

Evidence Framework

Please log your experiences below.

Guidance for completion:

This document will help us understand how independent advocacy helped children and young people engage and participate in the Children's Hearing system. It can be used to gather evidence such as your own observations or feedback from others, as well as supporting your own reflective practice.

This document is not a 'sit down' end-to-end set of questions we ask children and young people. It is a reflection exercise for Advocacy Workers who are supporting children and young people going through the Children's Hearing system. It is likely to be used after completing key stages in the advocacy process such as after a Hearing or after submitting a Statement of Views.

The document can be used to provide a prompt for other opportunities for reflective practice, such as Support and Supervision sessions or team reflections.

Not all sections of the questionnaire need to be completed – this will depend on the how the child or young person has engaged and participated in the Children's Hearing system.

Please note if there is any additional information (positive or less positive) in relation to broader feedback from partners / key stakeholders in the Children's system.

Please record any observation you noticed i.e. the Chair spoke directly to the young person.

| Aim | Action | ✓ |
|--|---|---|
| Accessibility and individualised support | I involved the CYP in decisions about when/where/how to meet. | |
| | I thought about the CYP's individual needs and preferences in the communication methods used e.g. drawing, writing, verbal, digital. | |
| | I used Talking Mats, social stories, etc. | |
| | I used an interpreter or translated materials. | |
| | I asked others to consider the CYP's individual needs to make the Hearings process more accessible to them – e.g. to use child friendly language. | |
| | Please reflect on how you went about this: | |
| Putting CYP first | I checked back with the CYP that I was saying what they wanted me to. | |
| | I explained to the CYP or another person that I only take instructions from my advocacy partner. | |
| | I took instruction from the CYP. | |
| | I explained to the CYP or another person about confidentiality and its limits. | |
| | Please reflect on how you went about this: | |

| Aim | Action | ✓ |
|---|--|---|
| CYP better informed | I asked questions on behalf of the CYP. | |
| | I checked with the CYP that they understood what was happening. | |
| | I explained information about what was happening to the CYP. | |
| | I used resources to help the CYP understand e.g. SCRA resources. | |
| | I helped the CYP understand their rights. | |
| | I sought advice in order to better assist the CYP e.g. from Clan Childlaw Legal Support Service. | |
| | Please reflect on how you went about this: | |
| CYP can challenge power imbalances | The CYP attended their Hearing. | |
| | I supported the CYP to access their own legal representation. | |
| | The CYP spoke at their Hearing and gave some of their own views. | |
| | I spoke on the CYP's behalf to enable them to participate. | |
| | I submitted a statement of views agreed with the CYP in advance to enable them to participate. | |
| | Please reflect on how you went about this: | |
| CYP voice and choices heard | I shared the CYP's views as instructed. | |
| | I fed back to the CYP if they were not present. | |
| | I explored options with the CYP. | |
| | I attended the Hearing. | |
| | The CYP felt they did not need advocacy to support them at their Hearing. | |
| | Please reflect on how you went about this: | |

Did you receive any feedback from anyone else involved?

Any other observations or anything unusual about the meeting?