

Hear by Right

Getting a better deal for children and young people in Richmond

1. What are your priorities?
2. How do you feel listened to?
3. How could you be included better in saying what you need and how things should be run?

10 – 2 Tuesday 15 March: children in need group

26 children and young people took part.



Three managers respond to the key demands and priorities raised by the children and young people

Any thing getting better out there?

(See full responses to questionnaire toward the end of this section)

- Teachers in school don't listen to me. They only listen to me when I kick off.
- I got kicked out of school when I said I can't live at home.
- Teachers in school didn't listen to me, so this got me into trouble.
- The social services didn't help me when I asked for my living arrangements to change. And they still haven't done anything about it.
- PAYP was good. They listened. I especially enjoyed the motor project.
- I have reading and writing difficulties at school. There was a person to help me but they did my work for me. I ended up with time to mess about and am now at Strathmore.
- The NHS counselling service was good because they listened.
- I got kicked out of school, so I asked the Education Welfare Officer but it took too long to get in a school again.
- I wasn't listened to when I was kicked out of school and I spoke to the Education Welfare Officer.
- No one listened to me at school, but my social worker helped me with situations at home.
- Very slowly over a long period I got help from probation officers and social workers and this helped me stop crime.
- I was helped with my attitude and to work by agreement with others and this helped my relationships with authority and my family. And then I got kicked out from school.

What we expect – our standards about how to involve us

Summary of key issues relating to the Hear by Right standards for active involvement of children and young people

(See completed charts for full details)

Shared values

- Respecting, listening and treating children and young people fairly
- Knowing our rights and having them explained to us

Structures

- Forums and groups for a range of children and young people to express our views

Systems

- Complaints procedures that work
- Money and budgets which children and young people have a say about

Staff

- Recruitment of staff that involves children and young people in the process

Skills and knowledge

- Skills training for children and young people in active involvement
- Young people involved as trainers and peer educators

The response

Response from managers to the young people's priorities for being heard and influencing the services they use in Richmond. These are statements by which the young people can hold services in Richmond to account through regular review, group meetings and perhaps through updates, newsletters or an annual report.

Rob Henderson, Project Manager, Children's Integrated Services

Complaints: an advocacy service for young people across Richmond is being set up now and will be in place soon so that young people can get their views heard and make sure you get the quality of service you have a right to.

Learning: we are talking at the moment to Richmond College about opening up courses that are accessible to a wider range of young people, including Foundation courses to make it possible to go on and do GCSEs and other courses.

Jobs: E2E and Connexions are helping and more needs to be done. Money is a big factor.

Professionals listening to children and young people: we are looking to set up a training programme for a range of adult professionals, such as teachers, social workers, police... on listening and responding to children and young people.

Recruitment and selection of staff: there are a few examples of this happening and we realise it is really important that young people have a say in recruiting the people who then work with you. There are quite big training needs for young people which can be quite a barrier and we want to find ways to make this easier.

Julie Martin, Manager, Adolescent Resource Team

Inequalities of service: we recognise that this can be a problem, though people do get referred to a service for different reasons. But all young people in Richmond have a right to the Adolescent Resource Team. There is open access to this service and it offers a range of opportunities and openings for young people in Richmond.

Nicky Simpson, Housing Manager

We respond to homelessness and offer some supported housing, including for teenage young people.

Recruitment and selection: this happens occasionally in Housing (Yarrow Housing for people with Learning Disabilities). More could be done and I will pick up on this with CentrePoint.

Teenage pregnancy: I am on a big group from across Richmond looking to respond to teenage pregnancy and I will raise the issues of specialist services for young people, for example through the PCT.

Peer education in schools: who better than young people with the relevant experience to share that knowledge with other young people in schools, especially regarding your experience of homelessness and teenage pregnancy. I will follow this up and think it is an excellent idea.

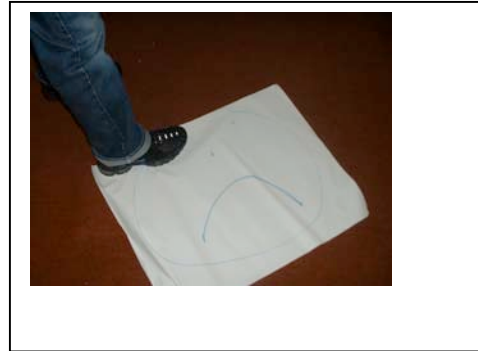
Information: I will follow up within Housing to make sure we have a range of information about services affecting young people across Richmond that Housing can give to young people we meet.

Evaluation of the session

Two questions were asked of the young people taking part and they were asked to place a foot (or have a friend place a foot for them) on which of the four faces that most represented their views.

- Very happy
- Quite happy
- Not very happy
- Not happy at all

How enjoyable was the session?



How useful was the session?



This questionnaire asks children and young people how they feel they are doing and what it is like in their area. It is based on that used in Joint Area Reviews (JAR).

Tuesday 15 March, 10-2, Children in Need group

25 responses

Not all answered all questions

1. How well do you think you are LEARNING at school or college?

- 1 Very well
- 4 Quite well
- 19 Not very well

What helps you to learn very well?

What would help you to learn better?

- Teachers need to be more interesting
- Sports and more active involvement in lessons
- Art is a good subject. We want more in schools.
- Moving away from noisy mates – ones who muck about
- Going to the lessons and not truanting
- Teachers being more understanding

What makes it hard for you to learn well?

- Majority of young mums are excluded from school or not made to feel welcome there.
- Everyone, by law, has the right to an education if they want it.
- College crèche workers' attitude is negative and unwelcoming.
- Figures about exclusion were the only reason teachers wanted to keep us in school; they didn't like us.
- Lessons need to be less boring
- The stuff that they are teaching isn't relevant to practical life
- Change the PRS – we don't feel we are learning or being listened to
- Terrorising teachers was enjoyable
- If you misbehave, they'd rather help anyone but you.
- They give up on you
- Sometimes others misbehave and distract you
- Lessons can be really boring – teacher just talking at the front
- The school is rubbish
- I don't go to school
- Strathmore don't run centre properly
- Teachers think they are better than us
- They don't teach well
- Work is too hard

2. How healthy are you?

- 4 Very healthy
- 13 Quite healthy
- 7 Not healthy

What helps you to keep very healthy?

- Eating healthily
- Exercise
- Drinking lots of water

What would help you get healthier?

- Convenience foods which are quicker to make and easier to buy.
- People don't know how to make healthy food or where to get it.
- It's harder to fit in being healthy, so we are less likely to socialise. So our babies don't get out as much.
- 64% smoke. Less smoking would help
- More parks around
- Drugs and smoking needs to stop
- More exercise
- Gym and dance
- Doing exercise
- Stop smoking
- Eating fruit and veg
- I smoke, but I do exercise
- Less stress would help be healthy
- I could give up smoking and drinking, but that's not likely
- Water, food, walking
- Stop smoking, going to the gym

What makes it hard to be healthy?

- PS2 and drugs stop us being healthy
- I drink too much and smoke too much
- You can look good on the outside, but inside.....!
- No nice healthy food
- Too expensive

3. How much is there for you to do around here?

- 1 A lot
6 A little
17 Not much at all

What are the best things to do around here?

- Ice rink
- Dance lessons
- Beer and joints are the best
- Football and basketball
- The youth club
- 9 alert, cinema, playing pool

What would help you to do more around here?

- Keep us off the streets with stuff to do
- Gym
- Football pitch
- Cinema is boring
- More clubs

What makes it hard to do things around here?

- Not enough money to socialise
- Benefits only allow for very basic needs
- As a young person on benefits, the lack of money will isolate you and depress you. Swimming pools should be free for people on low income which would help promote healthier lifestyles.
- Feeling unsafe: pubs, travelling home, violence, spiked drinks, robbery
- Police always suspicious of young people's smoking and drinking in groups as it is their job
- Richmond Court always puts us down where Brentford we mostly got off
- Nothing to do – only parks which we get thrown out of
- Neighbours complain about the noise
- Boys get stopped and searched too often
- No youth clubs
- Few parks and you get turfed out of those ones
- When Heatham is closed in the summer and we wander round the streets

4. How easy is it to get information when you need it?

- 8 Very easy
- 1 Quite easy
- 9 Not very easy

What makes it easy to get information when you need it?

- Strathmore school will look up information for you
- Social workers will help
- The Participation worker
- Easy to get information on sexual health
- Schools information is good

What would make it easier to get information when you need it?

What makes it hard to get information when you need it?

- Problems accessing information
- Need to know the people giving you the information
- Don't help when you say you're from Strathmore
- Social services didn't help enough
- Very hard to get information on how to complain

5. Do you have a say in the way things are run around here?

- 1 Yes
- 6 Sometimes
- 7 No

How do you have a say in the way things are run around here?
How could you have more of a say in the way things are run around here?
Why don't you have a say in the way things are run around here?

How do you have a say in the way things are run around here?

- I have a big say in

How could you have more of a say in the way things are run around here?

- It's a slow process. Need to see things happening quicker
- They do listen in youth clubs

Why don't you have a say in the way things are run around here?

- Unless you shout, they don't listen at school
- No one listens
- If more change would happen, you would say more

6. Do your opinions make a difference to the way things are run around here?

- | | |
|---|--|
| 0 <input type="radio"/> A lot | How do your opinions make a difference? |
| 6 <input type="radio"/> A little | How could your opinions make more of a difference? |
| 8 <input type="radio"/> Not much at all | Why don't your opinions make a difference? |

How do your opinions make a difference?

How could your opinions make more of a difference?

- My opinions do make a bit of difference at school
- I don't feel listened to at Strathmore

Why don't your opinions make a difference?

- Because there is such a stereotype to fight against as a young pregnant / mother
- Majority of the time, not really
- They say "yea, yea" but at the end they don't do anything
- Not enough money to make things happen for us

7. Do you do anything to help other people?

- | | |
|---|---------------------------------------|
| 7 <input type="radio"/> A lot | How do you help other people? |
| 10 <input type="radio"/> A little | How could you help other people more? |
| 2 <input type="radio"/> Not much at all | Why don't you help other people? |

How do you help other people?

- Help old people cross the road
- I help the old man upstairs with his hovering
- Helping mum with the shopping
- I help Grandad
- Help friends, old people, give in charity box
- I'd help anyone

How could you help other people more?

Why don't you help other people?

This country's environment – survival of the fittest
I look out for myself; no one helps me.
Life is about I

8. How safe do you feel around here?

0 Very safe

15 Sometimes not safe

4 Very unsafe

What makes you feel very safe around here?

What would make you feel safer around here?

What makes you feel very unsafe around here?

What makes you feel very safe around here?

- I feel safe in the Borough
- Safe in a group

What would make you feel safer around here?

- The murder on the Green last year; but in comparison to Walthamstow – it's great
- More lights
- Rape alarms
- Community warden officers
- Transport: there should be more later to be safer and cheaper; you don't want to be hanging around at the end of the evening

What makes you feel very unsafe around here?

- It depends on when, where and who you're with
- It's hard to change the people who make you feel unsafe, like the drunken men
- I don't like not knowing the area
- Police are too noisy

9. How easy is it for you to get help when you need it?

2 Very easy

8 Quite easy

9 Not very easy

What makes it easy to get help when you need it?

What would make it easier to get help when you need it?

What makes it hard to get help when you need it?

What makes it easy to get help when you need it?

- Very easy as we know where the agencies are
- Depends on the situation

What would make it easier to get help when you need it?

- At my school now (Strathmore), it's good
- I got help too late when things went wrong

What makes it hard to get help when you need it?

- Very hard due to problems accessing support and help groups
- No one listens. They pretend to listen but they don't really care
- Workers say young people aren't telling the truth and they only pay attention to adults

10. Overall what is it like for you in your local area?

0 Brilliant!

1 OK!

20 Rubbish!

Rubbish

- Too class orientated
- Boring and expensive
- ASBOs – can't do what's normal for a young people

Hear by Right: standards for the active involvement of children and young people in the services we use

15 March 2005, Children in Need group

Scoring: 1. Exactly how we want it; 2. There's more to be done; 3. They've only just started; 4. They've not even thought about it

Map (how we would like things to be)			Plan (what we agree should happen next)			
What we expect so we are heard and can influence services	Our score now is	What would make this better?	What's going to happen next?	Who's responsible?	When by?	Sign and date by young person & adult <u>when happened</u>
Teachers and staff to listen	4	Attitude – treat everyone equally Do something about our complaints				
Action to be taken and not just be forgotten and never dealt with						
School Council that works		Regular meetings				
Our rights		To know them and for them to be followed				
Recruiting staff	4	Pupils have a say in recruiting staff				
Money	4	We have a certain amount of money we can direct each week				
More things to do		Ice skating rink, free gym				
			Signed			
			(young person)		(adult)	
			Date			

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For young people in care to negotiate with social services	4	Regular meetings (social worker / young person, parent/carer)				
More money for doing work experience	2	Negotiate with who we are working with / school				
Skills and opportunities for us as young people	2	More opening More places to learn More access to courses				
			Signed			
			(young person)		(adult)	
			Date			

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Recruitment	4	We want a say in recruitment				
Complaints	4	We want a way to complain when things aren't right				
Listen and respected	4	Older people to remember that they were young				
Budgets	2	We would like more say and control of budgets				
Organisation	2	We would like more groups and forums Events				
			Signed			
			(young person)		(adult)	
			Date			

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Treated fairly; some ART young people are treated better than others	2	All PRS young people are instantly referred to ART				
Better support in school		More decent support workers in school				
Jobs when we get out of school		More places like Connexions More careers advice Apprentiships				
Expect money for going to school		Give money to our parents				
			Signed			
			(young person)		(adult)	
			Date			

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What we expect so we are heard and can influence services	Our score now is	What would make this better?	What's going to happen next?	Who's responsible?	When by?	Sign and date by young person & adult <u>when happened</u>
Staff attitude: open minded professionals working in maternity environment	4	To be able to communicate with young parents on all levels				
Recruitment: a dedicated support worker for young parents <u>in maternity services</u>	4	Employment of a suitable body to fill this position				
Recruitment: a young advisor in schools to teach SRE (real life) at an early age	3	To be confidential. Independent worker with no teachers present; one to one support. Same message for all schools				
Free leisure facilities for people and families on low income	3	PLEASE – every child matters Young parents meeting others				

Support: Education – getting onto college and staying in school	3	Not being excluded Encouraged by staff Help with child care Help with additional funding for children				
Support: Media support	4	A newsletter / paper, telling teenage parents what's on and where to go				

Signed	
(young person)	(adult)
Date	

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To know our rights	2	Talk to us Make information available				
Staff	2	Listen to you Feedback to you				
Recruitment	3	Young people involved in interviewing More staff needed in youth provision				
Training	3	Training for young people Training for adults on listening and responding to young people				
			Signed			
			(young person)		(adult)	
			Date			