Safeguarding Peer Research

London Borough of Wandsworth

A Report from Participation People

Antonia Dixey, Director
Participation People

August 2014
1. Introduction

“Participation People’s work combines passion with professionalism and a ‘can do attitude’ and infectious sense of fun combine to crack the toughest challenges. They are popular and dynamic with young people and have been an invaluable asset when working for the young people of the UK Youth Parliament at British Youth Council.”

James Cathcart, Chief Executive, British Youth Council

We have been thrilled to work with the London Borough of Wandsworth and the Safeguarding Children’s Board. We delivered a Peer Research study, April – August 2014. The aim of this was to gain a better understanding from young people about what life is like for them. This report had a specific focus on safeguarding issues. We spoke to 1108 young people, 608 more than our original target.

2. About us

Participation People work with 8-25 year olds on a daily basis.

Our values are at the heart of what we do:

1. Engaging communities: we work with every community. We empower communities to take part and inspire social change;
2. Informing decision making: we support and promote the role of young people in decision-making processes;

3. Challenging inequality: we promote equality and challenge discrimination, ensuring every young person is valued equally;

4. Celebrating diversity: we recognize how diverse young people are and celebrate this; and

5. Having fun: we passionately believe in having fun to achieve our mission and aims.

3. Outcomes

“I hate it when people share my business. If I ask for help, like, I don’t want anyone else to know. Trust is big. I don’t trust many people.”

Female, aged 14

We investigated the following themes:

1. What services young people engage with in Wandsworth.
2. How effective these services are.
3. What gaps there are in services Wandsworth provides for young people.
4. Whether young people see that the collaborative effort of agencies working together makes a difference in their life, and whether they feel safer as a result.

We understand that the results of this report will feed into the development of Wandsworth’s priority areas and influence service planning. We will be asking the Peer Researchers to feed back the outcomes of this report to young people who took part in February 2015.

In total, we engaged with 236 young people directly and 872 young people indirectly from a variety of backgrounds, ages, ethnicities, and faiths. We used a combination of different research methods to inform this report.

WSCB asked us run the study from April – August 2014. The project ran to time and we hit all the targets set out in the initial proposal.

4. Methodology

“When people invade my personal space, it makes me feel sick. Why do people have to walk so close to me on the street? I know this is London and there are loads of people, but give me space to breathe…”

Male, aged 16.

Participation People led the design, coordination and delivery of all consultation sessions. When delivering this project, we used the following methods:

Recruiting and training Peer Researchers - we recruited six Peer Researchers, trained them and supported them throughout this project. All of their work contributed to a Youth Voice Award, which is ASDAN accredited.
Recruiting young people to take part – we used a combination of emails, letters, phone calls, meetings and social media to recruit young people to take part in the study.

We ran 10 focus groups with the following groups of young people:

1. Wandsworth Youth Council (28 young people)
2. Burntwood School Secondary School (45 young people)
3. St Michael's Primary School (22 young people)
4. KICKS football project for young people who are not in education, employment or training and or at risk of becoming so (86 young people)
5. Garratt Park School, Special Education Needs secondary school (9 young people)
6. George Shearing Youth Centre Special Education Needs Youth Centre (5 young people)
7. The GAP, LGBT project (11 young people)
8. The Police Cadets (15 young people)
9. Generate Youth Club, Special Education Needs Youth Centre (9 young people)
10. Training and Resource Youth Centre (15 young people)

We ran the project in two stages:

1. Advertised and delivered a survey with 872 young people from Wandsworth. These were completed on paper and online using SurveyMonkey.

2. We ran ten focus groups with 236 young people from a variety of backgrounds and ages. 33% of young people who attended these focus groups had accessed Safeguarding Services, with the 12% not being sure if they had and 55% who hadn’t accessed these services.

Our Peer Researchers were responsible for ensuring the return of the surveys. They delivered surveys in schools and colleges in Wandsworth. They also asked young people to complete them in a variety of places for example; Barber Shops, Fast Food shops, street surveys in town centres and Community Festivals.

We encouraged the Peer Researchers to use social media to advertise the e-survey. We gathered support from the following tweeters and facebookers who helped advertise the survey:

- Children’s Commissioner
- Let Me Play
- Battersea Arts Centre
- Volunteering Wandsworth
- South West Londoner
- Wandsworth Council
- Wandsworth Mayor
- Cllr Osbourne
- National Youth Agency
- LIVE Magazine
- London Youth
- Involver
Interactive focus groups – Participation People pride ourselves on running fun, interactive and educational sessions with young people. The Peer Researchers ran ten focus groups with an average of 23 young people at each focus group. Some sessions had more young people attend, for example, at Burntwood School, we had 45 young people in our focus group.

Each focus group included: group discussions, creative drawing, team games, pin point facilitation, auction games and role play. This helped young people use creative methodology to discuss difficult themes and controversial topics. We encouraged young people to write a Facebook status update, tagging Wandsworth Youth Council on their thoughts at the end of each session.

Sustainability – we have been invited back by schools and youth groups in February to present the outcomes of this report to young people. This will ensure that young people feel that voices have been listened to and can see the outcome of their time they spent with us.

Reporting – the Peer Researchers have created an opinion sheet, which is a summary of the work they have done. This can be found in Appendix X.

The Peer Researchers will present the results of this work to the WSCB Executive Committee in January 2015 in partnership with Wandsworth Youth Council. The Wandsworth Youth Council will also write a press release to submit to Wandsworth Brightside and Positive Stories, a national youth voice report.

5. Results

“I talk to my Auntie if I have a problem. My Mum just tells me off. My Auntie takes time to listen to me and helps me when I need it.”

Female, aged 11.

5.1 Survey results

The survey had 14 questions and asked young people to tick the options that applied to them. Young people were able to give several answers for each question. At times, they were asked to leave a comment under questions.
**Question 1: I feel good when...**

**I feel good when...**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m chilling out at home</td>
<td>76.7%</td>
</tr>
<tr>
<td>I’m doing an activity I enjoy</td>
<td>66.7%</td>
</tr>
<tr>
<td>I have great friends</td>
<td>63.3%</td>
</tr>
<tr>
<td>I’m doing well at school</td>
<td>45.0%</td>
</tr>
<tr>
<td>I’m being healthy e.g. eating healthily, exercising regularly</td>
<td>30.0%</td>
</tr>
<tr>
<td>I am in a good relationship with my boy/girlfriend who treats me well</td>
<td>19.2%</td>
</tr>
<tr>
<td>Other</td>
<td>15.6%</td>
</tr>
</tbody>
</table>

**Other comments included:**

- I’m at college
- Going out with friends
- Playing sports
- When I’m with my Dad
- When I’m on holiday
- Having a cuddle with my dog
- In bed
- When my family and friends are around
- When I’m eating
- When I’m making money

**Question 2: I feel safe when I’m...**
Question 3: Who do I talk to when I have a problem?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents/ carers/ guardians</td>
<td>69.0%</td>
</tr>
<tr>
<td>Friends</td>
<td>66.4%</td>
</tr>
<tr>
<td>Family e.g. aunt / uncle / grandparents</td>
<td>29.3%</td>
</tr>
<tr>
<td>Teacher</td>
<td>21.6%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
<tr>
<td>Professional worker e.g. doctor, psychologist, police officer</td>
<td>12.1%</td>
</tr>
<tr>
<td>Youth worker</td>
<td>11.2%</td>
</tr>
<tr>
<td>Sports coach e.g. netball coach/ soccer coach</td>
<td>10.3%</td>
</tr>
<tr>
<td>Member of school staff e.g. teaching assistant/ classroom assistant/ learning</td>
<td>7.8%</td>
</tr>
<tr>
<td>mentor</td>
<td></td>
</tr>
<tr>
<td>Extra Curricular Activity Teacher e.g. singing teacher/ art teacher/ music</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

Question 4: Out of the following, what would make you feel unsafe?
Question 5: I have done the following…

I have done the following…

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of these</td>
<td>32.1%</td>
</tr>
<tr>
<td>Stopped someone bullying another person</td>
<td>31.2%</td>
</tr>
<tr>
<td>Drunk alcohol</td>
<td>29.4%</td>
</tr>
<tr>
<td>Smoked shisha</td>
<td>23.9%</td>
</tr>
<tr>
<td>Gambled with money</td>
<td>22.0%</td>
</tr>
<tr>
<td>Smoked cigarettes</td>
<td>20.2%</td>
</tr>
<tr>
<td>Bullied someone</td>
<td>18.3%</td>
</tr>
<tr>
<td>Cut or hurt myself on purpose</td>
<td>16.5%</td>
</tr>
<tr>
<td>Used illegal drugs</td>
<td>11.9%</td>
</tr>
<tr>
<td>Met with someone on my own that I met on an online chat room</td>
<td>7.3%</td>
</tr>
<tr>
<td>Been in a relationship that was disrespectful/ violent</td>
<td>7.3%</td>
</tr>
<tr>
<td>Have / had an eating disorder e.g. anorexia, bulimia</td>
<td>5.5%</td>
</tr>
<tr>
<td>Done something sexual that I did not want to do</td>
<td>5.5%</td>
</tr>
<tr>
<td>Been abused at home</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

Question 6: While using the internet (on my computer or phone) I have…
Question 7: I have seen the following happen around me...

I have seen the following happen around me:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>65.8%</td>
</tr>
<tr>
<td>Physical violence</td>
<td>32.4%</td>
</tr>
<tr>
<td>None of these</td>
<td>25.2%</td>
</tr>
<tr>
<td>Crime e.g. stabbings, shoplifting, theft</td>
<td>24.3%</td>
</tr>
<tr>
<td>Drug deals</td>
<td>18.0%</td>
</tr>
<tr>
<td>Parents/ carers/ adults caring for me drinking too much</td>
<td>9.9%</td>
</tr>
<tr>
<td>Parents/ carers/ adults caring for me taking illegal drugs</td>
<td>8.1%</td>
</tr>
<tr>
<td>A young person doing something sexually that they were not comfortable with</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

Question 8: I have experienced bullying through...

I have experienced bullying through:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being called names</td>
<td>73.6%</td>
</tr>
<tr>
<td>Being left out and/or ignored</td>
<td>52.8%</td>
</tr>
<tr>
<td>Someone spreading rumours about me</td>
<td>44.4%</td>
</tr>
<tr>
<td>Someone making fun of me in front of others</td>
<td>38.9%</td>
</tr>
<tr>
<td>Someone hurting me physically e.g. hitting/ kicking</td>
<td>30.6%</td>
</tr>
<tr>
<td>Being told I am unimportant/ worthless</td>
<td>25.0%</td>
</tr>
<tr>
<td>Being made to do something I didn't want to</td>
<td>16.7%</td>
</tr>
<tr>
<td>Being sent text messages on my phone</td>
<td>16.7%</td>
</tr>
<tr>
<td>Being sent emails on my phone/ computer</td>
<td>13.9%</td>
</tr>
<tr>
<td>Being on social media sites e.g. Facebook/ Ask.fm/ Tinder</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
Question 9: Please tell us the first three digits of your postcode

<table>
<thead>
<tr>
<th>Postcode</th>
<th>Croydon</th>
<th>SW</th>
<th>SW1 7</th>
<th>SW1 8</th>
<th>SW1 0</th>
<th>W1</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>30</td>
<td>18</td>
<td>0</td>
<td>200</td>
<td>60</td>
<td>130</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>5</td>
<td>29</td>
<td>32</td>
<td>10</td>
<td>21</td>
<td>2</td>
<td>2</td>
<td>41</td>
</tr>
</tbody>
</table>

Question 10: How old are you?

Only 64% answered the question. Of the 64%, these are the following answers:

![How old are you?](image)

Question 11: Are you male or female?

![Are you male or female?](image)
**Question 12: Which School or College do you go to?**

<table>
<thead>
<tr>
<th>Schools/ Colleges</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Mary’s Primary School</td>
<td>24</td>
</tr>
<tr>
<td>Southfields</td>
<td>19</td>
</tr>
<tr>
<td>St Cecelia’s</td>
<td>13</td>
</tr>
<tr>
<td>Chestnut Grove</td>
<td>10</td>
</tr>
<tr>
<td>Battersea Park Academy</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
<tr>
<td>Lambeth College</td>
<td>4</td>
</tr>
<tr>
<td>Ashcroft Academy</td>
<td>4</td>
</tr>
<tr>
<td>Kingston College</td>
<td>3</td>
</tr>
<tr>
<td>Paddock School</td>
<td>1</td>
</tr>
<tr>
<td>South Thames College</td>
<td>1</td>
</tr>
<tr>
<td>Sacred Heart</td>
<td>1</td>
</tr>
<tr>
<td>Burntwood Academy</td>
<td>1</td>
</tr>
</tbody>
</table>

“Other” respondents said: Nescot, Dunraven 6th form, Marymount International School and Arts International.

**Question 13: Which Youth Centre or Activity Centre do you go to?**

<table>
<thead>
<tr>
<th>Youth Project/ Activity Centre</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KICKS</td>
<td>39</td>
</tr>
<tr>
<td>Training and Resource Centre</td>
<td>15</td>
</tr>
<tr>
<td>The GAP</td>
<td>11</td>
</tr>
<tr>
<td>George Shearing</td>
<td>11</td>
</tr>
<tr>
<td>Devas Youth Centre</td>
<td>6</td>
</tr>
<tr>
<td>Ashburton</td>
<td>6</td>
</tr>
<tr>
<td>Providence House</td>
<td>4</td>
</tr>
<tr>
<td>Putney Leisure Centre</td>
<td>2</td>
</tr>
<tr>
<td>Rocks Lane</td>
<td>2</td>
</tr>
<tr>
<td>Kilburn Youth Centre</td>
<td>2</td>
</tr>
<tr>
<td>Mosaic</td>
<td>2</td>
</tr>
<tr>
<td>Streatham Youth Centre Seniors</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question 14: What topic would you like more information on?**

- Diseases
- Swimming
- Art activities
- Drugs

**5.2 Focus Group results**

We adapted each focus group to meet the demands of the participants. However, the core questions we asked included the following:

1. What does it mean to feel safe?
2. What does it mean to feel unsafe?
3. Who do you talk to when you have a problem?
4. Why do you talk to these people?
5. What can professionals do to help young people feel safer?
6. What can you do to make yourself feel safer?

**A). What does it mean to feel safe?**

The majority of young people said they felt safe in places they knew, for example; at home, with friends, family and extended family and at School/ College. Young people said they felt safer when they were inside and or in a shopping centre/ activity centre.

Young people from disadvantaged groups, specifically KICKS, said they felt safe with a roof over their head and when they were with big groups of young people (groups of 7 and over). They also mentioned that they felt safe when they lived in the same place for longer periods of time.

Young people referred to good street lighting and CCTV as tools to help them feel safer, particularly when walking home in the winter time when it is dark. Young people mentioned having wider pavements in areas for example Roehampton, to give distance between passing strangers.

Young people also spoke about responsible adults being there to help them; for example Police Community Safety Officers, Shop owners, Business owners and well dressed passers by. This was specifically mentioned in Tooting focus groups / young people from Tooting. Most of the young people we spoke to were unaware of a Police Officer being based in their school.

They felt safe when dogs were kept on leads and had been trained by their owners. This was specifically mentioned in Roehampton areas.

The older the audience (16+), the more confident they felt travelling in Wandsworth. However, they would only go to new places if they had to; for example, a job interview or a tutor session. When asked how regularly they travelled outside of Wandsworth, most said they had been into central London, but usually with other groups of young people or family.

Travelling was a big barrier for young people, with the majority not wanting to travel independently and relying on parents to drop them off or collect them.

Young people cited being thrown off buses and trains, although admittedly, they said they were being noisy. To tackle this, young people suggested having more community maps available to help people find their way, like they have in central London. They suggested training bus drivers in how to speak to young people. We asked young people when this topic came up if they had seen adults being thrown off buses. Young people said they hadn’t.

**B). What does it mean to feel unsafe?**

Young people feel unsafe when they were in new places and don’t have a charged mobile phone. The majority of young people articulated that they were unlikely to leave a location unless their phone was charged and they knew where they were going.
Most young people said that they often texted or checked social media sites when they were walking. They said that sometimes they got disorientated when they did this, but they liked that they were speaking to other people (online) when they were alone.

When speaking about alcohol, drugs and smoking, the older age groups (16+) said that they had experimented with these substances, but usually as a group. They stated that this helped them reduce the risks of getting into trouble and or helped them feel safer when taking risks.

Drunk people behaving strangely and adults with mental health problems were mentioned as making young people feel unsafe. Young people didn’t know how to behave and felt intimidated by adults acting strangely. They would often cross over the road or turn around and go the other way. When asked if they did the same if young people were behaving strangely, most responded that it depended on the situation, but no, they didn’t feel as intimidated compared to adults.

The younger groups talked a lot about their fears of Secondary School. Young people at St Michael’s Primary School, for example, said that they felt scared and uncomfortable around older students at Ashcroft Academy. They went on to say that they didn’t like to travel past the school, and would often take routes out of their way to walk home. They also felt unsafe crossing large roads, saying that pedestrian crossings didn’t give them enough time. They had seen many vehicles and cyclists ignoring the red light.

C). Who do you talk to when you have a problem?

The biggest answer – was a family member, usually their Mum or Dad. Where young people didn’t have a good relationship with their Mum or Dad, they spoke to an extended family member. Young people gave many reasons for this, but most said that family could be trusted, and were less likely to spread rumours or “share their business”.

They said that if someone had broken their trust once, they were very unlikely to trust them again.

The older group (16+) said they would seek a professionals help if they had a serious problem e.g. sexual health or mental health concern. They would use google.com to find the right person to speak to and research solutions to their problem first. They would often speak to their friends and ask them if they had recommendations or had been through something similar.

Girls we spoke to were more likely to speak to other girls in their peer group about their problems. Boys, however, would often find an older male to speak to.

Young people of faith stated that they would speak to their faith leader and or an older group member.

Young people would often speak to adults who had been through a similar problem before, for example, people who had been stopped and searched, had their mobile phone stolen or been in bad relationships. They trusted their experience and would emanate what they had done to solve their problems.

Most young people would try and fix a problem first before seeking help. Often, young people said they wouldn’t ask for help and would ignore a problem, hoping that it would go away.
D). Why do you talk to these people?

Young people said they spoke to people about their problems when they were:

- Honest
- Non judging
- Not patronising
- Respectful
- Trustworthy
- Likeable
- Funny
- Loyal
- Calm in a crisis
- Someone who showed them love

They said that if they couldn’t speak to their parents about a problem, they usually had someone in their extended family that they spoke to, for example, an aunt or uncle or cousin. Where they would speak to a teacher / youth worker, they said they had a good pre existing relationship with that person. And that worker usually reminded them of someone in their family.

E). What can professionals do to help young people feel safer?

Young people from KICKS said they had good relationships with their youth workers, and thought that there should be more people like this easily available to young people to speak to.

They wanted less crime, less drug addicts and better role models in Wandsworth that they could look up to. Young people frequently said that they would like a “coach” to help them get work or into college or university.

They didn’t like being depicted in the press and media as being bad, just because they were young. In two focus groups, this sparked quite a heated debate about having youth friendly press.

They spoke about having a more visible Police Force, wanting to see more Police Officers walking on the street, particularly when they were walking home from school in the evenings.

They wanted their parents and teachers to be more clued up on online safety. Young people spoke a lot about being able to get away with breaking the rules online. They said that their parents and teachers didn’t know as much as they did, which helped facilitate this. However, the majority of young people we spoke to, understood the risks of speaking to strangers online, but chose to do it anyway.

Young people wanted better and more information on a variety of help lines including: bullying, mental health, when to call the Police and when not to, sexual exploitation and having healthy relationships both in terms of with their family and friends, but also sexual relationships.

Young people often made reference to Personal Social Health Education (PSHE) not being delivered well in schools, and it being seen as an easy lesson. Young people often said they wanted correct information, not just having to rely on their friends and family, who sometimes didn’t know the real facts. They suggested having a poster in schools and on notice boards of useful numbers. They often said that there were so many posters that they didn’t know where to
look and or notice a new one going up at school. They suggested that having peer education programmes on drugs, alcohol sexual health, bullying and smoking could be a good way of learning about these topics.

Young people stated that they felt safer in cleaner areas in Wandsworth. They wanted better waste services and thought that having more recycling bins on the streets would encourage young people to help the environment. They thought more and better maps and signage would also help make young people feel safer in Wandsworth.  

There was a big group debate at Burntwood about how faith helps you to feel safer. A group of Muslim girls said that faith was a big part of their lives and that by praying, it helped them to be mindful of their surroundings and helped them keep calm. Other young people contributed to the debate, saying that yoga and pilates helped calm them down, particularly in times of stress, for example during exam time.

Every young person we spoke to wanted professionals to be appropriately trained. They said very clearly, that they wouldn’t speak to adults who were miserable and or who didn’t like their jobs. They liked it when they could text their worker as it was often easier to say things over text compared to face to face.

**F). What can you do to make yourself feel safer?**

Young people spoke about a great deal of things to help them feel safer including:

- Wearing appropriate clothing  
- Knowing who to call in an emergency / crisis  
- Knowing where they were going  
- Staying with groups of people  
- Building up their own self confidence  
- Having their mobile phone handy  
- Keeping their valuables hidden  
- Taking self defense lessons  
- Being active and fit  
- Knowing basic First Aid  
- Not staying out late at night  
- Making sure someone knows where you are  
- Knowing the real crime figures and not believing everything the see on Facebook  
- Crossing the roads at pedestrian crossings / zebra crossings

Bullying was the biggest topic that young people spoke about. However, 4 out of 10 focus groups said that they saw it so often; it had lost its “shock” factor. It didn’t make them feel as unsafe as drunken adults and or walking home alone at night time or large groups of older young people or adults. More often than not, young people spoke about young people bullying other young people, rather than adults bullying young people. Young people often referred to bullying as a mental health problem not a safeguarding problem. They also said that you were likely to be bullied in your lifetime, and that it was normal to be bullied and or be a bully. The majority said that they wouldn’t report bullying unless it was really serious. We asked young people what “really serious” meant, and most agreed that it meant that they would loose sleep over it for more than a week.
6. **Recommendations**

“Older young people scare me. They all hang out in crowds and are really noisy. Noisier than me! They don’t see me when I’m trying to walk past them and I get pushed off the pavement.”

*Male, aged 8.*

In 2014, the Peer Researchers consulted over 1000 young people on safeguarding topics. They have since come up with the following recommendations following their consultation:

1. **Increased Access to services** – increase young people’s access to quality information about available services including:

   a) Leaflets, flyers and posters should be distributed to schools and youth centres and placed in prominent positions.
      a. Ideally, they should be co-produced with young people.
   b) Posters in schools and youth centres should be changed regularly to re-capture young people’s interest.
      a. Ideally, young people should decide what gets displayed and where in schools and youth centres.
   c) Wandsworth services information should be linked through to School websites.
      a. Not one young person knew what the family information service was.
   d) Use national days for example, anti-bullying day, to raise awareness of relevant Wandsworth Services.
   e) Teachers and youth workers should know the details of services that young people can access. Information sharing could be better.
   f) In particular, young people wanted more information on the following services:
      - The Police
      - Mental health practitioners
      - Health care professionals
      - Who to contact when you are being bullied
      - Sexual health services
      - Drug addiction support services
      - Psychologists
      - Youth centres and clubs

   g) Professionals from these services should be more prominent in schools and youth centres and offer School Assemblies, drop in sessions in break times and run teacher training.

   h) See the Wandsworth youth opinion sheet on the Wandsworth Youth Council School nurses consultation.

2. **Improving Community Safety** – bridging the gap between the Police and young people to:

   a) Bring young people and the Police together regularly to solve community safety issues and then report back to their relevant groups/organisations.
   b) Encouraging the Police to attend more community events and interact more innovatively with young people.
   c) Helping the Police to be a more visible presence in schools and youth centres.
      Encourage them to run workshops with young people – not just on community safety, but on other life topics.
d) Police can answer many of the questions young people have regarding where, how and when they can contact the police, and how to report crimes. They should have online question and answer sessions for young people and open up their facebook group for comments. These comments/questions should be responded to within 24 hours.

e) Workshops run by Police to help young people be more streetwise.

f) Workshops run by schools and youth groups to help young people be more aware of their rights.

g) Making the Police a more visible force on the streets, particularly at school going home time.

h) Advertising the work that the Police have been involved in, showing their successes and that they are making a positive impact – in youth friendly language!

3. Online Safety Workshops - running online safety workshops for young people, their parents, teachers and youth workers to:

a) Increase awareness of the dangers of online chat rooms and what to do when things go wrong or become unsafe.

b) Tackle issues surrounding cyber bullying head on.

c) Create clear, simple guidance for professionals to understand what online safety is.

d) Make young people and their parents aware of how the Internet can be misused by people.

e) Educating young people about how to use the Internet safely.

f) Educating teachers and youth workers about how to engage with young people safely through social media.

g) Showcasing best practice in terms of social media to professionals.

h) Cover the issues of sexting and image sharing online.

4. Safety workshops – to help young people be more streetwise, including:

a) Self-defense classes offered to all young people in Wandsworth, so they feel confident when walking alone.
   a. Primary School students particularly asked for this.

b) Information should be made available to young people on how to manage or cope with difficult situations e.g. being followed by someone on the street/what to do when someone is drunk/high.

c) Information should be simplified on reporting crimes and identifying crimes.

d) Information about how to complain about the Police should be made available and simplified for young people. Response times about complaints should also be quicker.

5. Substance misuse – run a peer led substance misuse campaign to:

a) Tackle the perception that drugs, smoking and alcohol misuse is cool.

b) Educate young people on the facts of substance misuse, rather than what they just come across on facebook/through their friends.

c) Supporting young people to make informed decisions about drugs, smoking and alcohol.

d) Skill development for peer educators to include: communication, negotiating and influencing, confidence and presentation. Creating a youth leadership group on this topic in Wandsworth.

e) Making young people aware of who to speak to for drug, drinking and smoking support. Reducing the negative stigma that asking for help is bad.
6. **Sexual Health Workshops** – running youth co-produced sexual health and healthy relationship workshops to:

   a) Inform young people about sexual health and sexually transmitted diseases.
   b) Support young people to make informed decisions about sexual health.
   c) Empower young people to be in healthy happy relationships.
   d) Educate them about domestic violence and signs of violence and sexual exploitation.
   e) To work with schools to “up their game” in terms of S.R.E.

7. **Anti-Bullying** – run an anti-bullying campaign to:

   a) Demonstrate what constitutes as bullying.
   b) Challenge the “norms” that young people have surrounding bullying.
   c) Educate young people on the negative life long consequences of bullying amongst their peers.
   d) Empower young people to not bully others and to stop others from bullying.
   e) Build confidence and self-belief in young people.
   f) Work with schools and youth groups to run restorative justice programmes in relation to bullying and sharing best practice.
   g) Support young people to co produce anti-bullying policies.

7. **Increase road safety** – to make young people feel safer when travelling on the streets, this should include:

   a) More and better street lighting on the roads travelled by young people e.g. near schools and youth centres.
   b) CCTV cameras near the entrances and exits of schools and public areas e.g. shopping centres and transport hubs.
   c) Increased police presence during school leaving times.
   d) Footpaths built over large roads, so that young people feel safe crossing the roads and or the implementation of zebra and pedestrian crossings.
   e) More lollipop ladies near schools, so young people feel safe that cars will not jump red lights.
   f) Installation of cameras to catch motorists who do not adhere to traffic laws. Information should then be shared with the community on what actions have been taken as a result of people disobeying traffic laws.
   g) Large Community Maps located throughout Wandsworth, that show travel routes young people can take and to help orientate them when lost.
   h) Increasing the number of recycling bins and waste bins on the streets. Young people expressed that they feel safer in areas that were clean and well kept.

8. **Staff Recruitment** – involving young people in the recruitment and selection process:

   a) Young people said they are more likely to speak to adults that they find approachable and feel they can trust.
   b) The process empowers young people, by giving them the responsibility of choosing their future youth worker or teacher.
   c) The recruitment process can indicate how well interviewees relate to young people – for youth workers and teachers, this is the main area of their work!

9. **Transition Camps** – bridging the gaps between primary and secondary schools and youth centres. For example:
a) Buddy systems - allowing new students to meet older students so they are not as intimidated when they start school.
b) New students build a relationship with each other before they enter the new, bigger environment of secondary school and youth centre.
c) Youth centres should have open evening to introduce new members.
d) Run fun and interactive workshops where young people can ask questions, get answers and set aside any worries they may have and the chance to build a rapport with future teachers, youth workers and other young people.

10. Positive media Campaigns – using media to:

a) Promote all the positive things that young people do in Wandsworth.
b) Encourage schools, youth centres, police, health services and other services in Wandsworth to collaborate to produce positive stories.
c) Show case positive role models in the community, particularly professionals from Wandsworth Services – like they do in the Metro.
d) Advertising the successful work by services in Wandsworth.
e) Make the reporting language used by services youth friendly i.e. short sentences, one page reports and the regular use of images.

7. Additional information

“I like Wandsworth, I feel like part of a community here. I know where stuff is, and I know where to go if I have a problem. I also know what would happen if I break the rules at home.”

Female, aged 18.

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