

lytp Local Youth Transformation Pilot

Making the Lundy Model work in Practice

A simple guide for staff

Developed with Anna Freud

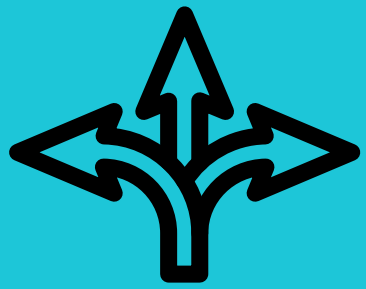
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The Lundy Model helps ensure children and young people's participation is meaningful and rights-based.

This guide shows what "good enough" looks like in everyday work.

You do not need to be an expert. You do need to make a few clear design choices.

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Space

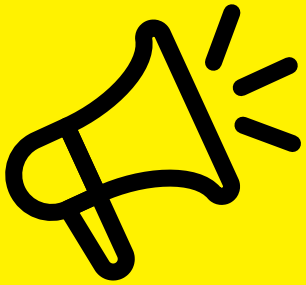
Can young people safely and realistically take part?

In practice, this means:
- Participation is voluntary and clearly explained
- The timing, format, and setting work for young people
- Young people know what will happen next

Good example:
A workshop is held after school, food is provided, support needs are checked in advance, and young people are told how their input will be used.

Risky example:
A meeting is scheduled during school hours with little notice, and young people are unsure why they were invited.

Quick check:
Would you feel comfortable and clear enough to take part if you were a young person?



Voice

Can young people express what matters to them?

In practice, this means:
- Young people help shape the questions or agenda
- There is more than one way to share views
- Support is offered to help young people form and express views

Good example:
Young people help decide discussion topics and can respond through small groups, drawings, notes, or online input.

Risky example:
Adults design all the questions and rely on open discussion, meaning only confident speakers contribute.

Quick check
Are young people shaping what is discussed — or just responding to adults?



Audience

Is someone with real power listening?

In practice, this means:
- A named decision-maker (or decision group) will receive the views
- The audience has authority over the issue
- Views reach them directly, not filtered beyond recognition

Good example
A senior manager attends the session or receives a summary and commits to responding.

Risky example
Views are “fed into the system” with no clarity about who will see them or act on them.

Quick check
Can we name who will hear this — and what power they have?

Influence

Will young people see the difference they made?

In practice, this means:
- Being honest about what can and can't change
- Sharing decision timelines
- Feeding back to young people clearly and respectfully

Good example
"Your views will shape the options presented to leadership. Final decisions will be made in June. We'll update you either way."

Risky example
"We'll take your views on board" with no follow-up or explanation.

Quick check
Would a young person be able to tell how their input mattered?

And finally...

A note on "doing it perfectly"
You do not need:
- Full co-decision every time
- Long reports
- Zero constraints

You do need:
- Honesty
- Clarity
- Follow-through

Influence includes:
- Shaping options
- Reframing problems
- Informing decisions
- Explaining why change isn't possible

Common pitfalls to watch for:
- Using the same small group of young people repeatedly
- Asking for views too late to influence decisions
- Over-promising influence
- Treating Lundy as a checklist rather than a design tool
- One-minute Lundy check (before you start)

Ask yourself:
- Why would a young person want to take part?
- What real choice or influence do they have?
- Who is listening — and will they respond
- How will young people know what changed?

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