

## **Principles and Standards for developing Policies and Procedures**

When reviewing an existing policy or procedure or developing a new one, the following principles and standards should inform the work:

### **Principles**

1. Child Friendly practice – how will the policy or procedure improve outcomes for children and young people in Leeds; how does it improve their daily lives; how will they be better off?
2. Voice of the child – how does the policy or procedure consider how the views, wishes and feelings of children and young people will be heard and how will they be included in decisions that affect their lives?
3. Child or young person and family version – are these necessary? Consider for each new or reviewed policy and procedure.
4. Restorative practice and language – how does the policy or procedure maintain a focus on investing in the relationships we have with children, young people and their families and with colleagues and partners to improve outcomes, prevent or resolve harm; and support and challenge families to address their needs?

Is the language used restorative in that it focuses on strengths rather than deficits? Does the language support restorative practice?

5. The safety and wellbeing of the child or young person is paramount - how are the child, young person and their family kept at the centre of the policy or procedure?
6. Rebalancing Safeguarding – how does the policy or procedure promote a preventative approach so that children, young people and their families receive the right service at the right time and reduce the need for statutory intervention through the Early Help approach?
7. Think Family, Work Family – how does the policy or procedure recognise and respond to the needs of all family members in a holistic approach; does it support the coordination of efforts for the best outcomes?
8. Clarity of language – are sentences as short as possible; is jargon avoided; are abbreviations only used after the full term has been introduced; is the language used inclusive in that words chosen are in general use where possible; and are technical, procedural or medical terms explained? If acronyms are used, are these explained?
9. Co-production – consider whether the policy or procedure could be co-produced with families and or children and young people

## Standards

1. The 'Staged Process for Policies and Procedures' (see below) should be followed when developing any policy and procedure. This includes new policies and procedures and those that are being reviewed.

All reviewed and proposed multi-agency policies and procedures should be developed and agreed through the Policies and Procedures Sub-Group of the LSCB, through task and finish groups (or individuals in a refresh) made up of members of the Subgroup or nominated representatives from partner agencies.

2. All policies and procedures should be developed on the LSCB template (available from [leedslscb@leeds.gov.uk](mailto:leedslscb@leeds.gov.uk)) and follow the structure, font, text size and style within the template. The contents page should be completed. The formatting will be undertaken by the LSCB.
3. The purpose and the scope should be explained. This includes why it is necessary, who it is aimed at, and, if it is a reviewed document, what has changed.
4. All information should be current and accurate. Any hyperlinks should work and be to the original source on a reputable website.
5. Responsibilities of partner agencies should be clarified. Where this relates to partners within a particular sector, for example 'Health', the specific agency or partner should be clarified.
6. A review date (as agreed by the LSCB Policies and Procedures Subgroup) should be included on the front page.
7. The relevant level of Joint Framework for Dissemination and Implementation should be clarified.
8. The policy or procedure should include a key contact email for comments.

## Staged Process for Policies and Procedures

All reviewed and proposed multi-agency policies and procedures are developed and agreed through the Policies and Procedures Sub-Group of the LSCB.

