to be a priority for those responsible for engaging them.

These issues are further enhanced for those seeking access to young people who have experienced domestic abuse but who are still living at home. These young people may not be safe; domestic abuse may not have been acknowledged, addressed and discussed. Very great care must be taken in attempting to access young people in this situation. There may also be greater potential for causing distress and emotional harm. Where young people experiencing domestic abuse remain at home, issues of safety and well-being may override the need for information (Mullender et al, 2003).

#### **Box 6: Balancing the safety of young people with the right to be heard**

- Researchers and facilitators should be mindful of safety and the psychological wellbeing of young people at every stage in the engagement process.
- This should take precedence over the aims of the engagement and the need for accurate and robust information.
- Children and young people's voices should be heard but not at the expense of their right to be safe.

### **2.4 Involving young people in planning and shaping the research or consultation**

It is important at the planning stage to consider if and how to involve children and young people in shaping the design of the research or consultation. A number of studies have successfully involved young people from the outset at the planning stages of the research or consultation (Stafford et al, 2007; Houghton, 2006; Smith et al, 2008). There are examples of young people participating on management and advisory groups, commenting on research and consultation methods, instruments, explanatory materials and consent forms; being asked how best to approach and engage other young people (Stafford et al, 2007; Houghton, 2006).

There is some evidence that using other young people to facilitate groups when consulting or engaging young people can work well (Houghton, 2008; Smith et al, 2008).

However, a decision to involve young people who have experienced domestic abuse in planning and managing the engagement process needs careful consideration. Even for young people for whom living with domestic abuse is a long way in the past, there may remain unresolved issues. Their safe involvement requires time, careful planning and resources to ensure they feel safe, well supported and prepared.

### **2.5 Confidentiality, anonymity and privacy**

In research or consultation with children and young people experiencing domestic abuse, issues of confidentiality, anonymity and privacy and how these relate to child protection duties require careful consideration at the planning stage. As a result of their experiences, young people who have lived with domestic abuse may place greater value on these than other groups of young people (Mullender et al, 2003; Houghton, 2006; Stafford et al, 2007). In some cases they may make the right to confidentiality a prerequisite to agreeing to participate (Stafford et al, 2007).

Engagement with children and young people should be conducted on the basis that they have the right to confidentiality, privacy and anonymity. However, there are limits to this, for example in cases where information is disclosed about safety in relation to themselves or others the researcher has a duty to take steps to protect the participant or other child or young person. These limits should be agreed in advance by those responsible for undertaking the engagement. It is important that

before giving informed consent to participate that children and young people know how far they have the right to confidentiality, privacy and anonymity and what the limits to this are. Clear, simple information about this should be made available to participants. Facilitators/researchers may find themselves in situations where young people disclose harm for the first time. Mechanisms for dealing with this need to be worked out and agreed in advance between those conducting the engagement. Researchers/facilitators need clarity about what to do should this situation arise. Consideration should be given to ensuring a named child protection advisor is in place to provide advice should concerns arise.

Engaging young people in groups raises issues of confidentiality between participating young people. Researchers/facilitators should consider the need to obtain agreement between group members that no information disclosed in the group will be revealed outside; and that no information gathered will be attributable.

As part of the process of engagement, young people could be provided with opportunities to share views and experiences anonymously. This enables information to be shared that young people would prefer not to speak of in front of others. It is important to consider what might be revealed through this and what to do with the information revealed. Some studies have made use of a 'private box' where young people are able to 'post' information privately; this has worked well across a number of studies (Punch, 2002; Stafford et al, 2007; Morrison, 2007, unpublished); even where young people do not make much use of the box, they seem to appreciate it being there (Stafford et al, 2007).

### **Box 7: Ethical issues: Confidentiality**

- Children and young people have the right to privacy, to express their views confidentially and to have their anonymity protected. These rights are very important to children and young people who experience domestic abuse.
- There are limits to confidentiality, particularly if information is disclosed about the safety of the children and young people taking part or of other young people. In these cases action should be taken in discussion with the child or young person.
- The limits to confidentiality should be agreed in advance by adults undertaking the engagement. Clear, simple information should be made available to children and young people about these limits.
- Participants could be given the opportunity to give information anonymously by posting it in a 'private box' or 'secret box'. See references to Stafford (2007) and Punch (2002) below.
- Consideration should be given to ensuring a named child protection advisor is in place to provide advice should concerns arise.

Smith, C., Grimes, M., Morrison, F., Houghton, C. and Stafford, A. (2008) *Consultation with Children and Young People with Experience of Domestic Abuse on Scottish Government National Domestic Abuse Delivery Group Draft Proposals*, Edinburgh: Scottish Government <http://www.scotland.gov.uk/Publications/2008/06/17121756/0>

Stafford, A., Stead, J. and Grimes, M. (2007) *The Support Needs of Children and Young People Who Have to Move Home Because of Domestic Abuse*, Edinburgh: Scottish Women's Aid <http://www.clicp.ed.ac.uk/publications/reports.html>

Punch, S. (2002) 'Interviewing Strategies with Young People: the 'secret box'. Stimulus Material and Task-based Activities', *Children & Society*, No 16, pp. 45-56

## **2.6 Accessing young people and freely given consent**

In the design and planning stages it is important that careful consideration is given to the process of recruiting children and young people to participate, to accessing them for interview, and to how to seek necessary consents and permissions. Again, safety is a major consideration and concerns about this should override decisions about enabling children to participate. Important questions to consider are:

- whether it is safe to ask children and young people to participate
- how to ensure consent is informed, freely given and an ongoing process
- whether consent also needs to be sought from the child or young person's main caregiver.

### **a. Consents and permissions: children and young people**

It is the responsibility of those designing and facilitating engagement with young people to ensure that consent to participate is informed and freely given; that young people do not feel pressure to participate. Achieving this can take time.



Those carrying out the research or participation activities should ensure that children and young people are given sufficient information about the activity to make the decision about whether to participate. Section 2.7 gives more information about what this might include. Researchers and facilitators should consider whether the child or young person understands the information he or she has been given.

Normally, researchers and facilitators should operate on the presumption that children are able to decide for themselves whether or not to participate. Given concerns about safety, careful thought should be given to how to approach young people to ask for their consent to participate. Care should be taken in decisions about who is best placed to make the initial approach. This is particularly important where a decision is made to approach young people at home, whether by phone or personally. It may be prudent to take soundings from support staff about potential risks or sensitivities, before contacting the child directly.

The role of adult professionals and support staff connected to the child should be discussed at the planning stages and decisions made about their role in the process. They can play an invaluable role in advising about the safety of young people involved and be a source of support should the process raise difficult issues. In some cases, it may not be possible to enable the participation of young people without involving adults with care and/or support staff in the process. Consideration should be given to how best to minimise their effect on young people's responses. The priority must be to avoid a negative impact on the relationship between them and young people.

In seeking participation and consent, it is also important that researchers and facilitators are alert to situations where children and young people may feel obliged or pressured to participate. They may feel parents, workers, or others, expect them to become involved. It is the responsibility of those who are managing the process to ensure young people are aware that declining to participate will bring no penalty; nor are they under any obligation to respond to questions in a specific way.

If research or participation involves speaking to parents or professionals, consent should be sought directly from children and young people for this.

Where young people seem keen to participate and parents and/or support staff feel otherwise, consideration should be given by those conducting the engagement about whether to explore reasons for this further:

*'...while all parents, guardians and gatekeepers have a responsibility to safeguard children's interests, their entitlement to prevent participation when a child wants to participate may be questioned' (Glasgow Centre for Child & Society, undated).*

Obtaining consent is not something done once. It should be checked regularly throughout the process. Consideration could be given to putting in place non-verbal ways to ensure young people are able to stop the process if they feel uncomfortable or do not want to continue; e.g. a simple traffic light system could be used, with a red card used to stop the process, a green card to indicate participants are ready to

proceed, and amber to indicate heightened levels of discomfort (Mullender et al, 2003; Stafford et al, 2007).

Consideration should be given to young people having someone of their own choosing with them when they are interviewed. This could be a friend, sibling, trusted adult. Their role should be considered carefully, discussed and agreed in advance with young participants. While this may be accepted practice in much research involving children and young people, with this particular group of children and young people, where there may be issues around coercion and control in their backgrounds, the issue of involving accompanying adults may need particular consideration.

#### **b. Consents and permissions: parents and carers**

Decisions about whether and/or how to seek consent from mothers and main care givers for their children's participation should also be considered in advance. Again, given possible safety issues for mothers, and children and young people, careful consideration should be given to how best to make the initial approach to ask for consent for children to be involved. It may be prudent to take soundings from any support staff involved about potential risks and sensitivities involved in approaching mothers.

Information from previous studies and participation work with children and young people highlights that different decisions about this have been made. Some projects have proceeded on the premise that all research involving children requires consent from the adult care giver. Sometimes this has been sought on the basis of parents and care givers actively agreeing to the child's participation (opt-in); sometimes it has been on the basis of asking parents to take action only if they do not want the child to participate (opt-out). In some cases this has differed according to the age of children involved, e.g. parents asked to actively consent, on an opt-in basis if children are, for example, under 12; but to consent on an opt-out basis if children are over 12.

While there are no hard and fast rules about when and if to seek consent of parents and main care givers, it is important that decisions made about this are carefully recorded and agreed in advance between funders and those responsible for the research or participation.

### **Box 8: Freely given consent**

- Children and young people should be able to decide to participate without being under pressure to take part. Safety should always be a priority.
- Adults should decide in advance about the procedures for asking parents or care givers for consent for children and young people to take part in activities
- Children and young people should be offered the possibility of having someone they choose with them when they are interviewed.
- Consent should be an ongoing process. Consideration could be given to introducing non-verbal ways of enabling young people to halt interviews when they are uncomfortable and to indicate when they are ready to proceed.

Smith, C., Grimes, M., Morrison, F., Houghton, C. and Stafford, A. (2008) *Consultation with Children and Young People with Experience of Domestic Abuse on Scottish Government National Domestic Abuse Delivery Group Draft Proposals*, Edinburgh: Scottish Government [www.scotland.gov.uk/Publications/2008/06/17121756/0](http://www.scotland.gov.uk/Publications/2008/06/17121756/0)

Stafford, A., Stead, J. and Grimes, M. (2007) *The Support Needs of Children and Young People Who Have to Move Home Because of Domestic Abuse*, Edinburgh: Scottish Women's Aid [www.clicp.ed.ac.uk/publications/reports.html](http://www.clicp.ed.ac.uk/publications/reports.html)

Laws, S. and Mann, G. (2004) *So You Want to Involve Children in Research: A toolkit supporting children's meaningful and ethical participation in research relating to violence against children*, London: International Save the Children Alliance [www.savethechildren.net/alliance/resources/publications.html](http://www.savethechildren.net/alliance/resources/publications.html)

**Sample consent form:**

<h1>CONSENT FORM</h1> <p>FOR CHILDREN AND YOUNG PEOPLE</p>		
I have been given enough information about this project	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
It has been explained to me how the information I give will be used	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
I agree to talk to the researchers about my experiences of getting support	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
I understand that I can leave at any time and do not have to answer all the questions if I don't want to	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
I give permission for the researcher to speak to my support worker	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
I am happy for you to record what I say	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
I give permission for my words to be used in a report but understand that my name will not be mentioned	<input checked="" type="checkbox"/>	<input type="checkbox"/> <b>X</b> <input type="checkbox"/>
Name ..... Date .....		

**2.7 Clear explanatory information**

Part of the process of ensuring freely given consent requires that young people who may want to participate are given clear, simple, straightforward information about the process and what their role will be. Information should be made available in ways that are accessible and age appropriate; provided in written form, and also verbally at the first point of contact. It may include information about:

- What information will be sought
- What is being asked of participants
- Why information is being gathered
- How information will be gathered
- What use will be made of the information
- What impact, if any, it is likely to have

- Timescales within which it will be conducted
- Feedback that will be made available
- The possible benefits to participants

Researchers and facilitators should consider that participating in research or other activities may have a significant impact on children and young people and should consider what support is available for participants if necessary, both during and after their involvement in the work. Below is a sample support leaflet for young people who have experienced domestic violence involved in research or consultation.

## Sample Information and Support Leaflet:

# Support Leaflet for Children and Young People



We know that because you have been courageous enough to talk to us you might have remembered some bad experiences. So you *may* be feeling angry, frightened, unhappy or lonely.

**You don't have to cope with this by yourself. There are people and organisations that can help you.**

We want to help you find the help you need. You may want to speak to an adult you trust such as a parent, your Children's Support Worker or someone else.

This leaflet gives some places you can get in touch with to find people to speak to and get information. These include *phoning* a helpline, looking at *websites* and *email*. There is also information from people who have gone through the same kind of thing as you.

**Remember all these methods are here to help you.**

Don't be embarrassed, don't think you can only talk about one part of your life, don't think anything that you want to ask is stupid. *You can talk about anything.*

It could be about your experiences, your home, your family, your friends, your school or anything else that is on your mind. *You can get in touch with them as many times as you want to.* They are there for you.

There are lots of organisations that are able to provide you with the support, advice and any information you need. We have given the phone numbers, email addresses and websites of a few organisations below. A lot of the websites have a homepage for everyone but they also have special pages for people that are your age.

Over the page, after the contact information, there are *Top Tips*. They are worth reading because they will tell you things that might be helpful including what a freephone number is and how to hide the websites you have looked at from anyone else that uses the computer.

### Childline

#### Phone

(freephone

#### Website

Web page for You 1: [www.childline.org.uk/Helpandadvice.asp](http://www.childline.org.uk/Helpandadvice.asp)

Web Page for You 2: [www.childline.org.uk/Just4U.asp](http://www.childline.org.uk/Just4U.asp)



number: 0800 1111

number)

Homepage: [www.childline.org.uk](http://www.childline.org.uk)

### Women's Aid

Website: [www.womensaid.org.uk](http://www.womensaid.org.uk)

Website 2: [www.scottishwomensaid.co.uk](http://www.scottishwomensaid.co.uk)

Web page for You: [www.thehideout.org.uk](http://www.thehideout.org.uk)

## NSPCC

The NSPCC has a few different websites you might be interested in. If you have a look at each of them you will probably find one that suits you more than the others.

**Phone number:** 0808 800 5000 (freephone number)

**Textphone number (for deaf people):** 0800 056 0566 (freephone number)

**Website 1:** [www.NSPCC.org.uk](http://www.NSPCC.org.uk)

**Website 2:** [www.nspcc.org.uk/kidszone](http://www.nspcc.org.uk/kidszone)

**Website 3:** [www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)

**Website 4:** [www.there4me.com](http://www.there4me.com)

*[www.thereforme.com](http://www.thereforme.com) has an online advisor who you can talk to live by email if you want to. Just follow the link above and on the purple menu on the left of the screen there is a line that says 1-2-1. Click on this and then follow the simple instructions).*

## Refuge

**Website Homepage:** [www.refuge.org.uk](http://www.refuge.org.uk)

## Domestic abuse Helpline

**Phone Number:** 0800 2000 247 (freephone number)

## Cool 2 Talk

**Website Homepage:** [www.cool2talk.org](http://www.cool2talk.org)

## Samaritans

**Phone number:** 08457 90 90 90

**Website Homepage:** [www.samaritans.org](http://www.samaritans.org)

## TOP TIPS

Here are some tips about the information we have given you.

**Phone Tip:** After the phone numbers you may see the words freephone number. This means you can call this number from any phone and nobody will have to pay for it. This includes home phones, a mobile phone, even a phone at school or in an office.

**Website Tip:** If you want to you can make it a secret that you have looked at any website. This means you can use any computer to look at it (including home, school or an office) and no one will ever know you have been on a website. Here is a link to the instructions that tell you how to do it.

[http://www.worriedneed2talk.org.uk/cover\\_your\\_tracks.htm](http://www.worriedneed2talk.org.uk/cover_your_tracks.htm)

## 2.8 Venues

When planning research or consultation with children who have experienced domestic abuse, it is also important to give careful consideration to where the consultation or engagement will take place. It is important to ensure the venue is neutral in terms of previous experiences, is comfortable and safe (Dynamix Ltd, 2002). There are pros and cons involved in using most venues. We discuss these in the box below:

### **Box 9: Venues**

It is important to carefully consider where activities with young people will take place:

- Home: Some young people may feel most comfortable being interviewed at home. However, for others, there may be a lack of privacy, there may be connotations with domestic abuse.
- School: This may also work well for some young people. However, for others it may have an association with adults in authority and inhibit them. Work may have to be completed within a school period and time may be limited (Mullender et al, 2003).
- Women's Aid or other support group premises: If conducted in a refuge, there may be other families around and a lack of privacy. Office premises of support organisations have been used. These may be associated with support staff and young people may feel inhibited about saying anything critical.
- Public buildings: e.g. museums, cafes, hired rooms. These may have the advantage of young people being able to meet adults without feeling stigmatised. On the other hand, it can be difficult to conduct a private conversation in a public place.

Safe travel to venues is a consideration and thought should be given to paying expenses.

Those responsible for the engagement may consider building flexibility into the process to enable young people to be able to choose where to be interviewed (Stafford et al, 2007; Stafford et al, 2003).

## **2.9 Holding and storing information**

Particular attention should be given to the issue of where and how to store and hold information from children and young people who have experienced domestic abuse; and care should be taken to ensure that no information is traceable to an identifiable young person. All information should be stored in locked filing cabinets. If transcribers are used, researchers and facilitators should be briefed about the importance of confidentiality and anonymity. It is important to explain to young people how their information will be held, stored and used.

## **2.10 Returns and rewards**

The issue of offering rewards and/or incentives to young people to participate in research or consultation is discussed in a range of studies, (Alderson, 2004; Brownlie et al, 2006; Stafford et al, 2007) and there are different conclusions reached about effectiveness. Some researchers/facilitators see payment as useful and an important 'thank you' for time given. Others offer it as an inducement to participate. Sometimes payment is seen as unnecessary. Practices are variously referred to as:

- Payment
- Reward



- Inducement to participate
- Reimbursement
- An acknowledgement of time given.

The rate and level at which young people have been recompensed also varies, partly according to the way payment is regarded. Mainly it has taken the form of vouchers and tokens. Other non-financial rewards can be given, for example, participants can be taken on an outing or other activity; certificates and other 'thank you' tokens given.

Whatever decision is made about payment, the decision about whether or not to provide it should be taken in advance; and there needs to be consistency. Save the Children UK has produced useful internal guidance on this and there is a reference to this in Section 4. Those involved in decision making about payment, may wish to take account of the following:

**Box 10: Incentives and rewards**

In making decisions about whether or not to offer inducements and rewards, you might wish to consider:

- Children's contribution should equally valued with contributions made by adults.
- Lump sums of cash should be avoided.
- The type of voucher and token should be considered carefully and be relevant to the young person. Consideration could be given to allowing children and young people to choose the type of voucher. Where poverty is an issue, high street vouchers may not be useful to young people.
- Decisions about what to give and how much should take into account the age of the young person, the length of time the engagement process has taken, and the numbers of young people involved.
- Decisions should be made in advance about whether or not to publicise that payment will be made. Consider that this may have implications for decisions to participate and could influence responses.

### 3 METHODS OF ENGAGING CHILDREN AND YOUNG PEOPLE: CASE STUDY EXAMPLES

In this section, we provide practical information for those involved in conducting research or consultation with children and young people who have experienced domestic abuse. We set this out in the form of a number of case study examples which highlight some of the methods and activities other studies and projects have used to engage young people. A full list of references and links to a wide range of resources containing methods and approaches to consulting and involving children and young people is included at Section 4.

#### **Box 11: Key references and links to publications providing practical examples of consulting**

Below are references and links to publications containing examples of ways to approach children and young people for research or consultation. They include practical examples of exercises, games and practical tools which can be adapted. A fuller list of references and links to other resources on methods and approaches to consulting and involving children and young people is included in the final section of the guide.

Save the Children (2005) *DIY Toolkit: Improving Your Community: Getting Children and Young People Involved*, Edinburgh: Save the Children [www.savethechildren.org.uk/en/54\\_3186.htm](http://www.savethechildren.org.uk/en/54_3186.htm) This provides 'tried and tested methods of working' to engage children and young people. It also contains some case study materials (see Annex B of the Scottish Executive (2006) *Engaging Children and Young People in Community Planning*, Community Planning Advice Note, Edinburgh: Scottish Executive [www.scotland.gov.uk/Publications/2006/11/09140609/0](http://www.scotland.gov.uk/Publications/2006/11/09140609/0))

Dynamix Ltd (2002) *Participation: Spice it Up. Practical Tools for Engaging Children and Young People in Planning and Consultations*, Cardiff: Save the Children

Available to purchase from <http://www.dynamix.ltd.uk/>. It contains practical tools for engaging.

The [Participation](#) section of the Children in Scotland website contains examples of useful participation methods [http://www.childreninScotland.org.uk/html/par\\_mak2.htm](http://www.childreninScotland.org.uk/html/par_mak2.htm)

### 3.1 Case Study 1: Consulting children and young people on Scottish Government proposals

#### **CASE STUDY 1:**

Smith, C., Grimes, M., Morrison, F., Houghton, C. and Stafford, A. (2008) *Consultation with Children and Young People with Experience of Domestic Abuse on Scottish Government National Domestic Abuse Delivery Group Draft Proposals*, Edinburgh: Scottish Government [www.scotland.gov.uk/Publications/2008/06/17121756/0](http://www.scotland.gov.uk/Publications/2008/06/17121756/0)

#### **Aim of project:**

To consult with children and young people on The Scottish Government National Domestic Abuse Delivery Group Draft Proposals.

#### **Project Design:**

Delivery group proposals were translated into child friendly language.

Facilitators consulted children using activities based around the child friendly version of the proposals.

Methods used aimed to engage young people's interest.

Activities were undertaken in small groups.

Young people were placed in groups with young people of the same age where possible.

Other young people were involved in facilitating groups.

#### **Young people's participation:**

Child Support Workers in Scottish Women's Aid members groups identified and invited young people to take part.

Young people who seemed particularly vulnerable were not invited to take part.

Young people were given information about the consultation events including their purpose, format, who was involved and how information would be used.

Young people were told that their names would not be used and that participants would not be identified in the report.

Child Support Workers were asked to make sure that all young people knew that they had a choice about taking part.

Ground rules were set out for each event.

Examples of ground rules included: have fun, listen to others and they will listen to you, confidentiality – what is said in the room stays in the room – except if adults think someone is in danger. The support worker will talk to the child about it and help decide what to do. Examples of other ground rules are on page 12 of the research report.

Child Support Workers obtained written consent from young people in advance of events. Workers had discussed the events with mothers.

Support was available to all young people at the events and afterwards. Measures were in place to deal with child protection concerns.

**Consultation methods:**

**Statement trees:** young people were asked to prioritise statements on the proposals which were written on 'leaves' and then placed on a large picture of a tree. Each statement was discussed, considered and recorded.

**Visual prompts:** Pictures of professionals such as teachers, social workers and police were used to prompt a discussion with young people on the roles of these professionals and their potential for offering support. Young people's ideas were written on pictures of 'brains' for thoughts and 'hands' for actions.

**Vignettes:** These were used to help young people discuss potentially difficult topics without having to discuss their own situation.

Example of vignette: Jo, a young person had recently moved into a refuge. Young people were asked to discuss Jo's support needs, safety and access to parents

**Voting:** young people voted on proposals and ranked their importance.

**Recording young people's views:**

Young people's views were recorded on notes or flipchart paper in the group.

A 'confidential box' was used. Young people were encouraged to put notes of things that they did not want to discuss in front of others in the box.

### 3.2 Case Study 2: Research into children and young people's support needs

#### **CASE STUDY 2:**

Stafford, A., Stead, J. and Grimes, M. (2007) *The Support Needs of Children and Young People Who Have to Move Home Because of Domestic Abuse*, Edinburgh: Scottish Women's Aid <http://www.clicp.ed.ac.uk/publications/reports.html>

#### **Aim of project:**

To explore the views, experiences and support needs of children and young people who have to move home because of domestic abuse. It was funded by the Scottish Executive and commissioned by Scottish Women's Aid.

#### **Design of project:**

The research was highly participative.

Young people were involved as participants in the research and as members of the advisory group for the research.

Confidentiality was a priority.

#### **Young people's participation:**

Full, clear, honest information was given to young people in a verbal and written format.

Ground rules and boundaries to confidentiality and anonymity were discussed with young people at the beginning of interviews.

It was agreed that information from the group would not be discussed outside the group.

Young people who agreed to take part signed consent forms and were given a leaflet with information about the research. They were told that they could withdraw their consent at any point.

Information was also given to the young person's main adult care giver.

Young people were invited to participate who had contact with Women's Aid Groups.

Young people who had moved house because of domestic abuse but were not in contact with Women's Aid groups were also contacted through organisations working with vulnerable families. It was harder to make contact with young people in this second group.

#### **Research methods:**

Group and individual interviews.

The idea of a 'journey' was used to help young people talk about sensitive areas.

The 'journeys' were drawn on a large piece of paper. Young people drew the 'journey' from their old house to their new house with all the points in between.

The use of a 'journey' helped to create a focus for reflection and discussion and reduce tension.

A 'Private Thought Box' was used to enable young people share their thoughts on a private basis. This was anonymous and the box was not opened until all the interviews were completed. This draws on an approach used by Samantha Punch

(2002) in other research.

Gift tokens were given to young people as a 'thank you'.

**Recording young people's views:**

The individual 'journeys' of young people were photographed and were a record of each interview.

**Reporting Findings:**

A main report and a summary were produced in an accessible form for everyone; adult policy and decision makers and for young people.

### 3.3 Case Study 3: Report on young people as partners in designing research

#### **CASE STUDY 3:**

Morrison, F., Stewart, C. and Okroj, L. (2008) *Children and young people as partners in the design and commissioning of research*. Edinburgh: Scottish Women's Aid [www.clicp.ed.ac.uk/publications/reports.html](http://www.clicp.ed.ac.uk/publications/reports.html)

#### **Aim of project:**

To ensure the participation of children and young people in the design and implementation of the research on the support needs of children and young people who have to move home because of domestic abuse (see Case Study 2)

#### **Design of project:**

Children and young people were involved as partners in the development of the research.

The aim was that children and young people's participation would result in more informed research.

Scottish Women's Aid supported children and young people's participation in the research project.

All members of the Research Advisory Group had a shared commitment to young people's participation in the research.

#### **Young people's participation:**

Children and young people were recruited to focus groups through Women's Aid Groups and Barnardo's children's domestic abuse support services.

Children and young people defined the issues to be explored in the research through participation in focus groups.

Children and young people contributed as members of the Research Advisory Group.

Children and young people contributed to both the design and dissemination process.

#### **Methods for involving children and young people:**

Two key approaches were used:

##### *Focus Groups*

The focus groups discussed the issues that were important to young people. These influenced the areas explored in the research.

##### *Research Advisory Group*

The meetings were informal 'workshop' style rather than traditional meetings.

Meetings were held on a Saturday morning or after school to maximise young people's participation.

Building relationships was an important part of the early work of the group.

Young people's expenses were paid and they were given gift tokens as thanks for their contribution.

The experience of members of the group was evaluated.

**Methods and Activities:**

*Hopes and Concerns*

Each participant received six cards, writing down three things they want to happen during the project and three things that they do not want to happen.

The facilitator put all contributions on a flipchart. This exercise helps everyone to express hopes and fears anonymously and can contribute to the evaluation of the project.



### 3.4 Case Study 4: Report on young people influencing politicians

#### **CASE STUDY 4:**

Houghton, C. (2008) *Making a Difference: Young People Speak to Scottish Ministers about their Priorities for the National Domestic Abuse Delivery Plan for Children and Young People*, Edinburgh: Scottish Government  
[cci.scot.nhs.uk/Publications/2008/06/17120134/0](http://cci.scot.nhs.uk/Publications/2008/06/17120134/0)

#### **Aim of project:**

To facilitate young people's meeting with Scottish Government Ministers to discuss their priorities for action to help children and young people affected by domestic abuse.

#### **Design of project:**

Young people worked with adult facilitators to prepare for the meeting.

Confidentiality and anonymity were key elements of the project.

#### **Young people's participation:**

A small group of young people were recruited through existing contacts and had been involved in previous participation projects.

The young people were from different areas of Scotland and all had previous contact with Women's Aid services.

Young people were sent an information pack in advance. This included a consent form as well as information on the project.

#### **Methods for involving children and young people:**

There were two preparation sessions before the meeting with Scottish Government Ministers.

Young people explored the 'three Cs and Ds' (consent, confidentiality and child protection; disclosure, distress and danger) with the addition of the three E's (enjoyment, empowerment and emancipation) in discussion with the facilitators.

Young people prepared prompt cards with details about themselves, why they were involved and what they thought about the other projects they had been involved in to use in the meeting with the Ministers.

Young people used brainstorming to identify their views on priorities for action.

A rehearsal was held with all the young people at the Scottish Parliament in advance of the meeting with the Ministers.

Young people were thanked with a letter and gift token after the event.

#### **Recording young people's views**

Young people checked the report and the transcripts of the meeting before they were made public.

### 3.5 Case Study 5: Consultation with young people on the Children's Hearing system

#### **CASE STUDY 5:**

Creegan, C., Henderson G. and King, C. (2005) *Getting it Right for Every Child: Children and Young People's Participation in the Children's Hearing System: Big Words and Big Tables*, Edinburgh: Scottish Executive  
<http://www.scotland.gov.uk/Publications/2006/04/27142650/0>

#### **Aim of project:**

To explore children and young people's views on advocacy in the Children's Hearings System

#### **Participation of children and young people:**

Children and young people were given a leaflet which gave details about the research, contact information for the researchers and how the information from the study would be used.

The researchers found that some younger children preferred to draw while some older young people preferred to talk.

All children and young people who took part were provided with a summary report of the research.

Young people were given a reward in the form of a gift token for taking part.

#### **Research Methods:**

The study used one to one interviews to gather young people's views. A variety of approaches were used to prompt and aid discussion when they were needed.

**Vignettes:** these were taped scenarios which outlined a typical Children's Hearing in order to help discussion

**World's worst or best Hearing:** young people were asked to discuss their experiences and thoughts about the 'best' and 'worst' Children's Hearing

**Hot Air Balloon:** a diagram of a hot air balloon was used to discuss who needs to be on 'board'; what needs to be in place for a young person to take part, what might make the Hearing 'blow off course' and what stops a young person taking part.

**People Mind Map:** used to help identify the main people who provided support to the young person

**Emotion Cards:** cards with different faces or words were used to focus on young people's feelings

**The Perfect Advocate:** cards with characteristics so that the young person could describe qualities that were important for the 'perfect advocate'.

## 4 RESOURCE BANK

In this section we provide a full list of references and links to resources containing methods and approaches relevant to consulting and involving children and young people who have experienced domestic abuse. Most contain information which can be used, drawn on and adapted when researching and consulting children and young people who have experienced domestic abuse.

### 4.1 Resources on consultation, research and participation with children and young people who have experienced domestic abuse

The publications below are concerned with the experiences of children and young people who have experienced domestic abuse. Many were produced as part of the process of developing The National Domestic Abuse Delivery Plan for Children and Young People:

Houghton, C. (2006) 'Listen Louder: Working with Children and Young People', in Humphreys, C. and Stanley, N. (eds) *Domestic Violence and Child Protection: Directions for Good Practice*, London: Jessica Kingsley Publications.

Houghton, C. (2008) *Making a Difference: Young People Talk to Scottish Ministers about their Priorities for Scotland's National Domestic Abuse Delivery Plan for Children and Young People*, Edinburgh: Scottish Government.  
[cci.scot.nhs.uk/Publications/2008/06/17120134/0](http://cci.scot.nhs.uk/Publications/2008/06/17120134/0)

Houghton, C. (forthcoming) 'I'd Rather Tell Them Myself': *Young People's Participation in Developing Scotland's Domestic Abuse Policy and Practice*.

Humphreys, C., Thiara, R.K., Skamballis, A. and Mullender, A. (2006) *Talking about domestic abuse: A Photo Activity Workbook to Develop Communication between Mothers and Young People*, London: Jessica Kingsley.

Humphreys, C., Thiara, R.K., Skamballis, A. and Mullender, A. (2006) *Talking to my Mum: A Picture Workbook for Workers, Mothers and Children Affected by Domestic Abuse* London: Jessica Kingsley.

Humphreys, C., Houghton, C. and Ellis, J. (2008) *Review of literature on domestic abuse and its effects on children and young people*, Edinburgh: Scottish Government (This includes details of publications on participation and experiences of children and young people). [www.scotland.gov.uk/Publications/2008/08/04112614/0](http://www.scotland.gov.uk/Publications/2008/08/04112614/0)

Morrison, F. (forthcoming) 'There's Practically Nothing Good About Him Except from he's my Dad': *Children and Young People's Perspectives of Contact with Fathers who Perpetrate Domestic Abuse*. Edinburgh: Scottish Women's Aid.

Morrison, F., Stewart, C. and Okroj, L. (2008) *Children and young people as partners in the design and commissioning of research*. Edinburgh: Scottish Women's Aid.  
[www.clicp.ed.ac.uk/publications/reports.html](http://www.clicp.ed.ac.uk/publications/reports.html)

Mullender, A., Hague, G., Imam, U., Kelly, L., Malos, E. and Regan, L. (2002) *Children's Perspectives on Domestic Violence*, London: Sage.

Smith, C., Grimes, M., Morrison, F., Houghton, C. and Stafford, A. (2008) *Consultation with Children and Young People with Experience of Domestic Abuse on the Scottish Government National Domestic Abuse Delivery Group Draft Proposals*, Edinburgh: Scottish Government.  
[www.scotland.gov.uk/Publications/2008/06/17121756/0](http://www.scotland.gov.uk/Publications/2008/06/17121756/0)

Stafford, A., Vincent, S., Smith, C. and Grimes, M. (forthcoming, 2009) *Evaluation of the Scottish Government Children's Services Fund*, Edinburgh: Scottish Government.

Stafford, A., Stead, J. and Grimes, M. (2007) *The Support Needs of Children and Young People who have to Move Home because of Domestic Abuse*, Edinburgh: Scottish Women's Aid. [www.clicp.ed.ac.uk/publications/reports.html](http://www.clicp.ed.ac.uk/publications/reports.html)

Scottish Women's Aid (2004) *Listen Louder Film*, Glasgow: Media Co-op.

#### **4.2 Resources on consultation, research and participation with other vulnerable children and young people**

The Scottish Government has published a range of reports which focus on the experiences of vulnerable young people. Those engaging young people who have experienced domestic abuse may find these a useful reference point:

Children in Scotland (2006) *My Turn to Talk? The Participation of Looked After and Accommodated Children in Decision-Making Concerning Their Care*, Edinburgh: Scottish Executive Education Department.  
[www.scotland.gov.uk/Publications/2006/05/SpR-MTTT](http://www.scotland.gov.uk/Publications/2006/05/SpR-MTTT)

Creagan, C., Henderson G. and King, C. (2005) *Getting it Right for Every Child: Children and Young People's Participation in the Children's Hearing System: Big Words and Big Tables*, Edinburgh: Scottish Executive.  
<http://www.scotland.gov.uk/Publications/2006/04/27142650/0>

Hendry, I., and Polson, K., (2007) *Working with Hard to Reach Young People – A Practical Guide*,. Edinburgh: Scottish Government.  
[www.scotland.gov.uk/Publications/2007/12/06145646/0](http://www.scotland.gov.uk/Publications/2007/12/06145646/0) A guide to working with young people who are hard to reach, particularly those who are working with young people on the streets.

Laws, S. and Mann, G. (2004) *So You Want to Involve Children in Research: A toolkit supporting children's meaningful and ethical participation in research relating to violence against children*, London: International Save the Children Alliance.

[www.savethechildren.net/alliance/resources/publications.html](http://www.savethechildren.net/alliance/resources/publications.html) Resources on consultation, research and participation with children and young people in general.

The following are a selection of websites which have practical resources on engaging children and young people. Many include downloadable tools, resources and reports.

##### **a. Communities Scotland**

Website: Community Engagement - How to Guides: See section on engaging young people, including:

Save the Children (2001) *Re:action consultation toolkit*, Edinburgh: Save the Children.

[http://www.ce.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/scrcs\\_020303.hcsp](http://www.ce.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/scrcs_020303.hcsp) and

Funky Dragon (2002) *Breathing Fire into Participation*, (Wales).

**b. Dynamix Ltd**

A Welsh based company focusing on participation. See:

Dynamix Ltd (2002) *Participation: Spice it Up. Practical Tools for Engaging Children and Young People in Planning and Consultations*, Cardiff: Save the Children  
<http://www.dynamix.ltd.uk/>

**c. International Save the Children Alliance**

Save the Children (2003) *So you want to consult with children? A toolkit of good practice*, London: Save the Children Alliance  
[http://www.savethechildren.net/alliance/resources/childconsult\\_toolkit\\_final.pdf](http://www.savethechildren.net/alliance/resources/childconsult_toolkit_final.pdf)

**d. Learning Teaching Scotland**

The website contains a range of Scottish resources on participation in schools. These can also be used in other settings.  
[www.ltscotland.org.uk/citizenship/about/participation/index.asp](http://www.ltscotland.org.uk/citizenship/about/participation/index.asp)

**e. National Foundation for Educational Research (NFER)**

The website includes resources on listening to children and young people – the focus is mainly England and Wales:

[www.nfer.ac.uk/research-areas/listening-to-children-and-young-people/listening-to-children-and-young-people-reading-list.cfm](http://www.nfer.ac.uk/research-areas/listening-to-children-and-young-people/listening-to-children-and-young-people-reading-list.cfm)

**f. Participation Works**

The website has an extensive range of information and advice on participation including resources, toolkits, training and advice. Online tools for working with children and young people. [www.participationworks.org.uk/](http://www.participationworks.org.uk/)

**g. Save the Children UK**

Resources available on consultation and participation including:

Save the Children (2005) *DIY Toolkit: Improving Your Community: Getting Children and Young People involved*, Edinburgh: Save the Children  
[www.savethechildren.org.uk/en/54\\_3186.htm](http://www.savethechildren.org.uk/en/54_3186.htm) This is based on work undertaken in Scotland

**h. Scottish Commissioner for Children and Young People (SCCYP)**

Resources on participation: [www.sccyp.org.uk/participation/resources.php](http://www.sccyp.org.uk/participation/resources.php)

**i. Scottish Government**

A range of publications and resources on involving children and young people are published by Scottish Government (see also previous section). Also see:

Scottish Executive (2006) *Engaging Children and Young People in Community Planning*, Community Planning Advice Note, Edinburgh: Scottish Executive  
[www.scotland.gov.uk/Publications/2006/11/09140609/0](http://www.scotland.gov.uk/Publications/2006/11/09140609/0)

Brownlie, J., Ormiston, R. and Anderson, S. (2006) *Children as Researchers*, Edinburgh: Scottish Executive [www.scotland.gov.uk/Publications/2006/06/SprChar](http://www.scotland.gov.uk/Publications/2006/06/SprChar)

**j. Scottish Parliament**

*Participation Handbook* produced by the Public Participation Team at the Parliament includes activities and approaches to support participation.

<http://www.scottish.parliament.uk/vli/participationHandbook/index.htm>

**k. UK Government: Every Child Matters**

UK Government resources on child participation including research and guidance. [www.everychildmatters.gov.uk/participation/](http://www.everychildmatters.gov.uk/participation/)

Includes handbook, Kirby, P., Lanyon, C., Cronin, K. and Sinclair, R. (2003) *Building a Culture of Participation* London: Department for Education and Skills ([www.everychildmatters.gov.uk/participation/buildingaculture/](http://www.everychildmatters.gov.uk/participation/buildingaculture/))



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ISSN 0950 2254  
ISBN 978-0-7559-7644-7  
web only publication

[www.scotland.gov.uk/socialresearch](http://www.scotland.gov.uk/socialresearch)

RR Donnelley B62070 09-09

