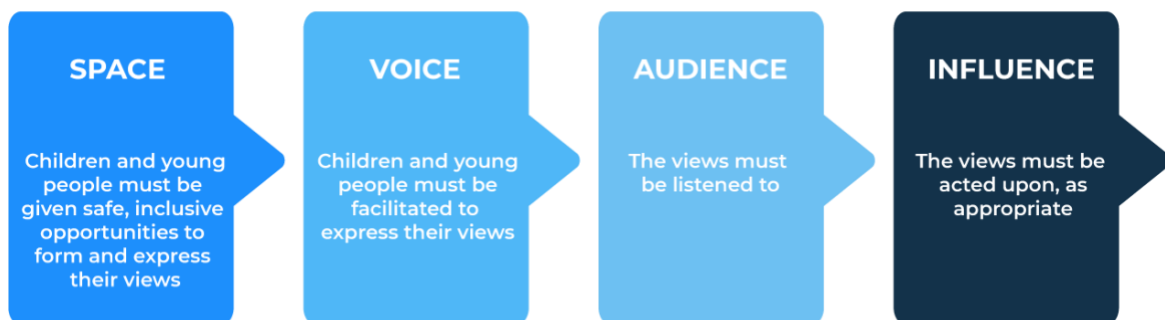




The Student Voice and the Implementation of the Lundy Model



PLANNING AND EVALUATION GUIDES

For each chronological aspect of the model, we have provided a series of planning and evaluation questions to guides you on how to plan to implement and evaluate the student voice tool.



PLANNING YOUR SPACE

SPACE	
GUIDING QUESTION	EVIDENCE
How will you ensure that children and young people are involved as early as possible?	
How will their involvement be sustained?	
How will those who have been, or may be, directly affected by an issue be involved?	
What steps will be taken to ensure the process is inclusive and accessible?	
How will they be supported to feel safe and comfortable expressing themselves?	
What support will be provided to those who become anxious, upset or uncomfortable?	

EVALUATING YOUR SPACE

SPACE	
GUIDING QUESTION	EVIDENCE
How did you ensure that children and young people were involved as early as possible?	
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

Children and young people must be facilitated to express their views

PLANNING VOICE

VOICE	
Guiding Question	Evidence
Have you made a clear list of the topics on which you want to hear the views of children and young people?	
How will you ensure that the key focus of the process stays on the topics you identified?	
How will they know that participation is voluntary and that they can withdraw at any time?	
How will you support them in giving their own views, while including age-appropriate and accessible information?	
How will you ensure that they are given a range of ways to express themselves that best suits their needs and choices?	
How will the process allow them to identify topics they want to discuss?	

EVALUATING VOICE

VOICE	
Guiding Question	Evidence
Did you make a clear list of the topics on which you want to hear the views of children and young people?	
How did you ensure that the key focus of the process stayed on the topics you identified?	
How did they know that participation was voluntary and they could withdraw at any time?	
How did you support them to give their own views, while including age-appropriate and accessible information?	
How did you ensure that they were given a range of ways to express themselves that best suited their needs and choices?	
How did the process allow them to identify topics they wanted to discuss?	

AUDIENCE

The views must
be listened to

PLANNING AUDIENCE

AUDIENCE	
Guiding Question	Evidence
How will children and young people know to whom, how and when their views will be communicated?	
How will you show your commitment to being informed and influenced by their views?	
How will you identify and involve relevant decision-makers (those responsible for influencing change)?	
How and when will a report/record and a child or youth friendly summary of their views be compiled?	
How will you ensure that they are given an opportunity to confirm that their views are accurately recorded?	
What plans are in place to support them to play a role in communicating their own views?	

EVALUATING AUDIENCE

AUDIENCE	
Guiding Question	Evidence
How did children and young people know to whom, how and when their views would be communicated?	
How did you show that you were committed to being informed and influenced by their views?	
How did you identify and involve relevant decision-makers (those responsible for influencing change)?	
How and when was a report/record and a child or youth-friendly summary of their views compiled?	
How did you ensure that they were given an opportunity to confirm that their views were accurately recorded?	
What plans were put in place to support children and young people to play a role in communicating their own views?	

INFLUENCE

The views must be acted upon, as appropriate

PLANNING INFLUENCE

INFLUENCE	
Guiding Question	Evidence
How will children and young people be informed about the scope they have (including the limitations) to influence decision-making?	
How will they be given age-appropriate and accessible feedback at key points during the development of a service or policy?	
What are your plans to make sure that children and young people's views impact on decisions?	
How will they be given age-appropriate and accessible feedback explaining how their views were used and the reasons for the decisions taken, in a timely manner?	
How will you ensure that they are given opportunities to evaluate the process throughout?	

EVALUATING INFLUENCE

INFLUENCE	
Guiding Question	Evidence
How were children and young people informed about the scope they have (including the limitations) to influence decision-making?	
How were they given age-appropriate and accessible feedback at key points during the development of a service or policy?	
What did you do with their views?	
How were they given age-appropriate and accessible feedback explaining how their views were used and the reasons for the decisions taken, in a timely manner?	
How did you ensure that they were given opportunities to evaluate the process throughout?	

CHILDREN AND YOUNG PEOPLE'S STUDENT VOICE FEEDBACK FORM

Tick 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 opinions					
I felt safe giving my opinions					
A lot of different voices were included					

VOICE	*	**	***	****	*****
I got the chance to give my opinions					
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 will be taken seriously					

Were you able to get on The Student Voice platform?

Was it easy to use?

Is there anything else that would help you in giving your opinions?

