

Developed by Dr Tim Moore from the
ACU Institute of Child Protection Studies

Protective Participation: The Voices of Young People on Safety





**CATHOLIC
EDUCATION
MELBOURNE**

A Message From The Executive Director, Catholic Education Melbourne

“The capacity to navigate the current landscape – to learn together, to work from evidence, to animate and support learners, and to lead in faith and transformation – presents us with great opportunities and exhilarating challenges.”

(Catholic Education Melbourne, 2016, p.16)

In Catholic education, our commitment to child safety and wellbeing is firmly grounded in Christ’s message of love and the infinite potential of every young person as a precious and loved human being in relationship with God.

For educators in Catholic schools, this reality underpins our mission driven imperative to ensure open, positive school cultures where each child is enabled to grow and flourish and where their rights to safety and inclusion are respected.

A key feature of such environments is the active engagement, participation and empowerment of young people in their learning and in their own protection. This vital component is reflected in the Victorian Child Safe Standards and in the Child Safety elements proposed by the Royal Commission into Institutional Responses to Child Sexual Abuse (the Royal Commission).

Catholic Education Melbourne is proud to partner with Australian Catholic University’s Institute of Child Protection Studies (ICPS) in the development of this Protective Participation Guide: The Voices of Young People on Safety.

This evidence-based practical resource draws heavily on the insights from research lead by ICPS, conducted with children and young people, on behalf of the Royal Commission.

It is designed to support teachers and school leaders to work with students as co-contributors to a strengthened child safety culture, by seeking their unique perspectives on their safety and perceived risks and including them in decision-making processes.

The Guide includes:

- an overview of relevant research on protective participation;
- a series of tools to assist schools to review their current professional practice; and
- suggested strategies to support children’s participation.

All importantly it builds on the existing strong commitment of Catholic schools for cultural change where whole-school child safety approaches are part of everyday practice.

I commend this Guide to you as a further key resource in our collaborative pursuit of enhanced practice for the wellbeing and safety of every child, every day, in our Catholic schools.

Stephen Elder
Executive Director

“By being keenly aware of the world as experienced by students, educators can open spaces for dialogue with self and others where students think deeply and creatively, see layers of meaning within experiences, and realise that the world around them is always changing.”

(Catholic Education Melbourne, 2016, p. 12)

A Message From The Director, Institute of Child Protection Studies, Australian Catholic University

The ACU Institute of Child Protection Studies has a commitment to not only supporting organisations in safeguarding and protecting children from different forms of harm, but also in ensuring that children and young people have a voice in regards to decisions made regarding their safety. Through the ACU Safeguarding Children and Young People portal, we are committed to supporting children and young people, and the adults who work with them to ensure that when at school they are able to learn and play not only being safe, but also feeling safe.

Keeping children safe within Catholic Schools, as with all youth-serving organisations, is a challenging but important task. Building capability in the staff, volunteers and wider education community is a vital part of ensuring that policies and procedures put in place are followed, and are effective in keeping children and young people safe from harm. To do this, organisational leaders, staff, volunteers and children and young people themselves need to consider, and discuss, the skills that adults need to know about and be able to implement in order to keep children safe.

There is no single prescription of what needs to be done - rather it's about having a framework to try and underpin everyday activities to bring about child-safe practice within schools.

As a leading organisation for research and professional learning related to safeguarding children in organisations, ACU is pleased to have partnered with Catholic Education Melbourne to develop this evidence-based practice tool. Protective Participation: The Voices of Young People on Safety has been designed to support all levels of staff and volunteers across schools to reflect upon and use the activities inside to ensure children are able to participate in important conversations regarding their safety.

One of the biggest obstacles to detection of abuse or unsafe situations is the issue of young people feeling as though they can't speak up and can't report. This is an organisational climate issue for which we can all take a measure of responsibility. How do we do this? The Institute's research for the Royal Commission into Institutional Responses to Child Sexual Abuse demonstrated that asking children and young people about their perceptions of safety, and working collaboratively to address concerns is critical. As part of a suite of methods educators can use to improve safeguarding, it is hoped that by involving children in conversations about their safety, listening to their beliefs and opinions, and taking action in response to their concerns, schools can use a school-wide community approach to improving the student experience.



Prof Daryl Higgins - Director, ACU Institute of Child Protection Studies
www.acu.edu.au/icps

ACU Safeguarding Children and Young People Portal <https://safeguardingchildren.acu.edu.au>



This guide relates to how to support protective participation in schools.

This guide contains:

An overview of relevant research on how enabling children's participation can improve their safety from abuse and harm;

Messages from children and young people on why participation is important and how they would like to be engaged;

A series of tools to help schools reflect on their practice;

A series of tools that can be used to support children's participation.



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Promoting Protective Participation in Schools

Children and young people learn, grow and develop best when they are safe and feel safe. One way of supporting their safety is to provide them opportunities to identify the risks they encounter and what worries and concerns them. In partnership with adults, they should also be given opportunities to develop strategies to prevent and respond to these risks and concerns.

In the past children and young people have been at risk of sexual abuse and other forms of maltreatment within school contexts. The Australian Royal Commission into Institutional Responses to Child Sexual Abuse (the Royal Commission) has shone a light on abuse experienced by children and young people in a variety of youth-serving organisations, including schools. The Royal Commission has suggested that one of the key protective strategies is affording children and young people a voice in their own protection. Participatory processes enabling students to identify and, collaboratively develop strategies to respond to risks within school settings can be invaluable.

This guide stresses the importance of safety within positive school climates, and it provides a rationale for children and young people's protective participation. It identifies key elements of good practice in student engagement and offers practice tools that can be utilised within school settings to open up conversations and develop whole-of-school strategies to respond to their safety needs.

It draws heavily on research conducted with children and young people by researchers at the ICPS (ACU), the Centre for Children and Young People at the Southern Cross University (SCU) and Queensland University of Technology (QUT) and Griffith University (Moore et al. 2016a; Moore et al. 2016b; Moore, McArthur, Noble-Carr, 2015; Robinson, 2016).

In a positive school climate, staff and students are safe and feel safe.

Studies show that many students experience bullying, physical and sexual harassment and assault while at school.

Sexual harassment and victimisation can lead to poor academic outcomes and problematic behaviours.

Actively engaging students in participatory processes can identify and respond to safety concerns and lead to positive outcomes.

Key Messages

A key protective strategy is affording children and young people a voice in their own protection.

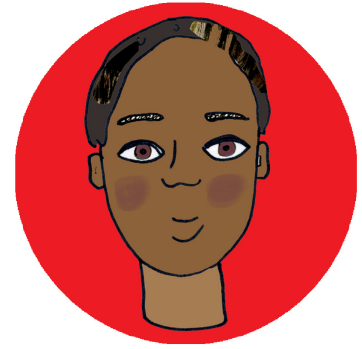
Children and young people value being helped to better understand risks and to make better judgments on when to trust and when to be wary.

Because children and young people understand and experience safety differently from adults, adults and organisations need to understand what safety means to kids and act to respond to their fears and concerns.

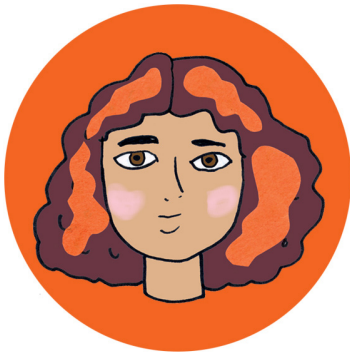


Why is student safety important?

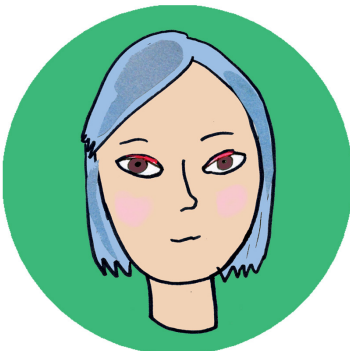
Students' safety has been shown to be a vital component in positive school climates. In schools with a positive school climate, students achieve better outcomes, behavioural issues are less likely to occur and both staff and students have better mental health outcomes (McEvoy & Welker, 2000). In their review of more than 200 articles, Thapa et al. (2013) showed that in addition to improving students' educational outcomes, a positive school climate can reduce students' exposure to a raft of negative experiences, including sexual harassment and victimisation.



Central to a positive school climate is a sense of safety - where children and young people are confident in adults' ability to keep them safe; where they are provided refuge from challenges that they experience outside of the school; and where they can relax (and learn) in an environment that is free from harm.



At times students' safety is compromised. Studies show that increasingly a number of interpersonal safety risks (such as bullying, physical and sexual harassment, assault and abuse) impact young people's wellbeing and safety (Thapa et al. 2013).



Commentators have argued that to effectively educate children and young people and provide them with an environment that fosters their growth and development, schools must be able to identify and respond to interpersonal safety risks (Young, Grey, & Boyd, 2009). For example, there is a growing literature that asserts that school-based victimisation is associated with poorer academic outcomes (Nakamoto & Schwartz, 2010; Toomey & Russell, 2016) while negative perceptions of school safety are strongly associated with poor mental health outcomes (Nijs et al. 2014), school disengagement and early school leaving. This is particularly the case for the most vulnerable students (including Aboriginal and Torres Strait Islander children, those from culturally or linguistically diverse backgrounds, those with a disability or different sexual orientations and identities) (O'Malley Olsen et al. 2014; Toomey & Russell, 2016).

Another dimension of positive school climate that has been of interest to researchers and educators relates to the engagement of students in decision-making. Although in its infancy, research suggests that schools that have participatory processes can help foster a sense of community, promote attitudes against violence and lead to a raft of positive outcomes for staff and students (Mager & Nowak, 2012; Vieno et al. 2005). Although the importance of children and young people's participation has been codified in Standard 7 of the Victorian Child Safe Standards (the Standards) and Element 2 of the Royal Commission's Child Safe Elements, it has been argued that students' agency is integral to all aspects of the Standards and the Royal Commission's Elements.

What is youth participation and what are its benefits?

Participation has been described as ‘a process of involving [children and] young people in the institutions and decisions that affect their lives’ (Checkoway, 2011). Participation attempts to provide young people with opportunities to shape the policies, services, systems and programs with which they interact while providing them skills, experiences and a sense of empowerment which may have positive impacts on their own sense of identity and belonging.

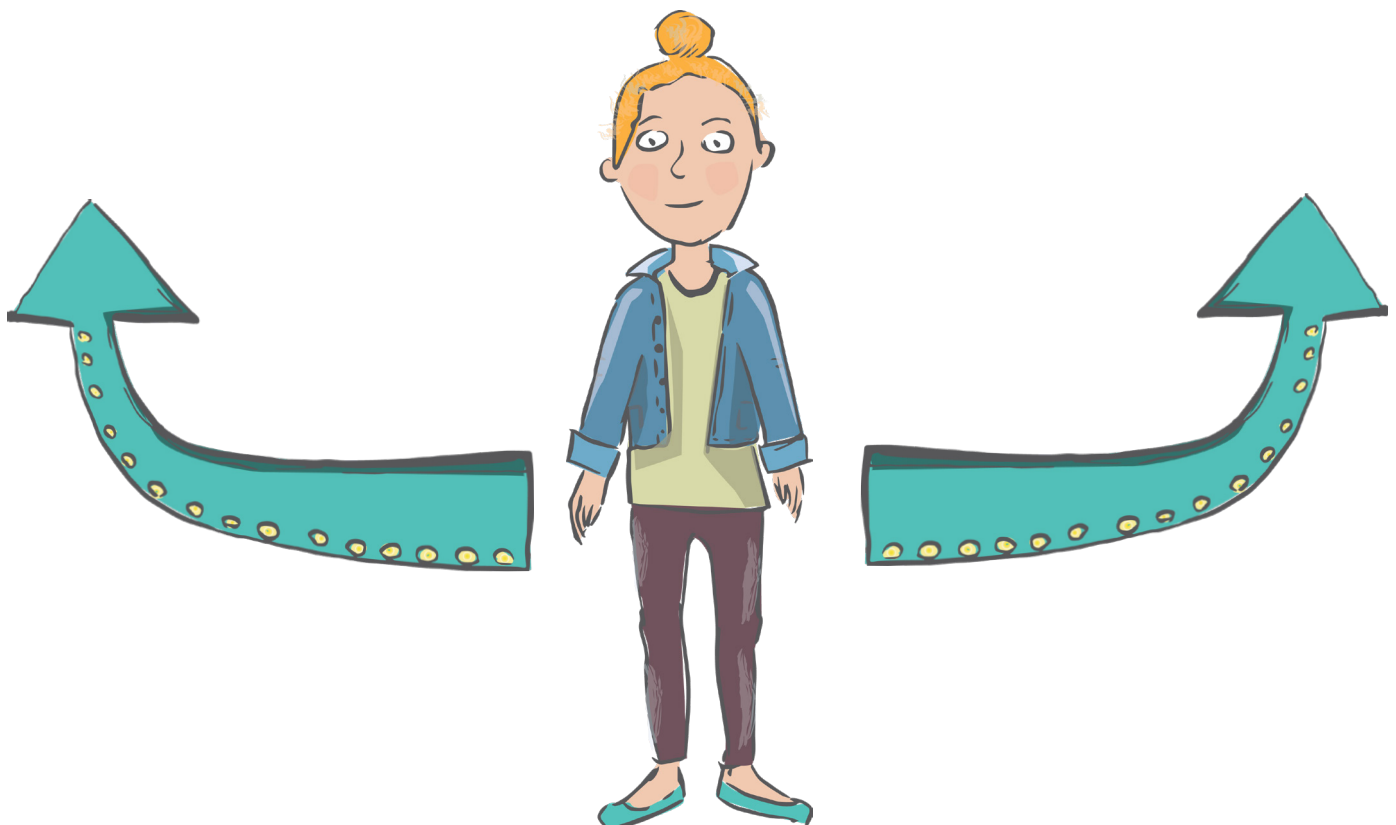
At its best:

Child participation involves encouraging and enabling children to make their views known on the issues that affect them. Put into practice, participation is adults listening to children — to all their multiple and varied ways of communicating.

It ensures their freedom to express themselves and takes their views into account when coming to decisions that affect them. Engaging children in dialogue and exchange allows them to learn constructive ways of influencing the world around them (Bellamy, 2002).

The benefits of participation are wide-ranging and can be

- **pedagogical** - when young people learn through their experience;
- **political** - when young people help shape social policy and exercise their rights;
- **epistemological** - when young people help adults and institutions develop a better understanding of their lived experience and support needs;
- **practice-oriented** - when young people improve the responsiveness, value and design of services; and
- **protectionist** - when, through respectful dialogue with adults and other young people, protection is promoted (Tisdall et al. 2009).



Why children and young people want to participate

In 2015, the Australian Catholic University Institute of Child Protection Studies and the Centre for Children and Young People Southern Cross University and colleagues (from QUT and Griffith University) completed a series of Child Safety Studies for the Royal Commission into Institutional Responses to Child Sexual Abuse.

Children and young people told researchers that they wanted to participate because:

- It gave them an **opportunity to learn** more about safety risks and how institutions were managing them.
- It gave them **opportunities to inform adults** about their worries and concerns and what they need when they are unsafe.
- It gave them **opportunities to build alliances** with trusted adults to whom they could seek support.
- It **improved their confidence** in adults and institutions to adequately respond.
- It **empowered them** to build their skills and knowledge and **ability to protect themselves and their peers**.

However, researchers also found that:

- four in ten reported that **they would feel uncomfortable talking to an adult at school** if they were unsafe;
- the majority would turn to a **parent or friend before they approached someone at school**;
- more than half reported that adults would **probably not believe them** if they were being groomed by a staff member or peer;
- the vast majority felt that adults at their school **would only know** if a child or young person was unsafe **if they were told**; and
- more than ten percent felt that **adults would not ask them** what they would like to happen and would deal with their issue without consulting them.

'When you're an adult you don't see certain things that are unsafe ...' 'but kids look at it differently and think it's unsafe. Yeah it might be safe and the kids freaking out for nothing but there's also a chance that it's dangerous and adults should take your opinion.' (Young people, Group 1)



Messages from Research:

What makes a good participatory process from the perspective of children and young people?

One way participants in the Children's Safety Studies felt adults could restore children and young people's sense of safety was through participatory processes, as this would make them feel more comfortable raising concerns, and improve their confidence that adults could adequately respond to their needs (making help seeking more likely). What follows is a brief overview of the elements of good participation identified by children and young people.

It is facilitated by trusted adults

Children and young people stressed the importance of available, appropriate and trusted adults. These people were powerful (i.e. they were respected by students, staff and the broader community) and they used this power for and on behalf of children and young people. They were adults who demonstrated the value they placed in children's views, they were ones who took students concerns seriously and stepped in and took action when issues arose.



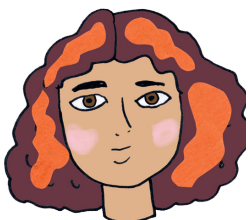
At school you need someone to protect you, to watch out for you in case they come up against you [and hurt you].

It is proactive and preventative

Participants were concerned about participatory processes that only occurred after something bad had happened. They believed that it was important for children and young people to be given opportunities to identify issues, work with adults to come up with potential solutions and provide feedback as to how strategies were meeting their needs. Although they believed that it was important that trusted adults were available for them to disclose abuse they felt that this was only one component.



You have to trust them or you're never going to talk to them... you have to know that you take things seriously, that they're going to believe you and do something about it. It is preventative – it isn't limited to disclosure.



They shouldn't wait till something bad happens to talk to young people. They could've stopped kids being hurt... Get in early find out what worries kids and work on that.

It doesn't require adults to initiate

Children and young people felt that dialogue between adults and students should be both formal and informal and be instigated by either party. They were unhappy about processes that relied on adults' initiative, believing that children and young people should also be able to set in motion discussions, groups and working parties that could respond to issues identified by students themselves.

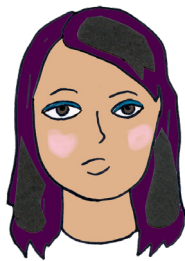
It promotes peer involvement

Children and young people identified strategies for educating students and engaging them in child-safe processes. Older youth, in particular, stressed the importance they placed on the opinions and expertise of their friends and peers and, in the survey, reported that they would turn to someone their age before an adult at school. As such, they believed that peer-based approaches were better and more likely to be taken seriously than ones primarily run by adults.



'We want more groups. We like talking about this stuff and it really helps... You can learn more from your peers [more than from an adult who hasn't gone through a similar difficulty]

'Sometimes we freak out when we don't need to. We might have heard something and now we think that it's a huge risk but it could turn out that we've heard the wrong thing or that it's not really a problem.'

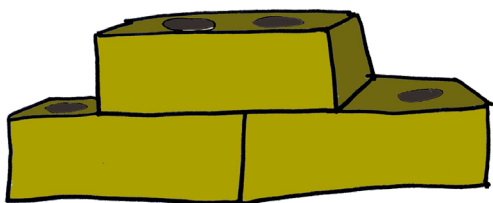


It informs and is informed by children and young people

In addition to wanting and needing information from adults about issues such as abuse, participants felt that adults could benefit from children and young people's views on safety and how they might be best supported. Good participatory processes were the ones through which both adults and children learned from and had an opportunity to inform each other.

It recognises and redresses power imbalances

Children and young people believed that they were at heightened risk of abuse and harm because they were physically smaller and weaker than adults, because adults were more likely to believe other adults, because they had little power in organisations and because most complaints and grievance processes were adult-centred rather than child-friendly. They believed that good participatory processes were aware of their vulnerabilities and had things in place to redress them in practice.





They should tell us what they've done or we'll think they haven't done anything.

Children and young people experience it as being beneficial and that it leads to action

Participants believed that children and young people only felt comfortable and confident about approaches that they had experienced or had seen work effectively. For them to believe that adults were taking them seriously, for example, they needed for adults to take action and to report back to children what they had done as a result of their input. They recognised that sometimes adults might not do what they had asked them to do but they wanted adults to explain their decisions.



'The worst thing they can do is say they're going to do something and then not do it. Because we watch them and if they let us down we're not going to go and ask them again.'

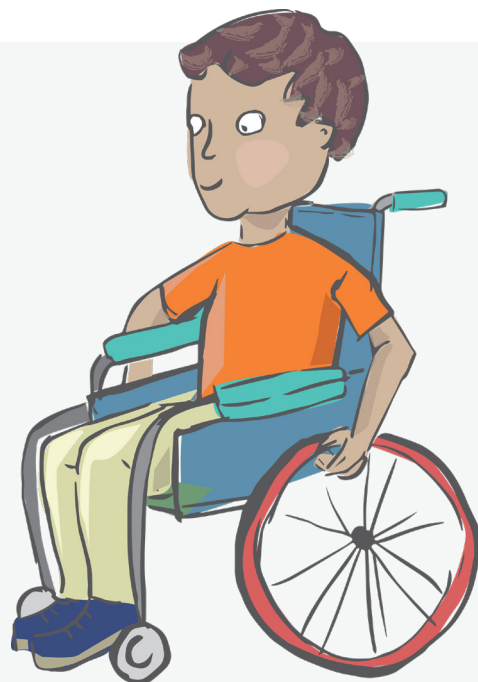
It balances organisations' responsibilities with children's needs and wishes

Focus group members realised that child-safe organisations took into account the needs and views of others, including parents, adults and leaders. They hoped that child-safe participatory processes privileged children and young people's needs and helped all parties negotiate the best responses.

Key Messages

Good participation:

- is facilitated by trusted adults
- is proactive and preventative
- doesn't require adults to initiate
- promotes peer involvement
- informs and is informed by children and young people
- recognises and redresses power imbalances
- is experienced by children and young people as being beneficial and it leads to action
- balances organisations' responsibilities with children and young people's needs and wishes.



What is protective participation and what does it hope to achieve?

'Protective participation' is a term coined by Moore (2017) and the Children's Safety Studies team (Moore, McArthur, Death, et al. 2016; Moore, McArthur, Heerde, et al. 2016; Moore et al. 2015; Robinson, 2016) and is based on their experiences of talking to children and young people about their experiences of safety and abuse. For the purposes of this document:

Protective participation describes processes that provide opportunities for children and young people to inform, shape and provide feedback on strategies to promote their safety, prevent abuse and appropriately respond when they are harmed.

It appreciates children and young people's strengths as well as their vulnerabilities and is guided by their individual needs and wishes. A respectful alliance between adults and children is forged and fosters meaningful and appropriate dialogue.



Protective participation marries students' rights to participation and their rights to protection from harm. It enables them to build their skills and capabilities and their confidence in adults and institutions, increasing their sense of safety.

Protective participation recognises children and young people's vulnerabilities and strengths. Children and young people tell us that they are vulnerable because they are relatively smaller and physically weaker than adults, they have little power in their organisations and adults often downplay their capacity to be involved, believing them to be naive, ignorant and needing to be protected from discussions on sensitive topics.

Protective participation forges and strengthens alliances between staff and students and aims to facilitate help-seeking when children and young people are at risk of harm. As children and young people encounter positive adults who demonstrate their commitment to children's safety and to their meaningful participation, it is expected that students' confidence in adults and institutions will improve as will their willingness to seek assistance when needed.

Protective participation supports the empowerment of children and young people and encourages them to be meaningfully engaged in their own protection. It does not however, encourage students to feel solely responsible for their own safety or the safety of their peers. Instead, children can work with teachers and schools to respond to their safety needs.

Protective participation can also have positive outcomes for the staff and school communities. When done well, protective participation helps adults and institutions:

- develop rapport and trustworthy relationships with students which they might utilise when they are unsafe;
- better understand the needs and concerns of students;
- identify approaches that are responsive to these needs and concerns and encourage students to utilise them when necessary; and
- develop a better understanding of 'what works' and how strategies are being implemented.

Children's views on the value of participation

Discussions about safety and child sexual abuse can be sensitive. Some of the important messages to emerge from groups of children and young people guiding the Children's Safety Studies included:

Children and young people's views are unique and valuable. Participants stressed the fact that children and young people often felt as though their views were not seen as being as valuable as those of adults. However, children had something unique to contribute, and being the ones most likely to be affected by safety concerns they should be given opportunities to talk about problems and solutions.

Children and young people believed that they should be asked about safety issues. A number of participants felt that it was important for researchers to talk to children and young people about safety concerns even when they were anxious that this might cause children some discomfort. They believed that the issues were too important for them not to discuss.

Relationships seem vital in ensuring feelings of safety. Children and young people said that they would prefer to talk to people they trust about issues such as sexual abuse. Trusted adults were those that were seen as 'powerful' (there was value in talking to these people because they would act on a young person's concerns), knowledgeable, courageous and willing to stand up for the child or young person, and youth-friendly in their approach.

Children and young people stressed the importance of choice in whether they participate, how they participate and how issues discussed might be shared outside of the group (particularly with parents and teachers). By adopting an ethics-in-practice approach, consent is negotiated throughout the process.

Not every child or young person wants to participate in the same way: They valued having a mixed-method approach that allowed flexibility helped engage and sustain participants' involvement. It became quite apparent that some children and young people preferred one-on-one or small-group discussions over large-group discussions and that most were more engaged when participating in an activity (e.g. art, games or drawing). Our proposed methodology allowed children and young people to choose a variety of tools to answer questions.

Children wanted some control over how their input will be shared: they did not always want their peers to know about what scared them or what made them feel safe (i.e. their teddy bears) and asked that this not be shared with people outside of the group.



School Checklist: Preparing for Participation

What is your school's position on student participation?

What openings, opportunities and obligations are there at your school for student participation?
(See p.17)

Do you have a policy that makes clear your school's position on student participation?

What is your purpose in including students?

What are you hoping to achieve?

What "value-add" will including children and young people accomplish?

How will children and young people benefit?

How will this activity influence and change your organisation?

What will you need to do to ensure that this activity will lead to demonstrable change?

What will you do?

What is the best model for participation (is it formal, informal, targeted, universal, one-off or ongoing)?

What activities or tools can you use to facilitate a good process?



Who will participate?

Who will you involve in this process and why?

How will you ensure that there is a mix of voices?

Do participants have a say in what comprises the group?

Who would most benefit from participating?

How will you make it accessible to those with special support needs and vulnerabilities?

Is there any value in having other stakeholders involved (school leadership, staff, welfare team members, external services) and do you feel comfortable running the activity yourself?

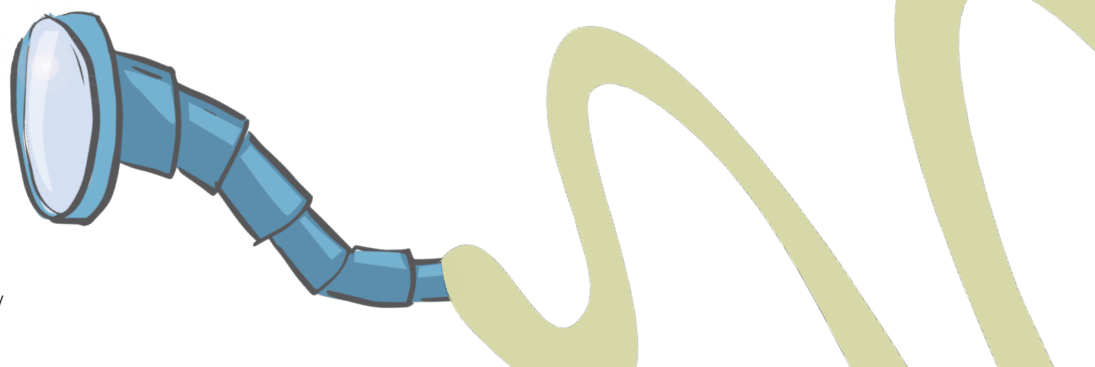
What will make it most youth-friendly?

When are the most participants available?

In what space would they feel most comfortable?

Is there value in changing the furniture, providing food and drinks or other things to make participants feel welcomed?

What resources might you need (games, equipment, art resources)?



Are there any risks and how might you manage them?

What will you do to ensure that students are provided with a safe space where they won't be bullied, teased or share things that might have unintended consequences for them and others?

What will you do if a child or young person discloses, raises a complaint or identifies a significant problem?

What can you do to mitigate any foreseeable risks?

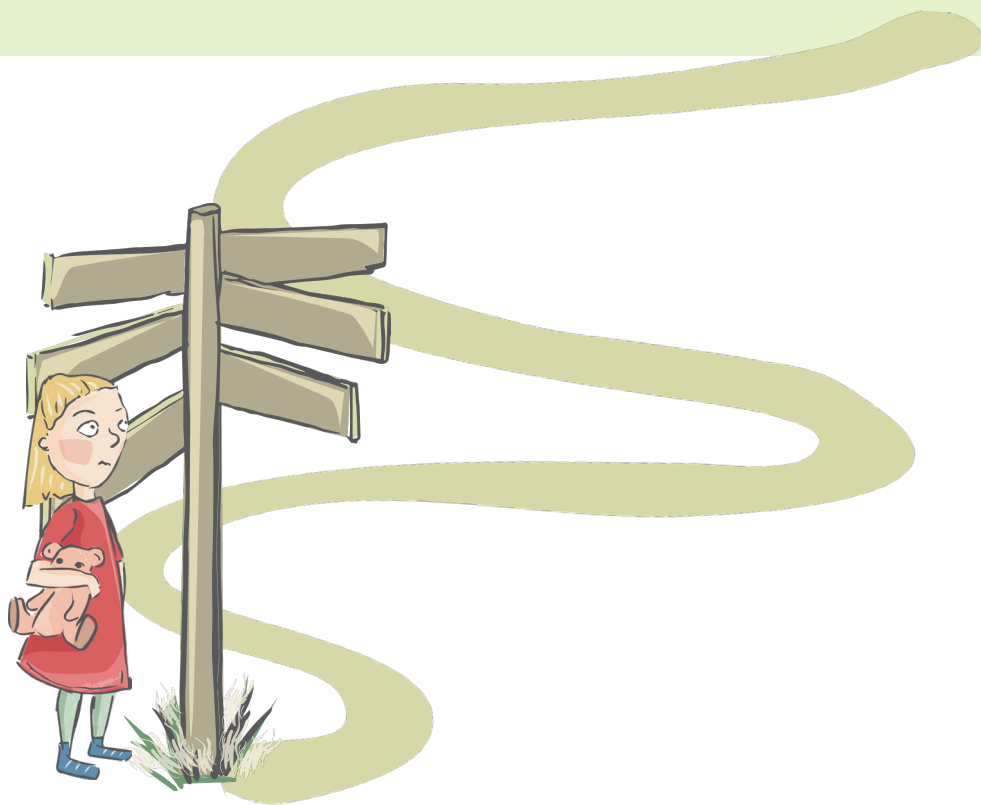
What will be shared outside of the group and what action/s will be taken?

What are the rules about confidentiality and privacy and how will you negotiate these with participants?

For what purposes will the input gathered through the process be shared with others and what control do participants have over this sharing?

Will the group have an agreement about what they (and you) share with other students, parents, staff members and the broader school community?

How are you going to explain the limits of confidentiality – that you may need to act if you are concerned about someone's safety?



How can parent engagement support child safety and protective participation?

Connected, inclusive school communities recognise the interdependence of educators, families, and students in children's learning, wellbeing and safety. They facilitate a school-wide culture where all members of the school community are invited as partners enriching the growth and wellbeing of their children.

These schools invest time and effort in building positive relationships with families to better support children's engagement, learning and wellbeing. Partnership implies more than 'communicating information from school to home'. It necessitates authentic dialogue and exchange; listening with openness to parents' perspectives, realities and responses through respectful conversations.

"The knowledge gained through listening to parents in the many ways they express themselves serves to frame not only the possible discussion points with students, but also entry points for further conversations with parents; what is learned provides insights and information that ultimately enables teachers to provide better support for students" (Ontario, 2012, Ontario Ministry of Education (2012). *parent engagement, building capacity series, Special Edition 29, Page 3*)

What does this mean for child safety?

Parental engagement for child safety means that schools take deliberate steps to identify multiple ways to meaningfully build trust and work with all parents in their community to:

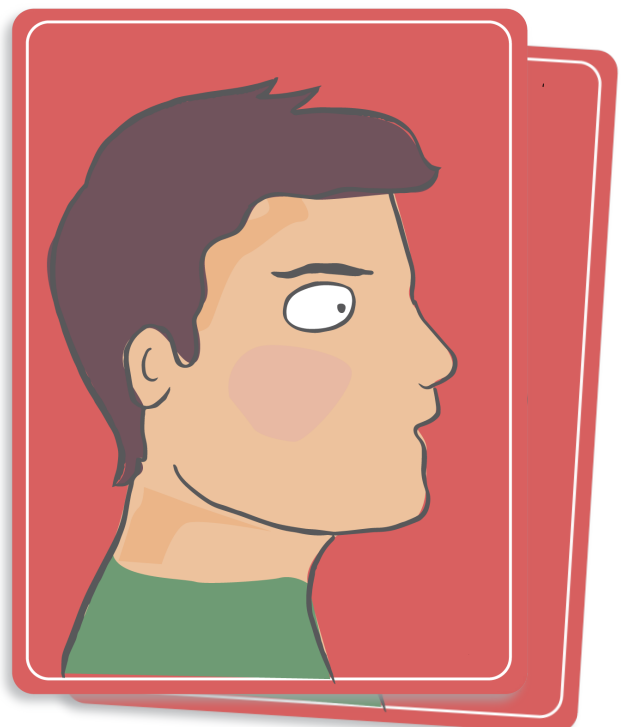
- actively share information and consult about the school's child safety strategies
- invite families into conversations about child safety and the prevention of abuse to gain an insight into their perspectives, concerns and hopes
- shape ongoing improvements to policies and practices.

Creating a shared child safety narrative and understanding with parents supports consistent messaging between home and school as they are better placed to reinforce key protective messages, concepts and behaviours. Equipping parents with tools, strategies and resources to confidently have age and developmentally appropriate conversations with their children about safety enables them to respond more effectively when concerns arise or issues are identified/disclosed.

For Staff Reflection

Reflect with colleagues on your plans to strengthen partnerships with your families for child safety and wellbeing in your school community. Consider ways parents/families are currently engaged:

- Is there a shared understanding and language for promoting child safety? How could this be enhanced?
- How is student knowledge being utilised as a resource for 'child safety' at school and home?
- Are parents comfortable in discussing protective and safety strategies with their children? What would support them further?
- Has cultural diversity been considered? How does this impact the strategies used to engage in conversations / development of resources for parents?



Practical Considerations and Tips

- Provide ongoing opportunities for families: to participate in frequent conversations about their child's safety, learning and broader school experience.
- Consider involving students – either as co-participants (junior years) and/or facilitators of learning for their parents.
- Share with parents the types of questions and activities and prompts used by teachers in the classroom (model 'class activities' with / for parents).
- Engage with families in culturally aware and sensitive ways, not simply about translations (ask and listen to what they have to say on a range of matters including the wellbeing and safety of their children).
- Provide practical materials on how to support / have conversations with their child – model / support parents to build confidence and skills in this.
- Ask parents what they want / need to support them to engage with their children at home.
- Translate materials and provide interpreters, when required.
- Let parents know they are the greatest influence on their child's life and learning – what they do / say / think is therefore incredibly valuable and powerful.
- One conversation will rarely be adequate ... give parents time to reflect on new ideas, ask questions, to deepen / extend understanding.
- Be aware that discussions don't need to be long to be meaningful. Small conversations can build on families' understanding over time.

Further Reading Available at: www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf



This self-audit has been developed for school teams to reflect on the ways that they engage with students in formal and informal participatory processes. It builds on Harry Shier's (2001) model of participation.

Shier's model of participation

The Shier model of participation includes five different levels – degrees to which participation is integrated into the culture and practice of services and organisations. These levels include:

1. Children are listened to.
2. Children are supported in expressing their views.
3. Children's views are taken into account.
4. Children are involved in decision making.
5. Children share power and responsibility for decision making.

In this model, Shier suggests that at each of these levels an opening occurs as soon as the worker has a personal commitment or is supported by their organisation to work in a certain way. He suggests that it is only an opening at this stage because the opportunity to make it happen might not yet exist.

The second stage, then, is when the opportunity occurs: this requires there to be the resources (such as staff time), skills (including how to engage with children and young people in this way), knowledge and organisational capacity (such as policies and procedures) to operate at this level in practice.

The final stage occurs when there is an obligation for workers and services to work in this way: when there are agreed policies and commitments of the organisation to enable the participation of children and young people. It requires participation to be built-in and obliges particular practices and approaches.

He suggests that openings are necessary to enable participation but that opportunities and obligations must be both enabled and taken advantage of for true participation to be possible.

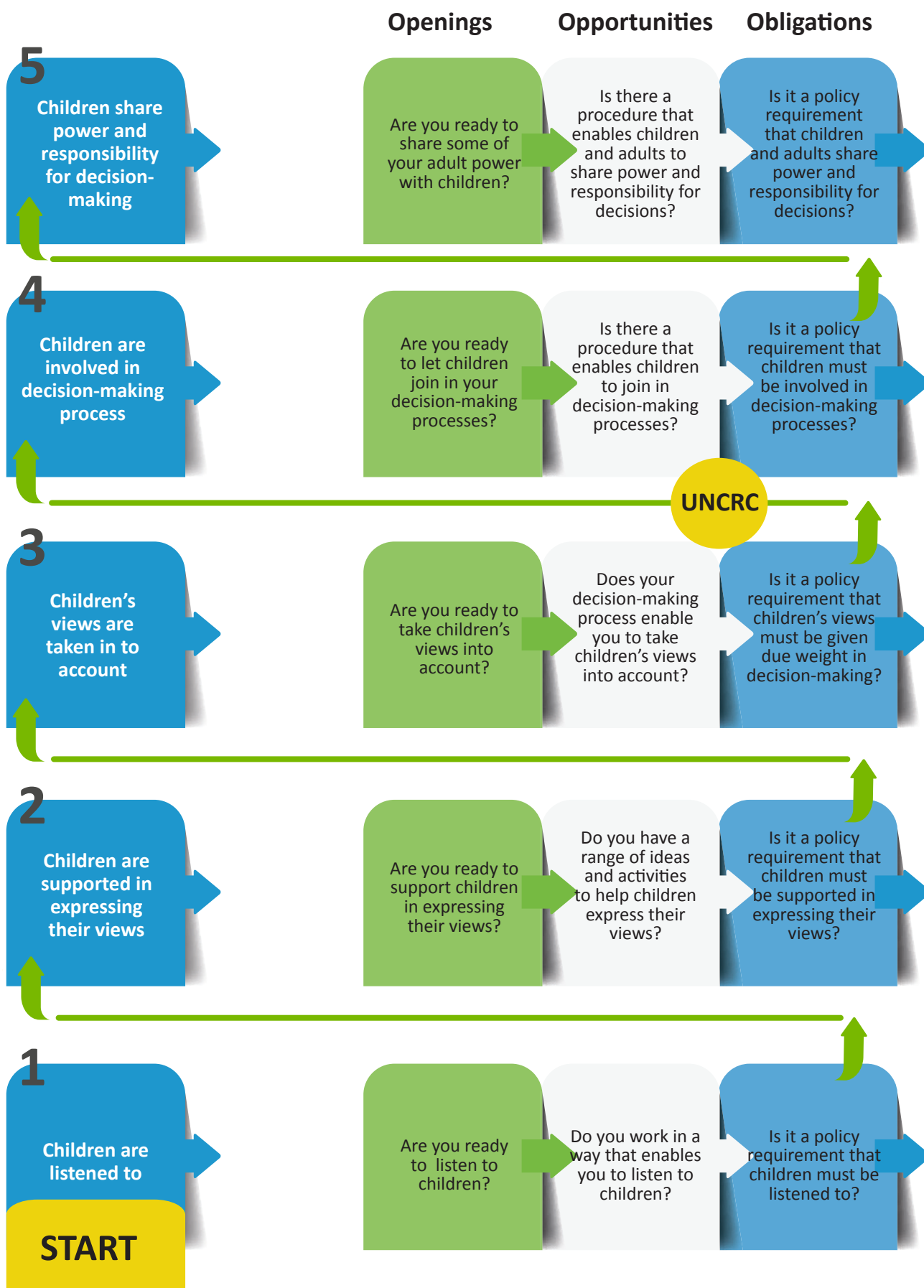
Shier argues that organisations that endorse the United Nations Convention on the Rights of the Child (UNCRC) should, at the minimum, listen to children, support them in expressing their views and take them into account when responding. Engaging children in decision making and sharing power and responsibility demonstrates a further commitment to children's participation.

Shier gives the advice:

"The most useful discussion will probably occur when the answer to a question is 'no'. Then it can be asked, 'Should we be able to answer "yes"?', 'What do we need to do in order to answer "yes"?', 'Can we make these changes?' and 'Are we prepared for the consequences?'" (Shier, 2001. p116).



Shier's model of participation



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Self-Audit: Protective Participation

		1 Never	2 Hardly ever	3 Some-times	4 Often	5 Almost always	What we need to do to improve	
Opportunity	Level of participation: Students are listened to	Indicators						
	Are you ready to listen to students?	School staff have an expressed commitment to listening to students						
	Do you work in a way that enables you to listen to students?	School staff connect with students, develop trustworthy relationships and spend time with them. Adequate time and resources are allocated to assist staff spend time with students and foster these 'alliances'						
Obligation	Is it a policy requirement that students must be listened to?	Your school has a policy that sets out its commitment to listening to students and a set of expectations as to how schools and students work together						
Opportunity	Are you ready to support students in expressing their views?	School staff have an expressed commitment to listening to students about the things that are important to them, their worries and fears and the ways that they would like to be supported						
Opening	Do you have a range of ideas and activities to help students express their views?	School staff have a range of tools available, the skills and training to actively engage students about things that are important to them and what they would like						

			1 Never	2 Hardly ever	3 Some- times	4 Often	5 Almost always	What we need to do to improve	
Obligation	Level of participation: Students are listened to	Indicators	Your school has a policy that articulates its commitment to listening to students and provides a clear procedure for why, when and how this is done						
Opportunity	Is it a policy requirement that students are supported in expressing their views?	Are you ready to take students' views into account?	School staff value students' views and are committed to doing what they can to act on them						
Opening	Does your decision-making process enable you to take students' views into account?	Does your decision-making process enable you to take students' views into account?	School staff have had discussions about how they might act on students' views, needs and wishes and their concerns and complaints. A plan for responding is developed						
Obligation	Is it a policy requirement that students' views must be given due weight in decision making?	Is it a policy requirement that students' views must be given due weight in decision making?	Your school has a policy about how students' views will be taken into account and how differing views and wishes might be managed. A formal policy on students' complaints is implemented.						
Opportunity	Are you ready to let students join in your decision-making process?	Are you ready to let students join in your decision-making process?	School staff are willing for students to be actively engaged in decision-making and have a commitment to promoting their involvement						

			1 Never	2 Hardly ever	3 Some- times	4 Often	5 Almost always	What we need to do to improve	
Opening	Level of participation: Students are listened to	Indicators	Your school has identified a number of ways that students might be involved in decision making that is child friendly and responds to their needs and wishes.						
Obligation	Is there a procedure that enables students to join in decision making?	Is it a policy requirement that students must be involved in decision making?	Your school has minimum requirements in regards to students' involvement – relevant decisions are not made without students' participation						
Opportunity	Are you ready to share some of your adult power with students?	Are you ready to share some of your adult power with students?	School staff give students opportunities to direct their practice and decisions about how they are supported						
Opening	Is there a procedure that enables students and School staff to share power and responsibility for decisions?	Is there a procedure that enables students and School staff to share power and responsibility for decisions?	Your school has child-driven practices (such as plans for meetings, directions about how support is delivered and options for engagement)						
Obligation	Is it a policy requirement that students and School staff share power and responsibility for decisions?	Is it a policy requirement that students and School staff share power and responsibility for decisions?	Your school has a policy that clearly states how power and responsibility are shared amongst staff and students						

Some tips for engaging children and young people in discussions on sensitive issues

Inform

children and young people about what is planned, its purpose and nature

Explore

what children and young people already know (or think they know) about risks to their safety - only discuss those that they have raised themselves. Some tips:

- Third person conversations work well: for example ask young people about others their age, or if they have siblings, rather than direct questions about their own worries or experiences;
- Give students a choice as to what they share and how they share it.

Affirm

children and young people's participation, their ideas and suggestion. It is important that you show you value students' participation if you would like them to engage again!

Challenge

ideas and suggestions that are misguided in a gentle but authoritative way – when students hold unsafe views (i.e. 'when girls wear certain clothes they're asking for trouble'; 'my school is unaware of child abuse and wouldn't know what to do')



Provide information

about your school's strategies for keeping students safe and responding to harm

Summarise

what has been heard and learned and what actions will be taken as a result of discussions

Close

by reminding students of the limits of confidentiality, negotiating what can/cannot be shared outside of the group and next steps

Thank

students for their participation.



Thank you!

A note on confidentiality

Children and young people tell us that one thing that adults do badly is respecting confidentiality. In the Children's Safety Studies, participants reported that it was one of the key reasons that they did not raise their concerns with adults at school, believing that teachers would tell other staff what had been said.

They reported that it was OK for adults to share their story:

- When a student was being harmed or when their safety was compromised.
- When the adult was legally required to do so.
- When the adult was unsure as to what to do.
- When it was for the benefit of the student.

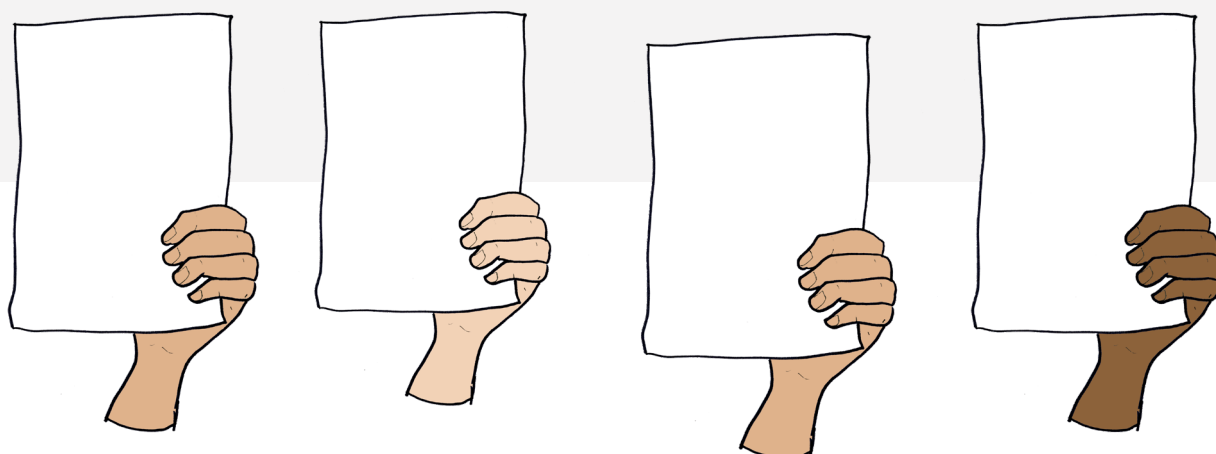
They believed that adults should fully inform them of the limits of confidentiality, how information would be treated and to give them choices as to how information would be shared.

At the same time, participants stressed the importance of having other people in the group make a commitment to confidentiality - to not share personal or embarrassing stories or details that might lead to a student being bullied or teased.

Your school may have its own protocols for group discussions. These hints are offered as prompts to ensure that teachers pay due attention to confidentiality.

A few ground rules:

- No one will be pressured to answer questions or share things that they don't feel safe or comfortable in disclosing.
- Everyone needs to take responsibility for what they share (some may need help with this) and to ask themselves 'what might happen if it gets out that I said something in the group?'
- It's OK to share something without using names or details.
- What is said in the group stays in the group except when staff are worried or when individuals agree for their stories to be shared.
- If teachers are worried, teachers will follow up with the student concerned.

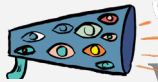


Practice Tool With Students: *Safe Talk-what you can expect*



Why?

To be clear about what students can expect when engaging in a Safety discussion or activity



Who With?

Children and young people 8 to 18 years old



Time?

This handout can be provided to participants ahead of the group. However, it is best to spend a few minutes discussing its content reasonably quickly – but may take longer if students want to further clarify the statements 20-30 minutes



You'll Need?

- Copies of the handout for each participant and/or a poster that you can display.
- Marker pens
- Textas or pens for each participant



What to Do:

Provide participants the handout and ask questions about each expectation.



Something Different?

You might want to write the words “To be informed”, “To have choices”, “To be respected”, “To benefit”, “To know the risks”, “To be safe”, “For Confidentiality”, “To know why”, “To complain”, “Share safely”, “Get help”, “Respect other opinions”, “Look out for others” on separate cards and ask students what they think these rights mean in the context of the group and any examples of situations where these rights might be compromised.

After working your way through each of these cards provide students with the handout.



To Think About:

It is important that you are able to make these commitments to the students in the group. If, for example, your principal wants a briefing on the outcomes of the session make sure that you mention this. If need be, modify the statements for your context: just be clear as to why you have made these changes and whether the modifications are in students’ best interests.



Hazard Zones:

If you make the commitment to keeping students safe from bullying, for example, it is important that you pro-actively do so. Students report great frustration with adults who make promises that they do not keep and report that they do not trust these people unless there is an explanation for failing to meet their expectations.

What students can expect



For this discussion or activity, you can expect...

To be informed about why you're involved, what you're going to be asked to do and what choices you can make

To be given choices about whether and how you'll participate, when you want to stop participating and how what you share will be treated

To have a say and for your opinion to be respected, even when it's different to others

To know what benefits there are for being involved: for you, for your school and for others

To know if there are any risks and how these will be managed

To be safe and not to be bullied, teased or attacked while in the group

For things said in the group to stay in the group, unless someone is being hurt or gives permission

To find out what is being done as a result of your participation

To complain if you're not happy about how you've been treated

Because sometimes talking about sensitive topics can be uncomfortable, I agree:

- That I'll look after myself by sharing only the things that I feel OK sharing
- To ask for help if I need a break or want to talk about something privately
- To look out for others and to respect their stories – even if I don't agree with them
- To keep what is said confidential unless someone gives us permission to share

Practice Tool With Students: *What's right and not-quite-right*

This tool is based on “Rights and Not Quite Rights” a Kids Central Resource developed for the ACT Government. The Kids Central Toolkit can be accessed at https://safeguardingchildren.acu.edu.au/practice_tools



Why?

To help students understand what their rights are in relation to talking about safety



Who With?

Students aged 8 to 12 years old



Time?

This activity can be done reasonably quickly – but may take longer if students want to further clarify the statements



Good For:

Open ended group discussions



You'll Need?

Cut out copies of the “rights” and “not-quite-rights” and the “totally right”, “totally wrong” and “kinda right, kinda wrong” cards



What to Do:

- The “totally right”, “kinda right, kinda wrong” and “totally wrong” cards are placed down on a table as a continuum.
- Explain to students that they have a number of rights (things that they can expect) from the staff who are working with them, particularly when having ‘Safe Conversations’. You might want to ask students if they have any ideas of things that they think they should be able to expect and share a few if the students are stumped.
- The teacher tells the students that they have a series of cards that state these rights but that there has been a mix-up – some of the cards have been tampered with and are no longer correct. Tell the students that it’s their job to determine whether the cards are “totally right”, “totally wrong” or “kinda right, kinda wrong” by placing them on the continuum.
- Students are handed the cards one by one and are asked to place them on the continuum. If they find it difficult to read, you should read out the statements and help them choose where to put them.
- When completed, ask students how the “kinda right, kinda wrong” and “totally wrong” cards might be fixed so that the correct message is communicated.



To Think About:

- It is important that you are able to make these commitments to the students in the group. If, for example, your principal wants a briefing on the outcomes of the session make sure that you mention this. If need be, modify the statements for your context: just be clear as to why you have made these changes and whether the modifications are in students’ best interests.
- It is also important to clarify that these rights are ones that relate to your “Safe Talk” session – they might not align with the way that other classes or activities are conducted.

It's important that I know what is going to happen and what choices I can make – I will be fully informed

I can make a complaint if I'm not happy – and I have faith that it will be taken seriously

It's important that we argue our points strongly, even if that makes someone else feel like they're wrong

Everything that is said in the group stays in the group – no matter what

If I agree to participate I need to stay until the end otherwise I'd be breaking my promise

I need to put my comfort and safety first: I won't share things that are too sensitive

It's important to know whether conversations might be upsetting or uncomfortable – even if that means that some people might not want to stay

Young people should personally get something out of being involved – having a say isn't enough

Totally Wrong

**Kinda Right
– Kinda Wrong**

Totally Right

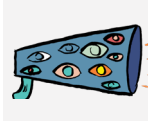
Practice Tool With Students:

Safe and unsafe maps - Finding out what worries children and young people



Why?

To understand how children and young people understand safety and being unsafe



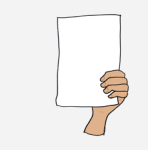
Who With?

Children and young people aged 6-18 years old



Time?

You will need 15-20 minutes to complete the 'safe' and 'unsafe' maps and 15-20 minutes to debrief



You'll Need?

- Blank A3 sheets for each student
- Coloured textas



What to Do:

- Explain to students that you are interested in finding out what safety means to them.
- **Guide:** Ask them to take one sheet of A3 paper and write the word "SAFE" in the centre.
- **Ask:** What are some of the other words that spring to mind when you hear the word SAFE? What are some of the feelings that you experience when you are safe?
- **Guide:** Students are asked to write "who" in one corner of the paper and link it to "safe".
- **Ask:** Who are some safe people you know? What makes them safe? What kind of things do they do / say that shows they're safe?
- **Guide:** Students are asked to write "what" in one corner of the paper and link it to "safe".
- **Ask:** What things help kids feel safe? What things help kids be safe? Why do they make kids feel safe?
- **Guide:** Students are asked to write "when" in one corner of the paper and link it to "safe".
- **Ask:** When do kids feel most safe? Is there a time of the day when kids are 'safer'? Complete the sentence: "Kids are most safe when..."
- **Guide:** Students are asked to write "where" in one corner of the paper and link it to "safe".
- **Ask:** Where are kids safe? Where do they feel safe? How can you tell if a place is safe? What makes somewhere a safe place?
- NB: Between each discussion, the facilitator should ask non-leading questions about what they have written and ask for some explanation. It is OK for students to add other people's ideas onto their own mind-map.
- The exercise is repeated for "unsafe."

After each topic is explored invite students to share their answers with the group, and discuss the emerging themes. (This is particularly important when students mostly draw their responses). Participants often add ideas to their maps after hearing from each other.



Practice Tool With Students: *Worry Matrix*



Why?

- To help children and young people identify their worries and concerns
- To help identify children and young people's perceptions of safety in institutions
- To help adults understand what concerns children and young people hold



Who With?

Children and young people aged 7-18 years old



You'll Need?

- 5-10 post-it notes for each participant
- 1x large butchers paper
- Marker pens
- Textas or pens for each participant



Time?

You should allocate 20-30 minutes



What to Do:

- **Introduce the topic:**

Script: *"All of us have worries and concerns about our safety. Sometimes these concerns are real: there are things around us that threaten us and make us feel unsafe. Sometimes though we might have misunderstood something or are worried about things that might never happen. At the same time, sometimes we aren't aware of some of the things that might hurt us. In this activity we are going to talk about some of the things that worry children and young people. At the end we can spend some time talking about how real risks are as well as some things that we can do to protect ourselves from harm".*

- **Establishing ground rules**

Script: *"Sometimes talking about worries can be hard. Sometimes we don't want to look weak or afraid or sometimes we might be worried that others will think badly about us. For this exercise you can think about your own worries or concerns; but how about we talk more generally about the worries of children and young people your age. This means that you can put yourself in others' shoes and you don't have to talk about your own experiences if you don't want to".*

- **Identifying worries and concerns**

Ask children and young people to identify all the concerns children and young people their age might have at school. If they are finding it difficult, you might want to make a suggestion like:

- *"When I was a child, I was worried about being alone by myself before school starts";* or
- *"When I was at school, us students were worried about being yelled at by cranky teachers";* or
- *"When I was at school my friends were scared about walking home by themselves after school".*
- If you have limited time, you might want to encourage a targeted discussion about worries about unsafe people, places and situations.

Script: *"We are most interested in worries that are related to things that make kids safe when they're on school grounds" or "We would like to come up with things that worry you about your peers and things that might happen between you".*

Rating risks: draw a horizontal and vertical line on the butcher’s paper, labelling one “how likely” and the other “how bad” (see example below). Explain to participants that some risks are ones that children don’t face very often while others are risks that children might encounter every day. Explain that the ‘how likely’ line (the y-axis) can be used as a scale from ‘not likely’ or ‘never’ through to ‘very likely’ or ‘all the time’. Use an example (either from one of the participant’s post-its or a pre-written one such as ‘snakebite’) and ask the group to determine how likely it is for a child to encounter that particular risk. Stick the post-it on the y-axis to indicate its likelihood. Now explain that some risks have worse consequences than others. Ask participants ‘if you were bitten by a snake how bad could things get for you?’ Use the x-axis to rank the impact from ‘not a problem’ to ‘very serious’. Stick the post-it note on the graph to reflect the likelihood and the impact of getting a snakebite (as shown in the example below). You might want to repeat, using the “Calling your teacher Mum” example.

- **Ask participants to place their post-it on the matrix one at a time or in small groups.** Ask clarification questions to ensure that they have placed the post-it at the right place.
- **Discuss:** how things might change:
 - How do little kids decide if something is unsafe? How is this different to children your age? What goes into your thinking?
 - How is it different to adults? Why are there some things that kids are worried about that adults aren’t/vice versa?
 - Why don’t adults worry as much about some things that kids do?
 - Do you think they know that kids are/are not worried about particular things?
- **Summarise children’s concerns:** once all the participants have placed their post-its on the matrix there should a group of worries that are in the highly-likely, very bad position (i.e. the top right hand corner). You might read out a couple of examples and ask why participants placed the post-it in that position and whether the whole group agrees. (NOTE: it is important not to down-play or have the group downplay the concerns of individuals at this point).





Something Different?

If you do not necessarily want to know the breadth of concerns that children and young people experience but are interested in the extent to which they encounter and are affected by interpersonal safety risks you might begin with a set of pre-identified concerns. A list of concerns is included below. These were ones raised by children and young people in focus groups.

Write them down on post-it notes or other cards and have participants place them on the matrix.

A creepy adult touching you

An adult giving you a weird look

Bullying by adults

Bullying by kids

Being hurt because adults aren't doing their job

Coming across a creepy adult

Being forced to do something bad that you don't want to do

Being hurt by an adult who is supposed to be keeping you safe

Adults acting inappropriately around children (like being drunk)

Getting kidnapped

Strangers hanging around areas children are in (like school or a sports club)

When other kids make comments or start rumours about you



To Think About:

This activity is helpful in identifying children and young people's safety concerns. However, we would recommend not doing it in isolation. Children and young people tell us that they need for adults to (a) show that they've taken their concerns seriously; (b) have the opportunity for adults to help them correct misjudgements about the nature of risks; and, most importantly to hear about what adults and organisations (such as schools) are doing to minimise the risks and harm. It is important, then, that you allow enough time and, when necessary, take 'questions on notice' where you can go away and find out more about what is being done to prevent harm.



Hazard Zones:

Although this activity does not ask children and young people to disclose their own concerns or experiences of harm when they feel safe some children and young people might choose to do so. It is vital, then that (a) you clearly establish ground rules; (b) be vigilant to signs that a participant might disclose and be ready to engage in 'protective interrupting', if required; (c) be prepared to respond to a disclosure and (d) provide assistance when required.

Practice Tool With Students:

Responding to Concerns- Action grids



Why?

In addition to asking children and young people about their fears and concerns there is value in asking their advice on how to best deal with them.



Who With?

Children and young people aged 10-18 who have completed the 'Worry Matrix' exercise



Time?

You will need 30-45 minutes



You'll Need?

Butchers paper or a whiteboard on which to draw the table below.



What to Do:

Drawing on the findings from the 'Worry Matrix' exercise, ask participants to identify their most pressing safety concerns (which mostly fell in the highly likely – highly impacting quadrant of the Worry Matrix described above). For each issue, complete the table below answering:

- What do children and young people in these situations need from adults?
- What do adults currently do that's helpful?
- What do adults currently do that's not helpful?
- What are some of the barriers to them responding well?
- What advice would you give?



Something Different?

Participants might be broken up into groups and workshop one single issue, reporting their answers in a Power Point presentation that could be reported to their peers and school leadership.



To Think About:

With these types of activities, students voice some frustration when their schools do not take on board their ideas and suggestions. It would be helpful to (a) have some discussion with school leadership as to how their input might be used and (b) make it clear to students what the limits of their participation and the influence of their suggestions might be.



Hazard Zones:

As with the other activities in this guide, some participants may be uncomfortable participating in this activity. Affording them opportunities to sit out of exercises or assigning them a less involved role (such as note-taking) would allow them to still participate but in a different way.



Responding to Concerns

What kids need

What adults do (helpful)

What adults do (unhelpful)

What keeps adults from helping (doing)

Advice for adults

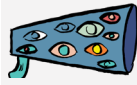
Practice Tool With Students: *Chomping Cheezels*



Why?

To get feedback from children and young people about how well they think your organisation's child-safe strategies are meeting their needs

The activity can be used to evaluate other programs, approaches and tools



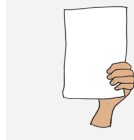
Who With?

This activity was developed to use with 6-10 year olds but young people also enjoy the approach



Time?

This activity is best when it's short and sharp: up to 10 minutes



You'll Need?

- At least 10 Cheezels or cheese rings per child



What to Do:

- Put a bowl of Cheezels in the centre of a shared table and place five of the rings on your fingers.
- Explain to the students that when there are 5 Cheezels on your fingers this means that you are totally happy or totally in agreement with the discussion that is occurring.
- Explain that if you only had 3 Cheezels you are not happy or unhappy but that if you only have one (or no) Cheezels this indicates that you are very unhappy or totally disagree with the discussion.
- Once you have explained the scoring system, give students some practice examples:
Summer is better than winter
I prefer chocolate ice cream to strawberry icecream
Read out the statements below and discuss:
Why participants feel that way?
What would need to happen for students to rank the statement more positively?
How could students tell your school was demonstrating this characteristic?

Statements:

I feel safe while I'm at school

Adults at our school care about kids

Adults at our school take notice when kids say that they're not safe

Adults at our school take children's worries seriously

Kids at our school have at least one adult that they trust

Adults at our school know how to protect children from [a safety risk such as bullying, adults who take advantage, adult bullies, someone starting rumours]

When kids are unsafe adults are good at responding



Something Different?

- Jelly rings can also be used if you have any coeliacs in the group
- Score cards (with numbers 1 to 5) can also be printed and distributed
- This activity can also be completed as a value line: put a card with "strongly agree" on one side of the classroom and "strongly disagree" on the other and explain that there is an imaginary line between the two. Ask students to stand on the line to reflect their position on the statements.



To Think About:

It is important to realise that this activity gauges children and young people's perceptions. As such, you might have a different take on the extent to which your school is demonstrating child-safe characteristics.

It is OK for you to participate in the activity as long as you are not diminishing students' views. You might want to say things like "I'm surprised, I think I agree more strongly than others – why do you think teachers at the school might think differently?" thus opening up rather than questioning students' responses



Hazard Zones:

You need to be cautious when using a tool like this as some students may not feel safe, particularly when they are being bullied or harassed by their peers or by school staff. Before using the tool, consider whether there might be any risks for individual students and how you might keep them safe. One strategy might be to ask participants to respond for their year group or "other people your age" so that they don't feel like they have to answer for themselves.

Practice Tool With Students: *Sharing my story*



Why?

To reach an agreement with students about what they are happy for staff to share with their parents, school leaders and members of the school community



Who With?

Children and young people 5+



Time?

5mins to 20mins



You'll Need?

A copy of the template



What to Do:

- When participants raise issues that you think might need to be shared with others, remind them of your agreement in regards to confidentiality: that you'll keep things to yourself unless you are worried about individual students and/or when they give you permission to share this information. Explain that this form will help them decide what things are OK to share and what's not.
- Explain to the group that there might be some things that others in the school would find helpful but that you will only share them with the group's permission.
- After doing so, complete the form with the group, highlighting any particular concerns or broad issues that they are happy for you to share.
- Sometimes it might be helpful to probe or offer suggestions of things that they might be happy to share (i.e. when you do something that others might be proud of; when you're not feeling safe; when you need something to happen; when you'd like something explained). A similar question might be asked in relation to things they don't want shared (i.e. when they're worried about how people might react). In regards to the latter, it is OK for staff to gently challenge the things that they don't want shared or to ask them if it would be OK to give them some ideas about how information might be shared so that their worries are less likely to eventuate.



Something Different?

Write things that children most often talk about on small cards. Set up a continuum for the children (by using sticky labels / cards that say "strongly agree" or "strongly disagree") and ask them to answer the question "I'm happy for you to talk to ... about" by placing the cards with the discussion topics on the continuum in relation to their willingness for information to be shared. Ask them questions about why they've placed the cards at a particular point and probe as to whether there might be particular ways of sharing that they would consider OK.

Practice Tool With Students: *Sharing my story*

What we discussed

What we're happy to have shared outside of the group

What we're not happy to have shared outside of the group

Was there anything that adults will need to do something about?

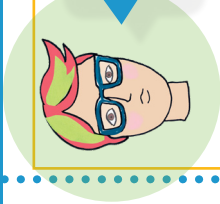
Is there anything that we would like adults to do as a result of things we talked about?

Remember: If adults are worried about your safety or the safety of others then they have to do something about it. They will talk to you about what they are going to do and how.

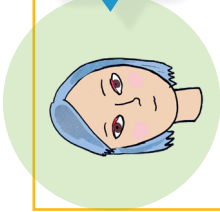
SIGNATURES OF YOUNG PEOPLE PRESENT

SIGNATURES OF ADULTS PRESENT

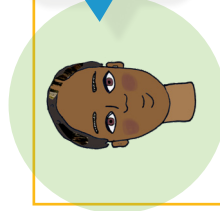
Sharing my story



Who I want to tell



What it is OK to tell them



What I don't want them to know



If you have told the researcher that you or someone else is not safe or that you've been hurt then the researcher might need to tell someone else.

My Signature:

Researcher's signature:

Resources to support participation

Catholic Education Melbourne has developed a resource: Students as Researchers Tool as a further resource for schools. It sets out an approach where students use research techniques to inquire into child safety in their class and at their school. Through a collaborative approach, students reach agreement on key issues and make recommendations for improvement. See CEVN/child safety/Standard 7 for details.

Other helpful resources to support student voice

- Kids Central (Institute of Child Protection Studies)
- https://safeguardingchildren.acu.edu.au/practice_tools
- [Student Voice & the Education State: A resource for Victorian schools, Student Representative Councils](#)
- [Developing Student Participation, Engagement and Leadership: A Guide for Principals](#)
- [Student Representation on School Governance Councils](#)

Other Youth Participation Resources

- [Youth Participation Kit for Organisations \(Government of Western Australia\)](#)
- [Child and youth participation resource guide](#)
- [Planning for Child & Youth Participation](#)
- [Involving Children in Decision Making - A Quick, Practical Guide](#)
- [YERP – Young People Making a Change \(Youth Affairs Council of Victoria\)](#)

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