

Making the Lundy Model work in practice

A simple guide for staff



Anna Freud



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 in your work.

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 at all stages

A good example could be:

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

Practice to improve:

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

Ask yourself:

Would you feel comfortable 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

A good example could be:

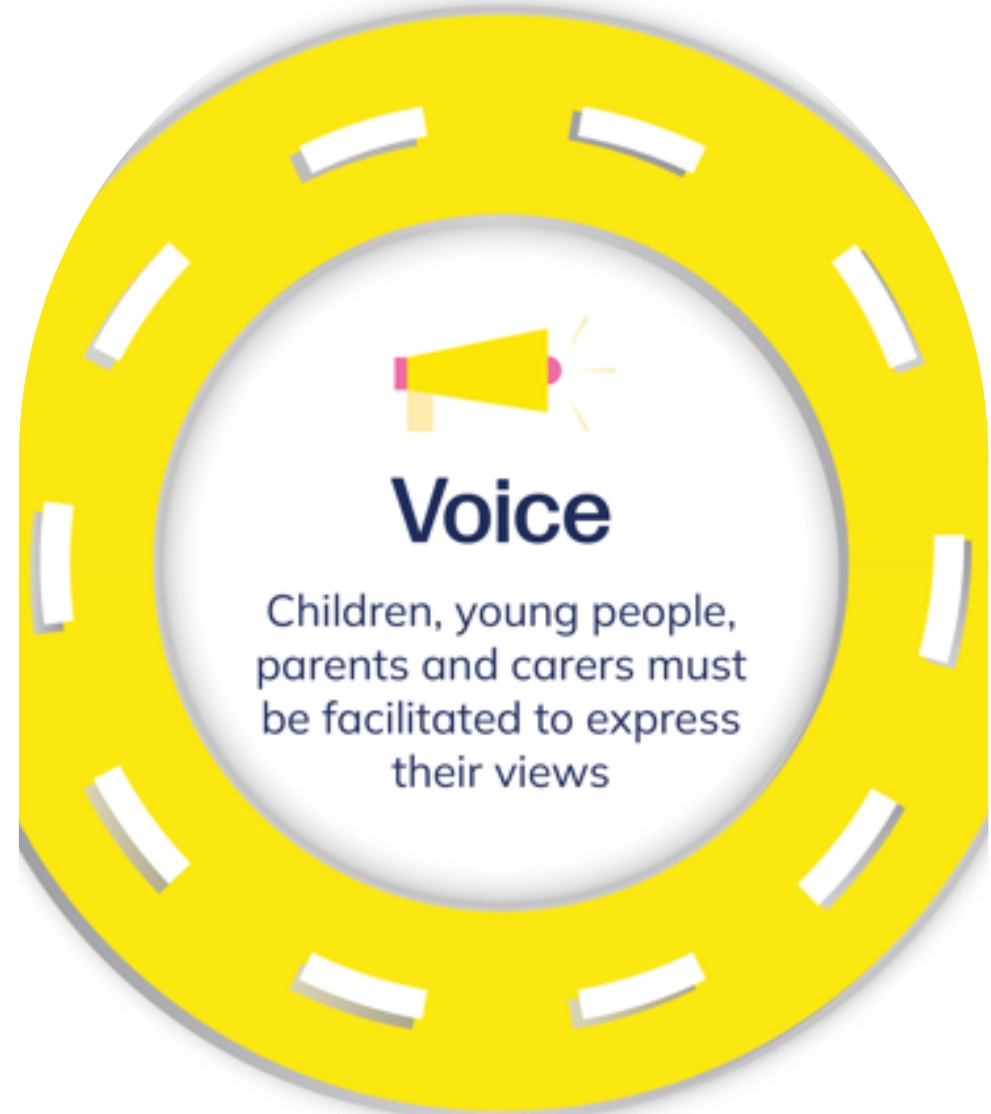
Young people help decide discussion topics and can respond through small groups, drawings, notes, or online input.

Practice to improve:

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

Ask this if needed:

Are young people shaping what is discussed, not just answering 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 are not filtered or edited before they reach decision makers

A good example could be:

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

Practice to improve:

Views are 'fed into the system', with no clarity about who will see them or act on them.

Ask this if you're unsure:

Can we name who will hear this and what power they hold?



INFLUENCE

Will young people see the difference their views made?

In practice, this means:

- Being honest about what can and can't change
- Sharing the decision timeline
- Feeding back to young people clearly and respectfully

A good example could be:

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

Practice to improve:

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

Ask this early:

Would young people be able to see how their input mattered?



Things to consider



A note on 'doing it perfectly'. You do not need:

- Full co-design/ co-production every time
- Long reports
- Zero constraints



You do need:

- Honesty
- Clarity
- Follow-up
- Feedback



You need to consider:

- Various shaping options
- Reframing problems
- What decisions are being discussed
- Explaining why change isn't possible

Common pitfalls to watch out for:

- Using the same small group of young people repeatedly
- Asking for views too late to influence decisions
- Overpromising influence
- Treating the Lundy Model as a checklist rather than a design tool

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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