

CYPP CONSULTATION 2010/11 RESPONSES RECEIVED
22nd January to 12th March 2010

<p>Question 1 - New communities</p> <p>The proportion of pupils (primary and secondary) in Sutton schools whose first language is not English is growing. <i>Do these families have needs that are not being addressed?</i></p>
<p>Comments</p>
<p>Additional funding for EAL TAs across the LA would be beneficial plus more SCOLA EAL courses for families to be run in school (during or after school)</p>
<p>It is important for the whole family to learn English, maybe lessons could be put on at school for parents to learn English or family lessons at school. Parents would then also have an opportunity to build a support network with other parents.</p>
<p>Families where their first language is not English may experience isolation and may not be able to access support. Encouraging these families to learn English would be helpful and perhaps English lessons could be offered alongside workshops that offer other useful information such as employment, schooling etc.</p>
<p>Yes – I think the educational needs are addressed well in terms of interpreters, one to one support and gradually increasing the pupils’ confidence in their ability to speak an unknown language. However there are other, trickier topics that the family as a whole face – clash of religion/culture and the growing feeling that the child/ren attending school are growing distanced from their home culture. There needs to be more focus on showing the families and child/ren concerned, and people in their community/school that it is not a case of one culture versus another but that one person can adopt bits from both.</p>
<p>They should learn English in a separate class as our children need to get on with their education and not be held back!</p>
<p>Should go to a school where English is being ????? the min subject because the other children are being held back by not enough support for them because they are too busy teaching the non-English speaking children English.</p>
<p>Younger children find it easier to learn new languages, so primary age children’s needs probably are being addressed, however Secondary pupils may have additional needs.</p>
<ul style="list-style-type: none"> • Not needs but it may be useful for them to have something provided to help them learn English at a time other than brief sessions during the school day. • My cousins who moved to England a few years ago picked up English pretty quickly, and I think that there are English courses for parents wanting to learn.
<ul style="list-style-type: none"> • Got rejected from Wallington Girls even though passed the test because first language wasn’t English • Need more people to assist helping non English speaking students • Integrating, welcoming, social inclusion, get students to help
<ul style="list-style-type: none"> - Put signs and directions for things like libraries, hospitals and colleges into different languages. - Sutton’s website needs to be in different languages, and it needs to be possible to make the text bigger. - The council needs to look at what ethnicities are here and look at what cultural needs can be catered for. - There need to be opportunities for them to learn the language with English schools and courses for the children and the parents as well. - Are their cultural needs being met? What about halal shops?
<p>Set up language courses for compulsory sessions to learn English before entry into school.</p>

Question 2 - Disabled Children

The number of disabled children and children with learning difficulties is rising. Do you have any views on how decisions are made regarding services for disabled children currently and how that could change in the future?

Comments

When schools take on roll more children with LDs there needs to be an understanding from central Government and the LA that the school's end of key stage results may be compromised.

I think there should be activities available at centres/places which are not targeted at disabled children so that they can interact with lots of different abilities. For example, be able to attend a youth club without having to worry if their chair will fit through the door. Everywhere should be instantly accessible to all.

I am glad to see that there are now courses for youngsters with LD at Carshalton College. The focus must be on helping these children to be as independent as possible and integrated into the local community so they feel part of things – just as it should be.

I don't feel I know enough about what decisions are made and how these impact on the children concerned currently. The more facilities there are, e.g. wheelchair ramps at schools and disabled access to classrooms, focused one-to-one support for those with learning difficulties, the better

- Limited number of placements/places for support with speech and language difficulties.
- Teachers not trained in dealing with/identifying disability.
- More support resources in schools however some schools have really good facilities support.

- Linking schools together
- Make sure facilities are there – lift ramps.
- Make sure all schools are equipped with all access for wheelchairs and other disabilities.
- Make sure that all schools know and understand what is expected of them in terms of disabled facilities.
- Train all teachers to be able to cope with children with disabilities.

I think the child should come first no matter what

Kids with disability what ever they are should be given more help, and more special schools to deal with them. There is hardly anybody that is willing to help families struggling with these children at home and in school.

Should be on the type of family i.e. single parent and how many have children and their abilities in the home

We think Sutton's record of services provided for such children is very good and our only concern is that the services may be cut in the future, which will affect the outcomes for those children.

We need to be taught how to communicate/work with/make friends with other children who are disabled or else we judge them.

More ramps.

Disabled people can be lonely sometimes.

- I believe the government should put money towards disabled (physically and mentally) children being able to get involved in active things like horse riding, skateboarding etc
- I think there should be more resources and activities for disabled children to give them experiences within their life
- My little brother has downsyndrome, my mother is having to battle the council and mld schools to find him a place. The amount of stress the disability schools and the council have

<p>caused my mum is appalling, reducing her to tears at times. I believe that it is disgraceful that my mother who wants her son to have a decent education for his ability, has had to battle to find somewhere for him. She has even considered employing a lawyer etc, because of problems with his statement. i have lost a lot of trust and respect in the council because of this matter and i am plainly disgusted</p>
<ul style="list-style-type: none"> • Overton, special needs award, lifts on sides, students have helpful attitude. • Autism unit, teachers with disabled students although feel that they should have a choice because of crowding, special needs units.
<p>- Ask disabled children. - Disabled people need help in all sorts of places. Everywhere should have specially trained people who understand disabilities. - Some services think that, because they don't often have disabled people there, they don't need to cater for them.</p>
<p>More money spent on disabled children and not waste money on children who deliberately avoid school and break the rules.</p>

<p>Question 3 – Parenting Parents are the single most important influence on young people's development. The quality of relationships young people enjoy is a key risk factor for their emotional well-being. <i>What can be done to encourage and support effective parenting?</i></p>
<p>Comments</p>
<p>Continue to provide parenting courses for children in KS3 and KS4.</p>
<p>Encourage parents to participate regularly, break down the embarrassed barriers</p>
<p>Parenting lessons could be made available for people with new babies. These should be aimed at all sections of society not just one area. This would encourage a broader set of ideas. These classes should be for mothers and fathers. Classes should continue at least up to age 11.</p>
<p>Courses on all aspects of parenting even before pregnancy should be considered, but certainly it should be encouraged for both parents to attend courses during pregnancy with perhaps "booster" groups on offer to prepare parents for each next stage of childhood development. What we need also is a society that expresses loving concern and support to families instead of treating them with derision which sadly I find to be an increasing happening.</p>
<p>Good communication between the parents and the child's school, encouraging them to find out about their child's academic progress but also see school (or even a certain teacher/ contact person at the school) as someone who can be turned to if they have queries/concerns that are not just academic. Promoting the idea that it is perfectly acceptable to not always know the right way to respond to a situation, and that there are different places to go to for support – perhaps some sort of regular meeting at a local community centre aimed for parents of different aged children to air their concerns/questions to a representative teacher/doctor/Connexions worker, etc</p>
<ul style="list-style-type: none"> • Schools should be able to identify signs earlier. • Mediation for families. • Support workers for adults/families in school/council. • Schools/projects involving parents and families – children to take homework home for involving families.
<ul style="list-style-type: none"> • A good parent is supporting your kids. Agencies may not always be able to but could try and reconnect the family in some way. Depending on what the situation is. • Someone to act as a mediator before things go wrong.

<ul style="list-style-type: none"> • They can address things before they get worse like at first signs. • Give them advice on different agencies that can help them.
<p>Giving new parents information about groups/Children's Centres in local area. If you don't know any it may be difficult to know where to start. Even post natal groups aren't allocated to new mums – you have to phone around to book yourself on one – so lots of people don't know they exist.</p>
<p>Parenting classes to help parents and for support for them.</p>
<p>More outside help for the ones with disabilities and their siblings who take the brunt of it most of the time. There should be more parenting help for kids of all ages not just 2-6 – for 8-16 years!</p>
<p>More groups like Home Start for families with younger children, more parent groups for parents of older children right up to the teen years.</p>
<p>Committed funding for providers of family support such as Homestart; re-instating the 2 year old health visitor check; committed funding to support Baby and Toddler Groups; positive reinforcement of family values, parental roles and responsibilities in PSHE classes at all key stages.</p>
<p>Would be good to run "parenting" groups to talk about different subjects. Something like "parent line" do, but as far as I know they are based in Croydon which is not so local. Also to run classes for parents and children to learn together, as a way to spend time and learn. Like cooking, arts, languages, dancing, fun things to bond with your child. I believe SCOLA runs a few language classes but other themes would be good.</p>
<p>Parents need nurturing; many parents do not find it easy to access services on their own due to isolation and lack of self esteem and self confidence. Vulnerable families need an additional helping hand to go to services such as FIS and Children's Centres.</p> <p>With the demise of health visitors offering regular support, families will fall through the net. We should be utilising voluntary sector agencies for this work. The voluntary sector can often get in to vulnerable families where statutory cannot as they can offer non threatening non judgemental support.</p>
<ul style="list-style-type: none"> • Counselling could be a possibility for children that clearly have problems in their household. Support could be offered to families that may be struggling • Parental classes, possibly family anger management workshops • Should be trips for children and parents to bond • I think that there should be classes or information leaflets, information that is easy to get hold of for people starting families and that new parents should be offered more support by the community to try and help them know how to support their children physically and emotionally
<ul style="list-style-type: none"> • Government shouldn't have the right to tell parents how to bring up their children. • School can communicate with parents and children about information – consent forms, newsletters . . .
<ul style="list-style-type: none"> • - "Parents are the single most important influence on YP's development." No they're not! We learn from lots of people including parents, friends and teachers. I'd say my friends are my biggest influence. • - Why do they always talk about parents? What about guardians? • - There needs to be therapy available early on for children, young people and parents. Parents only ask for help and counselling when it's too late, like when their child is out of control. • - Parents need to learn about anger management. • - There should be workshops available for parents that link into school, curriculum and the internet • - Parents should be able to do short courses on what their children are learning at school so

<p>that they can appreciate what they're doing and help out.</p> <ul style="list-style-type: none"> - In schools, kids can have projects to include their parents - Stop giving kids flats. They get kicked out on purpose and if they end up on the streets or in nasty hostels they can always go back. It'd mean they'd respect their parents more too. If a young person has been chucked out, the council should assess it, investigate and provide counselling instead. Stop rewarding them for being bad!
<p>Introduce compulsory parenting skills courses for failing families.</p>

<p>Question 4 – Unemployment through the generations</p> <p>When children live in households where no adults are in work it is more likely that they will follow the same pattern and end up unemployed themselves. <i>How should we target support for these children?</i></p>
<p>Comments</p>
<p>Activity days at different work places - not just the main services, see how and what people do in every day jobs.</p> <p>Feeling a sense of pride in what they do even if it's keeping the streets clean, see how much better it looks and is a better place to live.</p>
<p>A work ethic is important and should be demonstrated to the children. Adults in the home could be required to complete 10 hours per work of voluntary work. The council could provide "Saturday jobs" for children 14 and upwards, cleaning graffiti, litter picking etc. This will allow them to earn money, keep them busy and start them off on a course of employment for years to come.</p>
<p>Citizenship classes at school could highlight the importance of the work ethic. However, children do seem to learn by example so changing their parents/guardians attitudes has to be the focus. Perhaps those on benefits could be expected to do voluntary work but how this would be organised and policed I don't know!</p>
<p>Providing as much support as possible at school – I imagine these children would also be statistically less likely to go on to higher education (A Levels, university) so perhaps there should be more of a focus on practical development, e.g. apprenticeships/work experience rather than tailoring class lessons just for those intending to go to university. It is more likely that they would have seen the negative effects of unemployment and so be willing to get a job – it's just providing the practical advice and support that they would not receive from a parent who didn't know where to get it either</p>
<p>Target young people and family support work. Extra encouragement for identified young people. Connexions Advisers targeted work. Job Centre Plus targeted services. Continue mentoring in schools.</p>
<ul style="list-style-type: none"> • Not only educate young people on future opportunities but also educate their parents on them. Also give them the opportunity to meet other people who are from similar backgrounds that have accessed higher education/their aspirations. • Give them an opportunity to motivate themselves in their section of interest. • Offer other opportunities e.g. mentor and apprenticeships • Information given to parents to try and help change attitudes. • Make sure they are aware of what they can achieve and receive positive feedback from schools and services such as Connexions. Give young people adults who are positive role models and continue to encourage them.
<ul style="list-style-type: none"> • Work experience • Offer of vocational education e.g. college courses with work placements

<ul style="list-style-type: none"> • Encourage these children at age 14-16 to attend college/do an apprenticeship
<p>That's rubbish. Kids don't always follow by example. Kids are brought up knowing their parents went to work before they had kids. Kids are instilled with values not laziness!</p>
<p>That is not true it depends on the family's attitude to work. Some don't want to work and others cant. But the younger families are more likely not to work.</p>
<p>Further support for Apprenticeship schemes; quality work experience; positive role models in the community; Job Centre Plus in schools and Children's Centres.</p>
<p>Maybe through TV programmes like C-Beebies, or some adverts and billboards to stimulate children to aspire for a career. To have dreams to achieve a goal in life (career wise)/</p>
<p>Jobs are important for money for food, rent, beds. People get grumpy, they beg, and try to commit suicide if they don't work because they're bored. Need to help their parents get jobs.</p>
<ul style="list-style-type: none"> • Sutton Ramp Events is currently applying for funding to work with young people who are not employed and who are at risk of offending. Utilising the third sector to engage young people in creative settings through sport or the arts is a very good way of instilling/redefining values about responsibility, reward for effort, and the fun that work can be. • Better educations, send them to better schools from younger ages to encourage success. • You could set up a group or a class where you teach these people how to go about getting a job and telling them what the benefits of having a job are • Teach them about the importance of getting employed and how it will help their independence. Hopefully by seeing the effect being employed would have on them, they will want to get a job. Could also be useful to find out what they are particularly interested in and think of jobs in that area • Provide inspirational workshops and activities at school which will motivate children to get the most out of their education • Should be meetings and letters sent out to children about what jobs are available; also information on how to apply for jobs • Children from households where both parents do not work, get benefits etc need to be targeted and shown the benefits of working and earning their own money. A lot of children like this may be exposed to the attitude that it is just simpler and easier to have money handed to you by the council. So it's key to try and encourage these children to work, get a job, and have a career from a young age. They should teach in primary school about the importance of work, what other people do in the community, the sort of jobs that are available out there • The only way to get them employed is to offer them an incentive, however im not sure how you could motivate them into the world of work • Have interviews where the children can talk to the parents about what there lives have been like whilst being unemployed and ask a series of questions and talk about how it has effected each the parent and the childs lives to each other so the child can decide for themselves if they want that life or not
<ul style="list-style-type: none"> • Work experience but possibly more often rather than just 2 weeks • Career advice, connections • Teachers should motivate students if they have a talent or flair (interest) to pursue it and its options. • Assemblies what work is really like
<ul style="list-style-type: none"> • - What's the point in trying to get a job when I'm not going to get one? There aren't enough available. • - You need to intervene early on. There should be peer-mentoring from about 13 years old.

The council should also have a database of young people who are 15 years old and then they can send them information about schemes, jobs, training, CV workshops and so on.

- - There should be successful young people talking at conferences and schools showing how it's a good idea to work.
- - There should be mentoring schemes where people have come from a similar background and been through the same thing to show there is a point in making an effort.
- - Companies should take on interns more. They're not being advertised.
- - People go on benefits because it's easier. If you stopped so many people getting them then they'd have to work.
- - People shouldn't get benefits when they're underage.
- - I know it's difficult to encourage the parents to push their kids into work when they've not done it so get them into sports and team things instead, and they can help push them into work.
- - How about free learning courses for them?
- - As long as they're getting benefit money that they can live off, or that's more than they might earn if they went to work, then they're not going to bother to get a job.

Enforce school attendance.

Rethink housing policies and reintroduce work via benefits only being paid for voluntary work

- Positive Futures has an outcome to reach these young people and provide accreditation, training and work-force development opportunities for them.
- Over the last 2 years, PF has taken three young people from the Roundshaw estate and placed them on an apprenticeship programme. All 3 young people came from single parent families, all claiming disability or benefits of some kind.
- PF would like to provide more opportunities for young people over the age of 16 to provide alternative education packages based around 'gaining employment' issues.
- Work with these young people needs to be very targeted and offer lots of one-to-one support. The work and training that they are being offered needs to be relevant to the young people's needs and agencies need to know that one approach doesn't fit all.
- Mentors in their areas of work are key as well as people to advise and support the parents and families through the programme.

Question 5 – Looked after children and young people

Stability is associated with better outcomes – placement instability for a looked after child is likely to be a key barrier to improving educational outcomes and mental health? *What can be done to reduce the number of moves a child or young person has to make whilst they are being looked after by the local authority?*

Comments

Speak to the carers - what can they do? Sometimes children are moved and the carers could have kept them for longer. Too much paperwork.

I don't know much about this but I think that looking at what the causes of the moves are and seeing if there is anyway it can be avoided must be considered. Of course this will be different for each individual making it difficult to develop a set formula. Perhaps if they had a keyworker who would remain involved with them wherever they are may give some stability.

Thorough investigation of initial placement - careful cross-checking of suitability between child and potential foster carer to ensure that the carer won't struggle to cope early into the placement. If the placement breaks down regardless, trying to find another suitable local placement that won't affect school place, so at least there is one 'constant' in the child's life. It is also important to reduce the number of official/professional people involved in the child's life on

a face-to-face basis, for example, if the child receives tuition, finding a tutor skilled in more than one subject to avoid a stream of new faces
Regular meeting place - group/youth club support with similar age groups.
Refer them to adoption so that they will have a family to permanently settle with.
<p>Eight members of the Decision Busters were consulted on this question, all of whom are looked after.</p> <ul style="list-style-type: none"> • It was felt that there should be a 'matching process of needs to better match a young person with a foster carer who can look after us on a long term basis. By knowing what strengths and weaknesses a foster carer has can show where they can best help a child and their needs'. • 'If possible to move you to more of a permanent emergency placement which would be easier if there was a matching process. I wasn't told where I was going when it was an emergency placement just taken in the car and driven there. If the foster carers aren't aware of who they are getting then that's why they may not know how to deal with it'. • 'Foster Carers should have better training, or more specialised training to deal with kids that come into their care especially if they have special needs'. • 'Having more carers centrally will stop us from being moved out of borough and away from friends. Especially when this means you have to travel ages to school'. • 'More should be done to ask us where we would like to be placed when we first come into foster care, what we like doing and things which may help to make a placement last longer'.
Kids are better off at home with their parents. But in some special cases try keeping them with one foster family not constantly being moved around!
Try and keep them with one family.
More financial support for long term foster care; short term care does not provide stability. Additional support for foster carers.
<p>Make all foster carers nice people. Young people that are in care are angry. Raise their pocket money. Do more clubs around sports or music to help them get their anger out. Give young people a pillow to take their anger out on. <i>"I'm always asked my opinion and how I feel and what I want but nothing ever changes so what's the point?"</i></p>
<ul style="list-style-type: none"> • Ensure that the placement they will be put in is entirely suitable beforehand by maybe letting them stay there a couple of times to see how they feel there. If they don't feel comfortable the placement obviously won't work. A factor can probably be if there are other children living in the placement. they could feel intimidated. on the other hand it may make them feel better • There may not always be an easy solution to that, however the move could be made easier and this is more what should be focussed on rather than just trying to prevent the number of moves which occasionally cannot always be helped
<ul style="list-style-type: none"> • Put time limits on placements • Unless there is a good movement, not allowed to move • Focus on adoption more to make them feel welcome, like teenagers rather than little kids. Treated like part of the family.
<ul style="list-style-type: none"> • - Be put into permanent care • - Stop having so many different social workers – young people learn not to trust if they're always moving around and changing social worker • - The council need to ask carers how long they think they'll be caring for. • - Foster carers need to be trained. Are they being prepared?

- - The council should offer counselling to the young people rather than the young people having to ask for it.
- - Social workers need to have certificates to prove they are qualified social workers.
- - Young people should be able to meet the carers before moving there. It's quite disorientating.
- - They council need to match the young people's personalities to appropriate carers
- - No explanations are given when moving carers. How much warning do we get?

Better communication with foster carers and fostering department. Listen to foster carers' views and take on board the foster carers opinions and requirements.

Question 6 – Care leavers

Young adults formerly in care are a key group at risk of social exclusion. We want to improve the long-term outcomes for care leavers. *How can we minimise the risk of care leavers living in unsuitable housing or becoming homeless or not accessing education, employment or training?*

Comments

Lots of support and places to go. Sometimes the support they had just finished too quickly.

Care should not stop at 16, it should continue at different levels until 21. Mentoring would help. What needs to be replicated as much as possible is the support that a child would receive from a stable and loving family, that does not end abruptly at an early age.

Every child and young adult needs a "family" - that is a group of supportive, caring adults who care about that youngster and his/her future. How to achieve this? As before perhaps a long term keyworker or care support group the youngster can turn to for help and support. There should be no age limit as each person matures and develops at different ages.

By making sure that for a period of time before leaving care, e.g. 1/2 years that they have access to and are encouraged to use support systems such as Connexions; that they are given advice and options and shown where one option is better than another

Inform them/tell them about all options and opportunities available to them. Offer incentives for accessing education/training.

- Outreach opportunities to people who are know to be in care. Further education opportunities that do not require any prior qualifications because it can restrict some people's' access.
- Try and give them someone who they can go to such as a youth worker, who will remain with them throughout the process. This youth worker can update them on any services and opportunities they are entitled to.
- They could have visits to his home and tell him about things in the borough.
- Open up more opportunities for them if they have been in care all their life then give them a chance at a real education that will help them a lot in life.

- Key workers
- Provide choice of college courses on leaving care so it is easy to choose one

You find them suitable housing or a shared house. Make sure they are being looked after by care worker, going in to check them!

By finding them housing and sending in a housing officer or keyworker weekly or more depending on the person. Also groups where they go themselves or are picked up so they socialise.

When they reach their sixteenth birthday most leave one system but are not supported enough to make the transition. Our perception is that many leave foster carers only to be housing by adult social services in bedsits and hotel rooms. The perception of abandonment is sickening.

- Make sure there are plenty of youth clubs for them so that they have the opportunity at least once a week to go out and meet people who they have things in common with hopefully it

would help them to feel less excluded from society. Also make sure they get education that they need possibly even educated other children about the important job they have in their everyday lives so they are more compassionate

- To have regular meetings with them once they have left.
- Something like a care unit or carers coming round to check on them until not needed anymore
- Whoever is moving them should make sure they have a job and are settled.
- - There's nothing when you come out of foster care. As soon as you're 18 there's no help. You need to be better prepared and be told what you need to look at when you leave. That should start when you're 16 or 17. Especially when carers expect you to move out 6 months after your 18th.
- - When you're moving out you need about £2,000 or £3,000 to get started. If you've been studying or training or not working before you hit 18 then you've got no money at all and you're screwed. You need a cash injection to get you started.

Housing

- - The locations the LC team have aren't great. They should (and do) know where they have houses. Why put young people in rough places like Benhill? Go back to the council and ask for better properties. There also needs to be a genuine assessment.

Homeless

- - Run genuine training sessions on the basics like how to budget, how to manage a place, what bills need paying each month and how to pay them etc. The book that's provided is rubbish.
- - Help them with managing their finances, paying bills and so on. They need guidance and won't learn on their own. What about peer mentoring so they have good role models?

Education

- - What policies are there to support young people through higher education? NVQ level is the highest they'll tell you about but they don't tell you they'll help up to Masters level if you're under 25. They'll pay your rent, buy books and give an educational living allowance but no-one knows this. In either Lewisham or Catford, there's a bursary you can apply for to pay for your further education fees.
- - EMA isn't encouraging enough. There need to be more training days, apprenticeships and internships.
- - It costs thousands for people to go to Sutton District and the teachers need to be stricter. The people there shouldn't be treated differently.
- - If you're in full-time education you should get a grant to cover your living costs and you should be guaranteed a job after you leave. There must be loads of companies and organisations that could do that and want to help.

Employment

- - More young people need to be doing proper work placements and to get part-time jobs. We need to encourage the young people to do something
- - With their social worker they can go through their CV and hand it out as part of one of their days out.
- - The council need to improve their website and direct young people to the Job Centre website.
- - The people in the Job Centre are not helpful. I can't use computers very well and I was told

“Everything is on the computer. You’ll have to look on that.”

- - Isn’t there an apprenticeship scheme starting in Sutton? I think it started last summer. They should give priority to care leavers.
- - The difficulty is that every employer seems to want experience. How are you going to get that experience without being given the chance?
- - There just need to be more jobs and stable ones.

Training

- - Training needs to link in to employment.
- - I think you can become an intern at the council for 6 months. That should lead into jobs. Interns should have a mentor who can show them where they can get employment with the skills they’ve learnt.

Enforce education more. Use the powers to attend school which are being abused by those not wanting to attend.

Question 7 – Disadvantaged communities

Children from poorer backgrounds often do not do as well at school as children from better off backgrounds. *How can we improve results for pupils living in poorer parts of the borough? Are there things that need to happen in the communities in which they live?*

Comments

Increase the network of youth clubs to provide out of school alternatives to anti-social behaviour.

You can lead a horse to water but you can’t make it drink!

People from poorer backgrounds can feel as if they are being looked down upon, belittled. Sometimes when events in the community take place visitors come but the residents have no idea who they are or how they can help. It’s like a head teacher trying to be on the same level as a teaching assistant. It doesn’t work!

Ask them what they would like and stick to what is said/agreed.

Age specific parenting lessons would help show the importance of supporting children with their education and how to do it. Drop in centres with internet access and advice should be within communities. Homework clubs after school may benefit some.

Quite simply – more equality. Schools in disadvantaged areas need the best teachers. Pay teachers more to work in these areas. In fact, if this country invested more money into paying well all those involved with children e.g. social work, teachers, nursery nurses etc and if society was encouraged to care more about children I believe things would improve.

Children from poorer backgrounds are probably less likely to view school/education as important – collecting GCSE’s takes a backseat to avoiding hunger/keeping a home. The parents would probably need to be supported first, as they may encourage the children to look for paid employment rather than focus on education – the whole community would need to be re-taught about the value of education and the enhanced opportunities to wealth and success it can give in the long-run, rather than immediate gain. For this to be attractive to them, a scheme would also have to be set up whereby they could afford for their children to be pursuing education – for example, at the moment university is so expensive that even those from better backgrounds feel excluded from the experience. It would be impossible to encourage these communities to focus on education and improving results if they felt this meant extreme poverty in the meantime

Some Year 5 pupils thought:

- Their learning would be improved and made more ‘fun’ if they were given opportunities for different experiences

- Some financial support for families to spend on schooling
Free tutoring 'on estates'. Selection of Grammar School earlier on in primary school. Targeting from poorer areas.
<ul style="list-style-type: none"> ▪ We can ensure that all children and young people have opportunities by making sure that they can access computers, workbooks at all times throughout the working week. ▪ Older Mentors(regularly meet informally) ▪ Have /present active role models from ALL areas/ walks of life.
Give parents 'packs' to work through with their children – like an ongoing project that will help parents know what kinds of things their child is doing at school and what they could do to help them at home.
That's rubbish, they need more access to computers or internet. That's what they do their homework on. Most homes have a computer!
Make sure they have access to computers because most homework is done on them now.
One particular issue is the sight of Roundshaw's children standing at the bus stop outside Wilson's School, waiting for the bus to a school outside of the ward in which they live. Wilson's school is amongst the top twenty in the country and the Head is rightly proud of that status, however, how much prouder would he be if he accepted all comers and not just the cream of Surrey?
Sutton's schools are too exclusive and too content to rest on their laurels, they are letting children from poorer families down.
Would be nice to set up groups similar to scouts, where young children meet up once a week, and different subjects are taught, games and activities organised for the children. Maybe in that type of setting some adults could volunteer to read with the children who struggle. Also guests could go and talk about different subjects or their job to expose children to different situations. Also giving badges as praise or for them to achieve.
More job opportunities for easier jobs so easy to go to work.
Vulnerable families need long term support to feel motivated to try and change their lives. The voluntary sector should be utilised to work alongside families.
<ul style="list-style-type: none"> • Improved opportunities for volunteering and building up of skills to make these young people more employable despite poor exam results is key. Schemes that equip young people with more than just academic skills that don't cost money and that are fun and 'cool' e.g. volunteering at a skatepark, teaching children how to skate, being part of a team that determines how funding for their area gets spent etc. • Children from poorer backgrounds live mainly in the same areas as other families of similar conditions, if some children are sent to schools elsewhere in the areas of not such a poor background they might do better • They could go to support groups every week so that any work they don't understand could be covered. Exam technique would be useful as many students struggle under exam conditions. By going through work and giving support, they may enjoy what they are learning more • I live in Carshalton and go to school in Cheam. Although I personally am not disadvantaged, many children in areas of the borough such as Cheam receive expensive tuition which is not necessarily available to people in the poorer areas. There is definitely a need for some children to receive more support in school to achieve their optimum potential and so some kind of extra tuition program in schools may work. Money can be an issue for many families and so any solution cannot be expensive or else is pointless • Often these area's are often deprived, gradual long term investment in both the people,

<p>infrastructure and facilities will help improve their life and therefore more motivated to work at school</p>
<ul style="list-style-type: none"> • At school there should be more equipment and resources to help disadvantaged students • Smaller classes, like between private and state, to concentrate and get more support. • Self fulfilling prophecy – relationship between students and teachers should be more relaxed and positive
<p>Positive Futures works in areas of deprivation throughout the Borough – namely the three Northern wards and the Roundshaw estate. By providing the drop-in positive activities we do, we are able to engage with these young people. Using the sport or activity as the hook, PF can then advise and support young people in a range of skills of value to their education. By providing more activities, particularly those for small groups, PF could provide more support around education. In these areas it is hard to rely on the parents but agencies such as PF can be that role model</p>

<p>Question 8 – School attendance</p> <p>Poor behaviour and a bad attendance record in primary school are likely to continue in secondary school, leading to below average exam results. <i>What can be done to improve behaviour and attendance of pupils in some primary schools in the borough?</i></p>
<p>Comments</p>
<p>Incentives e.g. if 100% for a half term their name goes into a draw and they win a prize they want. If 100% for a whole term, as above but a greater prize. If 100% for the year as above but the prize is a bike/ipod/£50 voucher. One winner but all have a chance.</p>
<p>Parents must understand the importance of attendance and acceptable standards of behaviour and enforce these views. Parenting lessons would help with this.</p>
<p>Again invest more money into training the best teachers, and training them to identify children and psychological and behaviour problems and perhaps earlier referrals to CAMHS. Parenting courses again could be useful to help parents understand how important it is for their child(ren) to attend school regularly and on time.</p>
<p>Incentive schemes to encourage pupils to go in such as are already in place. Perhaps having activity days at regular intervals whereby all those who have an attendance record of over 90% get to experience something beneficial and attractive to them, e.g. an open day at a university in London, or a trip to an educational London site – science museum etc. As far as behaviour is concerned, I think there is quite a strong tendency to focus on rewarding good behaviour and ignore the bad in the hope that it will go away; of course it only gets worse in the meantime. Teachers should be allowed a greater degree of control in the classroom – as well as rewarding good behaviour there should be a clearly laid out plan of the punishments pupils can face. Exclusion is not an effective punishment for a child who doesn't like school and resents having to be there anyway.</p>
<p>Some Year 5 pupils thought:</p> <ul style="list-style-type: none"> - Targets could be given to individuals with rewards for improvement - Stricter rules with more consequences
<p>Greater rewards/reward scheme for good behaviour and attendance.</p>
<ul style="list-style-type: none"> ▪ Unloved wants attention. ▪ Depends on home life ▪ They should put him through 1on 1 sessions course or a key worker can try to help him open up.
<ul style="list-style-type: none"> • Behaviour – clear sanctions and positive praise for good behaviour. • Attendance – fines/other punishments for parents

They need to be more understanding if the child has special needs. Most parents have more than one child at another school.
Not true. One of my children was late to school hated it. But is doing really well at secondary school and is working at levels 5b and 5.
Home visits; parenting support and classes; much greater partnership between families and schools.
Ask schools to have more discipline implemented.
Get paid for going to school. Have better food at school. More school trips. Give us less homework. Rota the lessons so you can have more play more often to give your brain a rest. Teach the teachers how to communicate better with young people.
<ul style="list-style-type: none"> Partnering through the LINK scheme in schools with external organisations that are able to provide incentive programmes for school attendance and performance. Work with the third sector to enable effective, well delivered services School should be a place of learning however this learning should not be boring and inactive as they will not want to go and learn if they aren't having fun. I think we should have a different approach to learning and schooling. The current system is quite pressured. Young people are pressured to go to school and learn however some people aren't that suited to school, however they do need to be told why they are learning for example not to be illiterate and a drain on the system in place Offer incentives to improve the attendance at schools such as activity days for example but say you can only attend these if you attend school for a certain amount of days Some pupils need incentives to come to school, especially if they don't enjoy it When children are in primary school is when they absorb the most information and is really where they pick up their habits. So it is really important to make sure children receive an incentive to attend school regularly. For instance, some kind of reward scheme could be launched like if pupils have over 95% attendance they receive some kind of small prize at the end of the year. More cost effective ideas could be as simple as like sticker charts and sweets for attendance, just small encouragements Often this behaviour occurs because the parents allow it to occur, either because they are uncappable of controlling their children or they don't care. U can offer them support but ultimately there isn't alot you can do without co-operative parents To have car pools, where you organise a group of teachers or adults to pick up kids that are often late and take them to school together in one car, which also is good for the envirement
<ul style="list-style-type: none"> Put more pressure on parents Collection of students in poor attendance area to walk them to school Closer schools, according to address – try to fit children in best and closest schools possible.
Enforce education more and apply the penalties we are advised are available.

Question 9 – Teenage Pregnancy

Teenage pregnancy is increasing in the borough. *How can we stop teenagers from having unsafe sex and getting pregnant?*

Comments

Specialist team to visit all secondary schools with a message endorsed by "celebrities" to whom the students might relate.

We can't if they are bored. There is nowhere for them to go that is safe and dry and supervised

yet fun.
Sex education in schools is a good thing and should continue. What needs to be taught in addition to this is the social and responsible side of the issue. Children should be taught that it is a good thing to wait longer and in which circumstances having sex is a good idea and which circumstances it is not a good idea. Stable, loving, long term relationships should be discussed and encouraged. They should be taught that it is OK to say no!
Stand up for the values and beliefs of days gone by. Parents and teachers have a responsibility to teach children the importance of values and to set a good example to them. Society has to be forced to look at what it is doing. Early sexualisation of children in the media, by the fashion industry etc does nothing to help girls build good self esteem and self respect. Also alcohol intake plays a role here. Statistics show that binge drinking is a huge problem for adolescents and younger adults. Higher taxes on alcohol may help and ongoing education about the risks. Sex education should focus on the importance of having sex in a committed and loving long term relationship and not seen as a rite of passage for 13 year olds. Obviously a safe sex message still needs to be put across too.
Using school lessons to promote the importance of safe sex and dispelling myths such as being unable to get pregnant on the first time. Instead of the teacher lecturing students on sex, perhaps it would be better to ask them for their preconceived Ideas about what happens, what the consequences are, etc. There is still a tendency in schools to gloss over the practicalities such as where you can obtain contraception and too much focus on the idea that sex before legal age/unsafe sex is wrong, which conversely makes the Idea more attractive to a certain type of young person. Increased availability of contraception and pregnancy tests is a good Idea but it must be combined with the availability of a service where the young person can talk to someone about their sexual activity and any consequences of it, without fear of reprisals such as their parents/friends finding out.
The School Nursing Service and Family Planning Service are working together to target vulnerable young people in Sutton. This includes small group work with targeted young people in schools addressing Issues such as sexual health, including delay work, alcohol and relationships. One idea which is being implemented in some Community settings is 'clinic in a box'. This is where the nurses attend a community setting such as a youth club on a regular basis with a basic contraception pack. Discussion is currently taking place re implementing this in some high schools although this is not happening yet. It has been very successful in reducing teenage pregnancy in other areas
N/A
<ul style="list-style-type: none"> ▪ Have a school nurse do more chats to students at school. Involve them rather than just talking to them. ▪ Young people should have the opportunity to talk to others who have been/are in similar situation. Also have the opportunity to hear from others who have made mistakes. ▪ Allow young people to be aware of contraception and services such as Connexions for further help and specific advice. ▪ Better/more education in schools. Better if they are given by peers/people who have had similar experiences as it has more effect
Better sex and contraception education within schools. Many teenagers are not aware of the many contraceptives available e.g. injection/implant/coil which do not rely on being taken every day.
Tell them that they wont get any help or housing and their parents will have to support them and their kids' babies.
Don't know but tell them if they do you won't house them or give them benefits because most of the time that's what they do it for. If you let them know before they think about getting pregnant

so their family won't encourage them.
Better sex education in primary schools; sex education classes for parents; see answer 3.
Start sex education at an earlier age at schools and educate on contraceptive methods. Also as the minimum age of consent is 16, there should be billboards and campaigns to let them know that they could face courts or some sort of legal procedure as a deterrent.
It is important that It is not just about stopping teenagers from having unsafe sex but to promote abstinence as a positive alternative. Our schools' SRE Programmes of Study promote this within the context of still having very close relationships with others.
<i>We should be doing more to help parents to talk to their children about these issues.</i>
<ul style="list-style-type: none"> • Education delivered throughout the curriculum e.g. MFL class debates, Drama, Dance, English, Science as well as the PSE classes. Teach the value of waiting (delaying sexual debut) and equip young people to be able to take responsibility of their actions should they choose to become sexually active - access to services, contraception, advice. Empower young people to know that it should be their choice whether they are having sex - it's not something that should happen to them by accident one drunken night. Teaching about the misuse of power in sex is also vitally important to let young people know when they should speak out about inappropriate/wrong things that happen to them • Hand out condoms for free in places they are likely to be • EDUCATE more about protection and sex more effort should be put into sex education its surprising what some pupil don't know. A good idea may actually be to have somewhere that teenagers could go to get free protection as they may be more willing to use it • Allow condoms, the pill ect. to be available within the school and completely confidential so they don't have to go far to get them for free and also are in a familiar place so they would feel more comfortable getting them • Increase sex education, possibly invite members from family planning clinics into schools to inform about contraception and STDs • I think that it is really crucial to educate children of both sexes from an early age about the risks of having unprotected sex because a lot of young people are starting out having sex earlier and statistics don't necessarily reflect this because people wont necessarily share this information. Also, I think it is really important to make free contraception even more readily available say from school nurses for example to encourage protected sex • By showing the teenagers, men/boys in particular, what the result of having a child is and the consequences of having a child at such a young age it may be found that very few younger males actually want to be parents as most will probably not want to be tied down to what could have been a one nighter • Although it will probably controversial, free condoms in both high schools and colleges would most likely help • To have meetings with people from conections with people in year 6 in primary schools, and tell them all the negative things about pregnancy, Also alot of kids are scared to go and talk to adults about problems they have, so if they didnt have to go in and talk to someone, like have someone meet them instead, they might not feel threaghtened or judged if they anted to talk to someone
<ul style="list-style-type: none"> • Become expectable • Need to change social view of it • Need to change parents attitude • Have an easier supply of contraception
<ul style="list-style-type: none"> • Girls want kids because they get money and a house. If they knew they wouldn't get these things, maybe they'd change their minds. • - There needs to be a reality check. There need to be prep talks from people who've been

through it.

- - There need to be posters encouraging healthy relationships and for young girls to have ambitions. They also need better, positive role models.
- - There shouldn't be all-girls schools. They breed desperate girls.
- - A lot of people can't afford condoms so we need to get rid of the embarrassment factor of getting free condoms from places like Connexions. They only hand them out at set times so if people see you going in there, they know what you're going in for and then you start getting a reputation for being easy.
- - Education needs to be better.
- - You should throw them in prison
- - Have people who've been through the experience and give their bad experiences in schools and colleges
- - Fathers should be forced to be involved
- - People use abortions as protection. Could you limit the number you're allowed?
- - Parents let their children's partners sleep in the same room at a very early age. This needs to stop
- - Boys over-pressure girls into sex by promising love and a beautiful future
- - Some girls get pregnant to keep hold of the man so that they feel pressured to stay
- - Having a kid is a form of attention-seeking. When the attention ends after they've had the baby, it finally hits home that they're all alone. That's when they hand the baby over to their parents
- - There need to be more accessible places to get hold of contraceptives. Connexions is embarrassing
- - You shouldn't have mixed schools as there's too much temptation. I know people who've had sex in the cupboard in the science room. They're 14.
- - You should make every girl go on the pill at a certain age.
- - Where I go, the free condoms they hand out are limited. They should give out more.
- - I think there needs to be better education. It needs to be more graphic and realistic, especially when talking about STDs.
- - I know 2 or 3 girls who had kids just so they could get benefits and houses. They can't be arsed to work because they earn more than if they do. You should stop handing stuff out. If you know you'll get nothing from the government then you'll be more scared to do it.
- - Some girls think that having a kid will make their relationship stronger when it doesn't.
- - A lot of people believe they're invincible so they won't get a girl pregnant or they won't get an STD.

- Positive Futures works with over 350 young people between the ages of 10 -19 per week. Most of these young people do not access services such as youth services and other provision. By training up more of our staff in condom distribution and sex and relationship education, our staff will be able to talk to the young people about teenage pregnancy. The fact that Positive Futures is 60% female provides a platform for work with young women. PF would like to train more of its own staff in these areas, and provide an extra worker to sessions to come and visit and run workshops and speak to young people on a one-to-one basis.

Question 10 – Healthy lifestyles

What do we need to do to encourage children and young people to eat healthily and take more exercise?

Response from

Comment

Specialist team to visit all secondary schools with a message endorsed by "celebrities" to whom

the students might relate.
Taster days - food and exercise. Free trials, include adults so all participate.
School meal staff should receive better training. (The menu at my children's school has not changed, but the cooks have - the meals have gone from being very tasty and enjoyable to a trial to eat, not helpful). More PE lessons at school. Free extra curricular activities e.g. all children entitled to one activity to be funded from a choice of swimming lessons, gymnastics, football, athletics for example, ongoing until age 18.
Fit 4 Life is a good start but needs to be reinforced. School dinners definitely could be better and there should be more provision of sports clubs for children to join. Perhaps free activities for lower income families. Also more provision of family cookery courses where families can go together to learn how to prepare healthy meals.
Perhaps running schemes in the summer such as trekking/cycling over a period of time as a group and camping outside en route. Making exercise seem more enjoyable than a compulsory P.E. lesson once a week, and targeting the larger/lazier young person with activities that aren't overtly strenuous but still active, e.g. bowling, badminton. Eating healthily in school has improved a lot recently but it would still be good if the child didn't view it as something they were forced to do, but something that will benefit them.
Some Year 5 pupils thought: <ul style="list-style-type: none"> - Famous sports people visiting school - More PE lessons in school - Opportunities to experience playing different sports and games - Sports activities outside of school to be free, cheaper and closer to home
N/A
N/A
<ul style="list-style-type: none"> • Eating healthily and exercise needs to be made more attractive. • Maybe by having cheaper/free gym membership • Vouchers for swimming where we can get in for free or for a reduced price at times when we can go • They could have free fresh fruit and vegetables in schools, especially at break time • Healthy foods like salad and stuff costs the same a pizza at my school and the salad is all brown and old, and hardly any of it there so a pizza fills me up more. If they made healthy food cheaper and more of it we would be likely to buy it • They should create a gym at school that we can use at lunch times • Exercise clubs like aerobics and keep fit classes rather than just same old PE lessons which you don't want to take part in if you're not good at sport • School nurses and lessons on how to cook and make healthy food. We went to a residential once where we learnt how to cook food and what was good to eat and we never had anything like that before. • They need to make healthy food more attractive, like in the shops, not just putting chocolate and crisps at a price they know we can pay. • There isn't any consistency with the free gym passes we get (as looked after children) as some of us have got them. I applied for my membership over a year ago and still haven't had it.
<ul style="list-style-type: none"> • Make it free/very cheap • Parents are on tight budgets so when it is £4.10 for one adult to go swimming, for example, this discourages parents from doing it as for a whole family it is expensive
Healthy snacks, cooking lessons in schools educate that's the answer!
More PE in schools not just once or twice a week. Give break snack - healthy apple or orange and so on and cooking lessons.

<p>Work with local supermarkets to limit specific marketing ploys, such as sweets at the till. Work with local café's near schools etc to improve fast food choices; include healthy eating and cookery in the curriculum; free sports facilities at local sports centres for children under 16; limit advertising of fast food and unhealthy foods; work with cinemas etc. to limit unhealthy food.</p>
<p>Decrease the cost of fruit and vegetables and increase the cost of junk food. Junk food is far too cheap. Show children at school how junk food is made, all the chemicals and bad quality of meat used to make burgers, chicken nuggets etc. make teams at school for competitions, give medals or trophies to praise children. Run fun classes like "Freerunning" for older kids. My local sports centre is running a trial period for £1 a class and it is very popular. Make sports classes at affordable prices to encourage attendance. Government subsidised. Make playgrounds for older kids, teenagers with facilities that they may enjoy like rock climbing.</p>
<p>Take them to the gym or swimming. Do more free exercise clubs. If you could eat fruit in lessons and if fruit was right in front of you. Have a vending machine with fruit in it and everyone gets 5 tokens a day to get their 5 a day. Fruit should be free on top of your lunch card instead of having to pay for it.</p>
<p>Again utilise the voluntary sector to work with young families to understand the importance of a healthy lifestyle.</p>
<ul style="list-style-type: none"> • Promoting activities that are healthy and fun but that aren't considered by young people to be 'exercise' e.g. skateboarding, scootering, BMXing or blading. Promote the many opportunities within the Borough to take part for free in these activities. Also, as soon as a young person has to pay for the adult prices at the GLL sports centres the cost becomes quite prohibitive for use of facilities such as the gym - lowering costs so that whole families can make it part of their lifestyle is crucial for young people to learn a healthy way of living • I think that we need to encourage children to think that eating healthily can be tastier than fast foods and unhealthy foods. At a young age, from my experiences, children like to eat the things that are the sweetest and most tasteful so if we encourage children to think of fruits and vegetable as tasty and sweet they might be more inclined to have them. In regards to exercise, I think the pressures of doing exercise should be lifted and that they should be replaced by activities that are active and fun. If a child knows they have to do around 30 minutes of exercise a day they will be de-motivated and will not want to do it, whereas if they thought exercise is fun they would prefer to do it • Promote sports in schools but make sure it is fun • Offers on cheaper prices for gyms; schools should take part in doing runs for charity • I think that it would be a good idea to have more information about the kinds of activities that go on at centres like scola centres in schools. Also there should be more free or cheaper activities such as aerobics, spinning and basketball offered to young people. Even if they are only tasters it may motivate young people to take up that activity • Give children something to aspire to instead of showing them all the negatives, positive influence is much more effective, tell them what they can do not what they can't. Show them that by leading a healthy lifestyle they could achieve things such as being famous athletes • Make gyms cheaper to go to with more child friendly equipment
<ul style="list-style-type: none"> • Scare factor = bad, don't weight kids • Stop complaining about it
<ul style="list-style-type: none"> • - You should show them the "10-ton man" video. • - There should be an advertising campaign showing healthy young people. • - There needs to be more activities for older children and teenagers. There's lots of free stuff for kids to do but not the older ones. • - More sports clubs need advertising – basketball, football, netball – and have matches

<p>against other boroughs.</p> <ul style="list-style-type: none"> - Schools need to educate better. - There's a free outside gym somewhere between Mitcham and Tooting that could be a good idea. - Most health clubs are very boy-focussed. There needs to be more stuff aimed at girls. - What about subsidised gyms? They should be cheaper the healthier you are.
<ul style="list-style-type: none"> Provision of activities that are young people lead is poor in the Borough. The flexibility of PF allows the young people to decide which activities they would like to do, creating fun exercise and sports sessions without the young people realising it. Providing informal information at activity sessions, without lecturing young people is what they want. Again, if PF had the resources in terms of funding for staff, we have staff trained up in nutrition to talk to the young people accessing drop-in sessions. The alive n' kicking programme provides young people the chance to come and speak to trained advisors about ways to live a healthier lifestyle. The trouble is very few people know about its service. The advisors should visit the youth clubs and our drop-in sessions, giving talks and recruiting young people for its programme. Many young people out there know what they should be doing but need to know where to go for help, as do the parents.

<p>Question 11 – Feeling safe</p> <p><i>Does anything make you feel unsafe – in the community where you live or go to school, college or work? What do you think can be done about it?</i></p>	
Response from	Comment
I feel Sutton is a very safe borough.	
There are more community Police Officers on the streets than a few years ago which is a good thing. Also good that Street Pastors operate in this area at weekends. So generally I think this area is quite safe.	
Banning alcohol consumption on public transport has been a good idea, but It can still be intimidating to be using public transport at night when a large group of rowdy, clearly drunk people get on - more police presence (on a random basis, there are probably not the resources to do it regularly) would be welcome. I live at the bottom of Sutton High Street and it can be intimidating walking through at night, although the increased police presence has helped a bit.	
Some Year 5 pupils said they felt unsafe in their community: <ul style="list-style-type: none"> - At unsupervised play areas and parks - When street lights are not working - When they see vandalized cars and buildings - When motor bikes are being ridden in the park or on the common - When they see dogs off their lead 	
Groups of young people in High Street (x1) others disagree Alleyways (x2)	
Does anything make you feel unsafe? <ul style="list-style-type: none"> No lights around the streets makes me fell unsafe Just knowing that there are bad people around all the time When the bus terminates, without notice, in a random place and not in the place it should and they just turn the lights out when I am miles away from home When my Oyster card has run out and I can't get on the bus. 	
What can be done about it? <ul style="list-style-type: none"> Being able to renew Oyster cards yearly would help and be easier Having actual police officers on the streets, not the community support officers who can't 	

really do anything

Are you aware of your stop and search rights as young people?

- No, they are never told to us. They (Police) just do what they want but if I was alone I would feel better if they were there
- I think we should have self-defence classes in school, maybe in a PE lesson so we know how to handle things if it was to happen
- Having a free street alarm, like the rape alarms that you carry on you. It would make me feel safer. It would have to be better than the key ring ones though because I kept setting one I had before off just by pulling my keys out of my bag
- Having street lights in roads where the lighting is bad.

- Youths hanging around is scary
- Provide youth centres and free/very cheap youth activities.

Light dark areas in park. More call centres in parks. more community police walking around!

Light parks and grassy areas at night. Put call centres in parks like you have at train stations. (help centres)

Groups of children hanging around the streets can appear intimidating even if no ill-will is intended, suggest further funding be made available for youth clubs, after school and holiday facilities, free sports facilities etc.

Back of the bus, other teenagers. Have CCTV that goes back to the bus station.

Durand Close and Shanklin Estate - smashed windows.

Give everyone a burglar alarm for the front and back of their house.

Feel safe when I see the police so they can catch bad people. Hate the police when it's me in trouble

- Kids walking around at dark as they have no where to go at night
- I think the only worries for me are that in some places in Sutton there is very minimal lighting i.e. street lamps and there are many places where large groups of youths hang around which can be quite intimidating. Possibly installing more street lamps in the area or another form of lighting
- Walking around at night. I think there should be better lighting with alot more police walking around at nights, and instead of having buses come less regularly at night, make them come more often so people aren't sitting at a bus stop in the dark by themselves

- Need more activities to take part in to stop kids hanging out on the streets.

- - I feel very unsafe at night-time around Rose Hill. There are too many people and the gangs are intimidating.
- - People are always just hanging around in hoodies.
- - It's less of a problem during the daytime. There needs to be more street lighting. Where are the Community Support Police at night?
- - Is it violence or is it just youth culture?
- - Youth clubs are boring. There's not much to do inside and it's more boys stuff than girls stuff. They focus on boys too much. They also need to be run by younger people – someone who understands children and teenagers better. Old people just don't understand.
- - Kids need to be asked what they'd prefer to do. They should have the opportunity to apply for things to put in the youth club.
- - At some clubs, why would someone pay 50p to watch the TV there when they can watch it at home or hang around the streets for free? And there's sometimes only 2 computers for 20 or 30 people – we all want to be able to use them.
- - Big groups of boys hanging around the streets make me feel unsafe, especially when you have to walk past them on your own.

- - Knife and gun crime means I don't feel safe on public transport.
- - CCTV doesn't make you feel safe. You just feel like you're being watched. And the CCTV doesn't stop you getting stabbed or whatever.
- Kids don't want to see police around. They're unfit and can't keep up with young people.
- Young people won't snitch on others. You'll just get beaten up by their mates.
- "Birthday beats" at school is actually getting beaten up. I don't go to school on my birthday.
- New Addington! This area is not a good area for LAC. Why are Sutton using this area for its fostered children!

Question 12 - What have we missed out?

Have your say!

Response from	Comment
	<p>It is important that we capture the outcomes of the Ipsos MORI poll conducted for LBS in 2009 and really only just published. There are several points that we should capture in any documentation, if not the plan itself. One, for instance, is that "activities for teenagers" is listed as the service that "most needs improving" with 31% of those polled. Ben Unsworth in CEG can provide reports/presentations if needed. I think it's simply a matter of trying to ensure that where we have a major and recent public opinion survey, that we feed that into any other consultations that are going on. 31% of sample multiplied by our 185,000 population suggests that over 50,000 people may think activities for teenagers "most need improving", and it would seem strange to miss these and similar data from our considerations.</p>
	<p>More variety in school meals would be welcome. Currently nearly every meal is based around a potato accompaniment. This was not the case a couple of years ago when there was nearly always a rice or pasta option available daily in addition to potato. My child will not eat potato in any form and this leads to an unbalanced meal nearly every day.</p>
	<p>We have become very individualistic as a society and this needs to change. Children need to learn that caring for others and contributing to the common good is very satisfying and much more fulfilling than wealth, beauty and personal success. Perhaps when children reach a certain age they could be encouraged to "work" in areas in order to contribute, for instance helping in Nursing Homes, at Social Centres for disabled people etc.</p>
	<p>The only thing I can think of (partly connected with the above question) is what can be done to improve the quantity of discontented young people who gather at random places in the local community. Primarily due to a sense of boredom/frustration they congregate in large numbers and can be very confrontational. I know there are already plenty of volunteer schemes/programmes run in the school holidays and evenings but either they are not interested/informed about them. Perhaps there could be some sort of meeting with the worst attendees/worst behaved students in local high schools (as these tend to be the ones that gather) to find out what <i>would</i> appeal to them as a feasible activity that would keep their interest and get them off the streets.</p>
	<p>Children's Centres are fab, but they should be open all day so parents can drop-in, not just attend one or two specific sessions in a day. If one per borough was open all day every day it would be really helpful.</p>
	<p>Sort out the special needs colleges because you give too many places away to out of borough and the children who have been on the waiting list and reapply year after year are turned down at 19 years old because no places.</p>
	<p>Grammar school selection system being open to children outside of the borough, with no places reserved for local children is wrong.</p>
	<p>Thank you for your survey you sent round with some questions for the 2010/11 Plan. I must apologise but I can't find the survey to respond to but I did want to just raise our key role in</p>

Leisure. We tend to provide more of a service for CYPLS to commission, e.g. we currently receive a number of Integrated Panel referrals to Positive Futures and the Spiral Drama Group. So it may be that we can help you by delivering the activities that will help Sutton's Children and Young People lead healthier, happier lives.

Try and encourage family run weekends with activities in a park or sports centre, doing different activities and competing family v family. This was done a few years ago at the Grove Park and was great fun for all involved. Maybe would need to be run by volunteers.

More music clubs/lessons in school for free.

Bullying – have someone independent in each school just to stop bullying who you can go to for a chat and who will stop the bullies being mean. That would make me want to go to school more and feel safe

- A major problem is with drugs, alcohol and STI's. There isn't enough education about these problems and many pupils do not realise the effects they have. At least if more effort was put into the promoting of problems caused by the factors and showing real people who have to deal with the effects; pupils could make better choices based on knowledge not just beliefs
- It's incredibly hard to get anything food wise in school, because for people without a lunch card they can only buy from the venders which dont have any food in them

Young Carers (young people who have a parent or sibling in their household who has a disability, illness or other vulnerability – be it physical or mental) are particularly at risk of: not achieving the Every Child Matters outcomes, (including educational under-attainment etc); experiencing health or social inequalities (including suffering from bullying by association with the person they help care for); and having low aspirations for the future.

They need time out (from social activities with children in similar circumstances to homework clubs), self-esteem and peer support interventions, as well as whole-family support – be it practical, financial or psychological'.

The main aim and outcome for a young carer would be to ensure that they are protected from inappropriate caring roles and that they are able to thrive as any young person should.

We also know that having a disability within the family is a predictor of poverty – or at least it is correlated.

In terms of parent carers e.g. caring for a child with mental or physical health issues, advice, information as well as practical and emotional support (often including financial) is correlated with helping families stay well and healthy, as well as maximising the family's self-care potential. Parent carers should be supported to stay mentally and physically well (they often neglect themselves); not in financial hardship; recognised as carers ('expert partners' with professional); treated with dignity and respect; and as importantly, have a life of their own, outside of caring, which could include work, education or volunteering.

We are losing some good foster carers in Sutton – foster carers views are not being taken on board. If a shortage of foster carers is on the way please listen to them. Foster carers are hard working and not recognised enough.