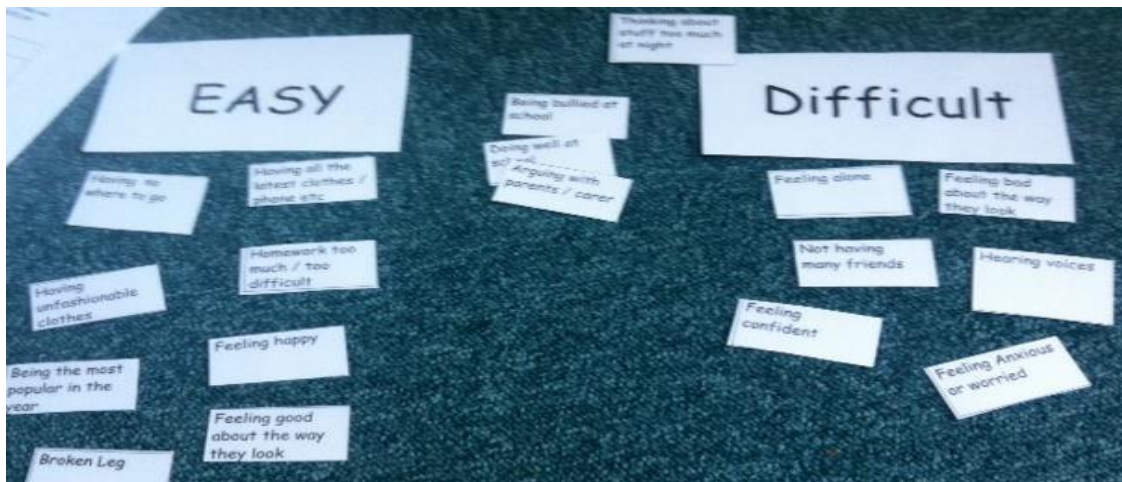


# Hearing the Voice of Children and Young People and Valuing their Experience

Emotional, Psychological and Social Wellbeing  
Engagement with Children, Young People and  
Parents and Carers



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## Table of Contents

1. Acknowledgments
2. Introduction
3. How we did it – Methods
4. What we found out – Data presentation
5. What Next? Conclusion and recommendations
6. References

## Appendices

1. Who we asked – sources of data collection
2. Individual and group work exercises guidance sheet
3. Individual and group work data
4. Table of raw survey data available
5. Me and my friends – group work data

## 1. Acknowledgements

Devon Youth Service would like to acknowledge and thank all of the children, young people, parents and carers and partner agencies who disseminated and participated in both the online survey and the individual and group work exercises.

The voice and influence of young people is essential in the development of new services – your contribution has been greatly appreciated and will make a difference.

## 2. Introduction

Devon Youth Service were commissioned by Public Health to undertake engagement with children, young people and parents and carers to understand their views on what support would make a difference to their emotional, psychological and social wellbeing.

Gathering the views was only the first stage of the engagement. The following stages will enable children and young people to participate in the co-design and procurement of a new service to support their emotional, psychological and social wellbeing.

The rationale for the new service is to promote and support emotional, psychological and social wellbeing in children and young people and prevent problems from occurring. When problems do occur, it aims to identify these and intervene as early as possible. This will reduce the risk of problems escalating and therefore potentially reduce the demand for more intrusive interventions by statutory agencies.

The purpose of this report is to gauge the themes obtained from the views of children, young people, parents and carers. Whilst consideration has been given to issues pertaining to reliability and validity during data collection and analysis, this report does not offer a full critique of the methodology used during the process.

### 3. How we did it – Methods

To meet the target number of 120 to 150 children, young people and parents and carers across Devon we used three methods of data collection:

#### 3.1 Online survey

The questions for this were created based on the following themes:

- Asking for help and support
- Sources of help and support
- What currently works and what does not
- What do children and young people want to achieve and what are their aspirations (What outcomes are important to children and young people?)
- What support could help achieve these outcomes and aspirations and make a difference to the lives of children, young people and parents or carers

The question design was also influenced by existing research, guidance and literature pertaining to children and young peoples health and wellbeing (See Children’s Society: 2014; New Philanthropy Capital: 2009; NEF: 2012).

For the first phase of the engagement we used an online survey (powered by survey monkey). This method was used to ensure that we could collect data quickly and reach a wide range of respondents. It also enabled us to ask a range of questions. The purpose of this survey was to gauge “themes” in respondent’s answers, as opposed to gathering detailed responses.

However, we understand that collecting data in this way could affect how valid or reliable it was. Therefore, we acknowledged the following points in the analysis of the data:

- Respondents may not have felt encouraged to provide accurate, honest answers
- Respondents may not have felt comfortable providing answers that present themselves in an unfavorable manner
- Respondents may not have been fully aware of their reasons for any given answer because of lack of memory on the subject, or even boredom
- Surveys with closed-ended questions may have a lower validity rate than other question types
- Survey question answer options could lead to unclear data because certain answer options may be interpreted differently and have different meaning to respondents
- Customised surveys can run the risk of containing certain types of errors, for example being taken to the wrong question following the response.

(Adapted from <http://www.snapsurveys.com/blog/advantages-disadvantages-surveys/>)

The initial survey was sampled by 10% of the target number of participants and a focus group of young people. The primary purpose of this was to ascertain functionality and understandability of the survey questions. It was also to establish that the survey was not too long which could deter participants from completing it. Prior to it going online, modifications were made to the survey questions, based on the feedback from the two sources.

To increase the range of respondents, groups of young people were specifically targeted via known groups and associations (see appendix 1). By using this method respondents could complete the survey individually but they could access adult or professional guidance to obtain clarity with the questions if needed. This method ensured that that we could offer anonymity to respondents as they were not individually identified when the data was analysed.

Respondents were asked to confirm their postcode at the start of the survey so that it was possible to monitor the geographical spread of respondents. It was acknowledged that whilst encouraging young people to complete the survey in each of the Devon Youth Service Hubs ensured geographical spread, it could potentially influence young people to choose “youth worker” in response to who they have sought help or advice from.

Respondents were also asked to complete a “Valuing Diversity” page which has enabled us to monitor: Gender; Sexual Orientation, Ethnicity and those who consider themselves to have a Disability.

### **3.2 Individuals and group work exercises (see appendix 2)**

To collect further quantitative and qualitative data we offered a range of activity tools to be accessible to young people of differing ages and abilities. Specific young people were targeted via existing groups and organisations. Professionals were given guidance notes to aid the facilitation of the exercises. The tools were designed to be used in multiple settings and to be flexible enough so that facilitators could use their judgement and deliver in their own styles to engage young people.

We felt that it was important that young people had the option to choose how much or little involvement they had in the activities. Therefore, they were offered/delivered differently within each group and not all young people will have completed all four of them. For example, during the introductory activity some of the young people worked as a group but then filled in the balloons as an individual (to give us a snap shot of which of the five areas statistically young people worry about the most). Then some participants will have only done Balloon and not the follow on Film Strip Activity (to record in young people’s own words the blocks, barriers and their solutions).

These methods of data collection enabled us to gather additional information to build on that gathered via the survey.

We acknowledged that we would require support from colleagues in the field to gather the data that was needed and respected the professional integrity of those involved in the delivery of the exercises. The guidance sheet was a tool that we used to increase the reliability of the data that was gathered from the field.

As with the survey, we also acknowledged that young people may not want to give accurate or truthful answers relating to them for fear of judgement. Therefore, it was important to ensure that clear ground rules were set for any group work activity and that young people had the option to participate or not, both individually and as part of the group.

Early in 2015 we will disseminate the “what we found out” and “what next” to all of the groups who participated in the engagement in an appropriate format.

### **3.3 Service design focus group**

We asked for some young people who had been involved in the engagement process to attend an extended workshop to gather views about the new service specifically relating to:

- 1 – The Operation – Marketing and referral (specific manner that it is delivered)
- 2 – The Experience – The child and young persons direct experience, what does the service deliver, how, where and by whom
- 3 – The Outcome – Benefits and results

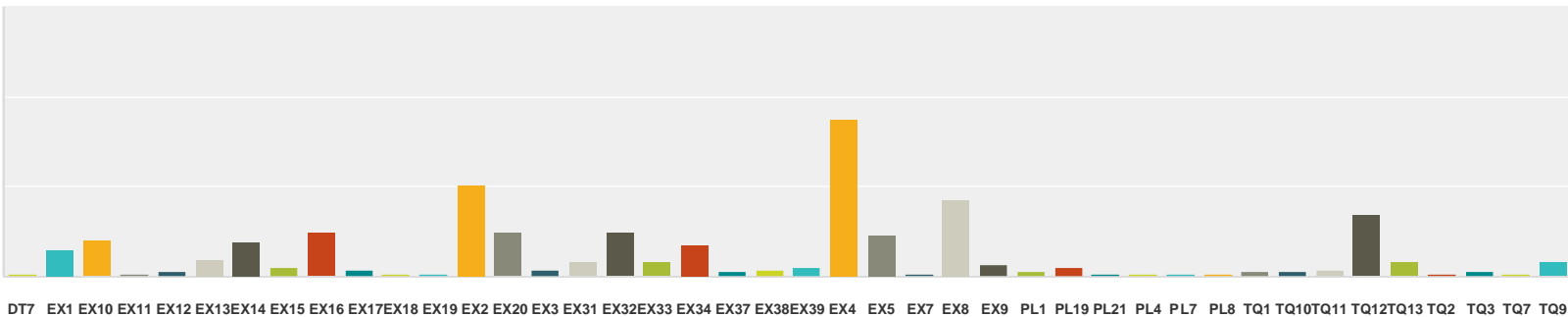
Due to the short time scale and the geographical spread of Devon, we did not expect to have a group larger than six to eight young people.

## 4. What we found out – Data analysis

We had over 400 responses to the online survey of which 367 were fully completed.

### 4.1 Geographical spread of respondents

Total number of respondents: 364 (3 skipped)



### 4.2 Age of Respondents

Answer Choices	Responses
Young Person aged 10 or under	<b>0</b> <b>0.00%</b>
Young Person aged 11-12	<b>18</b> <b>4.90%</b>
Young Person aged 13-18	<b>147</b> <b>40.05%</b>
Young Person aged 19-25	<b>34</b> <b>9.26%</b>
Parent / Carer	<b>117</b> <b>31.88%</b>
Other Adult	<b>51</b> <b>13.90%</b>
<b>Total</b>	<b>367</b>



### 4.3 The questions by age and category

Ranking – each age range and option has a number from one to five.

1 = Most respondents

5 = Least respondents

Multiple selections of the same rank in an age category are due to it receiving the same amount of responses.

#### Have any of the following things made you so unhappy you needed help and support?

(For this question, sometime/often responses combined to give 1 to 5 ranking).

Age / Option	11 – 12	13 – 18	19 – 25	Parent/Carer	Adult other
Emotional Health (1 <sup>st</sup> )	1	2	1	2	2
Relationships (2 <sup>nd</sup> )	2	1	4	1	1
Relaxation and sleep (3 <sup>rd</sup> )	1	3	3	4	4
Social Pressures (4 <sup>th</sup> )	4	4	2	5	3
Bullying (5 <sup>th</sup> )	3	5	5	3	5

(The number in the option column relates to its overall ranking across all age categories)

**Emotional Health** (For example, feeling bad about the way they look, shy, lonely, that their needs are not met, not feeling respected)

**Relationships** - (For example, not getting on well with others arguing a lot with their parents/friends being angry, cross with people)

**Relaxation & Sleep** (For example, feeling too stressed, not taking enough exercise, anxious, not sleeping well, having too much to do)

**Social pressures** (For example, not having enough money to do things, not having the latest things, not having a lot of friends, bad transport stopping them going to the thing)

**Bullying and/or Discrimination** (For example, online, at school/college/work, in street, at home)

Emotional health is widely identified as having a contributory effect on children and young peoples overall subjective well being. The Good Childhood report 2014 cites appearance, future, school, choice and time use from the Good Childhood index as the top five factors which affect wellbeing. Appearance correlates to the results obtained in Devon.

There are some differences between the middle choices made by respondents (the importance of relationships) but more alignment towards the bottom of what affects overall wellbeing. Social pressure was identified as the fourth lowest factor from Devon respondents and money was the lowest choice in the Good Childhood report 2014.

**When you were feeling unhappy due to one of these issues, did you share your feelings with anyone? (percentage of respondents)**

Age/ Option	11 - 12	13 - 18	19 - 25	Parent/Carer	Adult other
Yes	64%	57%	89%	64%	60%
No	36%	43%	11%	27%	19%
Don't Know	N/A	N/A	N/A	8	19

If yes who?

Age/ Option	11 - 12	13 - 18	19 - 25	Parent/Carer	Adult other
Family	1	2	4	1	2
Family Friend	3	5	5	5	5
Friend	2	1	1	4	3
Other adult/ Professional	4	3	2	2	1
Other	5	4	3	3	4

Family and friends received the highest response across the categories. It is important to note that children and young people rank “friends” over others.

As anticipated, youth worker featured quite highly in terms of whom children and young people would seek help and support from. However, school based support was relatively high (Teacher, Teaching assistant, School or college counsellor). Mental Health Professionals were cited where “other” was selected.

Where respondents were asked if they sought additional professional medical help, they identified as roughly 50% yes and 50% no, with the exception of 11 to 12 year olds who

stated 100% no. A larger majority of 19 to 25 year olds stated that they had sought additional medical help.

### What stops children and young people from asking for help?

With the exception of 11 to 12 year olds, all categories of respondents cited feeling embarrassed and a lack of confidence as the top reasons for not asking for help and support.

13 to 18 year olds and 19 to 25 year olds both cited the above and not wanting family or friends to find out.

11 to 12 year olds cited not being believed or knowing where to go for help and support.

### What do children and young people think about the services that they received?

Overall, the feedback received for the services that children and young people had received were rated as ok or excellent. The areas which were rated bad or not quite good enough were about appointment times, how children and young people were communicated with and transport to get to the appointment. There was little variation among all of the categories but 11 to 12 years made no response to this question.

### For you to have a happy and healthy life, which of the following things are important to you?

Respondents were asked to select five options from a list of 18.

Age/Option	11 - 12	13 - 18	19 - 25	Parent/Carer	Adult other
To get on well with my family/carers	3	2	2	2	2
To feel safe at home	5	3	3	1	1
To have friends	1	1	1	3	3
To not be bullied	4	N/A	N/A	N/A	N/A
To feel happy at school/college	2	4	N/A	4	N/A
Own life choices	N/A	N/A	4	N/A	N/A
Not too stressed	N/A	5	5	N/A	N/A
Individual needs met	N/A	N/A	N/A	5	4

Friends - feature strongly with each of the age groups but are mid way in terms of importance for parents or carers and other adults.

Getting on well with family or carers – ranking as secondary option for all age ranges with the exception of the 11 to 12 age range who has ranked it third.

Feeling safe – the adult groups have both highlighted that feeling safe is the number one option but this does not correlate with any of the age ranges and the 11 to 12 age group rank it the lowest of the five.

Individual needs – only the adult group have selected this as important.

**If you can't achieve any of the things that you ticked, what might help you?**

Respondents were asked to select five options from a list of 11.

Age/Option	11 - 12	13 - 18	19 - 25	Parent/Carer	Adult other
Better relationship with family/carers	4	2	4	5	1
Learn more ways not to feel so stressed or anxious	4	1	1	1	1
Another adult/professional to easily talk to	4	5	3	3	2
Someone to talk to at School/College	2	4	N/A	2	3
More friends	3	N/A	2	N/A	N/A
Not to feel pressured to look a certain way	5	N/A	2	4	5
More money	N/A	3	2	N/A	N/A
Bullying to be better dealt with	1	N/A	5	N/A	4
Better Transport	N/A	N/A	5	N/A	N/A

These results were more sporadic but there are certain themes. Also there were more options which score equally, e.g. there are three selections for 11 to 12 year olds which received the same percentage of choices.

Learning more ways to feel less stressed or anxious was the number one option for all categories with the exception of the 11 to 12 year olds.

Another adult or professional to talk to – highlighted as more important by the 19 to 25 year age group and adults, but less so for young people.

Someone to talk to in school or college – ranked as an option for all with the exception of 19 to 25 year olds.

#### 4.4 Valuing Diversity

Respondents were asked to complete a valuing diversity section of the survey. Some of the options were not presented to 11 to 12 year age as it was agreed that this was not age appropriate, as some of them may have not understood the terminology. Respondents could complete, all, some or none of this.

Age/Option	11 - 12	13 - 18	19 - 25	Parent/Carer	Adult other
<b>Gender</b>					
Male	8	53	12	16	38
Female	6	88	21	96	11
Non Binary	Not Asked	0	0		1
Gender variant	Not Asked	0	0		0
Gender Other	Not Asked	4	0		0
<b>Sexual Orientation</b>					
Heterosexual	Not Asked	100	22	104	47
Gay	Not Asked	3	1	0	0
Lesbian	Not Asked	1	2	3	0
Bi-sexual	Not Asked	15	6	0	1
Questioning	Not Asked	11	0	0	1
Other	Not Asked	9	2	2	0
<b>Ethnicity</b>					
Asian or British Asian	1	3	0	0	0
Black or Black British	0	0	1	0	0
Chinese	0	1	0	0	0
Mixed Heritage	0	4	0	1	1
Gypsy or Traveller	0	1	0	2	0
White British	13	130	30	100	49
White other	0	5	0	8	0
Other	0	0	2	1	0
<b>Do you consider yourself to have a disability?</b>					
Yes	3	20	9	7	2
No	11	122	22	104	47

There was some confusion with regards to terminology for 13 to 18 year old. For example, asking what heterosexual means.

#### 4.5 Themes and trends from the individual and group work exercises

##### What we learnt from the Balloon (worries and concerns) and the Film Strip (barriers and solutions) exercises. – Primary School Children and the first year of Secondary School

The engagement activities reveal that the most significant worries and concerns that are held by primary school children are the ability to switch off, relax and sleep well. Bad dreams are very prevalent and the worry that they will not get enough sleep to function well at school. Some children in this age bracket even worry during the night about dying, including dying in their sleep. They are concerned when they can not switch off at the end of the day and some wish they could calm down.

The second thing that concerns this age group is school. Worrying about home work, keeping up with others, getting things wrong and meeting deadlines and Standard Assessment Tests (SATs) tests all feature highly. Getting told off and getting detentions also featured repeatedly. Four primary school children were worried about their futures and if they would get jobs and have money when they were grown up.

The third area of concern for primary children related to their social capabilities and peer friendships. They report that they are scared of losing the friends they have, of being left out or of being seen as odd. Worry about being bullied and picked on was also a key feature; these fears were also projected to the fear of being bullied when they move into secondary school.

Closely following worry about social friendships the fourth area of concern for primary children is family relationships. 27 of the 137 children who completed the Balloons activity identified anxiety regarding parents arguing and the fear of parents leaving them or getting divorced. Fractious relationships with siblings also worry this age group.

Our findings indicate that worry about emotional health was the least thing primary school children recorded. Feedback from our primary school pastoral care and Special Educational Needs Coordinators (SENCOs) reveal that many of the children struggled with the concept of wellbeing and of being able to articulate their emotional self. One SENCO revealed that when the children were asked about their emotional and psychological wellbeing it felt all consuming and they found it difficult to specify, for example, when unhappy 'it just feels like it's all going wrong'. For those who could describe their emotions, 'feeling sad', was the most common expression used.

Another useful observation from a pastoral care teacher was that when the children sat quietly and individually to complete the balloons activity sheets, their answers did not

necessarily correlate with what had been discussed by them in small groups. The fear of death of self or others only materialised when the children worked individually.

### **Where to get help and support**

Children aged eight to 12 years rely predominately on their parents and family members as the people they trust and would go to for help and support. Mum's, were the most frequently named significant supporter but dad's, grandparents and siblings also featured.

The second group of supportive adults was teachers and teaching support workers, including teaching assistants and family support workers in school. It is at the age of 11 to 12 where the shift from predominately parental and family support as the primary source of confidant shifts to support found in schools through professionals that the child has a relationship with.

The third highest category, a quarter of children aged eight to 12 years, identified their friends as someone that they could talk to and trust. Several of those under ten years old referred to their pets and toys as their favoured confidant.

### **Blocks and Barriers**

The greatest barrier to children aged eight to 12 years old in seeking support, is a fear of being seen as silly, of feeling nervous and anxious or of being shy. In our returns these barriers applied to 32% of those ten years old and under. The second concern of those eight to ten years is that they will not being listened to by their parents. Eighteen children in this age range talked about their parents being too busy to make time for them, not caring about them and of being afraid to voice their own worries when parents were busy arguing. By the age of 11 and 12 there is a raising of consciousness on how others will perceive their requests for help and support. In the latter years of primary school and first year of secondary school children appear to become worried about being laughed at. In their film strip returns, they shared that they can become scared of the consequences of seeking support. They can be bullied by peers, and that the adults they turn to might not believe them or will think they are trouble makers.

### **Solutions**

The solutions of eight to ten year olds appear wishful. They seek resolutions at home and their number one 'if only' is to get on better with their parents or wider family members and for arguments at home to stop. They want parents to make more time for them, to listen to them and to care about them, 'more hugs and less shouting'. The returns for the 11 and 12 year olds made no reference to the building and repairing of family relationships. Their number one solution is to find someone to trust to talk to, they also begin to identify that for improved wellbeing they need to develop confidence

to ask for help and to be more resilient to others 'ignore the bullies and walk away'. There is a shift where those ten and under would look to seek out someone they already know to talk to where the 11 plus age range become more open to seeking out a professional, an adult unknown to them already.

Group work activities – 57 children in school year five and six participated in the group activities exercise (see appendix 5)

We learnt from the primary school children who participated in the group work activities that they have awareness of world affairs. Consideration should be given to the potential that what they pick up on the news may contribute to their fears and bad dreams expressed whilst sleeping.

The primary aged children value highly adult intervention and someone to talk to when friendships become difficult and welcome a trusted adult to talk to when issues at home arise. In relation to health and wellbeing, the need to praise children was deemed important by them and they suggested more support was required to help them achieve a positive self image.

To ensure positive self worth the primary children suggest that more work needs to be done in school to ease the worry of being perceived as academic and that they need help to lessen the worry of SATs and tests.

This age range were more satisfied with their social options and place in communities but did think that parents who can't afford to send them to clubs should receive financial support.

### What we learnt from the Balloon (worries and concerns) and the Film Strip (barriers and solutions) engagement activities. – Young People aged 11 to 19

We learnt that by the time young people are in secondary education that the thing that causes them the most concern and some very significant anxiety is their formal education experience. One third of the 233 young people who participated in the Balloon activity, struggle with the pressures of school. Their combined anxieties are predominately centered on issues around managing deadlines, worrying about tests, achieving grades and general ability to keep up and to understand subject matter. They also worry that they can not easily interpret what is expected of them. The number one concern relating to school work was about the volume of homework. Pressure was the most common word used by the young people to describe their schooling. Only three young people related the pressure put on them as being parental pressure, so in the main it was schools expectations of them that gave them concern combined with their own sense of failing. 10% of the young people cited their future as a concern, worry that they would not get jobs and have meaningful careers. Bullying and lack of friendships did contribute to young people's negative school experiences but this was



just less than 10% of the 78 young people for whom school is their primary worry. Those young people in alternative curriculum programmes (time out of mainstream) significantly worried about the stigma attached to them. They worried more about their future prospects and held an experiential distrust of teachers. Their general levels of trust were very low and they frequently mentioned breaks in confidentiality – ‘when we tell someone something and they go and tell someone after saying its confidential’ – ‘people not keeping my stuff private, not listening and judging me’.

The second thing that concerns young people of secondary education age is relationships. There is a clear overlap with their perception of the two themes of social and relationships. The primary school children clearly identified relationships as relating to their family circumstances and experiences. The secondary age range who cited social as their lowest concern were in the main talking about friendship issues when commenting on relationships. This might suggest the aid tool designed to help with understanding the themes when undertaking the activities was utilised more in the primary sector. Relationships are important to young people and their returns in relation to relationships centered strongly on their capability to build and maintain friendships. 4% of the young people who named relationships worried about arguing with adults and 6% related to experiences of being bullied. Not being understood was a key concern of young people. Young people recorded their concerns about, ‘being left out’, ‘unloved’, ‘depressed’, ‘lonely’, ‘no one caring’, and getting angry with others’.

Emotional health was the third highest concern of young people aged 11 to 19. Although wide spread definitions of poor emotional health were recorded the ability to understand and cope with emotions was the highest recorded. ‘Feeling sad’, ‘no one cares about me’ and feeling constantly ‘worried’ also featured highly. It is around concerns of emotional health where we see a clear gender differentiation. Approximately 80% of the 13 to 19 year olds, who cited emotional health as their primary concern, were young women, ‘I’m just unhappy and I don’t know why’.

The fourth area of concern for secondary aged young people was relaxation and sleep. Although the lowest score, there is clear correlation with the number one concern of schooling. Sleeping difficulties are balanced between males and females. Switching off and the ability to feel relaxed also featured highly. Evidence demonstrates that although sleeping difficulties are a concern across the age range the 16 to 18 year olds cited it more frequently as their main concern whereas those 13 to 15 entered it as a range of concerns. Our study demonstrates that the younger and older age range of our engagement process find disturbed sleep a real issue. Primary aged children recorded fear of dying and nightmares but with the older teenagers –16 plus age range, it is associated with feelings of nervousness, anxiety and of not being able to shut off daily worries. ‘Waking up feeling tired’ also features regularly across this age range – in particular, ‘worried I’m not awake enough for school’.

Although social was stated as the least cited concern for the secondary age range, caution is needed. As stated above many young people translated their social capabilities to the area of relationships. If we add the social and relationship concerns as the most prevalent worry recorded, these would still not amount to more than young people's difficulties with school. In this category the ability to meet up with friends out of school was seen as problematic by young people. A desire to have places to go to be with friends and the affordability of socialising were also cited as frequent barriers to having a happy social self.

### **Where to get help and support**

Eleven to 12 year olds turn to their parents and family members for support and then their teachers and school support workers. Friends are a source of support with 22% of the returns for this age range but by the time they become teenagers reliance on friends rises to nearly 40%. For the 13 to 15 year olds turning to friends equals the responses of those who would turn to family. Turning to teachers and school support workers takes a significant dip in the 13 to 15 age range. By the time young people are in the age bracket 16 to 18 friends become a less important source of support (17%) with parents regaining status as the most trusted confident (28%). Turning to teachers and school staff also rises above friends with those in their later teenage years. It may be important when setting up services for 13 to 15 year olds, to recognise the importance and reliance of friends and friendship groups. This age range also rate talking to youth workers as a significant source of support. Speaking to counsellors had a very mixed response with four of the 12 young people seen by counsellors commenting that they had 'missed the point' and had not been helpful. This is balanced by the eight young people who found their counsellor useful.

### **Blocks and Barriers**

For secondary aged young people the most significant barrier to accessing support when concerned or worried is embarrassment. Feeling silly, being perceived as stupid and being too shy feature highly. Young people appear to have insight into their own levels of confidence and see their lack of confidence as a major barrier to accessing support. Young people talk about 'keeping things in' and of finding it hard to express themselves. They also fear perceived consequences of turning to someone for help. They worry that they will be judged by adults and peers and that they will be laughed at and experience humiliation. Confidentiality becomes very important this is particularly relevant to the 13 to 15 age bracket, they report that they have a real fear of their issues and concerns being passed on to parents. Being scared that they will get into trouble and that confiding in an adult will make things worse - 'scared I would get told off'. Not being believed and a belief that others can help are also blocks for 13 to 18 year olds. The 13 to 15 year olds were the only age bracket who expressed their concerns of not knowing who to turn too, this can be related to their expressed reluctance to turn teachers and school support workers. The three female participants

in the 16 to 18 age range discussed long waiting times for Child and Adolescent Mental Health Services (CAMHS) and other services and that there are no clear systems for support – ‘I was suicidal but it took four months to see CAMHS.

## Solutions

Once young people enter secondary education they rely less on confiding in someone already known to them. Their solution to getting support is to seek help from professionals. Adults they identify as being there for the purpose of helping them with their worries and concerns. The 13 to 15 year olds want to find someone who will take them seriously and will take time to get to know them. By the time young people are 16 years old they become very creative in their solutions and begin to discuss having a safe and specific place to go to for support. They suggest ‘drop in’ facilities, both inside and outside of school and refer to a need of quicker and easier access. Those 16 and over also begin to look at how schools can improve learning about wellbeing by improving PHSE programmes of study. They suggest that young people’s wellbeing and mental health should be proactively and regularly checked, that teachers should have improved training on health and wellbeing. They believe it is the role of schools to find ways to break down stigma and to ensure that embarrassment does not prevent access to help and support.

## Group work activity – Me and my friends

144 young people participated in the group work activity in ten areas (see appendix 5)

The group work activity demonstrates the resourcefulness and creativity of young people. When talking as peers they reveal that they have the ability to see the bigger picture and find solutions that will improve the wellbeing of others.

They have views on government policy, responsible and age appropriate media and want schools to build discussion on current affairs into their curriculum and how to learn how to manage social media. They want to be valued in their communities and have more opportunity to have a say in local councils and communities.

They suggest that more time is given to helping young people build their confidence and want to learn the tools to deal with conflict and difficult emotions ‘deal with tolerance and jealousy’. They see help with building self esteem and confidence as very important and want schools to develop improved understanding of the pressures they experience with their formal education – ‘it needs to be ok to say you are struggling’.

They suggest that having someone to talk to when things are not going well at home needs to be at the point when things are ‘bubbling up’ and before the situation escalates into a crisis. Access to sporting activities and healthy eating are scored as being highly important, concerns about affordability and access to healthy food options in school

canteens featured significantly. Not having enough money was a major concern for the young people, they recognised that parents without a living wage will struggle to support them and they fear that the job market will not be open enough to offer them positive futures. They want free further education, free access to university and call for a return of the education maintenance allowance. They also seek improved careers advice.

They want schools to help them prepare better for independent living. Their solutions would be for schools to better educate them in the basics and essentials – banking, mortgages, rent, taxes and house keeping.

#### **4.6 Themes and trends from the service design focus group**

Whilst it was anticipated that we would have six to eight young people in attendance, only three turned up. We went ahead with the workshop as there would be limited time to repeat it.

Young people participated in two group activities.

During the first activity young people were asked to discuss and agree if a range of different statements were easy or difficult or easy to discuss and why.

Overall, statements with a positive connotation were deemed easy to discuss. For example “Being the most popular in the year, having the latest clothes”. They also stated that they would find a “broken leg” easy to talk about as there is no stigma attached to this – People can visually “see what is wrong”.

The statements which were deemed difficult to discuss overall were the ones that they thought had negative connotations. Examples of these include: Hearing voices, not having many friends, feeling alone and feeling bad about the way that they look. They stated that “being confident” was one of the key factors in enabling people to discuss issues that may worry them with others. There was also lengthy discussion about the difference between physical and mental wellness. The general consensus was (unsurprisingly) that physical health was much easier to talk about as a medical professional could verify this with relative ease.

The group also reached the consensus that it would be paramount that any service that was developed should allow its users to “take a friend” to at least the first appointment, more if needed. This was a salient theme of the day.

The following themes were captured to inform the development of the new service (in no order):

## Operation

Being able to build a **RELATIONSHIP** with the worker and **CONFIDENTIAL** were cited as key facets to the service.

Being able to state preference of worker e.g. male/ female/ Black/ Gay etc	Being able to take your friend along	Use activity to build relationship e.g. outdoor pursuits
Mixture of in school – ease of access	A building away from school so everyone doesn't know you're using it	Big bold poster to advertise – Bright colours – positive statements – know what service is on offer
Confidential in line with safeguarding	Should parents know? No if older, but no age consensus reached	Don't want to be seen at home.
Good website – easy too use		

## Experience

Access initially through website – anonymously – can then gain confidence to see someone – 1 example of a self referral route	Chat forum on the website	7 day service and receive a response to an enquiry within 1 day
Communication prior to first meeting – vital – phone call/ online chat	Professional service but not “a Suit” – relaxed and informal	Environment – sensory room, comfortable, bean bags, calming
To provide a “helping hand” to the next stage of dealing with the issue	Trained staff. Also need to give information, advice and guidance.	Anonymous complaints procedure if service not satisfactory
Consent of the young person – vital	Quick access to the service	

Referral to be both up and down

Young person ----- The New Service-----Referral on if needed

CAMHS----- The New Service -----De-escalation

### Outcomes

Quick escalation process (if needed)	Clear action plan set at the start	To be happier and more confident as a result of the intervention
Review all the way through RAG system	Self refer again if needed – no extra paperwork	To be happier in your own skin

The group was adamant that anonymous feedback was an important facet of this new service. A suggestion was made with regards to using a similar system to that used in supermarkets for customers to choose a charity – token and tube.

### 5. What next – Conclusions and recommendations

There was a short time frame to gather and analyse the information gathered during this phase of the engagement. Attempts were made to capture the views from all of the groups identified in the initial brief but the anonymity of respondents made this difficult.

However, overall the response rate was good to both the survey and the individual and group exercises and again we give thanks to everyone who participated. There were respondents from many areas of the county and across all of the target age ranges.

As there were no responses to the survey from ten year olds and under it is not possible to make a correlation between the two methods of data collection. However, there was a good response to the individual and group exercises which revealed the following themes.

Support for children under the age of 11 seems to be most meaningful to them when they can have frequent contact and already have a relationship with a known adult. Several children who have a level of support through teaching assistants and family support workers wished they could be more available. This may face a challenge in the setting up of a new service where frequency and familiarity is important to the children.

Feedback from primary school professionals clearly indicates that more work needs to be done to enable primary school children to understand their own levels of wellbeing. That it is important to enable children to have the space and skills to name their

emotions and that both group and individual work has its benefits in developing understanding. The balloon activity sheet demonstrates that when the pre work has been done by the teacher, 'areas of wellbeing', that the child when undertaking the activity privately is able to be very open, honest and detailed. Many of the primary school teachers will have learnt the inner thoughts of their pupils and much about what goes on in children's homes by undertaking the activities. This might suggest that more attention to wellbeing as a personal, social and health education (PHSE) theme and activity has the potential to early identify safeguarding issues for children.

The engagement process findings demonstrate that sleeping and relaxation is the highest concern for children aged eight to 11. Fear of dying and bad dreams trouble the children and more work in relation to these areas to ensure positive wellbeing would be beneficial.

We did receive responses from the 13 to 18 ages for all parts of the engagement and we found correlations between the information gathered from the survey and the additional exercises: The importance of:

- Relationships, emotional Health and school to overall subjective wellbeing
- Friends and building strong relationships
- Having someone young people can trust (both in and out of school)
- Young people feeling confident enough to ask for help and support for fear of judgment or ridicule
- Positive body image
- Learning about health and wellbeing in PSHE

Support for teenagers seems to be most meaningful to them when they can have guaranteed confidentiality, easy access and where a supportive adult is focused on their story of how things are for them. They are willing to talk to a person with whom they do not already have an established relationship and recognise the importance of building a meaningful relationship over a period of time. The school setting is an appropriate place to seek support but they seek independent professionals whose purpose is to help them with their concerns and worries, will listen to them and will not be judgemental, - 'will not judge my choices'.

Concerns and worries about school is a predominate area of poor sense of well being, although very few comments were recorded that suggest that they do not like or enjoy school. The inability to relax, sleep and wake up ready for the day were frequently associated with worrying about facing the pressures of school. Friends as a source of support are particularly important to those in the 13 to 15 age but they also want to be taken seriously when friendships become an issue, leaving them feeling 'lonely' and 'left out'.

By the age of 12 young people appear to begin to be more resilient to home circumstances. Their desire to wanted and accepted is far more focused on their peers and how they are perceived by the outside world. Stigma for seeking support is a major barrier and the evidence suggests that there is much work to do in helping teenagers overcome embarrassment, in building their self confidence and breaking down their belief that that they will be ‘laughed at’ and their worries and concerns will not be taken seriously.

Young people in secondary schools have strong opinions on what areas of PHSE and the broader curriculum could be improved to help them develop life skills and improved emotional, psychological, social and physical health. Exploration on how schools consult and listen to young peoples views is an area for consideration.

Overall, the responses received from parents and carers in the survey were not distinctly different to those obtained from young people. This is with the exception of acknowledging how much children and young people value their friends and the importance that they place in “feeling safe at home”. Parents and carers viewed this as more important than children and young people. Parent and carers also identified that feeling embarrassed or lack of confidence was a key factor which prevented children and young people asking for help. It may be useful to gauge more information from parents and carers when a service delivery model has been identified.

In summary, this we heard from children and young people about this new service:

- 1: Easy to access available in and out of school
- 2: Able to take a friend
- 3: Initial access point online – Good website and publicity
- 4: Delivered by professionals but in an informal manner
- 5: Relationship with the professional is key – need time to build this
- 6: Confidentiality and anonymity is important (within the realms of safeguarding)
- 7: A seven day service with a one day response time
- 8: Young people need to give their consent.

This is what a sample of children and young people said when they were given a voice.

Further Recommendations:

1. Further focus groups with other children missing education, e.g. children of Gypsy, Roma or Traveller Families, children of the armed forces. This will need to be carried out in conjunction with professionals already working in these areas to ensure that these exercises are not tokenistic.
2. Further work with parents to ascertain additional views on the identified service delivery model.



## 6. References

Children's Society: Good Childhood Report 2014 (executive summary) 2014 [online]. Available from [:http://www.childrenssociety.org.uk/sites/default/files/publications/the\\_good\\_childhood\\_report\\_2014\\_summary\\_final.pdf](http://www.childrenssociety.org.uk/sites/default/files/publications/the_good_childhood_report_2014_summary_final.pdf)

NEF: Measuring Well-being – A guide for Practitioners [online]. Available from: <http://www.neweconomics.org/publications/entry/measuring-well-being>

New Philanthropy Capital: Measuring Children's subjective well – being for charities and funders [online] Available from: <http://www.thinknpc.org/publications/feelings-count/>:

## Appendices

### Appendix 1: Who we asked – Sources of Data collection

<u>Individuals and Groups</u>
X-plore youth group – for LGBT/U young people – Exeter + Bideford)
Chances – Alternative Education programme – Newton Abbot
Personal Development programme – Alternative Education – Exeter
Young Carers (Exeter)
The Project – Emotion Wellbeing and Mental Health project – (Axminster)
The Block Club – Youth Club for young people with additional needs (Exmouth)
REACH – Reducing Exploitation and Absence from Care or Home
Young Devon
Strategic lead for the educational achievement of Children in Care
Virtual Schools – Children in Care Co-coordinator
Babcock
Atkinson Unit
Devon CCG
Head of CAHMS and Specialist nursing
CAMHS – Participation + family Support services
Public Health Nursing
NHS – North Devon Health Care Trust
Children with additional needs
Public health
Early Help
Bicton
Targeted Families
Action for Children
Community Safety
DCC Social Care Commissioning
DCC Young people participation workers
L2W
Youth Offending Service
Healthwatch
VCS – Okehampton
South West Family Support
SENCO – South Hams Federation
SENCO – Clyst St Mary
DAPH
Tiverton High School
Sidmouth College
Social Care

DYS Youth Hub – Exeter
DYS Youth Hub – Newton Abbott
DYS Youth Hub – Totnes
DYS Youth Hub – Okehampton
DYS Youth Hub – Bideford
DYS Youth Hub – Barnstaple
DYS Youth Hub – Exmouth
DYS Youth Hub – Tiverton
<b><u>Online/ other forums</u></b>
Facebook – various individuals and organisations.
DCC communication – The Insider

## Appendix 2: Individual and group work guidance sheet

Devon Youth Service and Public Health Consultation – HAPPY HEALTHY ME  
Enabling Children and young people to have a say in service development and delivery

Tools and Activities Guide – Wellbeing

Questionnaire – this is suitable for young people and parents. Follow the link and the survey will guide you through the questions: –

<https://www.surveymonkey.com/s/happyhealthyme>

Do not be concerned about the loading bar – this increases as you work through the survey.

<p>Tool 1 Wellbeing Statement (adapt for under 12's)</p>	<p>This statement helps set the scene for any of the activities. Read and discuss.</p> <p>If working with groups and time allows – it is a good opportunity to capture on flip chart young people's understanding of positive and poor wellbeing.</p>
<p>Tool 2 (a/b) Balloons (any age)</p> <p><b>Individuals</b></p> <p><b>Name optional</b></p>	<p>Part (a) of this tool is a quick and easy tool to implement. Findings from this tool will help us get a 'snap shot' of which areas of young people lives they feel most confident about or worry about the most. Part (b) – this is just a guide to help children/young people think about positive and negative aspects of the areas of wellbeing.</p> <p>After a brief description of the <b>5 areas</b> - ask the child/young person to put a number from the areas (bottom of the worksheet) – in the 'star' = the area of their life they are most <b>happy/confident/secure</b> about – in the space in the balloon ask them to add a brief descriptor for example <b>2</b> 'making friends'.</p> <p>In the second balloon in the 'explosion space' ask the child/young person to put a number from the areas below that best describes which area of their lives they <b>worry</b> about most – in the space in the balloon ask them to add a brief descriptor for example <b>4</b> 'too much homework'.</p>
<p>Tool 2 (c) Film Strip</p> <p><b>Individuals</b></p> <p><b>Name optional</b></p>	<p>After using Tool (a) where possible please ask young person to complete the three boxes in the film strip – Tool (c).</p> <p><b>This is a very important tool as it explores children and young people's perceptions and experience of barriers to accessing help and support and seeks their solutions and ideas.</b></p>
<p>Tool 3 Continuum Line – Issues</p>	<p>This group work exercise requires trust and agreed ground rules. 'Respect / Listen / Contribute' – Agreement that what is shared must remain with the group and not be discussed with others. This trust will be essential to</p>

<p>&amp; Resilience (over 12's)</p> <p><b>Groups</b></p>	<p>maximise the outcomes of the activity.</p> <p>The purpose of the exercise is to help young people talk about coping strategies and building resilience. Firstly they will need to identify what area of life worry young people and some of the issues they face.</p> <p>Use Tool 1 Wellbeing Statement to set the scene.</p> <p>It is important to emphasis that responses will be generalised. Young people who are confident may choose their own experiences and feelings / or can draw on their knowledge and general experiences of friends/peers. Names of young people (friends/peers) not in the group should <u>not</u> be shared.</p> <p>Place 3 marker cards along a line – Far Left = Very Often Middle = Only if an issue occurs / Far Right = Hardly Ever / Rarely (This exercise can also be undertaken sitting round a table using post it notes or counters).</p> <p>Start each statement with ‘how often I think young people worry about’ – starting with statement A.....</p> <p>For each statement allow 30 seconds for young people to move nearest to the marker card that best represents each individuals view (or places their post it notes or counters). Purpose is to collect the statistical data (see grid).</p> <p><b>Knowing your group</b> – the idea is not to personalise but some groups of young people will be willing to discuss why they have chosen their position – <b>professional judgement required.</b></p> <p>After each statement call all young people back into the centre of the room.</p> <p>Ask group –‘If young people should worry about’.... – ‘what might help them to lessen their fears and worry... for, each statement invite two or three helping solutions. Ask the group to vote and agree on the solution they think is most helpful and write the solution in the space provided in the grid.</p>
<p>Tool 3 data - Facilitators</p>	<p>Please complete the data information section at the end of the grid. It will be really helpful if you could give as much information about the group as possible.</p>
<p><b>ALL COMPLETE TOOL WORKSHEETS</b></p>	<p>Please return these to..... In some areas we can also collect. Please complete the return sheet to help us map engagement from the range of partners and geographical areas.... Very much appreciated.</p> <p><b>Deadline for returns 9<sup>th</sup> December 2014</b></p>

### Appendix 3: Individual and Group Work Data

#### Balloon exercise

Organisation / Geography	10 & Under		11 / 12		13 / 15		16 / 18		19 plus		Un ID		TOTAL
	M	F	M	F	M	F	M	F	M	F			
The Project – VCS / area unidentified						6		5		2		4	17
Sidmouth Community College			6	5	7	10	6	12					46
South West Family Support Barnstaple (5) & Bideford (3)	2		3	1	2								2/6 = 8
Tiverton HUB DYS			1	7	1	6							15
Barnstaple (7) & Bideford (8) HUB's DYS				1	1	4	5	4					15
Exeter HUB DYS			5	5		2							12
Totnes HUB DYS			7	3	1	7		2					20
Newton Abbot HUB DYS				6	2	5	1	2		1			17
Exmouth HUB DYS					2	2							4
Exeter Inclusion – alternative ed / personal & social development					3	2	2						7
Chances – Alternative Education – Newton Abbot			1		4	4		2					11
Young Carers Exeter			2	2	1								5
X-Plore Exeter LGBT					1		1						2
Exmouth Community College REACH					2	2	1	1					6

Exmouth Block – SEN				1	2		1	1					5
Stokenham Primary (Year 5) Kingsbridge TQ7	18	12											30
Clyst St Mary Primary School Exeter EX5 (Year's 4/5/6)	27	25	2	1									55
Colyton Primary EX24	4	5	1										10
Silverton Primary (year's 5/6) EX5	12	10	1	4									26
St David's C of E Primary school EX4													14 school years 5/6 no age or gender added
Total not including focus work													188 – secondary 137 – primary ..... 325

### Tool – Returns / reach – Film Strip

Organisation / Geography	10 & Under		11 / 12		13 / 15		16 / 18		19 plus		Un ID	TOTAL
	M	F	M	F	M	F	M	F	M	F		
The Project – VCS / area unidentified												0 – notes returned re exercise 18 YP but film strips not completed
Sidmouth Community College			6	5	7	10	6	12				46
South West Family Support	2		3	1	2							2/6 = 8
Tiverton HUB DYS			1	6	1	5			1	1		15
Barnstaple & Bideford HUB's DYS				1	2	1	4	2				10
Exeter HUB DYS			5	5		2						12
Totnes HUB DYS			2	3		2		1			9	17
Newton Abbot HUB DYS				5	2	5	1	1				14

Exmouth HUB DYS					2	2	1						7
Exeter Inclusion – alternative ed / personal & social development					3	2	2						7
Chances – Alternative Education – Newton Abbot			1		3	4		2					10
Young Carers			2	2									4
X-Plore Exeter					1		1						2
Exmouth Community College REACH						1							1
Exmouth Block – SEN			1				1		1				3
Stokenham Primary – (Year 5) Kingsbridge TQ7													0
Clyst St Mary Primary – Exeter EX5 (Year’s 4/5/6)	27	25	2	1									55
Colyton Primary – EX24													0
Silverton Primary (year’s 5/6) EX5	12	10	1	4									26
St David’s C of E Primary school EX4													14 school years 5/6 no age or gender added
													154 –secondary 97 –primary ..... 251

### Areas of concern

Primary school Aged 8/9/10/11	M	F	Total	1 highest – 5 least
Emotional Health	4	12	16	5
Social	12	16	28	3
Relationships	13	14	27	4
Work, school & Education	18	20	38	2
Relaxation and Sleep	25	22	47	1
	72	84	156	



Secondary School	16/19 m	16/19 f	13/15 m	13/15 f	11/12 m	11/12 f	TOTAL	1 highest – 5 least
Emotional Health	1	15	4	14	1	3	38	3
Social Relationships	1	9	5	5	0	2	22	5
Work, school & Education	4	13	4	15	8	15	59	2
Relaxation and Sleep	12	10	19	13	14	10	78	1
	5	9	5	8	3	6	36	4
	23	56	37	55	26	36	233	

### Go to for help

Age 11/12 + Under		female	male	TOTAL 11/12	TOTAL 10 and Under	10 and Under F	10 and Under M	TOTAL
Go to for Help	Parents / Family	23	9	32	90	41	49	122
	Teacher (SWO 5) TA / SENCO / school nurse	21	7	28	66	27	39	94
	Police	1		1	0	0	0	1
	Friend	13	8	21	47	25	22	68
	Health		1	1	0	0	0	1
	Youth Worker	1		1	0	0	0	1
	Social Worker			0	0	0	0	0
	REACH DCC		1	1	0	0	0	1
	Counsellor			0	1	1	0	1
	Targeted Families		1	1	0	0	0	1
	Not sure		1	1	1	1	0	2
	No One / tell	1		1	1	0	1	2
	Family Support Worker	1	2	3	0	0	0	3
	Club Leader			0	3	0	3	3
								300
Number 1	Parents & Family							
Number 2	Known school staff (teacher + support)							
Number 3	Friend							

Age 13/15		female	male	TOTAL
Go to for Help	Parents & Family	19	14	33
	Teacher / Tutor / Student support	11	5	16
	Friend	26	7	33
	Health / doc		3	3
	Youth Worker	9	6	15

	Social Worker	1		1
	REACH DCC			0
	Counsellor	2	2	4
	CAMHS	2		2
	Targeted Families			
	Not Sure		1	1
	No One	2	2	4
	Family Support Worker		2	2
				84
Number 1	Friend / Parents & Family			
Number 2	Known school staff (teacher + support)			
Number 3	Youth Worker			

Age 16 /18		female	male	TOTAL
Go to for Help	Parents / family members	13	8	20
	Teacher /Tutor / support worker	8	6	14
	Friend (Boyfriend x 2)	9	3	12
	Health / doc	3	3	6
	Youth Worker	4	3	7
	Social Worker		1	1
	REACH DCC			0
	Counsellor (x1 did not help)	7		7
	Targeted Families			0
	Not Sure			0
	No One		1	1
	CAMHS	1		1
	JACAT		1	1
	Key/support worker Unidentified		1	1
	Careers advisor		1	1
Number 1	Parents or family member			
Number 2	Known school staff (teacher + support)			
Number 3	Friend			
MISC	19 plus M Youth Worker X1 / Counsellor X2			72

### Blocks and Barriers

Age 10 & Under	female	male	TOTAL
Blocks & Barriers			
People Laugh at me / being judged / don't listen / called tell tell	2	2	4
Threats / scared of consequences / Bullies	3	6	9
Feeling Shy / Silly / nervous / lack confidence /don't know how to ask/	19	18	37

embarrassment/anxiety			
Nothing will happen		1	1
No one cares	1		1
Me – getting angry/frustrated		3	3
Lack of Trust	1		1
Nothing	5	8	13
In case they tell my parents	1	1	2
Want help for friend but afraid to tell if they have done something wrong	1	2	3
Fall out with friends	3	4	7
Parents/ teacher are too busy / don't listen	11 3	7 1	18 / 4
Fall out with parents	2	1	3
Parents argue – so can't ask	1	1	3
Getting told off by teacher	2		2
Family that has passed away		1	1
			<b>113</b>

Age 11/12	female	male		TOTAL
Blocks & Barriers				
People Laugh at me / being judged	9		those I ask think I'm dumb	9
Threats / scared of consequences	6	2	Scared of Parents / get into trouble / if I've done something wrong / others find out / break in confidentiality	8
Feeling Shy / embarrassment/anxiety	7	2		9
Too Busy – me	1		ill	1
Asked before but nothing happened		1	Help at school	1
Nothing will happen	2	1		3
Keep to myself		1		1
Me – getting angry		2		2
Lack of Trust	1	2		3
No Point / Nothing	1	1		2
In case they tell my parents	1			1
Belief that others can (will) help	5	2		7
No where to go Youth Centre		1		1
Not enough time with SW support worker	1			1
Parents/ teacher are too busy / don't listen	2	2		4
				<b>53</b>

Age 13/15	female	male		TOTAL
Blocks & Barriers				

People Laugh at me / being judged / gossip / shame	13	5	Fallen out with friends / nervous of Doc / bullied	18
Scared of consequences – Confidentiality / In case they tell my parents / doctor	20	4	Arguments at home / tell me off	24
Feeling Shy / embarrassment / Not having confidence to talk / keep to myself / anxiety / pride	15	7	Self conscious	22
Nothing will happen	5		They don't listen	5
Teachers		1		1
Me – getting angry		1		1
Lack of Trust – won't understand	6	5		11
No Point / Nothing / not a problem	1	2		3
Belief that others can help	3			
Access – Knowing who to talk to	4	6	Lost access to my youth worker / transport / time	10
My Behaviour	1	1		2
Safe space /environment	1			1
				98

Age 16/18	female	male		Total
Blocks & Barriers				
Scared of consequences / stigma People Laugh at me / being judged / gossip	4	4	Reputation humiliation	8
Feeling Shy / embarrassment / Not having confidence to talk / keep to myself / hard to express myself / feel silly	7	5		12
Asked before but nothing happened (not believed)		2		2
Nothing will happen	2			2
Keep to myself / denial		2		2
Me	1	2	Not important enough	3
Lack of Trust – In case they tell my parents / doctor – Confidentiality	6			6
No Point / Nothing / no issues		2	Have found help	2
Belief that others can help / will listen or understand	4	1		5
Knowing who to talk to	1	3		4
Access /Time it takes	3		I felt suicidal but it took 4 months to see CAMHS Long waiting lists for CAMHS Long waiting list	3

			for services No clear systems	
No one cares	1		No friends	1
				50

### My Solution / If Only

8/9/10	female	male	TOTAL
Find someone to trust who will take me seriously – talk / ask me (phone)	6 1	5 2	11 3
Talk to someone I already trust who will take me seriously	8	7	15
Find confidence	5	1	6
Learn not to worry / relax	1	2	3
Easier access			0
Use Google / website		2	2
Accept your mistakes		1	1
Bullies – Ignore them and walk away	1	1	2
Use emotions board		3	3
Call Child line	1		1
Sleep Better	1	1	2
Make more friends / get on better with	3	3	6
Talk to cats/dogs toys / play piano	2	1	3
Get on better with mum/dad – siblings – help out more at home to stop shout & get hugs / they listened / were around more	9 2	7 6	16 / 8
Be Nice		3	3
Try Harder at school – do work & homework		3	3
More time with friends	2	2	4
			92

11/12	female	Male	TOTAL
Find someone to trust who will take me seriously – talk / ask me	8	3	11
Talk to someone I already trust who will take me seriously	4	5	9
Find confidence	3	1	4
Learn not to worry		1	1
Easier access	1	1	2
Use Google		1	1
Don't use internet		1	1
Accept your mistakes	2		2
Bullies – Ignore them and walk away	3		3
Be clear of support agencies confidentiality policies	1		1
Less Homework		1	1
			36

13/15	female	male	TOTAL
Find someone to trust (professional) who will take me seriously – talk (get to know them) (replace my youth worker) (somewhere safe)	17	8	25
Talk to someone I already trust who will take me seriously	1	1	2
Find confidence	4		4
Learn not to worry	2		2
Easier access	1		1
Be clear of support agencies confidentiality policies	1		1
Give time – don't put on pressure	2		2
Safe space	1		1
Improved understanding of mental health	1		1
Change behaviour		1	1
			40

16/18	female	male	TOTAL
Find someone to trust (professional) who will take me seriously – talk (get to know them) (replace my youth worker or talk to my YW) (somewhere safe) Easier access – More people other than teachers in school to talk to – a place to go in school (weekly if needed) – access to counsellor / specialist /drop in	13	4	17
Talk to someone I already trust who will take me seriously		3 (school nurse x1)	3
Find confidence	1	1	2
Appoint students as buddies	1		1
Use Google or on-line facility	1	2	3
More PHSE on Wellbeing and Mental Health (break down stigma & embarrassment) – (compulsory 1/1) x 2	8	2	10
Better training for teachers on mental health	3	1	4
			40

#### Appendix 4: Table of raw survey data available

Raw Data for the survey available in the following categories – Please contact Devon Youth Service to access.

All responses
All Young peoples responses
All Adult responses
Young People responses 11 - 12
Young People responses 13 - 18
Young People responses 19 - 25
Parent Carer – responses
Other Adult –responses.
Response by postcode

Appendix 5: Me and my friends – group work data

Me and my friends... Generally... how often I think most young people worry about... What could help ... 'resilience'

		Very Often		Only if an issue comes up		Hardly ever / rarely		What might make things better – agree only 1 (vote)
		M	F	M	F	M	F	
<b>A</b>	What's happening in the big wide world	4	2	13	23	13	2	Sort ebola crisis, allow people to travel to nice places, go somewhere peaceful
<b>B</b>	Making and Keeping Friends	19	22	9	4	2	1	Use previous friendships, get advice, help them to talk, have someone to talk to
<b>C</b>	Relationships with Family / Carers	2	16	26	8	2	3	Talk to them and their family, help children to compare situations. Have someone to talk to who isn't connected to the family
<b>D</b>	Having good health and keeping fit	16	9	2	15	12	3	Help young people to have a positive body image. Think about personality. Join an exercise club. Praise children
<b>E</b>	What other people think about them/me	11	20	19	5	0	2	Tell children to stop worrying. Help children to deal with being less academic and their position in the class
<b>F</b>	School / Work / Education	5	6	22	17	3	4	Help year 6 to worry less about SATs and high school. Encourage children, help them to learn how to solve problems



<b>G</b>	Community – where I live / things to do	6	2	4	7	19	19	Children feel supported by the community. Organise get togethers
<b>H</b>	Having enough money	7	2	18	21	5	4	Talk to parents. Give children advice about money. Help them to get a job. Help parents who can't afford clubs for children and Christmas
<b>I</b>	The Future – 'when I'm 25'	7	5	5	3	18	19	Have careers advice, help children who are worried about not having a family or a house. Help children to be successful

Date	<p><b><u>Please describe below if the group has protective or specific characteristic</u></b></p> <p>Children have a lack of talking to adults especially busy parents Children concerned about making and maintaining friendships</p> <p><b><u>Any Addition notes or observations may by the facilitator</u></b></p> <p>Children have a sense of uncertainty about the future. Especially family life. Worried about parents splitting up and/or leaving.</p>
Name of facilitator	
Geographical area / Venue	
Age Range 9 to 11	
Total Number of Participants 57	
Male 30 Female 27 TG 0	

Me and my friends... Generally... how often I think most young people worry about... What could help ...  
'resilience'

		Very Often		Only if an issue comes up		Hardly ever / rarely		What might make things better – agree only 1 (vote)
		M	F	M	F	M	F	
<b>A</b>	What's happening in the big wide world	14	16	40	35	20	19	Better government policy, more information and knowledge, School curriculum to include current affairs and opportunities to discuss media images. Child friendly news programmes and media articles.
<b>B</b>	Making and Keeping Friends	32	34	17	27	23	9	Icebreaker games, someone to talk to after fights, help for young people to increase self confidence. Youth Centres for young people to meet other young people. Training on how to make friends. Teach people to be less judgemental. Smaller tutor groups in school. Learn how to walk away from negative peer groups. Young people being given the tools to deal with tolerance and jealousy.
<b>C</b>	Relationships with Family / Carers	16	35	45	28	13	7	Have some one to talk to when families are falling out. Have a youth worker to talk to about family problems. Early intervention – when thing are bubbling not when they have reached crisis.
<b>D</b>	Having good health and keeping fit	23	39	34	21	17	10	Help young people to have a positive body image. Have access to good information about health. Cheaper or free swimming and gym access for young people. More sport at and out side of school (affordability and access). More healthy eating education. School canteen food is unhealthy and overpriced – review and change.
<b>E</b>	What other people think about them/me	25	39	27	18	18	14	Help young people to be less self conscious. Help young people to feel included. Help with self esteem. Have a youth worker to talk to. Better education and guidance on social media.

F	School / Work / Education	25	38	30	24	15	12	Have someone to talk to and get advice. Have more help to deal with school issues. Ask parents and teachers to put less pressure on young people to achieve exam results. More support about exam pressures for pupils on a regular basis. Start course work earlier – Yr9. Make it ok to say that you are struggling and have help to hand. Reassurance that those who are not in mainstream education will still have a positive future and be able to access employment.
G	Community – where I live / things to do	16	14	29	32	29	25	Open youth centres every day and educate communities about what young people need. Have better internet guides about what is on for young people. Re open youth centres. Cheaper public transport. Provide outreach services to rural Devon. Have youth panels on local councils.
H	Having enough money	33	51	38	4	3	15	To support young people parents need a living wage. Find volunteering opportunities for young people with community projects. More job opportunities for young people. Have somewhere that can help young people to get jobs. Not enough p/t and f/t jobs for young people, Affordable food and transport.
I	The Future – ‘when I’m 25’	33	41	27	17	14	12	Free university fees. Extend the age limit on free education. Bring back education maintenance allowance not means tested. Help young people to gain a stable future. Help young people to get out of Devon. Ask the Government to control population so there are jobs in the future. Improve careers advice. Teaching around taxes / banking / house keeping / renting and mortgages. More general life skills (independent living).

	<b><u>Please describe below if the group has protective or specific characteristic</u></b>
	Groups included... .... LGBT including Transgender, Disability, SEN, Children in Care, Alternative Education.
Geographical area / Venue Axminster / Bideford, Barnstaple, Tiverton, Buckfastleigh, Exeter, Cullompton, Newton Abbot,	<b><u>Any Addition notes or observations may by the facilitator</u></b> Young people were very conscious of issues around self image and family. Young people were very active in the community and had a good understanding of

Exmouth, Okehampton, Sidmouth	wider issues. Several young people in care very worried about what happens to them when they turn 18.
Age Range 11 to 18	Those on alternative education programmes predominately worried about stigma and if having a positive future was a reality for them.
<b>Total Number of Participants 144</b>	Many wanted earlier intervention and support for when things in school begin to go wrong for them.
Male 74    Female 70	