

EIATSCYP ETHICAL FRAMEWORK

The development of an ethical framework for work with children, young people, families and communities is always a work in progress. This is a process of ongoing updating, learning from practice, the challenges and opportunities of multi-professional frameworks and the needs of diverse communities and settings.

There are ongoing and consistently emergent challenges for children and young people in today's world. The environments and cultures where they live, learn and play are ever changing. The presence of migration, communications technology, Artificial Intelligence (AI), the climate crisis, social and political difficulties will lead to constant changes in legislation and policy within different countries, settings and contexts.

Each country has its own legal frameworks and regulatory responsibilities. Every organisation for service delivery will have its own policies and procedures. The ethical framework is designed to underline principles, values and guidance to support and promote quality and standards in professional therapeutic practice.

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1. Introduction

EIATSCYP Therapeutic Practitioners develop specialist ways of listening, responding and building relationships with children, young people, families, organisations and communities, based on therapeutic theory and expertise, used to help clients recover from painful life experiences and enhance their wellbeing.

The Ethical Framework outlines some important areas for consideration in developing a professional approach to the establishment and maintenance of therapeutic relationships. These are informed by theoretical perspectives, knowledge and skills, research, evaluation, supervision and self-awareness.

2. The Purpose of the Ethical Framework

The purpose of the ethical framework is to provide guidance and to enable trainees, practitioners, employers, supervisors and education and training providers to consider ethical decision making. The following principles, values and guidance can be used to inform reflection on ethical dilemmas and to enable consideration of a range of perspectives and requirements which can inform ethical practice.

The function and purpose of an ethical framework must be to enable support with principles and values which underpin contemporary practice, research and development within the field. There will be many ethical dilemmas which practitioners and trainings are faced with, both now and in the future. The aim of the framework is to enable a shared resource to act as valuable reference point for ethical decision making.

3. Principles

EIATCYP therapeutic practitioners must work within the legal, policy and ethical frameworks of their own country. There are different regulatory frameworks and professional associations in different countries.

Ethical codes and practice guidance must be interpreted within each different international context and professional setting, informed by professional regulatory bodies and there will be diversity in the approach.

Practitioners work in the interests of the child or young person in context, adapting the approach to meet the needs of each individual, including their family, organisation and community in a changing world.

EIATSCYP Therapeutic Practitioners commit to the following principles.

- **Being trustworthy and working towards the good of others.**
(Honouring trust placed in the professional practitioner to work in the best interests of the child).
- **Being responsible and respectful of the clients autonomy.**
(Respect for the child's right to be self-determining, including their own age appropriate choices).
- **Being beneficent and promoting the best interests of children, young people and adults.**
(Commitment to promoting the wellbeing of the each individual child and their community).

- **Being responsible for not causing harm, with awareness of respect for others and social justice.**
(Commitment to inclusive services, respect for equity, diversity and adjusting to people's needs).
- **Being informed and aware of social inequalities and anti-discriminatory practice.**
(Commitment to fair, impartial treatment, providing quality and standards in service delivery).
- **Being respectful and responsible towards self and others, including awareness of self-care.**
(Commitment to nurturing self-knowledge, self-awareness, self-esteem, integrity and compassion).

4. Values

EIATSCYP therapeutic approaches are mindful of valuing the following:

- Promoting capacities for wellbeing and recovery.
- Protecting the safety and wellbeing of clients.
- Respecting and attending to human rights and dignity.
- Understanding personal suffering and distress.
- Supporting quality of relationships between people.
- Ensuring professional integrity in practice.
- Applying quality and standards in practice.
- Supporting equality, diversity and inclusion.
- Removing barriers to accessing therapeutic support.
- Appreciation and respect for different world views.
- Awareness of diverse cultural values and beliefs.
- Working flexibly in complex situations.

5. Personal Qualities

Personal qualities which EIATSCYP therapeutic practitioners strive for include the following:

Empathy and Compassionate Presence – the ability to connect to and appreciate another persons' perspective and lived experience as well as communicating understanding and respect for difference.

Mindful Therapeutic Care – pro-active attending to the needs of others, including the responsibility for communications which foster personal and mutual responsibility, agency and human potential.

Moral Courage – awareness of impacts of social inequality, injustice and the capacity to act in the interests of children, families, organisations and communities, in spite of practitioners fear, risks and uncertainty.

Commitment to Diligence – consistency, reliability and conscientious quality of care in the employment of knowledge and skills towards the best outcomes for children, young people, families and communities.

Fairness and Social Responsibility – commitment to social justice, equality, diversity and inclusion in principled, impartial decision-making, based on evidence, anti-discriminatory and anti-oppressive practice.

Transparency and Accountability – openness and willingness to share information, as appropriate, to communicate across disciplines and between agencies in the best interests of children and young people.

Humility and Recognition of Limits – mindfulness about limits of competence and recognition of personal and professional strengths and weaknesses in the assessment, appraisal and management of ongoing risks.

Wisdom and Integrity – honesty, authenticity and coherence in making accurate assessments in the context of relationships with others, awareness of motivations, professional judgements and ethical responsibilities.

Resilience and Sustainability – ability to uphold professional commitments over time and to endure challenges in the best interests of children, young people, families, organisations and communities.

6. Personal Therapy

EIATSCYP trainees or qualified therapeutic practitioners must have had experience of personal therapy. This aims to increase personal reflection, self-awareness, both compassionate and critical self-reflexivity.

This enables each practitioner to have had the opportunity to reflect on their own childhood, personal history and lived experience. This provides opportunities to gain insight into what it is like to be a client, to address issues of unconscious bias and to promote safe and effective use of self in therapeutic practice.

Practitioners must be able to evaluate their own practice and to know how to recognise when their own challenges or difficulties may have an impact on their therapeutic relationships. This requires mindful ethical ongoing reflection which can also be provided in supervision, personal and professional development.

7. Supervision

EIATSCYP therapeutic practitioners recommend attendance at ongoing and regular supervision. The aims of this include providing opportunities for support, education, management, ethical consultancy, reflection, dialogue, and mindful therapeutic care for both clients and supervisees.

Attending regular and ongoing supervision is a requirement for all qualified and practicing therapeutic practitioners. This will be managed in accordance with the ratios required for their practice in each country.

It is the responsibility of the practitioner to know when they need to increase supervision or to gain specialist consultancy. This is part of their professional responsibility to evaluate their supervision needs. This includes evaluating when it may be necessary to increase the ratios of supervision in relation to client hours.

8. Professional Standards and Conduct

EIATSCYP therapeutic practitioners are required to maintain professional conduct in accordance with their training standards, ethical principles, codes of conduct and practice guidance.

They are expected to be a professional role model for their clients and other multi-disciplinary professionals, in the ways in which they conduct their communications.

9. Child Protection and Safeguarding

EIATSCYP Therapeutic Practitioners, working with children and young people, are required to be informed of their legal obligations and duty of care, regarding child protection and safeguarding in each country.

The policies and procedures in each country will vary and each organisation will have its own guidelines. Therapeutic Practitioners must have undergone safeguarding training and be able to assess and respond to safeguarding issues in their practice with children, teenagers, young people, families and communities.

Clients need to be informed of the limits of confidentiality when the safety and wellbeing of children are at risk in therapeutic practice. Children and young people need to be informed of the limits of confidentiality in age appropriate ways, in accordance with their developmental stage, and the approach to service delivery.

10. Insurance

EIATSCYP therapeutic practitioners are expected to work in accordance with the requirements of their own country, regarding policy and practice concerning insurance. Each country has different policies and guidelines, as well as legal frameworks. It is important to know what the regulatory frameworks for therapeutic practice are in the country where therapy is being delivered. It is advisable to consult with insurance companies if there are any questions or enquiries regarding therapeutic practice.

11. Risk Assessment

EIATSCYP Therapeutic Practitioners are informed of the value of early intervention, which includes preventative work and the provision of early help, as part of the process of risk assessment.

The process of assessing and evaluating risk is a sensitive and complex process. This needs to be managed with professionalism and skill, with awareness of the risks to the client, from the client and from others.

This is relevant to each child and family context which needs to be considered individually. There may be policy guidelines in each organisation or country which require risk assessment procedures to be followed.

There will need to be special attention given to considering issues of abuse, neglect, and contextual safeguarding, as well as the risks of bullying, self-harm, suicide and violence.

Part of the initial assessment process, for evaluating the suitability of each child for therapy, will include assessment of mental health needs and consideration of the risks and benefits of the approach.

Risk assessment is an ongoing process, requiring cycles of enquiry and consultation, with supervisors and other health and social care professionals as required.

Collaborative assessment, formulation and working together in teams is recommended, wherever possible, to manage risks, linking health, education and social care, as required, through interdisciplinary practice.

12.Fitness to Practice

Applicants to EIATSCYP commit to being informed by the ethical framework, including its principles and values when they sign up to become a recognised member of EIATSCYP.

EIATSCYP Therapeutic Practitioners are informed about working ethically and professionally, with awareness of the principles and values in the ethical framework.

This includes commitment to equipping students and practitioners through education, training, practice and research, to carry out the work they do. This includes ensuring that multi-disciplinary practitioners can access information to support therapeutic approaches, maintaining up to date Continuing Personal and Professional Development (CPPD), as well as ensuring they are working within their limits of competence.

EIATSCYP Therapeutic Practitioners are expected to take care of their physical and mental health and wellbeing in the interests of their clients. This includes gaining support for stress regulation, if necessary, and ensuring appropriate breaks and time out for self-care, if or as required.

13.Working within Inter-disciplinary Teams

EIATSCYP Therapeutic Practitioners work in a multi-disciplinary and complementary way, collaborating with colleagues and other mental health professionals. This is to enable safe and effective processes and procedures for the assessment of children's needs and the evaluation of outcomes of therapeutic practice.

Practitioners respect different disciplines' perspectives and professional boundaries, working in accordance with their own therapeutic training and limits of competence. Both verbal and written communications, about the child and family, must always be respectful with mindful awareness of the use of language.

This can sometimes include information sharing and the professional management of both verbal communications and / or notes. It is important to be aware of the risks and benefits of information sharing and to ensure that this is only, as and when, it is necessary, proportionate, relevant, accurate and secure.

Being transparent and accountable are essential aspects of practice in teams. Children and young people need to be included, as far as possible, in decisions which affect them. The voice of the child is a priority.

14.Reflective Practice for Multi-Professional Practitioners

EIATSCYP Therapeutic Practitioners work with a wide range of inter-disciplinary professionals and within multi-professional frameworks. They can play an intermediary role between different disciplines and support team reflection and supervision, to enable ethical decision making in the interests of the child.

Reflective practice, which is therapeutically informed, can be valuable for multi-professional teams. It can be supportive to any mental health or social care professional to have therapeutically informed consultation.

Each professional discipline will have its own codes of conduct and ethics, which need to be adhered to including, for example, social work, speech and language therapy, teaching, psychiatry etc-.

Therapeutic communication skills, or thinking, can be applied in a range of different roles to promote emotional wellbeing. This includes transferable therapeutic skills in different roles within a range of settings. These can include, for example, active listening, empathy and compassionate presence.

In whole school therapeutic approaches, for example, school clubs, creative group work, participatory arts, therapeutic mentoring, learning support or key working, consent may be held within the wider framework.

When professionals are applying transferable skills in different roles, including for example, youth work, mental health, participatory arts, learning support, complementary health or community wellbeing, it is recommended to access professional opportunities for dialogue and reflection. The application of therapeutic knowledge and skills requires mindful therapeutic care and ongoing reflective practice.

EIATSCYP Therapeutic Practitioners provide therapeutic support for individuals and multi-professional teams.

15.Data Protection

EIATSCYP Therapeutic Practitioners must be informed of policy and procedures in the organisations where they are employed as well as within the legislative frameworks of each country.

The process of managing client information must be achieved in accordance with General Data Protection Regulation (GDPR).

This includes when information sharing can take place between agencies, regarding the policies and ethics of contracting, consent and confidentiality. This includes issues related to the limits of confidentiality in safeguarding practice and the disclosure of relevant client information for children's safety and welfare.

Information requests may be refused in some circumstances. Freedom of information also means that access to client notes can be requested or asked for by clients and their families.

Information sharing requires mindful therapeutic care and, wherever possible, children, young people, families and communities are to be consulted and respected, with the voice of the child at the centre.

Ethical decision making about information sharing must be guided by the best interests of the child.

16.Pre-Trial Therapy

EIATSCYP Therapeutic Practitioners must have knowledge and understanding of the ethical issues regarding pre-trial therapy. They must be informed of policy and guidance to support children and families who may be involved with any form of legal proceedings. Assessments and decisions about therapy in the delivery of services, before or during court proceedings, are usually made in conjunction with inter-disciplinary teams.

This includes all relevant communications about the therapeutic work in progress, managing case notes and report writing, which could be used in court at the request of a Judge, or at the request of the client.

17.Capacity and Consent

EIATSCYP Therapeutic practitioners must be knowledgeable and informed about the legal requirements in each country for permission and informed consent to work therapeutically with children and young people.

This would usually require written consent from parents or carers up until the age of 18. In exceptional circumstances, there may mechanisms for the practitioner to evaluate the capacity of the child or young person in context to provide their own informed consent.

This would normally be managed in consultation with supervisors and / or other professionals and / or within an organisational setting where there are shared responsibilities for managing risk and safeguarding.

18.Contracting

In contracting with children, young people, families and organisations, responsible for service delivery, there must be transparency and accountability in understanding what is involved in therapeutic work.

This includes information about a safe environment and facilities as well as the policies or regulations which are necessary for safeguarding. This includes the timings and place of sessions, the number of sessions being contracted for (short term, time limited or long term), and procedures for the conclusion of therapeutic work in progress. This must include careful consideration of preparation for endings or transitions. Clients also need to be informed of the risks and the benefits of the approach.

It is important to be transparent about financial arrangements or working alliances with organisations and individuals, including agreements for managing therapeutic relationships in statutory, voluntary or charity sector provision. It is necessary to include policies about privacy and how information will be obtained, stored and managed, including for what purpose it can be used, in line with data protection regulations in the country where work is delivered.

It is important to be transparent and open about the therapeutic practitioners' qualifications or level of experience in the contracting process. This underlines accountability for safeguarding, ensuring quality and standards for safe and effective practice.

This includes where, if necessary, to make a grievance or complaint. The contracting must make clear the limits of confidentiality including:

- risk of harm to self
- risk of harm to others
- risk of harm from others

Supervision is an essential part of safe and effective therapeutic practice. The use of case material, regarding supervision, education or training, must be made clear, including the client's anonymity if this is to be referred to, or written about for the purpose of education or learning.

The working alliance regarding privacy and the management of information needs to be clear, with understanding of the role of information sharing in the event of safeguarding, inter-disciplinary or multi-agency practice.

Agreements about protecting client confidentiality, notes and record keeping, including legal requirements about exchange of information, need to be made clear.

This includes arrangements for the conclusion of the work (and in the event of unforeseeable absence, injury or death), so there is, in place, a trustee who can manage the process of communications with clients.

19. Confidentiality

EIATSCYP Therapeutic Practitioners are expected to maintain confidentiality, and inform the client of the limits of confidentiality, in accordance with legal, policy and ethical frameworks.

This is included in the process of contracting, referring to the circumstances, where information may be shared or disclosed, beyond the therapeutic boundaries and alliance.

This includes obtaining informed consent regarding the following:

1. Supervision, education, training and research (anonymised)
2. Safeguarding the client or others and in the public interest
3. Legal obligations, which may differ within each country
4. Client requests or agreements for information to be shared

Anonymisation of client details is advisable, wherever possible, in the form of initials or a code, to ensure information is not identifiable and the clients' privacy is maintained.

In the event of child protection, including protecting children from serious violence, abuse or neglect, practitioners must work in accordance with legal, policy and ethical frameworks. They must prioritise the best long term interests of the child for the purpose of safeguarding.

20. Report Writing and Record Keeping

EIATSCYP Therapeutic Practitioners are expected to maintain up to date and accurate records, which are stored securely, in accordance with organisational guidelines, policies, regulations and procedures.

They must ensure client records are maintained in a secure and confidential way, compliant with the principles of General Data Protection Regulation (GDPR).

Report writing is to be achieved, wherever possible, through collaborative formulation in inter-disciplinary practice. This is with the consent of the parents and organisation, in the best interests of the child.

The use of language in report writing must be sensitive to the identity and dignity of each client in context.

All records, including electronically stored information, must be securely protected.

Client information must be stored with respect for confidentiality and data protection, which includes awareness of the explicit use of information with accuracy and integrity.

Client consent must be obtained for information sharing, not required by law, or for the purpose of child protection and safeguarding.

Reports can be used to advocate for children to receive support. Individual objections to information sharing must be respected, wherever possible, when being considered for the purpose of safe and effective care.

Medical records or sensitive information must also be protected in accordance with the law.

21. Working with Preparation for Transitions and Endings

EIATSCYP Therapeutic Practitioners are required to prepare clients for endings, so that each child or young person can have adequate time to adjust to the process of closure in therapeutic work. This includes working with awareness of the issues which can be triggered in children by un-anticipated endings.

This can be informed by the clients history of attachment and rupture in relationships, or experiences of loss in their lives. Allowing time to work through issues, which may arise, can be part of the healing process.

22. Working with Technologically Mediated Therapy

Working online, can be a valuable approach, if the client does not have the opportunity to access in person, in room, approaches to therapy. It is important that the client can access the resources and a safe place. It is recommended, if possible, to be supported and respected by the parents and carers in the environment.

There are many elements to consider when understanding the dynamics and differences between online and in person therapeutic practice with children and young people. For example, it is helpful to have a contingency plan in place, if the technology, for whatever reason, is not sustainable. There can also be appropriate safety planning in place for possible unpredictable circumstances when working online.

Therapeutic practitioners need to have the contact details for relevant adults and professionals who are responsible for safeguarding, and have the consent of parents, carers and professionals for online work.

Awareness of the the dis-inhibition effect, when working online can be relevant, with implications for client safety and wellbeing. Children and young people may also feel more inhibited when working online.

The use of creative, relational and age-appropriate methods for communication, can be adapted, through online resources and dialogue. This can be helpful to facilitate meaningful therapeutic interactions. It is important to have appropriate supervision to support the practitioner and the client with online therapy.

EIATSCYP Therapeutic Practitioners need to understand the significance of international legislation and the different regulatory frameworks which may be relevant in each country.

23. Working with Third Parties

When working with third parties, (which may include interpreters, signers, parents, carers or professionals), it is necessary to develop a safe and effective working alliance for all parties. The child or young person needs to remain the primary focus in the therapeutic practice.

24. Ethical Dilemmas

EIATSCYP Therapeutic Practitioners are required to reflect on ethical dilemmas, with awareness of the challenges, from a range of different perspectives and with consideration of different world views.

It is recommended to seek professional supervision, consultation and dialogue regarding ethical dilemmas.

This includes awareness of risk assessment and professional safeguarding practice. Practitioners must demonstrate consideration of a range of perspectives, enabling quality of care in ethical problem solving.

25.Complaints

EIATSCYP Therapeutic Practitioners are expected to adhere to complaints processes and procedures. They are required to co-operate with complaints processes with professional integrity and ethical accountability.

Practitioners are required to inform clients about where to access complaints procedures in the organisation and country where the work is being delivered.

When working online it is also important for practitioners to be informed of the legal frameworks for regulation and accountability in the country where the client may be receiving therapeutic support.

26.Continuing Personal and Professional Development (CPPD)

EIATSCYP Therapeutic Practitioners are required to keep their professional knowledge and skills up to date. This includes maintaining up to date records of their continuing personal and professional development for ongoing evaluation and review.

They must ensure that research and developments in the professional field have been understood and applied in practice. This includes regular safeguarding updates, accessing opportunities for personal growth, reading, research, engaging in workshops, seminars or lectures, attending further formal training or conferences, as well as any other activities which may impact on the wellbeing of the practitioner or the best interests of the clients and / or services being offered. This can be achieved in person and / or online.

27. Standards for Education and Training Providers

Full members of EIATSCYP, delivering education, training, practice and research, have a commitment to the ethical framework and its principles and values. There is shared responsibility between the students and the Education and Training Providers for enabling ethical conduct in all areas of professional practice.

EIATSCYP has specific standards and guidelines for education, training, practice and research, which must to be followed in conjunction with the principles and values in the ethical framework. This includes with due respect for the different titles, training and education requirements.

Communications with students need to be transparent and accountable with clarity about fees, registrations, length and duration of courses and the standards of education and training for different approaches.

Education and Training Providers may have their own codes of ethics and conduct, which are in keeping with the EIATSCYP therapeutic values and principles and in accordance with the law, policy and standards.

All trainings are required to teach ethics as a subject on the curriculum, and to provide approaches to teaching and learning, which include ethical decision making and working with ethical dilemmas.

EIATSCYP Education and Training Providers value the student voice. They are required to ensure that students and trainees can provide critical feedback and complaints procedures if needed.

28. Technologically Mediated Approaches to Education and Training

EIATSCYP Education and Training Providers can deliver opportunities for in person and online therapeutic training. They deliver continuing personal and professional development and therapeutic courses online.

These can be accessed by people from many different countries. This can be for the purpose of sharing approaches to practice and learning from each other in different countries and international contexts. This may include research forums, workshops, seminars, lectures, conferences or supervision groups etc-

When students access training internationally, it is the responsibility of the Education and Training Provider to remind them of the regulatory frameworks, which exist within their own countries. This is to ensure they are working with awareness of the law, policy and ethics in each different country and professional context.

29. Experiential Work and Personal Development in Training

Training in therapeutic approaches requires academic study, experiential learning and personal development, as well as working in placements for practice-based learning and personal therapy.

Engagement with experiential work and personal development is part of the process of becoming a therapeutic practitioner. Trainees must experience personal therapy as part of their developmental journey. Trainees may also draw on their own personal experience in the context of workshops and seminars.

Students must be informed at the point of application and interview that courses require personal therapy and personal development. At the point of enrolment, students are required to consent to this holistic approach to teaching and learning, which includes the use of self in education, training and practice.

Tutors on courses are mindful about the emotional needs as well as academic work of students in training.

30. Contracting in Education and Training Provision

In contracting between Education and Training Providers and students, for the purpose of teaching and learning, there must be clarity, transparency and accountability in understanding the course requirements.

This includes the criteria for entry and requirements for placements, assessments and student progression.

This includes information about the fees, (and what is included in, or excluded from the fees), the context of course delivery, the length and duration of training, (contact teaching time and learning hours), policies and procedures, registration categories, including criteria for application and Recognition of Prior Learning (RPL).

Applicants to courses need to be aware of any additional costs including personal therapy or supervision, travel costs, placement expenses and learning resources.

This includes procedures for delay or interruptions to training, due to extenuating circumstances. This includes the limits of the time frame for completing all the course requirements for qualification.

Training and Education Providers have a duty of care to ensure that students meet the curriculum requirements and have the ethical sensibilities for safe and effective practice.

This includes assessment processes when students can access evaluation and feedback. This is to ensure quality and standards are maintained with respect for public protection, client safety and wellbeing.

There may be times when an organisation may need to delay qualification, until requirements have been met. There is a role and responsibility for gatekeeping in accordance with quality and standards.

31.Learning Needs

Education and Training Providers need to be mindful of the different learning needs of students and to be able to make accommodations, as and when necessary, or required, to support student's personal growth and academic development. These can be arranged on an individual basis in response to each student's needs.

32.Equality Diversity and Inclusion (EDI)

Education and Training Providers include awareness of Equality Diversity and Inclusion (EDI) in their curriculum standards, with respect for difference, based on diverse backgrounds, and presentations, including, age, gender, race and culture, sexuality, disabilities, neurodiversity, religion and spirituality.

This can include understanding of intersectionality and marginalised identities, and the dynamics of power, privilege and positioning in therapeutic practice. Anti-discriminatory and anti-oppressive practice, including awareness of unconscious bias, is an essential feature of education, training and practice.

33.Research Ethics

EIATSCYP Education and Training Providers and Therapeutic Practitioners work in accordance with research ethics in processes of research enquiry, outcome measurement and the evaluation of practice.

This includes the recognition of voluntary participation in research where parental consent is also required to be obtained. This includes informed consent for research and evaluation, which involves consideration of the risks and benefits of approaches to research and communication about expectations from research.

Participants can expect ongoing quality of care, regarding any adverse effects which may arise during the research, and participants have the right to withdraw their consent in the process of the research.

This can include a range of research methods which may be qualitative or quantitative. This includes the use of measurement tools in accordance with the needs of each individual child and context. The safety, wellbeing and privacy of the client are considered to be above and beyond the research itself.

34.Feedback and Evaluation in Education, Training, Practice and Research

It is the shared responsibility of both students and Education and Training Providers to have a collaborative approach to promoting quality and standards.

Education and Training Providers must gather feedback from students about their experience of their course. This includes approaches to teaching, learning and assessment for quality assurance purposes.

Gathering feedback from clients and placements about how the therapeutic work is being experienced is valued as ethical practice. This can include what is helpful or unhelpful in therapeutic service delivery.

The participatory voices of the children and young people are a resource to inform principles of professional therapeutic practice. The child's perceptions and lived experience need to be heard and respected.

The feedback and evaluation from children and young people is a priority in considering the impact of therapeutic practice. The youth voice is a driving force in the ongoing development of practice and research.