

Beyond Participation Framework

Supporting Participation Across Cheshire & Merseyside



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Our Approach to Youth Voice

Our Mission

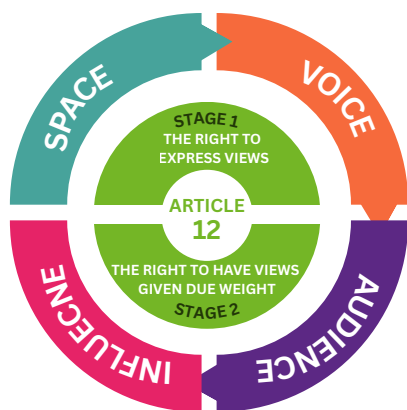
At the Beyond CYP Transformation Programme, we are committed to ensuring that the voices of children and young people (CYP) are heard and acted upon. We want to support colleagues across Cheshire & Merseyside to do the same by sharing an approach that makes participation more standardised, equitable,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

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

- Providing platforms for CYP to amplify their voices.
- Increasing opportunities for CYP 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 CYP and guides how we support partners and organisations to embed meaningful participation in their work.

What Is the Lundy Model?



SPACE

CYP must be given safe, inclusive opportunities to form and express their views.

VOICE

CYP must be facilitated to express their views.

AUDIENCE

The views must be listened to.

INFLUENCE

The views must be acted on as appropriate.

Our Approach to Youth Voice

SPACE

A space is a place where CYP can reflect and share their ideas. 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. They should be supported in creating their own spaces.

VOICE

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

AUDIENCE

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

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 CYP 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 CYP. 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 CYP, 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 CYP 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 involved with CYP, including policy leads, project managers, service designers, researchers and evaluators.



How to Use Them

Using these tools 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.
- 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.
- Refer to the Everyday Engagement Checklist during delivery.
- Complete the Evaluation Checklist at the end of a project or key phase.



Why It Matters

Using these shared tools helps us to:

- Build a clearer regional picture of participation.
- Share learning and improve practice.
- Strengthen collective accountability to CYP.

Planning Checklist

This checklist offers key guidance for involving CYP 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 CYP 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 will they be informed about who will hear their views, how, and when?
- How will you show a genuine commitment to listening and acting on their views?
- How will you identify and involve key decision-makers?
- How and when will a report and a child/youth-friendly summary be created?
- How will you check that their views are recorded accurately?
- What support will be 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 CYP to share their views?
- Have you set aside enough time to truly listen and respond?
- How do you ensure every CYP 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 CYP 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 given 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 views using age-appropriate, accessible information?
- How did you offer different ways 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, how, and when?
- How did you show 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 CYP told about their scope (and limitations) to influence decisions?
- How did you give age-appropriate, accessible feedback at key development points?
- 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 & Young People's Perspectives on Engagement

The Importance of Capturing Feedback

It is essential to gather feedback from CYP because what adults consider a successful session may not align with their experiences. Their input helps to 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 CYP 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 & Young People's Feedback Form (for groups)

Colour in the number of stars you would give to the statements below.
(Five stars is the best.)

SPACE

I was listened to from the start.



I felt comfortable giving my opinion.



I felt 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 knew who wanted to hear our opinions.



I knew why they wanted 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 I will find out what happens to our opinions.



I think what we said today will be taken seriously.



Children & Young People's Feedback Form

(for individuals)

Colour in the number of stars you would give to the statements below.
(Five stars is the best.)

SPACE

I was listened to from the start.



I felt comfortable giving my opinion.



I felt 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 knew who wanted to hear my opinions.



I knew why they wanted 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 find out what happens to my opinions.



I think what I said today will be taken seriously.





**Cheshire and
Merseyside**
Health and Care Partnership



Children and Young People's
Transformation Programme



Melanie Pilling
Participation & Engagement Lead
Beyond CYP Programme
Beyond@alderhey.nhs.uk

