



Supporting the participation of children and young people in decision making Practice Paper

1. Introduction

This practice paper offers guidance to DCP practitioners to support and enhance the participation of children and young people in decision making. It explores the importance of the child's voice in decision making about their life and care. Different ways of seeking the views of children and young people and strategies for supporting their engagement are provided. Specific considerations for Aboriginal and Torres Strait Islander, and culturally and linguistically diverse (CALD) children and young people are also explored.

This practice paper should be read in conjunction with the [Seek the views of the child or young person](#) section in the 'Supporting children and young people in care' chapter of the Manual of Practice, the [DCP Practice Principles](#) and the [Decision making Practice Paper](#).

2. The importance of children and young people's participation

Children and young people want to contribute to decisions about their care, their family contact, their schooling, activities, cultural and religious needs, and so on (Paterson, 2020; Vosz, McPherson, Parmenter & Gatwiri, 2020). For Aboriginal and Torres Strait Islander children and young people, participation in decision-making is fundamental to the advancement of self-determination, recognising cultural identity and cultural connection as critical to safety and wellbeing.

Prioritising participation recognises children and young people as experts in their own lives and values their unique identity, culture, beliefs and knowledge. When done well, the experience of participating in decision making can be empowering for children and young people, promoting resilience and contributing to increased self-esteem, confidence, and social and self-advocacy skills. The insights gained through children and young people's participation also benefit workers and organisations and, in turn, the provision of services (Paterson, 2020).

The *Children and Young People (Safety) Act 2017* (CYPS Act) requires that children and young people with the ability to form their own views, reflecting their developmental capacity and circumstances, should be given the opportunity to express those views freely and have these given due weight in decision making. Supporting children and young people's contribution to decision making through **Child Centred** practice is one of the six [Practice Principles](#) of the [DCP Practice Approach](#). Child-centred practice, in this context, emphasises a rights-based approach to decision making, ensuring respect for the right of children and young people to have their voices heard and to participate meaningfully in decision making concerning their care.

Participation is also one of the five key elements of the **Aboriginal and Torres Strait Islander Child Placement Principle** (ATSICPP) which focuses on the enhancement and preservation of connection to





DCP Practice Approach

identity, family, community and culture. Refer to 4.4 and the [Aboriginal and Torres Strait Islander Child Placement Principle Practice Paper](#) for further guidance.

2.1 Participation rights

Children and young people have the right to participate in the decision making that concerns them. Article 12 of the 1989 United Nations' Convention on the Rights of the Child establishes that children and young people are both active citizens in their own right and have the "right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account". The Convention further acknowledges that children and young people form views from a very early age and have an 'evolving capacity' for decision making.

Based on the United Nations' Convention on the Rights of the Child, the [Charter of Rights for Children and Young People in Care](#) sets out the specific rights of children and young people under the Guardianship of the Chief Executive. This Charter, along with the Charter of Rights for Children and Young People who are Detained, are available on the website of the [Office of the Guardian for Children and Young People](#).

In a conceptual guide developed for UNICEF, adapted and summarised below, Lansdown (2018, p. 6) outlines key outcomes in participation rights for children and young people.

All young people	Opportunities should be created for children and young people who experience marginalisation to participate. This includes girls, children and young people living with disabilities, Aboriginal and Torres Strait Islander, culturally and linguistically diverse (CALD), refugee and asylum seeker, and LGBTIQ+ identified children and young people.
A means and an end	Participation helps children and young people realise other rights. For example, it is not possible for children and young people to have access to justice if they are denied a hearing.
As individuals and as a group	Children and young people have a right to participate in decisions affecting them personally, as well as matters that affect them collectively (such as policies and programs).
All matters affecting them	Children and young people have the right to participate not only in relation to issues of immediate relevance to their lives (for example, out of home care, education, health) but also in relation to broader systemic issues such as child protection, the environment, immigration, etc.
Not removed by protection	In their efforts to protect the safety of children and young people, adults must take care not to create barriers to their participation.
Different from adults	Young people do not have the same legal standing as adults. Adults supporting their participation should adapt to different young people's capacities, change as they develop over time, and promote their best interests.
Promotes	Participating is empowering, enabling both children and young people to develop





DCP Practice Approach

empowerment and citizenship	new knowledge, skills and confidence, and adults to share their power. Participating and sharing power contributes to the development of citizenship, individually and as a society.
A right, not an obligation	Children and young people can choose whether to participate and should never be compelled.

3. Seek the views of children and young people

Promoting the participation of children and young people requires that practitioners actively and regularly seek their views regarding all aspects of their care across all phases of intervention. Practitioners should also ensure that children and young people know who they can talk to if they want to raise an issue and are appropriately supported to express their views. While children and young people’s developmental capacity is an important consideration, practitioners should seek to enable participation wherever possible, including by paying attention to the voice and behavioural cues of children and young people.

Refer to [Seek the views of the child or young person](#) section in the ‘Supporting children and young people in care’ chapter of the Manual of Practice for further detail about seeking the views of children and young people. Additionally, the [Charter of Rights for Children and Young People in Care](#) reinforces children and young people’s rights to participation and can support practitioners in their discussions.

4. Engaging and supporting children and young people’s participation

Children and young people’s engagement in decision making is likely to be influenced by a range of factors relating to their individual needs and circumstances. Chronological, developmental or emotional age, as well as disability and emotional functioning, can impact a child or young person’s understanding and their willingness and/or capacity to engage. Awareness of the unique distinctions and diversities across Aboriginal and Torres Strait Islander communities, culture, language, families and kinship networks is also important.

There are specific complexities to consider when engaging children and young people who are involved with the child protection system. Given their experiences of adversity and trauma, children and young people may be unaccustomed to naming, communicating and advocating for their own needs. Thus, practitioners need to carefully consider and proactively plan for factors that might impact on the child or young person’s capacity to engage. It is also important to recognise the challenges faced by children, young people and their families in navigating the child protection and out of home care systems.

DCP provides a range of engagement opportunities for children and young people to participate in decision making across the department and shape departmental initiatives. Youth advisory groups (YAGs) and councils (YACs) are one such mechanism, providing a forum for children and young people to connect and advocate on matters important to them. [No Capes for Change](#) (NCfC) is DCP’s state-wide YAG, comprised of young people with a living and lived experience of the child protection system. NCfC was involved in the co-design of another engagement initiative, the My Voice Our Views survey. Complimentary to NCfC, DCP has a number of additional YACs that are run regionally. In 2025, a [Ministerial YAC](#) was also launched, providing





DCP Practice Approach

children and young people the opportunity to provide direct guidance and insight to the Minister for Child Protection.

Outside of the department, the [CREATE Foundation](#) is the national peak body representing children and young people with a care experience, providing support, advocacy and skill development opportunities. The [Guardian for Children and Young People](#) in SA also provides individual and systems advocacy for children and young people in care.

Lundy's (2013) model of child participation, consisting of four interrelated dimensions (space; voice; influence; and audience), provides a valuable framework for supporting the participation of children and young people. Accessible guidance is available at [The Lundy Model of Child Participation](#) and operationalised in this [Child and Youth Participation Toolkit](#).

4.1 Enabling participation

Children and young people can participate in decision making in a range of ways, from direct, formal participation in case planning or annual review meetings, to more informal conversations with DCP workers. Levels of participation may vary depending on the child or young person's developmental age, emotional capacity, and willingness to be involved as well as the nature of decision-making. Consistent with the child-centred practice principle of the DCP Practice Approach, children and young people should routinely be involved in care meetings *unless* they lack the developmental capacity to participate, have expressed a wish not to participate, or this is determined as not in their best interests.

Preparing children and young people for their involvement in formal meetings is important. This requires a discussion, prior to each meeting, in which the practitioner ensures that the child or young person understands:

- their right to participate
- their right to leave the meeting if they no longer wish to participate, or to take a break and return when they feel ready
- who will be present, their role and contribution
- the meeting purpose including topics for discussion or decisions to be made (including the significance of those decisions)
- the anticipated process
- where the meeting will occur. Note that there is value in previewing or sharing photographs of the meeting venue if this is in a location that is unfamiliar to the child or young person.

Providing this information in a written format can also benefit children and young people who might find a discussion overwhelming, difficult to retain and may want to refer back to it later.

Practitioners should also support the child or young person to think about and plan their own approach including issues to raise and points to make. Making sure the child or young person is clear about their role and expectations is especially critical. This includes taking the time to explain the decision-making process, the key factors/contributors and their potential influence on the outcome.

4.2 Alternatives to direct participation by a child or young person

Children and young people may be unable to, or may choose not to, directly participate in formal or informal meetings. In this case, the practitioner's focus should firstly be on ascertaining and understanding any barriers to participation and, secondly, considering whether, and how, these barriers might be addressed. If these





DCP Practice Approach

barriers cannot be fully addressed, the practitioner's focus must shift to alternative options for enabling children and young people's participation.

This includes:

- exploring their views in a less pressured environment and sharing these on their behalf
- involving them in only part of the meeting
- organising teleconference or digital facilities so that the child or young person can opt out of being physically present but can listen to the meeting and provide input if they wish
- holding a separate meeting with the child or young person
- with their consent, recording the child or young person expressing their views and playing this during the meeting
- with their consent, presenting other materials that express the child or young person's views such as their writing, craft or artwork.

Working in collaboration with other people, services or agencies (for example, a therapist, mentor, carer, member of the Aboriginal and Torres Strait Islander community or CALD community) can also facilitate efforts to gather and understand children and young people's views. However, it is critical that the ability of the third party to genuinely represent the child or young person's views, without bias, is carefully considered. Importantly, practitioners should not rely solely on third party input and this should never replace ongoing contact and relationships with children and young people.

4.3 Principles and practices for engaging children and young people

4.3.1 Engage with children and young people to build relationships

Acknowledging the uniqueness of every child and young person is central to relationship-building. Taking the time to consider the child or young person as a unique individual, with their own needs, interests, experiences, circumstances, cultural connections, and developmental abilities, provides the foundation for enabling and encouraging their participation in decision making.

Children and young people who have experienced trauma are likely to experience difficulty developing trusting relationships with adults. Practitioners need to make active efforts to nurture and build these relationships by:

- getting to know the child and young person, and being curious about their world
- allowing time and space for children and young people to engage and set the pace and tone of the relationship
- making time to talk with children and young people regularly
- being transparent and honest with the child or young person, and showing respect for their feelings and lived experiences
- being clear about each other's role in the relationship, and what children and young people can expect, for example:
 - frequency of contact (including mode i.e. telephone or in-person)
 - how a child or young person can contact you
 - what decisions you, or their carer, can make and what this process may look like
 - what their options are if they do not agree with a decision.
- sharing the decision-making process where appropriate





DCP Practice Approach

- looking for ways to create safe environments for children and young people to connect with trusted people.

Children and young people in care particularly benefit from regular and consistent contact with their DCP practitioners. These connections also play an important role in promoting engagement and supporting meaningful participation. Refer to the [Relationship-based practice Practice Paper](#) for further guidance.

For children and young people living with disability, consultation with disability services and the care team about strategies for engagement and communication may be helpful. Refer to the [Working with children and young people with disability Practice Paper](#) for additional guidance.

4.3.2 Consider when and where to meet with the child or young person

It is essential to recognise how the setting and time of day can impact the capacity of children and young people to engage and meaningfully participate. Child or young person will be less likely to participate and meaningfully engage if they are stressed, distressed or overwhelmed. Children and young people will also struggle to engage if their basic needs are not met, including if they are hungry, thirsty, hot or cold.

When planning where to meet a child or young person, practitioners need to be aware that physical and psychological safety are a critical prerequisite for engagement. In choosing a meeting location, practitioners should prioritise spaces that are child and youth-friendly, in which children and young people can be calm, relaxed and open to engagement. To enable greater participation, consideration should be given to the layout of the space (eg. seating options and heating or air-conditioning facilities), and whether to include age-appropriate activities aligned to the child or young person's interests (eg. colouring or drawing tools, toys, stickers, sensory toys). It is also important to note that DCP offices may not be suitable places to host contact given their association with trauma and stress for many children and young people, particularly children and young people with a disability or neurodiversity.

If the meeting venue is new to a children or young person, sharing information about access (transport and accessibility provisions), seating, lighting, food available (dietary restrictions) etc., may help them feel safer and more comfortable.

When planning the timing of contact, practitioners should aim to meet at times that align with the child or young person's existing schedule. This includes:

- ensuring meetings do not conflict with other activities that are meaningful, e.g. a child or young person's favourite class
- avoiding meetings immediately before or after family contact or a therapy session if this is known to be upsetting or triggering for the child or young person
- ensuring the duration of contact is appropriate or includes a break, recognising that children, especially those under the age of 6 years, and young people can tire and fatigue easily.

Seeking guidance from the child or young person's carer or care team is advised to inform the planning process.

4.3.3 Consider cultural safety to encourage participation

Culture, encompassing connection to Country and community, is fundamental to the safety and wellbeing of Aboriginal and Torres Strait Islander children and young people. A culturally safe environment is one in which the diverse and unique identities and experiences of Aboriginal and Torres Strait Islander children and young people are respected and valued (Commission for Children and Young People, 2024). This means creating





DCP Practice Approach

environments in which Aboriginal and Torres Strait Islander children and young people feel able to be themselves and express their culture, knowing that their spiritual beliefs and sense of self and identity will be respected. When children and young people feel this respect, they may feel more comfortable sharing their views and experiences and are subsequently more likely to engage with decision making.

Cultural consultation with a Principal Aboriginal Consultant is strongly recommended to ensure that the language and cultural needs of Aboriginal and Torres Strait Islander children and young people are considered for engagement and participation. However, the following principles provide a good starting point for building cultural safety:

- value and show respect for Aboriginal and Torres Strait Islander children and young people’s individual identity
- be welcoming *and* respectfully curious. For example, ask the child or young person whether there is anything they would like you to know about them and their family (for example, that might help you to understand their needs).
- educate yourself about Aboriginal and Torres Strait Islander family structures and kinship arrangements. Not making assumptions about who is or is not ‘family’ is one way to communicate cultural safety.
- continue to reflect on your own understanding, beliefs and assumptions about Aboriginal and Torres Strait Islander culture, community and peoples, and consider how these might affect the way you engage with Aboriginal and Torres Strait Islander children and young people.
- acknowledge that racism exists in Australia and recognise its impacts for Aboriginal and Torres Strait Islander children and young people.

Attention to cultural safety is also important for promoting the engagement and participation of children and young people from a CALD background. It is also critical to consider how cultural obligation and practices, language and previous experiences can impact on engagement for children and young people from a CALD background. Cultural consultation with DCP Multicultural Services is highly recommended and, for further guidance, refer to the [Working with cultural diversity Practice Paper](#)..

4.3.4 Use a strengths-based approach

An approach that focuses on strengths, competencies and resources is pivotal to promoting agency and participation for children and young people. A strength-based practice approach aims to identify and acknowledge the child or young person’s unique skills, abilities, resources, values, aspirations, and achievements, supporting their sense of confidence and autonomy to actively participate in decision making. Practitioners should:

- respectfully listen to children and young people and avoid speaking for them
- focus on the individual strengths, interests and aspirations of children and young people, and celebrate their achievements and milestones
- reflect children and young people’s views in case planning and other documents.

Refer to the [Strengths based practice Practice Paper](#) for further information.

4.3.5 Communicate in ways that are inclusive, child-friendly and developmentally appropriate

Children and young people’s active and genuine participation relies on effective engagement and communication. The skills and capacity of a practitioner in both communicating with, and responding to,





DCP Practice Approach

children and young people are therefore critical. It is important to recognise the role that language and communication play, and the challenges that can be present for children and young people who have experienced trauma. It is also advisable to plan for variable literacy levels and skills.

Practitioners should:

- aim for clear, straightforward communication, avoiding formal or complicated language, jargon and acronyms
- avoid assumptions and interruptions, instead aim to ask, listen, and hear before responding
- be honest and avoid 'half-truths' (while considering the child or young person's developmental capacity)
- develop and share information in a way that is developmentally and culturally appropriate for the individual and considers their learning and communication needs and disabilities. For example:
 - creative methods such as art, communication boards, symbols, pictures, play doh and puppets may be especially important when engaging with certain children and young people. For example, those who are very young, have experienced trauma, live with a disability, or otherwise have difficulties expressing themselves verbally. Methods can be varied for older children and young people in accordance with their interest (for example, photography or videography)
 - the use of play, role-play and storytelling can help children and young people to explore and share their views. Toys, puppets and voices can also be introduced depending on the child or young person's interests and developmental level.
- look for, and use, opportunities to communicate. For example, while doing other things such as driving, while sitting side-by-side doing an activity
- give children and young people the space and time they need to speak:
 - allow time for the child or young person to explore the room and activities
 - do not rush the child or young person and be comfortable with periods of silence.
- allow the child or young person to engage in whichever way works for them. For example, do not assume they are not engaging if they are moving around, fidgeting, looking away, taking breaks, etc.
- do not underestimate the importance of non-verbal communication. Paying attention to children and young people's nonverbal (or bodily) cues can provide crucial insight into their feelings
- similarly, practitioners should be aware of their own nonverbal behaviour and how this might impact on others. For example, actively listening behaviours, such as nodding, leaning in, expressing interest, etc., can help children and young people to feel safe and secure.

Children and young people have a right to know about the processes that affect them, the decisions being made, and the possible consequences of these decisions. Although practitioners may be concerned about sharing distressing information with children and young people, withholding such information compromises their right to be actively involved in informed decision-making about their lives.

The PACE model (Playfulness, Acceptance, Curiosity, Empathy) also offers practitioners valuable insights for communicating with children. Refer to [What is meant by PACE?](#) and [How to adopt a relationship-building approach.](#)





4.4 Specific considerations for Aboriginal and Torres Strait Islander children and young people

Ensuring the participation of Aboriginal and Torres Strait Islander children, parents and families in decisions regarding care and protection recognises the significance of self-determination for addressing the overrepresentation of Aboriginal and Torres Strait Islander children and young people in out-of-home care. Meaningful participation for Aboriginal and Torres Strait Islander children and young people means creating opportunities for them to express their views and concerns as well as their fears, hopes for the future, identity, connection to kin, culture and community, preferred living arrangements and the adults they do/do not trust and feel safe with. This includes providing families with opportunities to participate in Aboriginal and Torres Strait Islander family-led decision-making.

Children and young people may have varying levels of knowledge and understanding of their Aboriginal or Torres Strait Islander culture and identity. They may also struggle with complex feelings about their identity. Practitioners must therefore engage with sensitivity and empathy while supporting children and young people to learn about, connect with and feel pride in their culture.

Consideration of the content and method of communication may be particularly important for Aboriginal and Torres Strait Islander children and young people. Consultation with a Principal Aboriginal Consultant is important to ensure that communication is tailored for the unique needs of each child or young person. Language can be a barrier, and it is important to consider different ways to communicate - including written, verbal, visual methods or use of an interpreter – to cater for different understandings in language and cultural meanings.

Cultural safety and building trust over time is especially important for engaging with Aboriginal and Torres Strait Islander children and young people (refer to 4.3). For younger children, play-based or creative activities in more informal settings can facilitate understanding and enable children to articulate their views. While there is no one ‘right’ approach for engaging Aboriginal and Torres Strait Islander children and young people, SNAICC - National Voice for our Children (2018) offers the following strategies:

REACH OUT AND CONNECT	LISTEN, LEARN AND BUILD TRUST	RESPECT AND EMPOWER
Be persistent and consistent. Children may have seen many workers come and go, so it will take time to accept and trust you.	Let the child tell their story using props or play-based activities, depending on their age.	Recognise the value of having children express their views and encourage them to identify issues and propose solutions using age-appropriate methods.
Remember to respect a child’s privacy and space. Always ask if it’s okay to help before providing help.	If the child is older, let them tell their story using other techniques, such as role-play or scaling.	Support children to talk to their parents or guardians.
Meet children in places that are safe and comfortable for them.	Ask the child for permission before sharing their views with others and remember to be clear about whom you will	Empower children to voice their opinions using trauma-informed practices.





DCP Practice Approach

	share certain information with.	
--	---------------------------------	--

Consultation with Principal Aboriginal Consultants will support practitioners to engage effectively with Aboriginal and Torres Strait Islander children and young people. In situations that involve cultural sensitivities or considerations (for example, Women’s and Men’s Business), it is imperative to seek advice about who might be best placed to work with the child or young person to support their participation.

Refer to the [Aboriginal and Torres Strait Islander Child Placement Principle Practice Paper](#) for further guidance.

4.5 Specific considerations for children and young people from a CALD background

Attention to cultural safety is important for promoting the engagement and participation of children and young people from a CALD background. Consideration of the content and method of communication may be particularly important. In addition to the support of an interpreter, consultation with DCP’s Multicultural Services may assist with advice regarding tailoring communication to the child or young person’s unique needs.

In situations that involve cultural sensitivities or considerations, it is important to seek advice about who might be best placed to work with the child or young person to support their participation. The [Working with cultural diversity Practice Paper](#) provides further information.

5. Supporting the participation of children and young people

Participating in decision making can be emotionally challenging for children and young people - even when they have chosen to be involved. This may be more common when information is new or conflicts with what the child or young person already knows or believes, and may leave them with divided loyalties and unsure of potential consequences. Working with the child or young person’s carer or care team is important to ensure that appropriate support is put in place. This will also allow the carer, care team members and others (including the school, therapist) to be aware of, and plan for, any emotional or behavioural challenges that the child or young person may experience.

Ensuring that caregivers (if not present) are aware of the meeting/s and able to support the child or young person afterwards is a priority. The child or young person should also be encouraged to debrief to share their feelings, questions or worries with either/both their caregiver or a DCP practitioner, and to engage in appropriate nurturing or self-care strategies. The practitioner should also continue to check in with the child or young person over subsequent days and invite discussion of any questions or concerns.

5.1 Communicating with children or young people when decisions are made

Decision-making in child protection is complex, requiring consideration of multiple factors, interests and perspectives. The importance of preparing children and young people for involvement in decision making cannot be overstated. It is crucial that the child or young person is supported to understand that their views will be considered but may not necessarily determine the final decision. This recognises that children and young people’s views might be shaped by their traumatic experiences, their sense of loyalty or their developmental immaturity. In accordance with the *Children and Young People (Safety) Act 2017*, the safety of the child will always be the paramount consideration. For example, while the children or young person may wish to be reunified with their parents, this might have been determined a risk to their safety and cannot be pursued.





DCP Practice Approach

While talking with children and young people about the limits on their participation in terms of decision-making outcomes, is challenging, these are important conversations. Children and young people should be encouraged to share their views and feelings even when they disagree with the decision that has been made. This should involve:

- explaining the rationale for decision, what will happen and why this needs to happen
- using language that is clear and straightforward
- being clear about DCP's responsibility for keeping the child or young person safe
- non-defensively acknowledging the child or young person's views and feelings including disappointment, frustration, sadness or anger
- emphasising the care team's focus on working towards an outcome that is in their best interests.

Children and young people should also be informed of their options for querying the decision if they consider their views were not appropriately sought or considered. These options include raising their concerns with a supervisor, lodging a complaint, or seeking advocacy from the Office of the Guardian for Children and Young People.

For further guidance refer to the [Support the child or young person to understand their rights](#) section in the 'Supporting children and young people in care' chapter of the Manual of Practice.

6. Documentation

Documentation of children and young people's views and decisions about their care is crucial. For further guidance, refer to the [Case recording Practice Paper](#) and [Consult or decision record Procedure](#).

7. References

Commission for Children and Young People. (2024). *Understanding cultural safety for Aboriginal and Torres Strait Islander children and young people*. Victoria. <https://ccyp.vic.gov.au/assets/resources/New-CSS/Understanding-cultural-safety-CSS1-guide.pdf>

CREATE. (2020). *Best practices guide. Children and young people as decision-makers: Encouraging participation in out-of-home care*. https://create.org.au/wp-content/uploads/2020/11/CRE4299_CREATE_BestPracticeResource_A4_2020web.pdf

Lansdown, G. (2018). *Conceptual framework for measuring outcomes of adolescent participation*. <https://www.unicef.org/media/59006/file>

Lundy, L. (2013). 'Voice' is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927-942. <https://doi.org/10.1080/01411920701657033>

Paterson, N. (2020). *Children's participation in decision-making processes in the child protection system*. Emerging Minds: Australian Government Department of Health.

SNAICC – National Voice for our Children. (2018). *The Aboriginal and Torres Strait Islander Child Placement Principle: A guide to support implementation*. https://www.snaicc.org.au/wp-content/uploads/2018/12/181212_8_ATSICPP-Guide-to-Support-Implementation-1.pdf

United Nations Children's Fund (UNICEF). (2010). *Fact Sheet: The Right to Participation*: UNICEF.





DCP Practice Approach

United Nations Convention on the Rights of the Child, Article 12.

Vosz, M., McPherson, L., Parmenter, N., & Gatwiri, K. (2020). *Enabling young people’s participation in residential care decision-making*. Centre for Excellence in Therapeutic Care, NSW.

https://researchportal.scu.edu.au/view/pdfCoverPage?instCode=61SCU_INST&filePid=13101469150002368&download=true

Document control

Reference No./ File No.			
Document Owner		Lead Writer (position)	
Directorate/Unit: Office of Professional Practice		Practice Leader, Office of Professional Practice	
Accountable Director: Chief Practitioner			
Commencement date	23 October 2025	Review date	3 October 2028
Risk rating Risk Assessment Matrix	Consequence Rating	Likelihood	Risk Rating
	Minor	Unlikely	Low

REVISION RECORD		
Approval Date	Version	Revision description
13/11/2019	V1.0	Final
19/02/2021	V1.1	Minor changes to add and update hyperlinks
03/06/2022	V2.0	Review as per policy review cycle – content removed from practice paper that is now available in the Manual of Practice
03/10/2025	V3.0	Review as per policy review cycle: <ul style="list-style-type: none"> - Amendments to reflect best practice guidance - Addition of specific considerations for working with children and young people from CALD backgrounds.

