



Children's Information

Data and Voice

Administrative datasets and statistics

- Reliance on statutory data returns and administrative data
 - Easy or meaningful?
 - Purpose and uses of data
 - Data items determined by government departments
- For example, frequently used data in children's social care evaluations
 - Placement and/or social worker stability – rather than relational stability (Care Inquiry, 2013)
 - Diversion from care: Are services and support being provided to ensure it is a long-term diversion, rather than a delay (Suh & Holmes, 2022; Holmes & McDermid, 2012)
- Additional, richer information within local authority Management Information Systems including case records (Holmes, 2019)

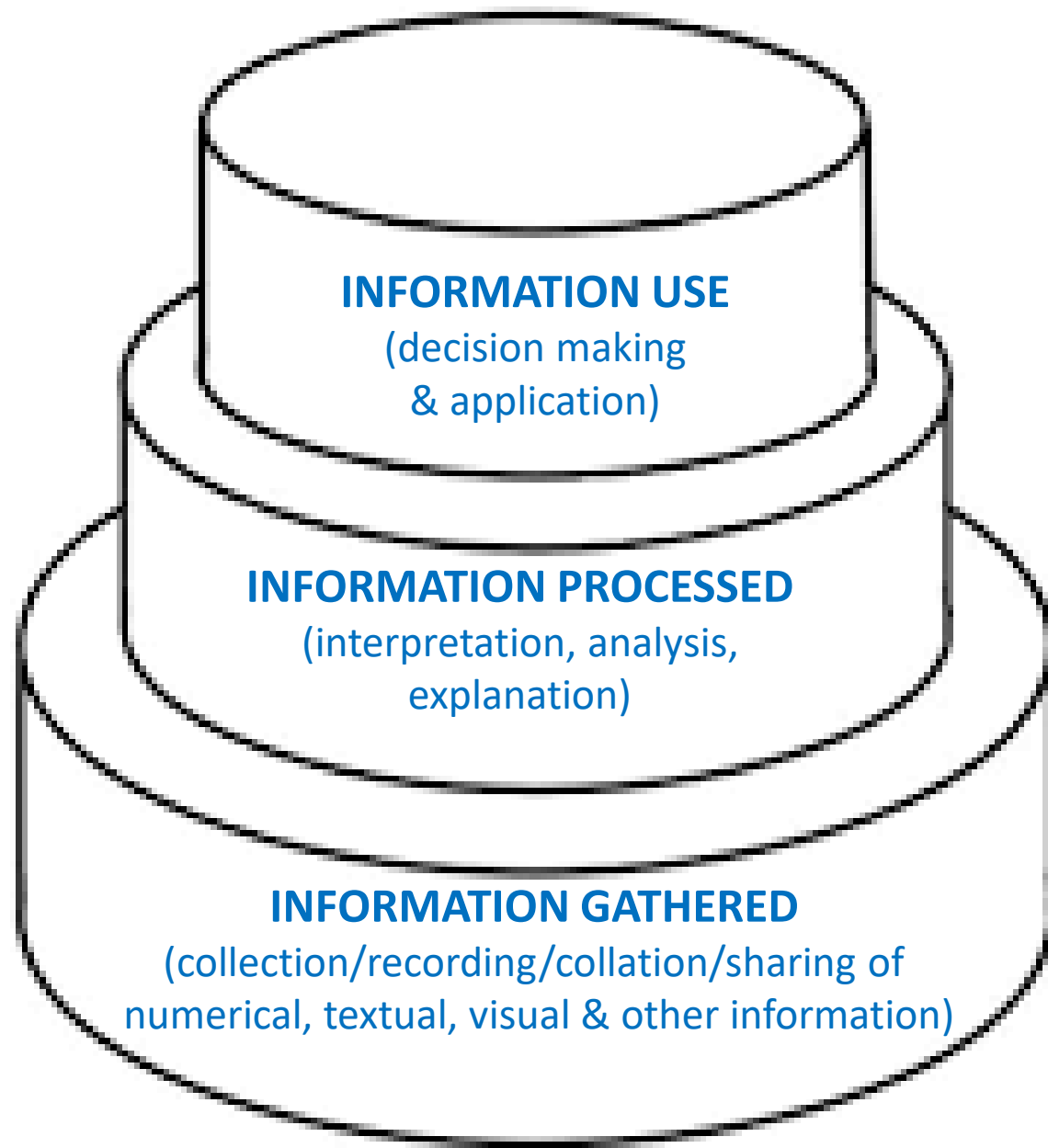
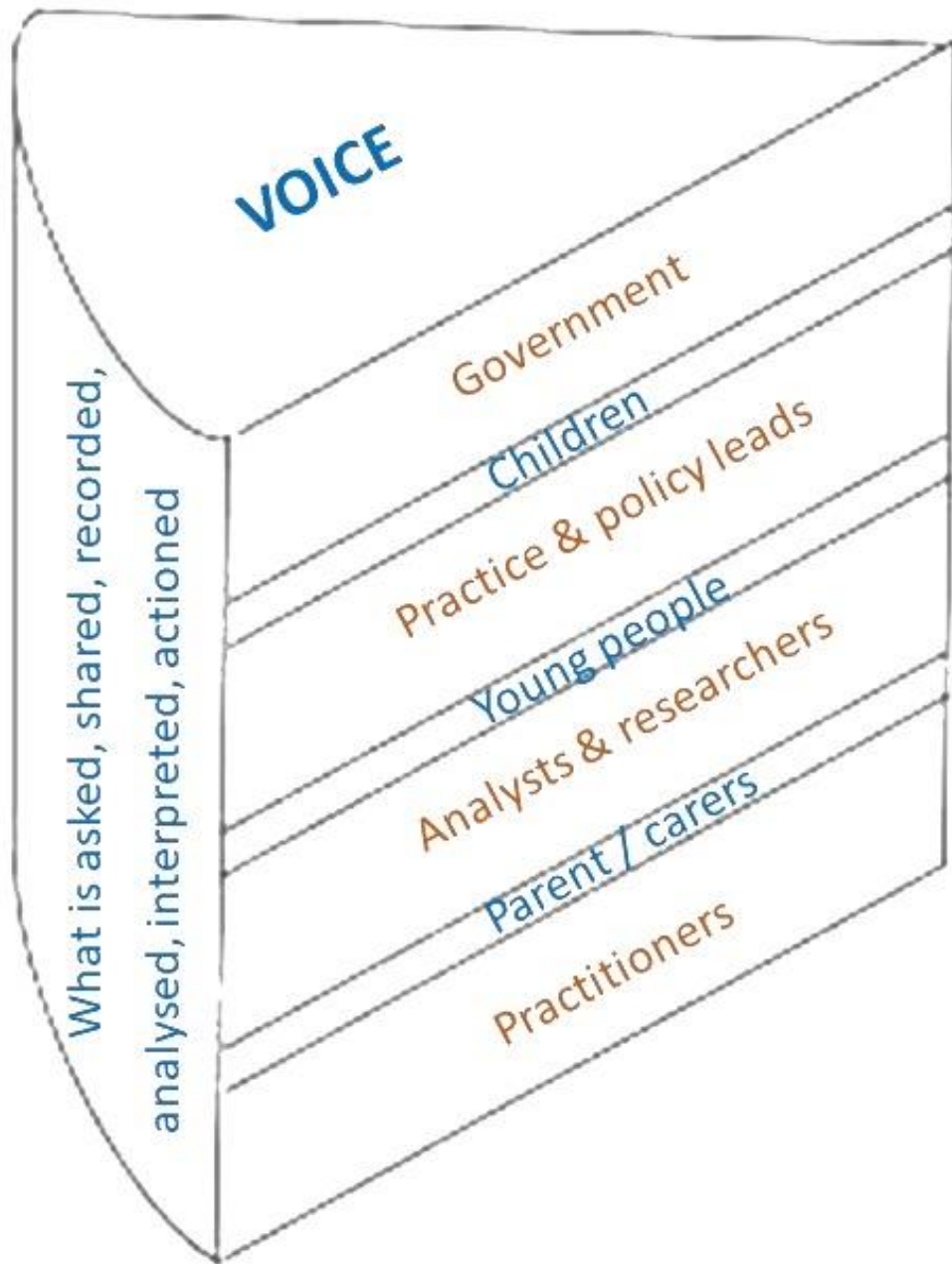
Previous research

- The voices of children & young people are not consistently included in official statistics: parental voice is often used as a proxy (Office for Statistics Regulation, 2022)
- Those in care feel they have limited opportunities to participate in decisions. Those considered more vulnerable are less likely to be involved as staff prioritise their protection (van Bijleveld et al, 2015)
- The involvement of children and family in record keeping throughout their care experience can be beneficial to them (MIRRA, UCL)
- It is important to accommodate diverse voices, including family and professional voices about a child/young person (Capella & Boddy, 2021)



(Briheim-Crookall et al, 2020)

Information and Voice



Listening To and Amplifying Voices

Multiple voices

Children/young people, parents/carers, practitioners, managers, other professionals, & wider community organisations.

Diversity of voices within as well as between groups.

Voice as information

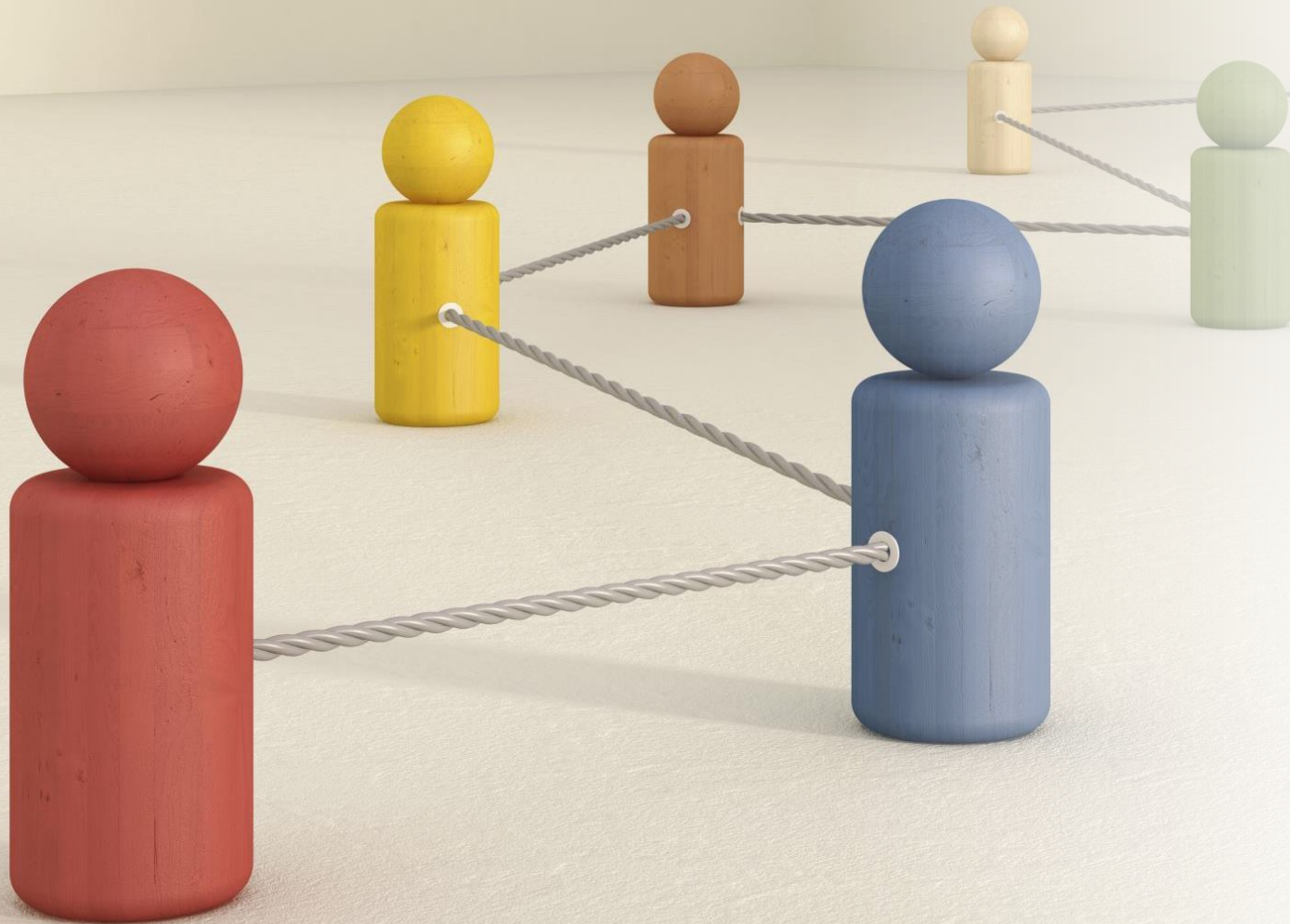
Including and amplifying within children's information, the views, experiences, wishes and feelings of children/young people, parents/carers and others.

Voice about information

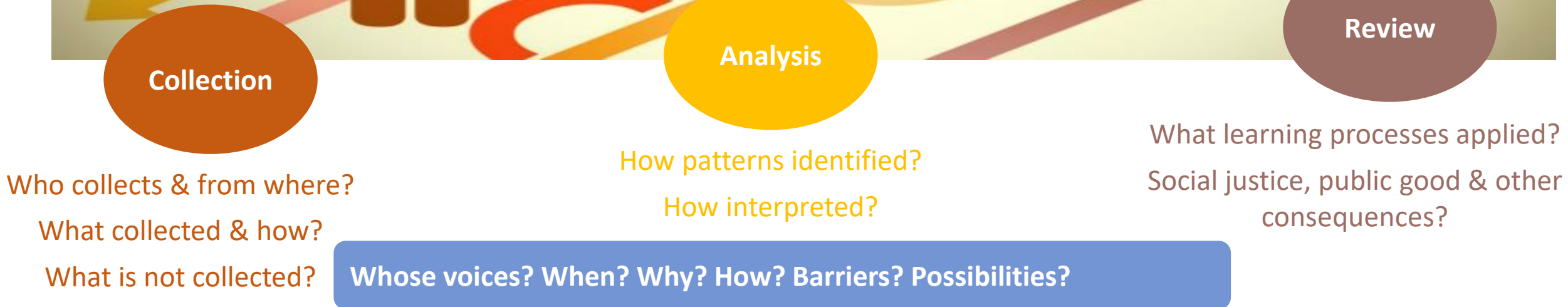
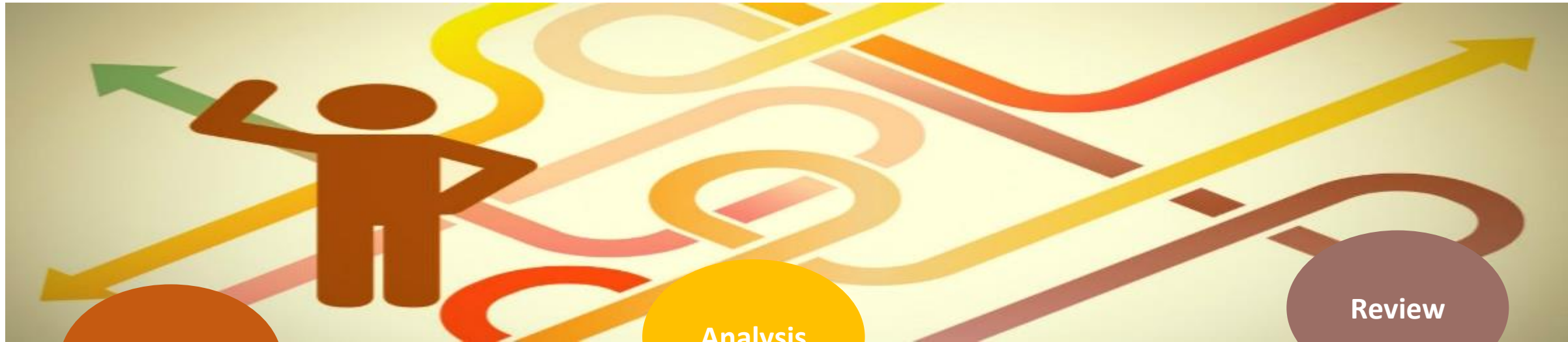
Listening to their views about how children's information is gathered, shared, processed and used.

Recognising voices

- Explicit *and* implicit
- Accessible *and* more hidden/seldom heard
- Individual *and* collective
- Verbal *and* nonverbal or silent
- 'Sensible' *and* challenging
- Invited *and* spontaneous
- Expressed formally *and* in the everyday
- Relational, situated and mediated in contexts (may enable, constrain and shift voice)
- Listened to (?) operationally *and* strategically



Information pathways – both for aggregated and individual information



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Collection

Who collects & from where? What collected & how?

Information can be collected in a range of interactions, both face-to-face and remote (meetings, interviews, surveys, etc.). Someone will make a decision about what should be recorded as information and what is not (e.g. non-verbal information from conversations might not be recorded; but everything collected in a survey or for administrative data reporting will be).

Collation

How collated & shared? How codified & classified?

This is where information is stored for subsequent consideration, analysis and use (e.g. in a dataset or case note). It might include codification and classification, to inform subsequent analysis. A range of information may be collated for an individual, or for a number of individuals to be used at an aggregate level. It may also be shared.

Analysis

How patterns identified? How interpreted?

Information is gathered with a purpose in mind. It then becomes processed - filtered, analysed and interpreted, with the intention of gaining insight, informing understanding, decisions or actions.

Use

How implications & judgements made? How decisions made? How actioned?

This is where processed information and understandings drawn from it are actually applied – whether on an individual basis (e.g. to inform a subsequent meeting with a family) or at aggregate level (e.g. to inform commissioning of services).

Review

What learning processes applied? Social justice, public good & other consequences?

This is where information (existing or new) is used to reflect on how well the four steps above are working, and to inform any future modifications.