



Are we there yet?

Highland Children's Forum Consultation on
For Highland's Children 2 Service Plan 2005 -2008
2nd Interim Report 2007



Are we there yet?

Interim Report 2006-2007

Abstract

The "For Highland's Children 2" Service Plan (FHC2) describes proposals for children's services in the Highland area between 2005-2008. Highland Children's Forum (HCF), exists for the benefit of children in need; the first aim of HCF is to represent and enable the expression of the views and needs of children.

This consultation project by HCF, additionally funded by the Joint Committee for Children and Young People, seeks to investigate the experience of services of approximately 200 children and young people living in the Highland area.

This is the second interim report on the results of the first two years of this project. Full statistical analysis will be included in the third report. This report includes some of the qualitative responses from children and young people about the emerging themes and issues raised. There are some additional questions in this year's report asking those in secondary school, who get personal and social education classes, about making healthy choices, achieving in life, not just in school, and in taking responsibility.

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"I go bowling with my Dad a lot, it is very fun. It is also very active."

David

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INTRODUCTION

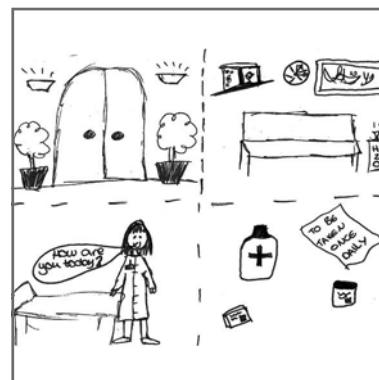
For Highland's Children 2

'For Highland's Children' is a plan for all children and families living in Highland. It covers all aspects of children's services, the universal services every child receives and the more targeted services for those children who need these. 'For Highland's Children 2' (FHC2) is the plan for 2005 to 2008. The plan follows the Scottish Executive plan 'For Scotland's Children' and is based around seven themes, that children should be *safe, nurtured, healthy, achieving,*

active, respected and responsible and included.

This is the vision of the Joint Committee for Children and Young People (JCCYP) in FHC2:

"All of Highland's children have the best possible start in life; enjoy being young; and are supported to develop as confident, capable and resilient, to fully maximise their potential". Or as explained to the children and young people, that 'Highland is a great place to grow up'.



"The professional is friendly and makes you feel comfortable, they listen to you, and are competent."

Hazel, age 12



"When my sister annoys me: when I get the blame, I get a row, she doesn't. I feel annoyed."

Pedro, age 10

Highland Children's Forum

Highland Children's Forum (HCF) is a registered charity, which aims to make sure that the voice of children with additional support needs is heard in the design and provision of services in the area.

It is the role of the Children's Consultation Worker to listen to children and represent their voice to policy makers and service providers. The consultation worker has produced reports about inclusion, respite, transition

and children's health services. These are available on the website:

www.highlandchildrensforum.org

The "Are we there yet?" project set out to discover what a wide range of children said about the whole range of children's services to give a broader picture or what it is like to be growing up in Highland, and to listen to children's experiences of being safe, healthy, nurtured, active, achieving, included and respected and responsible.

INTRODUCTION

This project

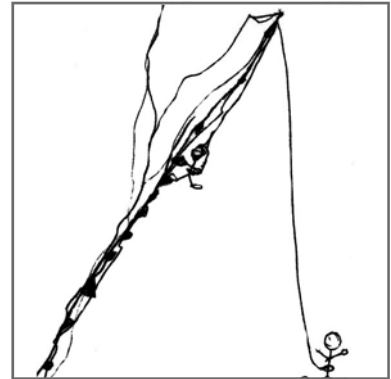
HCF were involved in the consultation stage of FHC2, bringing together people from the voluntary sector to allow their contributions to be made to the plan.

While there was formal evaluation of FHC2 being undertaken, the representational views of children's experience were not part of that process.

HCF brought forward a proposal to seek out that representational view. The proposal was to follow a group

of at least 120 children and young people (C&YP) across Highland, visiting them at school once a term for the 3 years of FHC2 and using the themes of FHC2 to find out about what services these C&YP used; what was good, not so good and what could be better.

The Noreen Wetton (1998) method of consultation was chosen, asking C&YP to draw and write about their experiences.



"I feel good when climbing because I get a buzz out of it and I'm getting fit."
Richard

This report

This is the second of three reports. It is written in a way that makes it easily read and understood by C&YP and is laid out accordingly; the qualitative responses (what C&YP said and drew) making up the body of the report and the details about methodology (how it was done), the discussion and conclusion are at the end.

Each consultation began with a recorded group discussion about the FHC2 theme. The individual responses were in the form of drawings and comments.

All comments and drawings in this report are from those discussions and responses. For ease of reading spelling and some grammar have been corrected. Some comments have been chosen as they represent what many C&YP said and some were chosen because they tell a particular anecdotal story.

The personal responses will be analysed and categorised to say how many children had any particular response in common. The final report will look at this information in more detail.



"The janitor is going to fix the roof."
John, age 11

SAFE

Issues discussed

From the additional information gained this year, road safety and bullying continue to be the main safety concerns of C&YP. However, over the range of questions two other safety issues arose. One is that a number of C&YP had at some point felt they were being followed by a stranger and this had worried them. Whether they were followed or just had a new awareness of the possibility of being followed by someone sinister is not clear. In each event they had 'got

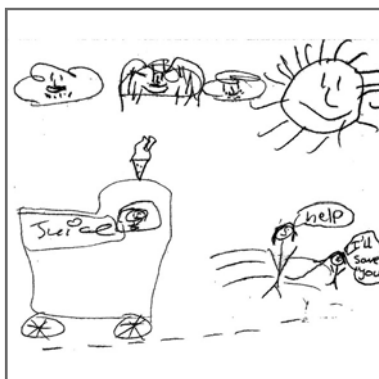
away' and no incident happened.

A second issue raised has been a small number of C&YP who are witnessing or being victims to violence or certainly aggressive behaviour. Domestic violence has been described by some C&YP, also a fighting culture in some communities, or some C&YP had been 'hit' by parents. As it is not illegal to 'smack' children it is hard to say if this would constitute abuse.



"I feel good because my Dad's telling me everything will be ok."

Sarah



"I nearly got run over when Khian saved my life, that was the happiest day of my life."
Mary-kate, age 11

Feeling good about the help I receive



[I am a] "Junior road safety officer [the] P7's get training and help people in school [and] on Friday we are going to tell the P1's about road safety"

"If you go to the beach they don't want you to fall in the water - they took us to learn to swim in P6"

"Some of us are captains we have to watch out for the younger people"

"We got a sheet about what to do if someone walks up to you"

"Safety in the house. They talk about electricity and electric shocks"

"Fire safety, they have fire doors and a fire bell and there's like a drill and a routine which we all have to do and a place out there we have to stand."

"They have put no smoking signs in restaurants"

"Buying alcohol: [they] need to know what age you are"

SAFE



Feeling not so good about the help I receive

"My brother was bullied for a long time, when he told the teacher they started to bully him more. He stayed home for 3 or 4 weeks."

"I did not feel safe when [a] driver speeded up on me when I was crossing."

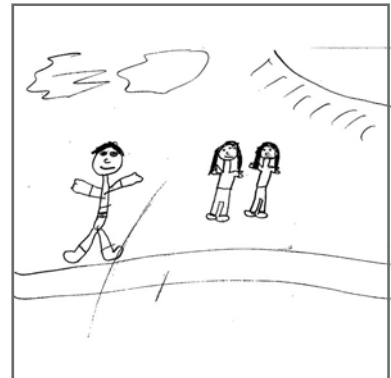
"A stranger is walking up to me and nobody was there to help."

"Emos [they are] a group of people they want to die and that. I don't know why but

they cut their wrists. It's their own choice and they don't show their scars"

"There are some gangs around and there was a big fight in the street and some people were taken away. They were first and second years."

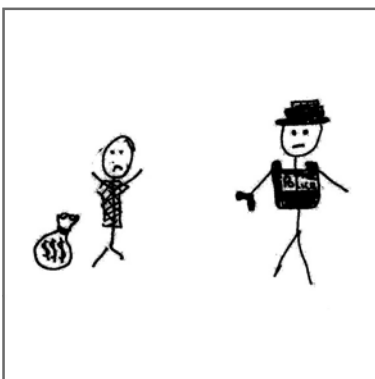
"When [young] people are out in big crowds police split you up especially if old people are scared but I feel a lot safer in a big group."



"We thought a man was following us but we found out he was walking around. We were in school and we saw him. We got chased by boys with knives."

Penny, age 10

How things might be made better



"Police action. I think children in Primary should get more info about inappropriate adult behaviour as they might not know what is right."

Vicky, age 12

"When there is someone new coming in to school you get a leaflet about what you do if you get bullied at school"

"Mostly monitors sort out the arguments, monitors [are] P7. [Monitors] have to be at certain places at certain times"

"The council should put up more 20 mph signs up. It would help young children."

"When the police came and helped my situation."

"CCTV in the parks."

About domestic violence: "You might need a place to go and get away (from home). They could do more talks about it to help. Need to do it with young kids at primary. You might not know [who] to tell"

"We have a drop in clinic on Tuesday lunchtime in the medical room you can go in just one person [at a time] they are not allowed to talk to anyone else unless they think that you might be hurt [only] then they will tell"

NURTURED

What nurture means and who helps



"Nurture means to look after"

"To be cared [for] and looked after properly"

"To feel loved and have a proper home and your Mum and Dad meet your needs"

"How your family loves you"

"People care for you no matter what you look like"

"I think the council means if you are upset or something you always have someone to look after you so they are always there for you and everything"

"Council can't help you make friends"

"Foster parents can help"

"Money might be help"

"Super Nanny might help"

"It would be too embarrassing to talk to Guidance about it. I'd speak to friends, they could cheer you up."

"Everybody deserves a chance to be loved if not by their proper parents then by foster parents or something"



"If I hurt myself my Mum or Dad comforts me and cleans my cut and makes me happier again."

Amy, age 12

Feeling good about the help I receive



"I am in Disneyland. I felt happy to get away from work, school and problems. I was happy to get away from life for a week."

Adela, age 13

"When they are always there with you whatever happens even if they are not wanting to be there they will be there for you, your family or your friends"

"If you go to a club or something the leaders that are there have the responsibility to look after you and make sure you don't get hurt"

"They understand my special needs and look after me" [at school and at clubs]

"In my house my family force me to do my homework because I would not do it otherwise but I have just been told that it is a good thing."

"At ballet if the younger ones fall over we help them"

"The prefects have the responsibility to make sure people behave [they] also help little ones from P3 to help them with their reading"

NURTURED

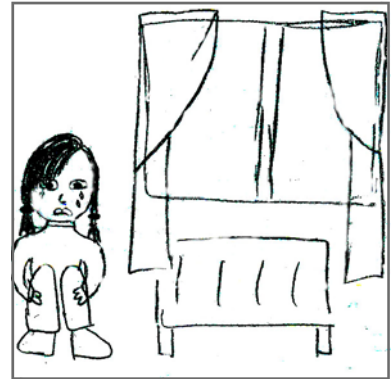
Feeling not so good about the help I receive



"When my Dad used to hit my Mum and I was sad and think it was my fault. My Mum and Dad told me not to tell. Once she was unconscious. She said I had hit her with a toy but doctors knew, my Mum thought. You should learn at school that it is not normal. Everyone blames it on the drink but it is not true. You should try to cry it out not keep it in or you might take it out on other people."

"My Dad died. Then my Mum got a new boyfriend. I hate him"

In child protection case: "Children have to go to court. It's not scary to go, it really helped. I should have thought it was very good. I went to court and I went and spoke about it; I was told not to tell what happened but I did. I want the council to stop abuse of children, they could put it on the news 'stop cruelty to children now'. They can be put in a happy family. I get a lot of care and love now" [from new family]



"I am in my room on my own because my brother keeps kicking me. He lies and I get the blame."

Kitten, aged 12

How things might be made better



"Jerez and Isla play their instruments and we play tunes together."

Vicky, age 13

"You should tell adults to bring about good things" [for children]

"You need to listen to children and watch how people talk to their children."

"Need to learn to be parents - they could do classes"

For working parents: "Nursery [you] might need day care or [a] child minder or carer"

For child care places: "Inspecting the place to check good care"

How teachers might notice if things not good at home:

[C&YP] "Might bite their nails [that] might show having trouble."

"Look out for attitude a change maybe or challenge"

"Your work, [you] might do less well at work."

"I would advise that someone should go round every year seeing if kids are OK."

HEALTH services

Issues Raised

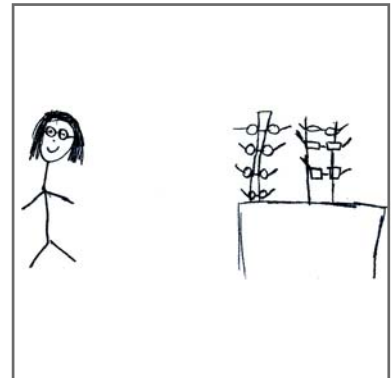
C&YP were generally pleased with the medical service they had received, visiting the dentist being the most frequently mentioned in "feeling good".

The concerns C&YP expressed about health services were about being sore, waiting a long time, getting treatment (especially anything involving needles) and in being scared.

Their ideas for improving things were to improve the waiting areas (21%) with less

C&YP (6%) actually asking to reduce the time waiting.

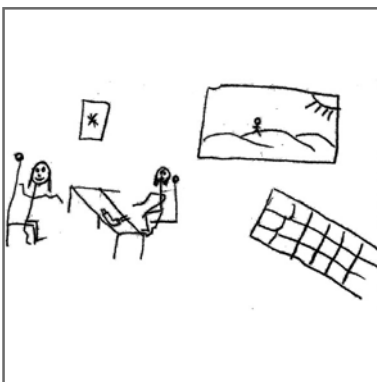
Likewise only a small number of children mentioned relieving pain (5%) and getting 'right' treatment (13%) but 26% wanted things to be explained, to be talked to and listened to. This suggests that although pain and treatment are big issues C&YP accept that these things are necessary and perhaps inevitable, however direct communication with C&YP about these things could be improved.



"I know I will be able to get the right treatment and glasses. The optician I see is really nice."

Beyonce, age 12

Feeling good about the help I receive



"Things that make me feel good are, the doctor talking to me in a nice way and making my visit better by giving out stickers."

Sara, age 11

"It is a lady dentist she smiles, she speaks to me, she is gentle. I didn't like it when it hurt but the dentist was nice. I like the chair it goes up and down and it tips back."

"The optician was joking and talking a lot and saying stuff about what happens."

"When I had my appendix out the nurses were really nice. So were the doctors. And the TVs in the hospital were really snazzy and hi-tech, so were the beds they went up and down!"

"I think they done [what] they can. It was really sore but they provided all the help they could [have] offered."

"When I had stitches in my eye. I was asleep. I can remember the nurses talking to me, they were kind. I was lying still in bed because my eye was covered. Mum stayed in the hospital with me."

"At school it is better that the physios come to see people instead of them going to the hospital."

HEALTH services

Feeling not so good about the help I receive



"I didn't like it when the dentist put a needle in my mouth. It was sore. I didn't know it was coming. He did it 3 times. I was brave. It stayed sore."

"It's boring nothing to do waiting for X rays, waited two hours and was sore waiting."

"Don't like the smell of hospital - scared to touch anything in case you get diseases."

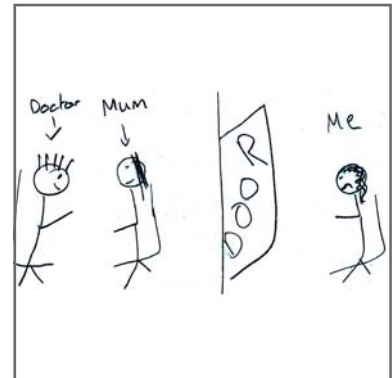
"Don't like going it is creepy and scary. Don't like people

touching me."

"Talk to you in English not in medical terms. Sometimes staff are foreign and hard to understand."

"Food is not good [in hospitals] you know when you cook beans and reheat them then they go mushy but ice cream is nice"

"I have never felt good about going to the doctor or the dentist or the optician."



"The doctor talking about me but not to me! It happened at the dentist, they asked Mum if they could take my tooth out - not me."

Pigletoe, age 13

How things might be made better



"They have more posters up. They have toys and magazines. The dentist explains more of what he is going to do. He liked having a laugh and was kind."

Amy, age 112

"To make things better they should:

Have more different things in the waiting room

If the people talked to you more and told you what had happened"

"They should never leave you alone in a room by yourself. Explain what is going to happen. Upgrade the waiting room by putting in TV's and puzzles."

"Nice to see art work on the walls" (hospital)

"Make sure the food looks good, tastes good, is well presented. Have a menu. Comfy bed, some entertainment, handout a crossword to people who want one or magazines."

"Let kids go first because they always wait for a long time while the adults get seen first."

HEALTHY life choices

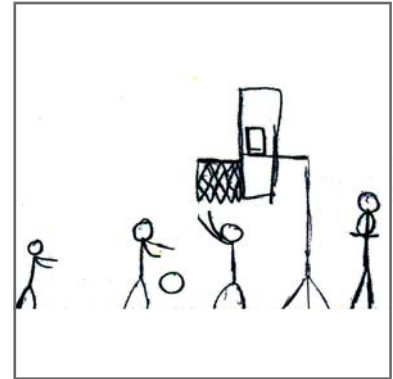
Issues Raised

In the discussion groups at the beginning of the consultations it was clear most C&YP had got the message about what was good or bad for their health. However, they often expressed a wish to know why. So for example they know that they should eat 5 portions of fruit or veg. a day, but not what the actual health benefits of doing so are or the potential risks of not doing so. Many thought all the health messages about

food and exercise were only about obesity.

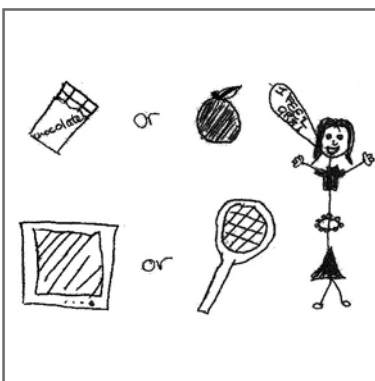
In the messages about smoking, drug taking, alcohol, and sexual health there were mixed responses. On the whole the C&YP wanted more information about these things, but they wanted it presented in a more interesting way.

However, even with all the information C&YP thought peer pressure would often win out in the end.



"Because Barry knows how to play basketball, and it's fun, it's active."
Chief, age 12

Feeling good about the help I receive



"I decided I would choose the healthy stuff because I knew I would feel gr8 when I did but it's hard because I love TV and chocolate!"
Jean

"I like sweeties but I don't eat them much any more because they aren't good for you."

"Drugs, we've already done loads about drugs the names and so on [because] as we get older and go to the park or something could be offered a sweetie but it is drug."

"I'm happy because my Dad finally quit smoking!"

"Making smoothies at youth

club. I never usually like fruit but the smoothies were gorgeous."

"It makes me feel good when I like something healthy that I am offered! It also makes me feel good when I would rather eat something healthy than something unhealthy."

"I was visiting the asthma nurse. She gives me good advice. I am in charge of my asthma most of the time."

HEALTHY life choices

Feeling not so good about the help I receive



"Food's horrible at school, not healthy burgers full of fat."

"I am bored and just sort of shut down when we are learning about alcohol and stuff."

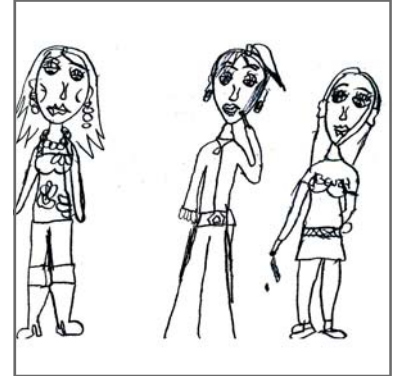
"People say nothing about cancer and skin cancer. My Granddad died of skin cancer. They concentrate on drugs too much. I want to find about cancer."

"I am not happy because I don't like eating so it makes people stare at me for looking unhealthy. It makes me unhappy because people say things about

me like I am not right in the head."

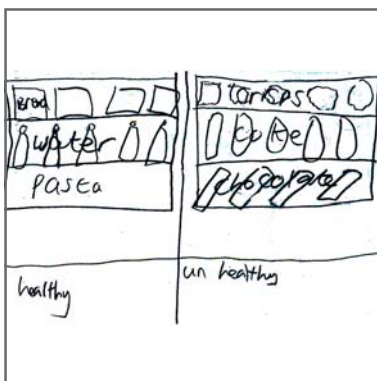
"My step-Dad hits me and my Mum. I started smoking. Mum got bruises and bleeding. Can't stop smoking. Every time I see a fight I join in. I sometimes wish I were dead."

"Everybody knows [smoking] is wrong but it doesn't stop you. It's not doing anything to them so knowing its bad for you won't make them stop. If they want to get help and ask they would only get in to trouble for doing it."



"If a person is smoking beside you and pressuring you into smoking you have got a very hard choice to make, because it might be your closest friends."
Kelly, age 12

How things might be made better



"Putting healthy food in shops, especially near schools."

Maxine

"Avoid sugar eat 5 fruit and veg, avoid fizzy drinks and additives, try to stop smoking or never start. Eat a balanced diet. Exercise everyday."

"Maybe pick a person who has either smoked in the past or quit. Maybe that person could go into school and talk with the children"

"You can't always make healthy choices because you're only told to say 'no' not what to do if it happens or if you do do it."

"Adverts. People coming in to talk to you [about healthy choices]. A video to tell you what would happen if you smoke etc. Things about what happens if you have sex and if you get an abortion"

"You can do too much sporty stuff and have a heart attack [and] you can diet and get anorexic. It is about the right amount."

"Young carers [it] helps to get a night off. Stress balls help [me] looking after Dad's health."

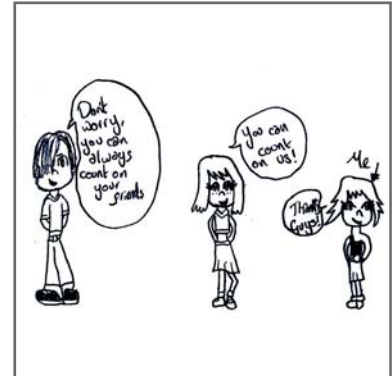
ACHIEVING in life

Issues Raised

Many C&YP found this question difficult to discuss or answer. They had much to say about doing your best in education to get a good job or making healthy life choices, but often needed prompting to think about other life skills such as making good relationships or developing self-confidence. However, discussions about C&YP who were not able to do their best in life was more forthcoming with recognition that those C&YP whose behaviour was difficult or who were depressed or self-harming were C&YP who needed help.



"My parents said I did well and they were proud of me and made me feel better."
Jane, age 11



"My friends are giving me support about how I behave and how well I do in school."
Shadow, age 11



"When I passed my Grade 1 I felt over the moon. I was with my Mum and she supported me."
Vicky, age 13

Feeling good about the help I receive



"Looking after your health. Stay active and do sport"

"I've got a job it helps me I get money. It's not good if your Mum just gives you all the money you need; you need to earn a living."

"We do charity stuff for children in need, we made our best poems and drawings in it. It is important for children to raise money."

"You need to do the cooking. I can cook very, very well"

"Circle times help you get to share stuff. We have a rule that anything we say keeps in the circle time, that helps"

"We used to have an extra kind of teacher but she never did art with us she talked to us about confusing things."

"In secondary school we had to fill in leaflets about stress. I said I was being bullied. I got called in to the school nurse and was totally worried but she was so helpful and didn't tell anyone without my permission."

ACHIEVING in life

Feeling not so good about the help I receive



"because I was getting bullied. I couldn't do my work because I was worrying. I told my Mum and it got worse. When bullies dealt with by the teachers it can get worse. People say sorry but then get you later."

"In home economics you learn about fairy cakes, I mean what if you're stuck [in life] you aren't exactly making fairy cakes."

"Some people my age just go and do 'it' when they are my age (12) and end up with a baby, no life ahead of them."

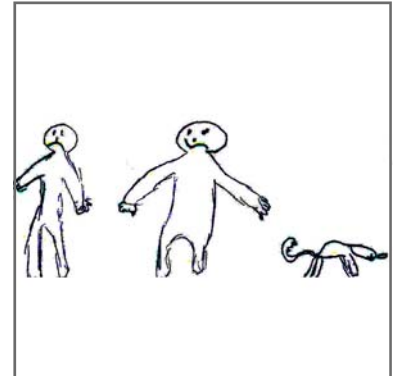
About depression: "Millions of young people suffer from depression"

[Offer] "Support groups with older understanding people."

"Need to understand young people's situations."

"The problem, [might be] bullies, abuse, smoking, drugs, alcohol"

"If someone gets pregnant or something, can't get a teacher who goes mental at them, need someone who will say 'OK I will help you' and that"



"My step Dad is saying if I can't do a job properly, don't do it at all, and he never says well done or thank you."

Nigel, age 11

How things might be made better



"This is my friend saying to me I did my best and it's taking part that matters, not winning. And that made me feel happy."

Odoe, age 11

"We should learn how to do first aid survival and proper food like healthy eating not cakes and rock cakes. We should be taught how to fend for ourselves in the real world."

"Listen to our problems, Guidance. Be supportive, teachers"

"Have a good life, behave responsibility"

"More work experience would help; we get one week."

"Put more youth clubs and [make] more friends then you'll be more confident"

"More stuff about sex and relationships."

"How people like gay people; some people hate to think they are gay but gay people have good personalities."

"Like if you were in a competition, its your personal best, so if you have asthma or something you can still do your best"

ACHIEVING in school

People who help me



"Parents help you do your homework"

"Friends help me by explaining what I need to do and helping me along the way."

"People who come in to the school that help with things like music"

"A PE teacher comes in some days"

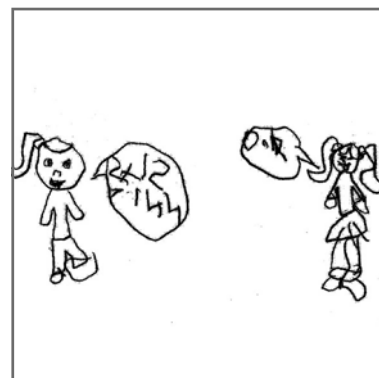
"People like you coming in to talk to us"

"I've got 3 brothers and a sisters, my brothers are older and help, I help my little sister"



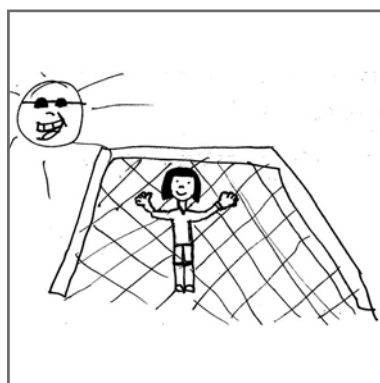
"I like history, and when the teacher helps me and lets me sit beside my mates."

Koko, age 13



"My friend is helping me with my 12x table. The teacher helps me with my maths if I put my hand up."

Shadow, age 11



"Me in goals. I'm doing my best here because I never play football and I thought, 'Right, I'm going to show everyone I can do it.'"

DJ, age 13

Feeling good about the help I receive



Feeling good to learn:

"Have breakfast. Get on well together. Classroom tidy and colourful. Teacher wears nice clothes. Fun activities like Golden Time. Feeling happy. Good night's sleep. Lots of friends"

"Make sure that you are encouraged"

"Let us go more places"

"The reading and writing wall"

"They want you to you have fun while you are learning"

"The teachers want you to be more educated and get a good job and have a good lifestyle"

"My English teacher helped me because if I am stuck he gives good advice. He is nice but gets put off because of bad boys so he can't do his best for the class."

"I like art and it is fun and [the teacher] gives everyone attention. The thing I like about art is that there is no right and wrong."

ACHIEVING in school

Feeling not so good about the help I receive



"Make sure teachers explain everything properly not just assume everyone should know that; not make pupils feel small when they say they don't understand; not just assume the pupil wasn't listening to them."

"Children who are intelligent get the teachers attention and people who need learning support get extra help but people who are in the middle don't get help and aren't having their needs met, teachers think you are doing OK but you are struggling"

"Sometimes teachers don't accept that you still don't understand - teachers need to listen when you say you can't do it."

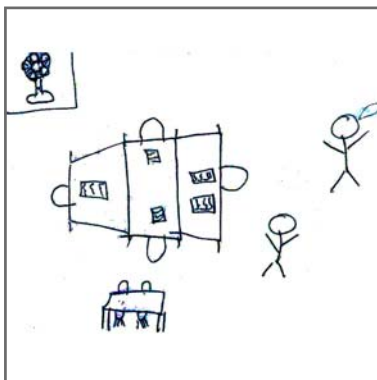
"It doesn't make me feel so good about learning when I feel tired when my little sister was unconscious in a coma in hospital. I feel sick and want to go home. Getting flash backs of bad memories."

"1 out of 15 in a spelling test. I lost confidence and stopped doing my best."



"I can't understand maths so well. But I'm still trying the best that I can to do well. My teacher is good, he explains it well, but I just do some silly mistakes."
Paula, age 13

How things might be made better



"Getting fresh air, helping us more, break after each class, desks for 2, water, fruit, exercise, stopping distractions, making it cooler, give awards for people who learn, control heater, get computer for each person, getting everyone to stay working." Penny, age 12

"It can be helpful chatting to the person next to you. It is helpful to work in pairs but it matters who is the other person, if it is a friend you don't work as well but not someone you hate, someone you would talk to but not best friends."

"Teachers need to work out who you would work best beside"

"Should be more outdoor education both about environment and physical challenges like climbing and orienteering"

"Should be more games and fun learning activities and more short breaks."

"Better meals [should be available] healthy but with treats and variety"

"Get enough help in your class work"

"You could have outdoor classrooms for the summer so you wouldn't get so stuffy and turn the heaters down inside and open the windows a little bit."

ACTIVE

Helped to be active



"My Mum would usually take me anywhere I would like to go"

"Teachers tell you about how to be healthy. Parents take me and pay for it. Guides do lots of fun games."

"When my friend told me how to roller blade"

"My friends always help me, they teach me how to swim."

"I enjoy basketball because it is really fun. I'm the youngest at basketball so it's hard."

"My coach helped me, playing in a team, play against another team"



"Me and my Dad are swimming in the deep bit. I was a wee bit scared but I was ok because I was catching Dad's hand."
Karen, age 12



"I'm doing Highland dancing at school and my teacher is helping me with the steps to the dance."
Orli, age 11

Feeling good about the help I receive



"Tae-Kwon-Do competition. I got gold for sparring. I felt really good with myself because I beat a black-belt 3-1!"

Mario, age 11

"Playing hockey with my friend, getting involved in things I like, doing things with my family, Highland Year of Culture. I have two sisters and sometimes we can't get to all the activities."

"Playing football with someone who knows what he is doing"

"Its fun, I can get fit doing it, I can become a better footballer"

"I'm playing football. I play with my friend. I'm happy I

like it. I'm not really good at it but my Dad is. I was good one day playing with my brother and his friends and my Dad."

"I enjoy going to my Highland dance classes because I get a chance to be with my friends and it keeps me active which makes me feel good and happy."

"I ran the 5K. It made me feel good because I know that I was raising money for Children First"

ACTIVE

Feeling not so good about the help I receive



"I would love to do ice skating and horse riding but there isn't many stables near by and the ice skating rink isn't always safe and my Mum doesn't want me to go. I also can't get transport there."

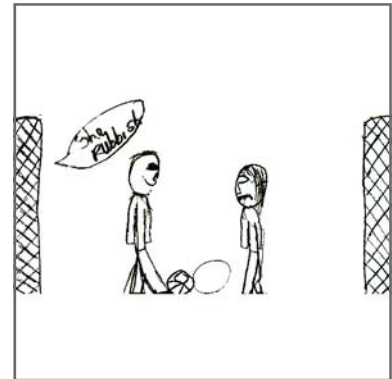
About long waiting list: "I've been waiting for ages. I want to swim. People are saying that we have to learn to swim but we can't learn unless we have somewhere to learn."

"I was very sad when I had a car crash. I had to go to

hospital. I had no exercise."

"I wanted to join [special needs out of school club] but I didn't like the toilets so I stopped going. I used to go a lot and then I quit I was scared in the toilets."

"I am not good at sport, people make fun of me. I went to drama and people made fun of me. I can't get [to mountain biking]. My Mum has 3 kids and it is hard to get to and it costs too much. "



"When I am not good at something, and everybody making fun and talking."

Mary

How things might be made better



"More activities available."
Bloodstorm, age 12

"I think that there should be more places where you can do stuff and meet your friends and have parks for older people and to get other activities there like tennis."

"The council wants people to be active so it should make sports affordable"

"For more activities and to have a digital TV stopper so you would only watch TV for a certain time like 3 hours a day. The TV programmes stop

after your programme, to stop people getting fat! And them dying slouching in a couch all day long!"

"We are trying to make our dull old scout hall look nice."

"Make more swimming pools"

"Better transport."

"If you are doing sports at school if you do not like a thing give it a try and you never know you can get to like it."

RESPECTED

What it means and who helps



When asked what being respected meant C&YP said:

"They don't want you to be upset."

"Make you special."

"Want to be listened to."

"To be individual and independent."

"To feel a part of it, being in Highland in this place, being important as a citizen."

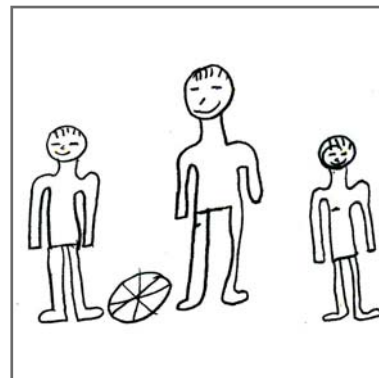
"To feel included [and] not left out"

Parent, friends and family are the people who are most listed as helping C&YP feel respected.

Several discussions focussed on adults in shops or in the community suspecting C&YP of being up to no good when they were not.

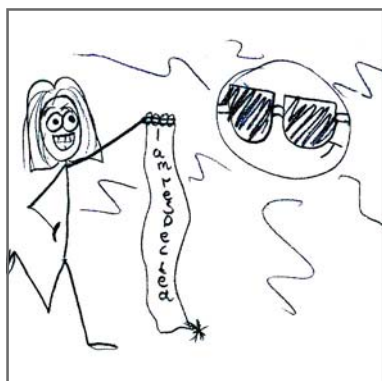
What helps?

"My clothes, my dog, my cats, my guinea-pig, my awards, my presents, my family."



"I am playing football at my school [I feel respected] because they are all listening to me and helping me."

Mark



"My Mum and Dad have agreed that I am old enough to get more money."

Adela, age 13

Feeling good about the help I receive



"I was listened to, I was trusted. I gave respect and got it too."

[Feel respected when made] "prefects; we're not all prefects, she is a librarian. 'Cops' are like prefects outside, they help look after wee ones"

"We have good behaviour weeks; so we do get rewards for it but people just suck up and be good for that week. We have a good manner week

gets us to be on our best behaviour and hold doors open for teacher and things and we get house points and things"

"Somebody including me and making me trust them more."

"People listen to you, the teacher doesn't think you're different, all your answers are right."

"Mum is always nice to me on my birthday. She doesn't always know what I want but it's the thought that counts. I get breakfast in bed. I am special."

RESPECTED

Feeling not so good about the help I receive



[in a shop] "I got accused of stealing 'Chomps' and I don't even like them!"

"Mum interrupted my conversation then she gives me a row for interrupting her"

"If people ignore me. If staff in shop stare or are rude to me. If people think I am lying when I am not. If people expect me to do something wrong."

"That people are calling me fat, being shouted at, feeling hurt."

"I met my friends and I asked them if I could play with them but they said "no get lost" and that made me feel upset. My other friend said it was sad that [they] were leaving me out."

"Only a few people are a bit bad and [teachers] make everyone stop because they do something wrong."

"When people don't listen to me I don't feel valued and respected."



"I was being accused of handing over a £5 note when I handed over a £20 note. She didn't believe me."

Kat, age 11

How things might be made better



"When someone comes over and asks me to join in when they haven't been letting me speak."

Natasha, age 13

What would help: "more time with your parents if they live away"

"Teachers need to trust you, they get to know you and your behaviour"

"Teachers being fair; they should trust you more and listen to both sides not decide who is mucking about. They should notice work when it is done."

"Everyone should get a wee bit different [help]"

"I think there should be a behaviour unit in every school. Young people should be rewarded for their achievement and good work in school."

"If they punish the whole class then the class will be mad at them, so sometimes that works"

About rewards: "Its all rounding up to good behaviour and good work but you have your own targets"

RESPONSIBLE

People who help me



"There are a lot of people who help me learn to be responsible. There's my Dad, Mum, bros and the rest of my family. There's also my best mate. Being responsible is VERY IMPORTANT!!!"

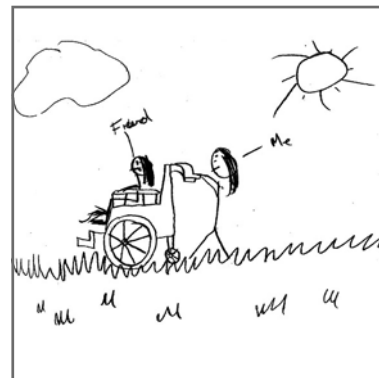
[The Council] "want you to be responsible for your own safety. You are responsible for your own learning. You are responsible for your health."

"For looking after things like the skate park that they have paid for, well if we use it we should take responsibility"



"I am looking after Vicky. I am her buddy at school. She holds my hand when we go swimming or out for a walk. I feel like a member of staff."

Fred, age 12



"My friend got hurt in PE, she couldn't walk. I had to go and get a wheelchair and ice. She was my friend, I didn't want to see her in pain."

Laura, age 12

Feeling good about the help I receive



"Me walking away from people wanting to make me do vandalism."

Leonard, age 12

"Looking after my little cousins all by myself, well my Mum was in the house next door. It made me feel good here because no one died so I got to look after them again. My cousin was good so I got on quite well."

"You feel responsible when you are given more freedom to do things and are not told about things through rainbow glasses but are told the reality of what is actually happening."

"I am happy when I do chores and help my Mum and save my big sister from spiders in her room. So I am like the man of the house!"

"I got put for pupil council and the girls had voted for me. I didn't know if anyone liked me much but I think they do! If they voted for me!"

"There is somebody at school who is lonely and I can go and help them by finding them a friend."

RESPONSIBLE

Feeling not so good about the help I receive

"I was asked to dust and I was not watching what I was doing and I knocked my Mum's favourite ornament and it smashed. My Mum thought she could trust me but she couldn't."

"In magazines there's always pictures of celebs...being really thin, smoking, drunk, partying etc. This makes it look "cool" and if you don't do these things you might feel un-cool. It makes you feel confused about responsibility."

From C&YP struggling with responsibility: "My Dad left and I went off the tracks."

"People that are older that [are with] younger people then they have drugs so then the younger people have drugs and its just catches on. They think it is cool but it's not."

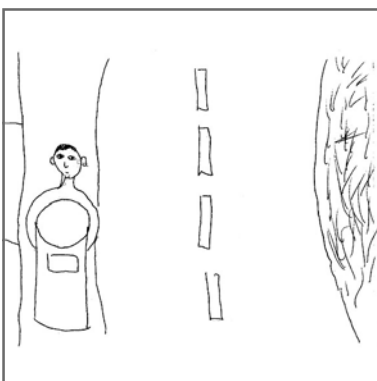
"You can say you don't want to have sex till your 16 but when you're actually there you would just do it because you don't think about it."



"I took my little cousin to the park. She was playing on the slide and I was on the swing. She ran over and got hit by me and the swing. She broke her leg."

Sarah

How things might be made better



"By putting more bins and organising activities to clean up our village, [It] would be safer."

Alexa, age 12

"I think the council should set up courses to show parents that you should show your child how to be responsible. But if your child has problems then they should have one to one chats with them so they understand."

"Need a place for YP who need to let off steam with a camera to see who goes in or out but not seeing you when you are in there. There should only be one person at a time."

"All we learn at school 'do do this' 'don't do that' they don't explain it or that. They say it is bad for your health but they don't tell you actually what happens."

"Should make the age limit higher [for drink/smoking] and put the price up well high. Kids have enough money to buy 20 cigarettes [as] they can top up their mobiles."

"Good that you can get money to stay on at school that encourages you to stay so you can get a better job."

INCLUDED in school

People who help me

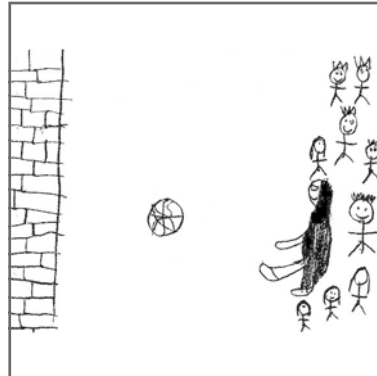


"My teacher helps me by explaining things when I'm stuck or when I don't understand."

"I was making a boy in P4 happy because he had nobody to play with. Everybody should be encouraged to play with everyone else."

"My Dad and Mum helped me do my project and they always help me do my homework."

"Clubs help like cheerleading, football, hockey and shinty. They are run in and out of school time by the teachers."

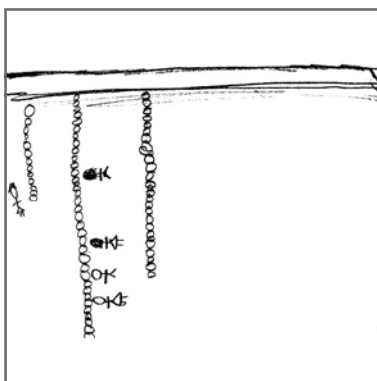


"I am good at gym so I feel included. I feel included because I'm with my friends."
Mike



"I was happy at school when all the pupils in the school took part in Unicef for raising money for Madagascar and Niger by paying to wear pyjamas to school and collecting coppers for them."
Nickster, age 12

Feeling good about the help I receive



"The big class playing a game and all of us playing and the little ones playing round the back."
Bubble, age 11

"Feel good when people play with me and make me feel more at home."

"There is pupil support for people with learning difficulty and the behaviour unit where they can play games, talk with learning support teacher. If you find a class difficult or get sent out you go down there. It helps folk control their temper, a chill out room, can go back in to class after when you are ready it is not seen as a punishment."

"I like to type things out on the computer having computers helps we have four in our class."

"My friend gave me a [note] to help me feel included. I think homework club works."

"I was helping out at our garden party. We got to make a treasure hunt for the little ones in the school. Everyone enjoyed it, even the teachers thought it was good. I was pleased with mine and my friends effort."

**INCLUDED
in school**



Feeling not so good about the help I receive

"No one was playing with me"

"Being left out at football, being made to be the referee. It was depressing"

"Not being as good at French as everyone else because I can't understand and talk it."

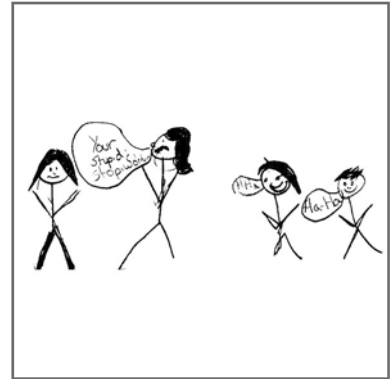
"It was at maths and I felt stupid. I was crying and everything, a real breakdown. I can get upset I don't know why."

"Name calling like 'Fatso'."

"I can sometimes disrupt the class I can get hyper talking and giggling, chewing, not doing what you're told, giving cheek to the teacher."

"There might be some bullying but you don't see it everyday. Some people get bullied because they look different or they dress differently. Some people don't tell because afraid of being battered."

"In maths I sit next to a frozen heater and a window that whistles."

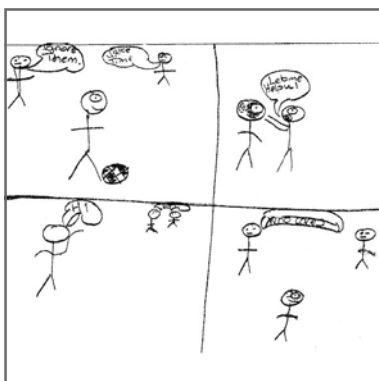


"The teacher is saying I'm stupid and making me stop work in front of all the other pupils just because I don't get something."

Flapjack, age 12



How things might be made better



"Ignore them. Take time. Let me help you. Who cares."

Stump, age 13

Bullying: "You can tell your guidance teacher, the school takes it seriously and deals with it."

"One class we are working on the same level but people are at different stages. You need to be learning at your own stage."

"Rock Solid: I feel good in here because it makes you laugh and it teaches you something like what's going on in the world etc."

"Garden project, we sell our

own vegetables and use them in home economics. It is all organic, there is a club for planting more. I'm proud to be here."

"The teachers do more training. People need to pay more attention. Teachers should think of other things to say" [instead of 'Shut up']

"If anyone is disabled they have professional help."

"Make more maths games to teach us more maths."

INCLUDED out of school

Who and what can help



"I do guitar lessons. My Dad helps me because he takes me there and my guitar teacher helps me because she teaches me"

"When my Dad and Mum take me places I can't go on my own."

"My friends make me laugh and make me feel included."

"My saxophone teacher helps me and tells me I am doing well! My art club teacher puts a lot of effort into helping me. My badminton teacher helps me to keep fit and have fun."

"My friends are cheering me up and making me feel included by playing with me."

"Football and swimming, they don't know you are a Traveller [there] so [you] are fine."

"People who work in clubs need to be fun."

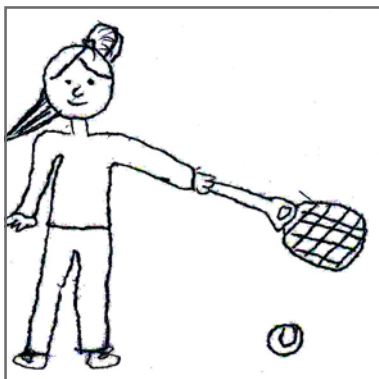
"If the children are doing stuff [workers] have to be patient and not saying your doing it wrong."

"Setting up different clubs for older children because they might be bullying younger children."



"Roller skating makes me feel good because there are lots of people to help me get better at it."

Minnie, age 10



"I feel good when I play tennis because I have friends there and I like it, it is fun."

Sara, age 10

"That was a good experience because I was with my friends, playing football at football practice and it was sunny!"

"I feel good about playing with my friend at their house. Playing the X box because every time we play on it we always have a really good laugh."

"When I was new people were nice to me and when people are new I can tell them what it feels like."

Of badminton coach:

"They always get you included in what everyone else is doing and its great fun because they help you a lot."

Swimming:

"I think it is enjoyable because you can meet up with your friends and have some fun and it is for all ages. There are different pools one for babies one for a leisure pool and one for competitions."

Feeling good about the help I receive



INCLUDED out of school



Feeling not so good about the help I receive

"Nothing on in the winter; being too young for clubs; my friends are all away and I have no one to play with; some clubs and activities are full; some clubs are for boys only; some clubs and activities are too far away."

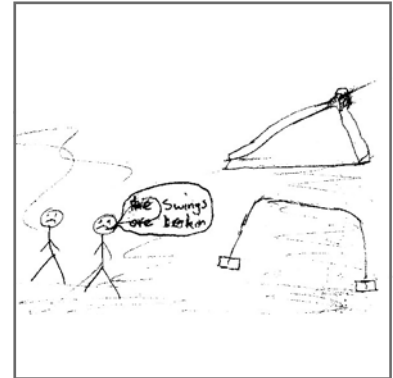
[teenagers] "just hanging out and usually a huge crowd is round the swings and they don't go, they make a noise and smoke and swear and its no fun for us."

"I didn't feel good because I was getting made fun of and people were calling me names."

"They don't let me play [football] because they're about 18 and I am only 10."

"Police told me off for something I didn't do he didn't listen to my side of the story."

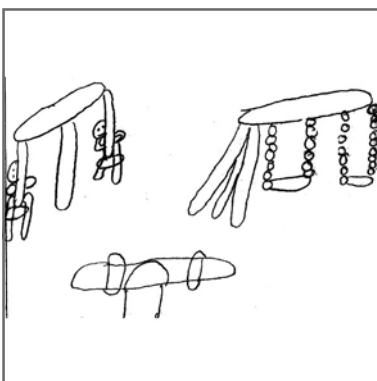
Not joining in because: "I feel sad when my Mum is down in Glasgow and drinking. Because I get worried she might fall on the ground."



"This is a picture of me at the swing park, but the swings are broken and there is no ladder on the slide."

Luke, age 11

How things might be made better



"Cleaning the park every 3 weeks. Activities around [our] area."

Louise, age 11

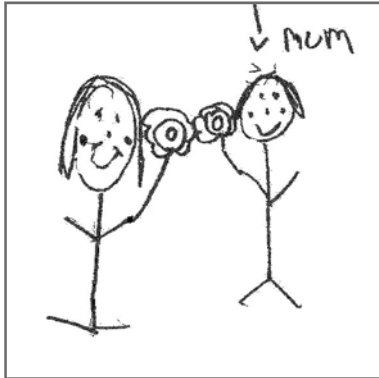
"Put more equipment in the park; make more space because there isn't too much room to [do] activities; put activities on in the winter"

"Having more different activities around your area and more choice and not too expensive. So you are not stuck at home doing nothing or watching TV."

"When my social worker talks to me. Get more social workers now."

"Sometimes maybe people with a disability feel not as included as us and maybe if they have separate clubs they might think 'just because we are different doesn't mean we can't join in with everyone else' they might want to feel more part. They might feel more part if they were with us. [You'd need to] make everybody to be nice and not stare at them because they have a difference."

PARTICIPANTS



"My Mum off drink. But I wish you can do something."
Susabelle, age 101

Age and gender

The planned age range of the C&YP taking part in this project was C&YP in primary 6 and 7 and secondary 1st year in 2005-2006.

Pilot studies using the methodology had suggested that this was the age range best suited to the draw and write method. This age range would also cover the transition time from primary to secondary.

However, to include a number of C&YP with significant additional support needs, for

whom the methodology was also suitable, the age range was extended to include 9–16 year olds (primary 5 to 4th year).

The participants included:

150 females 107 males

Age winter 2005-2006

No of C&YP	Age
5	9
85	10
112	11
38	12
3	14
1	15
3	16
10	no age given

Geography

To ensure that participants were representational of the different areas of Highland, schools were chosen from different Highland regions.

Using the Scottish Executive Urban Rural Classifications* participants came from the following areas:

- 105 Urban
- 43 Accessible Small Towns
- 15 Remote Small Towns
- 13 Accessible Rural
- 79 Remote Rural

Area	% Highland Population	% Participating C&YP in area
Urban	21.2	40.9
Accessible Small Town	3.7	16.7
Accessible Rural	11.3	5.8
Remote Small Town	24.4	5.8
Remote Rural	39.4	30.7

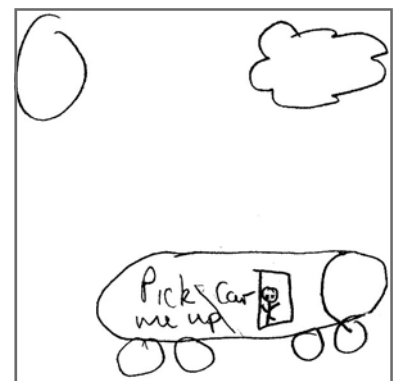
* Urban areas are settlements of 10,000 to 125,000 people

Small towns are settlements of 3,000 to 10,000 people.

Rural areas are settlements of less than 3,000 people.

Accessible areas are within a 30 minute drive from an urban settlement.

Remote areas are more than a 30 minute drive from an urban settlement.



"My Mum picks me up so I can go play football."
Jeremy, age 11

PARTICIPANTS

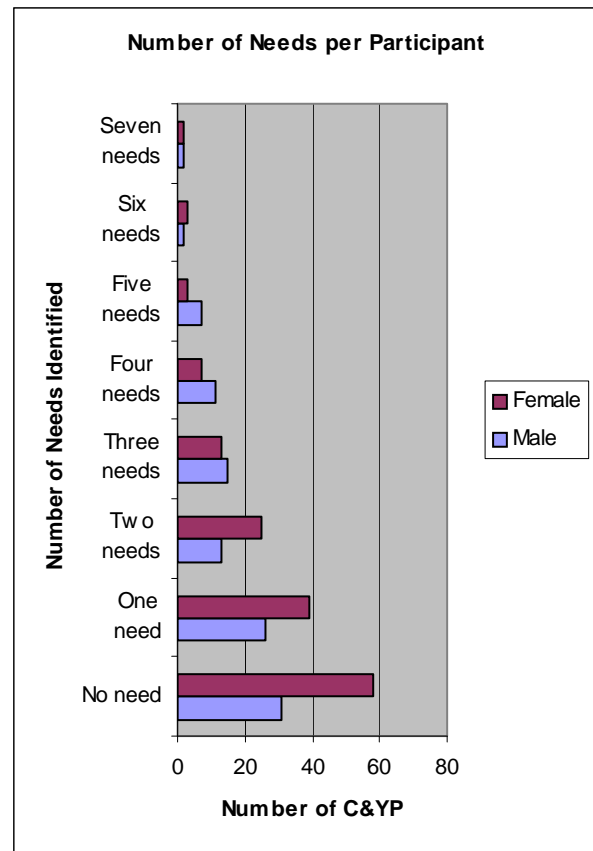
Needs identified

For Highland's Children 2 identifies different headings for the additional support needs C or YP might have. Many of the objectives for FHC2 are about meeting these needs. C&YP who require additional support have a valuable part to play in a consultation about children's experience of services.

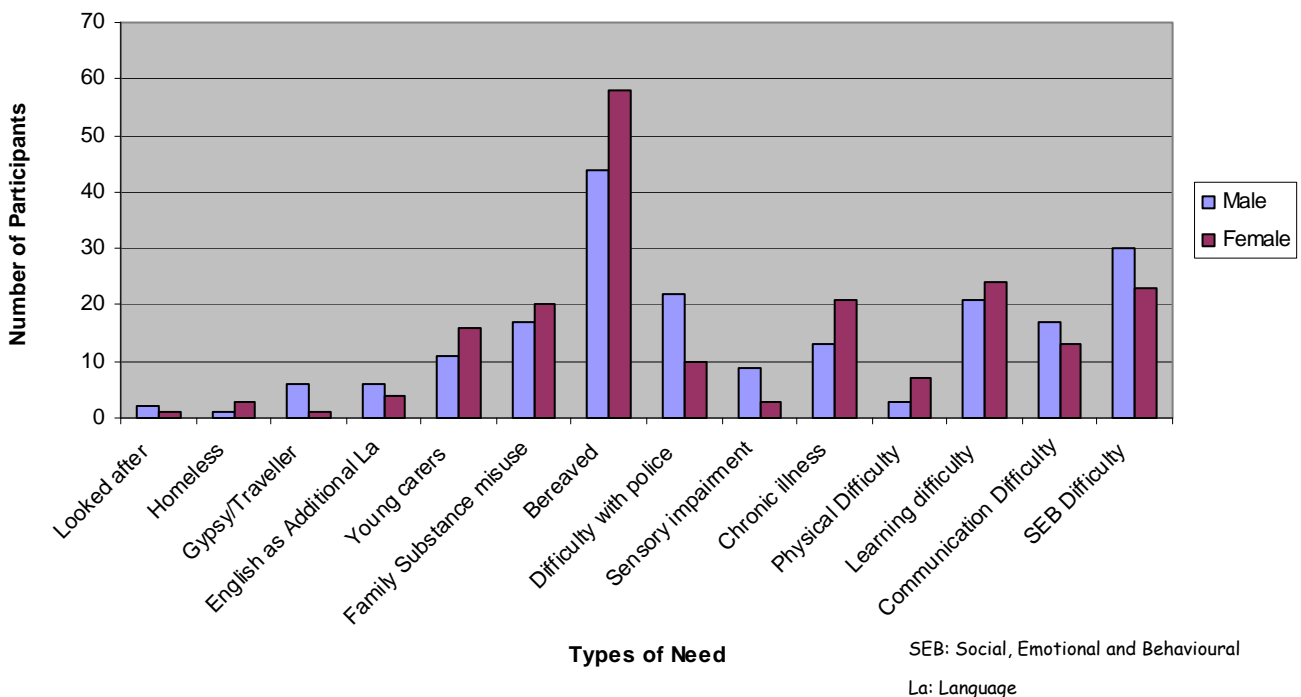
To determine if the participants required additional support the C&YP were asked to identify what needs they had if they were happy to do so. The possible needs which might require additional support were explained to the C&YP and they ticked any box that was true for them. Where there was likely to be some doubt about the level of need, a practical example was given. (Appendix 1)

A small number of C&YP chose not to identify their needs.

Total participants: 257



Range of Identified Needs



METHOD

Methodology

The aim of this project was to find out about C&YP's experience of services and to compare this to the aims and objectives of FHC2. The experience of C&YP is personal and therefore 'qualitative' in nature. To measure this against objectives this qualitative information needs to be translated in to quantitative information, something that can be counted and measured.

The Noreen Wetton "Confidence to Learn" (1998) methodology uses a draw and write approach

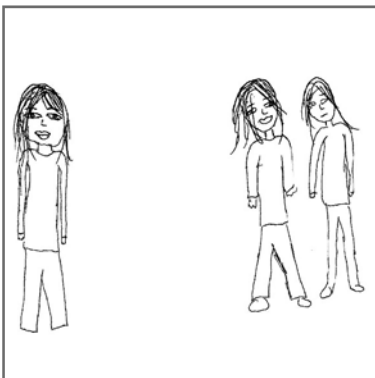
(Appendix 2) to gain qualitative information and then uses a grid (Appendix 3) to categorise the information so it can be counted.

The seven themes of FHC2 were divided in to 11 questions for the draw and write responses (Appendix 4). Some of these questions were age sensitive or required trust with C&YP and so were removed from the first year of consultations. The order of questions was otherwise randomised.



"I am studying to know more."

Jax, age 12



"This is my first few months at [my new school]. I did not get included in stuff and nobody wanted to be my friend."

Star, age 13

Introduction and Consent

Participating schools were identified with the education department. Pupils in the relevant age range were visited and the Council's plan for children's services (FHC2) introduced. In group discussion C&YP were asked to work out the seven themes of FHC2.

The group or class were asked how the Council could know if the plan was working and there was recognition that the Council would need to consult C&YP. Consent was then

sought from C&YP after the consultation had been explained in detail. Consent was then sought from parents.

Consenting C&YP were asked to complete a form (Appendix 1) to identify their age, gender, geographical location and any additional support needs (this part was optional).

Confidentiality and child protection was explained. C&YP were asked to make up a pseudo-name for the report, to keep their own name secret.

METHOD

Consultations

Some schools opted to offer the consultation sessions as a whole class activity as part of personal and social education. Other schools chose for participating C&YP to go out of class in to a small group. Some C&YP were seen individually.

One of the participants would choose the theme (by pulling a ball with a number out of a bag). The theme, e.g. 'safe', would then be discussed as a group, talking about what the Council might mean when they said that they wanted C&YP to be 'safe'. The people who might help C&YP

be 'safe' would also be discussed.

C&YP then completed their private response about that theme. The response asks each C or YP to identify who (or sometimes what) helps him or her and then to draw a time where he or she felt good about that help. They would then write (or tell) what made that a good experience. The participants would then be asked to do the same for feeling not so good about the help they received and finally to consider what might make it better.



"Because I'm playing football with my friend."

Simon

Making Sense of the Information



"I couldn't eat so I got fed from tubes and I couldn't walk. So I got taken round in a wheelchair and I was unconscious. So I was practically asleep the whole day."

Adelaide, age 10

The group discussions have been recorded and quotations from these discussions have been included in this report.

Quotations from individual responses also make up the body of this report. The drawings in this year's report come from this year's responses.

Some C&YP taking part in a whole class activity but not participating in the consultation project consented to their unidentified responses being included. These were used to

gain quantitative information only and so are not included in this year's report.

The final report will look at the personal response information quantitatively. Grids for each part of each question (Appendix 3) are made. Each response is analysed and a tick put on the grid if the C or YP wrote about that category. This provides information that can be looked at statistically as part of evaluating children's experience against the aims of FHC2.

ISSUES

Raised

About bullying

Bullying remains an important issue for C&YP.

They recognise that bullying gets in the way of achievement and feeling included.

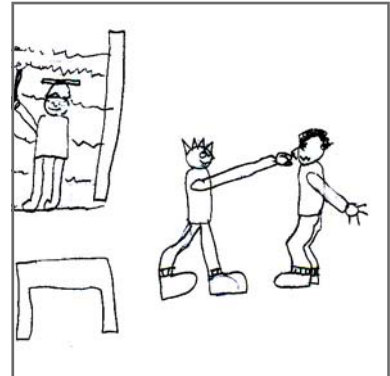
Concern was expressed that while some interventions were useful, other interventions could make things worse.

Some C&YP thought that the solution might be from C&YP themselves and various schemes to enable this were mentioned such as 'I can problem solve',

sixth years helpers, peer mediation, buddy system and friendship stops have all worked in different places.

There was also acceptance that there were different levels of bullying, and sometimes it was temporary, you would be friends again. Other times it was older or unknown children who were bullying.

Worries about behaviour from teenagers were often shared.



"Someone was bullying me and discouraging me. I feel really sad and afraid he might do it again."

Mick, age 11

Some views about bullying



"Because I was getting bullied, I could not do my work because I was worrying too much."

Iain

"Bullying, they can't do anything , has to be your self."

"Relationships, you learn them as you go."

"Its just something you've got to go through."

"The person you are getting bullied [by] says 'If you go and tell someone I'll hurt you' then you get worried and don't want to tell. If you tell the guidance or nurse and they might be moved out of your class."

"You could move class but then bully might hear and get suspicious."

"Its just, your going to make up anyway you won't stay enemies for the rest of you life."

"My Dad said he met this person who had bullied him in the past. They said they totally regretted it and they realised what they had done and were disgraced by themselves."

"They know not to do it here the teacher is always talking to us about it. All teachers should talk about it all the time."

ISSUES Raised

Some possible solutions?

"What can school do?"

"Make it known what your choices are if you are being bullied [you're] only told to tell someone or ignore it. In our school there are other options you can go to school nurses [who] don't make judgements."

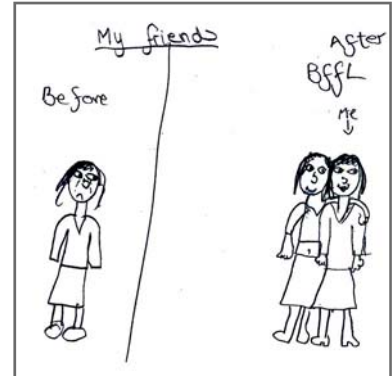
"In our school we have ICPS things that we learn how to solve problems (ICPS=I can problem solve)"

"If you have a problem you can tell a peer mediator, it is private and confidential, [they] listen to both sides of the

story [and] try to sort it out. Mediators got 2 days of training to know how to do it."

"Children like us [could] go to different schools and to go and see what is happening at different schools and how other schools do it and then you could sort it."

"In our school if people are arguing can get a sixth year [and] can talk but I don't like it because sixth year might know other people [it would be] better if it was a sixth year from another school."



"I was sad, she cheered me up."
Molly, age 11

Differences with age



"Two teenagers pushing in line."
Cheryl

"In primary you always have friends - in primary the next day you forgot about it"

"In secondary you know more people and they take sides, in primary you are stuck with same people. In [secondary there are] more people, you can't expect to be friends with them all."

"In primary you've got all these friends, when you go to high school you get new friends but some of your old friends start bullying you."

Teenagers "just ruin everything"

"What can we do? We have a lovely park ...because the council give us nice things but the teenagers ruin them. It's not fair."

"I would like it if the older children weren't playing out at the same park. The teenagers should have their own park. I felt unhappy when my Mum says I can't go to the park because teenagers [there] are drunk and might hurt me. But I want to go coz my friends are there."

ISSUES

Raised

More on Achievement

"I am ice-skating. I enjoy it because every time I go I achieve something, my coach trains me"

"My friend helped me when I got stuck. I felt really good afterwards since I could do my maths."

"We are doing a stunt called the basket toss in Cheerleading and I keep doing it wrong (that's steam coming out my ears)"

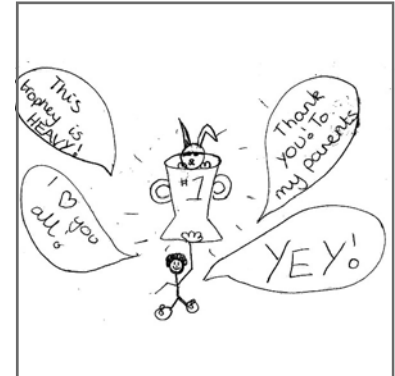
"My coach was listening to what I thought would be a good routine for the team."

"People can run faster than me and it is not good because they can go to more fun things than me."

"I get to feel I am progressing. I get loads of support. I had a scribe. I managed. I did lots of writing."

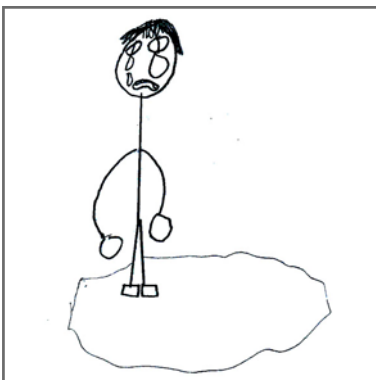
"I'm about to play in the music festival and I'm really excited about playing in it. I had never been in a music festival."

"I am having fun getting high scores and my teacher is telling me in detail how to do it. He is a great help to me."



"I won this award for my martial art that I do, Tang Soo Do. I felt on top of the WORLD."

Isla, age 12



"Not getting help, being ignored, not listened to."

Jack, age 12

Being listened to

"Talk to me and find out what's wrong ask me what I want."

"Sometimes I think that children don't get much of a say because they are building a new Tesco down there but no one asked the children about it and I don't want it because we go down there for walks and that. It is good for young people to make suggestions to the government and that, then there might be a petition against it."

"When I get bullied and no one listens I'm a voice never heard."

"Being listened to makes you feel important. I wouldn't want to listen to a teacher if she didn't listen to me"

"When people don't listen to me I get upset."

"I was trying to help but it caused me to get a row and to get hit by my Step-Dad. My Mum hears me crying and rushes in and gives me a big hug but it still doesn't help me being afraid of my Step-Dad. My rule: if a child needs help don't ignore them help them because they have rights as well as adults."

ISSUES Raised

Encouragement

"The teacher is telling me I have done well and the teacher is encouraging me and being supportive and being happy!"

"Getting praise from family, friends, teachers when I do something good."

"[If] some boys or girls that are normally bad are good they'll get about 5 points but someone who is normally good they will get only 1 point"

Drama: "My teacher is soooo funny and encouraging and I love our new play!"

"They could have encouraged me or spoke nicely to me to tell me what I could have done to improve."

"Being told I am doing well and trying hard. I always try my best."

"They make up Golden rules, do be honest, do be kind, do not waste people's time, do not spoil people's property"

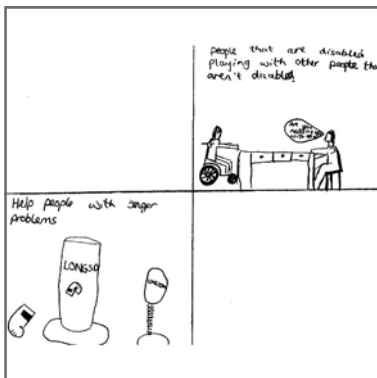
"I usually do lots of pictures of cars. My parents don't like it but my Nan does. My Nan always says that the pictures are very good. I feel better."



"The teacher is telling me, 'Well done' for trying my best."

Heidi, age 13

More on Inclusion



"Help people with anger problems. People that are disabled playing with other people that aren't disabled."

Cooper, age 11

"At a club there were too many people not real games too much shouting. It would be better if there were less people, playing proper games, paying attention to individuals."

"Help people that are deaf, blind, disabled, learning problems, people that need extra help; to make extra clubs for people with the above problems with people that don't have problems. So they can do homework together."

"I feel included with other Travellers, my friends and family. Not welcome at the primary, teachers didn't like me, treated me differently because I was a Traveller."

"Even if you have a disorder you shouldn't be banned from clubs, they have the same rights to come to the clubs like everyone else"

"Appointment clock, you get to choose who you want to be partners with. It is good because it helps you make friends."

ISSUES Raised

Interesting Ideas—Parenting

"Some parents need sort of help from carers and people who know what they are doing, day care centres and stuff."

"Might need help in child care, becoming a parent"

"Well some people are not as good at looking after kids as some other people, might feel upset about that"

"If you are not a good parent your children might get foster care"

"Foster homes, put [C&YP] in a happy and comfortable place"

"The parents could be having a problem with drink or drugs, council should stop them being able to buy it. They need help for alcohol and drugs, give counselling, social services."

"Council should ask children if they feel valued and respected at home."

"They should do a confidential survey to find out if children are valued at home."

"They should ask the teachers, teachers know, they can tell by your work and by how you look."



"It is sad if people die with cancer. If children can't have their own Mum and Dad they need a home with another Mum and Dad. Boys and girls need to be able to make friends."

Fred, age 12

Interesting Ideas—the Outdoors



"I feel I can do my best because I am really good at it. And I can beat my friend at it whose better than me at some things."

Mario, age 11

"Should be more outdoor education both about environment and physical challenges like climbing and orienteering."

"I think for children to do their very best they need fresh air. I think that schools should have a garden for children to learn in and have outdoor lessons."

"Improve playgrounds"

"More school trips"

"Mountain bike tracks somewhere near here."

"Quad bike tracks would be good"

"I think that the garden ...helps people learn more about the environment around them and helps people to concentrate more because they would be outside."

DISCUSSION

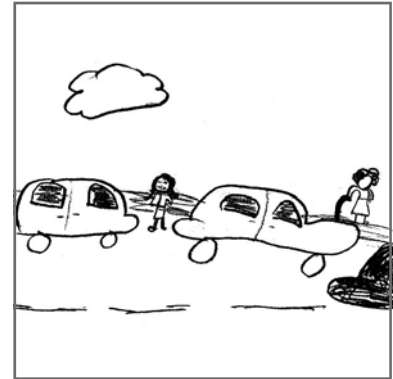
Issues around feeling Safe

It is clear a small number of the C&YP had specific safety concerns around either their home or their community life. All the C&YP recognised that these C&YP needed the support of an adult, someone who would listen to their concerns. However, while teachers were identified as adults that you could tell, some C&YP felt that telling the teacher something so private might be difficult. Offering C&YP other people such as the school nurse or sixth years was seen as helpful where this was available.

Road safety concerns continue; several of the C&YP had been involved in an accident either as a pedestrian or as a passenger. Speed was seen as the issue.

Bullying also continues to be a prominent issue for C&YP. Those initiatives where C&YP themselves had been supported to provide solutions seem to be well liked.

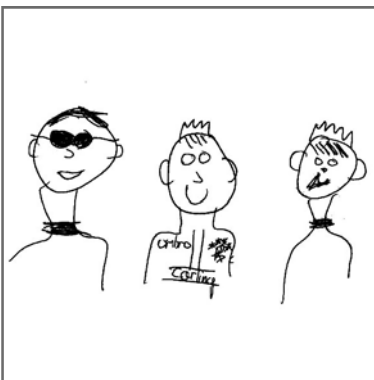
C&YP as they move in to secondary seem to have an awareness of strangers who might harm them.



"I was in between 2 parked cars and there could have been a car coming. There was only my neighbour, but she could not walk very well."

Alisa, age 10

Issues around feeling Nurtured



"I'm at my friends' house playing Fifa '07 laughing our heads off, because they were laughing made me laugh and me laughing made them laugh, so we had a really good time."

Jimbo, age 11

C&YP were in no doubt about the importance of nurture from families for the well being and development of C&YP. Where this nurture was not enough, C&YP recognised that in the first instance the family would need support. Parenting was not something everybody knew how to do well. Where this support was not enough and C&YP needed foster care, it was seen to be very important that the C or YP had some say in the choice of foster family, somewhere he or she felt comfortable.

When things were not going well at home, C&YP recognised that there would be noticeable changes in the C or YP's attitude or behaviour, whether withdrawal, self-harm or challenging behaviour. Teachers were named as being best placed to notice these changes, but as indicated above, C&YP do not always wish to share confidences with teachers.

Some C&YP were carers and those who had a Young Carers group felt nurtured there.

DISCUSSION

Issues around feeling Healthy

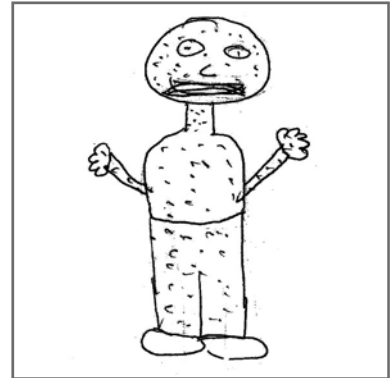
C&YP appreciated having health professionals who were kind and funny, who took care to listen and to explain things directly to the C or YP. C&YP wanted to know what a health professional was going to do before they did it.

C&YP felt the environs were important when receiving health care; having things to stave off boredom and be distracting were seen as helpful.

Some C&YP find health services scary, they worry about pain and catching diseases.

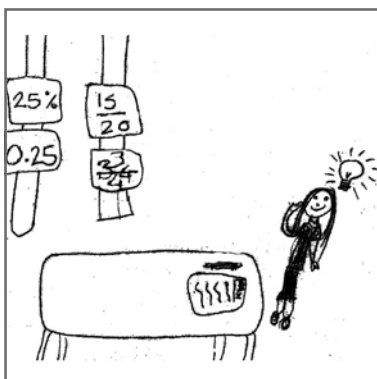
C&YP had received a lot of information about keeping themselves healthy. However they wished that the information were more specific about what health benefits or dangers were involved and information to be interestingly presented. Several C&YP thought people who had suffered ill health through life style choices would be good people to speak to them.

Peer pressure was a big issue for C&YP and they needed ideas of how to resist it.



"We weren't too sure what was wrong. I had a rash."

David



"The streamers for maths on the wall, the reading and writing wall, books, coming up with good ideas, teachers helping me to understand my work, myself."

Bubblegum, age 11

Issues around feeling able to achieve

C&YP found it easier to consider things that would hinder achievement in life than things that would help. As in nurture and safety above, it was recognised that those C&YP who were struggling with difficulties at home or in their communities would be those most likely not to achieve. Again having adults the C or YP felt comfortable to speak to was seen as essential.

Having achievement recognised and feeling successful were important in being able to do your best.

To achieve in school the teacher and learning support were seen as key to success, but there was recognition that who you sat next to and the behaviour of others in the class would affect how much you could achieve.

C&YP noted that in a busy class help was not always available when you were struggling. Other pupils often helped.

C&YP recognised that there were life skills they required such as cooking meals.

DISCUSSION

Issues around being active

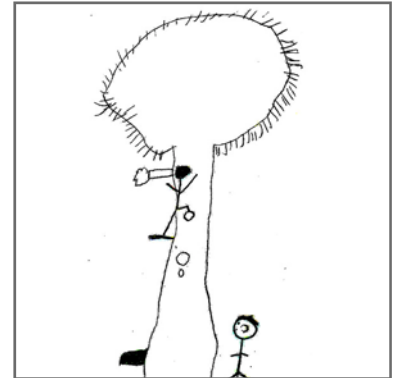
C&YP need opportunities to be active. They have really enjoyed the activities available through the Active School Coordinators and other clubs out of school. Transport is a problem for some of the rural areas and extra school transport does not seem to be provided if the Coordinators have organised an after school activity.

The range of activities C&YP get involved in is wide reaching in accessible urban areas but is often more limited in more rural areas.

A number of other things

hindered C&YP being active. They were sometimes excluded from activities because of their age, gender, ability in that activity or because there were long waiting lists. Cost and transport were also potential barriers, especially if you had siblings. Injury or illness prevented activity at times.

C&YP recognised the difficulties they themselves had in resisting too much time in front of the TV or play station. Some would like limitations to be forced on them with C&YP's TV being on for certain times only.



"I like climbing things."

Bloodstorm, age 11

Issues around being respected and responsible

C&YP had no difficulty in seeing the connection between being respected by others and being responsible.

C&YP felt respected most often when they were receiving recognition for something they had done or when they received support or help. Where C&YP did not feel respected it was often when adults stereotyped all C&YP, when they were not listened to or were blamed for something they had not done or when C&YP were bullied, ignored or excluded.

C&YP felt that learning to be responsible was very important and was something parents had a key role in. Some C&YP were being encouraged to take on responsibilities such as caring for younger children, helping with household chores and even getting part time jobs.

Things that hinder C&YP taking on responsibility was often seen to be the actions of or pressure from others but also it could be difficulty found in controlling their own actions.



"Can I stay out till 9.30 pm?"

"No 8.30 pm" "Why?"

"Because I said so."

"My mum is not letting me stay out till 9.30."

Amy

DISCUSSION

Issues around feeling Included

Friends and family were unsurprisingly most important in C&YP feeling included although teachers, support staff and people in the community were also listed. 16% of C&YP said that only some teachers helped you feel included.

Feeling included in school did depend on friendships, but also on a good relationship with the teacher, getting the right support and getting work that was not too hard. Being listened to and being able to have a sense of success were also important.

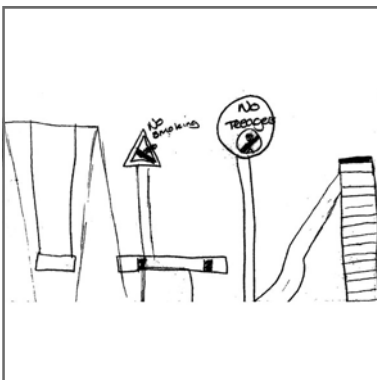
Being able to meet up with friends outside when not in school was most important for inclusion. Being missed out by friends was a more common problem for inclusion than being bullied. Teenagers hanging around play spaces was an issue, they should have their own space.

While C&YP did feel that improving facilities was very important, they also recognised that many of the solutions were about helping themselves, talking and listening to others, making friends, trying out new things.



"I didn't feel included because I was at an after school club and I was left out from the team I was in."

Blondi, age 12



"Sometimes when it rains you get soaked, so we are going to write a letter to the Council to ask if we can have a bus shelter.... but we don't think we will get one because the teenagers just ruin everything."

Steven

Other issues raised

Across the range of issues raised, whether bullying, staying inclusive, C&YP see that the solution is not always for adults to intervene so much as to support C&YP finding their own solutions.

Being listened to, receiving recognition and encouragement helps C&YP feel good and building on these things may increase self-confidence to empower them to feel more confident in facing difficulties.

C&YP did not always seem to be

clear about who was the best person to speak to when they needed to be heard. While teachers are the adults outside of home most available to C&YP, it is clear that they do not always want to speak to teachers. Perhaps ensuring that schools made clear what other options of people to talk to were in school, such as school nurses or youth workers perhaps, would be helpful.

Helping C&YP help themselves is what C&YP are often asking for.

CONCLUSION

It is hoped that in making this report about the qualitative information from C&YP, these windows in to C&YP's anecdotal experience will be valuable in influencing the evaluation and planning of services, along with the more measurable quantitative information provided by UHI and the final report from this study.

These experiences show that while many C&YP are indeed enjoying the experience of growing up safe, nurtured, healthy, active, achieving, respected, responsible and included in Highland, a small number of C&YP have a significantly different experience.

The C&YP recognised the huge impact that not having these needs met would have on a person's behaviour, achievement, ability and well being. Having someone available to speak to about confidential matters was seen as being so important, but teachers while available were not always the people C&YP wanted to talk to. Alternatives should be available and advertised to the C&YP.

C&YP also recognise that as

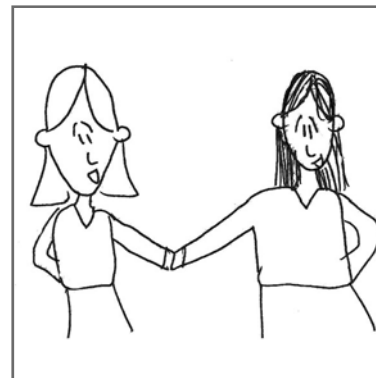
well as helping the C or YP themselves, some families may need support and help in meeting the needs of their C or YP.

C&YP can see that where adults do not listen but make assumptions, blame, stereotype or have double standards (such as being able to interrupt C&YP but not being interrupted by them) that this is not respectful of C&YP and will not bring about C&YP's respect and responsibility.

When considering issues such as bullying, exclusion from friends and peer pressure, some C&YP want to be able to face these issues themselves, as often no one else is available at the point of need. Schemes which empower C&YP to deal with these problems themselves seem well received and perhaps should be built upon.

C&YP would like to gain more life skills in order to take more responsibility for themselves. Information about life skills/choices needs to be presented in an interesting way.

C&YP wish to see improvement of facilities to encourage their being active and being able to



"Somebody including me and making me trust them more."

Angela

enjoy outdoors. Transport and cost are still barriers to inclusion and being active.

Listening to C&YP, supporting them, encouraging them, treating them with respect and recognising their achievements will go a long way to meeting their needs. This in turn will support our C&YP being enabled to be responsible and achieve their potential.

C&YP taking part in this project have been very responsible and thoughtful in their contributions and have given a valuable insight in to growing up in Highland and a debt of thanks is owed to them for their willingness to share this information. It is hoped respect can be shown to them in actions taken as a result of their contributions.

Appendix 1 Identified Needs

I would like to take part in the HCF research project and you do not mind if my drawing or writing is included in a report.

Name: _____ Date: _____ School: _____ Age: _____

Tick: male  or female  Made-up name (to use in report): _____

Some children (for any of the reasons below) need extra services; so these children become experts on how well the services work. Are you an expert? Please tick any box below that is true for you

1. I do not live with my family (You live with a foster family or in a residential home)
2. My family does not have a home of their own to live in (You are in temporary accommodation waiting for a house to move into)
3. My family come from a country outside of Britain (English is not your first language)
4. I come from a Gypsy or Traveller family
5. Someone in my family needs my help to manage (If someone in your family is ill or disabled and the family needs your help to manage)
6. Someone in my family has a problem with drink or drugs (Even if this person does not live at home, if you find school and friendships harder because of it)
7. Someone I loved in my family has died or left home (Somebody you miss so much that it affects how well you manage at school and with friendships)
8. I have been in trouble with the police (Enough trouble that the police have had to come to your home and speak to your parents)
9. I have difficulty seeing or hearing (Not just if you wear glasses, but if your teacher has to do worksheets in a different font size; if you wear a hearing aid or need to sit near to the teacher)
10. I have a long term illness (That is you need to visit the doctor regularly for something like asthma, eczema, diabetes or something)

I find it harder than other children (not just sometimes but most of the time)

1. To move about or do exercise (either big movements like gym or small movements like pencil work or using a knife and fork)
2. To learn things
3. To talk and listen to other people (maybe you find other people hard to understand or they find you hard to understand)
4. To control my actions and behaviour (not just occasionally but most of the time)

Appendix 2 Sample of Consultation Question

1. Services used:

Who are the people who/what are the things which help you to keep(safe/healthy etc)?

2. Good Practice:

Draw yourself feeling good about the help you get to keep
(safe/healthy etc)

Write/tell what makes you feel good here.

3. Areas for improvement:

Draw yourself feeling not so good about the help you get to keep...(safe/healthy etc)

Write what is making you feel not so good here.

4. What might make it better?

Draw someone making things better

What are they doing to make things better?

Appendix 4

12 Consultation Questions

NO.	THEME	INTRODUCTION	SERVICES OFFERED Who helps you?	CONSULTATION QUESTION
		Group discussion to set the scene		Feeling good/not so good...
1	SAFE	What do the Council mean when they say they want you to be safe?	Teachers, parents, neighbours, police, social workers, doctors, school nurse, peers etc	..about the help given to keep you safe
2	HEALTHY	What do the Council mean when they say they want you to be healthy?	Doctor, school nurse, dentist, optician, OT, Physio, SALT etc	... about visiting one of these health professionals
3 Age sens	HEALTHY (and SAFE)	What choices can you make about how you live to keep you healthy?	School nurse, teacher, parents, peers, doctor	...about the help you get to make healthy choices
4	NURTURED	What do the Council mean when they say they want you to be loved and cared for?	Mum, Dad, step/grand parent, brother/sister, SW, foster carer, neighbour, other carer	...about being loved and cared for
5	ACHIEVING	What do the Council mean when they say they want you to be able to do your best at school?	Teacher, learning support, parents, peers, other professionals	...about help given so you can do your best at school.
6 Age sens	ACHIEVING	What do the Council mean when they say they want you to do your best in life?	Teachers, learning support, careers, parents, out of school activities	...about help given so you can manage your best in life
7	ACTIVE	What do the Council mean when they say they want you to be active?	What ways are you active? Sport, art, music, drama, dance, out to play, riding, cycling, etc	...about the ways you can be active
8	RESPECTED	What do the Council mean when they say they want you to be respected?	Parents, teacher, learning support, peers, othersabout what people think about you
9 Age sens	RESPSONIBLE	What do the Council mean when they say they want you to be responsible?	Parents, neighbours, voluntary services, teacher, peers	..about what you are able to do for others
10	INCLUDED in school	What do the Council mean when they say they want you to be included at school?	Teachers, peers, learning support, friends, other	...about being with others at school
11	INCLUDED out of school	What do the Council mean when they say they want you to be included out of school?	Peers, friends, parents, neighbours, voluntary groups, out of school activity leaders	...about being with others when playing out of school
12 Last	RESPONSIBLE	Discuss how you feel about taking part in this project	Has involvement helped you get better services, if so how?	...about taking part in this project

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Acknowledgements

This project has been made possible by the following people. A huge thank you is due to each of them:

The 257 children and young people taking part, for their thoughtful responses and for the fun they brought to consultations. Thanks are also due for all the C&YP's drawings, over 3,000 in all. Those drawings included in this report were chosen for the clarity and relevance of message; some C&YP may have more than one drawing in the report.

Bill Alexander and the Joint Committee for Children and Young People for wanting to hear the voice of children and young people and for providing the additional funding needed.

Dr Margaret Crombie and Jane Banes for their support and help in getting started.

Noreen Wetton for her interest and valuable advice.

All the Head teachers and class teachers who facilitated the consultations.

Cover drawings by (pseudo names) Katie, Izzy, Shannie, Rabbit, Homer, Amy lee, Flapjack, Bubble, Max, Meldru, Mory, Iceses, Donna, David, Alexa, Abigail, Brenda



Jointly funded by the Joint Committee for Children and Young People and the Highland Children's Forum