

Reference group and focus group evidence for review question: How can the views of babies, children and young people be best represented by independent advocates?

Methods for the reference and focus groups and details of how input was obtained from the children and young people are described in Supplement 4.

Table 8: Evidence from focus groups and reference groups

Age <7 years	Age 7-11 years	Age 11-14 years	Overall quality of the evidence
<ul style="list-style-type: none"> • There was no evidence from this group for this question 	<ul style="list-style-type: none"> • There was no evidence from this group for this question 	<ul style="list-style-type: none"> • What is an advocate? <ul style="list-style-type: none"> ○ ‘My mum is one... for vulnerable people’ ○ ‘Makes sure their voice gets heard’ ○ ‘Helps them have their voices heard’ • What skills/qualities should an advocate have? <ul style="list-style-type: none"> ○ ‘Confidence’ x 2 ○ ‘Keeping it confidential’ x2 ○ ‘Always there to help, not just when they want’ ○ ‘Not shy’ ○ ‘Can explain things clearly’ ○ ‘Public speaking’ ○ ‘Understanding if they have learning difficulties’ ○ ‘They have to care’ ○ ‘Not sugar coating anything’ ○ ‘Never over reacting’ ○ ‘Understanding – ‘they understand what the child is thinking and why they are feeling that way’ ○ ‘Empathetic/sympathetic’ ○ ‘Wants to help’ ○ ‘Nice’ ○ ‘Trustworthy’ 	<ul style="list-style-type: none"> • Low

Age <7 years	Age 7-11 years	Age 11-14 years	Overall quality of the evidence
		<ul style="list-style-type: none"> ○ 'Patient' ○ 'Caring' ○ 'Not over reacting and acting calm' ○ 'Understanding they have learning disabilities – speaking slowly, putting yourself in their shoes, understanding what they might need to help' ○ 'Good listener' ○ 'Always there to help, not just when they want' ○ 'Act professionally' ○ 'Professionally and well dressed' because this will help you to trust them, wouldn't trust them if they are just in jeans' ○ 'Be protective of the young person' ○ 'Addressing a child how they want to be addressed – by their first name or by a nickname or something like that' ○ 'Use terminology that isn't confusing' ○ 'Get down to the level of the young person' ○ 'Speak to them and comfort them' ○ 'Prepared for any scenario' ○ 'Training to support others' 	