

## 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?

### **5- 9pm Tuesday 15 March: the Youth Service**

**22 children and young people took part.**



**A Youth Service Manager responds to the key demands and priorities raised by the children and young people**

## **Any thing getting better out there?**

**(See full responses to the questionnaire later in this report)**

- In the school council, we said the toilets were blocked and had no loo roll and had no soap and they got half of the loos clean and gave us loo roll, but we still have blocked sinks and no soap
- Heatham was going to be closed down, so I contacted the papers and threatened to chain myself to the railings and it's still open so I must have done good!
- We had beef with two girls. They were in the wrong. We told Heatham and we sorted it out
- On the Youth Forum residential, we got the room hoovered, asked for jam and got it. We got Blackcurrant Juice
- We need new tables and chairs at Crofts and at Heatham – we haven't asked for them yet
- When I said to the police my phone got jacked, they got it back for me
- At work, because I'm young, some of the older workers talk to me as if I'm a kid and when I said something about it, it only got better for a while and then went back to normal
- Me: allow hooded tops in school; why are they not allowed?  
Him: it's none of your concern and for answering me back you can stay after school for 15 minutes
- I said public transport should be free and then more people would use it. They said we have thought about it and will do something about it sometime soon most likely. That was about a year and a half ago.
- When I had a fight with my step father, the police were called and he was arrested on the spot. But then they took pictures of my injuries and were undermining me. He was let back to the house the same night and I didn't pres charges because of how stressful the police made it for me
- There was a teacher who pushed a student into a wall. All his friends signed a petition and the teacher was sacked
- I said young people were being unfairly followed by the police by patrol cars in the high streets, through parks etc. They did nothing
- Questions we have asked and not had any answers to yet:
  - Football locally in a caged area
  - Boys outside the area come in and create bad vibes for local people and yet local people get the blame
  - Our youth club is not the same since two staff left
  - There is trouble on the estate as there is nothing to do
  - Youth workers should treat us with respect, not just shout at us and they should break up fights with proper restraint
  - We need a qualified first aider at the club as when someone has an accident, nobody could help as they admitted they weren't trained to help

## **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 at the end of this report for full details)

#### **Shared values**

- Respect
- Everyone is the same
- Listen to us
- Our rights as children and young people
- More access for disabled young people
- Clear and fair rules

#### **Strategy**

- Involved in organising and planning

#### **Structures**

- Student councils that work and make an impact
- More mixed groups like with Crofters and Heatham House

#### **Systems**

- Money which we have a say in spending
- Confidentiality
- Complaints – the right to complain and be heard
- Inspections – children and young people should help inspect schools, youth clubs etc

#### **Staff**

- We take part in recruiting staff

#### **Skills and knowledge**

- Information – we should have clear information about what's going on and how to be involved
- Training – we should be involved in helping train staff
- Young people are peer mentors

## **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.

### **Mike Rowe, Senior Youth Worker, Heatham House and member of the Children and young people's strategic partnership**

**To be listened to in schools:** this is really important and is something the Youth Forum can respond to with its access across schools and to elected councillors

**Recruitment and selection:** if people are up for this, we're up for it and we can do it.

**Information:** we can pick up on this and make sure there is good and accessible information for young people about the range of activities, clubs and ways to get involved.

**Clear rules:** my three rules are Respect for other people, Respect for the place and Respect for self. Personally I don't like the idea of rules being stuck up around the place, but I am very happy to talk with people about this - what we should do and how we should do it.

**Rights:** young people knowing your rights is really important. We should and can do more about this.

**Access:** access for disabled young people is something we have made progress on and have had money for. We need discussion with you to make sure changes suit you and your own personal needs.

**Advertising:** we need to let all young people know what's on offer and how they can get involved.

**Mixed groups:** yes – we've made a start and there is more to do.

**Security cameras:** we've got this in hand.

**Opening the club at weekends:** I totally agree; there are implications about money and resources which we will need to look at though.

**School councils:** these need to work and it may be something that the Youth Forum wants to pick up on.

**Activities:** football pitches, computers – we need to lobby together for more money to improve our resources and facilities.

**Staff listening:** this is really important. I am responsible for delivering the youth work training in the area and am keen to talk to you more about this to make sure I am getting the right messages and training across.

## Evaluation

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, 5-9. The Youth Service. 22 responses. Not everyone answered all the questions.

<b>1. How well do you think you are LEARNING at school or college?</b>
5 <input type="radio"/> Very well 5 <input type="radio"/> Quite well 12 <input type="radio"/> Not very well
<b>What helps you to learn very well?</b> <ul style="list-style-type: none"><li>• I like my teacher she is really good</li><li>• Good teachers and competition with other pupils</li></ul>
<b>What would help you to learn better?</b> <ul style="list-style-type: none"><li>• The teachers are trained well, but other students are disruptive</li><li>• Nicer and more friendly learning environment</li><li>• Smaller classes</li><li>• More practical work</li><li>• Better facilities</li><li>• The teachers are good, but they need to understand children a bit more.</li><li>• Don't pick on one child, as they normally do</li></ul>
<b>What makes it hard for you to learn well?</b> <ul style="list-style-type: none"><li>• Distraction in class</li><li>• Teachers don't listen</li><li>• More better things to learn about</li><li>• Better class chairs</li><li>• The teacher letting you join in</li><li>• My anxiety disorder; teachers are not sympathetic towards it</li><li>• I asked for a home tutor but I did not get one because I had not been expelled</li><li>• Misbehaviour and confusion</li><li>• Lack of concentration among students</li></ul>

## 2. How healthy are you?

1  Very healthy

12  Quite healthy

9  Not healthy

### What helps you to keep very healthy?

- I do a lot of PE at school
- I eat healthily

### What would help you get healthier?

- Eat healthier
- Don't eat McDonalds
- Football and more football
- Having a gym
- More access to gyms
- Cheaper access to gyms
- Better introduction to sport
- Less advertising of unhealthy food
- Eat less junk food
- Walking and riding my bike
- Better school dinners

### What makes it hard to be healthy?

- Temptations eg crisp and chocolate everywhere and when we go buy food at canteens at school it's unhealthy; it's cheaper and easier to have a quick snack for the short time we have to eat.
- Chocolate and no exercise
- School is the reason for my anxiety disorder
- Lack of sympathy from school
- Lack of facilities
- Smoke too much
- laziness

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

5  A lot

7  A little

10  Not much at all

#### What are the best things to do around here?

- Fish and chips at Heatham
- Crofters and the Bungalow
- Talk, pool, ping-pong, drama, rap
- Sports centre

#### What would help you to do more around here?

- We don't get told about or get invited to clubs
- Somewhere to go and chill
- More money for recreational facilities for young people
- Build more leisure / fun / youth clubs
- Cheaper transport
- Heatham is around, but more other places are needed
- Places to go at the weekend for young people

#### What makes it hard to do things around here?

- There is nothing to do
- We need more things to do more often
- Sitting on the street making trouble
- Also drinking and smoking draw
- Nowhere to go and mix with the people
- Nothing for younger people to do

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

- 5  Very easy
- 12  Quite easy
- 2  Not very easy

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

- Crofters and school
- Heatham House is helpful
- The internet is helpful
- The internet
- The internet

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

- We think there should be more libraries / bigger libraries with more PCs to use
- Leaflets are good, telling us about the Borough
- Computer and internet
- Workers we know and trust
- Knowing where to get it
- Knowing who can give it to you
- Friendlier / more approachable people
- To be taught it
- Internet
- Libraries
- Adults
- Explain more about what I would find out

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

- Not knowing where to go for information

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

4  Yes

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

14  Sometimes

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

1  No

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?

- The youth forum
- Youth workers listen
- Being Youth MP is helpful
- Through the Richmond Youth Forum

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

- We have a school council which lets us speak out, but we still can't properly vote
- Being valued seriously as a young adult and not seen as a child
- Take a bigger role
- To be taught to be allowed to use your voice
- Be asked by youth workers more often
- More youth councils and meetings

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

- People don't listen to me

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

5  A lot

How do your opinions make a difference?

6  A little

How could your opinions make more of a difference?

8  Not much at all

Why don't your opinions make a difference?

**How do your opinions make a difference?**

- I tell people what I think
- Heatham listen to us
- Because we decide what happens

**How could your opinions make more of a difference?**

- We can get things changed on a small scale, but Councils need to listen to us for something to get done
- There would be more to do
- It wouldn't be a protest or a battle to be heard
- A way of contacting the Council

**Why don't your opinions make a difference?**

- Because people don't listen to me
- Hardly anyone listens; the people that do listen can't really change anything

**7. Do you do anything to help other people?**

12  A lot

How do you help other people?

4  A little

How could you help other people more?

1  Not much at all

Why don't you help other people?

**How do you help other people?**

- We are peer tutors
- I help on Thursday at Crofters and at Heatham by helping to care for one of the disabled young people
- Listen as Member of Youth Parliament
- Volunteer at Heatham House and Spear
- Come to Crofters
- Take part as a volunteer
- Help at Crofters
- Help in a general friendly way
- Peer tutoring
- Helping little people
- I'm very generous
- I give my time up

**How could you help other people more?**

- Come to these meetings
- Get involved more

**Why don't you help other people?**

- No opportunities

**8. How safe do you feel around here?**10  Very safe

What makes you feel very safe around here?

2  Sometimes not safe

What would make you feel safer around here?

4  Very unsafe

What makes you feel very unsafe around here?

**What makes you feel very safe around here?**

- We know a lot of people
- Safe at school, at home, at Crofters
- Because I know everyone
- Don't know – just feel safe
- I know most people
- Police etc

**What would make you feel safer around here?**

- More frequent transport
- More lighting
- Oiled gates – squeaky gates scare me
- Townies and Moyens

**What makes you feel very unsafe around here?**

- Me and a lot of friends have been victims of intimidation, bullying, theft, etc
- Knowing some of the people round here

**9. How easy is it for you to get help when you need it?**6  Very easy

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

7  Quite easy

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

2  Not very easy

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

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

- I ask for help
- The KISS clinics
- Heatham
- School counsellors – but it depends if you are comfortable with the person
- I talk to people
- Internet

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

- Depends on the situation
- To know where to get help
- To have approachable people eg at hospitals
- Just ask people

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

- Not knowing where to go
- No one listens

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

6 Brilliant!

9 OK!

2 Rubbish!

**Hear by Right: standards for the active involvement of children and young people in the services we use**  
**15 March 2005, 5-9pm, the Youth Service**

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

<b>Map (how we would like things to be)</b>			<b>Plan (what we agree should happen next)</b>			
<b>What we expect</b>	<b>Our score now is</b>	<b>What would make this better?</b>	<b>What's going to happen next?</b>	<b>Who's responsible?</b>	<b>When by?</b>	<b>Sign and date by young person &amp; adult <u>when happened</u></b>
Everyone treated the same	3	Getting rid of stereotypes – girls being allowed to play football				
Recruitment	4	Involved in picking youth workers in a community				
Events	2	We are involved and asked what we would like to do				
Awareness	3	Made more aware of different youth clubs				
Planning and organising	2	A rota – not double booking activities				
Clear and fair rules	3	Let people know where and what they are – for example by putting them up on display				
			Signed			
			(young person)		(adult)	
			Date			

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

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	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>
Our rights as children and young people	3	Our rights to be advertised To be educated about our rights				
Recruitment: a say on who is employed for us	4	Meeting and training with teachers				
Money which young people have say in spending	3	More money from Council for youth services like Heatham House				
More access and availability for disabled people (like ramps)	3	Make ramps				
Advertisements for youth services like Heatham House	3	More money from the Council				
Mixing of groups like Crofters and Heatham House members	3	More events				
			Signed			
			(young person)		(adult)	
			Date			

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

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	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>
To be listened to in school	3/4	Our school council doesn't work; it should Higher standards from the teachers				
Confidentiality	3/4	Confidentiality among teachers on our own business Teachers are allowing young people to smoke in school				
The right to complain and be heard	3/4	More higher up people should see what's going on in our school We want a proper complaints procedure				
Young people should help inspect places like schools and youth clubs	4	Undercover inspections We should play a part in inspections				
Training	4	We would like to be involved in helping train teachers and deciding what training they should have				
			Signed			
			(young person)		(adult)	
			Date			

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

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	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>
To be listened to by the necessary people						
To be regularly informed about what's happening						
To be treated maturely, as long as we act maturely						
Sort out security cameras						
More peer mentors						
Open youth club at weekends						
Student school councils should have more impact						
			Signed			
			(young person)		(adult)	
			Date			

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

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	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>
Somewhere to play football		Someone to supervise				
Respect by youth workers		Training for youth workers				
Easy access to computers		Turn all computers on! No time limit				
Trips – outdoor activities		Small groups option				
Staff should listen		Be able to interview them				
			Signed			
			(young person)		(adult)	
			Date			

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

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	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>
Public transport that works	3	Buses and trains come more often and on time				
Not being overcharged on buses	3	Let younger people join a group to discuss a system of age / ID cards				
Safety on the streets	3	More CCTV and police on the streets An action line for young people				
			Signed			
			(young person)		(adult)	
			Date			