

APPENDICES:

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Appendix 1a

Putting rights at the heart of planning in the City of Edinburgh

Event 1 The children and young people session 28th March 2017 9.30am to 1pm

Participants: Children aged 10 to 14 and young people aged 15+; 10 adult supporters/facilitators; Core event planning team.

8.45	Adult facilitator briefing - checking understanding and role. Final set up.
9.30	Children/YP arrival and registration. Make a badge. Light breakfast available. Groups of 5/6 allocated (in advance, as 10-14 children's group or 15+ yp groups)
9.50	Welcome Get into our teams - informal getting to know names/each other/team activity
10.00	What do children/young people ¹ need to be healthy, happy and safe? Working across 3 domains: HOME, SCHOOL, COMMUNITY
10.30	What gets in the way of children/young people being healthy, happy or safe? Working across 3 domains: HOME, SCHOOL, COMMUNITY
11.00	Break - water/fruit juice/fruit/biscuits
11.20	What do we need to do about what gets in the way? Working in pairs or 3s pick a barrier/block and explore solutions, ask more questions, say who should be doing what. Then pick another...
12.00	The Edinburgh barometer: what we love/what we don't about life in Edinburgh. Sharing between groups.
12.30	Evaluation: what I liked/what could have been better/any questions I have
12.40	Thanks. Reminder about what comes next. Close
12.45	Lunch provided – sandwiches/fruit. Have a look around.

Using prop 1: Each group will work on a large foamboard jigsaw with 6 pieces that sits on the floor. In part 1 of their session they get the first 3 parts of the jigsaw, with the questions on: What do children/young people need to be healthy, happy and safe at HOME? (or at SCHOOL? or IN THE COMMUNITY?) They should do the first piece as one group, with the adult supporting/clarifying the task. The group can continue as one or split in 2 to do the remaining pieces. If they split, they should make time to share and add other views.

Then 3 more jigsaw parts are given for part 2, each one asking what gets in the way..., HOME, SCHOOL and COMMUNITY again. Once again, do the first one together, then split if the group wants to. If they work in smaller huddles make time to check in and add things.

After the break, they explore 'what do we need to do....' For this they get a number of foamboard pieces with speech bubbles that they can use to take a barrier/challenge (whatever they choose, this does not need to be framed as a priority), write it on the sheet and consider and record solutions, actions or questions about that 'barrier'. They can work in pairs/small groups if they want to.

¹ The terms children OR young people will be used depending on the age of the team members, children and young people will work in different groups to allow for differences in experiences and perspectives to emerge.

Using prop 2: Each group gets a big barometer (looking more like a thermometer really!) with EDINBURGH written large in the centre/a graphic representation of barometer with space to record what they like above/what they don't below. Again, no right or wrong answers, they can disagree, but shouldn't lose ideas. They should *try* to agree where each item should go, a prioritisation, in terms of how much they like/don't like. There will be a piece of paper they can use to do a rough first draft but be aware of time.

Appendix 1b

Putting rights at the heart of planning in the City of Edinburgh

Event 2 The adult/duty bearer session

Thursday 11th May 2017

9/9.30am to 1pm

Participants: 35 adult duty-bearers and 10 facilitators

9am	Facilitator briefing - checking understanding and role. Final set up
9.30am	Participant arrival and registration. Make a badge – first name only. Coffee/tea available. Groups of 5/6 decided in advance and participants informed on arrival.
9.45am	Welcome. Get into our teams. Introductions: name and role with organisation
10am	Introduction to the full group: a few slides to explain the purpose of the pilot, foundations for the work, what will happen this morning, expectations of participants.
10.10	In groups: What do children/young people need to be healthy, happy and safe? Working across 3 domains: HOME, SCHOOL, COMMUNITY
10.40	In groups: What gets in the way of children/young people being healthy, happy or safe? Working across 3 domains: HOME, SCHOOL, COMMUNITY
11.10	Break – coffee/refreshments
11.30	In groups: What do we need to do about what gets in the way? Working in pairs pick a barrier/block and explore solutions, ask more questions, say who should be doing what. Then pick another...
12.00	Brief feedback on the discussions: What topics or themes felt of importance?
12.20	In groups: The Edinburgh barometer: What we love/what we don't about life in Edinburgh
12.40	Evaluation: what I liked/what could have been better/any questions I have
12.45	Thanks. Reminder about what comes next. Close. Lunch provided

Facilitators brief:

- Language/using the terms children or young people: In your group explain that we often use these terms interchangeably, but that it might help today if we think about children as birth to 14 and young people as 14+. Of course, more specific reference to the needs or barriers for specific ages of child is welcome.
- It is important to get the adults busy and focused. There is no big circle intro, do introductions in your group. There won't be time for questions about the early presentation, it needs to be focused on the experience of the event.
- The introduction will encourage adults to use this time for reflection and deepening discussion, if they stray off task or become bogged down in what they might see as 'real world' practicalities (when/if these become blocks) encourage them to think out that box.

- Participants will be interested in what children/young people have said, tell/remind them this will be fully considered after this session, the findings of both sessions need some reflection.
- Participants are senior members of staff from across partner agencies. Whatever their role it is your job as facilitator to guide people, listen and be respectful, but keep them on task and challenge (with a firm smile) those who stray from the requests made.

Adult event introductory slides

1.

Putting rights at the heart of planning May 11th 2017 Event 2: Adults



2.

- Scotland's National Action Plan for Human Rights supports an approach to community engagement in planning that places Human Rights at the centre of the process. Our work today is part of exploring how we re-orientate this toward engagement with children and young people.
- In this Edinburgh pilot, with funding from Scottish Government, the main question is: **Where, when and how do you think children and young people could/should be involved in 'good strategic planning' for Children's Services in Edinburgh and the Lothians?**



3.

Children and young people have a right to take part in and influence how adults plan and run services in the areas they live and learn in. More than a 'one off' approach **good strategic planning** means adults with decision making power – us, here in this room today – develop and sustain relationships with children and young people that will help us to:

- Understand things better from the child's point of view.
- Use this understanding to deliver better services.
- Make sure children and young people know what we are doing, and if we have done the things we said we would.



4.

This approach is based on:

- The understanding that children's rights are human rights.
- The idea of, and the responsibilities of, duty bearers.
- Meeting the requirements of legislation that public bodies engage meaningfully with children and young people.
- The need for everyone here today to think beyond formal remits or responsibilities, and to understand that there is no area of service that doesn't impact on the lives and rights of the child.



Appendix 1c

Putting children and young people at the heart of planning in the City of Edinburgh

Event 3: Children, young people and adult duty-bearers

Theme: What kind of Edinburgh?

14 groups made up of: 2 children, 1 yp, 2 or 3 adults

9am	Tea/coffee Snack available	Everyone is given their group number only. As people arrive they are encouraged to look around the jigsaws + barometers (from events 1 + 2) that are displayed around the room and seek out and say hello to anyone they see with the same number.
9.30am	Introduction Big group game: Human Bingo People move into their teams Team challenge 1	Human bingo: Game sheets handed out – hands up – game explained – Go! This is a big group game, people collect names of people who fit the descriptions on the sheet. Intro: Co-Chair welcomes everyone back – few words on this being the 3 rd event in a series exploring a way to connect children, young people and adults in thinking about our city and planning how we do things. Into teams: Find your space (spaces will be numbered). Welcome pack for each team, with instructions. Make a badge + find out each other's names and birthdays. Team challenge 1: Looking at the Edinburgh Barometers find 1 thing that everyone in your team agrees is something they like, and 1 thing everyone agrees they don't like about our city.
10.10	Sitting in a big circle – stay with your team.	Co-Chair explains the next bit of the session. Groups will work on 3 boxes, randomly pre-allocated, your group instructions tell you which box to collect when. Every team will work on 3 themes/boxes this morning. Each time period ends with a request to identify Ideas for change/ideas for action . This means that on completion of their task/discussion the groups end the time by thinking about what they can add (<i>via the stickers enclosed in the task box; ideas might focus on one or more areas, not necessarily all</i>) to the posters around the room that read: <ul style="list-style-type: none"> ○ Families ○ Schools, colleges or workplaces ○ Communities ○ Our City

10.15	Topic 1:	Groups collect their first allocated box and work together.
10.50	Team challenge 2 (energiser)	Challenge 2: The matchbox challenge. Working together, you have 8 minutes to fit as many things as you can into your matchbox. You can only include something once (like a piece of paper, so no just ripping up paper). The matchbox must close.
11am	Break	(Matchbox contents counted! And a winner found!)
11.20	Topic 2:	Groups work together on 2nd pre-allocated box + Ideas for change/ideas for action.
12.00	Topic 3:	Groups work together on 2nd pre-allocated box + Ideas for change/ideas for action.
12.40	Hello from Bruce Adamson	Scotland's new Commissioner for Children and Young People
12.50	Lunch	
1.20	Adults: Working in pairs the adults are given 2 cards.	Co-Chair gathers adults at one end of the room and explains the task. The cards say: <i>Having taken part on this engagement with children, young people and fellow adult duty-bearers now make a statement and commitment. You will be asked to read these out to end the day, just what you write no further explanation, and to sign them. We will record and share the list of commitments made when we report:</i> <ul style="list-style-type: none"> • <i>I can...</i> • <i>I will...</i>
1.20	Children/Young People: In small facilitated groups. 2 questions on card, space for group responses.	Co-Chair gathers children and young people together at one end of the room. Facilitators (will be the young person from each of the small groups) lead with this explanation, on the top of the recording sheet: <i>This project has been one way to get children, young people and adults together to plan how things should be in Edinburgh. While the adults here today are thinking about what they can do next to keep children/yp involved in discussions about Edinburgh, please tell us what you think about these questions:</i> <ul style="list-style-type: none"> • <i>What has worked well about this consultation project?</i> • <i>Can you think of other ways children/yp should be able to have their say about what happens in our city? (see note)</i>
1.40	Adults share their I can/I will cards.	Everyone sits in a big circle. Adults simply read their cards, plotting them in space in the middle of the room.

2pm	Close + thanks from Alistair Gaw/Executive Director of Children and Families, City of Edinburgh	<i>Alistair will close with these key points:</i> <ul style="list-style-type: none"> • We have sought to demonstrate the importance and value of good conversations between children, young people and duty-bearers. • We will take on board the full report of this process. • We would like to bring us all together again to hear about progress on adult commitments, we will be back in touch.
2.15	End	

Appendix 1d

Activities for event 3

These pages present the text/instructions that were contained in each of the topic boxes, along with the relevant props to structure the group dialogue.

BOX 1

BEING HEALTHY

In our previous sessions children, young people and adults talked a lot about what *being healthy* means, and how we can help every Edinburgh citizen look after their health.

Being healthy is about your body, that's your **physical health**. It is also about feelings and emotions – this is called your **emotional health**. It is also about what goes on around you, where you live and play, this is called your **environmental health**. And it's about your relationships and friendships – your **social health**.

YOUR TASK:

1. In the box, there is a cross shape, check out how to build it so it stands up (the stickers will help). The 'red cross' is a symbol for health – (although our cross isn't actually red...)
2. In your group, your challenge is to think of all the things **a citizen of Edinburgh needs to be healthy in every way!** You can think about children, young people and adults.
3. Then use the materials in your box to write, draw, collage and decorate your cross – red or many colours!
4. You will have to do things as well as talk, it's a big job. Get talking! Go collage!
5. **10 minutes to go?** Now use your post-its to think about ideas for **change/ideas for action**. The big question is: **What needs to change or what action is needed to help every citizen be as healthy as they can be?**

Ideas for change/ideas for action: Use the post-its to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 2

FAMILIES AND LIFE AT HOME

In our previous sessions children, young people and adults talked a lot about life at home. Families are really important and its important they get the help they need when they need it.

Families in Edinburgh come in different shapes and sizes. Some of us live in wee families, maybe just a child and mum or dad. Some of us live with mum and dad and maybe brothers and sisters. Some of us live with lots of family members, young and old. Some of us live with a foster carer. Some of us live in two places, with mum sometimes and dad sometimes. Basically, all our families are different.

YOUR TASK:

Your group has two jobs to do. Read about them both, then start with job 1.

Part 1: Family portrait (you have up to 20 minutes)

1. In the box, there is a big picture frame.
2. Imagine your group is one big family and draw yourselves in the picture (like a group selfie).
3. If you were a family, imagine what pets would you have? Put them in your photo too.
4. Have a chat in your group and use your picture frame to write down or draw all the things your family needs to be healthy, happy and safe. As you go, talk about why these things are important to you and to families.

Part 2: Gifts for every family (you have about 10 minutes)

5. You have a gift bag, it's empty apart from some blank gift tags.
6. Imagine you can give every family in Edinburgh some gifts – things that will help them be healthy, happy or safe. What gifts would you give them?
7. Write things on your tags, share as you go and put them in your gift bag!
8. **10 minutes to go?** Now use your post-its to think about ideas for change/ideas for action. The big question is: **What needs to change or what action is needed to make sure families in Edinburgh get the help they need, when they need it.**

Ideas for change/ideas for action: Use the post-its to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS or COLLEGES or WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 3

FEELING SAFE/BEING SAFE

In our previous sessions children, young people and adults talked a lot about what children and young people need **to feel safe** and **to be safe**. Your group will be bringing some of these ideas together and working on it as one group of Edinburgh citizens!

YOUR TASK:

There are 2 things to do in your group.

Part 1 (You have 15 minutes)

1. You have a kind of jigsaw. First thing to do is fit it together.
2. On the centre piece is a picture of a child/young person. Then different pieces surround your figure. You can take it apart again.
3. Now, think of things that a child/young person needs to help them feel safe, and to be safe. You can imagine the section closest to your child/young person are most important to them feeling or being safe – then other things that also matter but maybe a bit less important on the next piece and so on.
4. Write or draw your ideas on the pieces of jigsaw.
5. **You are building a whole world of things that will help your child feel and be safe.**
6. To work this out will need a bit of a conversation in your group.... Get going!

Part 2 (You have 15 minutes)

7. This is a declaration to the citizens of Edinburgh – it's a big scroll you can write on. On your scroll, you need to list the things that adult citizens of Edinburgh can do to make sure the youngest citizens (children and young people) are safe in our city.
8. **10 minutes to go?** Now use your post-its to think about ideas for change/ideas for action. The big question is: **What needs to change or what action is needed to make Edinburgh a safe place for everyone?**

Ideas for change/ideas for action: Use the post-its to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 4

HAPPINESS AND WELLBEING

In our previous sessions children, young people and adults talked a lot about **happiness**, sometimes people talk about **wellbeing**.

YOUR TASK:

1. In your box, you have a figure with a big heart, a thought bubble and a big hand. Take them out and lay them so everyone can see.
2. **The heart:** *This first one is about you.* So, what makes you happy? What fills your heart with joy? Write ideas from the group *on the heart*. As you go make sure you notice what is the same what is different about you when it comes to being happy.
3. **The thought bubble:** *Now, this is about everyone in the city.* What can get in the way of a person being happy? Write ideas from the group *on the thought bubble*.

4. **The hand:** Sometimes children, young people or adults can feel worried, or sad, or down. When someone feels like this: *What can help them? Who can help them?* Write ideas from the group *on the hand*.
5. **10 minutes to go?** Now use your post-its to think about ideas for change/ideas for action. The big question is: **What needs to change or what action is needed to make Edinburgh a happy and happier place?**

Ideas for change/ideas for action: Use the post-its to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 5

HOW PEOPLE GET ALONG WITH EACH OTHER (FRIENDSHIPS AND RELATIONSHIPS)

In our previous sessions children, young people and adults talked a lot about how we all get along in our city. People talked about friendships. And people talked about things that get in the way of getting along - arguments, bullying, discrimination or violence.

YOUR TASK:

1. In your box, there is a board - set up the board with the question cards.
2. **Start by talking:** Take turns to pick one discussion card at a time and let everyone have their say. When you have worked through the discussion cards move on to the spinner!
3. **Play the game.** On this board, you have 4 sections and a spinner. Each person has a spin and where it lands they think about something to write in or draw. Remember there are no right or wrong answers, it's what you each think that matters.
4. **10 minutes to go?** Now use your post-its to think about ideas for change/ideas for action. The big question is: **What needs to change or what action is needed to make Edinburgh a place where people get along?**

Ideas for change/ideas for action: Use the stickers to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 6

LEARNING, SCHOOLS AND TEACHERS

Every child and young person has the right to an education. In our previous sessions children, young people and adults talked a lot about learning in Edinburgh, and the importance of having the best teachers. People said that every learner is an individual and we all learn with different strengths. Some people need support for learning.

YOUR TASK:

1. In the box, are all the utensils and ingredients you need to create the best school day. You can build the bits and pieces so they stand!
2. Think of the school day like a recipe – there are things that you put in the mix that will make it the sweetest day ever.... A little bit of some things.... A big heap of other things...
3. Have a chat and use the small bits of foamboard to write and draw and put things in the mix (think about how much of each ingredient).
4. But there is also a big bottle for all the things that you definitely *do not want* to put in your recipe. You can write or draw these things on the bottle.
5. **10 minutes to go?** Now use your post-its to think about ideas for change/ideas for action. The big question is: **What needs to change or what action is needed to make Edinburgh a place where every learner can do their best?**

Ideas for change/ideas for action: Use the post-its to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 7

OUR HOUSES

In our previous sessions children, young people and adults talked about the houses and streets that we live in, and what kinds of houses and streets every family in Edinburgh should live in.

YOUR TASK:

1. In the box, there are some houses and a board to make a small street. Build the houses (the stickers will help) and create a small street.
2. Have a chat in the group about where people in your group live and what they like about *their* houses and *their* streets.
3. Now you need to think about your fellow Edinburgh citizens. On one of the houses write or draw what the group thinks can complete this sentence:
Every family needs a house that is....
4. Then, on the other house, write or draw what the group thinks can end this sentence: **The problem with some houses in Edinburgh is....**

5. Then, on the street, take your red pens and write or draw your ideas when you think of this sentence: **The problem with some streets in Edinburgh is....**
6. Then, on the street, write or draw your ideas in as many colours as you can about what every street in Edinburgh should be like: **Every family needs to live in a street that is....**
7. **10 minutes to go?** Now use your post-its to think about ideas for **change/ideas for action**. The big question is: **What needs to change or what action is needed to make sure every family in Edinburgh lives in a house and a street they love.**

Ideas for change/ideas for action: Use the stickers to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 8

OUR LOCAL ENVIRONMENT/WHERE WE LIVE

In our previous sessions children, young people and adults talked a lot about the streets and neighbourhoods where we live.

YOUR TASK:

1. In the box, you will find a tree and lots of leaves. Build your tree so it stands (but take it apart again if it's easier to do your work).
2. As you do this work together keep talking about what you think and what you are writing down – help each other out!
3. You need to talk about where everyone in your group lives. **Use one side of the leaves** to write down all the things you all like about where you live – you can think about your street, your neighbourhood, parks or beaches.
4. **Then use the other side of the leaves** to think about and write down all the things you don't like about where you live.
5. The leaves can be stuck around the tree edges (just stick the little sticks in).
6. Have a chat together and **on the trunk** of the tree agree on words that would describe the kinds of streets and neighbourhoods you would all *like to live in* (as you chat say a bit about why!)
7. If there is time make your tree as beautiful as you can.
8. **10 minutes to go?** Now use your post-its to think about ideas for **change/ideas for action**. The big question is: **What needs to change or what action is needed to make sure the people of Edinburgh live in the streets and neighbourhoods they can love and enjoy?**

Ideas for change/ideas for action: Use the post-its to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 9

POVERTY AND INEQUALITY

In our previous sessions children, young people and adults talked about how we can make Edinburgh a city where families are more equal. One of the things that tells us our city is not equal is that too many families do not have what they need for a good life. In this group conversation, you are thinking about making Edinburgh a place where we do more to end poverty and have equal chances for everyone.

YOUR TASK:

1. You have a pile of bricks. One of the bricks says: **We live in a city where everyone has what they need to get by and we all have the same opportunities.**
2. You have lots of other bricks that are blank. As a group, you need to build a tower that will stand up on its own. Each of the bricks has to say at least one thing (but it can say more) that will help achieve the top brick.
3. Work together! Share and explain your ideas. Are some so important to you they need to be at the bottom of your tower – like a foundation?
4. If you have lots of ideas write more than one thing on each brick.
5. Build and rebuild as you go!
6. **10 minutes to go?** Now use your post-its to think about ideas for change/ideas for action. The big question is: **What needs to change or what action is needed to make sure the people of Edinburgh have what they need for a good life – free from poverty and with equal chances?**

Ideas for change/ideas for action: Use the stickers to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

BOX 10

THINGS TO DO IN THE COMMUNITY

In our previous sessions children, young people and adults talked a lot about the need to have more things to do in the community – for children, young people and families.

YOUR TASK:

1. You are going to play a game of Hopscotch/Peevers (maybe people call this game another name?)
2. Someone in the group will know how you **normally** play, so first they can explain to everyone else.
3. **In our version**, each time you complete your 'go' (so you successfully get back to the start having completed a number) you must answer the question that goes with that number.
4. Everyone will answer every question – but you will all have your own opinions. Its ok to agree, just add your own reasons why.
5. Winning is fun, but everyone needs to finish the game.
6. **10 minutes to go? Now use your post-its to think about ideas for change/ideas for action.** The big question is: **What needs to change or what action is needed to make sure children and young people have things to do in their communities?**

Ideas for change/ideas for action: Use the stickers to write down any ideas you have about what should change or what action should be taken and put them on the posters around the room.

- Ideas for change/ideas for action **FOR FAMILIES**
- Ideas for change/ideas for action **FOR SCHOOLS** or **COLLEGES** or **WORKPLACES**
- Ideas for change/ideas for action **FOR COMMUNITIES**
- Ideas for change/ideas for action **FOR OUR CITY**

Appendix 1e

CHILDREN'S REPORT

Thank you for being part of the project called **Putting rights at the heart of planning for children and families in the City of Edinburgh**. This was a project for **Edinburgh Children's Partnership** which includes Edinburgh City Council, NHS Lothian and other agencies that support children and families in Edinburgh. Children's Parliament have been helping with the project.

You all did a great job thinking about what children need to be healthy, happy and safe at home, in school and in the community.

The reason we had our meetings – firstly, just children and young people, then the adults on their own, and then everyone together – is because children and young people have a right to have their say when adults plan and run services for them in the areas where they live and learn. This is important in Edinburgh just now because the adults you met write and deliver the **Children's Services Plan** and it says what kind of Edinburgh we want for children and young people and what schools and other services should be like.



THE EDINBURGH PARTNERSHIP



When we had our first session children worked together in small groups. These are some of the things that you said **matter to children your age**:

How people get on: You said it is important that children are listened to, that children are loved and get hugs, and that every child has a friend. You said that there are some things that can get in the way of a child being happy and safe – like bullying and things on social media.

Life at home: Our families are the most important thing in our lives. You wanted adults to remember what it was like being a kid – and to remember that its important to spend time together playing and having fun. You said that adults should be less shouty, and no-one should hit a child. You wanted to make sure that every family in Edinburgh has what they need to live a good life.

At school: You want teachers and PSAs to be happy and to enjoy their job. You love to learn! Children should be helped to get on and solve problems. School work should be more fun – and no-one should shout at children.

Feeling safe: Every child should be safe at home, in school and in the community. Everyone needs to do more to stop bullying happening and to help children who are bullied or bullying others.

Life in the community: There should be more to do like clubs, activities and sports for children – after school, at the weekend and in the holidays. We love dogs, but dog owners need to pick up the poo! Adults need to stop smoking. Drugs and alcohol cause problems in our communities. Our streets and parks need to be cleaner and full of trees and flowers.



When we got all got together with the adults too, you talked and created things together. Then you all thought about some **ideas for change and ideas for action**. This is what the children, young people and adults agreed on the day:

Ideas for change and ideas for action for families

- Families need help so that no-one lives in poverty.
- Sometimes parents need help to be the best parent they can be. It should be okay to ask for help.
- There should be more chances to play together at home and in the community.
- Families need healthy, affordable food, to learn to cook and to eat together.
- Families in Edinburgh need homes that they can afford, are safe and warm and where each child can have a bedroom.
- When there are arguments or problems in a family people should get help.

Ideas for change and ideas for action for schools

- Every boy/girl or young man/young woman should have the same opportunities. No to discrimination!
- Schools should be open to the community after school hours.
- No shouting at school, always be respectful.
- Make school a place where children are happy to learn and teachers happy to teach.
- Children who need additional support should get it.
- If children are unhappy or sad or worried they should get help.
- Stop the bullying!
- Provide snacks and lunch free to all children and young people.

Ideas for change and ideas for action for communities

- Children and families should be able to go to clubs and activities that are free or low cost.
- Every child needs places to play and do sports.
- Young and old need to get along better.
- Build pride in our communities and connections between people.
- Help neighbours get to know each other and get on.
- Build excellent relationships between citizens and Police.
- Provide places to help when families or individuals are struggling.
- Make more youth work and clubs and activities.
- Create community gardens and local environments that citizens can look after.
- Create kinder communities.

Ideas for change and ideas for action for our city

- Make Edinburgh a place where children's lives are free from alcohol and tobacco.
- End discrimination, celebrate diversity.
- Make cars/traffic less of a problem.
- Create cleaner, greener, safer streets and local environments.
- Help everyone be happier and get support when they are struggling.
- Provide everyone with a good house and a job.

What's next?

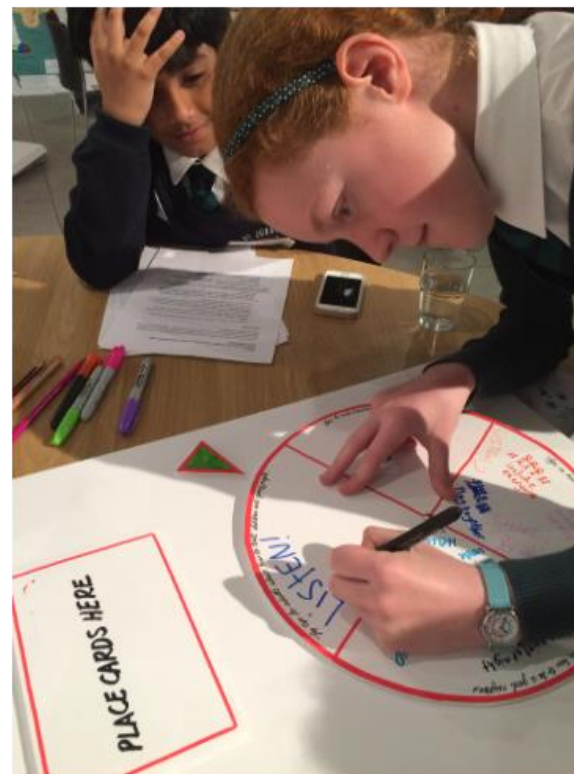
All the children agreed they would like to have more chances to have their say about life in Edinburgh. The adults who came along will use what they have learned to help deliver the Children's Services Plan for Edinburgh. Children's Parliament will let you know if there are more chances to be involved and have your say.

The adults have made some promises

You will remember that at the end of our day together the adults said some things that they can do and will do. There were lots of these, the most important things were that the adults promised to take what they have learned and use it in their job to make Edinburgh a better place for children and families. The adults know more now about the child's right to be healthy, happy and safe and to live a life with dignity.

What children said about our project

All the children agreed about what was good. You said you liked meeting others and having a say. You also said that you liked being able to talk about different topics, because sometimes children don't get the chance to talk about important and serious things. You also liked doing this in fun ways. You liked to meet important adults, and you thought they were good at listening and hearing what you had to say.



Have a lovely summer!

If you have any questions about our work together you can email colin@childrensparliament.org.uk

Putting Children and Young People at the Heart of Planning

What do children need and what gets in the way?

What do children need to be healthy, happy and safe at HOME?

- To be happy and cared for.
- A loving family.
- To be able to trust your parents.
- Good parents or guardians who are responsible.
- People that are there for you no matter what.
- Hugs.
- Someone to speak to.
- To be warm.
- To be listened to.
- To feel safe at home.
- The right care for your disability.
- To stay clean.
- To get outdoors.
- To play.
- Learn how to do chores.
- Taught to say 'no'.
- Hobbies and interests.
- Exercise.
- Learn how to save money.
- Proper health care – medicines if you are ill.
- A good night's sleep.
- Healthy food.
- Books.
- Fun games to play.
- Pocket money.
- Rewards of you are good.
- To know your rights.
- To be encouraged.
- To be in contact with your family and your friends.

What do children need to be healthy, happy and safe at SCHOOL?

- To be cared for and loved by everyone.
- A nice supportive teacher who is kind and encouraging.
- Someone to talk to.
- Friends.
- To be safe.
- After school clubs.
- Space to calm down.
- To be taken seriously.
- Someone to help with problems.
- Exercise – the daily mile.
- Teachers who listen to your problems.
- A good education.
- To know your rights.
- PSAs to help.
- Empathy.
- Homework.
- Resilience.
- No bullying.
- Good security.
- Being creative.
- Teachers that trust you.
- Assistance for multi-language pupils.
- A school library (that is well organised).
- Free school lunches.
- Clean bike shelters.
- Longer playtimes.
- Water fountains.
- A playground and equipment that works and gets fixed.

What do children need to be healthy, happy and safe in the COMMUNITY?

- More respect for children.
- Youth clubs.
- Free sports and playgrounds and parks.
- Have fun.
- Get included.
- Clean streets – no litter – no vandalism.
- No-one drinking in the park.
- People who know you.
- Someone to talk to.
- Don't talk to strangers.
- Flowers.
- No smoking.
- Cycle paths.
- To not feel scared/to learn how to keep safe.
- No drinking.
- Self-defence.
- Having chances.
- No dog poo.
- Shops.
- Help for people who take drugs or who are alcoholics.
- Police officers who are friendly and you can talk to but that protect you.
- Libraries.
- Good government.

What gets in the way at HOME?

- Not having what you need like a bed or clothes.
- Parents not being interested in you or set a bad example.
- Parents working too hard.
- Not being able to speak to anyone about being bullied.
- Not having enough food.
- If you are not given a chance.
- Not learning about risks.
- A parent being ill.
- Mum and Dad arguing.
- Brothers or sisters getting into trouble.
- Parents splitting up.
- Not getting the right food.
- Over protective parents.
- Not enough sleep/no set bedtime.
- Shouting makes you sad inside.
- Adults smoking at home.
- Bullying and online bullying.
- Stress if you are the main carer.
- When being in care doesn't work out.
- If you think the same as your parents because they are your biggest influence.
- Social media.
- Rising house prices.
- When adults lie.
- Neighbours who make noise, get drunk and shout so you can't sleep.
- Lack of personal space.

What gets in the way at SCHOOL/COLLEGE?

- Worries.
- People not believing in you.
- Being bullied.
- Pupils disrespecting the teacher or disrupting the class.
- Teachers shouting at us.
- Not having friends or falling out.
- Feeling depressed.
- Teacher embarrassing or picking on someone.
- If a teacher ignores you.
- Having to ask if you can have a drink.
- Not being able to go to the toilet.
- When PE is cancelled.
- Not having a reasonable time to get changed in PE.
- Gender makes a difference in school.
- Not enough money to go on trips.
- Being tired.
- Boring lessons.
- Too much homework/not getting any homework.
- Pupil Council not doing what they say they do.
- Boys and girls not working together.
- PSAs not helping enough.
- Bad sportsmanship.
- When you feel invisible, sad and ignored.

What gets in the way in the COMMUNITY?

- Bad people.
- Swearing in front of kids.
- No clubs to go to.
- Not being fit.
- Drunk people and drugs.
- Big worries.
- Smoking and cigarettes everywhere.
- Domestic abuse.
- Littering.
- Not having someone to trust.
- No cycle paths.
- Power cuts.
- Dangerous drivers.
- Being scared.
- Not being included.
- Being alone.
- Not being healthy.
- Threatening teenagers.
- Feeling scared by the news you see on the TV.
- Not getting enough exercise.
- Kidnappers or thieves and strangers that scare you.
- Violence.
- Sexism - held back by your gender.
- Dog poo.
- Racism.
- Vandalism.

Putting Children and Young People at the Heart of Planning

What do young people need and what gets in the way?

What do young people need to be healthy, happy and safe at HOME?

- Good parents who are supportive, patient, loving, caring and sympathetic.
- A good upbringing with role models, discipline and boundaries.
- Someone to trust.
- Good relationships and mutual understanding.
- Someone to talk to and emotional support.
- Security and stability.
- Holidays and to get out and about.
- A balanced diet that is healthy, filling and nutritious.
- Sports, hobbies and activities that support your development and identity.
- Television.
- Sleep.
- Personal space.
- A stable income for the family.
- Independence.
- A place to be young and carefree.
- Freedom of speech.

What do young people need to be healthy, happy and safe at SCHOOL/COLLEGE?

- Bully-free environments
- Supportive teachers that communicate with you, that you can trust and talk to.
- Choice and freedom.
- Friends.
- To be included, to feel equal and listened to.
- To be learning the right stuff you need for your future.
- To feel safe and comfortable.
- Enough resources for everyone.
- Help transitioning.
- Chances to consider the future – to feel that opportunities are limitless.
- Support for exams and exam pressure.
- Sports with equal access for all.
- Cultural opportunities with no barriers of cost.
- Healthy but filling canteen food.
- Mental health support that is freely available.
- A place to go when you feel unhappy.
- PSHE that is up-to-date and inclusive in every school.

What do young people need to be healthy, happy and safe in the COMMUNITY?

- Good local services including sports and recreation.
- Safe places to meet.
- To be trusted and feel welcome.
- Services that are aware of racism.
- Everyone is helpful and positive – social supports.
- Work opportunities.
- Less hassle.
- Friendly neighbours.
- Green spaces, a clean environment and clean streets.
- Street lights.
- Strong police force.
- Somewhere to go and things to do and youth groups.
- Youth workers online.
- Sports clubs and facilities at low or no cost.
- Holiday activities.
- Support not punishment for young people who take drugs.
- Alternative places to stay if there's a problem.
- To feel part of the community.

What gets in the way at HOME?

- Poverty and money problems.
- Bad parents/no parents.
- Lack of trust – too many rules.
- Not being understood.
- Poor quality housing – damp housing.
- No room for creativity.
- Feeling isolated.
- Bad habits.
- Not being safe – not feeling safe.
- Being left on your own.
- Lack of emotional support and poor communication.
- Stigma of being involved with social work.
- Exam pressure.
- Bad choices.
- Lack of privacy.
- Low self-esteem and low confidence.
- Not being loved.
- Being taken out of your area or Local Authority means being taken away from friends and school.
- Being homeless at 16.

What gets in the way at SCHOOL/COLLEGE?

- Bullying.
- Worrying about problems at home.
- Unrealistic expectations.
- Cost of resources, things you need for school or college.
- Lack of support from home or teachers.
- Poverty.
- Exam stress and pressure.
- Transitions – from primary to secondary or secondary to College.
- Not liking or respecting your teacher.
- Being judged by people.
- Low self-confidence.
- Differences in some education between religious and non-religious schools.
- Overcrowding – not enough teachers.
- Poor, uninteresting PSHE.
- Lack of information about opportunities.
- Teachers or Lecturers that give up on you.
- Drugs and alcohol in your life.
- Discrimination because you are from a particular community, gender or sexual orientation.
- Not enough teaching of life skills.
- Lack of awareness of wider beliefs and religions.

What gets in the way in the COMMUNITY?

- Poverty affects life.
- Not feeling safe – violence.
- Feeling unconnected – not knowing anyone.
- Nothing to do.
- Services that are not so good in disadvantaged areas.
- Lack of opportunities.
- Cost of facilities.
- Awful GP.
- Crime.
- Stigma about sexual health services and a lack of knowledge about them.
- Youth groups not running in the holidays.
- Lack of funding for youth work.
- Discrimination.
- Anti-social behaviour.
- Dirty streets – doesn't feel like a nice area.
- Feeling threatened or unsafe.
- Police hassling young people.
- Blades and dirty needles in public places.
- Gangs – scared of them and getting involved with them.

Putting Children and Young People at the Heart of Planning

What do children and young people need and what gets in the way? The views of adults.

What do young people need to be healthy, happy and safe at HOME?

- Fun
- Stability and routines
- Nurturing parents
- Cuddles, affection and love
- Role models
- Protection from harm
- To play at home and outside
- To be listened to and respected
- Encouragement
- Someone to go to
- Choices
- Kindness
- Nutrition, warmth, cleanliness
- Boundaries, space and freedom
- Attention
- Sleep
- Healthcare needs known and met
- Privacy and personal space
- Online access

What do young people need to be healthy, happy and safe at SCHOOL/COLLEGE?

- To feel special/part of the school
- Friends
- To have their needs identified and met
- A person to trust and talk to
- To be listened to and involved
- Befrienders and mentors
- Adventures
- To be safe
- Great teachers
- To have aspirations nurtured
- Good toilets
- To play in and out of the classroom
- Healthy breakfast and lunch
- Home visits
- Kindness
- Technology
- Enriching broad curriculum
- Praise
- To learn about relationships and diversity
- Creative approaches to learning

What do young people need to be healthy, happy and safe in the COMMUNITY?

- Adults that care
- A trusted adult
- Clean streets
- Green spaces/natural spaces
- Play spaces
- To walk to school
- Protection and freedom
- To be able to hang out
- To be safe out and about
- Libraries
- To feel proud of where you live
- To know what's on and available
- A sense of community
- Connections to the city
- Local health and other good services
- Accessible and affordable transport
- Safe cycling
- Suitable housing
- To take risks

What gets in the way at HOME?

- Chaos, instability and neglect
- Poverty
- Lack of aspiration
- Not feeling loved, being criticised
- Poor diet
- Insecure and poor housing
- Busy parents
- Violence
- Drugs or alcohol
- Lack of support to leave home
- Not enough sleep
- Smoking
- Parents not being supported if they aren't coping or are unwell
- Being worried about your parents
- Being cold or hungry
- Isolation – for the child or family
- Access to inappropriate media/pornography
- Too high or unrealistic expectations or pressure

What gets in the way at SCHOOL/COLLEGE?

- Boredom and low expectations
- A poor start in life
- Poor diet
- Bullying
- Parents unable to or not valuing learning
- Lack of choices
- Overcrowding
- Lack of confidence or skills as a learner
- Lack of resources or funding, especially for ASL
- Feeling worried or frightened to go
- Being hungry
- Being punished
- Too much focus on the academic
- Schools not knowing or wanting to know about life at home
- Lack of focus on the individual child
- Poor attendance
- Judgemental staff
- Not challenging enough
- Exams and pressure
- Poverty
- Difficult to get to College
- Too much responsibility at home and not enough recognition or support

What gets in the way in the COMMUNITY?

- Bullying
- Gangs
- Racism/hate crime
- Dangerous dogs and poo
- Pollution
- Not enough to do/not knowing what's available
- Traffic
- Unstable or poor housing
- Adults not knowing or supporting children's rights
- Nowhere good to play
- Alcohol/drunken people
- Being isolated
- Bad, noisy neighbours
- Worried parents
- If local facilities don't feel safe
- Lack of community cohesion or community spirit

Appendix 3a

Some initial reflection on key topics: What can we do to deliver what children and young people need and address barriers?

The views of children (from Event 1)

Having completed their *jigsaw* in which they identified what children need and what gets in the way, the children were asked to identify an issue important to them and to suggest how we might respond. The sub headings and text are from the children, organised in the same themes as that used for the young people and adult's feedback from this task.

THEME 1: MENTAL HEALTH

Note: While the young people's groups identified issues and solutions/responses that could clearly be put in this theme the children did not – although clearly some of what follows in subsequent themes impacts on mental health and wellbeing.

THEME 2: SUPPORT + RELATIONSHIPS + VIEWS ON ADULTS

Children not being listened to

- Talk about the risks of prank calls.
- Police being more trusting.
- Doctors and nurses talk to you.
- More chances for children to share their opinion.

Giving you hugs

I think it is very important to get hugs from important people that mean lots to you because when you feel down or when you are not well it is very good/nice to get a hug.

Feel empathy. Encourage people.

Make friends with someone different.

Problems

Try to solve the problem and not let it get bigger. Don't just leave the problem.

Reassure children

By telling them that they are not involved.

Tell an adult/Adults that listen to children/Empathy

Social media

- Stop posting embarrassing photos without permission.
- Stop using snapchat in class.
- Always use a good password – not 123ABC.
- Play with friends – don't forget they should mean more than your phone.
- You don't need it – even if everyone else has it.

- Beware of cyber bullying.

Build bravery, confidence and resilience. Think positively.

Having nothing or having....

- Hobbies.
- People to chat to.
- A more understanding parent.
- Space to go.
- Your own space.
- Some people like sharing a room.

About adults

- Adults not to hit children.
- Learning Assistants to listen to children.
- Be nice.
- Be helpful.
- Let children vote.
- Have police in the area.

We need adults to support children more.

Think before you speak or shout

People should listen to others. Listen to them how you would want to be listened to. Sticks and stones can break your bones, but words can break your heart.

Getting along

- Parents not to shout so much.
- Treat people the way you would like to be treated.
- If someone is sad cheer them up.
- Tell your parents your problems if you want to.

If you don't treat others right you will be treated the same so treat others the way you would like to be treated.

Having a say

- To get children to have a say.
- Lower the voting age to 14.
- Let children speak.
- Adults to listen to children.

Adults/parents should spend more time with their kids

So that they know what are their hobbies, favourite food etc.

THEME 3: LIFE AT HOME/PARENTING/CARE

Support for families

I feel we should provide support to families!!! To make sure that they are able to love and care for one another.

Parents

You know your children learn from you so if you shout, they'll shout.

Parents – be less shouty

- It is worse than a hit for us.
- Shouting hurts more than hitting.

Shouting and hitting

- Shouting hurts children inside.
- If your parents hit you, you learn to hit other people.
- I get in a really bad temper when my Dad shouts at me.
- Adults should never shout or hit children.

Not having the right food

Cooking lessons for free for the whole family.

No love in the family

If your parents don't love you then you might not be able to concentrate in school so you could tell the teacher. Or you could speak to your Gran or other family member. Find things everyone would enjoy to bring everyone together.

No bed

Say to your mum and dad and say "I need a bed".

Go to school to do fundraising.

I would give my mum and dad a hard time until I got a bed.

At home/activities

Doing chores to get new toys.

Need an x-box.

Behave well.

Make things – watch YouTube for ideas.

Not enough money for opportunities

- If your parent/guardian doesn't have enough money for you to go on trips and to clubs then you'll be bored.
- You won't be able to do much if you can't enter clubs or go on trips, because you'll know how to do something right and its way easier.
- If you didn't enter clubs you are interested in then you might not get the job you will like and fit in.
- You might not get a job and be homeless.
- Don't be homeless and never give up and join any club you find!!

Parents need good parenting skills.

Domestic abuse

- Promote ChildLine so children know they have someone to talk to.
- Get someone from the Council or a social worker to check on the house or family regularly.
- Make it illegal to hurt children.

Being in care doesn't always work out

- Really good staff.
- Having more fun – more trips and activities.
- More therapy dogs around Britain.

THEME 4: LEARNING/SCHOOL/TEACHERS

Teachers picking on you

- Teachers aren't fair sometimes to their students by shouting at them constantly for no bad reason.
- They even sometimes don't let you go to the toilet.
- Also, they should wear uniform too because students have to so do some other job.

Teachers that are not too strict and not too soft.

Too much homework

- If we get too much homework we don't get the chance to do exercise after school.
- People say we do a lot of work at school and we don't deserve to do lots of homework.
- Also, your homework is hard so you might not get enough sleep at night because we do that much.

When friends fall out with each other at school

- Say sorry.
- Always try to be nice.
- Talk to people who are close to you.
- Try to make them find things they both like.
- Don't try to make them say sorry cos it just makes it worse.
- Put yourself in their shoes.
- Try to find out what's wrong, if they don't say leave and come back later.
- Give them alone time.
- Be friendly but don't say "I know how you feel".
- Listen to both sides of the story and listen to others.

Teachers

- Honest feedback, be truthful but not harsh.
- Be nice, only be strict if you need to be.
- If they need help, help them!
- Explain better.
- Be fair.
- Don't be sexist.
- They should be able to have fun.

Sexism in school

- Mixed groups in classes – boys and girls.
- Teachers stop favouring girls in school (and vice versa).
- Make friends with opposite gender.
- Don't single people out because they are a different gender.
- Be fair.

Bad education!

- Some are not learning what they should be learning at their age.
- In school, some people get distracted because people have problems so they shout at teachers.

PSAs please don't ignore the older kids.

Swearing and smoking (for teachers)

- Maybe they are going through something hard in their personal life and the feel they are just trying to fit in.
- They might be doing it because they think they are a lot older and you can handle it.
- Try and talk to a family member.

Teachers

Teachers should not be nasty to children. People who are bad, give them help. People who are bad can tell a member of staff.

Talk quietly to children outside.

Age group work.

More support at school!!

Better communication (for Headteachers, Mums and Dads)

For example, teachers and parents or a responsible adult who is in charge

THEME 5: BULLYING/SAFETY/VIOLENCE

Make playparks safe from teenagers.

More CCTV cameras – but it can affect privacy.

Being bullied

- Talk to an adult.
- Ignore them.
- Maybe they have been bullied.
- Don't do the same thing to them.
- Just enjoy the other positive things about you!

Being silly on the streets and at school

- Adults talk about who you can trust at school.
- Walls that stop stones hitting cars (certain height).
- Adults in playgrounds keeping an eye on children.
- Gangs will be told to move out of streets (More Police).

Bullying

- Be observant.
- Stay away from them and make new friends.
- Stand up to the bullies.
- Bullies are probably bullying because it makes them feel like they have power.

Bullying at school

- Find out what makes the bully a bully.
- Don't be a bystander.
- Always report it.
- Don't give in to a bully.
- Get parents to sort out a bully's home life.

Bullying (for Headteachers)

More help on bullying. More experienced supervisors.

Bullying (a school's responsibility)

Have supervisors that care for you and do something to stop bullying.

Bullying

Help the bullies by understanding them. Report to an adult.

Protection (for Police)

We should have more protection.

Security cameras

Police should make sure there are enough cameras and traps.

THEME 6: COMMUNITY/YOUTH WORK/THINGS TO DO + FACILITIES + ENVIRONMENT + HOUSING

Healthy Food (for the Council and school chefs)

Remake unhealthy food to be healthy. Less chips more veg.

Drug dealers (for Police and Council)

Put drug dealers in jail and if they do it again they get put away for double or triple the time they had last time.

Dogs (for owners)

Angry dogs should be leashed or kept in homes.

Homelessness

Make sure homeless people have a home.

Shouting

The people who shout should get help – mental help.

Clubs – being allowed

I think everyone should be involved in clubs and after school activities because there is lots of obese people in Britain and around Scotland and if people go to clubs and run around there will be less people obese.

Things to do in the community

- Open places like Waterworld that was near Tesco at the bottom of Leith Walk and they should open it again but add new things like Water Yoga or something for older people so they get money when the children are at school and it's fun for children because there is flooms and slides and stuff so it's fun and relaxing.

More exercise so we can be fitter.

More exercise in school because we don't get very much exercise.

Exercise and sports

- More exercising machines.
- More equipment at school.
- More PE time.

Unhealthy travel/Bikes

- Bike rentals all over Edinburgh.
- Organised lessons along bike only paths.
- More bike paths and skate parks.

Not being amused

- If you're not amused then you will be bored at home.
- You might not join clubs, courses or opportunities at school because you are not being encouraged at home.

- You might have difficulties making friends because you might not be interested in the things others like.
- If you don't have friends then you'll be alone and others might bully you.
- If others bully you because you are alone that's called isolation bullying.
- Don't be bullied – be amused!

Health Care

- Free first aid lessons
- Mountain health stations
- Doctors and nurses talk to us.

Good medical care

Drugs and violence

- Council should organise workshops and things to help you change your life and help you do better in the future.
- Rehab.
- Therapy and counselling for violent people.

Smoking

- People who smoke could go to a club and there will be people there that can help them stop.
- Fake cigarettes to make them feel like they are smoking.

Youth clubs, Art, Drama and Music clubs

Youth clubs and football clubs

Places to play

Safe places close to home for playing.

Play

Good stuff for children to play with inside if they can't go outside.

Improve the community

- Keep it clean.
- Have a dog area.
- Have things to do.
- Stop playing Pokémon Go.
- Have a cigarette bin everywhere.
- Clubs.
- Big parks everywhere.
- Have one bottle of alcohol each week.
- Trees
- Flowers
- Paths.

Community – Alcoholics and Junkies

- Have lots of rehab centres.
- Have lots of pharmacists to stop drugs.
- Say no to underage drinking/drugs.
- Don't buy drinks for others under 18.

Pokémon Go in the community

- Don't play it whilst driving.
- Don't run across the road to get a Pokémon.
- Don't play it in school.
- Play it with friends – not virtual Pokémon.
- Don't download the stupid app

We need clean air, clean community, nice people and a cooperative school to try to help.

Less trees getting cut down.

Litter and recycling

- When people throw litter, and don't recycle then the streets would become dirty.
- When streets become dirty the air does too and you might get sick and get diseases and the soil wouldn't be clean.
- If the soil is not clean we can't grow trees and plants, plants help us breathe.
- If we don't breathe fresh air we might suffocate to death.
- We don't want to die! Recycle!!
-

No alcohol in the supermarket.

Don't waste energy.

More security cameras/CCTV

Healthy food!

Dens and imagination.

Get the Council to take the noisy stuff away.

Bad drivers (for Police and Traffic wardens)
Stop bad drivers be bad by stopping them from driving.

OTHER:

Donald Trump is not a good role model

Donald Trump is unfair, some people don't want what he wants. Donald Trump has been ruining all of Barack Obama's good deeds because he doesn't like them.

Donald Trump

He is not a good role model. Trump is not a joke anymore.

Appendix 3b

Some initial reflection on key topics: What can we do to deliver what children and young people need and address barriers?

The views of young people (from Event 1)

Having completed their *jigsaw* in which they identified what young people need and what gets in the way, the young people were asked to identify an issue important to them and to suggest how we might respond. The sub headings and text are from the young people, organised in the same themes as that used for the children and adult's feedback from this task.

THEME 1: MENTAL HEALTH

Mental health issues/Teachers

I think for mental health there should be more support and a place to go to and I feel that we don't get taught enough about mental health in school, and now people get bullied in school for how they are and I think teachers should get taught more about that themselves.

Mental health in schools

- Many schools do not deal with mental health issues in a serious way and may pass it off as something smaller than it is.
- Schools should be fully informed when a pupil is referred to CAMHS, and maybe have a referral service in place.
- Having teachers trained to deal with pupils who are struggling i.e. a student suffering from a panic attack, should also be introduced.
- There should be workshop style activities to gain awareness of mental health issues, and help young people understand.
- If they are suffering activities such as these are important as it breaks stereotypes and makes people aware that any sort of person can suffer from mental health issues.

Child and Adolescent Mental Health

Invest more money in CAMHS and establish strong links between schools, social workers and CAMHS so that young people can access the support they need more easily as well as breaking down the stigma attached to mental health by raising awareness of the potential facilitates and resources young people can access.

THEME 2: SUPPORT + RELATIONSHIPS + VIEWS ON ADULTS

Disencouragement

- Staying with positive people, people who think positively and appreciate your work and also encourage you to do more good work.
- Having good friends around yourself so that you can take good steps with support from your friends.

THEME 3: LIFE AT HOME/PARENTING

Home-life troubles/Abuse

Have your family come in and have one-to-one interviews with pupils and making sure that what is happening at home is supported and cared for, because it's important to know that they can talk to anyone if you are a young carer.

Bad parents

- Parent scheme: kids talk to teachers about their parents and gradually give the parents additional support where someone comes to the house and subtly helps parents around the house.
- Group parenting socialising scheme: Every few weeks a group session with the parents happen in the primary school or high school where they can cook together or do sport and discreetly show the good parenting without making it obvious that their kids want better support.

Bad parents/no parents

A scheme for the parents to meet socially could help.

A teacher (Guidance) would be there for the kids and helping out to make sure the children were happy and had a roof over their heads. Could help for teachers to make children comfortable and welcome and assure that they are trustworthy.

Problems at home and wealth inequality

- More cheap, healthy, filling food in shops, especially around schools – sugar tax to reduce the cost of fruit and veg.
- Encourage daily dialogue between child and carer about positives and negatives.
- Support for young people coming from disadvantaged areas.
- Cheaper school supplies e.g. calculators, dictionaries etc.
- Have a 'key adult' at school for pupils to talk to regularly all the way through school and try and keep the teacher the same.
- Support for young people during school holidays so they get at least one good meal a day and have activities to do.
- The positives of social workers and how they can help young people and families.
- Introduce a UBI system.

Not being comfortable/safe in your own home – not feeling looked after properly

- Government can check up on young people who they know have issues i.e. abuse or bad home environment.
- Get a trusted adult to regularly check on young people's home environment.
- More education for parents on how to have a better relationship with their child and look after them properly.

Abuse in the home

- More support and education throughout families surrounding abuse.
- Break through barriers to communication through various types of therapy and guided conversations.
- Treat the whole family as a unit – abuse affects everyone.
- Don't shame the abuser, help them.
- Acknowledge abuse in any form is real and serious but can improve.
- Encourage people to trust and use their voice.
- Create safe environments for people to speak out, for example safe houses so they don't have to go back to an abusive household.
- Open conversations surrounding the cycle of abuse, for example abuser/abused/bystanders.
- Use legal facilities for example criminal charges along with support and therapies.
- Use one social worker through the whole journey.
- Never stop asking questions.
- Never give up on someone they can always be helped.

Not being looked after properly at home

- Parents need to talk to them about everything, not being shy, but to be more open and have a good relationship.

THEME 4: LEARNING/SCHOOL/TEACHERS

Unsupportive teachers

- Suggestion box.
- Peer support.
- Unsupportive teachers gather for a meeting on how to support pupils better.

Unsupportive teachers

Making sure teachers are trained to deal with 'difficult' children and to get students actually interested in class. An 'evaluation box' could help and getting the class more involved could also help. There could be a 'safe space' where stressed or troubled students can go and avoid a confrontation with a teacher, maybe even if they just want a break from their friends. Could potentially brighten teachers' moods, making them more supportive and involved.

Introduce Life Skills classes

- Once a week so that people won't judge or have low self-esteem.
- Life skills means skill we need in our day-to-day life like effective communication, empathy etc.
- The core life skills are: self-awareness, empathy, creative thinking, critical thinking, problem solving, interpersonal relationships, effective communication, coping with stress, coping with emotions.

Resources for learning

- Schools operate lending of calculators, text books etc. and then resources can be recovered at the end of the year.
- Council negotiates bulk deal with suppliers instead of individual schools paying more.

Make student support in schools more accessible

- Talks about how to access support, let people know what they can get help for and times they should come for help.

Lack of information about opportunities within and out of school and leaving school

- Advertise opportunities, outside speakers, let people know about Apprenticeships and Job Opportunities and where they can lead to.

Pressure from parents about exam results

- Inform parents about how this affects their child and how they can help to get their children good results in a more positive way.
- Make schools less about exam results and more about making a person a success for when they leave school.
- Make learning more creative – trips and activities.
- Work with companies etc.

Never give up on your student in school

- Even if the student is not bright help them out with extra classes, provide them with the materials regarding subjects and keep encouraging them.

Implement inclusive and thorough PSHE

PSHE that is relevant to young people and teaches them all the necessary skills needed for life. Also to ensure that the content of PSHE lessons does not vary wildly dependent on which school you attend e.g. Faith schools, as all young people have the right to equal, inclusive education that does not discriminate or alienate people by merely covering heterosexual, cisgender sex education.

One-to-one sex education

- Pupils in younger year groups who are taught by older pupils who have an up-to-date understanding of sexual health issues.
- Doing this in smaller groups would make younger people feel more comfortable and may be prone to asking more questions.
- Taking such an approach may be more interesting and interactive than the boring, outdated lessons young people have to endure.
- An equal education in all schools is also important no matter what religion, as young people need to know.
- How to practise safe sex, LGBT sex, different forms of contraception etc.
- More relaxed sessions like this can help break the stigma that surrounds sex, and make it more of an open discussion.

Stigma around social issues/learning

- Help remove stigma around mental health, drugs and drinking, sexual education, bullying, cyber-bullying and every other social issue.
- Approach kids in a fun and interesting way to inform them about these social issues so they can all be education about them and take something away from it.
- Find out how kids would like to be approached about these social issues, we could take a survey to determine how they would like to talk about the social issues as I feel they would listen and learn more about it.

THEME 5: BULLYING/SAFETY/VIOLENCE

Antisocial behaviour from peers and bullying

- More education for example during PSE on 'what is bullying' and 'antisocial behaviour' and 'hate crimes' and that it is wrong and the consequences leading from their actions.
- The right support from responsible adults i.e. teachers, to prevent and stop this kind of behaviour.
- More education to pupils on how to prevent and stop antisocial behaviour/bullying and how to deal with it if it happens to them or someone they know.

Bullying

- Encourage people to speak out about bullying – if they are being bullied or someone they know is being bullied.
- More education on the definition of bullying.
- Bullying can happen within friendship groups and we need to identify when it becomes a problem and speak out about it.
- Communication is key – talk to the bullies and the bullied.
- Support from teachers/trusted adults.

Being bullied/Safe Space

A certain space in the school during break and lunch among everyone else for anyone that is eating alone or don't speak to anyone can go where Mentors Against Violence (MVP) mentors are at hand to talk to with a possible teacher as well.

Social media/Learning, support and bullying

Social media and the internet is used in everyday society all the time and a lot of young people aren't told about the dangers and opportunities it can bring. I believe there should be online youth workers to help deal with cyber-bullying and help young people who are maybe too scared to talk to someone face-to-face.

THEME 6: COMMUNITY/YOUTH WORK/THINGS TO DO + FACILITIES + ENVIRONMENT + HOUSING

Clean safe communities and places to play

- Community volunteering: people in the area volunteer and take turns to clear up kids parks to keep the kids safe.
- Council volunteering: Local MPS show their support for their community by getting involved in keeping the area clean and safe and showing they actually care for the people in the community.

Build new, affordable council houses – out of long-lasting, ethical, good quality materials.

Expensive local facilities and hard to get into youth groups

- Cheaper sports facilities and cultural facilities for young people.
- Could Edinburgh Leisure or other Council facilities be free for kids and young people?
- More youth groups so more can take part.
- Slots for only young people to do sports together – drop in instead of official youth groups. For example, Friday 2pm- 4pm badminton at Meadowbank where young people could play other young people in a semi-competitive environment.
- Allow young people to use school/Council facilities before and after school and at the weekends and in the holidays.

Discrimination in general/in the community

- Treat everyone the same, equally without biases, gender and all.

Not feeling safe/provide street lights.

Abuse (drugs and alcohol).

No discrimination amongst neighbours.

Community boundaries.

Lack of extracurricular activities

- Council and Government should subsidise and encourage people to go through incentives.
- Money and extra opportunities at school.

Lack of connection in communities

- Youth groups and adult groups where you can talk to adults of different careers, experiences etc.

Gangs and drug use in the community

- Create opportunities, help centres and support.
- Drop in clinics.
- Take close look at vulnerable people and offer help.
- Break down stereotypes on addicts.
- Outside speakers/mentors that have experienced the same thing, know where it can lead, good and bad.
- Ensuring addicts have support and minimise community damage.

Appendix 3c

Some initial reflection on key topics: What can we do to deliver what children and young people need and address barriers?

The views of adults (from Event 2)

Having completed their *jigsaw* in which they identified what children and young people need and what gets in the way, the adults were asked to identify an issue important to them and to suggest how we might respond. The sub headings and text are from the adult participants, organised in the same themes as that used for the children and adult's feedback from this task and a further theme *poverty* which emerged more explicitly in adult conversations.

THEME 1: MENTAL HEALTH

Mental wellbeing

Children and adults – widening need category.

THEME 2: SUPPORT + RELATIONSHIPS + VIEWS ON ADULTS or CYP

Friendship

- Making sure friendships are positive and children and yp have that understanding.
- Buddying for children and yp who find it difficult to engage in friendships.
- Being aware of individual needs and how that can impact on social interactions.

Friendship for all children

- Friendship as a key indicator/target of plans.
- Strategies in schools and communities.
- Play space/play rangers
- Community-based activities that are affordable.

Connecting children/yp and adults

- Promote/invent links between young people and adults in local communities, to try to understand and tackle issues and problems together.
- For example: Schools council and community council; school and community newspapers; youth clubs and planning of services.

Relationships and trust

- Training/CPD for key professionals.
- Being measured against things that might not be the most important – attainment versus individual nurturing.
- Resources need to be appropriate to enable individualisation.

Child-friendly Edinburgh campaign

- Lead through EICP.
- Involve young people in design.
- Engage widely including business community.
- Message to citizens to engage and make a difference.
- Working toward 2050.

Child-friendly attitude

- Create a culture in Edinburgh where everyone cares about children and looks after them.
- Adults ask themselves: what can I do for our children?
- Engagement and communications – campaign.

Lack of respect for authorities

- Raise profile of Police, SFRS in communities
- Increase engagement/involve children
- Youth training/work experience/Apprenticeships
- Making Police/Fire/Ambulance service more approachable and accessible
- Authorities become more involved in community projects and taking on more responsibilities out with their traditional role.

Voice of the child

- Do not deny the right of children and young people to criticise their situation, hopes and fears.
- No guaranteed job, income, house.
- Children and young people need to be involved in decision-making at all levels of society, school, community, Local Authority, National Government.

Pay attention to what children say

Act on their perception and experience.

Listening every day to young people

Anonymous suggestions/comments/feedback using technology

Mis-expectations of children and young people

- Challenge society expectations.
- Celebrate achievements.
- Media campaign.
- Children's champions – children and adults.

THEME 3: LIFE AT HOME/PARENTING

Attachment

- Instead of a punitive approach to chaotic parents and children, use strengths as building blocks to improvement.
- Everyone has strengths – these need to be nurtured.
- Feeling valued = value
- Feeling rubbish = rubbish

Chaotic adults/parents

- Been trying to do something for years around this – not achieving.
- Chaotic families can nurture chaotic children but also aspirational children.
- Housing opportunities can exacerbate.

Parenting

- Support parent to support child/yp
- Ensure good universal and specialist support.
- Early intervention – higher intervention.
- Access to parental support e.g. drugs, alcohol, mental health.
- Links between school and home.
- Young parents.
- Flexible/responsive services (wellbeing).

Parents who can parent and want to

- Access to appropriate parenting support pre-birth.
- How do we get it right by doing things with people, not just for people?
- Talking to parents to get their views.
- Parenting events in localities.
- Hubs of support.

Make better parents

Be supportive and challenging.

THEME 4: LEARNING/SCHOOL/TEACHERS

Choices and recognition in school

- Different ways of recognising achievement in school such as awards/non-traditional recognition.
- Community champions.

Health worries/getting help

- If children have a health worry – mental health or physical health – in school there should be someone who is readily accessible that they can go to and share i.e. School Nurse with confidence that they will be listened to and get the help they need.
- Does it need to be a health professional?

All children should have someone who listens to them

- Face-to-face engagement with love and respect.
- If teachers etc. realise this is lacking at home they should step in and provide this.

Children need to be children

- Ensure education is accessible to all children despite circumstances/flexibility may be required.
- Children able to access support to discuss issues (SEEMIS school database).
- GIRFEC processes consistently used.
- Curriculum to encourage more play/creativity with natural resources.

Encouraging aspirations

While still being realistic about how to get there and the realities e.g. job prospects, academic requirements, extra-curricular requirements.

School environment

- Attendance – wanting to be there and wanted by school.
- Non-exclusion.
- Supporting children/yp who are struggling to access school.
- Raise thresholds of tolerance of absence – increased understating.
- Work with parents to get into school on time.
- Look at school times.

Additional support for learning

- Flexible, responsive, early (earlier) intervention.
- Needs resourcing.
- Relevant people and relevant places = better outcomes

Inclusion in schools

- Challenges!
- Prioritising budgets.
- We need to re-evaluate inclusion in schools.
- Are children's needs being met against existing resources?
- Ask why first, before we look at how.

Realise and take account of individual needs and circumstances at school/college

- Be aware of other agency inputs/Child's Plan.
- Create capacity for responsible person to lead and develop Plan.
- Look at threshold for support/putting Plan in place.
- Does GIRFEC process work in practice for all children?
- Ensure greater consistency of approach across schools:
 - Raise awareness amongst teachers
 - Get their buy-in to look at the whole child
 - But take into account teacher capacity, issues and other priorities.

More education of food and nutrition.

Learning how to care for themselves and the control they have over this.

Encouraging participation in sports and fitness

A wide range of activities other than traditional sports of football and netball.

Getting the right people to be our teachers

Training, skills and attitude.

Give value to those who can help including parents.

See our schools as community resources

Open to all and welcoming.

Punishment

Used effectively, it should only be when really needed to make an impact. Alternative punishment for those who need it.

- Exclusion is never an effective form of punishment (who doesn't like being off school?).
- Punishment for the smallest things e.g. being a minute late to class becomes useless.
- Detention becomes an empty threat.

THEME 5: BULLYING/SAFETY/VIOLENCE

Bullying

- Social media education on internet safety including picture sharing.
- MVP Programmes.
- Do schools look at the bigger picture in relation to bullying?
- Children and YP need to be able to be confident to be able to talk to someone.
- Looking at consequences for those who do bully and possible support.

Social media/internet

- Education/raise awareness of impacts/safety.
- Encourage less reliance on technology.
- Encourage more face-to-face social interaction.
- Find the balance.
- Be aware of digital discrimination e.g. families with no access to IT.

Safe places to go out/play

Some investment on the go for example Saughton Park but after we need community ownership to ensure safe place is maintained.

Freedom + Independence

- Create spaces for personal/small group time at home at school.
- Support older children with travel and spending money to ensure inclusion.
- Encourage appropriate risk taking and learning through mistakes.

THEME 6: COMMUNITY/YOUTH WORK/THINGS TO DO + FACILITIES + ENVIRONMENT + HOUSING

Adequately resourced facilities

- Staff training.
- Young people involved in design and development.
- Creative use of spaces.

Creating inclusive communication environments

- For communication impaired, English as an additional language, deaf etc.
- Create inclusive correspondence from GPs, schools etc.
- Review signage in community and schools to ensure inclusive nature.
- Awareness raising about inclusive communications.

More assertive outreach of services

Including universal services.

Services to operate in true partnership around the child and their family.

The workforce

Need to be fully trained in recognising need, celebrating individual achievement, building partnerships with home, volunteers and others, listening and hearing what children and young people are saying.

Outing poor practice.

Geographical pockets of resourcing

Opportunities, challenges, housing (temporary, B&Bs as well as geographical areas).

Invest in community opportunities that are accessible to children and young people

- Age and stage facilities.
- Universal services.

Community spaces for children and young people

Children and young people strategies of devolve decision-making to localities and co-produce solutions.

More and equal access to meaningful activities out of school

Evenings/Weekends/School holidays (not just summer)

Community – lack of facilities and greenspace - Play

- Encouraging the use of free and open space.
- Creating and using space.
- Making it safe – for everyone.
- Using outdoors creatively – den building.
- Asking children and yp what they would like to see in their areas.
- Working with parents to encourage them to play outdoors.
- Play may need to be facilitated until it becomes established.
- Identifying good resources and making it 'live' – facilitating this process.

How neighbourhoods look

- I would like to see neighbourhoods looking clean, green and tidy so children feel good and valued because they have nice places to play and walk.
- Seeing adults be socially responsible – picking up after dogs, doing things for the community.

Housing

- Council as provider of last resort – no evictions?
- Early intervention – behaviour change.
- Home fit for heroes – well maintained, free from damp.
- Access?
- Area around house as well as internal.

- Encourage supportive and understanding neighbours.
- A bedroom for every child.

Lack of confidence in community outcomes

- Listened to: Voice Forums – use of media, multi-agency approach to engaging providing collective solutions.
- Empowering children of all ages to feel involved in community regardless of race, religion etc.

Take greater responsibility

More devolved community budgets.

Access to healthcare

- Young people/children.
- Services that are child/yp friendly.
- GP environments more friendly.
- Flexible/welcoming services re opening times, location.
- Trusted adults to support children and young people.
- Address communication/language issues.
- Confidentiality.
- Parental rights/children and young people's rights.

Access to leisure facilities – free access

Access to technology

Free Wi-Fi – at home promote and subsidise, provision in public places by Council.

Lack of community empowerment/culture

- Invest in community groups, facilities and provide opportunities to include community members – Volunteering.
- De-scarify adults getting involved in youth activities.

THEME 7: POVERTY

This theme was not reported separately in the work by children and young people, adults however have named poverty more explicitly and so these responses are included here.

Poverty

- Raise awareness of 1 in 5.
- Living wage built into contracts.
- Benefits – access to advice/support (access to services if sanctioned).
- Universal services supporting families to access benefits.
- Use of Pupil Equity Fund – encourage uptake of free school meals.
- Breakfast clubs.
- Services to use appropriate Trusts and Foundations.
- Use of free services e.g. Edinburgh Leisure.

Poverty

- Poverty attainment funds – how will this be used effectively? How can we ensure it is used well?
- That benefit systems are accessed and fair.
- Families are encouraged to apply.

Poverty

- Expectation that education is free – actually it's not, parents have to pay for things every week. This creates inequality.
- Make education truly free (development of 1 in 5 programme).
- School meals – quality.

Measures to alleviate poverty needed.

Inequality

Recognise the needs of every individual – within boundaries of wants.

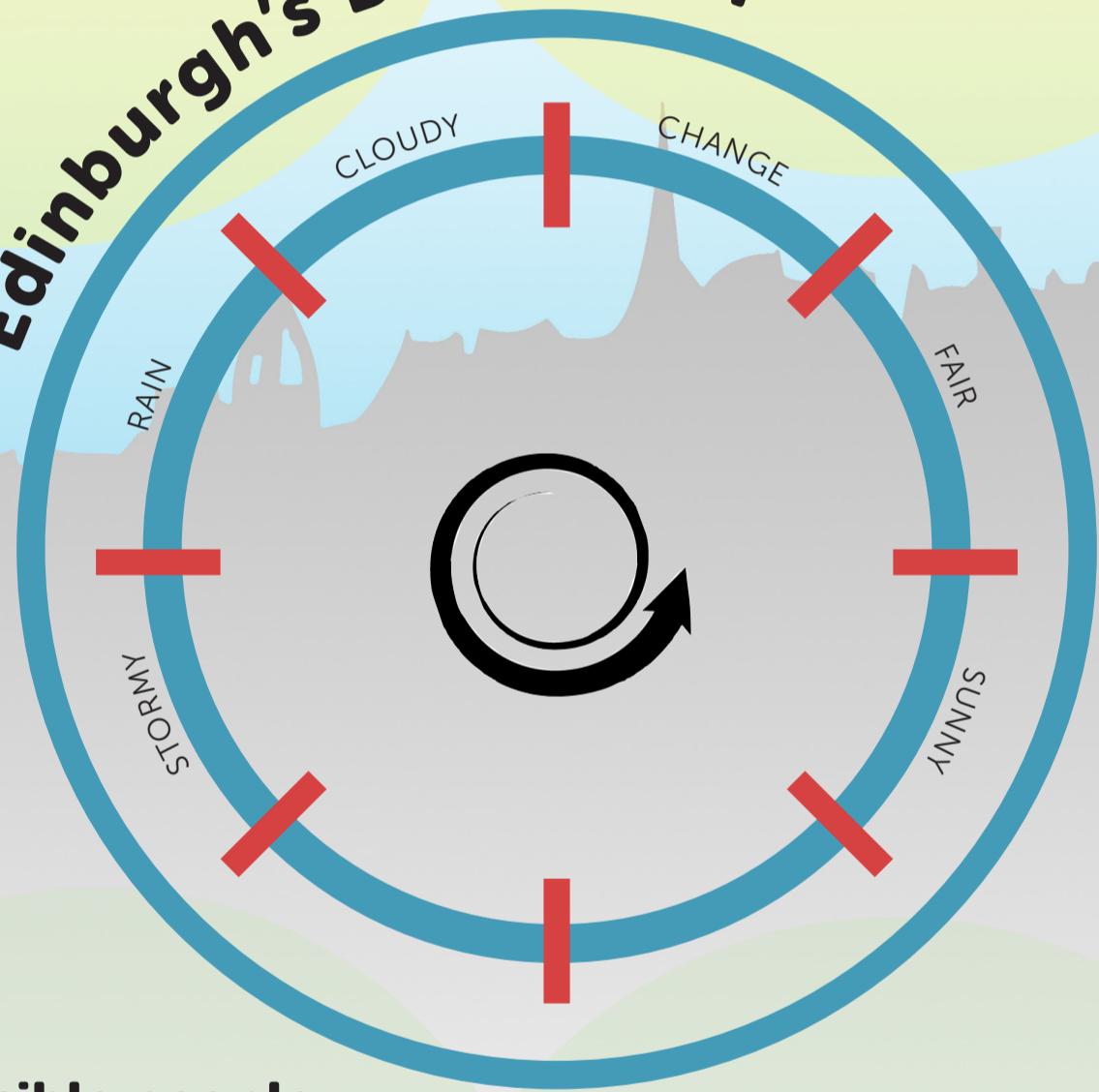
Putting Children and Young People at the Heart of Planning

The views of Children

Shops
Our friends
Schools
Youth Clubs
Libraries
Nice People
 People are different and unique
 Sports and gyms help keep people fit
 People from all over the world live here
 Great opportunities
 Hibs and Hearts

It's the capital!
Amazing views and buildings
It's usually safe
Parks
 A sense of history
 Botanic Gardens
 Arthur Seat
 People visit from all over the world
 Beach
 Buses and trams
 Cinemas

Edinburgh's Barometer



Irresponsible people
Dog poo
Vandalism
Not enough mosques
 Not enough respect for children
 Homelessness
 Too many pubs
 Deprived areas
 Dirty streets
 It's cold!
 The rain!

Tourists can make it feel too busy
Things you need are expensive
Roadworks
Not enough places and facilities are accessible if you use a wheelchair
 People are noisy at night
 Too many cars
 Drugs
 Alcohol/drunk people
 Bullying

Putting Children and Young People at the Heart of Planning

The views of Young People

The people

Lots of green spaces

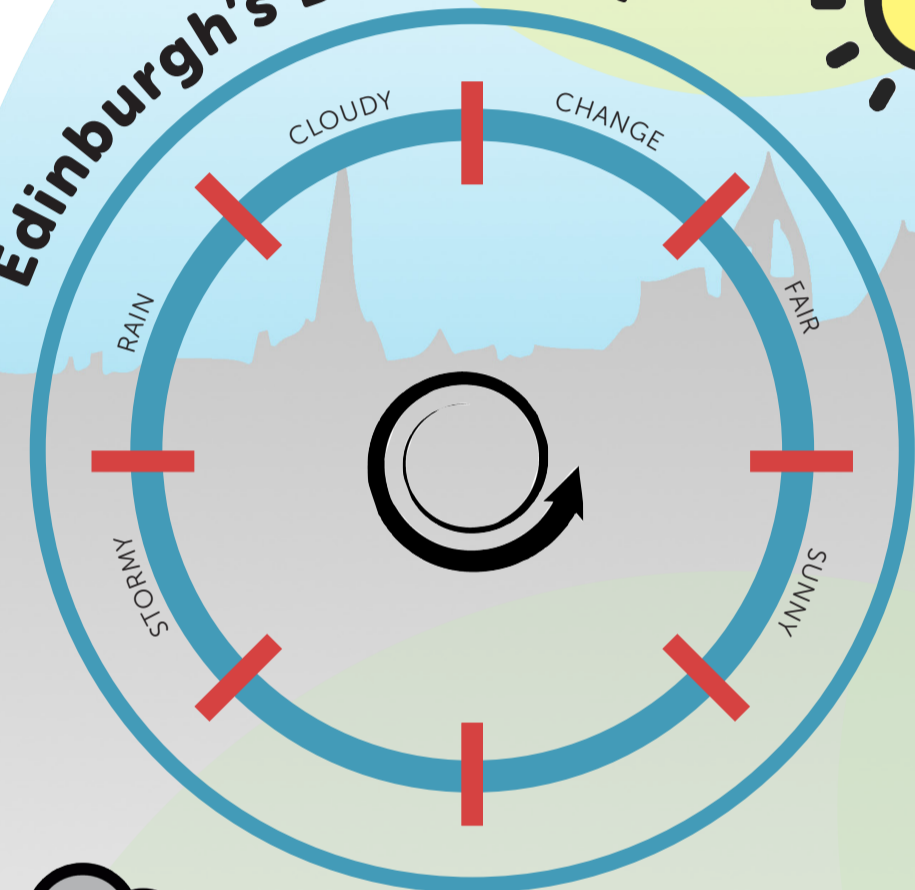
- Festivals and cultural activities
- Good, reliable transport
- Lots of leisure facilities
- Friendly people
- Shopping
- Free access to museums

A beautiful city

Not too big

- Lots of opportunities
- Youth involvement opportunities
- Diversity - our city is open to all religions, ethnicity, sexualities
- Universities
- Streets and buildings/Architecture
- The beach and parks
- Tourism
- Near the countryside

Edinburgh's Barometer



Unhealthy, junk food is too accessible

Traffic congestion

Differences between schools - attainment gap

- Public spaces and paths are not always well kept
- Not enough bins/dirty streets/littering
- Lack of funding for youth activities
- An expensive city
- Poverty and inequality
- Angry people
- Homelessness
- State of the roads
- When people are unfriendly
- Smoking

Tries to keep tourists happy more than locals

Transport not necessarily set up for young people/where we go

Not knowing whats on/bad communication with young people

Crime

Not enough cycle paths

Violence

Alcohol and drunk people

Places get a bad reputation

The weather!

Communities aren't close

Schools lack facilities we can use

Lack of affordable housing and accomodation (only student accomodation)

Putting Children and Young People at the Heart of Planning

The views of Adults

Green Spaces and Parks

Vibrant / Buzzing

Transport

By the sea, close to the countryside

Beautiful city

Bars and restaurants

Tourism and visitors

European

Vibrant 3rd sector

Friendly people

Sporting facilities

Libraries

Good reputation

Jobs

Architecture + Heritage

Music, Arts and Culture

Festivals

Diversity

Being the capital city

Good schools and nurseries

Airport

Good hospitals and healthcare

Universities

Not too big or too small

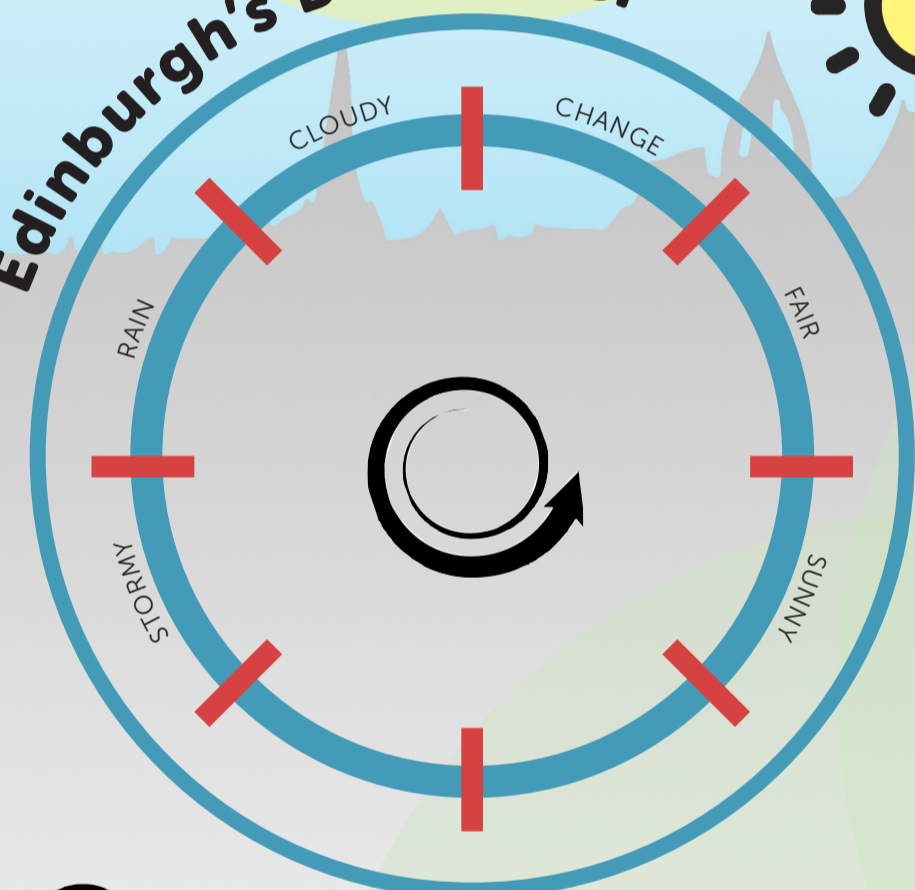
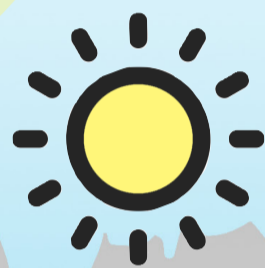
Educated workforce

Independent cinemas

Shops

Children

Edinburgh's Barometer



Unequal opportunities Poor people and communities stigmatised

Homelessness / Rough sleepers

Housing is expensive to buy or rent

Parking / traffic wardens

Educational inequality

Could be friendlier

Snobbery and private schools

Agencies not working together

Too much geared toward tourism

Lack of independent small shops and cafes

Rising population

Commercialisation of spaces

Drinking

Inequality

Poverty

Rubbish/litter

Traffic

Roadworks / potholes

Attractions are expensive

Bad for cyclists

Drug issues

Trams

Poor quality housing for some

Relationship between council and people

Dog poo

Not enough support at school

Princes Street

Graffiti

Appendix 5

EVENT 3

IDEAS FOR CHANGE/IDEAS FOR ACTION: Full text of responses.

Families

- More income for struggling houses
- Help for families to have a holiday
- More money to afford to buy things
- Leisure access cards and bus passes for families that need it
- Education for parents - see parents as role models
- Decent affordable housing
- Encourage open-mindedness in the home – open to change?
- Raise the importance of Board Games and Cards
- A house that is the right size and isn't expensive
- Fast cheap internet
- Warm, affordable houses
- Turn the screens off, talk, eat and play together
- Someone to talk to about parenting, especially when you don't have family nearby
- Parents should allow some risk-taking and not be overprotective
- All families gathering around at meal time
- More support to families that are struggling a bit – early on
- Support for parents and families when they are not getting on
- Family days out
- Families need: comfortable shelter; places to go as a family; less social media; opportunities; things that they can afford; more discounts
- Discounts or free access to things for families living in Edinburgh
- Free adult and child cooking classes
- New ways to involve families living in poverty
- If families listened to each other...
- Less of these things: pollution, drunk people, reckless people, litter, rude and hateful teachers.
- Sometimes families can be nicer to others, than they are to their own
- Don't leave your younger siblings alone
- Families making time for each other
- Be a trusted friend – do stuff, listen and be there
- More houses for families
- Free access for children and young people at leisure facilities
- More targeted family events
- Big brother/big sister scheme – where adults can volunteer and 'adopt' a little brother or sister
- More green spaces to play and walk
- Families can help for each other if things go wrong
- Free buses up to 18 years old
- Good role models at home and support for parents to do it right
- Good parents
- Help families understand how to keep children safe
- Families have enough, a living wage, no child in poverty

Communities

- Help people take pride in their homes and communities
- Friendly Police officers
- Show children they are valued and respected
- Schools open to the community
- Public campaign on 'what we hope for Edinburgh' and how this translates into positive behaviours – encourage people to step up
- A 'help is here' for shops and restaurants
- Somewhere to go for help with homework or revising to help progression
- Listen to children and young people when planning for the community
- Community gatherings for neighbours to unite more
- A balance of privacy and security at home and in the city
- Adults shouldn't stereotype young people as up to no good
- Food stores in school playgrounds- take what you need replace what you can
- Better street lighting for safety and play
- Promote community cohesion – stop discrimination
- Get everybody involved
- Better street/community signage
- Parks with updated equipment
- Police to have closer relationships with schools
- More events with adults who listen and act
- Youth clubs
- Community centres for all ages
- Generate community responsibility to keep streets clean
- Advice for people to hold street parties and events
- Pet wardens that help people be good owners
- More places to play
- Police stations near people
- Tackle poverty and inequality
- Control traffic speeds in streets where people live
- Libraries – no charges
- No more noise from drunk people and pubs
- Community gardens – no more private gardens in the city centre
- People that pick up their dog poo
- Keep places clean and well-lit/safe
- Stigma and judgement about benefits
- More funding to respond to what children and young people want and need – recognising not everyone wants the same thing. Additional resources increase the chances for children – just like affluent parents can do for their children.
- Regular opportunities for mental and emotional support for young people and adults
- Things that make us happy – music, being with people, food, sunshine, laughter, golf....
- Encourage curiosity and conversation around diversity.
- More bins
- Regular opportunity for people to chat informally – regular support.
- House the homeless

- The environment is in danger and green spaces are being destroyed, animals have been killed brutally. Many of this is to do with capitalist businesses and car parks.
- Activities that are free – let everyone contribute ideas
- More laws on how much you can drink
- Fire bad teachers
- Less reckless drivers
- More traffic free zones
- Tackle inequality across and between communities
- We need to make more use of existing facilities and let young people access them. Start the conversation with all ages, young and old
- Don't listen to people that make fun of others – just be your own person – more respect for people!
- Lack of awareness of homelessness and foodbanks
- Adults smiling at children and vice versa
- Adults to be more tolerant of children and young people when they are outside or playing. Right to play in the streets!
- Cars are a vile, smelly and polluting way to travel and a factor in obesity.
- They kill innocent animals; car parks destroy the environment
- Rubbish harms wildlife. Plastic bags are a huge problem
- If your neighbour is struggling help them
- Happy neighbours!
- Forward planning on housing and the services people need like schools and doctors
- Home is where the heart is but personal space is important
- Gender equality starts early – think about gender neutral toys
- More free things for children – fun hobbies and sports
- Fix pavements that make accessibility a problem
- Better use of empty buildings for communities
- People to be kinder

Schools, colleges and workplaces

- To have schools that are full of happy learning – happy learners + happy teachers
- No assuming or conforming to stereotypes
- Teachers that are more aware of gender stereotyping and what they ask pupils to do
- Open school buildings outside school day – opening schools longer
- Learning at my pace
- Nicer teachers and PSAs who understand children
- Better links between CAMHS and schools – teachers trained to deal with things like a panic attack
- More free school activities and clubs
- Look at other cities and copy good examples of schools
- More options for learning styles in schools
- More access to computers and libraries
- One-to-one sex education and peer education
- Respectful schools – everyone is important
- Schools to be aware of additional support needs and take action
- Teachers and young people's anxieties to be taken seriously and action taken to make things better
- Lunch and snacks for all children
- Less shouting at children in schools
- More subjects
- Only have teachers who really like kids
- Start discussions around bullying earlier
- More outdoor and creative stuff at school
- School needs to be more fair
- Teachers who feel how students feel
- Support and let young people know University is to the only option – there are Apprenticeships etc
- Schools that are more welcoming to parents
- Every child should learn in excellent schools
- Cleanliness should not be compromised
- All schools should have same amount of money – give everyone a chance.
- Safe places at school for someone to drop in and talk
- Get more chances to experience what it's like to be a teacher
- Fair pay
- Harm reduction approach to help families taking risks
- Best training for school staff
- Schools should not have to rely on good will to do the basics
- Parents need a better understanding of what happens in school so they can help.
- Have gardens in schools to grow things
- All the capacity of a community should be used to make a difference to schools
- Don't let teachers say "you can't do that"
- Good facilities means green space, good clean toilets, medical support, health and wellbeing opportunities

- Easy access to school lunches
- Education on drugs and alcohol should be practical and help you keep safe
- Treat people as individuals
- Stop/discourage graffiti
- Up-to-date resources
- A range of activities to stimulate learning
- Proper medical staff in schools
- Support for a healthy lifestyle
- Better toilets and playgrounds
- Someone to talk to
- Whole school campaigns to support equal, caring behaviours
- More first aiders
- To have enough teachers
- Teachers that are understanding
- Mutual respect between teachers and pupils
- A health promoting school approach – reinvigorate it to support a positive ethos and respect for all whatever their ability, engagement or achievements.
- Chill-out zones for when you are stressed
- If kids are honest adults need to be honest back
- Less stigma around mental health issues
- Equal sex education for all schools including Catholic schools who might leave out LGBT issues
- Parents and teachers should get the chance to see how other schools do things
- Sexism is a big problem in schools especially in PE – when you are split boys and girls it is no fun because my friends are girls. Boys and girls are encouraged to do different things
- Better security in schools, colleges and workplaces, control who comes in
- Give everyone the same education
- Have school more opportunities to get involved in the community

Our City

- Get serious about safe cycle paths
- No private schools
- Fairtrade items
- Less pointless shops
- Opportunities for children and young people to do things they are good at
- Faster trams
- Cheap activities for children and families
- More free music
- More activities
- Buses that join communities
- Not to tolerate graffiti
- Social media: How do we stop self-esteem from dropping? Aim for the top? Start from the bottom? Snapchat and Instagram are massive factors
- No accessibility – lack of disabled parking
- Less traffic
- Improve the environment – cleaner streets, bins being emptied, feel safe in the area you live and city centre, less pollution, more trees and flowers
- More trams
- City bike rental scheme like London and Paris
- Healthier cheaper restaurants
- Edible gardens in schools
- No cares more trees and wild flowers on roundabouts
- Improved mental health services
- Peer to peer sex education
- More affordable bad weather activities
- Less rubbish on the streets and more penalties
- More free public toilets
- More video game events
- Environmentally friendly cars and people
- Always digging up roads – use better quality road surfaces
- Help to help young people find work in their communities
- Better access to facilities and activities for people with disabilities
- Funding for youth work
- More free things to do and better promotion
- Less litter
- Enough street lighting
- Get children and young people to tell each other what is going on in the city
- More affordable housing
- More things to do with Lego
- Rules that are sensible and achievable
- More useful websites
- More of a focus in locals – shouldn't be all about tourist needs
- Bigger buses
- Less vandalism
- A good sense of security – CCTV
- Pets

- More done about smoking in public places
- Less building it kills wildlife
- Accessibility is key to support greater levels of involvement
- More plants and nature around flats and houses – more natural environments in schools.
- Local small shops for rent, cheaper
- Stop black money
- Everyone has good access to sports they can afford
- Cap on income – no super earners
- Adults need to follow and enforce rules, taking responsibility for their own behaviour
- Help people have a better life
- We live in a city where everyone has what they need to get by and we all have the same opportunities
- Cheap food
- Equality
- Good transport links to schools – some people have to walk distances to isolated school buildings
- More 20mph zones – slow down please
- More bin collection folk – more funding
- Less traffic
- Hotel bed tax for inequality fund for communities
- Plant 1 million trees in the city boundary
- Parks for pets so neighbours don't get annoyed
- Provide more affordable housing for families in Edinburgh
- More green spaces for play and quiet areas for young people to have as their own
- More outdoor fun
- Stop building on the green belt
- Better kept pavements to encourage people to walk
- Less clutter on streets so people can walk, push buggies etc. Mark activities like hopscotch on pavements to encourage play
- Prioritise funds for play spaces and community facilities and fund and sustain them
- Range of employment opportunities for young people to build aspiration
- Opportunities for local people to organise their own events
- Modern city planning that merges the city – no outlying areas
- Have a plan that takes account of what has been successful elsewhere with funding to introduce new ideas and facilities

Appendix 6

What Kind of Edinburgh – Children’s Event 3 – 31st May 2017 Commitments from adult duty bearers

I CAN:	I WILL:
Help <u>all</u> services work together to make sure what we have learned from children and young people shapes the Edinburgh of the future.	Work to make sure we all do what we can to make Edinburgh the best city of all to grow up in.
Ensure young people are listened to and heard as new areas in the City are developed and regenerated.	Work with my colleagues in the Council to work out the best ways to embed the participation of children and young people in service delivery.
Encourage other staff and organisations to listen to and respect the views of children and young people.	Ensure that children and young people are given regular opportunities to engage in discussion, problem solving and planning in South West Edinburgh.
Offer free recreational clubs and activities for children and young people in South East Locality.	Do my best to ensure that these services are funded and are accessible and relevant to children and young people’s needs.
Tell other powerful adults in Scotland about the things you have said are important and the ways you took part and made your views heard – so that they can learn from your work and do the same things with children in their areas.	Make sure the Children’s Commissioner’s Office (Bruce and his team) hear about the things that will be changed because of your work – and will ask powerful adults in Edinburgh if they have done it.
Make a difference working with teachers and pupils.	Not make assumptions about what children and young people want or need.
Develop my service work with new parents and carers so that they can have the confidence and tools to give their child/children the best start in life and the support to develop with their child/children.	Work with community partners and funders to highlight the importance of good parenting and consult with parents/carers to identify the best way we can shape our service to support them to develop with their child/children and get the best outcomes for their child.
Advocate on behalf of young/YAC’s to policy makers and Council colleagues.	Consult children and young people on what they want and need from my project EYC. Term by term involve children and young people in development of service.
Commit to promote more engagement with children and young people across the system.	Listen to children and young people when every opportunity arises.

Ask children more often what they think is good about their school.	Involve children in the design of the new schools we have to build in Edinburgh.
Take away with me the voices of the young people today and to remember ... they have a voice too.	Try to ensure that when developing new actions or plans that there are opportunities to take forward the voices of the children and young people.
Work with others to ensure that children stay at the heart of decision-making.	Ensure Children 1 st include children's ideas in how we best help families in Edinburgh.
Make sure that the voices, needs and ideas from children and young people help NHS Lothian work well for children's health and well-being.	Use all the learning from today to review our progress and decide our next steps for children's health plans in Lothian.
Influence children and young people's involvement in the development of the new locality improvement plans.	Work together to measure the impact of involvement of children and young people and promote what we find.

What Kind of Edinburgh – Children's Event 3 – 31st May 2017

I CAN:	I WILL:
Through our work in Circle I will help more children feel safer in their own homes and their communities.	Find better ways to seek out and to work with families that need support and advocate for a safer community for these people.
Use what I have learned today to work with others to promote the rights of children and young people in a meaningful way.	Ensure that we promote the voice of children and young people in our work in schools, in communities and with families. I will also ensure that children and young people are part of how we develop our services.
Make sure that medical and nursing staff listen to children and young people and what they need.	Check regularly that we are doing this, by asking children and young people if we are.
Keep listening to children as well as young people about what is important to them and what helps.	Keep thinking about the things the children and young people in my group said and the collated feedback and think how my service can respond to this.
Be confident that there is broad agreement that we must improve opportunities for children and young people to have access to safer, cleaner and better maintained spaces to learn and play.	Share with my team the outcomes of today work to help make this happen.

Share some of the key points raised by the children, young people and adults with AHPs – Speech and Language Therapists, Physios, Occupational Therapists and Dieticians.	Put on the team agenda and identify time to talk about the event and raise awareness.
Better understand children and young people's thoughts and feelings about what they want from and for their city.	Continue to support children and young people's participation in areas of decision making where I have influence.
Keep listening and find more ways to let children and young people inform what I do.	Always work in ways that help relationships and ask what difference we are making.
See that we need children's rights included in all that we do: schools; health; community; city.	Talk to everyone I work with about children's rights and how it can make everything we do better for children and young people - don't be frightened of upholding children's rights!!.
As the Child Health Commissioner in NHS Lothian I can influence children's services planning to ensure the rights and experiences of children are embedded in our service planning development.	Take the learning and inspiration from today back to the key decision makers in Edinburgh and NHS Lothian to ensure that what I have heard today from the children of St John's and Leith Academy are heard and acted upon.
Influence future engagement on council services by including more children and young people in ways that are dynamic, creative and allow children and young people to be themselves.	Ensure this approach is embedded in locality improvement planning and engagement in the city that is about how we deliver and plan services and do my best to make sure decision makers take action.

What Kind of Edinburgh – Children’s Event 3 – 31st May 2017

I CAN:	I WILL:
Learn from today how productive mixing children, young people and adults can be.	Look at with colleagues more collaborative working between health and council/other services and of course children and young people.
See the value that children and young people can offer to shape the future of our city by providing a vital perspective to decision making processes in relation to current and future priorities.	Ensure that children and young people form part of our consultation and engagement in relation to priority setting for Police Services at a local level in Edinburgh.
Ensure all my team make more time to really listen to the views of young people.	Take what I have been told back to my organisation – to share with my team and board – to ensure we make changes.
Recognise even more than before the importance that the views of children and young people are in planning services.	Make sure that I consult with children and young people on a regular basis when developing and improving services at Barnardos in Edinburgh.
Promote the inclusion of children and young people in decision making processes.	Identify ways of involving children and young people in shaping their environment and encourage others to do the same.
Use the services of free recreational clubs with the client groups in FNP	Contact the colleagues who extended the offer.

Appendix 7

What worked well about this project?

Full responses from children and young people.

- Able to meet new people/make friends.
- Share our ideas and opinions.
- Having people to listen to us and talk to who were interested.
- Learn the importance of having our say.
- Learn about how we can make our community a better place.
- Being able to get the government involved in our ideas.
- Doing fun exercises to get everyone involved and having a welcoming environment.
- It was fun. I enjoyed the exercises and I made friends.
- I liked the people and Marie.
- Meeting new people.
- Maybe seeing old friends.
- Getting split up in groups to meet new people (kids and adults).
- Meeting new adults you can trust.
- Nice food.
- Fun activities.
- Getting fun name tags.
- It's fun to talk to adults you just met and they will help you.
- We have done all different writing activities.
- We got to see all different people who could help.
- We made games that made us want to say things about the project.
- We have shared our opinions with different schools.
- It was fun.
- We have heard other ideas from other people.
- We have been able to tell people stuff whenever we can.
- We got good advice.
- Teamwork.
- Meeting New People.
- Sharing ideas.
- Having our say.
- Doing activities.
- Going to events.
- Adults listening.
- Meeting new people you trust.
- The food.
- Meeting the adults who make the decisions.
- The tables and layout.
- Sharing our ideas.
- We got to have our say and were listened to.
- We had fun with enjoyable activities.
- Range of ages of the people at the tables was good.
- Got to talk with people that work for the government/council and tell them about how we can improve Edinburgh.
- We found it very enjoyable.
- We worked together.

- We met other people.
- We shared ideas and opinions.
- Adults add to our ideas and have their own ideas.
- Might understand our issues.
- Take our ideas and do something about them.
- Policeman understands everything because of experience and can act on our issues.
- Working together as adults.
- Fun activities.
- Interactive.
- Working in mixed groups.
- Meeting new people.
- Sharing various ideas with decision makers.
- Inclusion of everyone.
- Respected and listened to, despite our age or power.
- Having a voice.
- Taking part in what affects our lives.
- Talking about important issues we're passionate about.
- Good how it was spread across the day (no school).
- Felt listened to.
- Everyone had an opportunity.
- Activities were good.
- It was good to hear what the young people thought compared to the adults.
- It was good to hear other young people's ideas.
- It has been great and engaging.
- The range of ages and experiences was very useful with lots of different perspectives.
- The tasks and topics were broad which meant we could talk about a wide range of topics.
- Nobody felt their answer was wrong and we could build upon what was said by others.
- This project was well thought out and was well scheduled for maximum discussion time.
- It was a very good idea to bring children and important people together for such a fun meeting.
- We all got to have our say.
- Feeling like we could make a difference.
- Mixture of ages.
- Meeting different people.
- Activities were fun.
- Game at the start was fun and exciting.
- Food (crisps, brownies and flapjacks).
- Learnt new things.
- Made a difference.
- Nice venue.

Appendix 8

Views of children and young people on other ways they should be able to have their say about what happens in Edinburgh

During Event 3 children and young people worked together to respond to the question: Can you think of other ways children and young people should be able to have their say about what happens in our city? Full responses follow:

- Advertise about why we should have our say.
- More activities open to all to share even more ideas.
- Having assemblies in local schools to get them to be more open about their ideas.
- Pupil Council.
- Link for Teachers to decision makers.
- Someone at school would could pass ideas on.
- Adult from the Children's Parliament regularly go to schools and feedback ideas to adults who can fix them.
- In schools – pupil parliament.
- Decision-makers to visit schools getting ideas.
- Every school in Edinburgh should be part of Children's Parliament.
- Children's Parliament could go into schools and gather ideas for these events.
- Having decision makers coming to schools and youth groups.
- Having cooperative teaching staff to listen about what we say.
- Having a mascot competition for young kids and having a prize for the winner to get more interest in the children's parliament and other associations.
- To be able to talk about everything you can to a trusted adult or buddy.
- A group that helps you learn.
- Ballot boxes for children for small decisions every month.
- Asking children's opinions before acting.
- Kid-friendly social media.
- An app where you can have your say on what happens to your city.
- Do more of these events/keep doing these events.
- Child elections.
- Voting in SYP Elections.
- Through projects like this with children and adults.
- The right to respect and be listened to.
- Speak to police officers.
- Policeman Scott to come visit Hermitage Park with people from the council to voice our opinion on the community.
- Get the community as a whole in the area to come together and voice their opinions.
- Gathering in a Community Centre or Library.
- Having the community listen to our opinions.
- Holding presentations for issues we're passionate about.
- Including everyone.
- Meetings between young people and government/decision makers.
- E-Mail/write to decision-makers.
- Meeting with decision-makers.
- Protesting.
- Going to public meetings.

- Regular meetings between Councillors and MSYPs.
- Website or a way for kids and YP to pass on comments and concerns.
- An online note box.
- There should be more things like this project.
- I think it should feel more normal to speak to your local MSP.
- There should be more useable places to chat with your MSP (like schools and libraries).
- A children and young people advisors' committee for Holyrood using social media to gauge what people feel and let them express their views and concerns easily.
- Opportunity for children, young people and adults to meet once a month.
- Wider range of people SYP-MSYPs engaging.
- Online suggestion box.
- Young Edinburgh Action and children working in collaboration.
- Meeting up more often.