

NICE guidance on promoting the social and emotional wellbeing of young people in secondary education – consultation with young people



Final Report

Consultation with Young People

March 2009

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The National Youth Agency

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The National Youth Agency



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Summary Report

The National Institute of Health and Clinical Excellence (NICE) recognise the significance and relevance of the participation of young people in the development of the draft guidance promoting the social and emotional wellbeing of young people in secondary education. Through the participation of young people the guidance might better respond to the needs of the young people it aims to serve. The effective engagement of the target population in the development of the NICE guidance is hoped to improve the quality of the guidance and help refine and validate the recommendations.

The National Youth Agency (The NYA) worked in partnership with 58 young people aged 11 to 20 years, people in Birmingham, Eastbourne, Bristol and Havant, Hampshire across a variety of settings. This report presents the findings of the small scale research project with young people on the acceptability and relevance of the draft guidance.

Overall, young people welcomed the publication of the guidance on promoting the social and emotional wellbeing of young people in secondary education. All four groups stated that they felt it to have been of significant importance for young people to contribute to the guidance and in the longer term to be part of its implementation.

NICE Draft Recommendations – young people’s issues for consideration

In order to support the Public Health Interventions Advisory Committee (PHIAC) in the further development and enhancement of the draft guidance on promoting the social and emotional wellbeing of young people in secondary education, The NYA offer the following recommendations for consideration by PHIAC on behalf of the young people involved:

Key considerations:

- Young people had a genuine desire to **feel good about themselves**, and recognised that sometimes they **need support** from appropriate adults, but also from friends and family, and considered the development of the draft guidance to be very positive.
- Young people requested a **joined up approach** when dealing with issues of well being whereby adults from across communities work together around the individual young person to support and improve their well being.
- Young people wished to be **listened to and included in the decision making processes** that directly affect their lives and the lives of their peers.
- Young people wished to be **directly involved** in enhancing their social and emotional well being through participation in the design, delivery and evaluation of service delivery.
- Young people recognised that they had a wealth of knowledge of issues that affect their lives and wished to be acknowledged as **experts** about these issues.
- Young people wished to gain and offer the **respect** of the adults who work with them both within the school setting and within the wider community.
- Young people recognised the commitment of some adults to bring about positive change to improve and support well being but were keen to ensure that there is **parity** across delivery and access.
- Young people clearly requested a **one point of contact** system when dealing with issues of well being to ensure an individual, **young person centred approach**.

NICE Recommendation 1 Strategic framework

- Young people welcomed an age specific focus on social and emotional well being.
- Young people felt that the guidance would help provide the support that *they* felt was needed through a joined up approach by **all** adults who work with young people across communities, most notably within schools. They particularly welcomed the inclusion of mental health services.

- Young people considered that a strategic approach from trained adults would help make for a more enjoyable and productive learning environment, which supported them across all aspects of their lives.
- Young people stated that they felt they should be added to the list of those to take action, along with family, carers and friends to ensure a fully integrated and responsive approach.
- Young people were keen to see mention of the celebration of success within the well being monitoring process.
- Young people considered the biggest barrier to successful implementation of the recommendations to be the commitment of adults and the lack of young people's involvement.

NICE Recommendation 2 Whole-school principles and conditions

- Young people welcomed a whole-school approach.
- All groups of young people requested that they were on the list of those to take action. They also considered the inclusion of family and friends would be beneficial.
- All groups of young people recognised the need to include notions of praise and reward within the grounding principles and stated that this needed to be clear, meaningful and above all equally implemented.
- Young people stated that implementing the guidance would make them feel more confident and improve their sense of well being. This in turn would support young people to succeed in their education.
- Young people welcomed a robust approach to their involvement and participation within school. Young people did not feel that current school council arrangements enhanced well being and were concerned that in using school councils as a means to engaging student voice often did not reflect the views of the majority. School councils were considered to be unrepresentative, often undemocratic and the voice of a small number of young people rather than that of *all* students across the school. Most notably, school councils were not considered to be taken seriously by adults and most young people said that they did not feel that generally the decisions made by the school council were acted upon. Young people reported that they did not make decisions about the school improvement plan or any financial budgeting.
- Young people stated that they wished to be better involved in OFSTED inspections to ensure positive change within their schools.
- A number of young people expressed concern that staff were not young person centred and brought their own issues into the arena of young people's social and emotional well being which was not welcomed.
- Young people recognised the benefit of enlisting the support of ex-students and adults from differing jobs and professions in the delivery of a whole school approach.
- Young people suggested that the use of the Internet and information technology might be included in the recommendation to enhance mechanisms of support.

NICE Recommendation 3 Curriculum approaches

- Young people very much welcomed the inclusion of social and emotional well-being in the core curriculum and considered it would enhance and improve the learning experience, improve their emotional experience and help to tackle bullying within schools.
- Young people requested that they were on the list of those to take action and wished their expert knowledge to be recognised as a significant resource when developing the curriculum and its delivery and evaluation.
- Young people welcomed the inclusion of peer mentoring and considered this essential to the improvement of well being for themselves and for their peers.
- Young people considered that the inclusion of life skills in the curriculum would be beneficial and requested that people from outside of the school system and young people's services be recruited to help deliver. This might particularly include those from an arts or sports background.

- Young people would welcome the development of focused nurture groups to help support those with greatest needs, but considered that this should be a universal offer.
- Young people requested specific support be given relating to the misuse of drugs and alcohol.
- Young people expressed concern about potential conflicts between their own requirements and the requests of their parents and carers.
- Young people requested that the staff delivering the curriculum are young person centred and respond to the needs of individuals.
- Young people were keen to ensure that the guidance emphasised the need for equality in access and delivery of the curriculum.
- Young people recognised the contribution that the PSHE curriculum might add to the improved well being of young people but also recognised that fun, interactive learning across the rest of the curriculum would significantly enhance feelings of social and emotional well being.
- Young people recognised that improved social and emotional well being when young would help to develop stronger individuals and communities for the future.
- Young people requested the development of a one point of contact system along side the curriculum to support their personal and individual well being.

NICE Recommendation 4 Training

- Young people welcomed the focus on training and stated that knowing that adults were well trained would build confidence and reassurance amongst young people.
- Young people considered the involvement of professionals outside of the school system would be highly beneficial in delivering the most appropriate support. Examples included youth workers; Connexions workers; CAMHS; youth counsellors; sports facilitators; faith leaders; and support workers such as those delivering the Leaps and Bounds project.
- Young people particularly requested the need for training on person centred approaches and listening skills.
- As the key stakeholder, young people requested that they are part of training delivery and that they be added to the list of those to take action.
- Young people requested the development of one to one support training to provide a personal support system across services through one point of contact.
- Young people considered that trained individuals would help create caring, supportive adults able to provide a better learning environment which would lead to improved standards within schools.
- Young people considered that appropriately trained adults would be able to contribute better to the reduction of bullying within schools.
- Young people were keen to ensure that training for adults included an element of personal development to help support staff social and emotional well being, which in turn would better support young people.
- Young people specifically requested that training included clear guidance on confidentiality and an understanding of issues such as self harm.

Conclusion

Young people generously offered their time and considerable knowledge to help further develop the NICE draft guidance. Young people welcomed the guidance on promoting the social and emotional wellbeing of young people in secondary education and were keen to follow the progression to implementation within their schools and communities. Working in partnership with young people, The NYA is keen to support this guidance to better improve the lived lives of young people and to offer young people the support necessary to fulfil their full potential.

Fran Farrar & Ellie Munro
The NYA
March 09

Context

Background

NICE commissioned The National Youth Agency (The NYA) to undertake a small scale consultation with selected groups of young people to ascertain their views on draft guidance on promoting the social and emotional wellbeing of young people in secondary education. The NYA worked with young people to gain their specific views and ideas on the appropriateness and relevance of the draft guidance.

The NYA works to ensure that children and young people are better informed to influence and challenge decision making on issues affecting them (in line with Article 12 of the UNCRC¹) to bring about positive change in their lived lives.

The recommendations offered are anticipated to inform PHIAC in their considerations of the final guidance.

In 2007 the Department of Health requested that NICE produce 'Guidance for the NHS and other sectors on promoting social and emotional wellbeing of young people in secondary education'. The guidance will complement the published NICE guidance on 'promoting children's social and emotional wellbeing in primary education'.

Young people's social and emotional wellbeing is important in its own right but also because it affects their physical health (both as a young person and as an adult) and can determine how well they do at school. Good social, emotional and psychological health helps protect young people against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol.

The guidance is aimed at the school workforce, school governors and others working with young people in secondary education, local authorities, the NHS and voluntary and community sectors.

The NICE Public Health Interventions Advisory Committee has drafted recommendations for the guidance based on a review of the published literature. NICE wish to test this guidance with a number of young people through a consultation process facilitated by The NYA.

The NYA consulted with a diverse range of young people to consider and explore the relevance and appropriateness of the draft guidance. A total of 58 young people were involved, 25 males and 33 females.

Age	11 yrs	12	13	14	15	16	17	18	19	20
No.s	6	5	7	9	6	4	23	4	-	4

A total of four groups of young people were consulted:

- 11-12 year olds – with recent experience of transition from primary education to secondary education (Staunton Community Sports College, Havant – Year 7 Nurture Group supporting young people with transition into High School)
- 16-18 year olds - approaching school leaving to higher education/employment etc (The Causeway School, Eastbourne)
- young people excluded from school (this will include those considered NEET – not in education, employment or training, and those at risk of offending) (Leaps and Bounds, Birmingham area ²)

¹ UNCRC United Nations Convention on the Rights of the Child, UN, 1989

² Leaps and Bounds www.leapsandbounds.org.uk)

- 13-15 year olds – who were preparing for academic examinations, were currently half way between two transition points and thought to hold strong views on the school experience within which they were still defined (The City Academy, Bristol)

The NYA where possible, worked with groups that comprised of a mix of gender, ethnicity, and ability/disability and those from families of mixed socio-economic status. The young people were asked to complete a monitoring form (Appendix A) in order to ascertain the background and ethnicity of those involved. A summary of this information can be found in Appendix B.

Groups involved:

School / Group	Academic attainment of school: GCSE and equivalent achievements of pupils at the end of Key Stage 4 - % achieving Level 2 (5+A*-C) including English and maths GCSEs ³
Leaps and Bounds, Birmingham	n/a
The Causeway School, Eastbourne	31%
The City Academy, Bristol	24%
Staunton Community Sports College, Havant, Hampshire	14%

Aims

The objectives of the young people's consultation as agreed with NICE were:

- To assess the acceptability and relevance of the draft guidance to young people and inform the Public Health Interventions Advisory Committee (PHIAC) of their views
- Effective engagement of the target population in the development of NICE guidance and understanding their views will help improve the quality of the guidance. The findings from the consultation will refine and validate the recommendations.

This report includes comments from young people and offers recommendations that might refine and validate the draft guidance, for consideration by PHIAC (April 24th 2009).

Policy Context

The active involvement and participation of young people is supported throughout Government policy and guidelines, and supports Article 12 of the United Nations Convention on the Rights of the Child (UNCRC)⁴, that states that children and young people have the right to participate in decision-making that is relevant in their lives and to influence decisions taken within the family, the school or the community that affect them.

³ DCSF School Attainment Targets - www.dcsf.gov.uk/cgi-bin/performance/tables

⁴ UNICEF (1989), United Nations Convention on the Rights of the Child, UNICEF

The NYA strives to ensure that young people's lives are improved and supported through the promotion of the Every Child Matters Outcomes⁵ within which this consultation has been framed:

Being healthy

- Physically healthy
- Mentally and emotionally healthy
- Sexually healthy
- Healthy lifestyles
- Choose not to take illegal drugs

Staying safe

- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury and death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Have security, stability and are cared for

Enjoying and achieving

- Attend and enjoy school
- Achieve stretching national educational standards at primary and secondary school
- Achieve personal and social development and enjoy recreation

Making a positive contribution

- Engage in decision-making and support the community and the environment
- Engage in law-abiding and positive behaviour in and out of school
- Develop positive relationships and choose not to bully and discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges

Achieve economic well-being

- Engage in further education, employment or training on leaving school
- Ready for employment
- Live in decent homes and sustainable communities
- Access to transport and material goods
- Live in households free from low income

The primary research phase of developing the draft guidance included a significant number of key documents and policies relating to the social and emotional well being of young people⁶. Young people appeared to be unaware of such policy but were clear in identifying local responses and practice relating to the delivery of services within their immediate communities.

It is recognised that there are currently a large number of local approaches to supporting the social and emotional well being of young people. During this consultation the following examples of practice were identified as good practice by young people and The NYA staff:

Case Study One

Alternative Curriculum Approach - Leaps and Bounds

The Leaps and Bounds project work exclusively with disadvantaged and at risk young people aged 15 to 19 typically drawn from areas of social and economic deprivation in the Birmingham area. They use a unique combination of three ingredients to generate

⁵ DfES (2004), Adapted from Every Child Matters: Change for Children, Crown

⁶ <http://www.nice.org.uk/guidance/index.jsp?action=folder&o=42552>

extraordinary changes in the lives of these young people: personal intervention, uncovering issues for each young person, challenge their behaviours, and help them to see and take different choices; Involvement in cultural projects of the highest standard, working with professional artists and sportspeople; and ongoing one-to-one pastoral support and personal development from locally based Life Coaches.

Working with each group for a period of 12 to 18 months we help each young person to generate extraordinary change in their lives including enrolment in education or employment; supporting the creation of stable home lives and renewing damaged family relationships; ending criminal behaviour and improving health and fitness. The project has a very positive success rate by offering an alternative route to educational achievement.

Case Study Two

Nurture Group - Support for Young People during Transition

The Nurture Group in Staunton Community Sports College supports young people identified as having particular difficulties during the transition to secondary school. The group meets twice a week and includes breakfast for those attending as many do not eat before attending school. The young people undertake project based work and play educational games, “graduating” from Nurture Group once they feel more secure in their environment. All young people involved in the consultation said how important it has been in helping to find and meet new friends, building confidence and sharing successes. There are clear rules within the group centring on communication; listening; respect for one another and exploration of well being. Those who attend are keen for more young people to have such support and identified those who bully as needing separate, dedicated support.

Young people’s comments:

“That’s what Nurture does for us – it makes us feel positive”

“Nurture’s like my house – we love it!”

“I didn’t want to come up because children from my primary school came up with me. Now I am more confident and stand up for myself, I don’t get bullied. Now I’m helping my friends too and I have people around me”

“At my old school they didn’t believe I needed the support I do. Here they actually bother to try and help you here”

Case Study Three

Adult support around the needs of the young person

Staunton Community Sports College has 77.6% SEN (Special Educational Needs) students attending the school. To help support the young people and their progression through secondary education, the College has a Student Support and Guidance group of adult staff within the school which includes representation from the Counsellor; Learning Support Centre; Home School Attendance Officer; Inclusion Social Worker; assistant Head Teacher. The group have developed a pre CAF (Common Assessment Framework) form designed to highlight young people at risk, with low senses of well being or other personal issues. The group discuss a coordinated approach for intervention and support.

Outline of Process

The consultation process worked with young people creatively to encourage consideration of the guidance. The NYA gathered views on what works well or less well in relation to the guidance and considered how feelings of well-being might be improved through the guidance. To ensure that young people were able to access the recommendations in an easy to read format, The NYA produced a young person friendly version of the draft guidance in agreement with NICE (see Appendix C). This young person friendly version was offered alongside the full version of the draft guidance to enable a better understanding of

the recommendations. Most young people chose to use the young person friendly version rather than the full version, although some small groups found the full version accessible. The consultation was grounded within an Every Child Matters outcomes framework and children's rights agenda. The four groups were consulted on the draft guidance using creative interactions and during group and one to one dialogue, the discussions were recorded by both The NYA staff and young people themselves.

The process was facilitated by The NYA staff - Fran Farrar, Development Officer and supported by Ellie Munro, Participation Consultant. Young people have been recognised for their achievement with a financial reward (Bonus Bonds) and a certificate of attendance. Reasonable travel costs for the young people and venue costs have been reimbursed as appropriate by The NYA. All necessary parental and photo consents were sought by the host organisation or school.

The full session plan for groups can be found in Appendix D.

Recorded Outcomes

Relating the Every Child Matters⁷ (ECM) Outcomes to Lived Lives of children and Young People

To help children and young people assess their personal and social lives and the issues that affect them, the session used the 5 ECM outcomes to establish a baseline of relevant issues facing young people. Using large pictorial sheets placed around the room and a 'traffic light' system of post-it notes, young people were asked to record their 'good' (green) and 'bad' (pink) views on the five ECM outcomes.

A full listing of the responses made by young people can be found in Appendix E.



In summary:

- Young people were mixed about whether or not they are living **healthy lifestyles**. Whilst many said that they exercised regularly, most said that they did not eat healthy food and sited cost as the limiting factor
- Most young people said that they felt **happy** although a number experienced bullying and fear of personal safety
- Most young people said that they **stayed out of trouble** with the Police
- Many of the young people said that they **helped others** in their community, in particular, neighbours
- Young people notably said that they did **not** feel that they had opportunities to affect decisions outside of school in the wider community
- Young people were very mixed on their school experience, with a significant number saying that they **did not enjoy school** and most said this was due to poor relationships with teachers
- Most young people felt that their **area was untidy and dirty, many said that it was not safe**

⁷ Every Child Matters: Change for Children, DFES, Crown 2004

- There were mixed views on whether or not they have sufficient **money/income** and the availability of **public transport**
- Many young people chose not to comment on their **job opportunities** and this may be due to their younger age
- Most young people recorded that they felt safe in their homes, however most did **not feel safe in the wider community** and sited crime, violence and drugs / alcohol as their main concerns
- Many young people said that they felt they had good information on **sex and relationships**, however most sited friends as their main source of information. Many discussed the lack of sex and relationship education within school
- There was a mixed response to **feeling safe in school**. A significant number of young people reported bullying in school.

Acceptability and Relevance of the Draft Recommendations

Young people worked in small groups to discuss and record their views on the draft guidance recommendations. They were asked to consider for each recommendation:

- What's **good** about the guidance?
- How **useful** is the recommendation to young people?
- Is there **anything missing** from the recommendation?
- What **impact** might the draft recommendation have on the way the school supports young people?
- What are the **barriers** to making the guidance work?
- What are the **solutions** to these barriers?

The full collated recordings from all groups can be found in Appendix F, and have been used to inform the issues for consideration made at the start of this report.



During the consultation all groups suggested that young people would greatly benefit from the direct support of a named adult individual. This individual would act as a point of access for the young person on all aspects of their school related life, including their general well-being outside of academic concerns, and be chosen by young people. It should be noted that this individual support approach is currently being developed by the Training and Development Agency (TDA) in response to requests by DCSF to develop 'personal tutors' for **all** young people. The development of personal tutors as a universal offer to all young people supports the requests made here by young people during this consultation and it is suggested this might be recognised by name in the NICE recommendations.

Evaluation

Young people were asked to complete an evaluation sheet at the end of each session, not all those consulted chose to complete the evaluation. Most young people enjoyed the experience and particularly recorded that they considered it a very positive experience to have had their voice heard. Full details of the responses can be found in (Appendix G). Summary of responses:

	Very Happy ☺	Quite Happy	Not Very Happy	Grumpy ☹	Average (out of 4)
How enjoyable was the day?	21	27			3.44
We had our voice heard	35	10	1		3.74
We learned new things	22	21	4		3.23
We worked well together	32	5			3.49
Overall, how do you feel about the day?	32	14		1	3.64

All young people were also requested to complete a monitoring form (Appendix A). Details can be found in Appendix B. It should be noted that no young people chose to list themselves as having a disability.



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Appendix A: Monitoring Form



The National Youth Agency

Getting it right for young people

MONITORING PROCESS FOR YOUNG PEOPLE'S CONSULTATION

(NICE: guidance on promoting the social and emotional wellbeing of young people in secondary education)

Monitoring

To make sure that we record who we have spoken with during this project we are asking you to fill in the form below. You will notice that we do not want to know your name, but would like to record some details about you. This means that no one will know who has written each sheet. The information gathered is for statistical purposes only and only a summary of the data collected will be used in the reporting process. Once the data has been recorded electronically, all sheets will be destroyed. At all times, these monitoring sheets will be treated as confidential.

This monitoring process is in accordance with the Sex Discrimination Act 1975, the Race Relations Act 1976, Race Relations (Amendment) Act 1999, The Disability Discrimination Act 1995, the Equality Act 2006 and the Age Discrimination Act 2006.

Age: -----

Gender Male / Female (delete as appropriate)

Sexual Straight / Gay / Lesbian / Bisexual / Decline to answer (delete as appropriate)

Religion: Buddhist / Christian / Hindu / Jewish / Muslim / Sikh / None (delete as appropriate)
Other (please state):

Ethnic Origin: Please circle the description which portrays your ethnic origin most closely (categories based on the 2001 Census categories as recommended by the Commission for Racial Equality)

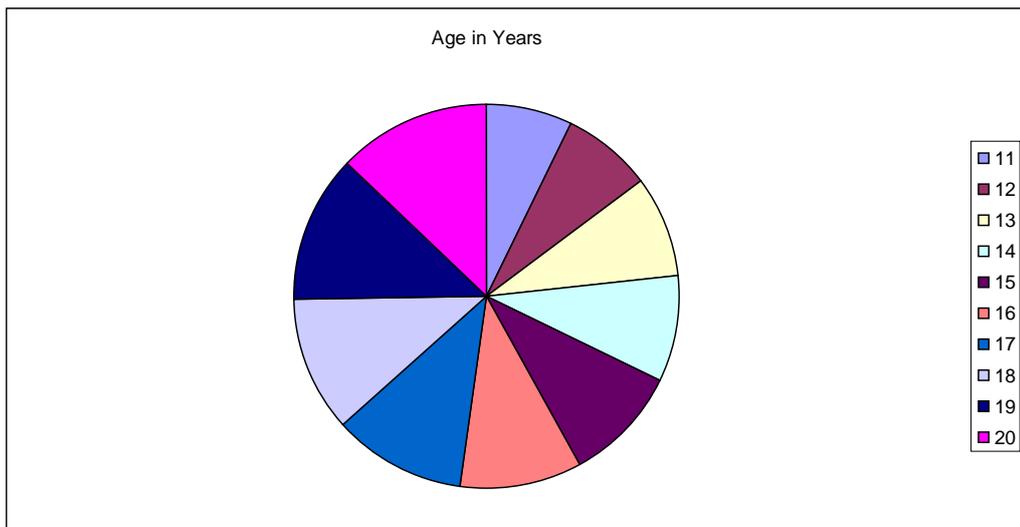
White	Mixed	Asian or Asian British	Black or Black British	Chinese or other ethnic group
British	White & Black Caribbean	Indian	Caribbean	Chinese
Irish	White & Black African	Pakistani	African	Other Ethnic Group (please specify)
Other White (please specify)	White & Asian	Bangladeshi	Other Black (please specify)	
	Other Mixed (please specify)	Other Asian (please specify)		

The Disability Discrimination Act (DDA) 1995 defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial and adverse long term effect on his or her ability to carry out normal day-to-day activities'.

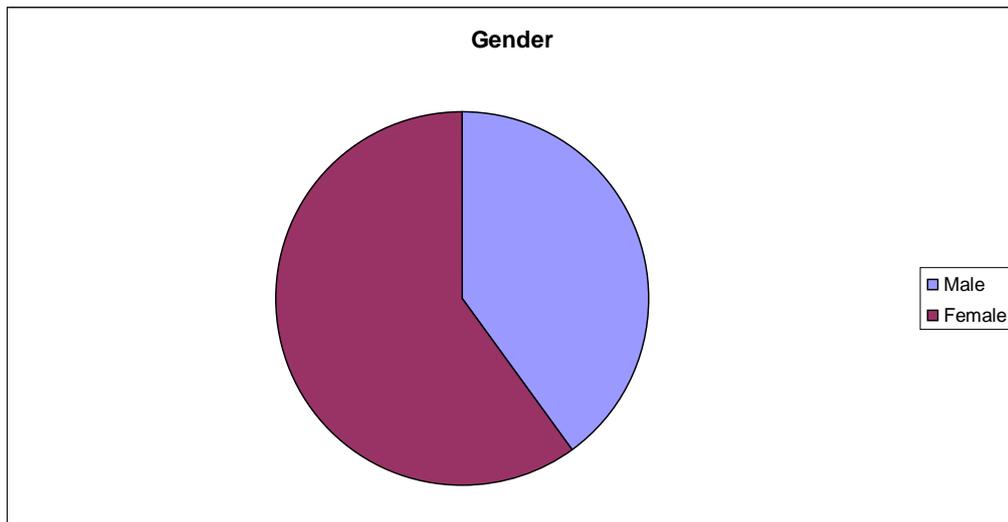
Under this definition, do you consider yourself to be disabled? Yes / No (delete as appropriate)

Appendix B: Monitoring of Young People Consulted - Summary

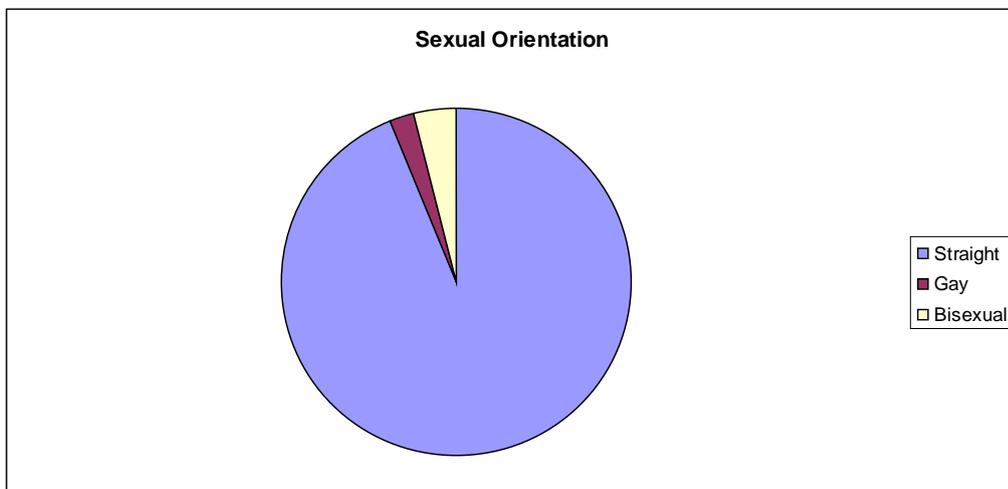
Age of young people



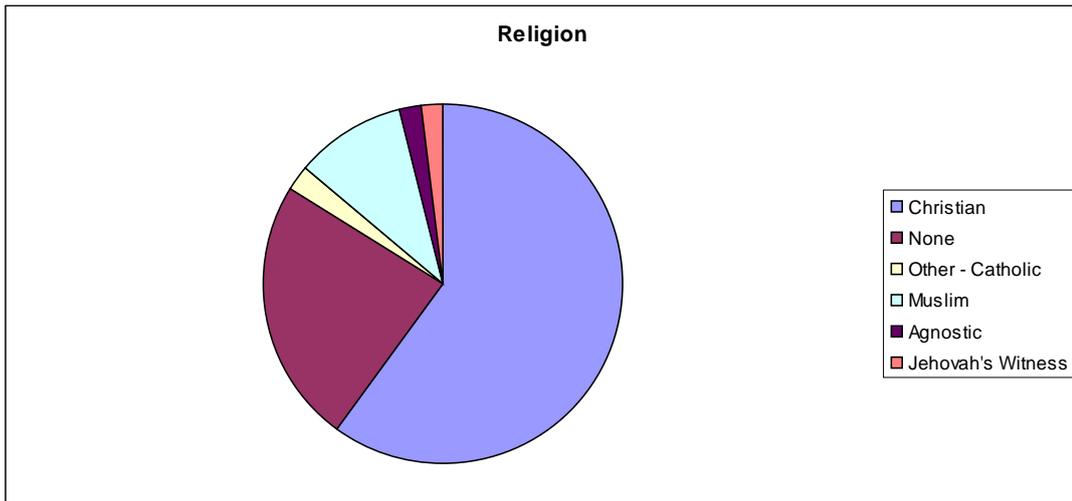
Gender of young people



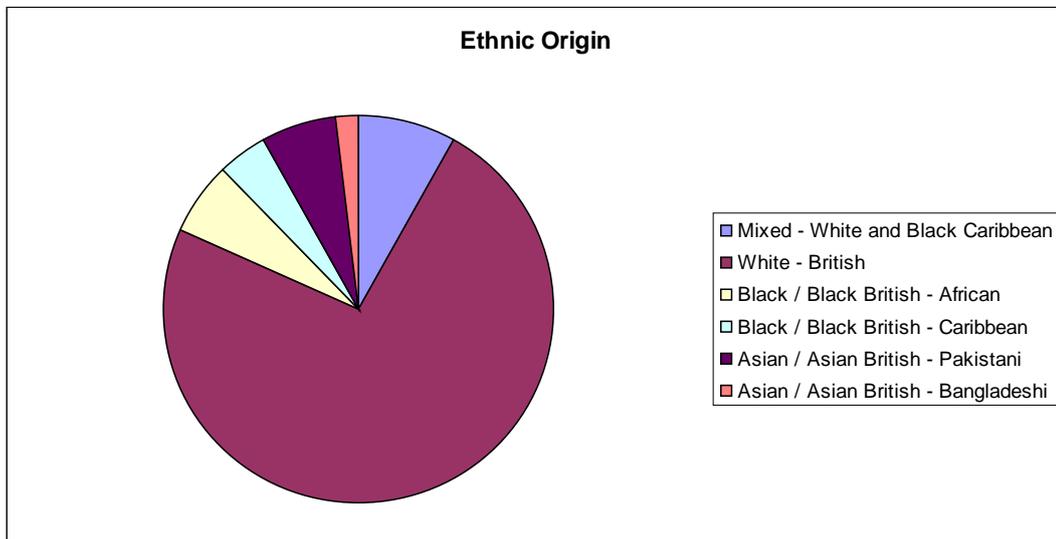
Sexual Orientation of young people



Religion of young people



Ethnicity of young people



Appendix C: Recommendations - Young People's Version

Promoting Young People's Wellbeing in Secondary Education **Draft Guidance – Young People's Summary**

What is Wellbeing?

A person's wellbeing is made up of 3 different things:

Emotional Wellbeing:

This means being happy, feeling confident and good about yourself. It also means not feeling sad or depressed.

Psychological Wellbeing:

This means feeling that you control your own life and can make good decisions, solve problems, find solutions if things go wrong and be involved with others.

Social Wellbeing:

This means you can have good relationships with other people, including friends, parents, carers and teachers. It includes behaving well, not bullying others or being violent towards others.

Why is Wellbeing Important?

It is important to have good wellbeing. It can affect your physical health, both as a young person and as an adult. It can make a difference to how well you do at school, and what opportunities you have when you've finished school. Having good wellbeing can protect young people against getting involved in crime, violence, drugs and alcohol, or becoming pregnant when they don't want to be.

What can Schools and Services for Young People do To Help?

NICE have produced four draft recommendations for what services for young people could do to make sure young people have good wellbeing. The recommendations suggest what can be done by teachers, headteachers, governors, health services, children's and youth services and other organisations. The recommendations might also be of interest to parents of young people and other members of the public.

Recommendation 1 Strategic framework : Everyone Working Together

Who will be affected by this recommendation?

- People who work with young people who are in secondary education (aged 11-19).

Who should be working on this?

- The people who create and run services for young people, including:
 - The Children's Trust
 - Those who work in education and schools, children's services and youth services including School Governors
 - The Primary Care Trust (PCT - those who provide local health services), including school nurses.
 - Mental health services for young people (CAMHS)
 - Charities and community organisations.

What should they do?

- Everyone in the school needs to be a part of making sure students are healthy and happy. This should link up with other local services for young people as well.
 - This will include:
 - Working towards getting the “Healthy Schools” award, and other government targets.
 - Making sure all staff involved have the right skills and knowledge, and enough time and money to help improve young people's health and happiness.
 - Looking at what's working and what needs to change to make sure all young people benefit. Making sure all young people can be involved, especially those who often get left out.
- Make sure schools get the help they need from other organisations who already have the skills and knowledge needed to help improve young people's wellbeing. These organisations could include the youth service, health services, other schools, charities, local community organisations and private companies.

Recommendation 2 Whole-school principles and conditions: What everyone believes and how we can work together

Who will be affected by this recommendation?

- Young people in secondary education (aged 11 – 19), those who work with them, and young people's parents, carers and teachers.

Who should be working on this?

- School Governors, headteachers, teachers and others who work in secondary schools
- Those who work in education, children's services and youth services
- The Primary Care Trust (PCT - those who provide local health services), including school nurses.
- Mental health services for young people (CAMHS)
- Charities and community organisations.

What should they do?

- Leaders in the school, such as headteachers and governors, should promote young people's wellbeing, and make sure different policies, activities and plans include what the school could do to improve health and happiness. They need to work with other services for young people from outside of the school as well.
- Make sure all students are supported to take part in different parts of school life, celebrating success and making sure everyone can learn.
- Make sure that students feel safe from bullying or violence at school.
- Make sure that students who need extra help or support can get it.
- Ask students what they think when making decisions about their wellbeing (as well as their learning and opportunities).
- Ask parents and carers what they think when creating activities and plans to help improve and promote students' wellbeing.

Recommendation 3 Curriculum approaches: How we can make it happen

Who will be affected by this recommendation?

Young people in secondary education (aged 11 – 19), their parents, carers and teachers.

Who should be working on this?

- School Governors, headteachers, teachers and others who work in secondary schools
- Those who work in education, children's services and youth services
- The Primary Care Trust (PCT - those who provide local health services), including school nurses.
- Mental health services for young people (CAMHS)
- Charities and community organisations.

What should they do?

- Give students the chance to learn skills such as:
 - problem-solving
 - conflict management and solutions
 - how to understand and manage feelings
 - how to manage relationships with parents, carers and peers.These should be built into other subjects, and will help to promote good behaviour and healthy relationships, whilst preventing disruptive behaviour and bullying.
- Make sure that the curriculum has the right things in it and that it is flexible enough to respond to what young people need. Make sure it builds on what students have learnt at primary school and that they can develop their skills throughout their time at secondary school.
- Give students the opportunity to become peer educators or mediators to support other students. Make sure they have the training and support they need to help promote positive friendships and resolve conflicts.
- Make sure parents and carers can develop their parenting skills, through giving out information or running groups for them.
- Help students to develop their skills and improve their own health and happiness by building in activities across all subjects. This could include building in homework activities around wellbeing, and encouraging young people to volunteer in their communities.

Recommendation 4 Training: The skills we need

Who will be affected by this recommendation?

People who work with young people who are in secondary education (aged 11-19).

Who should be working on this?

- Headteachers and School Governors
- Those who work in education, children's services and youth services
- The Primary Care Trust (PCT - those who provide local health services), including school nurses.
- Mental health services for young people (CAMHS)
- Charities and community organisations.

What should they be doing?

- Make sure teachers and other people working with young people in schools have the right skills and knowledge they need to help young people. Make sure the teachers and other staff have support to continue doing this.
- Make sure that the people training the teachers have the right qualifications, and come from other services that work with young people

Session Plan for NICE guidance on promoting the social and emotional wellbeing of young people in secondary education – consultation with young people

This document lays out the process of consultation and dialogue undertaken by four individual groups of young people across England to ascertain the views of young people on the acceptability and relevance of the draft NICE guidance through dialogue, discussion and activities. The work will be facilitated by Fran Farrar, Development Officer, and Ellie Munro, Participation Consultant of The National Youth Agency during February and March 2009. A resulting report of the consultation will be forwarded to NICE in draft form by April 1st 2009 and be presented in its final form at the PHIAC meeting on 24th April 2009.

The young people involved will be rewarded for their involvement, and accredited where possible. They will receive a ‘young person friendly’ summary of the report and will be kept informed of the progression of the guidance and recommendations.

The objectives of the young people’s consultation:

- To assess the acceptability and relevance of the draft guidance to young people and inform the Public Health Interventions Advisory Committee (PHIAC) of their views
- Effective engagement of the target population in the development of NICE guidance and understanding their views will help improve the quality of the guidance. The findings from the consultation will refine and validate the recommendations.

Key questions underpinning the consultation:

- **How useful** are the recommendations to young people’s experiences of the school in promoting their social and emotional wellbeing?
- **What impact** might the draft recommendations have on the way the school supports the social and emotional wellbeing of students? (positive / negative)?
- What factors could act as **barriers** or help schools to use this guidance? What might be the **solutions** to these barriers?
- What additional support not identified in the guidance might school staff and other adults offer to help enhance your wellbeing? i.e.: **What’s missing** in the draft guidance?
- How might young people themselves be **involved in delivering and promoting** this guidance?

Welcome and Introduction – Task One
Introducing NICE, The NYA and the Draft NICE SEWB Guidance

So what’s it all about?!	<u>Preceded by ice-breaker</u>
Time	
Resources	<p>PowerPoint introduction – laptop and projector Brief introduction from NICE officer if available ‘Car Park’ sheet – for any thoughts, comments that do not fit into specific discussion but which young people wish to record Blu Tak Pens Recording data- name (first name only) and age sheet (Address contact local point of contact); confirmation by organisation/school that photo consent has been sought Monitoring form</p>
Tasks	<ul style="list-style-type: none"> • Explain the role of NICE and how guidance comes about – the process of agreement and publishing guidance • Explain the role of The NYA in relation to this project • Introduce the Draft Recommendations – “NICE guidance on promoting the social and emotional wellbeing of young people in secondary education” (hereafter known as SEWB) – 4 recommendations we need to discuss • Set out aims and tasks of the day – what are we aiming for by the end of the session? Identifying the key questions being asked – “Good? Useful? Anything missing? Impact? Barriers and solutions?” • Explain process and timescales – including ‘car park’ sheet • Complete monitoring form
Outcomes	<p>Young people will gain an understanding of: NICE and how it works An overview and introduction to the NICE SEWB guidance How and why young people are involved and the significance of this</p>
Background notes for facilitator	<p>The workshops will be recorded using digital recording, flip charts, post-its and a written record kept by the adult researcher. All necessary parental consents for photographs</p>

will be sought prior to the workshops in line with safe guarding children protocol.

This project is underpinned by the Convention of the Rights of the Child – and in particular:

Article 3

All organisations concerned with children and young people should work towards what is best for each person.

Article 12

Children and young people have the right to say what they think should happen, when adults are making decisions that affect them and to have their opinions taken into account.

Article 13

Children and young people have the right to get and to share information as long as the information is not damaging to them or to others.

Task Two

Relating the Every Child Matters (ECM) Outcomes to Well-being

To help young people assess their personal and social lives and the issues that affect them, and then in turn relate these issues to well-being in the secondary school setting, the sessions will use the 5 ECM outcomes to identify the key issues that frame their lived lives and how they emotionally respond to these issues (i.e.: their well-being).

What's my life like? How do I feel?	
Time	
Resources	5 large sheets titled with ECM outcomes – graffiti cartoons versions post its – traffic lights – red / green pens & markers Blu Tak Camera to record photographically each sheet
Tasks	<ul style="list-style-type: none"> • Encourage and support young people to explore their own lives through the ECM outcomes. E.g.: I feel safe where I live because my mates are there; I mainly stay out of trouble with the Police but sometimes it's hard etc • Encourage statements relating to well-being and emotions – 'feeling good' or not • Record views and statements on post-its – red for negative things, green for positive things –attach to the statements on the wall posters <p>All statements to be recorded by facilitators from post-its</p>
Outcomes	Identify how young people frame their lived lives - being healthy, safe, etc and how this relates to their well-being The exercise gives a board, qualitative baseline and general picture of well-being across the group
Background notes for facilitator	Being healthy <ul style="list-style-type: none"> • Physically healthy • Mentally and emotionally healthy

- Sexually healthy
- Healthy lifestyles
- Choose not to take illegal drugs

Staying safe

- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury and death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Have security, stability and are cared for

Enjoying and achieving

- Attend and enjoy school
- Achieve stretching national educational standards at primary and secondary school
- Achieve personal and social development and enjoy recreation

Making a positive contribution

- Engage in decision-making and support the community and the environment
- Engage in law-abiding and positive behaviour in and out of school
- Develop positive relationships and choose not to bully and discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges

Achieve economic well-being

- Engage in further education, employment or training on leaving school
- Ready for employment
- Live in decent homes and sustainable communities
- Access to transport and material goods
- Live in households free from low income

(Adapted from Every Child Matters: Change for Children, DfES, Crown 2004)

Task Three

<p>The Guidance – Recommendation 1: Whole School approaches – “everyone working together”</p>	
<p>Time</p>	
<p>Resources</p>	<p>Summary of recommendation 1 and full version – one set per small group of 4 or 5 young people A4 cards with key prompts: “Good?”/ “Useful?” / “Anything missing?” / “Impact?” Large sheets for recording Pens & markers Blu Tak</p>
<p>Tasks</p>	<p>Explain what a whole school approach might look like and what is understood by the terminology</p> <p>Key questions about Recommendation 1:</p> <ul style="list-style-type: none"> • What’s good about the guidance on a whole school approach? • How useful are the recommendations to young people? • Is there anything missing from the whole school approach recommendations? • What impact might the draft recommendations have on the way the school supports young people? Positive and negative views. <p>Examples of questions arising: Is the target population the right one? Is there anyone missing from the list of those who should take action? Is the whole school approach the right way forward? Consider how adults get the support and training to deliver.</p>

	<p>Large recording sheets divided into 2 columns to record discussions around three additional questions:</p> <ul style="list-style-type: none"> • What are the barriers to making the guidance work? What will stop a whole school approach working? • What are the solutions to these barriers? What will make a whole school approach work? • How might young people themselves be involved in delivering and promoting this guidance? How could young people themselves take a lead? <p>Encourage young people to relate their discussions to the views they have placed on the ECM sheets – relating their lived lives to the recommendations Facilitators to record additional verbal comments as appropriate</p>
Outcomes	<p>Young people review draft recommendations relating to the whole school approach and offer their views and ideas for potential amendments or additions</p>
Background notes for facilitator on Recommendation 1	<p>Recommendation 1: Whole-school approaches Who is the target population? Professionals working with young people in secondary education.</p> <p>Who should take action?</p> <ul style="list-style-type: none"> • Commissioners and providers of services to young people in secondary education including those working in: <ul style="list-style-type: none"> ○ children’s trusts ○ local authorities (education, children’s and youth services) ○ schools ○ primary care trusts (PCTs) ○ child and adolescent mental health services ○ voluntary agencies. • School governors. <p>What action should they take?</p> <ul style="list-style-type: none"> • Ensure all secondary education establishments adopt a whole-school approach to promoting the social and emotional wellbeing of students, as

	<p>part of the development and agreement of the local children and young people's plan (including joint commissioning arrangements). This will involve:</p> <ul style="list-style-type: none">○ recognising that such measures can help achieve the Outcome Framework targets (HM Government 2004) and National Healthy Schools status○ supporting schools to develop the organisational capacity needed○ monitoring the progress of schools and addressing any variation in standards to ensure all students benefit, particularly those at risk of poor mental health due to their social circumstances. <ul style="list-style-type: none">● Ensure secondary education establishments have access to the specialist skills, advice and support they require to promote social and emotional wellbeing. Such services may be offered by public, private, voluntary and community organisations. It may involve those working in education psychology and child and adolescent mental health services.
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Task Four

<p>The Guidance – Recommendation 2: Whole School principles and conditions – “who could be doing what?”</p>	
<p>Time</p>	
<p>Resources</p>	<p>Summary of recommendation 2 and full version – one set per small group of 4 or 5 young people A4 cards with key prompts: “Good?”/ “Useful?” / “Anything missing?” / “Impact?” Large sheets for recording Pens & markers Blu Tak</p>
<p>Tasks</p>	<p>Key questions about Recommendation 2:</p> <ul style="list-style-type: none"> • What’s good about the guidance? • How useful are the recommendations to young people? • Is there anything missing from the whole school approach recommendations? • What impact might the draft recommendations have on the way the school supports young people? Positive and negative views. <p>Examples of questions arising: Is the target population the right one? Is there anyone or anything that is missing from the action list? What would it take to make it work? Consider how young people can support themselves collectively in the school?</p>

	<p>Large recording sheets divided into 2 columns to record discussions around three additional questions:</p> <ul style="list-style-type: none"> • What are the barriers to making the guidance work? What will stop the actions working to improve well-being? • What are the solutions to these barriers? What will make these ideas work for real? • How might young people themselves be involved in delivering and promoting this guidance? How could young people themselves take a lead? <p>Encourage young people to relate their discussions to the views they have placed on the ECM sheets – relating their lived lives to the recommendations Facilitators to record additional verbal comments as appropriate</p>
Outcomes	Young people review draft recommendations relating to the whole school approach and offer their views and ideas for potential amendments or additions
Background notes for facilitator on Recommendation 2	<p>Recommendation 2 Whole-school principles and conditions</p> <p>Who is the target population? Young people in secondary education (aged 11–19 years), their parents, carers and teachers.</p> <p>Who should take action?</p> <ul style="list-style-type: none"> • Head teachers, governors, teachers and practitioners working with young people in secondary education. • Those working in (and with) local authorities (education, children’s and youth services, including healthy schools teams), primary care (including school nurses), child and adolescent mental health services (tiers one and two) and voluntary agencies. <p>What action should they take?</p> <ul style="list-style-type: none"> • Governors, head teachers and other senior school staff should provide leadership and be committed to promoting the social and emotional wellbeing of all students. This includes integrating issues relating to social and mental wellbeing within all appropriate corporate policies and activities, including school improvement plans. • Foster a culture and ethos that promotes positive behaviours for learning and successful relationships and involves all students in the social life of the

	<p>school.</p> <ul style="list-style-type: none">• Provide a safe environment that prevents any form of bullying and violence.• Secure an equitable and inclusive culture that engages all students in the social life of the school, and that seeks to address the needs of those students who may be at risk of poor mental health due to their social circumstances.• Provide robust mechanisms to ensure students can contribute to decisions which could influence their social and emotional wellbeing (as well as their learning and academic opportunities).• Involve parents and carers in designing activities and developing approaches that promote the social and emotional wellbeing of students
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Task Five

<p>The Guidance – Recommendation 3: Curriculum approaches – “how do we make it happen?”</p>	
<p>Time</p>	
<p>Resources</p>	<p>Summary of recommendation 3 and full version – one set per small group of 4 or 5 young people A4 cards with key prompts: “Good?”/ “Useful?” / “Anything missing?” / “Impact?” Large sheets for recording Pens & markers Blu Tak</p>
<p>Tasks</p>	<p>Discuss what is meant by ‘curriculum’</p> <p>Key questions about Recommendation 3:</p> <ul style="list-style-type: none"> • What’s good about the guidance? Does it help to have well-being built into the curriculum? • How useful are the recommendations to young people? What changes if young people know that well-being is ‘part’ of school and what you learn? • Is there anything missing from the ideas on how to include well-being in the curriculum? • What impact might the draft recommendations have on the way the school supports young people? Positive and negative views. <p>Examples of questions arising: Is there anyone or anything that is missing from the action list? How can we best build in well-being to what we learn at school? What would it take to make it work?</p>

	<p>Consider how young people can be part of the delivery team.</p> <p>Large recording sheets divided into 2 columns to record discussions around three additional questions:</p> <ul style="list-style-type: none"> • What are the barriers to making the guidance work? What will stop the actions working to improve well-being? • What are the solutions to these barriers? What will make these ideas work for real? • How might young people themselves be involved in delivering and promoting this guidance? How could young people themselves take a lead? <p>Encourage young people to relate their discussions to the views they have placed on the ECM sheets – relating their lived lives to the recommendations Facilitators to record additional verbal comments as appropriate</p>
<p>Outcomes</p>	<p>Young people review draft recommendations relating to the whole school approach and offer their views and ideas for potential amendments or additions</p>
<p>Background notes for facilitator on Recommendation 3</p>	<p>Recommendation 3 Curriculum approaches</p> <p>Who is the target population? Young people in secondary education (aged 11–19 years), their parents, carers and teachers.</p> <p>Who should take action?</p> <ul style="list-style-type: none"> • Head teachers, teachers and practitioners working with young people in secondary education. • Those working in (and with) local authorities (education and children’s and youth services, including healthy schools teams), primary care (including school nurses), child and adolescent mental health services (tiers one and two) and voluntary agencies. <p>What action should they take?</p> <ul style="list-style-type: none"> • Provide a curriculum that promotes positive behaviours and successful relationships and prevents disruptive behaviour and bullying. This can be achieved by integrating social and emotional skills development within all subject areas. Skills that should be developed include: problem-solving, conflict management/resolution, how to understand and manage feelings,

	<p>and how to manage relationships with parents, carers and peers.</p> <ul style="list-style-type: none">• Appropriately trained teachers and practitioners should deliver these aspects of the curriculum. It should be tailored to the developmental needs of students and build on learning in primary education. It should be sustained throughout the student's school career.• Recruit and train peer educators (or mediators) to act as mentors to other students. They should promote positive relationships and help resolve conflicts, with the sponsorship and support of teachers.• Ensure teachers and practitioners have the knowledge, understanding and skills to deliver these aspects of the curriculum effectively by providing them with training and development support.• Help parents and carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners.• Reinforce the curriculum on social and emotional skills and wellbeing by integrating relevant activities into all areas of school life. Examples of where opportunities might arise include projects set for homework, community-based and individual voluntary work, and when giving advice on training and career options.
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Task Six

<p>The Guidance – Recommendation 4: Training – “who needs training on what?”</p>	
<p>Time</p>	
<p>Resources</p>	<p>Summary of recommendation 4 and full version – one set per small group of 4 or 5 young people A4 cards with key prompts: “Good?”/ “Useful?” / “Anything missing?” / “Impact?” Large sheets for recording Pens & markers Blu Tak</p>
<p>Tasks</p>	<p>Key questions about Recommendation 4:</p> <ul style="list-style-type: none"> • What’s good about the guidance? Are these the things that people will need to be trained about? • How useful are the recommendations to young people? Will knowing that adults have had training help improve well-being? What will improve? • Is there anything missing from the types of training suggested? • What impact might the draft recommendations have on the way the school supports young people? Positive and negative views. <p>Examples of questions arising: Is there anyone or anything that is missing from the action list? What sort of things might people need training on that is not listed? What would it take to make it work? Consider how young people can be part of the training – could they be part of the training delivering? Advising on training?</p> <p>Large recording sheets divided into 2 columns to record discussions around three</p>

	<p>additional questions:</p> <ul style="list-style-type: none"> • What are the barriers to making the guidance work? What will stop the actions working to improve well-being? • What are the solutions to these barriers? What will make these ideas work for real? • How might young people themselves be involved in delivering and promoting this guidance? How could young people themselves take a lead? <p>Encourage young people to relate their discussions to the views they have placed on the ECM sheets – relating their lived lives to the recommendations Facilitators to record additional verbal comments as appropriate</p>
Outcomes	Young people review draft recommendations relating to the whole school approach and offer their views and ideas for potential amendments or additions
Background notes for facilitator on Recommendation 4	<p>Recommendation 4 Training</p> <p>Who is the target population? Young people in secondary education (aged 11–19 years), their parents, carers and teachers.</p> <p>Who should take action?</p> <ul style="list-style-type: none"> • Head teachers, governors, teachers and practitioners working with young people in secondary education. • Those working in (and with) local authorities (education, children’s and youth services, including healthy schools teams), primary care (including school nurses), child and adolescent mental health services (tiers one and two) and voluntary agencies. <p>What action should they take?</p> <ul style="list-style-type: none"> • Train teachers and practitioners in how to develop the social, emotional and psychological wellbeing of young people and provide them with support. Those providing the training should be appropriately qualified. They may be working in children’s services, healthy schools teams, educational psychology or behaviour support or child and adolescent mental health services within the public, voluntary or private sectors.

Task Seven

Bringing things together

Using the discussions and comments from the previous tasks, young people will offer any additional ideas and views on the draft recommendations over all.

Have we missed anything?	
Time	
Resources	Recording sheets from previous tasks Blu Tak Additional sheets for extra comments – ‘car park’ sheet Certificates Bonus Bond Vouchers
Tasks	Summarise what has been achieved – all sheets on walls if possible Address any issues on Car Park sheet and add to recording sheets or record separately Present certificates and vouchers Explain next steps and how young people will receive feedback – including timescales
Outcomes	Celebrate the volume of input made by young people Present certificates of attendance and reward participation with vouchers Explain next steps
Background notes for facilitator	All young people involved in the consultation will be rewarded for their participation with a high street gift voucher (£20), attendance certificate and accreditation contributions as appropriate (e.g.: completed volunteering hours for Duke of Edinburgh awards; ‘v’ etc)

Task Eight

Evaluation

To evaluate the event young people will be asked to complete the attached evaluation sheet. This will help define the success or otherwise of the process; identify personal development; help identify any additional training or information requirements.



The National Youth Agency

Getting it right for young people

EVALUATION FORM

NICE: guidance on promoting the social and emotional wellbeing of young people in secondary education

Date of Event:

Venue:

During today I am proud to have achieved:

I enjoyed....

I was bored by...

I was surprised by...

I was most interested in...

I felt inspired by...



Please tick the appropriate box	Very Happy 😊	Quite Happy	Not Very Happy	Grumpy 😞
How enjoyable was the day?				
We had our voice heard				
We learned new things				
We worked well together				
Overall, how do you feel about the day?				

Thanks for completing!

Appendix E: Every Child Matters Posters – Collated Recordings

Being Healthy		
Birmingham		
	Green	Pink
I eat healthy food	<ul style="list-style-type: none"> • I eat healthy and I don't drink alcohol • I eat low fat and sugar foods • I had fruit and exercise at school and ate healthy 	<ul style="list-style-type: none"> • I do not really eat healthy, I eat loads of sweets • Smoking, eating junk food • I am unhealthy because there are too many fast food restaurants • I need more exercise and need to eat more food • I don't eat any fruit or veg. I eat fatty foods. I am a picky eater. I don't eat breakfast
I get plenty of Exercise	<ul style="list-style-type: none"> • I am healthy because I walk rather than relying on public transport • PE was fun and energetic. I was a trade-star • I do exercise • I used to enjoy PE at school 	<ul style="list-style-type: none"> • I got kicked off the football team • Not enough activities to keep me healthy • Not enough exercise or variety with food – dunno what to cook! • Don't do exercise
I am happy		
Eastbourne		
	Green	Pink
I eat healthy food	<ul style="list-style-type: none"> • Yes I eat fruit, veg and a balanced diet • Yes I have healthy food and drink • Yes I do • Most of it is healthy but some is junk food. My diet is balanced. • Yeah because my mum buys the shopping. 	<ul style="list-style-type: none"> • Healthy food is more expensive than junk food
I get plenty of Exercise	<ul style="list-style-type: none"> • Yeah I go out a lot and have a workout DVD. • I exercise regularly • I exercise every day, yes. • I exercise every day. • Yes I do exercise, not a lot of clubs to exercise at because of age limits. 	<ul style="list-style-type: none"> • I don't have anywhere to go to exercise. • Exercise normally costs.
Bristol		
	Green	Pink
I eat healthy food	<ul style="list-style-type: none"> • Yeah • Yes • Yes • Yes • Both 	
I get plenty of Exercise	<ul style="list-style-type: none"> • Yes I'm healthy sometimes • Yes I exercise all the time • Sometimes • Yes it's good for me • I do exercise because I have a great big fat garden! • Yes every day 	<ul style="list-style-type: none"> • Not when I'm tired • No

I am happy	<ul style="list-style-type: none"> • Yes • Yes because I love my religion • Yes because of my religion • Sometimes • Yes most of the time • Yes most of the time • Sometimes • Yes because I'm doing healthy eating! • Balanced - Both 	
Havant		
	Green	Pink
I eat healthy food		<ul style="list-style-type: none"> • I do not fruit or vegetables • No because I eat chips and burgers
I get plenty of Exercise	<ul style="list-style-type: none"> • Yes I am out most of the time and when it's a nice day I am out on my trampoline • Yes at least 2 hours a day on my trampoline • Yes I run around about 2hrs a day • I run across the huge playing field 4 times every day • Yes climbing trees because I use my arms and my legs 	
I am happy	<ul style="list-style-type: none"> • I am happy • Me happy – most of the time • I am a happy bunny • I am happy 	<ul style="list-style-type: none"> • I am not usually happy

Enjoying and Learning		
Birmingham		
	Green	Pink
I enjoy...	<ul style="list-style-type: none"> • I love college, I'm doing the course I want to do and the tutors are great! • I enjoy being me! • To enjoy college because I get to meet my friends • I enjoy college because I have a laugh • Good teachers, different gangs, work hard • Counselling, anger management and teachers are the good things in school / college • I am busy everyday except Wednesday but that is the day that I call my dad • I enjoy college because it gets me away and I have great friends there 	<ul style="list-style-type: none"> • There's nothing to do in my area – college is too much work - not fun • Hate college • If teachers treated us like adults and not babies then we would take them seriously. More treats like trips might help • Not anymore because they see me do and they look at me different • Bad teachers, friends and finding it easy • In school, teachers don't listen • Stereotype because of the way I dress and where I come from • Education needs to improve. We should be able to leave when we want to leave • Hate college • There's nothing to do in my area

I do well at...	<ul style="list-style-type: none"> • I get on with people easily, down to earth • My college course is brill and I get along with my tutors 	
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Eastbourne

	Green	Pink
I enjoy...	<ul style="list-style-type: none"> • School • The beat youth club 	<ul style="list-style-type: none"> • Not enough activities in and out of school. • Not many out of school activities • Not enough school football matches. • There are <u>no</u> out of school activities. • No! • I find school quite boring and not something to look forward to. Also not enough to do round here.
I do well at...	<ul style="list-style-type: none"> • School • School • I do well at school 	<ul style="list-style-type: none"> • I don't do well.

Bristol

	Green	Pink
I enjoy...	<ul style="list-style-type: none"> • Yes it's fun • Only cuz my friends are here • Yes I enjoy it • Sometimes • Yes – out of school activities • Sometimes when it's a fund lesson • yes 	<ul style="list-style-type: none"> • Depends on the lessons and mostly the teachers • Not school because it's boring • No since most lessons are worthless • Not that enjoying • I hate the lessons • School is load of shit
I do well at...	<ul style="list-style-type: none"> • Yes • Yes it's all natural • Yes • Yes I do • Yes at school • Yes • Yes 	

Havant

	Green	Pink
I enjoy...	<ul style="list-style-type: none"> • I enjoy the Havant leisure centre • Yep 	
I do well at...	<ul style="list-style-type: none"> • Yes • True 	

The Things I Need

Birmingham

	Green	Pink
My Area is Clean and Safe	<ul style="list-style-type: none"> • The police are a waste of time. I have been in trouble 5 times and have never had the handcuffs on 	<ul style="list-style-type: none"> • The area is rubbish – my house is falling apart and council won't do anything!

My House is Clean and Safe		<ul style="list-style-type: none"> I live in a pub and it's nothing but noise and there's always an argument and some of the rooms are damp and some things don't work
I have enough Money	<ul style="list-style-type: none"> Money is just about does it 	<ul style="list-style-type: none"> I got no money Because of being a single mother, it's hard to live on the money I get, especially when it comes to gas and electricity I do not earn enough to get through the week I need money because my house got robbed
Public Transport	<ul style="list-style-type: none"> Buses are easily accessible and regular More groups and clubs in Smethwick I can catch frequent buses in my local area! Enough buses and transport in my area – things are good 	<ul style="list-style-type: none"> I am not allowed to use public transport on my own – I am banned for no good reason People are scared to go on buses because of the hoodies!
Training and Jobs	<ul style="list-style-type: none"> More money, transport and getting a job 	
Eastbourne		
	Green	Pink
My Area is Clean and Safe	<ul style="list-style-type: none"> Yes except the litter by the shops, but it's not too bad. My area is ok but a lot of people drink around my area. It's fairly clean, but people could make it better 	<ul style="list-style-type: none"> No. My area where I live is OK but the town centre isn't that clean and not safe on a night. There are drug users around my area.
My House is Clean and Safe	<ul style="list-style-type: none"> My house is an average tidy lived in house and is in an ok area. Yeah I love it. ! Yes good size and garden, rather modern Yes it's a nice house and street. 	<ul style="list-style-type: none"> It's ok.
I have enough Money	<ul style="list-style-type: none"> It's ok, I'm happy with what I have. Well I work but I don't get a lot from working :(Yes and enough shops around I don't really need money to LIVE on at the moment 	
Public Transport	<ul style="list-style-type: none"> I can get hold of public transport. But I'm not aware of all changes. I can get around on public transport but buses are changing. Yeah it's pretty easy to get around Yes but can't really get a different route as can't read timetable or they change. 	

Training and Jobs		
Bristol		
	Green	Pink
My Area is Clean and Safe	<ul style="list-style-type: none"> • It's ok • Yes and I feel safe • My area is safe but can have a little cleaning • Yeh most of the time • Yes my area is clean and very safe – it's quiet • My area is safe in a way because we have a caring community but the streets are dirty 	<p>Some of my neighbours are not clean</p> <p>My areas is a litter field</p> <p>Not really</p> <p>Sometimes</p> <p>Depends</p> <p>yeh</p> <p>Ok</p>
My House is Clean and Safe	<ul style="list-style-type: none"> • Yeah it's great • Yes • Yeh • Yes • Yes • Yes because it is warm and cosy • Yes because I love it 	
I have enough Money	<ul style="list-style-type: none"> • Yes man • Yes • Yes • Yes scab off my mum • Of course yes 	
Public Transport	<ul style="list-style-type: none"> • Yes • Yes • Yes I use the train it's safe • Yes but the bus service's are good but old and cramped • Yes but the buses don't come very often 	
Training and Jobs	<ul style="list-style-type: none"> • Yes but I can't be assed 	
Havant		
	Green	Pink
My Area is Clean and Safe	<ul style="list-style-type: none"> • Yes because there is only a few people out a day • My area is clean 	<ul style="list-style-type: none"> •
My House is Clean and Safe	<ul style="list-style-type: none"> • True • Yep 	<ul style="list-style-type: none"> • My house is small and there is only 3 of us!
I have enough Money	<ul style="list-style-type: none"> • Yes 	
Public Transport		<ul style="list-style-type: none"> • Yes • By a bus, car or walk
Training and Jobs		

Helping Others:		
Birmingham		
	Green	Pink
I stay out of trouble with the police	<ul style="list-style-type: none"> • I was in trouble once but the consequences made me think twice • I always stay out of trouble and stay out of things that have nothing to do with me 	<ul style="list-style-type: none"> •
I help others	<ul style="list-style-type: none"> • I help others in different situations and make mates happy when down 😊 • I help by offering directions to people that are lost • I like to help others by helping everyone and giving up my own time for them • I help other people to my best extent but it is up to them if they take the advice 	
I have a say in my area		<ul style="list-style-type: none"> • They never asked • Nothing ever happens in my area! And no-one ever asks. There's nothing • There isn't enough to do in my area, for everyone
Eastbourne		
	Green	Pink
I stay out of trouble with the police	<ul style="list-style-type: none"> • Yes, but I hardly see them. • Yeah but to be honest their never around anyway. • Yes, most of the time, but they are hardly around. • Yeah. • Most of the time I don't really get into trouble with them. 	<ul style="list-style-type: none"> • Not all the time • The police stereotype teenagers • I do but I always get stopped, but they don't stop other people. • Not around a lot.
I help others	<ul style="list-style-type: none"> • I always help people if they need me. • Yes I do • Yeah I'm helpful • If people need help I'm willing to do so :) • Yes • Yeah I'm a good citizen :) 	
I have a say in my area		<ul style="list-style-type: none"> • Never! • No I never get the chance :(• No who am I meant to speak to?? • No not really. I don't get my say. • No, no one to ask. • No! • No! •

Bristol		
	Green	Pink
I stay out of trouble with the police	<ul style="list-style-type: none"> • Yes • Yes • Yes • Yes I'm good • Yes • Yes • Yes • Yes • Yes 	
I help others	<ul style="list-style-type: none"> • Yes • Yes with their school work • Sometimes e.g. neighbours 	<ul style="list-style-type: none"> • No • No • Sometimes
I have a say in my area		<ul style="list-style-type: none"> • No • No • No • No • No • No • Nah man

Havant		
	Green	Pink
I stay out of trouble with the police	<ul style="list-style-type: none"> • Yep! 	
I help others	<ul style="list-style-type: none"> • I help my next door neighbour with their dog 	<ul style="list-style-type: none"> • No because there are lots of teenagers
I have a say in my area		<ul style="list-style-type: none"> • There are lots of rubbish round where I live!

Sex and Relationships		
Birmingham		
	Green	Pink
I get enough information	<ul style="list-style-type: none"> • Don't be silly – wrap you willy! • Sexual health at school was good because Brook came weekly • Young people know about sexual health • Loads of information available from a variety of sources 	<ul style="list-style-type: none"> • I do but I never had the right teachings because teachers are too scared to talk about sex • Too many teenage pregnancies • Too much pressure – guilt when you say no. need more information on how to not get yourself in the vulnerable position • Do not have se, you will get Chlamydia and die! • Don't be silly, wrap your willy • NHS people look down on you for having unprotected sex – it doesn't help not being treated with respect when they are trying to preach to you

I can make good choices	<ul style="list-style-type: none"> • I am in control of my choice in relationships • My sex life is alright • Yes! Don't even go there • Use condoms or you will get an STI • My sexual relationships are pretty damn good! • Good exercise 	<ul style="list-style-type: none"> • Haven't had any for a while! • My relationship is bad. It has not yet got sexual – I have not been with my girlfriend long enough • My boyfriend is too big • To feel as though the choices to make will be questioned by others • Didn't help – I'm 18 and pregnant • I don't really get along with my mum and dad but we get by • I don't get on with my sister, nothing but arguments
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Eastbourne

	Green	Pink
I get enough information	<ul style="list-style-type: none"> • I have most information I need. • Yes, but not enough confidential. • Yes there's lots of talks and lessons about relationships in schools. • I have the info I need from school and parents. 	<ul style="list-style-type: none"> • I might not know all I need to. • Only what my mum has told me.
I can make good choices	<ul style="list-style-type: none"> • I am in control because I have been taught to. • Yes, usually most of the time. • I control my own actions and choices. • I am in control. • Yes, I'm in control of my choices. But me and my parents make some together. • Yes I am in control of my choices and don't give into peer pressure. 	

Bristol

	Green	Pink
I get enough information	<ul style="list-style-type: none"> • Yes • Videos from neighbours are great • Yes • Yeh • Yes my friend taught me • Yes the internet is a wonderful thing • Yes • Yes my mate showed me • Yes 	
I can make good choices	<ul style="list-style-type: none"> • Yes I am • Yes because I am the BOSS • Yes 	

	<ul style="list-style-type: none"> • Yes • Yes • Yes I'm not dumb • Yes • Yes • Yes 	
Havant		
	Green	Pink
I get enough information	<ul style="list-style-type: none"> • I can trust my friends and family 	<ul style="list-style-type: none"> • I can't trust my family
I can make good choices	<ul style="list-style-type: none"> • I like it because I am I control of the choices I make 	

I feel Safe		
Birmingham		
	Green	Pink
At Home	<ul style="list-style-type: none"> • Always food in my house • I am in foster care and I do feel safe in my home 	<ul style="list-style-type: none"> • Stairs fallen through
In my area	<ul style="list-style-type: none"> • I always feel safe when I'm out as people always look out for me • I just do feel safe in my area. No-one gives me any trouble or bullies me so it's ok • It's quiet and by a public road and my flat is really private and there is limited access for other people • I stay safe as I keep myself to myself and don't cause confrontation • I feel safe in the house in the area • I feel safe in my area • I feel really safe in my area and I don't have to worry about any one causing trouble (It's all pukka!!) • I feel safe in my area, but not in the backstreets 	<ul style="list-style-type: none"> • Not safe – but I have to love with it as it's the area I live in • The area's crap • Depends on what area you live in • Never walk alone in the dark • No because there's certain things and people that I don't want to associate with • I don't feel safe because I believe that there are too many gangs and not enough street lights
In School	<ul style="list-style-type: none"> • I generally feel safe at work and college – it's great!! 	<ul style="list-style-type: none"> • I was bullied and would have been better if teachers did something • Got expelled for self harming and suicide attempts • Nothing is done about bullying
Eastbourne		
	Green	Pink
At Home	<ul style="list-style-type: none"> • Yes, most of the time. • I feel safe in the house I live in 	<ul style="list-style-type: none"> • I don't feel safe.

	<ul style="list-style-type: none"> because it's secure and sort of hidden away. CCTV next door and dog. My dog :) 	
In my area	<ul style="list-style-type: none"> I feel safe because of the atmosphere around me and the environment. I feel safe in my area because there are not many young people where I live. I do feel safe, but not all the time. 	<ul style="list-style-type: none"> Because of the gangsters Yes and No. Lots of younger kids smoking and swearing. No but I don't help it. Yes and No. Not a lot CCTV and too many young people on the streets.
In School	<ul style="list-style-type: none"> CCTV and teachers around. I feel safe at school because everyone seems safe and fairly sensible. 	<ul style="list-style-type: none"> It's ok but it's not safe. A bit. Every school gets bullying of some kind.
Bristol		
	Green	Pink
At Home	<ul style="list-style-type: none"> Yes I'm with my family Yes With family – people I trust Yes because I have security cameras, a floodlight and several cats Yes my family are nice Yes because my mum's there 	<ul style="list-style-type: none"> Yes I do feel safe but its just there are always youth around my area
In my area	<ul style="list-style-type: none"> Yes because I know my neighbours Yes in the day – no in the night Nothing bad happens Kind of Yes I am Because I am brave Yes there's Police patrolling <u>sometimes</u>, there's not much violence 	<ul style="list-style-type: none"> No, there's people driving really fast along the road No because of all the drunk people
In School	<ul style="list-style-type: none"> Safe in my school Yes because they're just kids Yes because of my mates Yes Yes I know a lot of people Yes I stay with my friends Because there's teachers everywhere 	<ul style="list-style-type: none"> I do feel safe in school it's just there's two stupid girls behind me that are pains Yes and no
Havant		
	Green	Pink
At Home	<ul style="list-style-type: none"> At my home I have my dad and my two brothers My mum looks after me and keeps me safe I feel safe in my house Yes because it is safe and 	

	<ul style="list-style-type: none"> clean I feel safe in my area and my home where I live. I like where I live Yes because my mum, dad and brothers and sister lives there 	
In my area	<ul style="list-style-type: none"> Not much trouble No trouble at all because there's only about 10 people out per day I feel safe in Portsmouth because I am proud to live in Portsmouth I feel safe because my house is surrounded by emergency services e.g.: ambulance, police, fire station We are safe round Blendworth but sometimes people mess up the street 	<ul style="list-style-type: none"> Sometimes I feel a little unsafe in my area as there is lots of broken glass around. If I fall off my skateboard I could hurt myself on the glass No police or CCTV cameras in my area because its quite small I have bad times outside and up the park so when teenagers hang around in groups and I don't feel safe I don't feel safe because of the robberies A lot of broken stuff around my area Where I live there are police around but there's always broken glass everywhere
In School	<ul style="list-style-type: none"> I feel safe in school I feel safe in school because it has very good support in it I feel safe in school because of the adults I feel safe because I'm in Nurture Group I am happy I like breakfast 	

Appendix F: Collated Comments from Young People on Draft Recommendations

Recommendation 1 Strategic framework: Everyone Working Together

What's good about the guidance on a whole school approach?

- Working with other people outside of school
- Healthy schools focus on physical health
- Keep talking to students
- This is good
- It helps our environment
- We will get the support we need – and talk to others
- Connections are there to help talk about your problems
- Good!
- The list of people that work with young people other than just schools
- The mental health services getting involved
- Working with people of good age (11-19) – they're the people who need help
- This will make sure staff have right skills, so that they don't waste our time or theirs
- Support in school. 'Counselling' – chat about what's on mind
- Whole school is better - related to behaviour
- Feeling more relaxed in school.
- Particularly important – better use of teacher's time
- "Reflect what's happening in school"
- E.g. use National Bullying.
- Certain individual teachers – remember themselves
- Have a joke but be serious
- Make you enjoy learning – doesn't treat you like children.
- My mum would like a say
- MUST follow them – recs
- Head teacher – approachable, funny, improved behaviour.

How useful are the recommendations to young people?

- Very useful we know the system NICE is in place
- Useful that we know about the services in our area to help us.
- Helps everyone in the school get involved
- Getting help from adults and making friends will help you achieve
- Yes
- Guidelines – add insight
- What young people are feeling.

Is there anything missing from the whole school approach recommendations?

- There's no youth involvement
- KEY WORKERS – confidential, help, trust, advice, someone to talk to
- Extra mile – good, needs to be recognised
- Celebrate success!
- Celebrate what is good, however small it seems
- Need to help us settle in
- Nurture Groups help you learn and settle in Must be confidential
- Need to help people settle into secondary school
- You achieve more when you listen to others – smaller classes to concentrate on the pupils that need support
- What is happening outside of school??!
- It should be for everyone because we are not in school 24/7
- Everyone needs to be honest
- Police should get involved with schools more informing us of crime and things and helping us.
- Teachers should try to get on more with students, and not having favourite students.
- Once a week support sessions, black people only.
- What about families as well?
- Parents should get involved in helping.
- Everybody should get involved even families

- Friendships should be on the list
- Social workers and counsellors
- Learning Support Centres
- Help through Learning Support Centres
- Health places
- CAMHS – in school but no one knows.
- People from office – staff medical room.
- “Only have to learn”
- “Switch off? Yes – I don't therefore get in trouble.”
- “Not safe”
- “All school has bullying” - violence at end of year – Year 11 “hit list”
- Sports days and fun days
- Respect children more across all of the school

What impact might the draft recommendations have on the way the school supports young people?

- It will make you succeed
- A good learning environment
- If you learn it gives you choices and means you succeed
- Make it interesting for us and it would make an impact
- It's for older people (teenagers) specifically

What are the barriers to making the guidance work? What will stop a whole school approach working?

- I don't think it's happening at the moment
- Schools don't focus enough on healthy eating
- Unwilling students
- If they don't know about the programme before they won't be willing and won't use the people there to help.
- Labels sometimes get put in front of the young people (ADHA, autism, dyslexia)
- The staff involved need to be really determined
- Nobody takes any notice of the posters
- Adults look down and label
- Teachers are not always best role models
- I don't know what a Healthy School Award is

What are the solutions to these barriers? What will make a whole school approach work?

- I think there should be more teacher / parent contact
- Having one person to go to will make us feel happy, safe and secure
- Personalised education = special help
- Family fun days – spend quality time with family doing fun things
- Be nice to students and we will listen to you!
- Make sure people hear about these services all the time so we don't forget about them.
- We need to do something that involves us so we don't forget

Recommendation 2 Whole-school principles and conditions: What everyone believes and how we can work together

What's good about the guidance?

- Good
- Mentoring
- Everyone involved
- Parents / carers involved

How useful are the recommendations to young people?

- Useful for students
- We have people that we can trust

Is there anything missing from the whole school approach recommendations?

- There's no youth involvement
- Only person who can change it is me
- We need to help others in our class
- Young people are not listed!!
- Need to have children in list
- Everyone being treated the same.
- Children have more of a say in things
- Pupils should decide more – not school council as most kids don't know about it
- Teacher calming classes
- Teachers need to sort things out even if they think they are 'silly problems' as it might turn out to be important
- Friends and family
- Support from friends and family
- Friends are important – if you make sure that you have good friends you learn more and have fun at the same time
- Student support centre needs to support everyone
- Need to have a (physical) space to do things in
- Space to talk to all schools -in all time in special assigned room
- No where to go if angry - school, there's someone to tell
- Time out cards – if too much
- Dyslexia – special classes without asking
- Recognise that there are different ways of bullying too
- Not school governors – I've never seen them / know them
- When you are always good you are not rewarded but if a bad person is good for 1 week they get rewarded – it should be the same for everyone so that it doesn't make the good people become bad
- Use internet to look at different things not just the usual – like the way the school's run, times, stuff we care about not the school dinners
- PSHE lessons – more please – dealing with more relevant stuff
- Teachers need to give more respect too
- Decent conversation
- Negative effect of the media – needs to change
- Looking back at school it was ok, but they should have had counselling and anger management in school
- Stop isolation - Kicked out to isolation for 5 days for missing a lesson - because of my past they think we don't understand
- Praise - You need praise for small things too – bribery might work like PSP's, i-Pods. Assemblies only praise good kids.
- Merits are needed for small things
- A rewards card as incentive
- Parents / carers need to come into school and school need to make sure they do
- Students need to know about student voice and council

What impact might the draft recommendations have on the way the school supports young people?

- Helps you feel more confident
- Might make everyone get treated equally
- You will try your best if you feel happy

What are the barriers to making the guidance work? What will stop the actions working to improve well-being?

- Help is often too late
- Help is often in the wrong form – not meeting needs of the student
- Sometimes young people do not feel confident to ask for help
- Need a chance in life
- School texts and e-mails home when you do something wrong – my mum is sick of getting texts
- I never had a chance
- Not fair that they can drink etc - teacher support staff – need to be treated equally

- Cameras catch you
- Once in trouble you get labelled – I regret getting labelled
- They want the best for the school and not so much the students
- Head teacher needs to be around
- Teachers not agreeing
- School isn't listening
- You should be how you are – they are always saying be yourself but then not allowed to be for that one day (OSTED inspection)
- Teachers should take student voices more seriously
- When OFSTED came the naughty ones were pulled out of classes – it meant they didn't really see what it is like
- When they come to inspect school – they made the naughty kids stay at home – if they cover it up they'll never know how to improve it, it should be how you are
- People need to know about the school council – the teachers picked who went on the school council not us!
- The student board doesn't mean anything – they say they always listen to you but they don't even ask you
- Teachers wouldn't bother with us if they weren't being paid for it
- They don't care what happens to us – some do but most don't
- Bullying is just part of growing up – school didn't help me when it happened
- Detention doesn't work
- Year 7's are gullible and want to do stuff their own way!
- Year 9 are always told they are the worst ones but it's just a couple of people giving us a bad name – they write us off, stop the guilt trip! It might be better in Year 10
- Some teachers will see from pupil's perspective. But some won't
- If they give too much, they will think we will take advantage

What are the solutions to these barriers? What will make these ideas work for real?

- They need to care about us as individuals
- Leaps and Bounds always call back – it's not just a project, more like this (talking)
- They (Leaps and Bounds) keep me positive
- Year 6 induction (to High School) should have sports / table tennis / activities
- Home and school – if you are bad they carry on and on with punishment, if good get one letter and that's it – more rewards needed
- Identify smaller ethnic groupings in school around culture and religion and give support
- We all need to be honest
- Schools need to have a voting box to change important things in school
- IT – and must include updates every year
- Offer life skills as option – bring in ex students to talk about experiences
- Mr X helps us when we get bullied and makes sure that the Head Teachers knows about what's going on
- DVDs can help
- Family days with tutors– fun days with barbeques
- Teachers need to take pupils seriously
- More staff 'on call' – no standing outside – somewhere to go
- Cos of OFSTED it has meant we now have use of the sports facilities
- Don't do hard lessons first thing on a Monday morning or last thing on Friday
- PE every morning
- Our Internet site could look better and different

Recommendation 3 Curriculum approaches: How we can make it happen

What's good about the guidance? Does it help to have well-being built into the curriculum?

- Right people working with us i.e. school governors Having things outside of school – will help get rid of stress and let off steam
- Different people offer different things
- Healthy eating makes you feel good
- Healthy schools is a good

- Good skills – problem solving.
- How to manage relationships with your parents
- Have a good flexible curriculum
- Give students opportunities to become peer educators to other students – partly good (some students might not like it)
- Mentors would be good
- It's important for students who need extra help get it (point 4)
- Good that CAMHS is there (Child and Adolescent Mental Health Service)
- You learn more in a group than on your own
- Monitoring progress of schools
- Good education

How useful are the recommendations to young people? What changes if young people know that well-being is 'part' of school and what you learn?

- Very important
- Stay with mates (social life)
- Friends that help you and you can turn to whenever
- There are people you can go and talk to if you are feeling down or depressed
- To learn new things
- There are a few people in school / college that you can trust
- To try and do clubs after school
- To do GCSE's
- To get good grades and make your Mum and Dad happy
- Young people more likely to get bullied and so don't want to go to school, so this would help to build their confidence
- Have more time on things
- People who are working on the programme are useful

Is there anything missing from the ideas on how to include well-being in the curriculum?

- Being heard – please let us be heard, pleeeeeeease
- We should be included in the recommendations – we know what's right
- Get kids involved with teachers and what they do
- Ask students what they think
- If we have a choice we will learn better – we need to be involved
- No children working on this
- No-one is going to help us unless we help ourselves – we need to be on the list
- Recognise that some personal stuff shouldn't be taught – you need to make it up your self
- Things like Nurture Group for everyone
- Your friends are really important – you need talk to them as well
- Appropriate support network i.e. councillor / PA there everyday, not just a few days a week (so people know who they are as well)
- We need people from the 'real' world to come in – it'll head up what's going to happen
- Have people at university coming into school to talk to young people about careers (like a role model)
- Life skills – we need to know what it's like to grow up
- There's nothing to do with smoking and alcohol usage (young people)
- Sports
- Success needs to be commented on so we understand more and progress
- Games that help you learn things like maths
- Trips to like the London trip
- We need more things outside of school – if you do things outside you might learn better
- Not in curriculum – somewhere to go and see someone say once a month - Teachers or other adults must have first hand experience
- Just random lessons are not enough
- Use good examples like the 'Teacher of the Year'- more fun stuff

What impact might the draft recommendations have on the way the school supports young people?

- You start having problems when you start having emotional feelings, that's when you need the support
- It's good but only if it's done right – what real choices are there? What is the reality for us?

What are the barriers to making the guidance work? What will stop the actions working to improve well-being?

- Some students might find it degrading talking/telling problems to other young people.
- Mentors brought more people in but too big a thing – sometimes just better to talk with mates
- Need to think about school and education
- Treat us like a baby - more respect
- I want to be a prefect but no one will listen to me
- Talking to complete strangers is a bit weird
- Need to understand and not be shy
- Teachers shouldn't be influenced by things in different subjects
- Teachers are hypocrites and they put you on a guilt trip
- Teachers shouldn't bring their stuff from home into school
- Teachers that don't listen to you or try and help to teach you new things because they don't like you or get along with you / someone else in your family (e.g. older brothers and sisters)
- If you can't stand kids you shouldn't teach
- People not understanding your problems
- It's always the same old stuff – don't do this, don't do that etc
- Don't cater to your needs
- Lesson's can be boring
- You learn the same things over and over again
- Kids having weapons
- Bad thing about staying in school till 19 is that if you have been bullied, they won't stop till they leave school. Not many people will stick up for you if they are scared of the bully themselves or you have a fight. You also get into trouble when you did not start it and nothing is done about it other than they are made to sign something that doesn't work
- Parent and carers voices will be different to other people
- Not getting further in life because naughty children in the group – teachers give more attention to them
- Difficulty – support from within school sometimes but then we all have to go to English
- Information is not always clear and honest – young people are given misleading information
- 'Bullying' is misinterpreted by schools as only being physical etc – not including

What are the solutions to these barriers? What will make these ideas work for real?

- Equal opportunities – everyone the same being given chances not just top sets and every other young person
- More practical lessons instead of just normal ones – like in the TDA advert
- Personal development – not so much in primary school (maybe to select kids) but more so secondary school (for everyone and every problem)
- Lessons need to be fun
- Have a specific lesson to do with this subject
- School would be better if there was better food; more fun lessons
- Spread out throughout the week. Relevant.
- Better enjoyable lessons
- More outside activities
- Memory trip projects
- PSHE is important and needs to include things like romance
- Themed PSHE
- I was on stage at Kings Theatre on a school trip – it was great
- More group work in lessons
- More things to do at break time and lunch times
- Older students need to get to know younger students
- Bully's should be taken out of school for a week and have support to help themselves

- I think it would help younger children with their confidence towards bullying.
- Personal relationships needed – about the individual - don't judge , labelled with others
- Rest in school – 'one good teacher'. They can tell others – adult mentors personalising to individuals
- Go to a teacher you know who has know you throughout school – 'agony aunts'
- Having a school nurse
- Need to make sure that this works for everyone in school
- Schools and youth clubs should work closely together to provide activities outside school
- Young people and parents might be embarrassed about parents going into schools. Maybe have after-school sessions.
- Favo teachers
- Favourite teachers – some treat you like and adult and are friendly
- Less physical contact between students and teachers
- Longer lunch and break
- Get to pick our lessons from year 8 not Year 10
- More choices as to what lessons you take
- Have more drama and other fun lessons a week not just 2
- More exciting clubs after school
- More animals in school
- More intensity stuff would be good
- What's good about school is friends
- Loads of supplies
- Smaller groups work better
- More PA's for schools and colleges
- More connexions advisors for schools and colleges
- More teaching assistants to help young people who are struggling
- Connexions advisors, teaching assistants, personal assistants
- Schools and colleges should have metal detectors!
- Taken out of school for week or however long to help them learn how to respect others and how to conduct and control themselves without taking anger out on others in form of bullying
- Stress balls
- Better transport and related facilities
- Boarding school – enjoyed activities, values, kept things together, mentors system was really good and worked
- The National Youth Agency to come and help us (Ellie and Fran) for help

Recommendation 4 Training: The skills we need

What's good about the guidance? Are these the things that people will need to be trained about?

- It's good
- Support for teachers not to feel stressed
- Outside organisations supporting students in school
- Qualified to do it e.g. counselling

How useful are the recommendations to young people? Will knowing that adults have had training help improve well-being?

- Yes but they might not take it in!
- Teachers need to know how you feel – they should talk to you
- We will talk to people that we can trust
- Need to make sure that they are trained
- Making sure that teachers are appropriately trained
- You get to see the others points of view

Is there anything missing from the types of training suggested?

- Key workers
- People who train the teaches need to speak to children first to help teachers understand children's feelings and opinions
- Young people

- Young people need to have a say on what's going on in training
- Young people need to be involved in getting teachers – they need to be smart, fun and need to be able to talk to you
- Talking directly to young people to find out what kind of help is needed and how it is offered
- Young people have something good to offer – peer mentoring – someone to 'look up to'. Relate to, not judge. Start to address
- We must have feedback when we have been involved like when we did the teacher interviews we didn't know anything
- We need to talk about problems that you need support with
- Nurture Groups
- Support groups in school
- Make sure they have the right personal development skills
- Need for role models to encourage and teachers need to enthuse
- Personal education
- Peer support
- Mentors
- Need links to outside school activities
- Training with parents / carers
- Learning Support Centres
- Test teachers to see if they are 'mentally fit' for the job

What impact might the draft recommendations have on the way the school supports young people?

- Teachers being friendly
- Teachers need to help us out when we get bullied
- Teachers can be more friendly and understand more
- (Teachers) Have a likeability factor
- If they (teachers) need someone to come in then they're not doing their jobs properly
- Caring members of staff
- Communication, patience, respect, trust
- Respectful teachers
- Teachers need to be taught how to respect young people
- To teach patience you need to train them (teachers) too in the way we are trained (intensively with boundaries). Consequences when you break the rules
- More comfortable in school
- More interesting at school
- Learn more in each lesson

What are the barriers to making the guidance work? What will stop the actions working to improve well-being?

- They need to support us more
- We need support – seen as individuals, personal support
- They need to put problems and arguments with other students aside when teachers start a new lesson or day
- Teachers make assumptions about young people
- Careful not to treat like babies – therefore lower expectations of young people
- Confidentiality must be enforced – not shared work with other adults e.g. in meetings – NOT to form tutor
- Self harming is not a reason for exclusion – needs better awareness, not 'attention seeking'. Not influenced by others!!
- Need to gain trust and understand personal individuals
- Teachers ought to make things feel like fun for us – there's too much talking not enough action
- If the teacher is stressed I feel tired – you have to deal with it but it might not have been because of you
- We don't take things in if boring
- If you have this that you are 'dumb' not 'stupid' can still get GCSE's – needs to be recognised

What are the solutions to these barriers? What will make these ideas work for real?

- Need to listen how we learn (involve us)
- Adults need to invest time in quality conversations with young people
- They need to be willing to listen
- Put teachers on a personal development course – ‘know yourself and your limits’
- Teachers need to know about our life – more about us, sometimes teachers use personal information against us
- Every teacher to have two intensive days every month
- If they (teachers) stick to the rules and guidance then things would be better in schools and in college
- Find person you connect to if involved
- Young teachers relate to young people better than other teachers
- Children need to understand and people working with them need to have experience of working with children to understand
- Teachers need to listen to students
- Make it fun
- The National Youth Agency – Ellie and Fran
- Set up a ‘leaps and bounds’ academy to teach them this methodology, youth at risk course
- Need to have skills to recognise different ways of learning – options, should be different rules
- Seriously look at what choices are available



Additional General Comments: Education – positives and negatives

Positives	Negatives
Help people to set target for themselves	Always bullies
More choice on learning styles – some people learn better using their hands	Teachers ‘pets’
College is different as you get treated like an adult	No respect
College allows you to access what you want to learn	Don’t listen
Flexible timetable	Teachers irritate you – they think they are better
A ‘chill-out’ space – toilets!	Differentiation doesn’t happen so teachers get angry if you don’t understand
A place to smoke – you need it to calm down. Don’t ignore the fact that some people support their mental health	They move you down sets when they think you don’t understand. It demotivates you
	Throw text book in front of your face (I am a visual learner – they don’t use different learning styles)

Appendix G: Collated Evaluation Forms

The National Youth Agency

Getting it right for young people

EVALUATION FORM

NICE: guidance on promoting the social and emotional wellbeing of young people in secondary education

During today I proud to have achieved:

- Talking openly
- Working in a group
- Communicating as a group
- Saying my views
- Getting knowledge of the programme
- Having a say in the NICE project
- Drank 500ml water
- Sharing opinions
- Not to have touched any boys bums
- To do the work I was asked to do



I enjoyed....

- | | |
|---|---|
| <ul style="list-style-type: none"> • Talking about my feelings about society and education system • The discussion because everyone had their own things to add • The cause of the talk we had • Talking openly • Discussing the topic • Everything • Getting things off my chest • The discussions my group had • Discussing experiences and giving opinions on how to change things. It was good to hear people's stories • Being part of a group • Listening to other people's views on what they had been through • Giving my opinion on things • Giving my views • Being able to speak my mind • Giving my views and saying my thoughts • Talking about what annoys me about school • Discussing how I feel • That we were listened to • Because they listened to our | <ul style="list-style-type: none"> • opinion! • Putting sticky notes of what I feel on different posters • Talking to people about things • Sharing ideas with other people • Talking and putting my point across about why I thought • Speaking in a group • A lot • A bit • Everything – it was my birthday today! • Chatting and discussing • The group work • Taking part in this thing • Getting out of lessons • Getting out of lesson • Getting out of lesson • Getting out of lesson and speaking my mind • Making the posters • Writing our ideas • At the end while we were doing ideas • Having my voice heard • Everything • The group work |
|---|---|

- Everything way interesting
- Talking in a group and listening to others ideas

I was bored by...

- The introduction
- All the talking by the staff
- Not talking
- Listening to the beginning
- How long the session took. It seemed to drag
- The beginning
- The long talking between activities
- Sitting listening at the beginning
- Being sat down
- Waiting around for others to finish
- Being sat down for ages
- Sitting down
- Waiting about
- Sitting and listening
- Nothing
- Nothing
- Quite a bit of talking at the beginning but it was needed

I was surprised by...

- Everyone had something to say
- People opening up
- Other people's opinions
- People's backgrounds
- Certain things happening in different schools
- The amount of other people who had difficulty at school
- Learning other people's opinions
- The reward
- What some people said
- How we are getting a voucher
- How fun it was
- The groups ideas
- That everyone joined in
- NICE (money)
- That they have made a company called NICE which helps young people between 11-19
- Nothing really
- We were the only ones to have a say. No adults.
- How much is going on
- The amount the school can improve by.
- The teachers listening (The NYA staff)
- The interest of the teachers (The

- Talking about how I feel
- All

- Nothing really
- Hardly anything
- Some people's opinions
- Nothing
- Writing things down
- Nothing
- Writing
- Writing
- The poster / positive thing
- Poster sticky thing
- Nothing
- Going to breakfast
- Nothing
- Personal development session
- The conversations went on for ages
- Writing how I feel

- NYA staff)
- Some facts
- How fun it was
- What we had to do
- What some people thought
- Other people's thoughts
- Other thoughts
- Nothing
- When we arrived
- Nothing
- The role play by Steve
- What was said

I was most interested in...

- Expressing myself and knowing that my views count
- All the different experiences shared
- Listening to other people's view
- Seeing what NICE do and stand for
- The group discussion
- Hearing people's stories and opinions
- The discussions and people's different opinions
- Other young people's experiences
- The group discussion
- Listening to people's views
- All of it!
- The NICE thing, good, bad, missing
- Bullying
- Saying my thoughts on how schools could be improved
- Trying to find solutions
- The staff listening to me
- Others' ideas
- The whole thing
- The whole thing
- All of it
- The discussion
- The dating
- Listening to other people
- Chatterboxing
- Other opinions
- The activates we did
- Getting my say
- Finding out what people thought
- Discussing the topics
- Understanding the people
- Making the posters – lots of ideas
- Writing our ideas so they would be heard
- Everything
- Nothing
- Having my voice heard
- The role play
- Teachers and pupils rights
- How it is going to help each other

I felt inspired by...

- How my group opened up
- People opening up
- Everyone
- The advice people were giving
- People opening up about things
- People's honesty and openness
- Me
- Other people
- All my peers
- The people in my group
- The people who came to talk
- Trying to find solutions
- I don't know
- Children making decisions
- How much work is being put in
- The teachers (The NYA staff)
- Myself
- Other opinions
- Fran and Ellie
- Ellie
- Ellie
- Ellie and Fran
- Myself
- Helping others
- Everything
- Being in a group

Please tick the appropriate box	Very Happy ☺	Quite Happy	Not Very Happy	Grumpy ☹	Average (out of 4)
How enjoyable was the day?	21	34	1		3.34
We had our voice heard	40	12	1		3.74
We learned new things	25	25	4		3.39
We worked well together	36	8			3.81
Overall, how do you feel about the day?	34	19		1	3.59

Appendix H: The National Youth Agency

The National Youth Agency

The mission of The NYA is to support young people to achieve their full potential. The NYA works with organisations and services to improve the life chances of young people and also works directly with young people themselves to develop their voice and influence in shaping policy and securing social justice.

The NYA works in partnership with young people and with organisations and services to ensure better outcomes for young people. The NYA is an independent organisation, with its own Board of Trustees, responding to and influencing local and national government policy, representing the rights and needs of young people and promoting best youth work practice. The NYA strives to ensure that services and organisations are relevant to young people, responsive to policy, effective, efficient and successful in securing the best outcomes for young people.

The NYA's Information and Research Team undertakes research across a wide range of areas to share learning and disseminate knowledge to promote effective policy and practice in work with young people.

The NYA's Participation Team promotes the effective participation of children and young people in the services they use and the communities in which they live. The NYA believes that young people are more likely to achieve these outcomes if they can shape policies and influence programmes. The Hear by Right⁸ participation standards are used extensively across national and local statutory and third sector organisations and partnerships. The Participation Team is experienced in the delivery and assessment of consultation processes, particularly those directly involving children and young people.

The NYA's underpinning principles

The NYA holds the following principles and beliefs:

- All people have rights and liberties including the right to be heard and be free from oppression
- All people have skills, knowledge and experience that they can use for the benefit of themselves and others
- Young people should be valued for who they are and not only for who they will become
- Young people are agents of change and a resource to be developed
- The needs of young people are often different from those of children and distinct from those of adults
- Services for young people should be responsive to changing needs, interests and aspirations
- The principal values and approaches of youth work should be sustained and refashioned for new times and settings
- Continuous improvement in the quality of youth work and youth services helps secure better outcomes for young people
- Communication of ideas and information has to be clear, accurate and timely and speak to a broad audience, including young people themselves
- Development is based on shared learning between The NYA and the wider world.

⁸ Badham B & Wade H (revised 2008), Hear by Right: standards framework for the participation of children and young people, The NYA, Leicester

