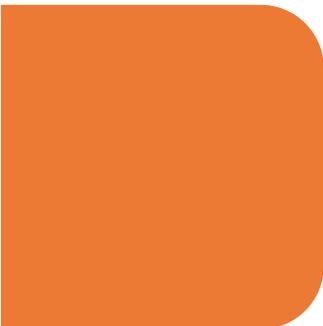
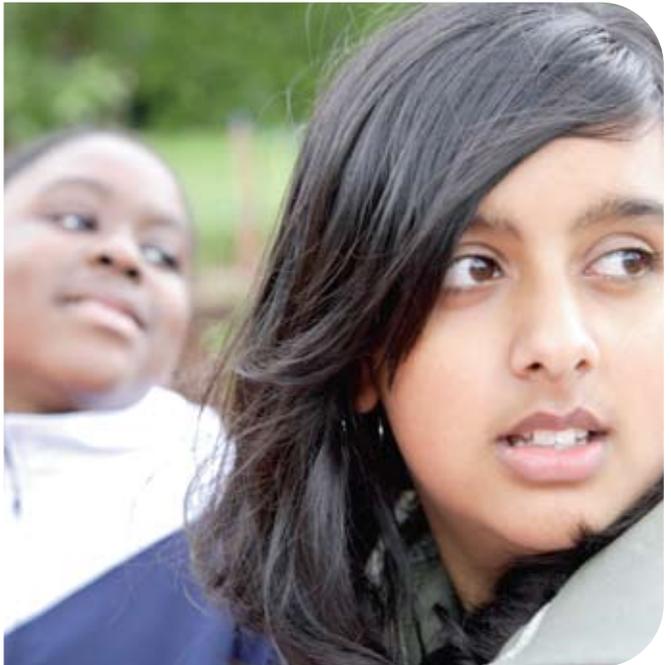


Children's messages on care

A report by the Children's Rights Director for England



Introduction

Roger Morgan, Children's Rights Director for England



As Children's Rights Director I have a statutory duty (under the Education and Inspections Act 2006 and the Children's Rights Director Regulations 2007) to ascertain the views of children living away from home or receiving social care services.

With the children's rights team, I carry out a permanent programme of consultations with children. We seek children's views through children's conferences and consultation events, discussion groups, web surveys, visits to establishments, and our mobile phone texting panel. Reports of all consultations are published on our children's website www.rights4me.org. Reports and recommendations from children's views are given to Ofsted, and to councils, ministers, government officials, parliamentarians, children's organisations – and to the children who took part.

The views of children are essential to all involved in developing children's policy, providing children's services, or inspecting services for children. Their views are thoughtful, to the point, often surprising and innovative, and set out the experience of our services by the users of those services.

This booklet has been written as a quick reference 'digest' of the key messages that children have given us in recent consultations. The contents are purely the views of children, not mine or those of any organisation. I hope that you will find it both illuminating and a real contribution to your work with and for children.

A handwritten signature in grey ink, appearing to read 'Roger Morgan'.

Children on rights and responsibilities

(October 2006)

This report sets out what children themselves see as both their rights, and their responsibilities. Children told us they wanted the right to: feel safe – not to be abused, bullied, hit, abandoned, or subjected to racism; be looked after and given help when needed; not have decisions made for them by people they don't know; have somewhere stable in their life; be asked and listened to; have their own property; say no to a new placement; have choices; have no rules without reasons; privacy and to have private problems kept confidential; not have repeated punishments for the same offence; know about their parents and family and to keep in contact with them; have where they live treated as their home

Rights should be: 'taken for granted – just the norm'

Responsibility: 'to be responsible'

and not just where staff work; have teachers they get on with; learn, make mistakes, and go back to something they don't understand; a chance of a good job and university if they are good enough; play and make and keep friends; know what is happening; be treated fairly and not treated as stupid because they have problems; if in care, not miss out on what those not in care would have or do; be listened to and not just told; not lose out on a right because someone else abused it; and be respected and trusted with responsibilities.

Children told us they had a responsibility to: help others, especially those who are younger, who have a disability, need caring for or are upset; respect people and not bully or harass others; look after a pet if they have one; look after themselves and their possessions properly; take responsibility for their own actions, and for using advice they get; keep themselves safe and not harm others; give their views and make choices when given the opportunities to do so; know the difference between right and wrong, and keep to the law and rules that apply to them; make good use of their education, try to get a job and work hard at it; not treat care staff badly; learn to take on more responsibilities as they get older and to learn from their mistakes.





Looked after in England

(March 2007)

A major report giving children's views on how well children's services are keeping to the UN Convention on the Rights of the Child, and on meeting concerns children have raised about their care in recent years.

Children said that an area is good to live in if they have activities to do, live near friends, have a nice environment, and access to good education. They said an area is bad for children to live in if there are gangs, vandals and bullies, few activities, and they are away from family and friends. The best way to improve an area would be to provide more activities for children. Children thought the biggest dangers are strangers, drugs, and road accidents. Many (45%) thought life is getting safer for children; 37% thought it is getting more dangerous.

Children voted that they are getting these rights from the UN Convention 'well' or 'very well': being able to have their own thoughts about things, being able to follow their own religion, being safe in the building they live in, being allowed to speak their own language, having good quality homes, seeing a doctor or dentist when needed, having healthy food and drink, and not being discriminated against. They said that they are getting these rights 'just about OK': getting help from adults when needed, feeling safe at school, being able to enjoy themselves, having their views taken seriously, feeling safe in the countryside, having their say about things that matter to them, getting an education that helps them do the best they can, and being safe in town. Half

said nothing is getting worse about the help they get from adults and services, one in 10 said that nothing is getting better.

Many (46%) said they were never bullied. One in 10 said they were bullied often or most of the time. Most bullying was by children of the same age, but those bullied most often were more likely to be bullied by older children. The most likely place for getting bullied was school or college, followed by home (especially a children's home). One in seven worry about bullying a lot or most of the time.

Most children (65%) said they are asked usually or a lot about things that matter to them, and 63% said their views are taken as seriously as an adult's views. A majority (60%) said their views make quite a bit or a lot of difference; 77% are usually or always told what changes are going to happen in their lives.

On average, children scored their education eight out of 10. The average score for how well children are looked after when living away from home was nine out of 10.

'as I get older I can do more and take care of myself'

Children and safeguarding

(January 2007)

A report to update our knowledge of children's views on safeguarding, to feed in to a government priority review.¹

The top 10 things that children said keep them safe were (in order, the most frequently stated first): friends and family, police and the law, teachers and carers, keeping away from bullies and gangs, using common sense, keeping to safe places, carrying weapons for protection, safety in the home, mobile phones, and avoiding dangers on the Internet.

If they were being harmed or abused, six out of 10 of the children would tell their parents. Other people to tell, in reducing order of likelihood, were a best friend, another family member, a teacher, and a social worker or key worker.

'I keep an eye out for danger'

Children differed in whether, if they were being harmed, they would want to tell their story just once to one professional, or to tell it themselves to each professional who needed to know.

The top five things children said would make them feel safer were (in order, the most frequently stated first): harsher prison sentences for people who harm children, staying with someone you feel safe with, carrying a weapon to protect yourself, talking with others about dangers, and better policing.

Six out of 10 children said the adults working with them made them feel safe. Almost all the others said the adults made no difference to whether they felt safe. Children said they felt less safe with new staff or carers, and with staff or carers who don't listen to them.

Over half said that adults give them conflicting advice on how to keep themselves safe from harm.

¹ Our earlier reports on children's views about safeguarding are *Safe from harm* (2004) and *Younger children's views on Every Child Matters* (2005). Both can be found on www.rights4me.org.



Children's views on standards

(September 2006)

Below is a selection from a major report which listed 50 issues that children living away from home say makes a good caring service.

According to children, a good service:

- treats each child as an individual, not part of a group
- takes what a child says as seriously as what an adult says
- gives children a say in decisions according to understanding not age
- constantly asks children for their views and concerns, takes these into account, and feeds back what will happen
- helps with both personal and practical problems
- has staff who help children cope with pressure, reduce bullying, restrain if needed without hurting, and reduce small issues and conflicts before they become big ones
- tells children their rights and entitlements

'not all children are the same'

- helps young people leave care gradually and only when they are ready to leave
- never brings a child back from a placement for any reason other than that child's best interests
- is good at keeping children safe
- has a complaints procedure which actually 'sorts it'
- gets children advocates to help them
- makes sure education feels relevant to each child
- gives children space to be alone if they want
- makes the best decision for each child, not to meet targets
- keeps children posted on what is happening, even when not much is happening
- is good at care planning and including the child's views in their plans
- doesn't discriminate against children in care or care leavers
- tells children about risks, even if they get scared
- only tells staff what they need to know about a child
- is fair between children, and between children and adults
- has clear rules about touching children or being alone with a child.

Care matters

(February 2007)

A report of children's views on the Government's Green Paper *Care Matters*.¹

The top ten promises children want their councils to make to them are (in order, with the most important first): a good home, more of the sort of help already given, more money for specific things like leaving care, to listen to children and act on what they say, better help with education, to keep children safe, more activities, to know that everyone's needs are different, to keep promises made to any child, and to provide a social worker who is effective. Children said that councils need to make and keep pledges to individuals as well as to children generally.

Children said they wanted more choice of placement and fewer changes, more say in their care, more individual support when first entering care, more information, and not to be separated from brothers and sisters.

Children wanted always to know what is in their care plans, to have more say about their plans, and to have explanations of what their plans actually mean in practice.

Black children wanted to be treated as individuals and not be seen as a group, and they wanted racism talked about openly and practically.

The government proposals most supported by children were: being able to contact a social worker 24 hours a day, 7 days a week; having a choice of when to leave care up to 18; social workers always checking whether relatives can care for a child instead of receiving the child into care; having a Children's Council in each area (but councils still need to find out what children not on the council think); and having social workers spend more time with children.

Children were against targets like having fewer children in care. They said the right decision should be made for each child, and should not be influenced by how the council was doing on its targets or what it had decided for other children.

'I want to be free of my past, better than my present, and always ambitious for my future. The only thing that can help me get there is funding and my own will power'

¹ Including views from consultations carried out at the request of the then Department for Education and Skills to feed children's views in to the Green Paper while it was being written.

About education

(March 2007)

The report of a survey of the views of children in care about their education.

Children said the best things about school were friends, favourite school subjects, sport and teachers. The worst things were lessons, bullying, teachers, and getting into trouble. Teachers are the key people – they can be either the best or worst thing about school. Children would most like to see more support with personal and educational problems, more fun activities and trips, better school meals, better behaved pupils, and teachers who don't make care an issue or tell everyone a child is in care. Two thirds of those in care said they were very likely to carry on with education after school.

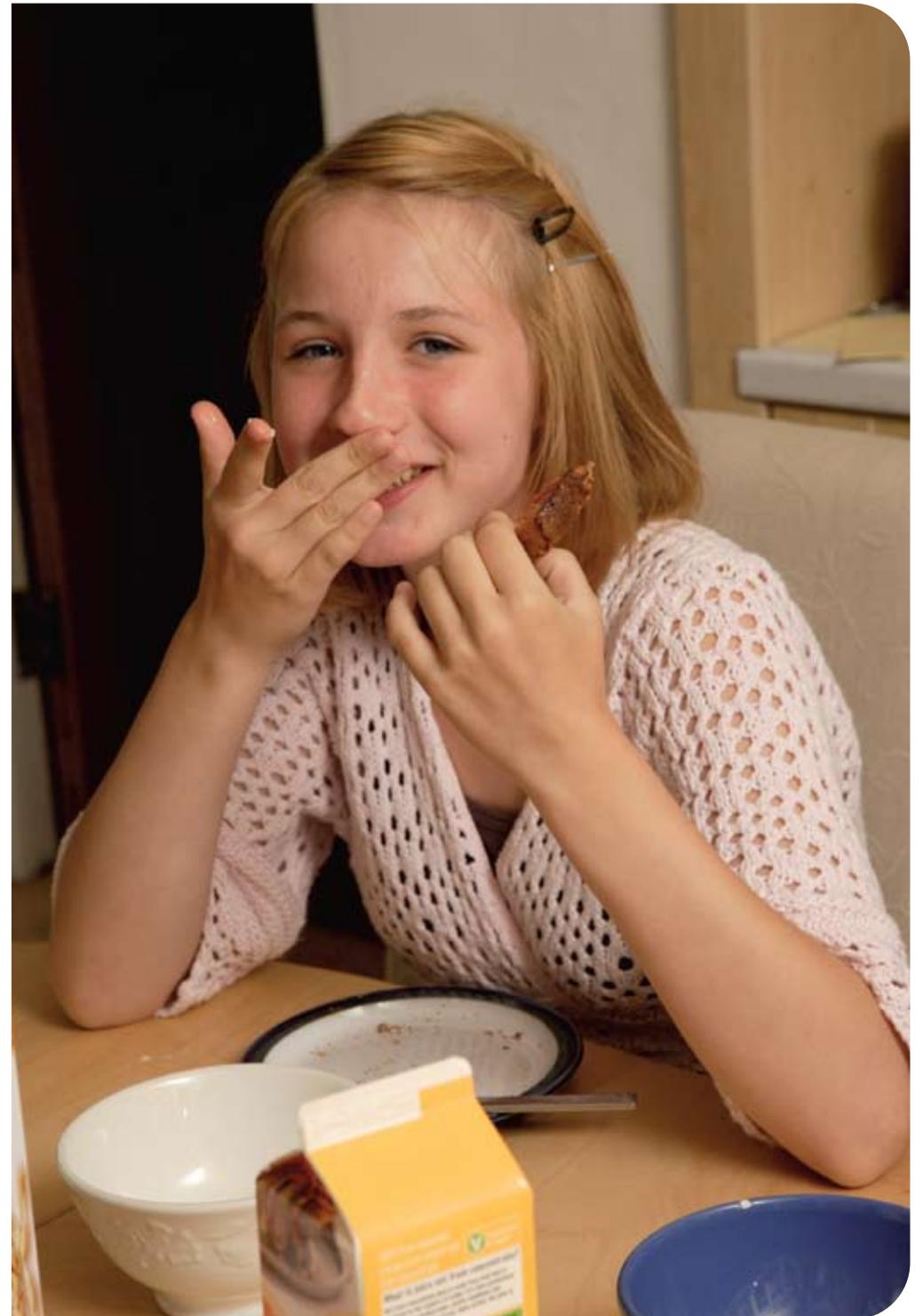
Nine in 10 children had someone they could turn to for help at school. Children differed on whether teachers should know they are in care; some said it depends on what difference it makes to how they are treated or supported, and only those who need to know should know. Children in care didn't want everyone knowing about their personal life, and said teachers should keep this confidential. Being in

'they couldn't find a school that would take me because of my problems'

care could mean more support, or that people assume you won't succeed at school. Nearly two thirds said they get a lot of help with school work from their carers. Foster carers are slightly more likely than homes staff to attend parents' evenings. Carers were the main source of advice about education, followed by school staff.

Children in care but out of school were usually either waiting for a school place to fit their needs following a change of living placement, or excluded or suspended from school. Schools suspended or excluded children for many different reasons, and had very different levels of tolerance of problems before they suspended or excluded a child. The experience of being suspended or excluded could be fun or boring. Some children said they missed their friends and realised they were missing out on their education and their future; being out of school didn't improve their problems. Children said they need help to sort out the problems that had led to being suspended or excluded, and to be given educational work to do.

Over 70% had changed school on coming into care, and a third had left their last school because they were moved to a new placement. Half said changing school had been a good thing for them, 28% that it had been a bad thing. It depended on whether the new school provided a better education for the child than the old one, and on how good the child was at making new friends.





Placements, decisions and reviews

(September 2006)

A report of children's experience of councils as their 'corporate parents'.

A quarter of the children had not been asked for their views about moving to their present placement; a quarter said their views had made a difference. Two thirds agreed with their care plans. Just over half said their care plans were being kept to. A quarter had little or no say in their care plans.

Many children said they find it hard to express themselves in mainly adult review meetings, and to hear their personal problems being discussed in front of them by a daunting group of professional adults, many of whom they don't know. They want a choice of different ways to feed their views in to reviews and decisions, to feel safe in expressing views and concerns, and to be asked before a decision is made, not consulted afterwards. Children want their feelings to count too – even for very young children. Feelings 'just are' and shouldn't have to be justified.

Children often don't know who makes the final decisions about their lives and some decisions don't stay made. Finding a placement often takes too long. Children said arguments are the most likely reason for a placement breaking down. They told us that adults usually assume a placement breakdown is the child's fault and no one else's.

Just under half said there was a choice of placements last time they were moved. Just over half scored their present placements five out of five as right for them. It is usually best to be placed near home, not to separate brothers or sisters, and not to change school – but sometimes these might be necessary to meet a particular child's needs. Children should only be brought back from an out of authority placement if it is in their best interests, after listening to their views – not because the budget has run out or the placement was supposed to be temporary.

When being placed, children want a choice of at least two possible placements each time, gradual introduction with visits and lots of information about the new placement (including photos), a social worker checking how they settle in, and a backup placement to move to if the first doesn't work out.

'give kids more of a chance and a choice'

About social workers

(July 2006)

We asked children what they thought about social workers. Overall, children rated their social workers eight out of 10, and next after foster carers, home or school staff and birth parents as the most helpful people in children's lives. The individual social worker is much more important than the star rating of the council.

A good social worker is easy to get hold of and takes action for children. They will keep in touch, by phone if necessary, help with problems early and take action before a crisis develops. They will focus on the individual child and their concerns, and not automatically believe carers, parents or other professionals over the child. They will not allow children in care to miss out on things like staying overnight with friends or getting permission or funding for activities. They will do what they promise to do, and will keep pushing for the child.

Good social workers are good at listening to children, discuss important decisions first with the child, and take proper account of the child's views and concerns. They are honest

'social workers are like young people – you have your good and bad ones'

with children and keep children informed about what is happening and what is going to happen, in good time.

Children told us some of their concerns about social workers too: social workers getting overruled by finance people after they have decided what is best for the child, being difficult to get hold of, breaking their promises, and constant changes of social worker.

The top five sorts of help received from social workers were help with personal problems, listening, help in staying safe, help getting ready to leave care, and speaking on the child's behalf. The most important social work task is finding the right placement.

The top five unmet needs for extra social work help were getting a passport, getting access to a personal file, getting ready to leave care, clothing allowances, and more help with personal problems. Children wanted information about leaving care, about where to turn for help and advice on particular issues, and about what is happening in their birth family.

Half the children told us their social worker does not speak to them alone during visits, and a quarter have to talk to their social worker in front of their carer. This makes it impossible to raise sensitive issues and concerns. Children want to be able to speak to their visiting social worker on their own, every visit.





About adoption

(November 2006)

For this report, we consulted children who had been adopted or were going through the process of adoption. Children told us the best things about getting adopted are joining a new family and being first picked up by your adoptive parents. Whether you are with, or separated from, your birth brothers or sisters is important. The worst things about getting adopted are leaving your old family and the process taking too long. Some children felt it was their fault if their adoptive placement didn't turn out to be the right one.

Children said adoption could be improved if it was faster, involved them more and gave them more information – about their future family, about what adoption is, and about the process. It would also improve if it didn't separate brothers or sisters, and if the same social worker is involved throughout. The Children's Guides now given to children being adopted cover most things they wanted to know about adoption and the process. Some children would like to meet others going through adoption, others would definitely not want this.

Children most wanted to know what sort of people their adoptive families are, and about other children in the family, where they live, and their beliefs. Children wanted gradual introduction to a new family, with visits and time to talk, then to be able to have a major say in any decision. The ideal adoptive family is kind and caring, likes children and definitely wants another one, and has the same background and things in common with the child.

Once you are adopted, the best things are being part of a family, having new things to do, and being loved and cared for. The worst things are losing contact with your birth family, being teased or bullied for being adopted, feeling different, and being separated from brothers or sisters. Some said people should not try to get fostered children adopted – it depends on what is right for each child.

Seven out of eight said being adopted made no difference at school. For others, it led to some good things (like extra help) or bad things (like being bullied or teased, or being asked lots of personal questions). Over a third, especially younger children, tried to keep it a secret that they are adopted.

Seven out of 10 adopted children wanted to know, when they felt ready, about their birth families, their life before adoption, and the reasons for them having to be adopted. Over half wanted to be kept up to date with news about their birth families after they had been adopted.

'adoption can be a scary, sad and happy experience'

Young people's views on residential family centres

(June 2006)

Residential Family Centres accommodate parents with their children, to assess and support the parents' care of their children. This report gave the views of (mainly young and often teenage) parents on life in residential family centres.

Parents overall strongly appreciated centre staff advising them on how to care for their children, but worried about the future as so much depended on the centre's assessment of them. Centres varied widely in the amount and nature of staff monitoring, the rules to be followed, and the scope parents had to make their own parenting choices.

Life in a centre lacked privacy, with staff supervision and monitoring and in some cases use of CCTV. Some disliked the group work with other parents in some centres over private personal and family matters. Some were concerned that not all staff had experience of being parents. Centres tended to have fixed ideas about parenting and baby

care, and needed to be more flexible in what was expected of young parents, both in their choices about how to care for their child, and in the rules that applied to themselves. Many wished for more scope to make decisions and choices about their children for themselves.

Younger parents thought some centres focused so much on how they parented their children that their own social and personal support needs as young people were not met. Moving to a centre had often cut them off from family and friends. Few parents had seen a care plan for themselves and their children. Most wanted more parenting assessment in their local communities without moving into a centre: leaving the community and losing jobs made it more difficult to get support or work again after returning from the residential centre. Some suggested an alternative would be more local residential centres.

Parents thought centres should have less sharing of bathrooms between families, and a room where resident parents can socialise. They said residence, contact and visiting by fathers needs to be considered more.

Young parents wanted more clarity about how long they would be spending in the centre, clearer plans for support when they left, more reviewing and information on their progress, and more scope and support to make individual parenting choices.

'they watch and then if we're not doing it right, tell us'





Running away

(May 2006)

A report of children's experiences when running away from their placements.

Children ran for many individual reasons, but there were three main reasons. Firstly, running away to enjoy yourself before coming back; secondly, running to somewhere or someone the child wanted to go to (often family or friends); and thirdly, to run from things they couldn't cope with where they were living.

Children said that running when staff or carers knew where you would be going was very different, and much safer, than running to get away from where you were, often without a clear idea of where you were going to. Just being a teenager late home, or going somewhere without permission or where you had been told not to go is not running away, though some said this had been counted by staff as running away.

Children told us that while they are away, they may steal to get food and money, but feel in real danger from members of the public. Some told us how they had been abused, been the subject of violence, or got involved in prostitution once they had run away. Some told us they knew of children who had run away and had never come back: they could guess what had happened to them, from their own experiences.

Many went around in groups or carried weapons to protect themselves from other people. Many told us that you come back when you are cold and hungry. Most said that running away from problems doesn't solve them.

Children are less likely to run away if they have good staff, who organise activities, counter bullying, listen to young people, and help with problems and pressures. They said that if they have run away, that should not become the main thing professionals tell each other about them.

When they return, children want to be able to talk to someone completely independent of the place they have run from, when they feel ready. If they run away because of problems, or to be somewhere else or with someone else, rather than just for fun, they want those problems or issues to be resolved. If found by police, they want the police to find them someone to talk things through with independently, not just return them where they came from.

'you don't really know who you are going to come across'

Boarding school placement

(August 2006)

A report of the experience of children placed in boarding schools on welfare grounds, to inform the Government's Pathfinder Project for placement in boarding schools as an alternative to care or other care placements.

The children's 'boarding needs' included the need for placement stability, to move away from problems in their home area, care in term time to help relatives carry on caring in the holidays, and extra educational support.

The best things about boarding were being with friends, making new friends, living in a community, opportunities and plenty of activities, learning independence, learning to get on with people, and having a choice of other children and staff around to help with problems. The worst things about boarding were missing your family (and sometimes being homesick), staying at school at the weekend if most others went away at weekends, hectic school life, lack of privacy (and sometimes not being able to be alone), sometimes lack of confidentiality about personal information, and missing the school community when you left.

'you learn to live with people even if you don't like them'

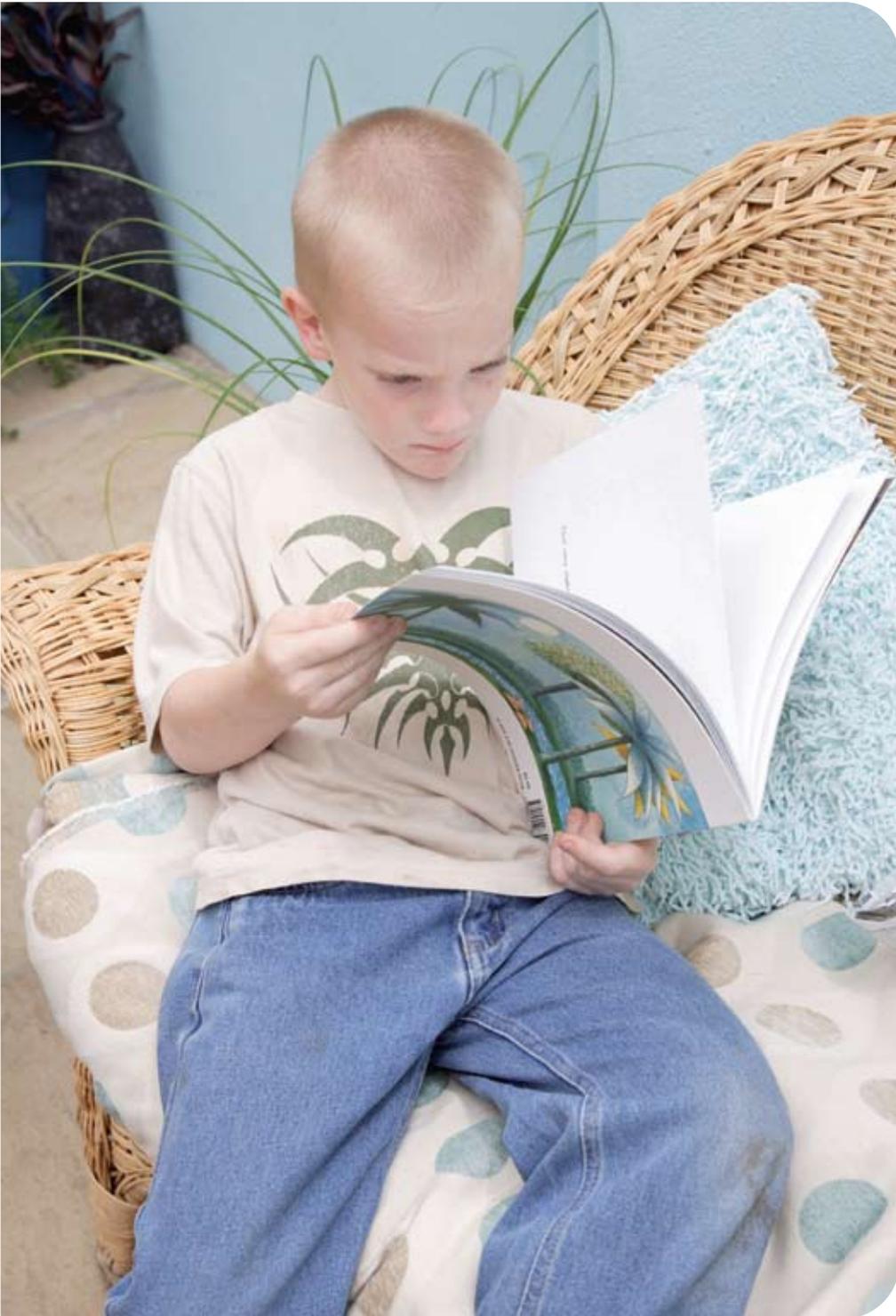
Doing prep at school, and having friends and staff to help, helped with education. Busy school life could distract you from home problems. Counsellors were appreciated in some schools. Bullying was no more a problem than in day schools.

Boarding school was bigger and more demanding than many expected, with more routines, more activities (and more adults involved in activities), and big differences between boarding houses. Some found it hard to be away from their families; others found it easier to get on with them when they went home. Some weekly boarders found it difficult switching every week between school and home life. Children said it is vital to make proper arrangements for the school holidays – some spent holidays moving between different friends.

Being placed in a boarding school by social care services could lead to being asked many questions, and to either extra support or getting singled out. The first few weeks could be difficult while settling in, until they were seen as just part of the boarding community. Children want their social worker to make quick decisions about funding and giving permission for school activities.

Children said boarding doesn't suit everyone – you have to visit different schools and be in the right one for you – but if you are in a boarding school that suits you, the placement can be very positive.





Children's consultation on the Children's Index

(January 2007)

A report on the government consultation on how the new Children's Index (now called ContactPoint) should be run.

Children agreed that school staff and health workers should be able to look at information on the index, but only those working directly with them and not others in the same school or practice. There was concern that social workers already have access to more information than they need to know. Children proposed a rule that people should only be able to look up information on a child they were actually working with currently. Many thought that children who are able to understand it should be able to see their own information; so should their families. Information should not stay on the index too long, and should be deleted when the child reaches 18 or dies.

Children supported maximum security for the index. But there were concerns that eventually, despite CRB checks on users, some paedophiles would gain access to information about children, that passwords and chip and pin cards would be passed on to other people, and the index would be hacked into like many other computer systems.

Children agreed that information on the index must be correct, and must be kept up to date because wrong information can seriously damage them. They questioned whether councils being asked to keep information correct actually gave social workers this job, as their own social care services information is often not correct or up to date.

Fire and rescue services and the tax office should not put information on the index, children said, as that would not be about working with the child. Only people with a complete picture of the child's life should be allowed to write on the index, not those with only a limited view (like a childminder).

'each young person should know about the index and should be made aware of any workers that are entitled to see it'

Policy by children

(March 2007)

A compendium of social care policies proposed by children through Children's Rights Director consultations over the past three years, intended as a sourcebook for policy makers.

On **safeguarding**, children propose policies about bullying; smoking and substance abuse; child focused risk assessment (including risky times and places and regular consultation with children); local policies on adults touching or being alone with a child; competent first aid; choosing who to go to with a problem; and telling even young children about dangers, including abuse.

Children want **placement in boarding school** considered for each child in care but only if it suits them and the right school is chosen, with proper plans for the school holidays.

On **restraint** children's policies focus on de-escalating situations before restraint is needed; clear rules, which are actually implemented, that limit restraint to preventing injury or damage and prohibit its use as punishment or just to make children do as they are told; proper staff training to restrain without causing pain or injury; and including in care plans the best way to calm each child.

Complaints policies include getting things resolved quickly; making positive suggestions as well as complaints; not passing complaints to the carers complained about; and taking what a child says as seriously as what an adult says.

Children want **inspectors** to listen directly to children but keep individual children's identities confidential; to explain the basis for their questions (children said they are often told they are to help their place to 'pass' the inspection); to make more visits to bad services but not to leave good services without frequent inspections; to consider the effect of their findings or recommendations on children; to follow up when changes are needed; and to feed findings back to children.

Children's policies for **foster care** include giving carers training for any special needs of the child; giving child and carers much more information about each other before placement; being clear whether the child can stay beyond 18; gradual introductions; and opportunities for foster children from different families to meet if they want.

On **hobbies and activities**, children want opportunities to try and develop personal hobbies as well as join in group activities, and to be able to keep their hobbies and activities if they change placement.

Young carers seek policies to ensure that their own support needs are met and that they aren't simply seen as providing a service to whoever they are caring for; that they get training and necessary equipment for their caring tasks; that there are sufficient support and respite care groups for young carers; and that they get support at school together with allowances made for the pressures of their caring tasks.

On **sharing confidential information**, children's policies require only the minimum information to be passed on, on a 'need to know' basis; that information is only passed on if that will benefit the child or prevent serious harm to the child or someone else; that children should choose whether they wish to repeat their story to different people or have one adult passing it on to others; and that a child's say in whether or not information is passed on should be based on the child's understanding, not their age.¹

Policies on **leaving care** include never having to leave care until the young person feels and is ready, leaving care gradually, and having (and knowing about) clear entitlements to money and support, including help with immediate and follow on accommodation.²

Proposed policy on **running away** includes the chance to talk to an independent person after return, and action being taken to deal with any placement or personal problems that might be linked to running away.

¹ Criteria on assessing children's understanding were provided by children and are incorporated in the Government's sharing information guidance.

² A guide to care leavers' entitlements (*Your starter for ten*) was produced by a number of children's organisations based on this proposal, and is on our website www.rights4me.org.

Reports published in 2006–07

These and all other Children’s Rights Director reports of children’s views can be downloaded from the children’s rights website www.rights4me.org.

About adoption, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, November 2006

About education, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, March 2007

About social workers, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, July 2006

Boarding school placement, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, August 2006

Care Matters: children’s views on the Government Green Paper, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, February 2007

Children and safeguarding, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, January 2007

Children on rights and responsibilities, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, October 2006

Children’s consultation on the Children’s Index, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, January 2007

Children’s views on standards, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, September 2006

Looked after in England – how children living away from home rate England’s care, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, March 2007

Placements, decisions and reviews, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, September 2006

Policy by children, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, March 2007

Running away, a children’s views report, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, May 2006

Young people’s views on residential family centres, Roger Morgan, Children’s Rights Director, Commission for Social Care Inspection, June 2006

The Children's Rights Director

Dr Roger Morgan OBE, Children's Rights Director
Dr Mike Lindsay, Head of Advice
Jayne Noble, Head of Consultation
Lilian Clay, Project Officer – Web and Information Systems
Alison Roscoe, Project Officer – Consultation
Eleni Georgiou, Project Support Officer

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Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040
www.rights4me.org

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