

# Beyond Participation Framework

## Supporting participation across Cheshire & Merseyside



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# Our approach to youth voice

## Our mission

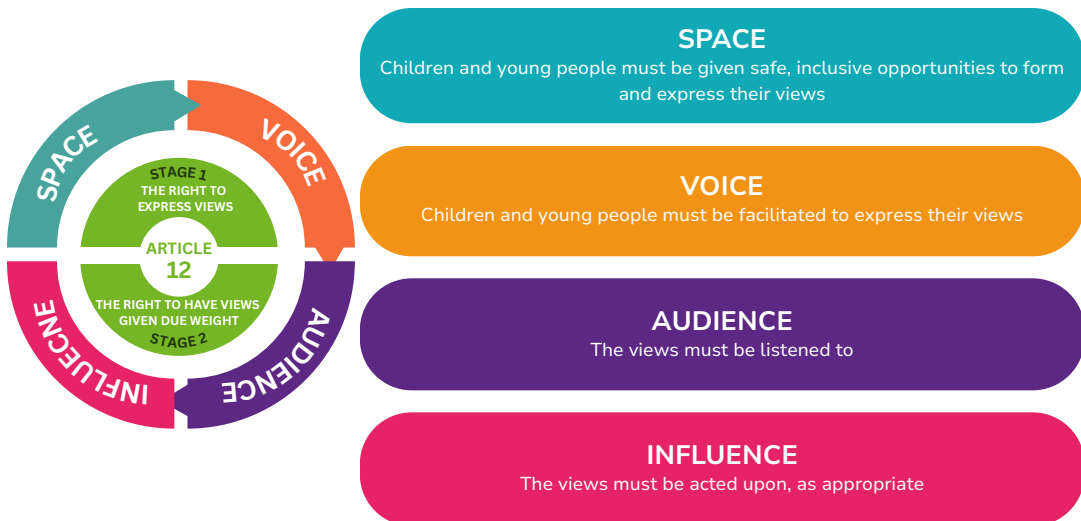
At the Beyond CYP Transformation Programme, we are committed to ensuring that the voice of children and young people is heard and acted upon. We want to support colleagues across Cheshire & Merseyside to do the same - by sharing an approach that helps make participation more standardised, equitable, and fair across the system.

We believe that all Children and Young People (CYP) have the right to be listened to and to influence decisions that affect them. We support this by:

- Providing platforms for young people to amplify their voice
- Increasing opportunities for young people to influence decision-making
- Cultivating young leaders

Our work is underpinned by the Lundy Model of Child Participation, based on the United Nations Convention on the Rights of the Child (UNCRC). This framework shapes how we work with young people and will also guide how we support partners and organisations to embed meaningful participation in their own work.

## What is the Lundy Model?



# Our approach to youth voice

## SPACE

A space is a place where children and young people can reflect and share their ideas. They should be supported in creating their own spaces. Since interactions and conversations can be influenced by the environment, creating a safe space is crucial to ensuring young people feel supported in exploring their views

## VOICE

A voice is how children and young people express their feelings and wishes in a way that suits them, on their terms. A voice doesn't have to be verbal. It fosters shared understanding and thinking. It can be expressed in multiple ways, and it's important that CYP have the autonomy to decide how they use their voice

## AUDIENCE

Audience is important because it ensures that children and young people are heard by the right people at the right time, such as decision-makers or funders. We should invite individuals into these spaces who are committed to acting on the issues that CYP wish to discuss. Creating an environment where CYP can engage and collaborate with adults is essential

## INFLUENCE

CYP have the power to shape and influence decisions that affect their lives. This directly relates to creating impact and making a difference. Positive influence involves intentionality and is connected to strategy and practice.

Interested in the history of  
Lundy or want further  
information?



SCAN HERE

# Framework checklists

## Overview of checklists

For consistent, meaningful, rights-based participation of children and young people across Cheshire & Merseyside, use these tools to plan, evaluate, and reflect on participation in decision-making. Each checklist helps you align with key principles and ask improvement-focused questions.



### Planning checklist

Use this at the start of any work involving children and young people. It helps you design participation that is safe, inclusive, and meaningful from the outset. Ideal for teams developing policies, services, programmes, research, governance, or legislation.



### Everyday engagement checklist

Use this during delivery to keep participation active, accessible, and relevant in everyday practice. It's especially helpful for those working directly with children and young people - such as teachers, youth workers, social workers, and volunteers. Note: For designing policies or programmes, please use the Planning Checklist



### Evaluation checklist

Use this at the end of a project or key phase to self reflect on how well children and young people were involved. It supports both self-assessment and external evaluation, helping you learn and improve for future work.

# Framework checklists

These checklists are for anyone involving children and young people, including policy leads, project managers, service designers, researchers, and evaluators.



## How to use them

Use is optional but encouraged across Cheshire & Merseyside to support stronger, more consistent participation practices.

They are flexible tools that can be:

- Used individually or together
- Completed alone or as a team
- Adapted to suit different access needs, including for those with SEND, learning disabilities, or who are neurodivergent
- Included in planning, reports, evaluations, or funding applications



## What we're asking

- To support a shared approach, we ask teams to:
- Use the Planning Checklist at the start of any work - this can be adapted to meet different communication or access needs
- Refer to the Everyday Engagement Checklist during delivery - to help ensure participation is consistent, meaningful, and accessible for everyone,
- Complete the Evaluation Checklist at the end of a project or key phase



## Why it matters

- Using these shared tools helps us:
- Build a clearer regional picture of participation
- Share learning and improve practice in ways that work for everyone
- Strengthen collective accountability to children and young people, by making participation more consistent, accessible, and meaningful

# Planning checklist

**This checklist offers key guidance for involving children and young people in decisions about policies, services, programmes, governance, research, and legislation at all levels. It's important to let them know they have a right to be heard and that their views will be taken seriously.**

## SPACE

- How will children and young people be involved from the start?
- How will their involvement be maintained throughout?
- How will those directly affected be included?
- What steps will ensure the process is inclusive and accessible?
- How will they be supported to feel safe and express themselves?
- What support will be available if they feel anxious or upset?

## VOICE

- Have you clearly listed the topics you want their views on?
- How will you keep the process focused on those topics?
- How will they know participation is voluntary and they can opt out anytime?
- How will you support them to share their views using age-appropriate, accessible information?
- How will you offer different ways for them to express themselves?
- How can they raise topics they want to discuss?

## AUDIENCE

- How were they informed about who would hear their views, how, and when?
- How did you show a genuine commitment to listening and acting on their views?
- How did you identify and involve key decision-makers?
- How and when was a report and a child/youth-friendly summary created?
- How did you check that their views were recorded accurately?
- What support was provided for them to share their views directly?

## INFLUENCE

- How will you explain their influence -and its limits - on decisions?
- How will you give age-appropriate, accessible feedback during the process?
- How will you ensure their views shape decisions?
- How will you explain, in a timely and accessible way, how their views were used?
- How will they be able to evaluate the process as it unfolds?

# Everyday engagement checklist

This checklist is a guide for the self-evaluation and external evaluation of policies, plans, services, programmes, governance, research and legislation at national, local and organisational level

## SPACE

- How do you create a safe, respectful environment for children to share their views?
- Have you set aside enough time to truly listen and respond?
- How do you ensure every child or young person is heard, including quieter voices?

## VOICE

- Have you clearly defined the topics you want their views on?
- How will you keep discussions focused while allowing them to raise their own topics?
- Do they know participation is voluntary and they can opt out anytime?
- Are you providing accessible, age-appropriate information to support informed input?
- Are there multiple ways for them to express themselves based on their preferences and needs?
- Can they contribute their own topics for discussion?

## AUDIENCE

- Do they know who will receive their views, when, and how?
- How will you show that their input is taken seriously and acted upon?
- Are relevant decision-makers involved and accountable?
- Will you provide clear records and child/youth-friendly summaries of their input?
- Can they check that their views are accurately recorded?
- Are there opportunities for them to help present or share their own views?

## INFLUENCE

- Are they informed about the influence they can have and any limits?
- Will you give regular, age-appropriate feedback throughout the process?
- What steps are in place to ensure their input affects decisions?
- Will they receive timely, clear explanations of how their views were used?
- Can they evaluate the process and suggest improvements?



# Evaluation checklist

This checklist is a guide for the self-evaluation and external evaluation of policies, plans, services, programmes, governance, research and legislation at national, local and organisational level

## SPACE

- How did you ensure that children and young people were involved from the start?
- How was their involvement sustained?
- How were those who are directly affected by the topic involved?
- What steps were taken to ensure the process was inclusive and accessible?
- How were they supported to feel safe and comfortable expressing themselves?
- What support was provided to those who became anxious, upset or uncomfortable?

## VOICE

- How did you clearly list the topics you wanted their views on?
- How did you keep the process focused on those topics?
- How did you ensure they knew participation was voluntary and they could opt out anytime?
- How did you support them to share their views using age-appropriate, accessible information?
- How did you offer different ways for them to express themselves?
- How did you allow them to raise topics they wanted to discuss?

## AUDIENCE

- How were they informed about who would hear their views, and when and how this would happen?
- How did you demonstrate genuine commitment to listening and acting on their views?
- How did you identify and involve key decision-makers?
- How and when was a report and a child/youth-friendly summary created?
- How did you verify that their views were recorded accurately?
- What support did you provide for them to share their views directly?

## INFLUENCE

- How were children and young people informed about the scope they had (including limitations) to influence decisions?
- How were they given age-appropriate, accessible feedback at key points during development?
- What did you do with their views?
- How were they given timely, accessible feedback explaining how their views were used and why decisions were made?
- How did you ensure they had opportunities to evaluate the process throughout?

# Capturing Children and Young People's perspectives on engagement

It is essential to gather feedback from children and young people because what adults consider a successful session may not align with their experiences. Their input helps ensure that consultations, meetings, events, and activities truly meet their needs and preferences.

**The Children and Young People's Feedback Forms for Groups** allow young participants to evaluate face-to-face and online consultations, meetings, events, surveys, and other activities or projects. These forms should be completed at the end of each session.

**The Children and Young People's Feedback Form** for Individuals enables individual children and young people to evaluate their interactions with adult decision-makers, whether in person or online.

You know the young people you work with best, so feel free to use other feedback methods as well, such as suggestion boxes, informal conversations, creative activities (like drawing or storytelling), digital polls, group discussions, paddles, or even just a thumbs up thumbs down



# Children and Young People's Feedback Form (for groups)

Colour in the number of stars you would give to everything below. Five stars is the best.

## SPACE

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| I have been listened to from the start  | ☆ | ☆ | ☆ | ☆ | ☆ |
| I felt comfortable giving my opinion    | ☆ | ☆ | ☆ | ☆ | ☆ |
| I feel safe giving my opinion           | ☆ | ☆ | ☆ | ☆ | ☆ |
| A lot of different voices were included | ☆ | ☆ | ☆ | ☆ | ☆ |

## VOICE

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| I got the chance to give my opinion                 | ☆ | ☆ | ☆ | ☆ | ☆ |
| I got enough information to help me give my opinion | ☆ | ☆ | ☆ | ☆ | ☆ |
| I got support to have my voice heard                | ☆ | ☆ | ☆ | ☆ | ☆ |
| I understood what was being discussed               | ☆ | ☆ | ☆ | ☆ | ☆ |
| I could give my opinions whatever way I wanted      | ☆ | ☆ | ☆ | ☆ | ☆ |
| I had enough time to talk                           | ☆ | ☆ | ☆ | ☆ | ☆ |

## AUDIENCE

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| I know who wants to hear our opinions                              | ☆ | ☆ | ☆ | ☆ | ☆ |
| I know why they want the opinions of young people                  | ☆ | ☆ | ☆ | ☆ | ☆ |
| They were honest about what they would try to do with our opinions | ☆ | ☆ | ☆ | ☆ | ☆ |

## INFLUENCE

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| I know where our opinions are going next                      | ☆ | ☆ | ☆ | ☆ | ☆ |
| I know how we will be told about what happens to our opinions | ☆ | ☆ | ☆ | ☆ | ☆ |
| I think what we said today will be taken seriously            | ☆ | ☆ | ☆ | ☆ | ☆ |

# Children and Young People's Feedback Form (for individuals)

Colour in the number of stars you would give to everything below. Five stars is the best.

## SPACE

- I was listened to from the start ☆ ☆ ☆ ☆ ☆
- I felt comfortable giving my opinion ☆ ☆ ☆ ☆ ☆
- I feel safe giving my opinion ☆ ☆ ☆ ☆ ☆

## VOICE

- I got the chance to give my opinion ☆ ☆ ☆ ☆ ☆
- I got enough information to help me give my opinion ☆ ☆ ☆ ☆ ☆
- I got support to have my voice heard ☆ ☆ ☆ ☆ ☆
- I understood what was being discussed ☆ ☆ ☆ ☆ ☆
- I could give my opinions whatever way I wanted ☆ ☆ ☆ ☆ ☆
- I had enough time to talk ☆ ☆ ☆ ☆ ☆

## AUDIENCE

- I know who wants to hear my opinions ☆ ☆ ☆ ☆ ☆
- I know why they want my opinions ☆ ☆ ☆ ☆ ☆
- They were honest about what they would try to do with my opinions ☆ ☆ ☆ ☆ ☆

## INFLUENCE

- I know where my opinions are going next ☆ ☆ ☆ ☆ ☆
- I know how I will be told about what happens to my opinions ☆ ☆ ☆ ☆ ☆
- I think what I said today will be taken seriously ☆ ☆ ☆ ☆ ☆



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