

Meaningfully engaging Young Scrutineers

Handbook

for Local Safeguarding
Children Partnerships



MACS



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This handbook is designed to highlight resources, strategies and tools Local Safeguarding Children Partnerships (LSCPs) can deploy to engage local young people as LSCP young scrutineers.



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How to explain Local Safeguarding Children Partnerships (LSCPs) to Young Scrutineers

Local Safeguarding Children Partnerships (LSCPs) are a group of organisations that work together to keep children safe from harm and promote their well-being. They are required to make sure that everyone who works with children knows how to keep them safe and take the necessary action if they are worried about a child, to protect them from harm, and to support them or their families where possible.

LSCPs play an important role to ensure children grow up in a safe environment where they can be happy and healthy. They do this in many ways, including looking into cases where children have been harmed to ensure safety measures are in place to improve services for children or by training adults who work with children on how to spot and report the signs of abuse and neglect.

LSCPs are led by the local council, police service and local NHS, with Schools and Education, playing an important role in decision making.

Statutory guidance requires that they draw on the voice of children and young people to understand areas of strength and/or improvement in local arrangements and practice (**Working Together 2023, page 24**).

1) Overview: Role and Purpose of Young Scrutineers

1.1 Who are young scrutineers and what do they do?

Young Scrutineers are also known as Young Advisors, are young people aged between 16 and 22 years who live in the locality of the Local Safeguarding Children Partnership (LSCP). They are able to strengthen partnership governance by sharing their lived experiences and reflection on emerging local and national safeguarding and wellbeing issues.

Young Scrutineers can enrich an LSCP's approach by providing their views and voices to safeguarding issues to LSCPs. They strengthen the links between the LSCP and young people by providing opportunities for reflections on the lived experiences of local young people. Their views and voices can be found interwoven throughout the work programme of a LSCP.

1.2 Who this handbook is for and how to use it

This handbook is designed for LSCP Managers, LSCP Business Units, Delegated Safeguarding

Partners. And Lead Safeguarding Partners, and members. It provides resources for recruiting, employing and developing young scrutineers. It also gives LSCPs a variety of methods and approaches when working with young people and LSCPs. It includes examples of the work undertaken by Young Scrutineers in a number of authorities and has been inspired by how LSCPs across the country have successfully engaged young people in their scrutiny LSCPs and governance activities.

1.3 How this handbook came about

The Multi-Agency Child Safeguarding (MACS) Evaluation, led by academics from King's College London and the University of Bedfordshire, in partnership with Camden Safeguarding Children Partnership (CSCP) and The Association of Safeguarding Partners (TASP), looked at the effectiveness of Local Child Safeguarding Partnerships (LCSPs) in England and developed a framework for their evaluation. It was clear from the project that many LSCPs wanted to develop more ways to include young people in their work. As part of the research, our Young Advisors hosted national webinars with others like them to discuss how young people are involved or would like to be involved as LCSP Young Scrutineers. As a result, we have created a film and a toolkit for LCSPs to learn from and utilise in recruiting and engaging with young people as part of their work.



2) On boarding Recruitment, Selection, Remuneration and Induction



2.1 Recruitment and Selection

Many young scrutineers may have never been through a formal recruitment process. Therefore, LSCPs must ensure that they enable and facilitate opportunities for a wide range of young people to apply for the role. This should help ensure that LSCPs achieve representation from a diverse range of applicants. Equitable recruitment requires:

- An inclusive process with resources and support available for young people who may wish to apply but may experience difficulty in completing the application form i.e. easy read application /audio description
- Clear, concise and simple job advertisements, focusing on the skills and attributes needed rather than extensive experience.
- Advertising widely in areas such as youth clubs, faith youth groups and/or year 11/13 common rooms via schools.
- Events prior to application deadlines to facilitate discussions for those interested in applying.
- Using social media and other platforms popular with young people to advertise.
- Providing clear information about the interview process, including what to expect and how to prepare.
- Clear details of what the role will involve and expectations on the time they will need to dedicate to it.

- Explanation around remuneration for the role so that young people are aware that they will receive remuneration of some form for their time.
- Explaining the training/development offered and future opportunities through work and/or education.

Appendix 1 is an example Job Advert/Profile for LSCP Young Scrutineer.

2.2 Induction

A positive induction process for Young Scrutineers is important as it may be the first time they have been in the formal work environment. An extensive induction will enable understanding of expectations of the workplace environment, provide clarity on what is expected in the role and provide a positive opportunity to meet colleagues and build relationships within the partnership.

This is important for creating a supportive network in what may be their first role in work or volunteering. The induction process also provides LSCPs with a clear understanding of any training and development needs the young person may have and how they can be supported in their role. This will provide young scrutineers with the skills to effectively share their lived experience and contribute to the partnership in a meaningful way.

Appendix 2 is an example induction Checklist for LSCP.

3) Support, Training and Development

3.1 Supporting Young Scrutineers to succeed

Supporting young scrutineers to succeed in their role not only benefits the young people involved but strengthens the LSCP and partnership accountability. Ensuring success provides young people with developmental skills, empowers them with a voice in decision making within a partnership and enables further understanding of some of the complex safeguarding issues faced by their peers.

Based on webinars with Young Scrutineers, here are some of the considerations that LSCPs need to address in relation to supporting their Young Scrutineers:

Safety and Accountability

- Ensure physical and emotional safety by following safeguarding protocols and child protection guidelines.
- Be mindful that all young scrutineers may not feel able to express their views freely in sensitive situations. This could mean thinking about empowering young scrutineers to engage openly and without fear of their views being unpopular.

Value and Respect

- Value and encourage Young Scrutineers' perspectives, as they are experts by experience. This can mean that their views are used to influence how the LSCP plans and delivers on activity.
- Ensure that their contributions are offered in environments where they will be genuinely considered.

Supportive, Inclusive and Youth Friendly

- Ensure that Young Scrutineers have clear accessible information about their role and their task. This may involve explaining how their work will be used to help the LSCP and those working with children and local families.
- Give everyone equal chances and time, no matter their background, education, religion, gender, disability, sexual orientation, situation, or economic status.
- Be mindful that some young people may have faced disadvantages and trauma and create a safe environment where all voices are heard.
- Ensure that there are counselling or other support mechanisms available for young scrutineers if they are 'triggered' by any of the work they undertake
- Allow Young Scrutineers to opt out of particular themes or areas of work if they are not comfortable.



3.2 Ensuring success of outcomes for Young Scrutineers

Young Scrutineers want to see the impact of their contributions and regular reviews enable them to establish mechanisms through which they can see how their work has influenced the decision-making processes. Therefore, it is helpful to discuss objectives and tasks and measures of success. This gives young scrutineers time to think about tasks and plan together how they could use their experience to co-design and understand the work, ensuring they can deliver projects within their available time.

Quarterly meetings between the CSP Manager and the Young Scrutineers using a version of appendix 3 will provide LSCPs with a record of the work young scrutineers have been involved with and provide opportunities for annual reflection of work in their annual reports.

Appendix 3 is an example Goal Setting Evaluation form for LSCPs.



4) Young Scrutineer engagement strategy and delivery



Providing young people with a clear understanding of the role and qualities of a successful scrutineer before they apply can help set clear expectations and guide them towards success in the position. Below are some examples which can be shared prior to application or within job descriptions:

4.1 Model of engagement

Models of engagement could involve collaborating with the young scrutineers to:

- Discuss and share ideas about their experiences that can enrich quality assurance activity.
- Co-design an LSCP activity e.g. Review audit tools so that the child's voice is strengthened in LSCPs' learning and improvement framework.
- Co-deliver learning events e.g. conference, workshops, communication content. This enables the young person's perspective to be heard in a multi-agency learning and professional space.
- Have direct involvement in the work of LSCPs, including scrutiny and decision-making processes of LSCPs.
- Create Youth-Friendly resources which provide clear information to their peers about how to report concerns, seek help, or general information about the resources available to them.
- Use different and innovative formats, such as posters or podcasts and social media campaigns to enable LSCPs to be effective in reaching out to children and young people around their age group.
- Participate in a variety of activities such as focus groups, meetings, development of policies, inclusion in subgroups and panels, and the development of accessible outputs tailored for other young people.



4.2 How to make engagement meaningful and ethical

- Young People should be adequately trained and supported throughout the development of activities, with regular check ins with a member of the team as agreed by the young person to ensure wellbeing.
- LSCPs seeking support from young people should also be concerned with their personal development, developing their talent, providing opportunities to obtain employability skills and career support.
- Ensuring that they are remunerated or repaid in some way for their time which liberates the financial constraints for some young people and allows for better representation of diverse socio-economic groups.
- Flexibility and understanding that young people are engaging in other activities, such as school and part-time jobs, is crucial.
- LSCPs should be mindful of achieving representation from diverse backgrounds, including those who have had experience of different aspects of the safeguarding service, and those with disabilities. LSCPs should also provide resources and support to accommodate everyone's access and communication needs.



Below are examples of the work of LSCPs Young Scrutineers



Appendix 1: Example job advert/Job profile

Job Opportunity: LSCP Young Scrutineer / Young Advisor

Salary: Local living wage [Per Hour] / or alternative payment

Type: Part-time / Flexible hours/ Days per month

Location: [Insert Location/ hybrid working options]

About Us: The Local Safeguarding Children Partnership (LSCP) is dedicated to ensuring the safety and well-being of children in our community. We work with various organisations to create a safe environment for all children.

Role Overview:

We are looking for a motivated and enthusiastic young person to join our team as a Young Person's Advisor. This role is perfect for someone who is passionate about making a difference and wants to gain valuable experience in child safeguarding.

Key Responsibilities:

- Provide a young person's perspective on safeguarding issues and initiatives.
- Assist in codesigning and participating in community events and workshops.
- Help create engaging content for our social media platforms for those working with children.
- Attend some meetings and contribute ideas to improve our services.

What We Offer:

- A supportive and inclusive work environment.
- Opportunities for personal and professional development.
- Flexible working hours to accommodate your schedule.
- The chance to make a real impact in the community.

Requirements:

- Aged 16-22 years and living locally in [Insert borough]
- Enthusiastic, reliable, and willing to learn.
- Passionate about child safety and well-being.
- Person specification:
- GCSEs in Maths and English or equivalent
- Friendly, personable, confident, with good people skills
- Basic knowledge of social media platforms.
- Enhanced DBS and 2 references.
- Desirable to have attended a local school.

How to Apply: If you are interested in this exciting opportunity, please send your CV and a brief cover letter explaining why you would be a great fit for this role to [email address].

Join us in making a difference and ensuring a safer future for children.



Appendix 2: Young Scrutineers Induction Checklist

General expectations, IT/ HR and Housekeeping	Notes
Meeting to discuss expectations of the role and support needs	
Additional hours recording	
IT Code of conduct, use of council equipment and shared drive use and where to save work	
Shared calendar for meetings (risk/safety)	
Structure charts explained and revisited - Local Authority, NHS and Police, Schools	
Show around buildings where you may meet and where you can sit together	
ID badge and Login access	
Staff code of Conduct	
Annual leave requests	
Work of the LSCP – what the role will involve	
Meet with the LSCP manager and the Development Officer to understand the work of the partnership	
Shadow a group work session or relevant meetings where content is appropriate	
Watch and read accessible onboarding information about the work of the LSCP and the local area	
Visit the LSCP website and social media platforms – including partners' websites	
Meet with relevant reps and partners in the LSCP in different contexts where possible.	
Meeting with LSCP Manager to share their ideas, work as a collective group, and discuss their strengths and areas for development. This also includes the opportunity to discuss any areas relating to safeguarding that they don't want to be consulted on/ involved in. This is re-visited with every new area of work commissioned.	
Discussion around health and wellbeing – what to do if they need help/advice in the role and where they can get help and support.	
Training and Development - The following training should be completed within the first 4 – 6 weeks where possible. Evidence of attendance/completion may be requested by your line manager.	
Internally delivered:	
Safeguarding Level 1	
Themes training as appropriate to age range e.g. Child Exploitation	
Peer Mentor Training to coach and develop engagement skills	

Appendix 3: Young Scrutineers/Young advisors goal setting and objective review form

Name:			
Objectives for the year	Tasks	Measure of Success	Progress
To contribute to key projects addressing areas that may require further intervention.	To take part in meetings and suggest your ideas and views and / or be involved in a presentation.	Improvement of LSCP's understanding of young people's views and experiences.	
To consider information relating to particular safeguarding themes that young people may find useful and develop resources to explain these from a young person's perspective.	Develop a survey to identify the information Camden young people say would be most useful to them. Research and consult with the relevant professionals, the information that is to be communicated. Identify the best way this information can be communicated effectively, taking into consideration accessibility.	Completion of surveys by young people recorded on Child View. Outcomes of survey recorded and provided to line manager. Resources have been developed and have been distributed. Feedback about resources from young people.	
To participate in appropriate meetings which review team practice.	To attend forums or subgroup meetings to provide views from a young person's perspective in relation to practice issues.	Attendance at meetings and feedback from case managers on useful input.	
To engage in training to ensure continued personal development.	Seek and identify relevant training opportunities and implement learning into practice.	Evidence of learning in work related tasks.	
To provide a local young person's perspective to improve how 'safeguarding' is experienced by children, young people and their families.	Taken part in individual and group work set by the LSCP manager. Read/ view preparation material content sent by LSCP Manager in order to take part in discussions.	Engaged in discussions and ask questions in order to learn and understand area of work. Has been timely in the delivery of agreed tasks and actions.	

Appendix 3: Continued

Help develop our community/ youth engagement work, for example as part of strengthening our strategic response to contextual safeguarding	Establish links with other young people's forums to think about adolescent risk/harm occurring in spaces in the neighbourhood, housing estates, schools, shopping areas, in the community, online etc. Work with other children and young people's forums that take place in the borough/ London to understand safeguarding priorities.	Examples of having taken part in participation work via various platforms, online, hybrid and face to face. Demonstrated that they have drawn from their experience, in order to speak with other young people to take part in focus groups.	
Co-production of content that provides a young peoples' perspective on analysing the effectiveness of safeguarding arrangements.	Be involved in creative methods and across different platforms to share that perspective. This can include films, creative writing, photography, voice recordings, podcasts, and focus groups.	Have examples of content produced. Due to their direct involvement that strengthens local safeguarding partnership arrangements.	
Overall comments	Key achievements (what went well?) / Areas of development and learning (what could have gone better?)		
Employee signature		Date	
Managers signature		Date	



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