



Children’s Rights and Participation Policy

POLICY

<p>What this policy is about - scope</p> <ol style="list-style-type: none"> 1. Our commitment to children and young people’s Rights 2. Children and young people’s participation 3. Family participation 4. External professionals’ participation 5. Community involvement 6. Children and young people and young people’s rights to hobbies and interests 7. Children and young people and young people’s right to pocket money 8. Children and young people’s right to their financial entitlements and financial decision making over their own resources 9. Children and young people’s personal possessions. 10. Children and young people’s rights to make complaints (referred to within this policy but covered in a separate Complaints Procedure for Children and Young People). 	<p>Practice pointers</p> <ul style="list-style-type: none"> • Listen to children and young people, help them to express their views and find creative ways to allow children and young people to inform our work throughout Harmeny • Respect children and young people’s right to participate in all decisions affecting their lives • Children and young people and their parents should be involved at every level of their assessment, planning and decision making concerning their care and education. • When children and young people are involved in external processes such as children’s hearings, court proceedings or local authority reviews, we aim to support them to be involved as far as they can and want to be.
<p>Read in conjunction with these Harmeny Policies:</p> <ul style="list-style-type: none"> • Complaints policy and procedure 	<p>Further reading to develop and support your practice:</p> <ul style="list-style-type: none"> • Children and young people’s Participation Toolkit for Social Workers and Early Help Practitioners by East Sussex County Council – lots of tools and resources to copy/adapt • The Youth Participation Best Practices Toolkit by Save the Children and young people

<h3>Harmeny Policy</h3>
<p>1.1 Harmeny is committed to child and family rights and participation:</p> <ul style="list-style-type: none"> • Enabling children and young people to access their rights under the UN Convention on the Rights of the Child (UNCRC) • Seeking the views of children and young people; and enabling them to participate in their care and education • Encouraging them to participate in their local and wider communities • Working alongside parents and carers and encouraging their participation in their child/young person’s education and care and their involvement in the life of the school • Taking a collaborative approach to working with professionals from the key agencies involved in a child/young person’s life, under the principles of Getting it Right for Every Child (GIRFEC). <p>1.2 Children and young people’s right to leisure, hobbies and interests is important to their wellbeing, recovery and resilience. We aim to ensure children and young people are supported to explore and develop their talents and strengths.</p> <p>1.3 Children and young people’s financial rights are respected and supported, from the allocation of pocket money through to their right to entitlements, government schemes and other initiatives to secure the best start in life for care experienced children and young people.</p> <p>1.4 Children and young people have the right to make complaints and comment on the standard of the services they receive at Harmeny, and in doing so, will be protected from discriminatory responses.</p>



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Putting the Policy into Practice

1. Our commitment to Children and young people and young people’s Rights

What	How	Who	Practice tips
UNCRC	<ul style="list-style-type: none"> Children and young people are aware of their rights under the UNCRC through regular projects and topic themes in education and care activities. 	<ul style="list-style-type: none"> All staff 	Online materials and pupil-led art and information provide an introduction to the UNCRC for different ages and abilities.
The Promise	<ul style="list-style-type: none"> The Promise is the ten year strategy which followed the Independent Care Review and calls for radical change in relation to the current care system over a ten year period, and is built on five foundations: Voice, Family, Care, People and Scaffolding. Harmeny’s vision, purpose and values reflect the Promise’s ambition for “<i>all children to grow up loved, safe and respected so that they realise their full potential</i>” and we are highly committed to playing our part in supporting the work of The Promise Team and Oversight Board. 	<ul style="list-style-type: none"> All staff 	Harmeny’s Pledge to <i>#KeepThePromise</i> includes: To further develop participation policy and practice, ensuring children, young people and their families are involved as much as possible within current and future service provision; adapting the Pinky Promise so that children and young people regarding the key message within The Promise; developing care and education services for children and young people up to the age of 18; and continuing our whole community effort to drive down physical interventions.
Rights Respecting Schools Group	<ul style="list-style-type: none"> Thematic group to support child/young person-led initiatives around whole-school themes. Children and young people have the opportunity to suggest and help implement whole-organisation change. 	<ul style="list-style-type: none"> Teachers ESWs Social Educators Outdoor Team 	Projects can give children and young people tangible results for their participation as well as providing children and young people with the choice of what to focus their efforts on.
Rights and legal representation	<ul style="list-style-type: none"> A core principle of children and young people’s participation is awareness of their rights and providing them with the means to challenge and uphold their rights. Children and young people should be supported to gain legal advice and representation if they want this. 	All staff	Clan Childlaw , Cairn Legal and Govan Law Centre specialise in law and advocacy for children and young people, providing representation for children and young people, information and training. Enquire provides advice regarding additional support for learning.



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2. Children and young people and young people's Participation

What	How	Who	Practice tips
Care Planning and Reviews	<ul style="list-style-type: none"> Assessment and Planning Worker (APW) and Key worker support and preparation at a pace and method to suit the child/young person's needs; listening to children and young people and advocating their views especially when worksheets or the child/young person's other input have not fully conveyed their views. Having Your Say worksheet for children and young people, with support. What Helps Me worksheet for children and young people, with support. Child attendance at meetings, with support. 	<ul style="list-style-type: none"> APW Key Worker Any staff the child/young person trusts 	Children and young people can be encouraged to use any method of communication they wish in order to share their views – some of them may find worksheets boring; some may prefer their own creative approach, including video (made on iPads); others may prefer familiar formats and structure such as worksheets.
Children and young people's Champions Group	<ul style="list-style-type: none"> Children and young people in each cottage agree a champion to share children and young people's views in cottage development. Adult champions develop and support children and young people's participation and children and young people's rights 	<ul style="list-style-type: none"> Adult Champions Residential Team Managers 	Children and young people have consistently shown they enjoy and take seriously their role as champions and representing children and young people in their cottages. Good preparation enables children and young people to understand how they will be involved, who will listen and what can happen as a result.
Education	<ul style="list-style-type: none"> Enabling children and young people to have an appreciation of their own learning style and motivation helps children and young people 'learn to learn'. Providing opportunities for topic-based learning reflecting children and young people's interests and ideas. Involving children and young people in reflecting on their learning and life in school, their progress, and goal-setting. 	<ul style="list-style-type: none"> Teachers ESWs Social Educators Outdoor Team Care staff 	In Harmeny children and young people learn experientially both in school and at home. They develop mastery through practice and all staff can encourage and support children and young people's learning by giving them chances to participate, lead, direct, decide, try (and fail), explore and celebrate success, in play, in life skills and in more formal representations of learning such as literacy, numeracy,



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	<ul style="list-style-type: none"> • Giving children and young people resources for self-directed learning throughout the Harmeny community, such as access to books, arts and music, outdoors and the gym, hobbies and clubs. 		<p>sport and structured hobbies throughout their Harmeny experience.</p>
Eco Schools Group	<ul style="list-style-type: none"> • Thematic group to support child-led initiatives around environmental themes, in our to maintain the Green Flag Award • Children and young people have the opportunity to suggest and help implement whole-organisation change. 	<ul style="list-style-type: none"> • Teachers • ESWs • Social Educators • Outdoor Team 	<p>Projects can give children and young people tangible results for their participation as well as providing children and young people with the choice of what to focus their efforts on.</p>
Life Space	<ul style="list-style-type: none"> • Personal choice in their bedroom décor and layout; clothing; toys; books; hobbies and interests. • Participation in cottage meetings encouraging children and young people to direct and develop life in the cottage and the cottage environment. • Participation in choosing menus, developing rhythms and routines in their home life. • Participation in choosing activities, enjoying friendships, making their own choices in different situations to learn social and life skills. 	<ul style="list-style-type: none"> • Care staff • Home Makers • Key Worker 	<p>Children and young people should experience a range of different situations in Harmeny and the wider community that strengthen their participation by developing their social and emotional skills, through enabling them to assess situations, weigh up choices and, sometimes, make mistakes they can reflect on and learn from with our support.</p>
Harmeny Pupil Council	<ul style="list-style-type: none"> • Peer support projects, such as developing information for new children and young people: My book about Harmeny. • Making proposals to staff and Board of Trustees for new initiatives and changes, e.g. designing the school uniform, pocket money levels, environmental improvements. • Participation in national and local consultations about relevant children and young people's issues. • Meeting with Harmeny's Board of Trustees to share children and young people's views. 	<ul style="list-style-type: none"> • Education Management Team • Lead education worker and lead care worker • SMT • Board of Trustees 	<p>Many children and young people like practical initiatives with a clear timescale and outcome. The Harmeny Pupil Council can develop skills and teamwork when we identify and encourage them to work on tasks and issues that can be child-led, although of course they should choose whether or not to work on these.</p>



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Advocacy	<ul style="list-style-type: none"> Children and young people regularly meeting with a <i>Who Cares?</i> Scotland Worker or Children’s Rights Officer to speak confidentially about their care, education or family life. Children and young people sharing news and articles to the <i>Who Cares?</i> Speak Out magazine. Enabling children and young people to participate in <i>Who Cares?</i> initiatives and consultations. 	<ul style="list-style-type: none"> Service Manager (Residential) with lead role <i>Who Cares?</i> Worker Care and education staff 	Space and time for children and young people to get to know their <i>Who Cares?</i> Worker ensures children and young people’s access to an independent advocate is strengthened. Care and education staff can facilitate this and enable the <i>Who Cares?</i> Worker to understand the communication needs of our children and young people.
Participation in the wider community	<ul style="list-style-type: none"> Enabling children and young people to participate in youth-led campaigns such as Climate Strikes. Encouraging children and young people to understand elections, voting, local government and national government processes (e.g. visit to First Minister at Scottish Parliament). Facilitating children and young people’s awareness of issue-based campaigns, campaign groups and methods of civic participation. Supporting children and young people’s volunteering. 	<ul style="list-style-type: none"> All staff 	<p>Whilst staff should never promote their own political views to children and young people, it is an important life skill to understand democracy and to have a wider social awareness of issues affecting society – see some general principles here. There are many children and young people-led social action groups on issues ranging from littering to anti-racism in football which children and young people at Harmeny may be supported to explore.</p> <p>Further ideas and resources:</p> <p>Ourwatch involving young people in social action.</p> <p>Young Citizens with plenty of case studies and tips for primary age children and young people.</p>

3. Family Participation

What	How	Who	Practice tips
Education	<ul style="list-style-type: none"> Regular feedback and communication on children and young people’s progress. Parent-teacher meetings. Attendance at weekly Children and young people’s meetings. 	<ul style="list-style-type: none"> Teachers, ESWs, Social Educators EMT 	InCAS records children and young people’s progress in relation to literacy and numeracy.



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	<ul style="list-style-type: none"> • An annual parent questionnaire. • Annual school reports. • Participation in school events. 		<p>B Squared online assessment programme regularly tracks children's progress.</p> <p>Personal Learning Plans include photographs and other forms of evidence of children's work across curricular areas.</p> <p>Celebrating Success Reports provide a wonderful summary of progress over the year for each child / young person.</p>
Care	<ul style="list-style-type: none"> • As guided by the child / young person's social worker, involvement in their care planning and reviews as appropriate. • Follow good practice in parent/carer participation (although this is usually led by the child's social worker, our own approach should be supportive of parents). • Use our expertise in systemic practice to support families to engage with Harmeny and develop their family life for their child • Use our skills in systemic and solution focused approaches to facilitate parents' participation in meetings. • Enable parents to visit Harmeny, making use of the family Centre (Harmeny Lodge) for overnight visits and making space and resources available for parents spending time with children and young people. • Link to our responsibility to support family time and that of local authority? • Include having a friend to stay over.... • Provide information to parent advocacy and support agencies to ensure parents get the help they need, so their participation can be ensured.. 	<ul style="list-style-type: none"> • Key Workers • APWs • CMT and Residential Team Managers 	<p>Children and young people are involved in contributing to their assessment via a range of child / young person materials and creative engagement.</p> <p>Review reports in creative formats appropriate to the needs of each child / young person.</p> <p>Involvement in reviews and other meetings at different levels depending on children / young people's needs and wishes.</p> <p>Child/young person/family friendly room is available at Harmeny for reviews.</p> <p>An example of good practice in parent participation in Looked After Reviews.</p> <p>Parent Advocacy and Rights for parents with children and young people in the care system (Edinburgh).</p>



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	<ul style="list-style-type: none"> Harmeny Parent and Carer Group, facilitated by Harmeny staff alongside a parent / carer advocate. 		
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4. Professional participation

What	How	Who
Education	<ul style="list-style-type: none"> Regular feedback and communication on children and young people's progress. Attendance at weekly children and young people's meetings. Annual celebrating success reports. Participation in school events. 	Teachers EMT
Care	<ul style="list-style-type: none"> As guided by the child's social worker, involvement in child/young person's care planning and reviews, as appropriate. Regular feedback and communication on children and young people's progress. Timely, high quality reporting. Proactive approach to planning for transitions. 	APWs Key Workers CMT Here4U Project Worker

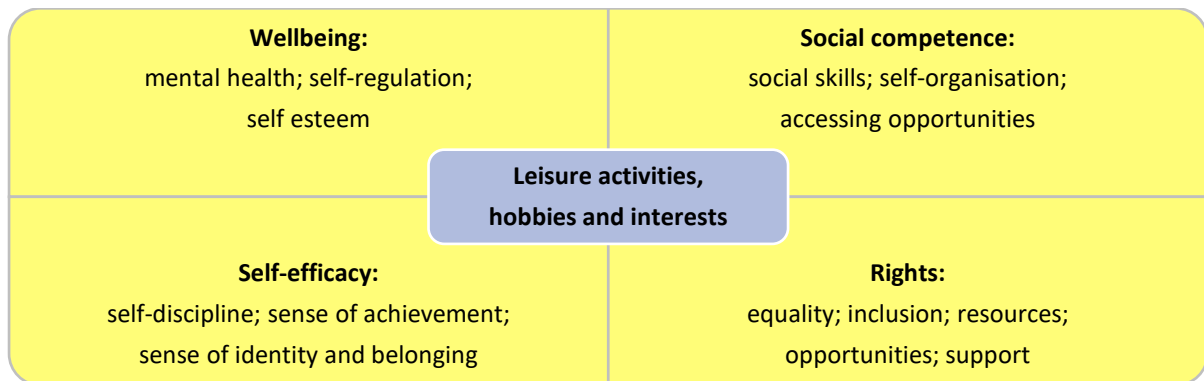
5. Community involvement

What	How	Who
Education	<ul style="list-style-type: none"> Inviting community members to school events. Collaboration with local primary schools on shared events such as curriculum theme days, sports events. Volunteering in local organisations as part of vocational experience. 	Teachers, ESWs, SEs Outdoor Team EMT
Care	<ul style="list-style-type: none"> Children and young people attend local clubs and activities. 	Key Workers Care staff



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6. Children and young people's rights to hobbies and interests



- 6.1 Under Article 31 of the UN Convention, children and young people have the right to play: to leisure, hobbies and interests.
- 6.2 At Harmeny, we believe positive leisure activities, hobbies and interests are important to children and young people's recovery and resilience. Having positive attitudes towards having leisure activities, hobbies and interests, and the ability to pursue these, is also a life skill that will support children and young people's lifelong health and mental wellbeing.
- 6.3 Through leisure activities, hobbies and interests, children and young people gain:
- Social competence – social skills to participate with others with similar interests.
 - Self-efficacy – the sense they can achieve with effort and practice.
 - Self-regulation – hobbies and interests provide mindful relaxation.
 - Enjoyment, things to look forward to, memories to look back on.
- 6.4 Children and young people's hobbies and interests are part of our planning and review process for all children and young people.
- 6.5 Hobbies and interests are supported and encouraged in education, outdoor learning and the life space:
- Opportunities to try all leisure activities, hobbies and interests that are local, affordable and accessible as a regular part of key time and 1:1 work as well as in groups;
 - There is no 'per child budget' but reasonable expenses are covered in activity budgets; it is recognised some hobbies are more expensive than others, that children and young people physically grow out of specialised clothing and equipment, and that children and young people who participate to an increasingly advanced level in any activity may need to upgrade their gear or memberships;
 - Encouragement through staff discussion and general exposure to ideas and examples of hobbies and interests to find out more about hobbies and interests, and to follow at least one regular interest – recognising that children and young people regularly change their interests as they grow up;
 - It is not for staff to judge some activities 'worthwhile' and others less so, however, caution and careful key worker consideration with children and young people will be given to activities which may impact on a child's engagement with cottage life or education or impact on their wellbeing;



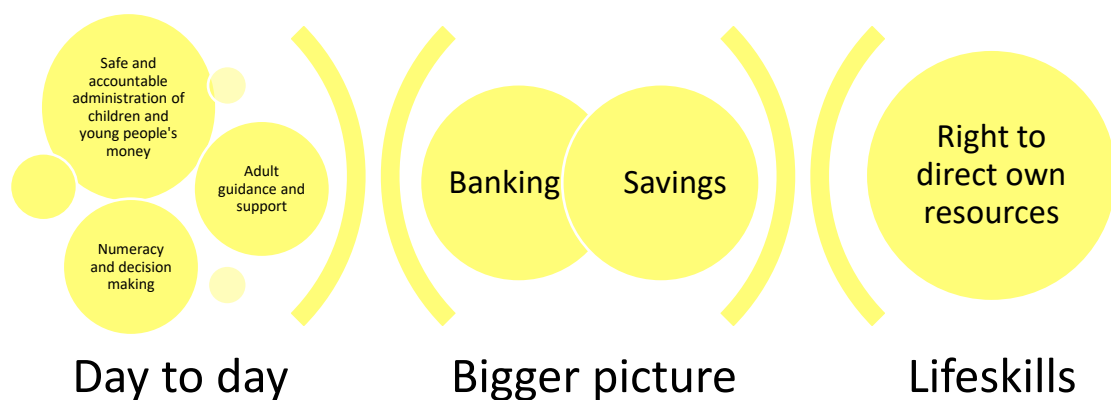
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- Proactive participation in City open days, 'come and try' events and other opportunities to expose children and young people to a wide range of interests;
- Opportunities for 'special' activities which may be more expensive or less accessible on a regular basis but which can contribute to memory-making, enjoyment and self-efficacy;
- Withdrawal of access to leisure activities, hobbies and interests, is not considered an appropriate consequence for difficult behaviour, unless the child / young person's difficult behaviour is directly linked to the participation itself and then the consequence is limited to the occasion, rather than used as a conditional privilege of positive behaviour or as a long-term withdrawal. This is because hobbies and interests contribute to health, learning and self-regulation.

6.6 Each child will be supported to pursue their interests through practice, participation in clubs and societies and by acquiring equipment (including clothing, materials etc):

- Support for children and young people to connect with other enthusiasts within and outwith clubs as any parent would provide, managed through volunteers or staff;
- Acquisition of equipment children and young people need to practice or follow an interest they have established, including by donation, through sharing equipment, choosing equipment for birthday or Christmas gifts, or using their own pocket money for this;
- If activities involve crafts, outdoor pursuits or activities normally available as part of a child's education programme, they are supported to continue the activity in their leisure time with access to materials and equipment, supported by care staff;
- Support to store equipment if necessary;
- Time and space in cottages or elsewhere on the estate to pursue or practice their interests;
- Planning (staff, volunteers, vehicles) to support children and young people's participation in their leisure time;
- Encouragement to use their learning and achievements for Education awards schemes.

7. Children and young people's right to pocket money



7.1 Pocket money is provided by children and young people by local authorities within their placement fees. We are committed to supporting children and young people to learn positive skills through their pocket money:

- Reinforcement of numeracy skills.



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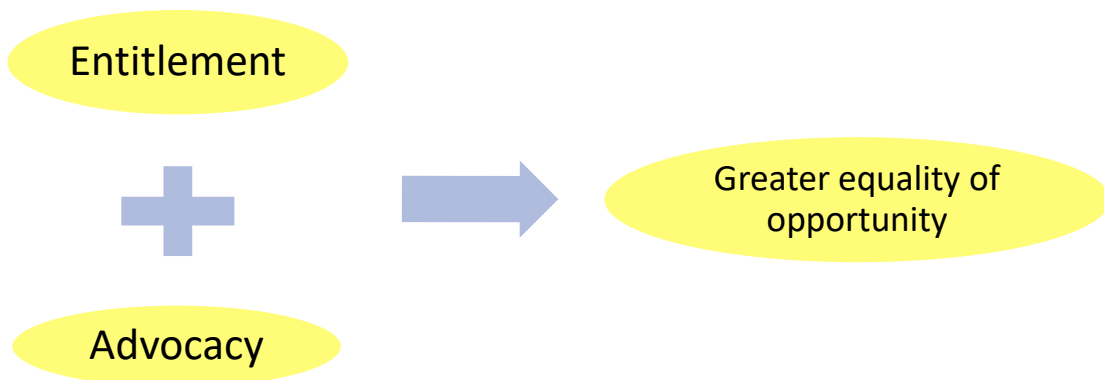
- Financial competence to understand and use cash and, when appropriate, online transactions.
 - Budgeting skills.
 - The value of money and of saving.
 - The use of banks, bank cards and online bank account management.
- 7.2 Levels of pocket money are structured by age and may be reviewed annually. All children / young people of the same age will get the same pocket money regardless of their authority's policy.
- 7.3 Children and young people's decisions on how to use their pocket money to purchase, or save for, items they want, will be supported. We recognise children and young people's decision making will mature as they grow up and that learning financial skills and the value of money comes through experience. Adult direction and control of financial decisions must therefore be proportionate to the child's age and ability.
- 7.4 Adults may intervene if the child wishes to purchase items that are dangerous to themselves or others, or not 'age appropriate' (e.g. games or videos certificated over the child's current age). Regardless of age, weapons, substances which may be dangerous if misused (e.g. solvents), or items inappropriate to a childcare setting, must not be purchased. Other purchases that can only be used with staff support, such as visits to attractions and activities, may be purchased by agreement with the key worker and appropriate manager. Monitoring purchasing can only be done if children and young people and adults work together in an open and trusting relationship.
- 7.5 The cost of holidays organised by Harmeny will be fully met by the organisation, through funds allocated per cottage within the annual budget alongside fundraised income. It is the responsibility of the Residential Team Manager, in consultation with staff and children in each cottage, to propose the range of holidays throughout each financial year, the cost of which need to be agreed by the Head of Care. Any decisions will be made in relation to the allocated annual budget per cottage and best interests of the children and young people. All holidays need to be planned well in advance to ensure value for money, and risk assessments are completed thoroughly and approved by the Head of Care and Insurer (if necessary). Children should be encouraged to save pocket money for spending when on holiday, however, the cost of clothing will be met from the clothing budget.
- 7.6 Children and young people will be supported to open a bank account. For children and young people under 14, bank cards and online access to accounts takes place with their key worker, or when out shopping (or when shopping online), under supervision of an adult. Bank cards are securely kept in the cottage office, and are signed out by an adult and child / young person together.
- 7.7 Children and young people will be encouraged to put a proportion of their pocket money into a bank savings account regularly, but it is their choice whether or not to do so, and when/how to withdraw savings.
- 7.8 Children and young people may be asked to contribute proportionately towards the cost of repairs as a consequence, if approved by a Service Manager (Residential), if they have wilfully damaged property (either Harmeny's, another child / young person's, or community property for which Harmeny becomes liable).



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- 7.9 Cash belonging to children and young people, not directly transferred into their personal bank account, will be kept securely in a personally allocated storage box, which is accessible to them. Any monies transferred to the storage box are signed in using a pocket money book and weekly audits will take place by key staff to ensure transparency. Children and young people will be supported to monitor their balance and record this, using a pocket money book.
- 7.10 Family members may provide financial gifts, regularly or occasionally. We ask parents and carers to collaborate with staff on doing this in a responsible manner, without creating significant inequalities between children and young people in Harmeny, and in amounts appropriate to the child's age. We prefer, wherever possible, for larger gifts to be added to the child's Junior ISA account (see [ShareFound](#), section 8).
- 7.11 For children and young people 15 and over, a plan and agreement with the child on use of bank cards, online banking and independent purchasing will be made. Ideally, day to day bank card use will be from an account in which limited funds are placed for this use, separate from a savings account.
- 7.12 Overall, phone-based banking will not be used by children and young people until they are 16 and over.
- 7.13 If, at the age of 16, children and young people become entitled to bursaries, education maintenance allowance or other income, this goes into their existing personal accounts. It does not replace pocket money whilst this is being provided within the fee structure by the local authority.

8. Children and young people's right to access their entitlements and to financial decision making over their own resources



- 8.1 Harmeny staff will support all children and young people to gain any financial support they are entitled to. We believe that we must play our part in ensuring that care experienced children and young people have the best possible start in adult life on leaving care, and that preparation for this includes financial planning from an early age and maximum engagement with government and other schemes.
- 8.2 Young people will be supported to apply for their entitlements at the appropriate age, as an important life skill. Support will also be provided by Harmeny's Here4U Project Worker, to have awareness of, and apply for, their entitlements.
- 8.3 Harmeny will proactively ensure children and young people's entitlements are met through the Junior ISA scheme (all children and young people) and the Child Trust Fund scheme (children



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and young people born before 2011), if they have been looked after for at least a year. We will work with local authorities and [ShareFound](#) to achieve this.

- 8.4 Harmeny will encourage young people aged 15 and over to participate in the [Stepladder of Achievement](#) financial education programme to increase their savings under the Junior ISA / Child Trust Fund schemes.
- 8.5 Harmeny will support young people ages 16 and over entering further and higher education to secure their government financial support in the form of bursaries, and, if leaving Harmeny, their care experienced student accommodation allowance. Young people will be made aware of this opportunity even when they do not wish to attend further/higher education immediately. Payments will be made into the young person's account and managed by themselves (purchasing guidelines in 7.3 still apply).
- 8.6 Young people over the age of 16 staying at school (or on an 'activity agreement') whilst they improve their readiness for college, training or work, will be supported to claim Education Maintenance Allowance. Payments will be made into the young person's account and managed by themselves (purchasing guidelines in 7.3 still apply).
- 8.7 As children and young people grow older, we are better able to assess their recovery and consider any long-term impact of their experiences on their mental and physical health. We may also have a better assessment of any further difficulties such as autistic spectrum disorders. It is our responsibility to balance optimism for their continued development with an understanding of their future needs for additional support in adult life. Where we consider additional support is likely to be needed, we will collaborate with local authorities and other agencies to ensure the young person's future entitlement to benefits and support are planned for and secured as they prepare to leave Harmeny. We will work with CAMHS and medical professionals to ensure that any diagnosis of long-term conditions is made in such a way as to support future claims for their entitlements, as this can be a challenging process without professional confirmation.

9. Caring for Children and young people's personal possessions

- 10.1 Children and young people's important possessions will be respectfully treated by adults, in turn teaching the children to care for their belongings.
- 10.2 Each child/young person has their own lockable space within their bedrooms for storage of personal belongings. Older young people have their own key for their bedroom.
- 10.3 Items of a sentimental value will have dedicated spaces either within the child/young person's room, within the cottage locked office, or another secure cottage space.
- 10.4 Cash belonging to children and young people, not directly transferred into their personal bank account, will be kept securely in a personally allocated storage box (see 7.8 above), which is stored in the cottage office / another secure cottage space.
- 10.5 Expensive items such as mobile phones or other devices are also be stored securely. If deemed appropriate, a young person may receive a monthly allowance to purchase top up credit for their mobile phone.
- 10.6 Children/young peoples' passports, birth certificates and other legal documents are securely stored, along with any other appropriate hard copy case records, in line with Harmeny's Records Management Policy.



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10. Children and young people’s complaints

All children and young people have the right to raise concerns or complaints about their safety, care and education, or any other matter, with respect for their privacy and dignity. This is covered separately, in Harmeny’s **Complaints Procedure for Children and Young People**.

Law and national policy

<p>The UNCRC</p>	<p>This guides all we do at Harmeny.</p> <p>Article 3: the best interests of the child must be a top priority in all decisions and actions that affect children and young people.</p> <p>Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 31: children and young people have the right to have rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts.</p> <p>Article 15: children and young people's right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>Article 26 and Article 27: these rights concern children and young people’s rights to financial assistance when their families are unable to provide a reasonable standard of living</p> <p>Article 23: governments must to all they can to support disabled children and young people and their families.</p>
<p>The Children and Young People (Scotland) Act 2014</p>	<p>This Act commits Scottish Government to always consider whether what they are doing helps to promote children and young people’s rights, and to report on children and young people’s rights every three years. The government will ask public bodies (local authorities, health boards and the Police) to report on this too.</p>
<p>The Education (Additional Support for Learning) Act 2004 as amended</p>	<p>This act defines additional support needs (ASN) and the rights for children to receive extra or different support from others to benefit fully from their education. Additional Support for Learning (ASL) is the extra or different support provided to learners who have ASN. Under the act, children and young people are entitled to a Coordinated Support Plan (CSP) if they have complex or multiple factors which negatively or significantly affect their education and having a CSP enables access to specific resources to support children’s individual learning needs. Children with Complex ASN (CASN) are those children on a CSP, those who have been assessed as Stage 3 or 4 under the Supporting Children's Learning Code of Practice and children and young people attending a grant aided or independent special school.</p>
<p>The Care Inspectorate and Education Scotland</p>	<p>During inspection visits Care Inspectorate and Education Scotland inspectors expect to engage with children and young people, and families, to hear their views directly on the care and learning they receive. They will meet with children and young people individually or in groups. Organisations can support this process by developing activities so that children and young people are used to participation and expressing their views to others about their experience of services.</p>



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The Scottish Children and young people's Reporters Administration	SCRA is committed to enabling children and young people to express their views in children's hearings. It produces resources for children and young people and young people with basic information about what will happen at different stages in hearings. Information and support are both necessary to enable children and young people to participate.
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Policy Review

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