

# Improving Children's Information, Data and Voice

EUSARF, 12-15 September 2023



# Improving children's information, data and voice

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- ❖ Paper 2: Introducing the '*Children's information: Improving lives through better listening and better data*' project. Professor Leon Feinstein
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# Improving children's information, data and voice

## **Paper 1: How data intervene in children's lives: Looking at childhood data practices in contemporary and historical perspective**

Dr Liam Berriman, University of Sussex ([l.j.berriman@sussex.ac.uk](mailto:l.j.berriman@sussex.ac.uk))

## What is the 'datafication' moment?

- An intensification of data collected on children (as citizens, consumers etc.), facilitated by digital technology (Lupton & Williamson 2017).
- A drive to harness analysis of data 'at scale' and in 'real time', with the aim of creating better information for making decisions in children's lives.
- Often represented as producing tensions between children's rights (primarily to privacy) and protection (through surveillance).

## What has been its impact on children's welfare services?

- A drive to make better use of data, and advances in machine learning, as a means of identifying children 'at risk'.
- Embracing of data linkage and data lakes as a means of seeing patterns and relationships that weren't previously visible (Allnatt et al. 2022).
- Lack of consultation of service users and their families about how their data are used, raising concerns around trust (Edwards et al. 2022).
- Concerns that data analytic technologies are promising an unattainable 'golden view' (Dencik et al. 2019)

## Why look back at the history of children's data?

- Data have been used as a source of information on children's welfare for over 150 years – digital datafication is just the latest stage.
- Contemporary data practices are part of longer traditions of documenting, measuring, surveilling children – often with a view to producing information that will make children's lives safer.
- Current data practices are a product of what came before – the digital moment hasn't completely re-invented the wheel.
- We can learn from past mistakes about how data should (and shouldn't) be used to shape *better, ethical* data practices.

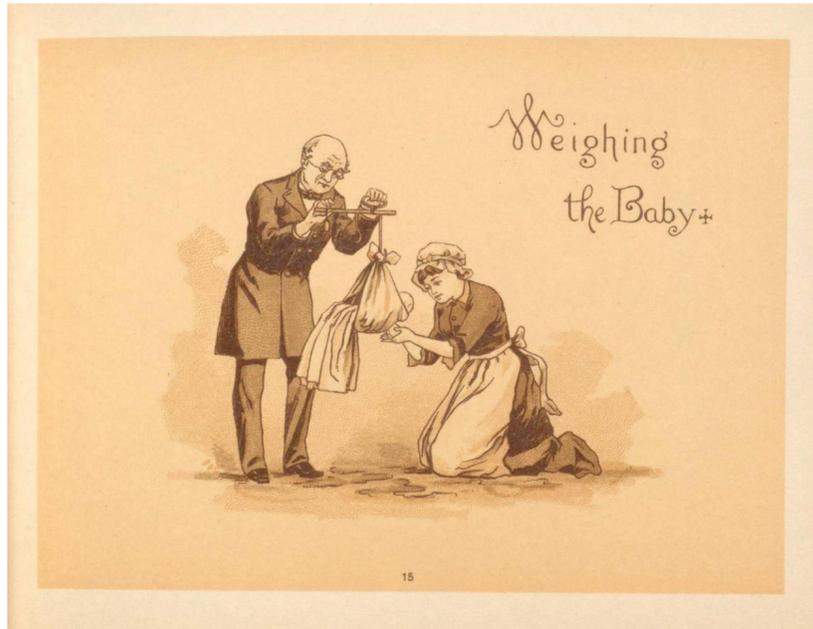


445  
No. 1640 Name William  
PREVIOUSLY IN THE INSTITUTION—

Particulars.	
Date of Birth ... ..	1857
Native Place ... ..	Victoria
Religion ... ..	C. P.
Read or Write ... ..	Tricks
Date of Commitment ... ..	27.5.66
Committing Bench ... ..	Victoria
Date of Admission ... ..	27.5.66
Term ... ..	7 years
Cause of Commitment ... ..	Stupor
Parents Living ... ..	Yes

If Vaccinated or had Particular Marks—

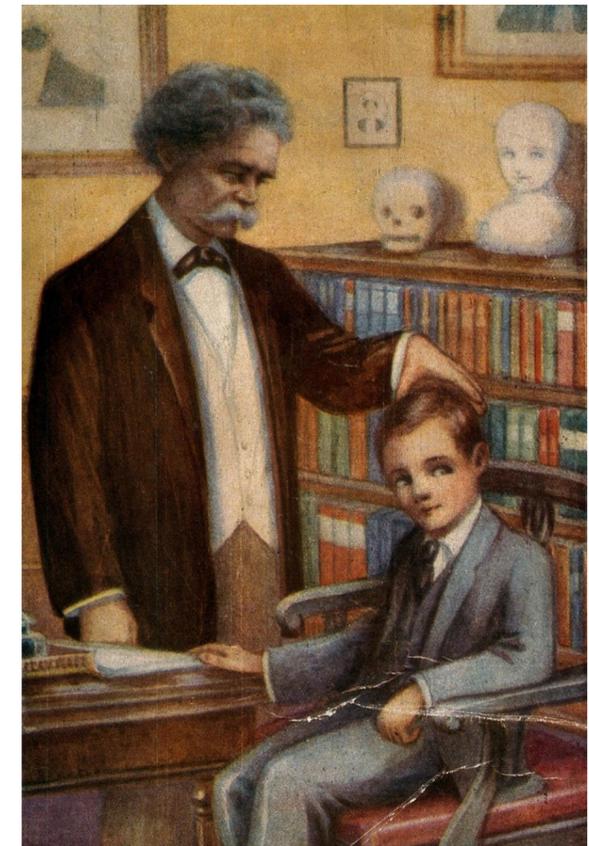
[Victoria Record Office](#) – Adoption, Ward of State and Care Leaver Records



[National Museum of American History](#) /Library of Congress



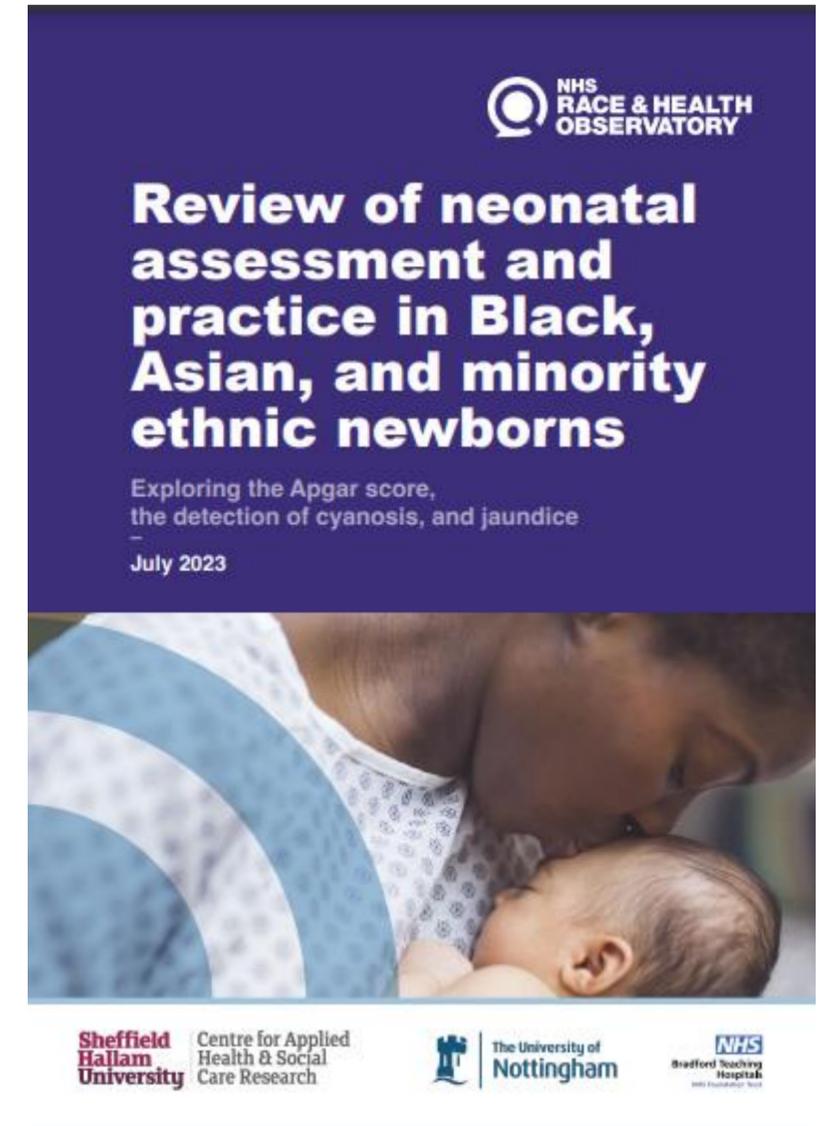
[National Archive](#) PCOM 2/291



[Wellcome Collection](#) – Print of Phrenologist Millot Severn

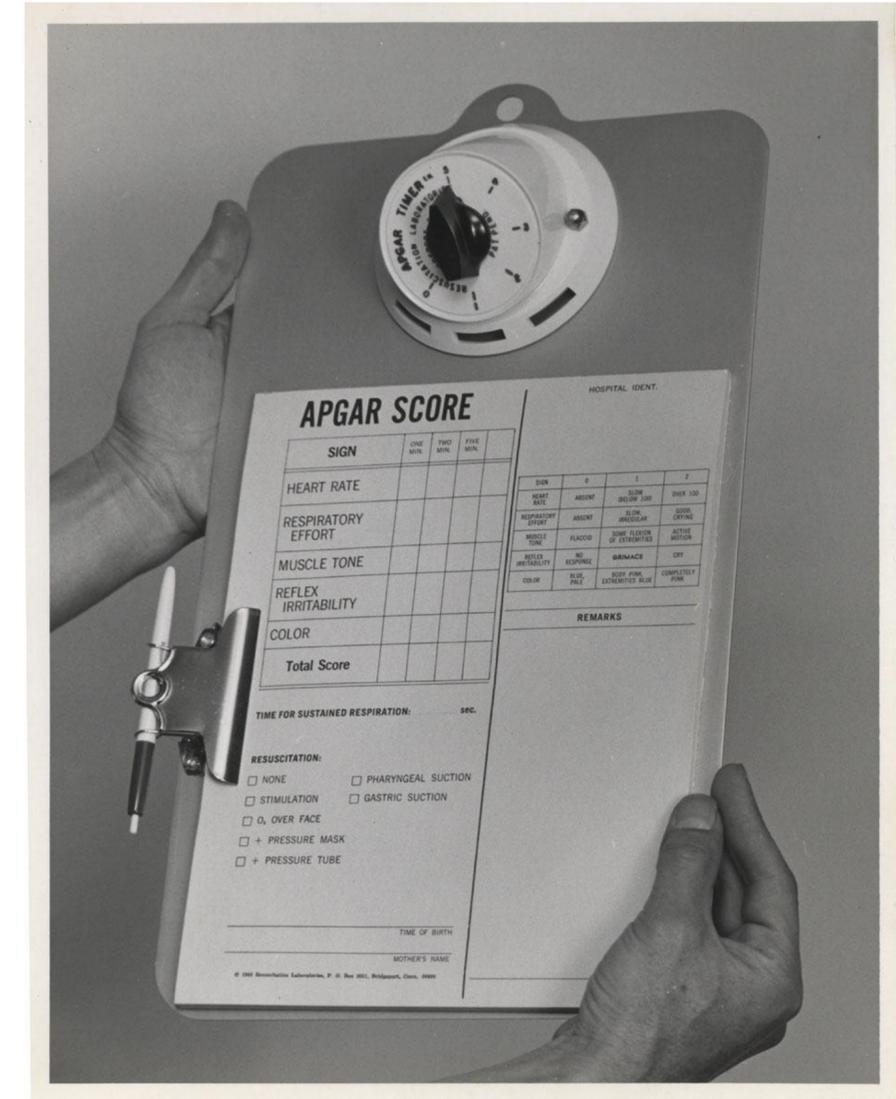
## An example of learning from past data practices...

- Apgar score as one of the first measurement data recorded on children when they are born, with a view to assessing their immediate post-birth health.
- Primarily a tool for assessing the health of a newborn based on skin colour since the 1950s, and now widely used by health practitioners.



## 'Pink all over'

- The Apgar score treats Caucasian skin tones as the norm. Accuracy of the data is therefore often much less reliable for children from racialised minorities, and particularly black children (NHS RHO 2023).
- The welfare of some children made 'invisible' by the data practice. It raises questions about what norms and values underpin the design of data practices that play significant roles in shaping children's life chances.



Mount Holyoke College, reproduced in [Profiles in Science](#)

## Re-thinking data practices such as the Apgar score

- Embeds historical racialised bias in assessment practice.
- Risks further entrenching inequality and reproducing historical legacy of structural racism. 'Good' data as a social justice issue.
- An example of a need for more critical take on data – not just look forward to future digitisation, but also backward to the legacies of past data practices.

## What can we learn from looking at data in historical perspective?

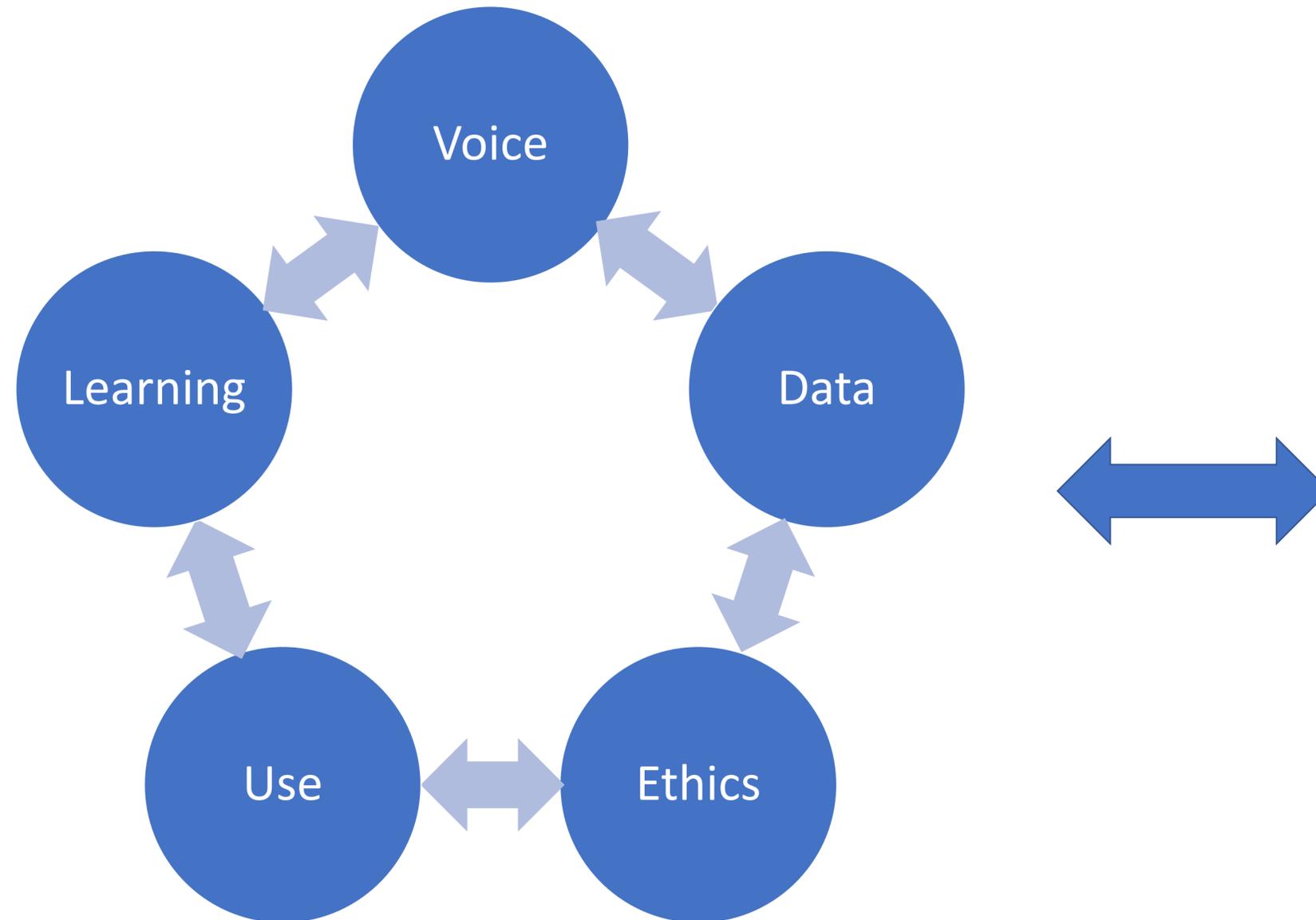
- Looking forward has often come at the expense of looking back. The need to understand the origins of data practices to assess whether they are still fit for purpose.
- The importance of considering how data plays a significant role in making children 'visible' and 'invisible' in vital information. Who is seen/unseen or heard/unheard?
- The need to be critical of a view of data as shaped and created outside of value-systems or as purely objective.
- Lack of children's and families' voices about data in the past – new opportunities to incorporate children's and families' voices in development of contemporary data practices.

# Improving children's information, data and voice

## **Paper 2: Introducing the '*Children's information: Improving lives through better listening and better data*' project**

Professor Leon Feinstein, Rees Centre, Department of Education, University of Oxford  
([leon.feinstein@education.ox.ac.uk](mailto:leon.feinstein@education.ox.ac.uk))

# Improving 5 interconnected practices in use of information in social policy with children and families



Innovation to test whether by improving interaction, dialogue and common understanding across these 5 practices local authorities can reduce inequalities, improve outcomes and experiences, and improve cost effectiveness.

## **Paper 3: Conceptualising and enhancing the relationship between voice, information and data**

Professor Elaine Sharland ([e.sharland@sussex.ac.uk](mailto:e.sharland@sussex.ac.uk)) &

Dr Caitlin Shaughnessy ([c.e.shaughnessy@sussex.ac.uk](mailto:c.e.shaughnessy@sussex.ac.uk)), University of Sussex

Prof Lisa Holmes, Dr Pereptua Kirby (University of Sussex)

Dr Nikki Luke (Rees Centre University of Oxford)

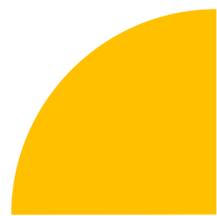
# Why enhance the relationship?

- Reliance on statutory data returns and administrative data: data items determined by government; purposes, uses and meaningfulness of data are questionable
- Richer information, including information expressing children, young people and families' voices, exists within local authority management information systems, including case records (Holmes, 2019)
- Voices of children & young people are not consistently included in official statistics: eg. parental voice often used as proxy (Office for Statistics Regulation, 2022)
- Children and young people in care feel they have limited opportunities to participate in decisions; those more vulnerable are less likely to be involved (van Bijleveld et al, 2015)
- Involvement of children and family in record keeping throughout care experience can be beneficial to them (MIRRA, UCL)
- Highly important to accommodate diverse voices within children's information (Capella & Boddy, 2021)



**“To make other people's experience positive, always listen and don't presume you know how we feel.”**

(Care leaver)



# What do 'data' and 'information' mean?

**“Data are quantitative, may be collated in datasets and analysed statistically”**

**“Data may be also be qualitative, may or may not be collated, analysed in many ways”**

**Are children and families more likely to talk about their 'data' or their 'information'?**

**“Information is everywhere; it only becomes Data when recorded and/or codified with intention to use”**

**“Data are everywhere but only when interpreted/analysed do they become Information”**

# An inclusive approach to 'data' and 'information'

- A co-productive project – we're here to enable not prescribe
- Includes enabling LAs and national Government to improve quality and use of:
  - formally recorded 'data items' - collated, aggregated and reported in administrative 'datasets'
  - information (eg. case notes) not necessarily referred to as data, or integrated/collated within formal administrative datasets
- No imposed definition of 'data' – explore what can be learned from different language, perspectives & assumptions to achieve common purpose
- 'Information' used as umbrella term: everything that may be important to know and take into consideration about children, young people and families, individually or in aggregate, to improve their lives.
- Voice is & should be integral to information and data.....

# An inclusive approach to voice

## Multiple Voices

- Children, young people, parents/carers, practitioners, managers, policy makers, wider community
- Diversity of voices within and between groups
- Voices at individual and collective levels

## Voices AS information

Views, feelings, wishes and experiences of life needs and support, included within children's information

## Voice ABOUT information

Views, wishes and feelings about how children's information is gathered, processed, shared and used.

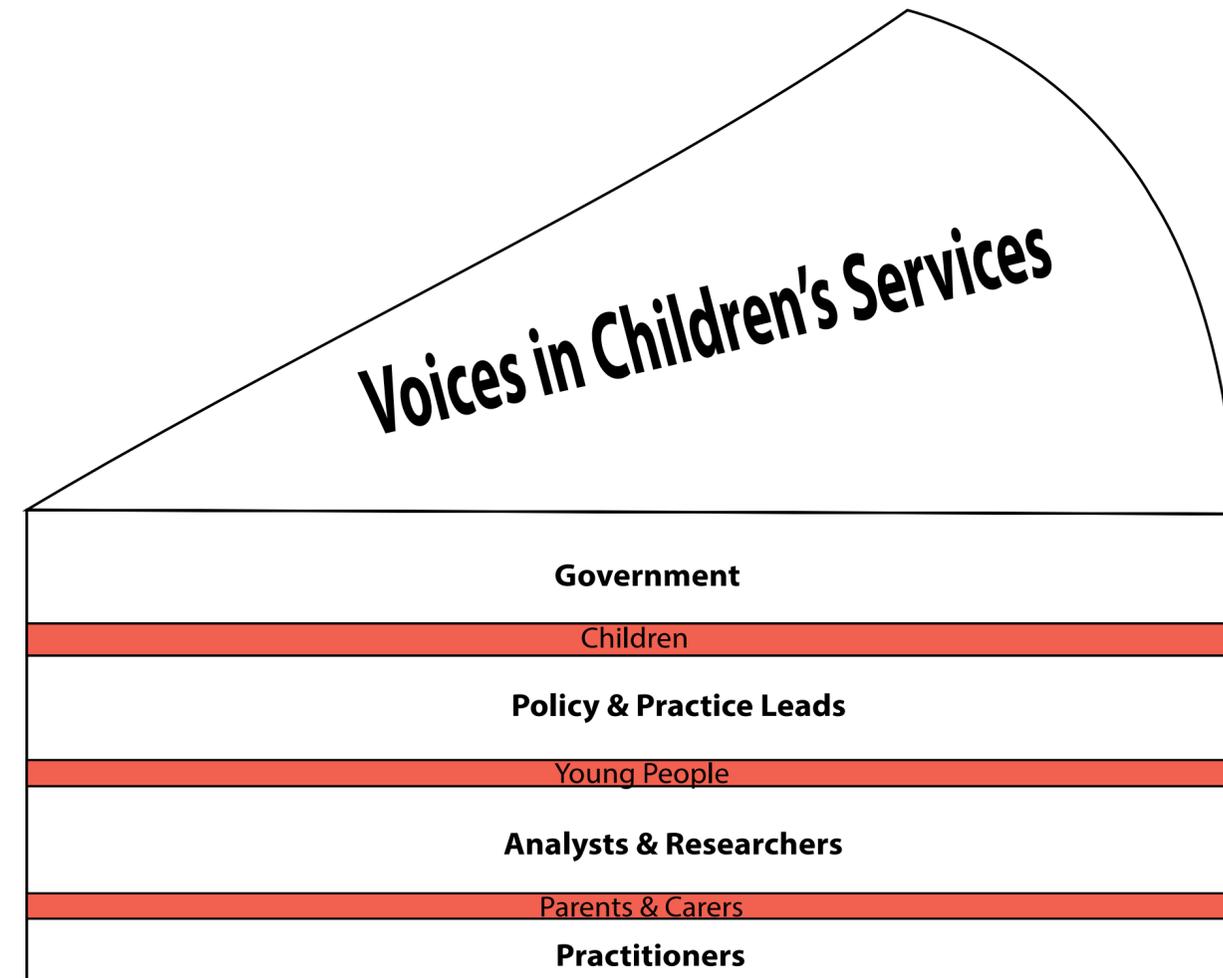
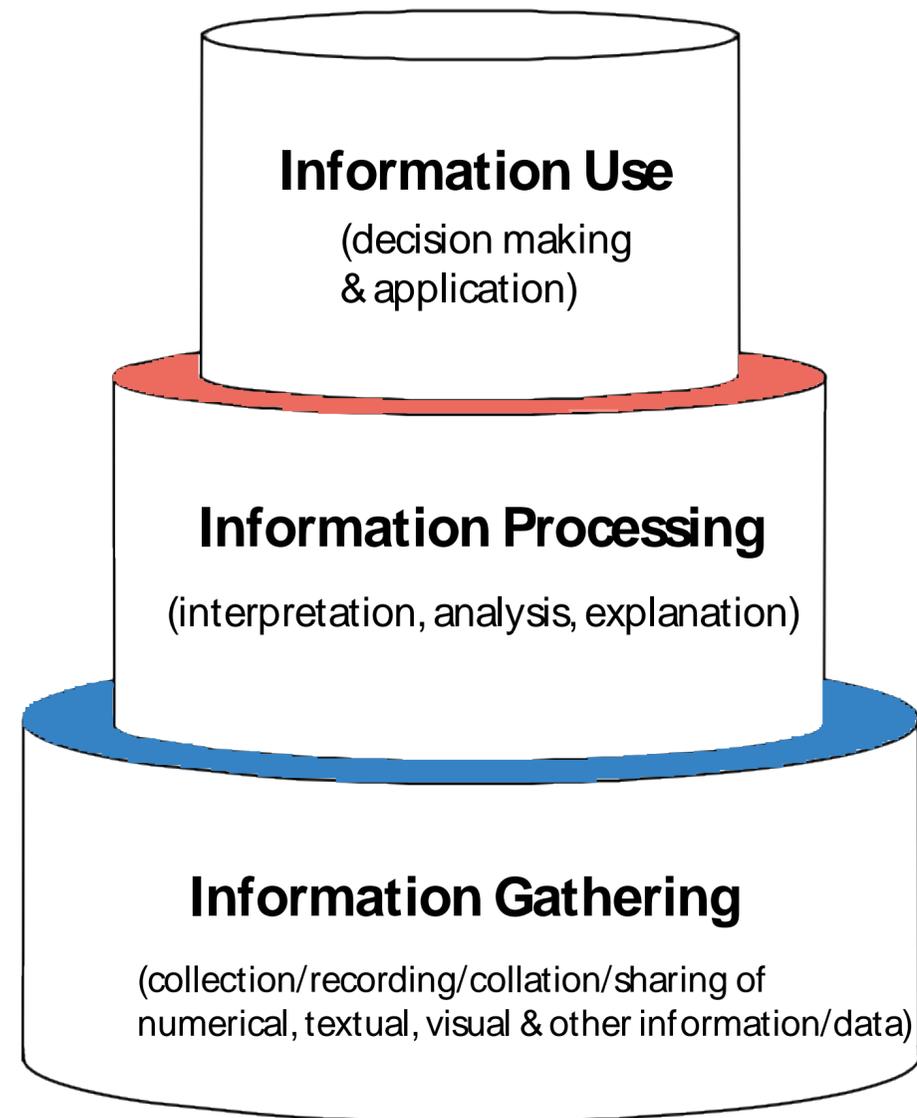
## Recognising voices

- Relational, situated and mediated in contexts (which may enable and constrain voice)
- Shifting, fluid, multiple, even contradictory
- Explicit *and* implicit
- Accessible *and* more hidden/seldom heard
- Verbal *and* nonverbal or silent
- Expressed formally *and* in the everyday
- Expressed individually *and* collectively *and* at scale
- To be listened to operationally *and* strategically

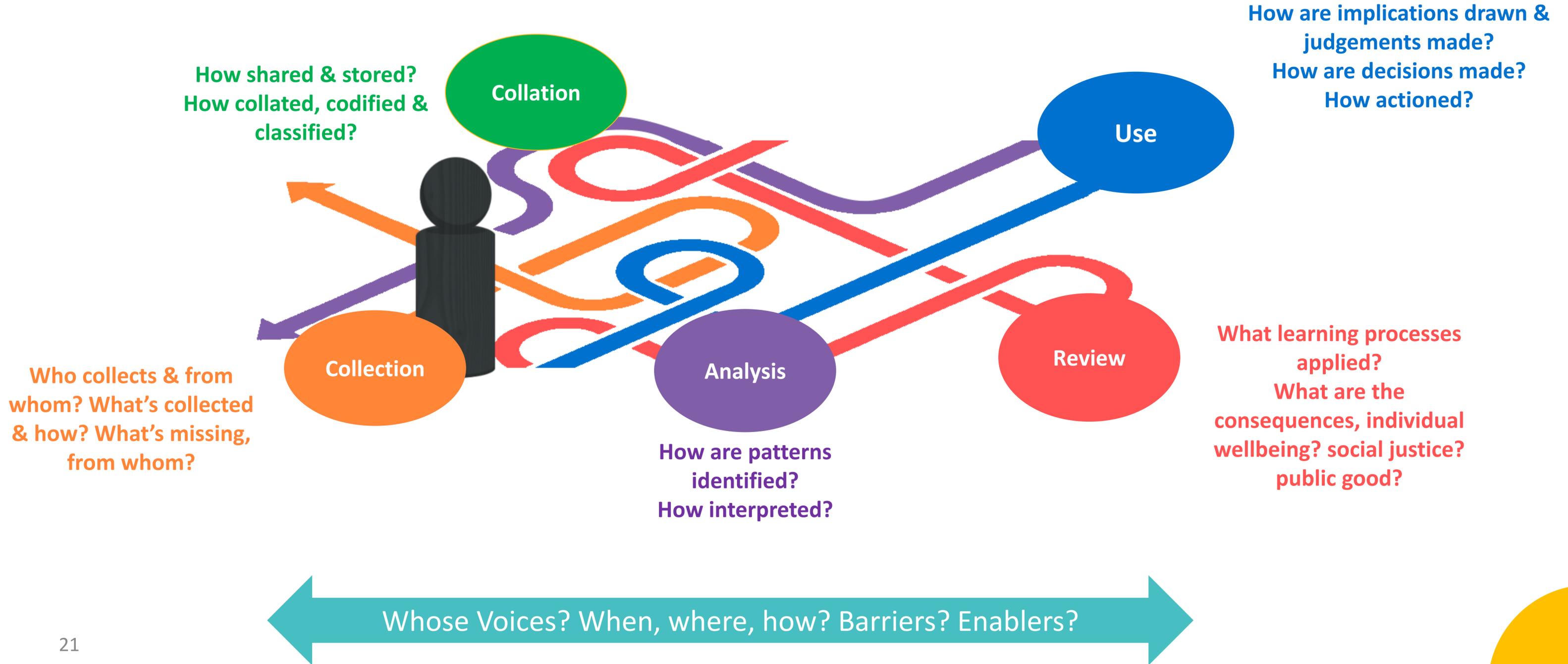
# Voice is integral to information and data

- Information and its use are not neutral – different voices are embedded within and shape them
- Implicitly - systems of information collection, analysis and application express certain voices about what is important to know, from and about whom, how it may be known, what it means and how it may be used
- Commonly in children's services, these are the decisive voices of policy makers and service managers
- Voices of children, young people, families and practitioners need to be integrated and amplified....

# Voice is integral to information and data



# Voice throughout the information pathway



# Information use project: Example

- How can children's social care and their partner agencies most effectively and efficiently meet the needs of care leavers?
- What are the necessary support mechanisms to improve the outcomes, and life chances of care leavers?

## Aims:

- improve quality and depth of data analysis
  - bring more young person and family voices, and practitioner voice into the picture
  - sharpen use of information to drive policy and practice
  - evaluate impact to support further improvement
  - share learning with wider network and receive further quality assurance
  - learn from these activities to shape and inform national policy and practice
- 

Activities

Short-term outcomes

Intermediate outcomes

Long-term outcomes

Bringing together meaningful information from across different agencies and sources on the 8 topic areas

Information used in meetings of PA/YP to discuss 8 topic areas

Informs support offered by PA across 8 topic areas

Support meets individual's needs across 8 topic areas

In suitable employment  
Received appropriate education  
In suitable accommodation

YP feel valued and listened to

Maximising the role of young people's voices in information use

Positive relationships  
Improved well-being

YP feel more hopeful

Capturing & aggregating meaningful outcomes for care leavers on the 8 topic areas

LA has better understanding of cohort's needs across 8 topic areas

Informs commissioned services across 8 topic areas (practice/service development in and after care)

Services meets cohort's needs across 8 topic areas

Improved physical health  
Able to manage daily life and finances  
Acceptable levels of risk

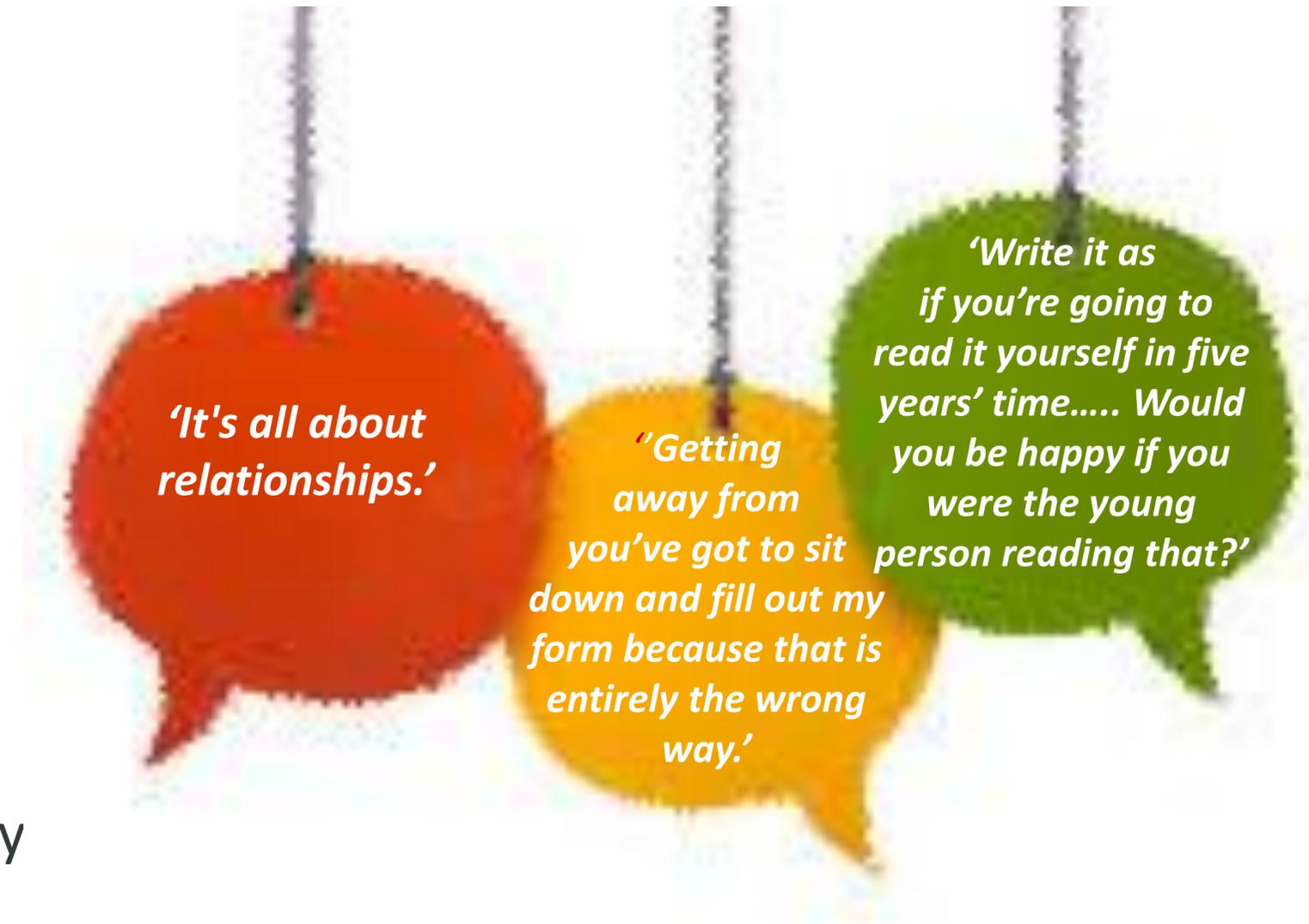
YP feel equipped to leave the service when ready

## Observations

- practice model emphasises strong relationships and openness
- 'informal collection' of information while talking
- recording with young person as potential reader
- data collection processes change everyday
- relationships of care
- where young voices are integral to everyday practice and recording, they become more easily embedded within data

## Emerging questions

- does variety of mechanisms (eg. surveys, Mind of My Own) offer possibilities to voice differently?
- 'meaningfulness' of existing/additional measures?
- do young people trust workers to record information accurately?



# The 'voice' of care experienced young people: why it matters and the impact on policy and practice

Professor Julie Selwyn, The Rees Centre, University of Oxford

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Linda Briheim-Crookall, Head of Policy and Practice Development, Coram Voice

[Linda.Briheim@coramvoice.org.uk](mailto:Linda.Briheim@coramvoice.org.uk)

*There's nothing like the  
children's voices. We can  
pretend we know, and we can  
speak to foster carers, and we  
can speak to schools ... but  
children's voices are the most  
important.  
(LA service lead)*

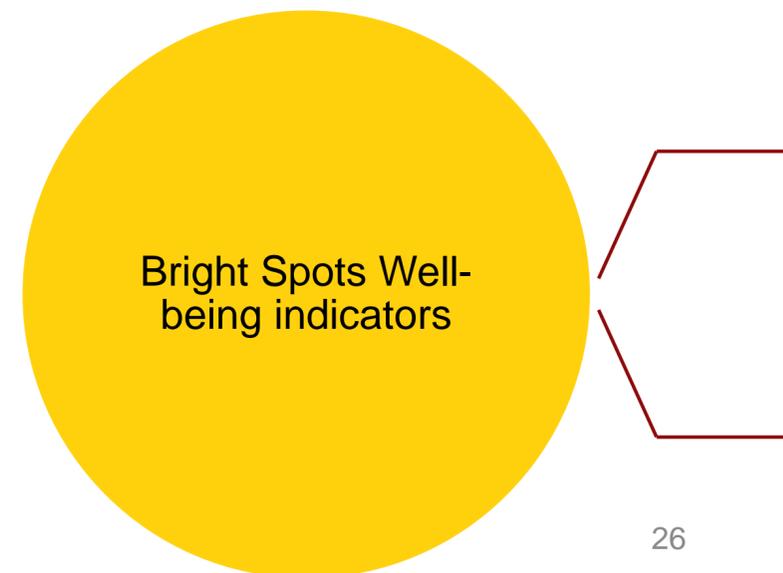
# Children and young people as 'experts' in their lives

**Official statistics**  
Objective measures  
and professional  
assessments

Helps local authorities  
systematically listen to  
their children in care  
**bright spots**  
and care leavers about  
the things that are  
important to them

**Children in care and  
care leavers'**  
**viewpoints**  
Are they happy, safe  
and feel they are doing  
well?

**Subjective Well-being:** Feeling  
good and functioning well at an  
individual and interpersonal level.



Your Life, Your Care

Your Life Beyond Care

# About the Bright Spots Programme

Partnership between the University of Oxford & Coram Voice funded by the Hadley Trust to help LAs:



- **Co-produced with CYP**
  - based on what 170 children in care and care leavers said was important to them and what made life good.
  - piloted & cognitive interviews with children/young people
- **Evidence based**
  - developed over 10 years of research.
- **Four surveys created:**
  - *Your Life, Your Care* (children in care 4-7ys, 8-10yrs, 11-18yrs)
  - *Your Life Beyond Care* (care leavers 16-25yrs)

# Bright Spots domains and indicators of well-being

## Your Life Your Care

## Your Life Beyond Care



# Why is youth voice important?

*“Kids feel important when you involve them in stuff about their life.”  
(Teenager in care, Bright Spots survey)*

*“Since I came into care, I have had no control over any aspects of my life. Social services control where I live, what I do and how I do it. I hate living in care.”  
(Teenager in care, Bright Spots Survey)*

## Article 12

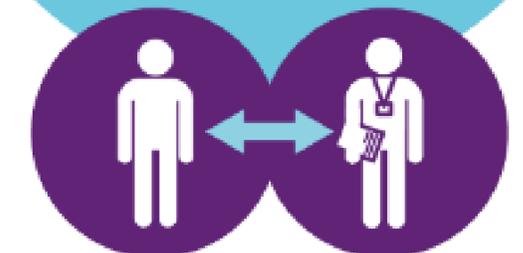
UN Convention of the Rights of the Child (UNCRC)

**Every child’s right to be heard and that their views should be taken seriously**



**I feel included in decisions social workers make about my life.  
(8-18yrs)**

\*All/most of the time



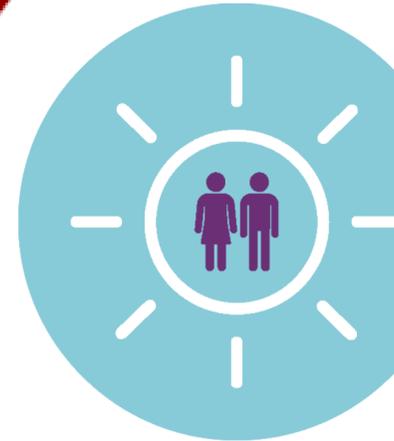
# Having a voice improves well-being

*“My opinion never seems to be valued.”*

(Bright Spots survey, 11-18yrs)

*“My foster carer listens to me and speaks up for me when I can't say things to other people.”* (Bright Spots survey, 11-18yrs)

*“My social worker always includes me in decisions. Out of all the social workers I've had [name] is the one I've connected to the most.”* (Bright Spots survey, 11-18yrs)



The odds of having ‘very high’ well-being increased if young people felt included in decision-making compared with those who did not feel involved

**1.5**  
times



Feeling included in decision-making was correlated with **greater optimism about the future**

# Make better decisions

- Children are experts in their own lives and provide important insights into how to make their lives better.
- Increasing recognition across public services of benefits of co-production

***It's not about how services are doing but how children in care and care leavers are doing.***

***“Listen to young people’s views, they know what’s going on. You don’t.”***

*(Care experienced young person, Bright Spots survey response)*

***“It gives you that evidence base on how children feel, which is the true measure on how you’re doing as a local authority isn’t it?”***

*(Local authority development officer  
Bright Spots Evaluation)*

# Lundy model

## **SPACE:**

Children must be given the opportunity to express a view

## **VOICE:**

Children must be facilitated to express their views

**Right to be heard**

## **AUDIENCE:**

The view must be listened to

## **INFLUENCE:**

The view must be acted upon

**Source:** Department for Children & Youth Affairs (2015) National strategy on children and young people's participation in decision-making 2015-2020  
<https://assets.gov.ie/24462/48a6f98a921446ad85829585389e57de.pdf>

# Active listening influences change at all levels of decision-making

## **PERSONAL**

Children and young people's views are heard and inform decisions about their individual care

## **ORGANISATIONAL**

Children and young people have opportunities to have a say in and co-produce local service developments

## **SYSTEMS**

Children and young people have opportunities to have a say and influence the children's social care system. The system changes in response to feedback loop.

## **CULTURE**

...which in turn leads to changes in the culture.

Since the bright spots Programme started we have collected over

**20,000 voices**

through the *Your Life Beyond Care* and  
the *Your Life, Your Care* surveys

together with more than

**60** local  
authorities

# The Evaluation – had the surveys had any impact on policy and practice?

Had the survey reached children?

- Affected by
  - LA motivation for participation
  - Preparation for survey leading to variable response rates
  - Level of need e.g., children with a disability

Survey findings. How did LAs respond?

- Depended on
  - Decisions made 'bottom up' and/or 'top down'
  - Whether participation officers were part of Senior Management teams / children's care councils existing and meeting regularly.
  - Stable senior management team.

Had change occurred ?

- Changes to practice, deep dives to find out more, new services, whole system change and cultural changes but also changes in SMTs in some LAs meant not sustained
- All LAs less confident in what to do with their findings from 4-7yrs, sex difference (girls much lower wellbeing than boys, and findings on appearance as not previously asked about)

# Response to findings: Disbelief and resistance

Children's social workers did not always believe the findings.

*It's subjective to what's happened for that child on that day it sometimes might not get the information that we actually think is correct.*

*Looked after children are one of our most vulnerable client groups, so we need to make sure we're getting it right and collecting all this information. But actually, we know because of the experience of the team how to collect that discretely sometimes when we need to from other sources.*

*I mean that just wouldn't happen!* - (response to many younger children not knowing who their social worker was).

*The Care Council have done ... a little booklet introducing your social worker to you. It's like a photo of them, what hours they work, what days they work, how to contact them, their mobile number, little bits about them because the kids were saying they just felt like their social workers were coming out asking them loads of questions and yet they knew nothing about them. ...*

*Launching that booklet... was an absolute nightmare. The kids launched it, senior management said, "That's fine. Let's do it," and then I don't know what happened ... I don't know how it was promoted. But the social workers got their unions involved because they didn't want to put their names on it, didn't want to put their age on it, and it made them feel vulnerable.... Then at a conference, the young people spoke to them and said, "If you draw a cartoon of yourself or anything, ... this is why we've done it" ... and to this day... it's really patchy. (Participation worker)*

# Response to findings: small but important changes

*Children looked after told us that they didn't like surprises at their reviews. They liked to know who was going to be there ... We [now] ask them who they want at their meeting and where they want their meeting and then do that. ... The review itself is very much for the child; it's about the child.*

*We've got a lot of our young people that are struggling to make friends, so as independent reviewing officers ... we are asking specifically, "Do they belong to any clubs? Do they do any activities? Do they have any friends? Who do they think they might like to be friends?"*

- [Child-centred care plans - Hampshire \(coramvoice.org.uk\)](http://coramvoice.org.uk)

# Response to findings: Deep dives to find out more

Example:

One LA had been shocked to find that more than half of 4-7 years did not know why they were in care. The team leader described how she began by auditing all the case files and found that, “some social workers were not being honest with children.” Following the audit, there were discussions with teams to dig deeper into what was happening:

*There was then a discussion with social workers as a group about, “Why don’t you...?” and some were sort of saying about [difficulty] in finding the right words and ... what to say, and [the children] are traumatised anyway. (Service Leader)*

**Finding the right words** training developed for social workers

<https://coramvoice.org.uk/for-professionals/bright-spots/resource-bank/southampton-finding-the-right-words/>

# Responses: changes to priorities and the power of the collective voice

*Up until Bright Spots our priority group spent a lot of time talking about how many young people were getting their medicals on time... delays in health assessments.... It's changed those discussions to move away from data to look more about the impact on young people, and more broad health outcomes.*

*"Individually social workers have been complaining that foster carers often don't invite kids home for tea .... We've all complained ... and it gets dealt with individually. There's always a reason why it can't happen .... Bright Spots helped us to say, 'No, ... We need to set the standard and our expectation [of carers], "You will be promoting, supporting, enabling friendships. This is what we expect." ...  
(Principal Social Worker)*

**Spotlight  
on  
practice**

# Hull 'Dream on' video

June 2022

**Why?** *"We made 'Dream On' because we wanted to tell the story of someone coming into care and the people around us. We hope to inspire people to do their best whatever part they play in our lives to make things better and keep us at the centre of their thinking" (Child who worked on the film in Hull)*

*"I make a promise to myself. That all the things I pretended to dream about can actually come true. I deserve them to come true. To see my family, to be safe, to have people who listen, to have someone to look after me, to learn in school, to have my mates around me, to have a future and a childhood. If we all believe that I deserve those things, it won't just be a dream"*



## What?

- Video created by Young Voices Influencing Care (YVIC) group in response to Bright Spots survey findings

## Impact:

- challenges professionals to think differently about what care should be, to try harder and to dream.
- Used in training, embedded in staff induction, strategy for children's social care.
- Won awards and shared nationally.

<https://www.youtube.com/watch?v=llv301aT-zs>

## Spotlight on practice

# Stockport - Supporting Care leavers with pets

**Why?** Stockport recognised how important it was for their care leavers to have a pet, but this also presented some difficulties around how to care for pets responsibly.



## What?

- When young people attend their Local Food bank they can be offered pet food if needed through the development of a **Pet Food bank** & leaving care team setting up emergency stock of pet food available outside of the Food bank opening hours.
- Developed partnership with animal welfare charity Blue Cross
  - care leavers offered a **Pet Welfare Toolkit** and **information on Living With Pets** through care leavers app and website with local offer for care leavers.
  - **workshop sessions on pets** to offer as part of our Life Skills sessions for care leavers, including a survey to help care leavers inform the content of these workshops

[What fun stuff do you like doing?]  
*Spending time with my dog.*

*When you've got a pet ... it's something you can cuddle and talk to*

*My cat is a huge help, I don't know where I'd be if I never bought him.*

**Impact:** Over the last 3 years there has been an increase in the number of care leavers who are pet owners in Stockport. In 2022 A higher proportion (48%) report that they have a pet compared to care leavers (28%) in other local authorities. More than half of pet owners (53%) identified their animals as a source of emotional support

Home » For professionals » Bright spots » Resource Bank

# Resource Bank

Since 2013, the Bright Spots programme has helped local authorities directly hear from their children in care and care leavers through two sets of surveys, *Your Life, Your Care* (for children in care aged 4-17 years) and *Your Life Beyond Care* (for care leavers aged 16-25 years).

This Resource Bank includes practice examples from local authorities who have listened to what their care experienced children and young people said was most important to them. There are also a wide range of other useful materials and learnings produced by Coram Voice over the years, such as national reports, publications and webinars.



## Bright Spots Resource Hub

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**Resource hub on the Coram Voice website- more than a 100 examples of service improvements**

<https://coramvoice.org.uk/for-professionals/bright-spots/resource-bank/>

# References

Many publications freely available at <https://coramvoice.org.uk/for-professionals/bright-spots/bright-spots-publications/>

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- Suh E., & Selwyn J (2023) Exploring Local Authority Variation in Looked After Young People's Subjective Well-being, *The British Journal of Social Work*, 53, 1, pp 177–197.

# Improving children's information, data and voice

## **Paper 5: Improving Children's Data and Voice – Frameworks for defining and measuring children's needs and their informational requirements**

Dr Polly Vizard, Centre for Analysis of Social Exclusion, London School of Economics  
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## Depth review of frameworks for identifying children's needs

- Roles and purposes
- Similarities / differences (coverage, theoretical underpinnings, information base - indicators/metrics/data and engagement with children and voice)
- How are the frameworks used in practice and to what effect?
- Limitations, critiques and barriers (including relevance, complexity, poorly specified measures / wrong or limited measures, proportionality of informational burden, resources)
- Recommendations
  - How can frameworks for identifying children's needs be improved?
  - Adequacy of informational base (data and voice)
  - How can the different frameworks could be made easier to navigate?

## Frameworks for identifying children's needs: scoping our desk review

### **Children's social care**

- Local authority statutory returns to DfE (CIN, CLA)
- Proposals for Children's Social Care National Framework and Dashboard (DfE)
- Local authority 'continuum of need matrix' / levels of need indicators
- What Works - Children's Social Care Outcomes framework
- Children's Social Care Outcomes Framework (La Valle et al 2019)
- Bright Spots indicators (e.g. Selwyn et al 2016)

### **National programme specific**

- Supporting Families Outcomes Framework (DLUHC)
- Start for Life Outcomes Framework (Family Hubs - DHSC)

### **Health**

- Health and wellbeing boards – Joint Strategic Needs Assessments
- Health Outcomes Frameworks

### **Physical safety and security**

- Domestic violence and abuse core outcomes set (DVACOS)

### **Child wellbeing frameworks (ONS / OECD)**

### **Children's Commissioner England**

- Child vulnerability framework / CCO common outcomes framework (Kindred OF)

### **Children's Equality and Human Rights Framework (CASE and EHRC)**

### **Devolved country / region frameworks**

### **Every Child Matters Framework**

### **UN Convention Rights of the Child**

## Frameworks for identifying children's needs – some starting points for developing a typology

- **Purpose:** statutory, specific policy area / programme, performance management, other specific goal or theory of change
- **Conceptual underpinnings (if any):** vulnerability, wellbeing, subjective wellbeing, equality, capability, human rights
- **Coverage:** universal v statutory v group
- **Focus:** needs, expenditure, service inputs, service outputs, outcomes
- **Domains:** health, care, education, early years, physical safety/security, living standards, multidimensional
- **Information base**
  - Indicators, metrics and data
  - Admissibility of qualitative information
  - Recognition, valuation and engagement with children's voice
- **Emerging and new indicators (quant. and qual.)**
- **Identified "gaps" in information base**

## **Engaging with local authorities on their uses of frameworks for identifying children's needs**

- Which frameworks are used across your local authority services to identify and assess children's needs?
- What are the different purposes or functions of these frameworks (statutory and non-statutory; performance management; practice / service improvement; improving children's outcomes)?
- Are there explicit / specific underpinnings - wellbeing, equalities, human rights?
- Which data, metrics and indicators are used with these frameworks?
- Do the frameworks you are familiar with capture and reflect children's views, experiences and voices?
- Are you working with any new or novel indicators – participation, voice, relationships?
- What are the main limitations and advantages of these frameworks?
- What improvements would you suggest for the future?
- Are other frameworks used across local authority services and / or by partner organisations?
- Who else should we be talking to about frameworks for identifying and measuring needs in your local area?

# Concepts and theories – how thinking about needs is evolving

## Statutory children's social care needs assessments

Harms - abuse, neglect, ill-health/disability + hierarchies of needs

## Children's social care outcomes framework

- Safety, wellbeing, healthy development and education (La Valle et al 2019)

## Child vulnerability

- CCO child vulnerability framework - groups with unmet needs for services and support

## Subjective wellbeing approach

- **Bright Spots programme**
  - SWB=children's voice
    - Children's views, perspectives, experiences
    - Children's own evaluation of their situation and what makes life in care / leaving care good for them (Selwyn et al 2016)

## Wellbeing approach

- **ONS National Wellbeing initiative**
  - Child wellbeing framework
  - Initial focus happiness / life satisfaction
  - Review of indicators in 2020
    - Focus groups + literature review ('what children value')
    - Refreshed indicators set (improved measures of 'being yourself', relationships and voice)
    - List of children 'at greater risk of disadvantage'- includes care experienced children and care leavers

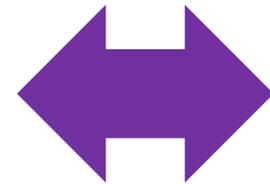
## Capability approach (CASE and EHRC)

- Children's equality and human Rights monitoring framework
- Builds on, applies and develops the approach developed by Amartya Sen and Martha Nussbaum
- Focus on children's substantive freedoms - the central and valuable things in life that children can *do* and *be*
- 10 domains (substantive freedoms or capabilities) derived from international human rights framework and deliberative consultation
- Inequalities monitored by protected characteristics (ethnicity, disability etc.) with separate monitoring of vulnerable groups / at risk groups

## Potential for cross-fertilisation - early emerging themes

### Capability approach

Children's participation, voice, valued personal relationships and identity: as 'missing dimensions' and public policy goals



### Children's social care transformation: policy, practice and research innovations

- Child and youth voice & participation
- Personal, valued and loving relationships
- Identity