

**Meeting the obligations of the Convention
on the Rights of the Child in England.**

**Children and young people's
messages to Government**

Carolyn Willow
Children's Rights Alliance for England

Anita Franklin & Catherine Shaw
National Children's Bureau

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1. INTRODUCTION

This report presents the findings from a collaborative “evidence-gathering project” undertaken, on behalf of the Department for Education and Skills (DfES), by the Children’s Rights Alliance for England (CRAE), National Children’s Bureau (NCB), UNICEF and Save the Children. The project was supported in an advisory capacity by the following organisations: Alliance for Inclusive Education, Barnardo’s, Children’s Rights Officers and Advocates, The Children’s Society, NSPCC and The National Youth Agency.

The DfES commissioned CRAE and others to obtain and report the views of children and young people on specific, high level aspects of the United Nations Convention on the Rights of the Child (CRC) in England, including both qualitative and quantitative data. It is intended that these findings will be incorporated into the UK Government’s forthcoming periodic report to the UN, and possibly be used to influence further policy development.

The following data has been collected in a number of ways: through a literature review of 61 research and consultation reports (see Appendix C), a web-based survey of 4060 children and young people (henceforth referred to as the 2006/07 online survey), and 23 dialogue groups containing 206 children and young people across the age range and from diverse range of circumstances (referred to as 2006/07 dialogue groups). A full description of the sample and methods for both the online survey and the dialogue groups can be found within Appendix A.

Literature review

Research and consultation reports (61 in all) were selected using the criteria below:

- They were national in scope (England), and
- They reported children’s and young people’s direct views and experiences, and
- Children’s views and experiences related to the CRC, and
- The research or consultation project was conducted after October 2002 or, if it was carried out before this time, there has been no equivalent project since.

The purpose of the literature review is to summarise key findings and messages. The selected materials come from a variety of sources – academic institutions, regulatory bodies, children’s charities and human rights organisations. Some report on qualitative processes, others quantitative. The quality of evidence gathering and analysis is not uniform – many studies follow rigorous research standards while some lack even basic information such as number of respondents and key messages from children. Information is included in Appendix C on sample sizes and research and consultation methods. Every study has been included because it has something to say; most have a lot to say. But ultimately it is for the reader to make judgements about the extent to which individual pieces of research invite (or demand) change for and with children and young people.

Online survey – methodological note

The online survey was not intended to generate a fully representative sample; therefore findings reported in this report cannot legitimately be generalised to the population of children and young people living in England. At some point in the future, the DfES may wish to weight the data to obtain representative findings.

Please note that percentages have been rounded in all the tables in this report; for this reason totals may not always add up to 100.

Dialogue groups – methodological note

The purpose of the dialogue groups was to explore in greater depth the views and perspectives of children and young people living in a range of specific circumstances. Thus the groups were purposively selected to ensure particular groups were included, and their voices heard; they were not selected to be representative of the wider population of children and young people.

It should be noted that the dialogue groups were encouraged to discuss a broad range of children's rights topics, following the DfES brief that only “high level” issues be considered. Further, a group setting is not always the most appropriate place for exploring potentially sensitive or personal issues such as parental violence or experiences of poverty or race, sexuality or disability discrimination. Clearly, more focused research could be undertaken in these and other key areas.

2. EXECUTIVE SUMMARY

CRAE and partners (NCB, Save the Children and UNICEF) were commissioned by the DfES in July 2006 to engage with children and young people on the implementation in England of the United Nations Convention on the Rights of the Child (CRC).

The engagement had three parts: a literature review of 61 research and consultation documents reporting children's and young people direct views and experiences (involving in total circa 80,000 under 18 year-olds); an online children's rights survey held on the www.direct.gov.uk website for 11 weeks up to January 31st 2007 (4060 completed questionnaires from children and young people in England); and children's rights dialogue groups held with 23 separate groups involving a total of 206 children and young people living in a range of circumstances in England.¹

All evidence gathering was completed by February 2007.

The key messages from this process have been grouped using the categories provided by the UN Committee on the Rights of the Child, the international monitoring body for the CRC. Below we include some of the main findings.

Best and worst things about living in England

Being relatively privileged in global terms (free healthcare and free education, peace, prosperity) was the best overall aspect of being a child or young person in England. However, the best aspect for younger respondents to the online survey (age 11 and under) was friends and family; for 12 to 15 year-olds it was leisure and recreational opportunities; and for 16 and 17 year-olds it was civil and political rights and freedoms.

Age restrictions was the most frequent overall worst aspect of being a child or young person in England, followed closely by negative attitudes and lack of respect towards children. For younger children (11 and under), bullying was the worst aspect of life in England; for 12 to 15 year-olds age restrictions was the worst; and negative attitudes towards the young was the worst for 16 and 17 year-olds, with one in five giving this response.

What would make life better?

Greater opportunities for leisure activities and socialising were the most popular responses to the open question in the online survey: "what would make life better for you and your friends".

Lack of awareness of children's rights

Just over one in 20 survey respondents claimed to know "a lot" about the CRC; and 29 per cent said they know "nothing at all". Children and young people participating in the dialogue groups had very little knowledge of the CRC; this is supported by research undertaken by children's charities and the Office of Children's

¹ The DfES contract specified that we should include 50 documents in the audit, elicit the views of 2000 children and young people via the online survey and carry out 25 children's rights dialogue groups with eight to 12 children in each (between 200 and 300 participants in total).

Commissioner.

Unfair treatment

By far the most common form of unfair treatment related to age, cited by 43 per cent of survey respondents, followed by gender (27 per cent) then beliefs (18 per cent). Age discrimination increased with age: 29 per cent of under 11s experienced it compared with 64 per cent of 16 and 17 year-olds.

Of those who described themselves as having a special need or disability, over half (55 per cent) said they had experienced unfair treatment for this reason.

Being heard and taken seriously

Parents came out best in the online survey for taking seriously children and young people's views. Health workers were rated as the best professionals for listening to children and young people; teachers were less good and there were mixed reports of social workers.

There were strong calls from children and young people to have more say and influence in decisions that affect them, including in education, care and politics.

Antisocial behaviour

A small survey carried out by the British Youth Council and YouthNet shows most young people view bullying as anti-social behaviour (92 per cent) but only 6 per cent see wearing a hoodie and 2 per cent hanging round with friends in public as anti-social behaviour.

The Youth Matters much larger consultation confirms that young people (including under 13s) most enjoy being with friends in public places. Yet 89 per cent of younger children and 71 per cent of older children have been told off for playing outside, according to research undertaken by the Children's Play Council and others.

Media misrepresentation

The literature review and children's rights dialogue groups reveal serious concerns among young people about negative media portrayal of "youth".

Right to privacy

More than eight out of 10 children and young people completing the online survey reported that their privacy is always or most of the time respected at home. This drops to 62 per cent in school. One in 20 respondents said their privacy is never respected at home; this increased to 13 per cent within school.

Violence against children and young people

Nearly half of survey respondents (47 per cent) reported being "hit or harmed" during the last 12 months: boys were more likely to report this (57 per cent compared with 39 per cent of girls). Another child or young person was the most likely perpetrator; and the violence mostly occurred at school.

Adult violence was more likely to take place within the home. One in 10 survey respondents said they had been hit or harmed by an adult in the last 12 months; 87 per cent of these said the violence had occurred at home.

The overall likelihood of having being hit or harmed declined steadily with age. However, older respondents were more likely to have been hit or harmed by an adult than were younger respondents (19 per cent of under 12s, 12 per cent of 12 –

15s and 32 per cent of 16 and 17 year-olds reported being hit or harmed by an adult in the last 12 months).

Nearly three-quarters of survey respondents reported always feeling safe at home; in school, this dropped to 46 per cent of respondents.

Public places were experienced as being the least safe, with only 15 per cent of respondents saying they always felt safe outside.

Bullying

Research carried out for the DfES on bullying in schools found that 51 per cent of nine-year-olds and 28 per cent of 12 year-olds had been bullied "this term". The most common forms of bullying for nine year-olds were name-calling (51 per cent), being pushed (44 per cent) and being subject to nasty stories or being ignored / left out (39 per cent). The most common forms of bullying for 12 year-olds were name calling (35 per cent), being pushed (27 per cent), being hit on purpose (21 per cent) and being ignored / left out (20 per cent)

The literature review revealed much higher levels of bullying among disadvantaged children and young people, including from teachers.

Safety in care and custody

There is an emerging body of literature showing harmful restraint in care and custody. Research by the Prisons Inspectorate shows six percent of boys and four percent of girls feel unsafe in custody most of the time. The Prisons Inspectorate annual report for 2004/05 indicates that violence in custody does not just occur between children: 24 per cent of children report being insulted or assaulted by a member of staff; 6 per cent say they have been hit, kicked or assaulted by a member of staff; and 2 per cent report being sexually abused by a member of staff. Only four in 10 children say they expect prison staff to take seriously their concerns about safety.

Absolute importance of parents and family

A wealth of research with children and young people points to the absolute importance of parents and family life. When Save the Children asked children and young people who had inspired them the most, mums and dads made the shortlist alongside Nelson Mandela and Martin Luther King. The NSPCC asked children and young people in care what they wanted most from the future: the top two answers were to have more family contact and to return to live with their family.

More than half (53 per cent) of respondents to the online survey said they are always treated as a top priority by their parents and a further third said they were treated as a top priority most of the time (younger children were especially positive).

Most children and young people doing OK, but significant minority are not

More than one in four (28 per cent) of survey respondents reported being very healthy and 61 per cent said they are quite healthy. Very few reported missing out on food or clothing because of not having enough money, but more felt they had been denied holidays (26 per cent), going out with friends (23 per cent) and family trips or days out (22 per cent). One in 10 respondents said they had missed out on clothes or shoes for school, 13 per cent had missed out on having toys and things to play with and 8 per cent said they had missed out on heat and warmth and healthy food because their family could not afford them.

Three-quarters of 14 to 16 year-olds taking part in a large survey for The Children's Society agreed that "life is really worth living" (22 per cent did not agree). In another study, more than one in 10 school children (13.2 per cent) reported engaging in a lifetime of deliberate self-harm.

Education for respect

Half the survey respondents strongly agreed that their education had helped them respect others; 45 per cent strongly agreed that their education had helped them respect themselves; and 43 per cent strongly agreed that it had helped them respect the environment.

Strong themes emerged in the literature review and the dialogue groups of children and young people feeling pressured by school work and not being respected in school. There were concerns that the Ofsted inspection process is inauthentic, with schools selecting which students should meet inspectors and giving a false impression of school life. Children and young people were loyal to their school, even when Ofsted inspectors judged it to be failing.

Right to relax and have fun

The chance to relax and have fun every day decreased with age, with 54 per cent of under 11s, 42 per cent of 12 to 15 year-olds and just 23 per cent of 16 and 17 year-olds reporting being able to play, relax and have fun every day.

Special protection for vulnerable children and young people

Research by Young Voice found that an "at risk" 10 year-old knows more about drugs than an average 14 year-old. There were strong calls from young people for earlier drugs education.

Interviews with children by the Chief Inspector of Prisons, the Children's Commissioner and Save the Children reveal the harm that can be caused by immigration detention.

In a similar vein, research carried out by the Prisons Inspectorate and others shows how children and young people's safety and well-being can be damaged by custody.

3. GENERAL MEASURES OF IMPLEMENTATION

The articles of the CRC grouped by the UN Committee on the Rights of the Child under general measures of implementation require ratifying states to use the maximum available resources to implement fully the rights in the Convention; to disseminate widely the principles and provisions of the CRC; and to make widely available their reports to the UN Committee.

There is plenty of data relating to children's and young people's access to information about the CRC, and their knowledge of its principles and provisions (see below). However, we have not been able to find any data reporting children and young people's assessments of the Government's overall implementation of the CRC. This is not surprising: such an assessment necessarily involves a rigorous and focused analysis over time of a broad range of information, including legislation and public expenditure. Below we present research and consultation findings that give a snapshot of children and young people's general views and experiences of living in England.

The best and worst things about being a child in England

In the 2006/07 online survey respondents were asked to name the best thing about being a child or young person living in England. This was an open-ended question, enabling respondents to reply in entirely their own terms. Over 3300 responded, and these were analysed into broad themes; as illustrated in the table below, the most frequently mentioned answers relate to being relatively privileged in global terms (e.g. free healthcare and free education, peace, prosperity – 16 per cent). This was important for all age groups and was followed by personal circumstances (friends and family – 15 per cent), political freedoms (e.g. democracy, rights, personal freedom – 13 per cent) and leisure and recreational opportunities (e.g. access to sports, parks – 13 per cent).

**Table 1: The best thing about being a child or young person living in England
N= 3366**

	Number of respondents	Percentage
Being privileged (e.g. having access to free healthcare, free education, rich country, no wars)	541	16
Friends/family	494	15
Rights/democracy/freedom	449	13
Leisure opportunities, sport, parks	439	13
Education	336	10
Fun, playing	292	9
Opportunities e.g. work experience, FE, jobs, Connexions	192	6
Few responsibilities, worries e.g. no job, not having to pay bills	182	5
Material possessions e.g. toys, pocket money, holidays abroad etc	150	4
Being respected	125	4

*Note: respondents could give more than one answer.

Across the age groups, as might be expected, slight differences of opinion emerged, with the top three answers for the up to 11 year olds being friends and family (22 per cent), being privileged (15 per cent) and having fun and playing (14 per cent).

For those aged 12 to 15, the top three responses were leisure and sport (16 per cent), being privileged (15 per cent) and political freedoms (14 per cent).

The most frequent responses of the oldest age group (age 16 and 17) were political freedoms (23 per cent), being privileged (21 per cent) and life opportunities, e.g. work experience, and further/higher education (14 per cent).

Survey respondents were also asked, "What is the worst thing about being a child or young person in England?" Over 3200 responded, the most frequent types of response relating to age restrictions (11 per cent), attitudes towards children and young people and being seen as a problem (10 per cent), personal and community safety / violence and crime (9 per cent) and bullying (7 per cent).

Table 2: The worst thing about being a child or young person living in England
N= 3288

	Number of respondents	Percentage
Age restrictions	361	11
Lack of respect for teenagers/seen as a problem	340	10
Violence, crime and not feeling safe	305	9
Bullying	242	7
Nothing	221	7
Not being listened to	214	7
Lack of sports, leisure and play facilities, places to hang out	208	6
Other young people, (Gangs, "Chavs")	187	6
Weather	136	4
School	126	4
Educational expectations/pressure	125	4
Pollution, environment, traffic, litter	121	4

*Note: respondents could give more than one answer.

Once again, responses differed by age. For 11 year olds and under, the worst things were bullying (13 per cent), "nothing" (12 per cent) and violence and crime (11 per cent). The 12 – 15 year olds highlighted age restrictions (13 per cent), lack of respect for young people (12 per cent) and personal and community safety (9 per cent). The worst things for 16 and 17 year olds were lack of respect (reported by 20 per cent), not being listened to and lack of sports and leisure opportunities (each reported by 10 per cent).

Children were asked to name the best and worst things about being a child in the NCB survey in 2003.ⁱ The top three responses for the youngest and oldest groups

are shown in Tables 3 and 4 below:

Table 3: Best and worst things about being a child – primary aged children [NCB survey, 2003]

Best things about being a child – younger primary	Worst things about being a child – younger primary
Things to do	Friends
Few worries / responsibilities	Restrictions
Growing up	Being told off

Table 4: Best and worst things about being a child – secondary aged children [NCB survey, 2003]

Best things about being a child – older secondary	Worst things about being a child – older secondary
Few worries / restrictions	Restrictions
Having fun	School
Growing up	Being told off

Priorities for change

In the 2006/07 online survey, respondents were asked to state what they would do if they could make life better for themselves and their friends. Over 3100 responded: the most frequently mentioned answers included more activities and opportunities for socialising and playing sport, safer communities by reducing violence and crime, more spending power including better discounts for students and less intolerance of difference and dealing with bullying.

**Table 5: If you could make life better for you and your friends, what would you do?
N = 3185**

	Number of respondents	Percentage
More activities, social life, sport	541	17
Feel safer/less crime/less violence	264	8
More money, student discounts	202	6
Less intolerance of difference/less discrimination	186	6
Deal with bullying	150	5
More freedom/free time	130	4
Improve the environment – Litter, pollution	127	4
Listen to children, take them seriously	114	4
Less educational pressure esp. exams	102	3
More respect for children esp. in media	96	3
More support for young people	88	3

*Note: respondents could give more than one answer.

The same two aspects for improving children's lives were stressed by all age groups: better social opportunities and increased safety. The first priority for all age groups was more social opportunities (activities and sport), mentioned by 12 per

cent of those aged up to 11 years, by 20 per cent of those aged 12 – 15 years and 18 per cent of 16 and 17 year-olds. The second priority across the board was to make children feel safer, referred to by 8 per cent of those aged 11 years and younger, 8 per cent of 12 – 15 year-olds and 10 per cent of 16 – 17 year-olds. The third priority varied across the three age groups, with those up to 11 years choosing to improve the environment (7 per cent), those aged 12 – 15 wishing for more money/ student discounts (7 per cent) and those aged 16 and 17 years prioritising increased tolerance of difference/less discrimination (8 per cent).

In the recent Youth Matters consultation, the top five priorities for making life better for teenagers given by 13 to 16 year-olds (n=4113) were:

- More facilities (66 per cent)
- Listen to us (11 per cent)
- Don't label or make judgements (9 per cent)
- Treat us with respect (9 per cent)
- Cheaper travel (5 per cent).ⁱⁱ

Under 13s responding to the Youth Matters Green Paper had slightly different priorities (n=577): more facilities (75 per cent); punish bad behaviour more (8 per cent); listen to us (8 per cent); better education on drugs etc (6 per cent); and treat us with respect (3 per cent).

The Children and Young People's Unit consulted under 18 year-olds on its draft national children's strategy in 2001. Children under 12 years were encouraged to complete an activity book that asked questions about their priorities.ⁱⁱⁱ Children's top five priorities are shown in Table 6 below:

**Table 6: Priorities of under 12 year-olds [CYPU consultation, 2002]
N=1300**

Boys	%	Girls	%
More activities	45%	More activities	30%
More parks	34%	More parks	30%
Environment	25%	Environment	23%
Safety	17%	Safety	23%
More books / equipment for schools	15%	More youth clubs	20%

Children stressed the social aspects of leisure facilities as well as the need for provision for different age groups:

"More clubs for people who are lonely." Lucy, aged nine

"We need leisure facilities, parks, grounds to play where we are respected and not harassed." Traveller child

"You should make bigger play areas please. I would really like that thank you! Because it will be quiet." Seven year-old

Only 33 disabled children returned an activity book. Their top three priorities were more parks (52 per cent), better education (39 per cent) and more doctors / hospitals (21 per cent).

Children from Black and minority ethnic communities (n=100) gave similar priorities: more activities (29 per cent), safety (26 per cent) and better education (25

per cent).

There was little regional variation across England, with children in six regions identifying more activities as their top priority and children in the North East and South West listing more parks as their top priority. Almost a third of children in the West Midlands said environment was the most important thing.

More than 700 children aged 12 and under returned postcards [these were used in addition to the activity books described above] and most responses related to achievement and enjoyment (483 postcards). In addition to postal consultation, over 100 children were consulted face-to-face. Achievement and enjoyment were the topics raised most frequently in the discussion groups. Children's priorities relating to achievement were: better equipment at schools; more family support services; and teachers valuing children's diversity. Better leisure facilities, better parks and holidays were the things rated by children and recorded by the Children and Young People's Unit under enjoyment.

Over 1300 young people aged 12 and over took part in the Children and Young People's Unit consultation.^{iv} Young people were asked in the questionnaire what they would do if they were Minister for Young People for a day. The most common answers from the 248 young people that responded were:

- Places to go
- Listen to young people
- Change school timetable
- Action on crime
- Improve educational facilities.

Comments from the young people show the importance to them of having things to do and being treated with respect:

'I would change everything like more places for teenagers to go, make places for ice skating, swimming and bowling etc. Cheaper then they would have somewhere to go. 'Laura, aged 14

'For my children not to touch drugs and have a good education. More things to do than breaking things like smashing bottles and windows. ' Jennifer, aged 15

'Treat children with respect and let us have our say, as we can be sensible. '12 year-old

'I would change the way adults treat us, as if we are nothing but little kids without options. We always have no privacy and are not seen as equals to adults. After all we are all human beings. 'Emma, aged 14

The three top overall priorities of the 311 young people (205 female, 103 male) that returned the questionnaire were health, families and education.

Nearly half of the young people who prioritised education listed issues relating to self-esteem and confidence and less than a third mentioned equipment. Education was the service that came out worst when young people were asked if they had ever received less help than they needed.

Of 750 postcards returned by young people, 502 listed issues relating to achievement and enjoyment, with school hours / weeks and youth clubs being the most common priorities respectively.

Topics relating to achievement and enjoyment were raised the most in the 15 consultation groups carried out with over 12s.

The Children's Society consulted 109 children and young people at the end of the 1990s, ahead of the UK's last examination by the UN Committee.^v It asked participants what (more) the Government could do to promote and implement children's rights. Young people (aged 13 to 17 years) stressed action on improving civil and political rights (e.g. make adults and children equal, lower the voting age, set up a Children's Parliament), improving children's welfare (e.g. shorten school day, extra support to those who struggle at school, more jobs for Black young people), action to publicise the CRC (e.g. give information to every child in school, hold a national children's rights party, set up a children's radio station) and action against crime (e.g. stop vandalism and crime in local communities, support young people who have been abused when they go to court, treat rapists and racists more severely). Young children's (12 and under) priorities included: the right to play and have fun, importance of friendships, being cared for by people who love them and make them happy, protection from bullies and strangers and others dangers, staying healthy and having good food, being able to make choices, and the importance of education.

What else matters to children and young people?

Younger children want family, friends, food and drink, fun, love, respect and being happy to be added to the Every Child Matters five outcomes – the “children's dozen outcomes” – according to a consultation undertaken by the Children's Rights Director.^{vi}

In a recent study conducted by The Scout Association, teenagers were given 10 measures relating to beliefs and values and asked to rate them. The three most highly rated measures were (n=1004): having fun (94 per cent of participants agreed a bit or a lot); treating others the way you would like to be treated yourself (93 per cent of participants agreed a bit or a lot); and spending time with people you love (92 per cent of participants agreed a bit or a lot).^{vii}

Love, support, fairness and respect featured prominently in young people's responses to The Children's Society's 2005 survey of 11000+ 14 to 16 year-olds.^{viii} The three most common themes raised by young people were family, friends and leisure. Having and enjoying free time was of major importance, with many young people commenting on the negative impact of schoolwork. More than half of survey respondents worried about exams and 47 per cent of young people often worried about schoolwork.

Young people were asked in a Save the Children survey which three things most concern them about the world. War and conflict were listed by 90 per cent of the 4000+ respondents, followed by health (45 per cent) and the environment (41 per cent). On local issues, the top three overall concerns were: crime (71 per cent), youth and leisure (50 per cent) and education (39 per cent).^{ix} These findings are echoed in a MORI survey of 605 young people, where young people were most concerned about crime and drugs (cited by 81 per cent and 78 per cent respectively) followed by terrorism and racism (67 per cent and 65 per cent). Well over half (64 per cent) were concerned about health and education (60 per cent).^x

Knowledge of the CRC

Findings from the 2006/07 online survey reveal a significant lack of awareness of the CRC, with only six per cent of respondents claiming to know “a lot” about the Convention. Twenty nine per cent admitted that they knew “nothing at all”, while a

further 25 per cent reported not knowing much and 12 per cent were not sure if they knew anything. There was no difference in awareness between boys and girls, and while there were not great differences in reported awareness between age bands, ignorance and uncertainty (or willingness to admit this) appeared to grow somewhat with age: the under 11s being twice as likely as 16 and 17 year olds to claim “a lot” of knowledge of the Convention, 12 per cent doing so.

One striking finding, presented in Table 7 below, was that children and young people who described their ethnic background as Black were around three times as likely as the rest of the sample to state that they knew “a lot” about the Convention, 20 per cent doing so.²

Table 7: ‘How much do you know about the Convention on the Rights of the Child?’ by ethnicity [Online survey 2006/07]

	<i>White</i>	<i>Black</i>	<i>Mixed heritage</i>	<i>Asian</i>	<i>Other</i>	<i>Total</i>
A lot	160 (5%)	39 (20%)	25 (9%)	15 (6%)	18 (9%)	257 (7%)
A bit	856 (28%)	55 (28%)	72 (25%)	72 (30%)	42 (22%)	1097 (28%)
Not much	775 (25%)	38 (19%)	70 (25%)	48 (20%)	46 (24%)	977 (25%)
Nothing at all	914 (30%)	36 (18%)	86 (30%)	60 (25%)	64 (33%)	1160 (29%)
Not sure	363 (12%)	28 (14%)	31 (11%)	46 (19%)	24 (12%)	492 (12%)
Total number	3068 (100%)	196 (100%)	284 (100%)	241 (100%)	194 (100%)	3983 (100%)

Those who claimed to know either “a lot” or “a bit” about the Convention were asked from where they got their information. Formal education (teachers at school or college) was by far the most common source, cited by over 62 per cent, followed by parents, carers or other family members (37 per cent). The Internet and television were cited by 23 percent and 19 per cent respectively. One hundred and ninety respondents (14 per cent) referred to “a group or organisation I’m involved with” as a source of information on the Convention.

However, the 2006/07 dialogue groups suggest that some of the above findings may be unreliable, over-estimating awareness of the Convention. During more in-depth discussions, even those who claimed to know a lot about the Convention revealed very scant understanding on further probing. When specifically asked to identify rights they were entitled to, the majority could not give examples beyond common ones such as “the right to remain silent”, “freedom of speech”, and “the right to life”. It should be noted, however, that participants in all the dialogue groups were keen to learn more about, and discuss, their rights. Many felt that this should be taught in schools and would have welcomed discussion about how children’s rights are implemented across the world.

² It should be noted, however, that a high proportion of Black respondents are in the under 12 age group; without further analysis it is not possible to say whether this is an “age effect” or an “ethnicity effect”.

More than three-quarters of 11 to 16 year-olds that took part in an Ipsos MORI survey for the Office of Children's Commissioner in 2006 were unaware of the CRC. Those that had heard of the Convention had done so during a school lesson, from a magazine or newspaper or from their parents.^{xi}

Over 80 percent of young people responding to the Save the Children survey were aware they had rights but only five per cent said these rights were always respected (eight per cent said they were never respected). The top 10 best known rights were: education, freedom of expression, home, food, healthcare, life, freedom, an opinion, respect and the right to be listened to.^{xii}

Of nine disabled children and young people questioned about their knowledge of their rights, only one had heard of disability equality legislation and the Disability Rights Commission.^{xiii}

4. DEFINITION OF THE CHILD

Article 1 of the CRC defines a child as a human being below the age of 18 years. When reporting to the UN Committee on the Rights of the Child, states are required to describe the minimum legal age for different rights and responsibilities.

Minimum age requirements

Children were asked their views on a range of age limitations in the NCB survey in 2003.^{xiv} Responses show that, intuitively³, children seek greater freedom and fairness.

Table 8: Minimum age requirements put forward by secondary school age children [NCB survey, 2003]

Age limitation	Children said (Secondary school aged)	Current law
Age of criminal responsibility	14 years preferred age	10 years
Education about sex and relationships	11 years preferred age	Parents can remove children from sex education up to the age of 18 years
Visit doctors on a confidential basis	13+ years preferred age	Under 16 if "Gillick competent"
Babysit	14+ years preferred age	No minimum age in law, though a person can be charged with child cruelty offences from the age of 16 years

Young people that took part in The Children's Society's broad children's rights consultation at the end of the 1990s were perplexed by the apparent lack of consistency in the UK's minimum age requirements. Many believed the voting age (18 years) is too high; some felt the age of criminal responsibility (10 years) is too low; most, especially those living in poverty, argued that the minimum working age (13 years for part-time work; 16 years for full-time work) is too high; and young people in custody believed that the age at which children can be locked up for criminal offences (10 years) is too low.^{xv}

³ Children were not given information about UN standards or European norms to help inform their responses.

5. GENERAL PRINCIPLES

The UN Committee on the Rights of the Child has grouped together four articles as the CRC's general principles – article 2, which grants all children and young people all of the rights in the Convention without discrimination; article 3, which requires that the child's best interests be a primary consideration in all matters affecting them; article 6, the child's right to life and maximum development; and article 12, the child's right to have their views given due weight in all matters affecting them.

Is England child friendly?

Across the 2006/07 dialogue groups teenage participants reported feeling discriminated against when in groups. Most reported that police had dispersed them and their friends, yet they felt safer being in a group. One young person summed up this experience: *“The fact is if you’re in a group of three or more, people automatically assume that you’re up to something, so the group gets broken up, and it’s really stereotypical, cos people just look at you and think, ‘oh, it’s teenagers, they are bound to blow the world up’.”*

Most children believe England to be “a quite good” country to grow up in, according to an NCB survey carried out in 2003.^{xvi} Just over a third of eight to 10 year-olds (n=209) and less than 20 per cent of 14 to 16 year-olds (n=815) believe England to be “a very good” country to grow up in. More than one in 10 children said England is not a good country to grow up in.

Only 17 per cent of over 11000 14 to 16 year-olds questioned by The Children's Society believed their area cares about young people.^{xvii} The Scout Association found that only one in five teenagers (n=1004) who were not members of youth or sports clubs felt they were part of a local community. Of those young people that were part of a club, 37 per cent felt they were part of a local community.^{xviii} Research carried out for the Children's Play Council and others found that nearly nine out of 10 younger children (89 per cent) and almost three quarters (71 per cent) of older children had been told off for playing outside.^{xix}

Protection from discrimination

The 2006/07 online survey asked all respondents to report whether they felt that they had been treated unfairly for any reason (see Table 9 below).

Table 9: ‘Have you ever been treated unfairly because of ...?’ [Online survey 2006/07]

	Yes	No	Don't know	Total number
Your age	1679 (43%)	2120 (54%)	152 (4%)	3951 (100%)
Being a boy or girl	1043 (27%)	2740 (70%)	136 (4%)	3919 (100%)
Your special needs or disability	399 (10%)	3241 (84%)	222 (6%)	3862 (100%)
The amount of money your family has	533 (14%)	3247 (83%)	131 (3%)	3911 (100%)

The colour of your skin	429 (11%)	3409 (87%)	81 (2%)	3919 (100%)
Your religion or culture	464 (12%)	3316 (85%)	122 (3%)	3902 (100%)
The beliefs or behaviour of your parents/carers	376 (10%)	3383 (87%)	136 (4%)	3895 (100%)
Your own beliefs	692 (18%)	3097 (80%)	107 (3%)	3896 (100%)
Your language	291 (8%)	3511 (90%)	88 (2%)	3890 (100%)
Your sexual orientation	230 (6%)	3228 (84%)	374 (10%)	3832 (100%)

Additionally, 274 respondents (seven per cent) reported being treated unfairly because of “something else”. Of these, 143 reported that this related to their appearance (including height, weight, hair colour, clothes they wear, wearing glasses, braces on teeth), 54 respondents felt unfairly treated because of a perceived difference from the “norm” (for example being responsible, weak, hardworking, or having specific musical tastes or support for a football team). Educational ability – both high and low – was cited by 13 respondents. Others (fewer than 10 in each instance) reported being treated differently because of: a medical condition or illness, their family, their accent, the amount of money they have, being home or privately educated, mental ill health, where they live, their name, being in care, their language, being a traveller and having a disabled parent.

By far the most common reason cited for unfair treatment was age, experienced by more than four in 10 of all respondents. This varied quite considerably according to the age of the respondent. While fewer than three in 10 (29 per cent) of the under 11s felt that they had experienced age discrimination, nearly two-thirds of older teenagers (64 per cent) reported this.

Discrimination by gender was the next most commonly cited, just over a quarter of all respondents reporting this. This varied by both gender and age, as shown in Tables 9b and 9c. Overall, one third of girls and one in five boys felt that they had been treated unfairly because of their gender. In both cases this increased with age, with one third of 16-17 year old boys and half of girls of the same age reporting unfair treatment.

Table 9b 'Have you ever been treated unfairly because of ... being a boy or girl?' (Boys by age) [Online survey 2006/07]

	Yes	No	Don't know	Total number
Up to 11	98 (16%)	487 (79%)	34 (6%)	619 (100%)
12-15	162 (20%)	625 (77%)	27 (3%)	814 (100%)
16-17	66 (26%)	180 (72%)	4 (2%)	250 (100%)
Total (boys)	326 (19%)	1292 (77%)	65 (4%)	1683 (100%)

Table 9c 'Have you ever been treated unfairly because of ... being a boy or girl?' (Girls by age) [Online survey 2006/07]

	Yes	No	Don't know	Total number
Up to 11	129 (20%)	497 (77%)	24 (4%)	650 (100%)
12-15	346 (33%)	677 (64%)	31 (3%)	1054 (100%)
16-17	227 (50%)	219 (48%)	13 (3%)	459 (100%)
Total (girls)	702 (33%)	1393 (64%)	68 (3%)	2163 (100%)

One in 10 of the whole sample reported that they had received unfair treatment because of a special need or disability. However, of those who described themselves as having a special need or disability, over half (55 per cent) felt that they had experienced unfair treatment for this reason. In addition, a further 185 respondents who did **not** describe themselves as having a special need or disability reported being treated unfairly for this reason; this may reveal a reluctance among children and young people to label themselves.

Eleven per cent of the whole sample felt that they had been treated unfairly because of the colour of their skin. Unsurprisingly, this varied by ethnicity (see Table 9d). Black children were most likely to report this followed by those of Asian origin (38 per cent and 31 per cent respectively). It is perhaps worth noting that six per cent of white children felt that they had been treated unfairly because of their skin colour.

Table 9d 'Have you ever been treated unfairly because of ... the colour of your skin?' by ethnic background [Online survey 2006/07]

	Yes	No	Don't know	Total number
White	169 (6%)	2831 (93%)	51 (2%)	3051 (100%)
Black	74 (38%)	114 (59%)	5 (3%)	193 (100%)
Mixed heritage	74 (27%)	185 (67%)	16 (6%)	275 (100%)
Asian	74 (31%)	159 (67%)	6 (3%)	239 (100%)
Other	36	120	3	159

	(23%)	(76%)	(2%)	(100%)
Total	427 (11%)	3409 (87%)	81 (2%)	3917 (100%)

Table 9e (below) shows the extent to which children of different faiths⁴ felt that they had been unfairly treated because of their 'religion or culture'. Muslim children were most likely to report this, 38 per cent doing so.

Table 9e 'Have you ever been treated unfairly because of ... your religion or culture?' by religion [Online survey 2006/07]

	Yes	No	Don't know	Total number
None	97 (6%)	1461 (91%)	54 (3%)	1612 (100%)
Buddhist	6 (18%)	27 (82%)	0 (0%)	33 (100%)
Christian	200 (12%)	1471 (86%)	43 (3%)	1714 (100%)
Hindu	10 (22%)	34 (74%)	2 (4%)	46 (100%)
Jewish	4 (16%)	21 (84%)	0 (0%)	25 (100%)
Muslim	90 (38%)	137 (58%)	11 (5%)	238 (100%)
Sikh	8 (31%)	17 (65%)	1 (4%)	26 (100%)
Other	44 (26%)	118 (69%)	9 (5%)	171 (100%)
Total	459 (12%)	3286 (85%)	120 (3%)	3865 (100%)

Just under a quarter (24 per cent) of respondents whose first language was not English felt that they had been treated unfairly because of this.

Although we have no indication as to whether survey respondents were actually living in poverty, one in seven reported that they had been treated unfairly because of the amount of money their family has.

Data collected through the 2006/07 dialogue groups illustrates and expands upon many of the findings from the online survey presented above. Participants reported often feeling generally discriminated against as young people because of the negative image of this age group, as previously mentioned on page 12. Equally, across the dialogue groups a reoccurring theme emerged of young people feeling that any "difference" singled them out for potential unfair treatment or bullying; they described a situation in which there often appeared to be little tolerance between young people, with much division according to characteristics such as appearance, accent, language, ethnicity, religion, disability or culture.

Some non-Muslim participants described tensions between Muslim and non-Muslim young people as a result of recent terrorist attacks; others (Black and white young

⁴ Please note that the total numbers for some religions are small, therefore findings must be treated with caution.

people) reported on the stereotyping of Black young people as “gangsters”. Some primary school children within a multicultural inner city school reported experiences of being treated differently because of their religion. White participants in a number of groups were keen to assert that racism “*goes both ways*”, some of them reporting having experienced racist bullying.

Within a number of dialogue groups, participants demonstrated a lack of understanding concerning their disabled peers. Some shared disabilist attitudes particularly when disabled pupils were perceived to have received “different” treatment at school. In one group, participants did not disagree when one boy reported that young people do not want to be associated with a disabled peer for fear of being bullied by others.

In dialogue groups of looked after children and young people many reported experiences of unfair treatment because of their looked after status. Often this centred on missing out on things like school trips or social activities because of the bureaucracy involved in gaining permission.

Similarly, traveller children and young people felt they were singled out because of their culture. For example, all participants in one dialogue group of young travellers agreed with the following comment: *“At my school they won’t let you in any of the clubs if you’re a traveller... if you put your name in this thing, if you put your name in, if there’s too many people, say like there’s 21 people and only 20 people are allowed to play you can guarantee you’ll be the one what ain’t playing”*. Children and young people in this group also spoke about how they felt other people would be happier if they didn’t have to have contact with travellers, *“if we were just in the corners out the way so they don’t have to really see us”*. They also distrusted teachers, who are *“supposed to be supportive to travellers but if they were to say their own opinions out loud they think we’re just a bunch of *****”*.

Across the dialogue groups participants felt more could be done in schools to help address prejudice and discrimination, although they also identified that the influence of the family was important. Within schools, it was felt that improved teaching concerning racism and discrimination was required. The following example is typical: *“I think it was our last PSE subject, and racism, we just cut through, said, yeah, this is racism, that’s what it’s all about, yeah, moving on. We’re not educated enough about it. They don’t say enough about it, they don’t tell us what it’s all about, and they don’t reinforce”*. A few articulate participants felt that racism should be taught alongside respect, *“because maybe racism is highlighting the fact that we’re different in the sense of skin colour and all that. Respect needs to back it up, to say that we’re different on the outside but we’re all the same on the inside”*. Many older young people felt this kind of education should start early in primary school; this was supported by primary school participants who appeared eager to learn about other cultures, religions and languages. All wanted this education to be less “book learning” and historically focused, with more emphasis placed on appreciating “difference” in today’s society.

They often appreciated cultural days and activities, for example cooking. As one young traveller explained, *“If they understand about the traveller, they don’t teach in schools about travellers, they teach about Germany and France... But if they did I’m sure that the racism would stop a little bit or it would get better, then they’d understand ... because they said, ‘you eat rabbit stew’, and I said, ‘yeah’, and they said, ‘urgh’. I said, ‘you eat chicken, it’s the same sort of thing only rabbits are supposed to be a lot cleaner than chickens”*.

Many participants also reported that their schools had policies on bullying, racism and discrimination but they were rarely implemented.

Research and consultation projects with particular groups of children and young people included in the literature review reveal a variety of unfair and harmful treatment. For example, recent consultations with young refugees by The Children's Society (n=106) found that a quarter of children had been bullied once or more by other children at school.^{xx} This was experienced by individuals and by groups of asylum-seeking children. A Somali child living in Bristol gave an account of the whole school being "against" 15 Somalis and the police having to come to the school to safely escort home the Somali children. A boy from Afghanistan living in Birmingham was constantly called "Taliban". The children stressed the need for schools to raise awareness of different cultures, language and religions.

In another research project conducted for The Children's Society, Black young people in trouble with the law complained of racist behaviour by the police.^{xxi} This included the police stopping and searching Black young people without an adequate explanation. One boy was with his friend visiting his brother at University. The police stopped the boys almost as soon as they came off the train. They searched their bags and coat pockets. The explanation given was that the police had not seen them around that area before. The boy described the incident as very intimidating. Most respondents said they do not trust the police and would not seek help from them if needed; nor would they assist the police in tackling even very serious crime. See page 77 for Black young people's accounts of racism in custody.

Research carried out for The National Youth Agency found that young lesbian and gay people face difficulties in "coming out" to parents and other family members.^{xxii} The process was commonly spread over a long period of time, with many "comings out", starting with the people least likely to react negatively. For young men especially there were ignorant and hurtful responses, with homosexuality often being conflated with paedophilia and AIDS. The researchers note that young lesbian and gay people who are D/deaf and have hearing parents receive the most positive response; they suggest this is because these parents have already adapted to their children being "different".

The needs and rights of young lesbian and gay people were not met in a range of settings. In hostels, for example, they could face extreme forms of harassment from other young people. Prejudice in the community could force them to leave their council tenancy; and counselling and other relationship services were generally seen to be geared to meeting the needs of heterosexual couples. In school, young lesbian and gay people were often made to feel invisible.

There was fear and ambivalence surrounding social workers for D/deaf people, with Asian families especially worried that these social workers could remove their children into care. While primary education was generally felt to be positive, secondary education brought new challenges. The researchers describe the D/deaf young people as feeling "*totally marginalised*" in transition meetings at age 14. Higher education brought exclusion from social activities. This also occurred in the workplace: the researchers found the most positive working environments to be D/deaf or mixed D/deaf / hearing. Several young people commented on homophobia in Deaf clubs.

Many young people in the broader children's rights consultation carried out for The Children's Society described being subject to age discrimination. One boy

explained:

'[Adults don't treat us like humans. They treat us like babies who can't talk.]'

They pointed to other factors affecting young people's enjoyment of their rights – racism, prejudice against disabled people and unequal treatment of those living in poverty.^{xxiii} But not everyone was seen to be subject to discrimination. A young person in custody summed up:

'[Those that aren't discriminated against are] the rich ones, the dead brainy and the ones that have good backgrounds and stuff like that. They have nice parents with lots of brothers and sisters and they're all treated the same.'

Heard and taken seriously?

In the 2006/07 online survey, children and young people were asked to what extent their views are taken into account by a range of different adults (Table 10 below). Boys are slightly more likely than girls to feel that adults 'always' listen to them. Reflecting the findings of the NCB survey quoted below, the proportion claiming that adults "always" take their views into account drops by age, in some cases quite dramatically. For example, over half of the under 12s feel that health workers "always" take their views into account, compared with only 19 per cent of 16 and 17 year-olds.

Table 10: 'Do you feel your views are taken into account?' [Online survey 2006/07]

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>	<i>Total number</i>
By your parents/carers	1747 (45%)	1435 (37%)	589 (15%)	128 (3%)	3899 (100%)
By teachers/college lecturers	753 (20%)	1351 (36%)	1228 (33%)	401 (11%)	3733 (100%)
By your doctor, dentist or health workers	1289 (36%)	1238 (35%)	796 (22%)	247 (7%)	3570 (100%)
By your connexions PA or youth worker (if you have one)	438 (35%)	387 (31%)	286 (23%)	150 (12%)	1261 (100%)
By social workers (if you have one)	211 (35%)	135 (22%)	121 (20%)	137 (23%)	604 (100%)

Encouragingly, perhaps, over 80 per cent of respondents reported that their parents / carers took their views into account always or most of the time, with only a very small minority (three per cent) stating that they "never" did. Younger children feel far more listened to at home than teenagers: 58 per cent of the under 12s stating that their parents "always" take their views into account, compared with just 29 per cent of 16 and 17 year olds.

Of the professional groups listed, respondents felt that health workers were most likely to pay attention to their views, over 70 per cent suggesting that they did always or most of the time. Those who described themselves as having a special need or disability did not differ from the rest of the sample in this respect.

Educators were perceived as being less likely to listen. Although more than half of respondents felt that their teachers or lecturers took account of their views always,

or most of the time, more than one in 10 felt that they “never” did. Table 11 below shows some dramatic differences between primary and secondary age pupils in terms of whether they feel that teachers “always” take their views into account, with the under 12s four times more likely to believe this than older children.

Table 11: ‘Do you feel your views are taken into account by teachers / college lecturers?’ [Online survey 2006/07]

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>	<i>Total number</i>
Up to 11	493 (42%)	387 (33%)	232 (20%)	69 (6%)	1181 (100%)
12 – 15	191 (10%)	694 (38%)	706 (38%)	245 (13%)	1836 (100%)
16-17	67 (10%)	255 (37%)	284 (41%)	81 (12%)	687 (100%)
Total	751 (20%)	1336 (36%)	1222 (33%)	395 (11%)	3704 (100%)

Respondents with social workers (n=604) reported mixed experiences of being listened to. While one third felt that their views were “always” taken into account by social workers, alarmingly, nearly a quarter (23 per cent) thought that they ‘never’ were.

Connexions Personal Advisors and youth workers were perceived as being more likely to take young people’s views into account than either teachers or social workers, perhaps reflecting the specific advisory and supportive nature of the work of such practitioners.

Across the 2006/07 dialogue groups being heard and taken seriously was of utmost importance to participants. Yet many felt that structures such as school councils, local government and especially national government were either not designed, or willing, to empower children and young people. Many felt that participation could lead to joint understanding, respect and help in matters such as child protection.

Disabled children and young people, particularly those dialogue group participants with complex health needs or communication impairments, reported having little choice or input into their own lives. For example, one person reported having no say in how or where her clothes are changed at school or in how she is cared for. This finding is supported by a recent research report published by the Social Policy Research Unit (SPRU) at the University of York.^{xxiv} Twenty-one disabled children and young people, aged between five and 18 years, were interviewed about their experiences of being involved in social care decision-making. These children and young people had limited contact with social workers and little opportunity to express their views about services. A 16 year-old who had been in a foster placement for many years was exasperated by her social worker sending her every six months a smiley face ticksheet: she wondered why her social worker just couldn’t speak with her! Even when they had participated in some way, disabled children and young people generally did not understand what they had been involved in, either because they had not been given any information or they had not been given information in an accessible format. Despite their limited experience of being genuinely involved in decision-making, disabled children and young people very much welcomed the chance to have an influence as well as the opportunity to socialise and have fun. The author concludes, “... *their enthusiasm at being interviewed for this study and the methods used during the interview, indicate that*

participation would be embraced wholeheartedly by these young people”.

A recent report published by the Disability Rights Commission exploring disabled children and young people's educational experiences portrays a generally positive picture.^{xxv} School councils in two of the three schools participating in the research stood out as being especially good at empowering disabled children and young people (both councils were in “special” schools). As with the research undertaken by the SPRU, disabled children and young people were enthusiastic about being consulted and had a lot to say: the authors note, *“On many occasions there was some surprise from the school at the extent to which the child was able to communicate their views and the fullness of these views.”*

The NCB survey carried out in 2003 reported that almost six out of every 10 older primary children say they are listened to and taken seriously most of the time compared with less than 40 per cent of the younger secondary children.^{xxvi} A recent survey carried out for the Office of Children's Commissioner found that 50 per cent of 11 to 16 year-olds (n=2,000) do not feel they have enough say in decisions that affect them.^{xxvii}

Almost half (45 per cent) of young people that responded to the Save the Children survey belonged to a youth or community group (n=4032), though only four per cent believed that local actions could “always” have an impact on national or international decisions.^{xxviii}

Are children respected?

Nearly half (44 per cent) of children and young people feel they are not given enough respect and understanding by adults, according to a survey of 2000+ 11 to 16 year-olds carried out for the Office of the Children's Commissioner. Only 17 per cent of 15 and 16 year-olds felt respected and understood compared to 27 per cent of children aged 13 or under.^{xxix} In a study on younger children's participation in family decision-making, just over a third (37.5 per cent) of children said they were very involved in family decision-making, though 65 per cent said they would like to be very involved.^{xxx} There were everyday examples of children's views not being considered. For example, 11 year-old Dan explained:

‘When they buy furniture and they got to move the old furniture, sometimes they put it in my bedroom and they don’t ask if I want it moving in there .. they put the stuff there without asking me if I mind.’

Andrew, also aged 11, said that parents can wrongly assume they understand a problem:

‘... In some cases kids do make better decisions than grown-ups because they try to understand more. Yea, I think adults think they understand as soon as they’ve heard something that’s gone wrong. They try to be fair but they think they understand straightaway.’

Kay, aged 11, gave this advice:

‘[Parents] need, like, to think in a children’s way.’

Youth workers and community development workers give most respect to children and young people while politicians and teachers give the least respect, according to The Children's Society's consultation on children's rights.^{xxxi} Two young people said children get slapped if they say they have rights.

The Guardian newspaper held a competition for children to design their own school. Over 1500 schools and hundreds of individual children participated. Children wanted much more *respect* – “[This was] the single word that occupied most; it was what the children wanted, but felt they didn’t get ... they were sick of not being listened to, sick of being treated like kids.”^{xxxii} Fourteen year-old Lorna from Ipswich refers to children in her school as the ‘underclass’:

‘I left school last year, at the age of thirteen, and enrolled at a local college to take my GCSEs. I left because I felt that the regime was oppressive and, like most oppressive regimes, coercive and difficult to change. I resented being told what to wear, what to think, what to believe, what to say and when to say it. In an average school, the children are the underclass, so low in status that they are not worth listening to.’

In research carried out by Save the Children, pupil referral units were seen as places where children receive more attention and respect from teachers.^{xxxiii}

Less than half of children (40 per cent of girls and 44 per cent of boys) involved in family proceedings said they were listened to and their rights respected. Younger children were more likely to feel they had been listened to.^{xxxiv}

Young people taking part in a consultation run by The National Youth Agency complained that bus drivers do not always stop when they see young people waiting at a bus stop.^{xxxv} This was also a concern raised by disabled young people and young parents within the 2006/7 dialogue groups.

The British Youth Council and YouthNet found that almost nine out of 10 young people are concerned about negative media representation, and over 80 per cent believe that it leads to a lack of respect from older people.^{xxxvi} Likewise, this issue was raised on numerous occasions across the 2006/07 dialogue groups by respondents concerned about a lack of positive media attention: “Say a group of teenagers going out and raising some money for charity or something. No one ever hears about things like that”.

Are children understood?

More than nine out of 10 young people aged 14 – 16 believe their parents care about them, yet only 63 per cent feel understood by their parents, according to a survey of 11,000+ young people carried out by The Children’s Society.^{xxxvii} Over half of the children aged eight to 11 years in a different, smaller, study said their mum always knows how they are feeling, but less than a third believe their dad always knows how they are feeling.^{xxxviii}

The Children’s Society research found that eight out of 10 young runaways do not turn to anyone for help, nine per cent get help from friends, seven per cent from family and friends and only four per cent from agencies.^{xxxix}

Family decision-making

Eight to 11 year-olds were asked about their views and experiences of family decision-making.^{xl} On the whole these younger children did not expect – or want – to be the ones making family decisions, but they did want to have a say.

Children deferred to adults for many reasons, including negative ones. For example, a nine year-old girl said children must go along with what parents decide otherwise they will be smacked:

Interviewer Do you think that adults are better at making decisions than children?

Susan Yes, because they're older

Interviewer What difference does that make?

Susan They're smarter, they're bigger and if we don't let them win they'll smack us.

A quarter of the children in this study wanted more say in decision-making such as bedtimes, bath times, play times etc. Children that lived in "fair" families were more likely to want also to participate in bigger family decisions – buying a new car or TV and choosing a holiday, for example.

In another study, focused on domestic violence, children said they want to be involved in even very difficult decision-making:

'Grown-ups think they should hide it and shouldn't tell us, but we want to know. We want to be involved and we want our mums to talk with us about what they are going to do – we could help make decisions.'^{xlii}

This is supported by a NSPCC review of research on children's and young people's experiences of domestic violence, parental substance misuse and parental health problems.^{xlii} The Children's Rights Director has collated all the messages from his research and consultations with children and young people to make 107 policy proposals. Policy proposal number two is "tell even young children about the risks there are to them." The message is clear: children of all ages want to be informed and involved.^{xliii}

School decision-making

The 2006/07 dialogue groups illustrated variability in the effectiveness of school councils. Few participants were able to provide examples of positive practice from the schools they attended. However, a minority reported on positive developments arising out of the school council, such as organising fundraising days, choosing equipment for the playground and making decisions about school uniform. In one school four school council representatives had been involved in selecting the school dinner supplier.

Research carried out by for the Disability Rights Commission showed the positive effects of school councils for disabled children and young people. The researchers summarise the characteristics of an effective school council:

- Develops over time and is integral to school decision making
- The teacher who facilitates is clear about his/her role and is committed, knowledgeable and experienced
- The process has integrity: participation is meaningful
- Good organisation of meetings
- Good representation across the school
- Regular but short meetings
- Real issues are discussed and the decisions have a direct, visible and immediate impact
- The chairperson is well briefed and supported
- Strong commitment from headteacher

- The school council reflects a broader commitment to participation and democratic processes.^{xliv}

When education was discussed in the 2006/07 dialogue groups, young people reported feeling disenfranchised by the Ofsted inspection process, with many feeling alienated by the system and wanting more dialogue, “*When Ofsted comes in, they make it look all good*”. Other participants reported that, “*they expel the kids that are bad for the day that Ofsted are in. They remove them for the day*”. Another said, “*if they [Ofsted inspectors] go to the pupils, the teachers usher them away from you*”.

An Ofsted review shows that the majority of children had received a copy of Ofsted's letter to the school following inspection, but they were rarely involved in follow up action.^{xlv} More primary than secondary school children had read the letter. Some younger children had difficulty in understanding the letter, though class discussions about the letter were more common in primary than secondary schools. Nearly all the schools had plans to respond to the inspection report, though few had actively sought children's input into the development of these plans. There was little engagement with school councils.

Research carried out for the DfES on bullying found that those schools where children were least able to participate in decision-making were the worst schools for tackling bullying.^{xlvi}

Decision-making in care

Looked after children and young people within the 2006/07 dialogue groups had strong views about being listened to and being heard. Some young people's negative experiences had led them to mistrust any consultation or involvement. They particularly highlighted the reviewing system, reporting, “*when you sit on a review panel and whatever, they say to you, they put everyone else first, and you last, so it makes you like an idiot*”. In terms of being kept informed by social workers, another young person summed up many views when she stated, “*They say you're the most important person and then they don't ... they say 'Oh, yeah, we'll get back to you next week', or they give you a day or whatever, and then they don't get back to you, they don't do nothing about it. They say they're going to help you but they don't do anything, they're just stupid*”. Others raised concerns over the fact that they had not been informed as to who would be attending their review. Children and young people were particularly perturbed to arrive and find teachers attending when they could not see the relevance of this, for example, “*My head of house came and that was like really embarrassing for me, because, yeah, she's not going to tell anyone, she probably won't, but it's still my private business and I don't feel comfortable with her knowing it*”. Another queried, “*unless you got some problem or in school or you got some learning difficulties or anything, why do those teachers need to be there?*”

Looked after children and young people want to have more of a say about who is their social worker, according to a consultation carried out by the Children's Rights Director.^{xlvii} They also want to be involved in placement decisions and social worker recruitment.

The NSPCC found that almost half of looked after children (45 per cent) could not name their care authority. Seven out of 10 children did not know what was in their care plan: girls were slightly more likely to know than boys. Those who said they did not feel safe in care were less likely to say they knew what was in their care

plan (57 per cent compared to 76 per cent).^{xlvi}

Giving advice to Government

In the 2006/07 dialogue groups many participants distrusted the Government, feeling that it did not care or show concern for children and young people. Although willing participants in the dialogue groups, many felt that expressing their views in this way would make little difference, “*Cos we’re a small little town with a couple of young kids, we’re not exactly on the map, and then nobody cares about what we say*”, or that the findings would be “*shoved to the bottom of the pile of priorities*”. Some were cynical about the exercise: “*The Government won’t listen to a word of this, they’ll just send out, they’ll just have a little bit of paper that they’ll send out to everyone who’s done an interview, saying thank you for your ideas, your opinions*”.

The Children’s Minister established a children and youth board in 2003 and this has been evaluated.^{xlix} The researchers note the positive impact of the board on its individual members and they praise the support offered by the two facilitating organisations, NCB and the British Youth Council. However, the researchers found little evidence that the board had made an impact on any decision or policy, though officials – within the DfES and across other Government departments – were very positive about its role.

Voting age

The Electoral Commission ran a public consultation on lowering the voting age in the UK.ⁱ Nearly seven out of 10 (66 per cent) of young people supported lowering the voting age; the most popular age of electoral majority chosen was 16 (selected by 59 per cent). Just one per cent of 15 to 19 year-olds opted for votes for under 16s. The Commission cites research conducted by the Nestle Family Monitor in 2003 that found that 30 per cent of young people believe the voting age should be reduced to 16, and a further 23 per cent support enfranchisement for under 16s. Late into the public consultation, ICM was invited by the Electoral Commission to undertake additional research. Of 243 interviews with 15 to 19 year-olds, the mean average age put forward for the right to vote was 17.4 years. When asked, “If the choice came down to it, do you think the minimum voting age should be lowered to 16 years or kept at its present 18 years”, more than one in three (35 per cent) opted for votes for 16 year-olds and over half (54 per cent) supported the status quo.

Over a third of the young people that emphasised participation and citizenship in the Children and Young People’s Unit consultation said there should be action on the voting age.ⁱⁱ The same proportion (34 per cent) called for children’s representatives in Government. Sixteen year-old Katrina advised:

‘16 and 17 year-olds should have the right to vote. Over 16 year olds are allowed to work full time which means they have to pay income tax. Taxing people without giving them the right to vote is tyranny.’

The Save the Children survey asked young people if they planned to vote as adults: 61 per cent said yes. Young people attending private schools were more likely to respond affirmatively (73 per cent said yes compared with 60 per cent in state schools).ⁱⁱⁱ

How to consult

Completing a questionnaire is young people’s most preferred method of engagement, according to the Youth Matters Green Paper.^{liii}

The Children and Young People's Unit's activity book asked children how they would like the Government to check whether their plans are working. Happiness was seen to be an important measure of well being:

'By checking children are getting their happiness.' Sherelle, aged 11

'You could measure by how many homes you have give to children and how many you've made happy.' Eve, aged 11

This was echoed by older respondents:

'By researching how many young people etc are happy in the communities / areas they live. This is the home and on a wider scale is the town / city you live.' Ellie, aged 15

'The way I would measure the improvement is about how happy you are how well you're doing in school and how your social life is going.' Robert, aged 15

Most children (under 12) agreed that surveys are a good / the best method of obtaining children's views. However, 44 per cent of older participants stressed that decision-makers should "meet the children", while 40 per cent agreed that surveys are a good way of measuring change.^{liv}

The former Children's Minister John Denham MP ran consultation events across England with young people about politics and the media.^{lv} The two main messages from young people were: "Talk to us in a language we understand"; and "Listen and respond to our concerns". Young people asked for regular communication with politicians and media representatives. They proposed young people's surgeries with MPs and visits to Parliaments, and even a dedicated television channel:

'A young people's politics channel is one possibility but it would be good if mainstream TV could just include interesting and accessible politics.'

NCB and The National Youth Agency consulted over 300 children and young people aged between six and 19 years about children's services inspections. The work was carried out for Ofsted, in preparation for the new inspection framework. There were strong messages from children in all the consultation groups about inspectors being accessible – this related to appearance (suits and clipboards were not appreciated) as well as approach (smiling, asking open questions and not allowing the school to choose which children should be interviewed).^{lvi}

6. CIVIL RIGHTS AND FREEDOMS

Children's and young people's civil rights and freedoms in the CRC range from the right to freedom of expression to the right to privacy to the right to protection from harmful media and the right to protection from all forms of violence.

Freedom of expression and association

The British Youth Council and YouthNet ran an online survey about young people's views and experiences relating to anti-social behaviour.^{lvii} The activity judged to be anti-social by most young people (92 per cent) was bullying. Stealing and "happy-slapping" were close behind. Only two per cent of young people considered hanging around with friends in public to be anti-social behaviour. Three-quarters of young people had worn a hoodie in the last 12 months, yet only six per cent considered this item of clothing to be a form of anti-social behaviour.

Respondents aged between 12 and 15 years were the most likely to say they had done something anti-social in the previous week (25 per cent).

The right to privacy

Children's and young people views on how well their right to privacy was respected in different settings were sought in the 2006/07 online survey (Table 12 below). Respondents' privacy seems to be generally respected at home, with half stating that their right to privacy is "always" respected and a further third that it is respected 'most of the time'. Only one in 20 felt that they "never" had privacy at home. Views about privacy change with age; whereas over 60 per cent of under 12s feel that they "always" have privacy at home, this drops to 35 per cent for 16 and 17 year olds.

Perhaps unsurprisingly, conditions are less favourable in school and college settings, with a quarter stating that their privacy was "always" respected, and one in eight suggesting that it "never" was. The contrast between primary and secondary school experiences is marked, with 35 per cent of under 12s feeling that their privacy is "always" respected at school compared with fewer than 20 per cent of secondary age students.

Table 12: 'Do you feel your right to privacy is respected?' [Online survey 2006/07]

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>	<i>Total number</i>
At home	1938 (50%)	1274 (33%)	510 (13%)	178 (5%)	3900 (100%)
At school or college	936 (25%)	1369 (37%)	939 (25%)	469 (13%)	3713 (100%)

The 2006/07 online survey found that children describing themselves as having a disability or special need were **not** markedly more likely to feel that their privacy was violated either at school or home than other respondents. However, qualitative research carried out by Watson and others found that disabled children's right to privacy was often neglected in school: teachers *"commonly talked about the*

children as if they were not there".^{lviii}

The Office of Children's Commissioner commissioned the NSPCC to consult children about information sharing.^{lix}

There was confusion among children about the purpose and operation of information sharing, and many were fearful and suspicious of it. Children especially did not want teachers to know about their "private" lives, and they did not trust them with confidential information, a finding confirmed by the 2006/07 dialogue groups.

Children accepted information sharing only if there were "*quite high thresholds of risk*" such as bringing drugs to school or a child harming themselves or others. There were accusations of "Big Brother" and concern about information falling into the wrong hands. Children pointed out that in small communities information could circulate quickly and widely. The police having access to information was of particular concern.

'No, I think they shouldn't tell unless we give them permission, unless it's something that's life-threatening to us, that's when they should,' 16 year-old with offending history

'Anyone can hack into that are you mad?' 16 year-old homeless male

'I think that when a child confides in somebody it should be done how they want to do it ... but that's the way it escalates. They say, I have to do it, it's my job, fuck your fucking job, that kid's being beaten up, they do it how they want it to be done so they feel safer, or else if you haven't done the first time, then you're not going to trust them the second time ... you've only got one chance of trusting someone.' 17 year-old female in custody

There were very strong feelings about information sharing related to use of sexual and mental health services, and many young people said they would as a result turn to family and friends for advice instead of professionals.

When the Government proposed to introduce routine weighing and measuring of children in primary school, the Office of Children's Commissioner contracted NCB to consult children.^{lx} Younger children – five to eight year-olds – saw being weighed and measured as normal, though even at this young age there was some anxiety about friends finding out if they were overweight. Privacy was a lot more significant for nine and 10 year-olds: most children wanted their parents to be present when they are being weighed or measured.

In addition to the NCB consultation, Triangle Services for Children consulted 10 young children (six to 10 years) with complex health needs about the weighing and measuring proposal.^{lxi} Children were fine about removing their clothes but not their pants. They did not want friends to be present. Younger children suggested it would be best to be weighed and measured at home while older children suggested going to a doctor's surgery. Two of the 10 children said they would refuse to be weighed and measured.

The right to information

When asked in the Youth Matters Green Paper how they would like to receive information, young people's top three answers were face-to-face, work experience and through the Internet.^{lxii}

Most young people receive information about what's going on in the world from television (90 per cent), newspapers and magazines (59 per cent) and radio (47 per cent), according to the Save the Children survey.^{lxiii} Family and friends were the next most influential, cited by 44 per cent and 40 per cent of respondents respectively. School / college and the Internet were each listed by 38 per cent of respondents.

When children and young people were asked by the Children's Rights Director to list the information they need from social workers, the top three responses (83 in total) were: more information about leaving care (suggested 17 times); more information on people to turn to for friendly advice and help on different topics (suggested 14 times); being kept in touch more with what is happening in their birth family (suggested 13 times); and help to move back with their family one day (suggested 13 times).^{lxiv}

Protection from harmful media

Within the 2006/07 dialogue groups, participants were invited to explore whether they felt protected from potentially harmful materials on the Internet and television. Most had learnt about dangers on the Internet from their parents/carers, and even the youngest participants appeared knowledgeable about the risks, such as giving out personal details on the Internet. However, many young children reported watching TV in their bedrooms late at night without their parents knowing, some appearing to have been quite disturbed by images they had viewed. Within the school environment, participants reported strict controls enforced on Internet usage. Many found them over-restrictive, for example, *"Yeah, I think it's safe to say we're protected... The fact that there's about two websites on the Internet that we can actually go on kind of covers that. In science we were looking up the material Gore-tex, but we couldn't look it up cos we're not allowed to use the word 'gore'"*

Almost all young people (98 per cent) in the British Youth Council and YouthNet survey consider that the media represents them as anti-social; 97 per cent believe the media presents young people as a group to be feared; 86 per cent feel they are hardly ever or never represented as a group to be trusted; and 75 per cent believe the media represents young people as selfish. Nearly nine out of 10 young people are concerned about this negative media representation, and over 80 per cent believe that it leads to a lack of respect from older people. The young people's recommendations include: balanced reporting in the media; politicians engaging directly with young people; bringing generations together; safe spaces for young people to go; young people's participation in the policy making process; and improved training for journalists.^{lxv}

Children who took part in Sue Sharpe's study on violence (see below) urged thoughtful responses to violence in the media. A 13 year-old boy referred to media debate about the impact of violent videos on one of the boys who killed two year-old James Bulger. He said the boy's father owned about 300 horror movies and questioned whether the boy might have been more affected by his parents than by videos. A 16 year-old said he knew a child who became aggressive after playing computer games but observed that the boy seemed lonely and this may be the cause of his aggression, not computer games.^{lxvi}

Attitudes towards violence

The NCB and Save the Children consulted young children aged between four and seven about smacking.^{lxvii} In an open question "what is a smack", most children (57 per cent) described a smack as "a hit", "a hard hit" or "a very hard hit". Only one child described a smack as a "pat" – adding quickly "only harder".

When asked whether they would smack as adults, 65 per cent of the five year-olds, half of the six year-olds, and 41 per cent of the seven year-olds said they would not smack. Of those that would smack children, the tendency was to cite social norms – i.e. smacking is what adults are expected to do to children. Not wanting to hurt children was the most common reason given by children who said they would not smack as adults.

Children were asked what they would do to try and stop adults smacking. Their top three proposals were:

- Children to behave well
- Parents change their behaviour
- Change the law / tell adults not to do it.

Children and young people in England and Northern Ireland aged 11 to 16 years were asked about their views and experiences of violence.^{lxviii} Children and young people mostly rejected and condemned violence, though in some circumstances it was seen as legitimate. Unlike the young children in the NCB / Save the Children study above, these 11 to 16 year-olds, for example, generally accepted parental violence against children:

'... I just stand there and take it ... [My mum] could do whatever she wants, I'd never hit her back. I've got too much respect for my parents to hit them back.' 16 year-old girl

Three main ways were put forward by children and young people in Sharpe's study for dealing with peer violence: stand up for yourself, ignore the bully and tell someone.

The Children's Rights Director found that most children and young people believe restraint should be used only as a very last resort. There were situations of children being restrained when they were very upset – for example a foster carer restrained a child in order to allow his parent to leave the foster home.^{lxix} One child said restraint can *'make you feel like you're nothing'*.

Hit or harmed in the last year?

As a broad indicator of the extent to which children and young people had been subject to violence, the 2006/07 online survey asked respondents whether they had been "hit or harmed by another person" in the last year. Just under half (47 per cent) of the total sample said that they had, boys being considerably more likely than girls to report having being hurt (57 per cent compared with 39 per cent overall).

Children and young people with a disability or special need were more likely to report being hit or harmed than their non-disabled peers, 60 per cent doing so.

There is also a difference by age, demonstrated by Table 13, below, which shows numbers and proportions of boys and girls who have been hit or harmed, broken down by age. Two thirds of boys under 12 reported having been hurt in the last year, compared to around half of older boys. There is also a decline in the proportion of girls reporting being hit or harmed as they get older, from just under half (48 per cent) of the under 12s, to around three in ten of 10-17 year olds.

Table 13: ‘Have you been hit or harmed by another person in the last year?’ (Those responding ‘yes’, by age and gender) [Online survey 2006/07]

	Up to 11	12-15	16-17	Total
Male (n=1730)	429 (66%)	433 (52%)	130 (51%)	992 (57%)
Female (n=2190)	319 (48%)	401 (38%)	136 (29%)	856 (39%)

Asian children were less likely than those from other ethnic backgrounds to report having been hit or harmed, 40 per cent reporting this, compared to 47 per cent of the total sample.

Of those who had reported being hit or harmed in the last year, the overwhelming majority stated that the perpetrator had been another child or young person (85 per cent of those reporting being hit, 38 per cent of whole sample), while 22 per cent (10 per cent of whole sample) stated that they had been hit or harmed by an adult. A small minority of respondents reported having been hit or harmed by both an adult and another child. There were minor gender differences in these findings, with boys being slightly more likely than girls to report being hurt by another child, and girls somewhat more likely than boys to report being hurt by an adult.

The likelihood of having been hit or harmed by an adult increased with age: 19 per cent of under 12s, 12 per cent of 12-15s and 32 per cent of 16 and 17 year-olds reporting this.

Children from Black and minority ethnic groups were less likely to report having been hit or harmed by another child than were white children.

Violence in the home

Of the 391 respondents (10 per cent of whole sample) who had been hit or harmed by an adult in the last year, 305 answered a supplementary question indicating that 264 (87 per cent) of them had been hit in their own home, suggesting the involvement of parents and carers.

Other people’s homes were also cited, including those of friends and foster carers. The home was also a common place for children to be hit or harmed by other children and young people, particularly for girls and those under the age of 15 (it is to be presumed that in the majority of cases the perpetrator would be a sibling).

The above findings should be tempered by the fact that 74 per cent of respondents to the online survey reported feeling safe at home “always” and a further 20% “most of the time”. Sadly 31 individuals reported ‘never’ feeling safe at home; this represents less than one per cent of the total sample. There was little variation by age, ethnicity or gender.

Mums, dads and grannies are the people most likely to smack, according to the NCB / Save the Children consultation with young children. These four to seven year-olds said children are usually smacked at home (bedroom was the most common location) or in a shopping centre. The bottom was given as the most common place on the body where children are hit.^{lxx}

About 12 per cent of 14 to 16 year-olds that had run away did so because of maltreatment.^{lxxi} Researchers from The Children's Society and the University of York estimate that between 5.5 per cent and 7.5 per cent of 14 and 15 year-olds in

England run away – between 71,500 and 97,500 teenagers. The research found that most children (52 per cent) stay away for one night, though one in 10 stays away for more than four weeks. Nearly seven in 10 children do not believe they have been reported as missing by their parents or others.

Over half of the socially excluded young people taking part in research carried out by The Children's Society (n=102) had been abused – 20 were sexually abused (all females), and 18 were abused “in all ways”. Most of the abuse happened before the child reached the age of 10 years. Seven young people reported being abused in care before they reached the age of 10. Over half of the young people were regularly beaten; six were hit on a daily basis. The researchers conclude that home is the most violent place for children.^{lxxii}

Violence in school

For those 930 respondents to the 2006/07 online survey who reported having been hit or harmed by another child or young person in the last year, by far the most common place for this to have occurred was school or college (while others mentioned the journey to and from school). Violence within school was not confined to the pupils. Eighty-four respondents (all but five of whom were under 16) reported being hit or harmed by an adult in a school or college during the last year, suggesting that teachers may have been perpetrators in some or all instances. Children and young people in The Children's Society consultation on children's rights described being hurt and abused by teachers – examples included having a board rubber or book thrown at them, being screamed at or a teacher being “vicious” verbally, being forced to sit absolutely still in silence for the duration of a lesson and being hit or kicked.^{lxxiii}

Despite the relatively high incidence of reported violence, the 2006/07 survey respondents nevertheless describe schools as being safe places. Only three per cent reported that they “never” felt safe at school, compared to 83 per cent who stated that they felt safe either “always” or “most of the time”. The 12-15 age group felt slightly less safe at school than their older or younger counterparts. There was no difference between girls and boys. Black respondents were more likely than those from other ethnic backgrounds to report “always” feeling safe at school, but this may well be linked to the younger age profile of Black survey respondents. Across the 2006/07 dialogue groups most young people's concerns at school centred not so much on their personal safety but the safety of their possessions, theft being a common problem.

Research on bullying carried out for the DfES involving nearly 1000 nine and 12 year-old children found that bullying was more prevalent among younger children, with 51 per cent having been bullied “this term” compared with 28 per cent of older children.^{lxxiv} In both age groups, white children and children from “other ethnic backgrounds” were more likely than Black or Asian children to have experienced bullying. Despite more direct experience of bullying, one in five of the younger children said bullying was not a problem. Less than one in 10 (seven per cent) of the older children responded this way. Most children, however, said bullying is “a big problem” or “quite a problem” (51 per cent of the Year 5 children and 54 per cent of Year 8 children). Sue Sharpe's research found that children and young people can be bullied for any perceived difference or vulnerability. One girl, 13 year-old Shannon, explains that bullying is all about spotting and exploiting other people's vulnerabilities:

‘... they put you down, they just put you down about everything ... sometimes at the clothes you wear, they slag about, or your shoes, or the size of your feet, the way

you're made, your eyes, your hair, they slag you about things, your teeth and braces, all of it.^{lxxv}

The DfES research showed wide variation by school in children's experience of being bullied. In Year 5, this ranged from 50 per cent to 80 per cent of children having been bullied this term. In Year 8, the range was 17 per cent to 52 per cent. Name-calling was the most common form of bullying, followed by being pushed. There were some slight differences according to age:

Table 14: Forms of bullying experienced by Years 5 and 8 children, 2003

Year 5 – forms of bullying (N=174)		Year 8 – forms of bullying (N=779)	
Name calling	51%	Name calling	35%
Pushed	44%	Pushed	27%
Subject of nasty stories	39%	Hit on purpose	21%
Ignored or left out	39%	Ignored or left out	20%
Hit on purpose	37%	Subject of nasty stories	19%
Kicked	35%	Kicked	15%
Threatened	26%	Threatened	15%
Money or other possessions stolen	22%		

A small proportion of the older children reported receiving nasty text or email messages (four per cent and two per cent respectively).

Black and Asian children were less likely to experience some physical forms of bullying, though Black and Asian girls were more likely to be sexually assaulted. Racist name-calling was experienced more by children from other ethnic groups (10 per cent) and Black and Asian children (nine per cent) than white children (four per cent). Homophobic name-calling was more common for children from other ethnic groups (13 per cent) and white children (12 per cent) than it was for Black and Asian children (eight per cent). Again there was wide variation across schools. Interestingly, the school with the reported highest level of racist name-calling (25 per cent) was also the school with the highest level of homophobic abuse (26 per cent) – a boys' school in an inner city area. A girls' school in an inner London borough recorded the highest level of sexualised bullying (14 per cent).

Being bullied was a common experience for the disabled children in Watson's qualitative study – physical attacks as well as name-calling. The researchers observed bullying in both mainstream and segregated settings, though in general “special” schools were seen by disabled children to be safer than either mainstream schools or the outside world.^{lxxvi} Most disabled children and young people taking part in research for the Disability Rights Commission had been bullied in school, though only one child claimed this was related directly to being disabled.^{lxxvii}

Two-thirds of the disadvantaged young people in The Children's Society research had been bullied; more than a third before they were aged nine. Most of the bullying occurred in or near school, and much of it related to poverty. The organisation's larger survey of 11000+ teenagers found almost a quarter of young people had been sometimes bullied.^{lxxviii}

NCH found that bullying was the biggest issue affecting the children and young people using its services, affecting at least a quarter of the sample (n=623).^{lxxxix} Over 50 per cent of the looked after children consulted by Barnardo's (n=66) had been bullied at school and they attributed this to being in care.^{lxxx}

Participants in the 2006/07 dialogue groups felt that it was important that bullying within school was dealt with early before it escalated into violence. They particularly felt that schools should not just say they have a bullying policy but should enforce it.

One in four boys and 14 per cent of girls believe teachers bully in class, according to research carried out by Young Voice. The organisation found that children who describe themselves as often depressed are more likely to engage in bullying behaviour than the average "at risk" child. Over half of bullies reported having money troubles and more than three-quarters (77 per cent) worried about schoolwork.^{lxxxi}

In the 2006/7 dialogue groups, primary school aged children described the circumstances in which they felt safe in school: when the doors are locked, when there is sufficient supervision at break times, when fire drills are being conducted, when children are taken inside if there is an intruder in the grounds and when bullying is dealt with. Many primary aged school children however reported that they did not walk to school because of parental concerns about their safety, particularly focused around busy roads and the fear of kidnapping.

Violence in the community

In the 2006/07 online survey 491 respondents reported having been hit or harmed by another child or young person in a public place during the last year; this was a more likely venue than in the home (but less than at school). In addition, public transport, bus stops and stations, the journey to and from school, and the kinds of places where young people tend to congregate (for example town centres, or on the street) were also cited as venues for child upon child violence.

In addition 105 children reported having being hit or harmed by an adult in a public place during the last year. Boys and older teenagers were more likely to have experienced this. A small number of respondents referred to specific locations where they had been hurt by an adult, including places of worship (three mosques and a church group). A study carried out by the Children's Play Council and others found that many children and young people had been subject to verbal aggression from adults for playing outside; a few had been subject to physical violence (see page 69).^{lxxxii}

Despite the fact that survey respondents were less likely to have been hit or harmed themselves in public places, these places were nevertheless experienced as feeling far less safe than schools. Only a small minority (15 per cent) reported "always" feeling safe in public places. A significant minority of respondents (six per cent) stated that they "never" felt safe in parks or their local area, including more than one in ten of those from both Asian and other ethnic backgrounds.

Table 15 shows that older children and teenagers are less likely to "always" feel safe when out in public than the under 11 age group.

Table 15: 'Do you feel safe ... in public spaces?' [Online survey 2006/07]

	Up to 11 years	12 – 15 years	16 – 17 years	Total
Always	252 (21%)	273 (15%)	53 (7%)	578 (15%)
Most of the time	476 (39%)	957 (52%)	358 (50%)	1791 (47%)
Sometimes	401 (33%)	538 (29%)	254 (36%)	1193 (31%)
Never	103 (8%)	84 (5%)	51 (7%)	238 (6%)
Total number	1232 (100%)	1852 (100%)	716 (100%)	3800 (100%)

Many of the participants in the 2006/07 dialogue groups reported that they did not feel safe in their local area, particularly when they were alone. Several referred to the problem of gangs. It appeared that the word “gangs” was used interchangeably to denote both large groups of young people (often described as “chavs”) hanging about, as well as to describe organised named membership groups which young people could join and share an identity.

During the dialogue groups, primary school aged children explored what made them feel unsafe in their local area. They identified graffiti, vandalism, rumours of or actual gangs, groups of teenagers, news stories of kidnappings and stabbings, and teenagers in parks who vandalise equipment. Across all age groups participants described measures which might increase their safety, including CCTV, more police on the streets, better street lighting, neighbourhood watch areas and more provision and opportunities for young people so they are not hanging around the streets. All raised concerns about gun crime.

Young travellers were particularly concerned about their safety, describing how they did not feel safe on their sites [often next to railway lines or builders yards] or in areas where they could play. They described feeling a target in their local area: *“If one of you walk down there a big gang will set about you. It’s just cos you’re travellers.”* All participants agreed with one young person when he stated, *“You don’t get safety, that’s our right and yet we don’t get it cos where we live is unsafe, where we play is unsafe, what we do is, well it’s unsafe, going to school’s unsafe”*.

Less than 20 per cent of 14 to 16 year-olds in The Children's Society survey reported feeling safe when out alone. Over a third said gangs are a growing problem.^{lxxxiii}

The Youth Justice Board reports an increase in the proportion of children that say they have been threatened or physically attacked. In 2005, 22 per cent of 15 and 16 year-olds, 17 per cent of 14 year-olds, 14 per cent of 13 year-olds, 11 per cent of 12 year-olds and 13 per cent of 11 year-olds reported being physically attacked in the preceding 12 months. Overall, 28 per cent had been threatened: the most risky age being 15 and 16 years, where 36 per cent had been threatened in the preceding 12 months. In 2005, 65 per cent of children who had committed an offence had also been the victim of a crime.^{lxxxiv}

Nearly one in three (27 per cent) of young Bradfordians had been subject to bullying outside school – compared with the national average of 20 per cent. They were twice as likely to have been subject to racism.^{lxxxv}

In its research on violence and gangs, Young Voice found young people that bully and young people that are bullied are just as likely as each other to join gangs and to carry weapons for safety.^{lxxxvi} More than one in four “at risk” 10 year-olds carried weapons. A third of young men compared with just one in five of young women became gang members to “fight fear”. The peak age for joining a gang as a form of protection was 11 years – cited by 40 per cent of the “at risk” young people.

Violence in children's homes and residential special schools

Almost all of the children consulted by the Children's Rights Director had first-hand experience of restraint.^{lxxxvii} Children said staff were not always good at defusing situations; in fact some made matters worse. Some children described staff sitting on their head during restraint. Others described being pushed face down on the floor and being held against someone's knee. The difference in size and strength between adults and children was not always taken into account.

Some children did not know about restraint until it was actually inflicted on them. Others who had been physically or sexually abused in the past did not like staff touching or holding them because it evoked bad memories. Even if there were not issues of abuse, the experience was generally very unpleasant. After restraint, children often wanted to “get back” at staff, some wanted to be completely alone and others wanted to talk through the experience. Witnessing a child being restrained was also distressing.

Children said restraint should never involve pain, that staff should be well trained so they do not escalate the situation and restraint should calm children, not make them feel angrier. One group of children recommended that children could say in advance how they would like to be helped to calm down.

Violence in custody

The Prisons Inspectorate found that over a third of boys and girls feel unsafe in custody – six per cent of boys and four per cent of girls said they felt unsafe “*most of the time*”.^{lxxxviii}

The latest juvenile survey carried out by the Prisons Inspectorate shows that on average:

- One in four (24 per cent) of children report being insulted or assaulted by a member of staff
- One in 20 (6 per cent) say they have been hit, kicked or assaulted by a member of staff
- One in 50 (2 per cent) report being sexually abused by a member of staff
- Only 39 per cent of children say they expect staff to take seriously their concerns about safety.^{lxxxix}

More than 30 children were consulted as part of the Carlile Inquiry into the use of restraint, segregation and strip-searching in custody.^{xc} Across the 11 establishments visited, the inquiry team found six different methods of restraint. Handcuffs were used in secure training centres. Children reported staff using unreasonable levels of physical force and verbal aggression when carrying out restraint. Like those in care, children in custody described staff behaviour escalating situations. They reported being injured themselves, or witnessing others being injured, as a result of restraint. A 17 year-old said during his various spells in local authority secure children's homes and young offender institutions he had suffered a broken wrist, a broken arm, a broken little toe and bruising as a result of restraint. A girl describes being restrained:

'I got PCCd from education because I would not go to a tutorial. I really liked the lesson I was already in and I didn't want to go. I was PCCd by a female and male staff members. The man got my head down and pushed me against the wall. Two people on response were holding my arms. The many had my head and pushed my nose up and it was bleeding. The woman was saying, 'Again Martha, this is stupid'. I got walked from education to the [residential] unit. My trousers were half way down. My knickers were showing. I asked the female staff member to pull up my trousers and she said 'no'. Nothing happened about the nosebleed. I didn't see the nurse. I never see her because I'm always angry. They push your nose right up here. I put in a complaint but they are allowed to use force.'

The nose pushing that Martha describes involves swiping the nose to cause severe pain (called nose "distraction"). Two other methods – the rib and thumb "distractions" – involve inflicting severe pain to the rib area and thumb. A boy who had experienced the different "distractions" explains:

'[Sometimes it can be] quite rough, like in the stairwells where there are no cameras; they would be quite rough there. Like the pressure points for quick release, when they bend your thumb and things like that ... when they take you back to your cell they pull your nose back and hold your head down to stop you spitting. They can be a bit rough ... Some people come back [from restraint] with cuts on their lips, like they've been banged into a wall.'

Black young people in Wilson's research described being restrained following "lashing out" in response to racism:

'There were seven guards and they jumped me and pushed me to the floor and took hold of my arms and then they pulled them. I was lying down on my front chest and they pushed my elbows into the sides and then twisted me up.' (Male, South).^{xci}

Children interviewed as part of the Carlile Inquiry reported feeling degraded by strip-searching. A 17 year-old boy recalled an incident when he was in a segregation unit. He was bored and upset so began banging on his cell door. He was told to stop and didn't. Seven or eight officers wearing full riot gear then entered his cell and forced him to the floor. His face was held down to the stone floor and all of his clothes were removed.

Another boy arrived at a secure training centre after midnight. He was told he would be forced to strip if he did not comply. He felt he had no choice but to remove all his clothes. He tried to hide himself with his hands but was told to bring his hands to his sides. He was asked to retract his foreskin, even though he had been circumcised. He was understandably very embarrassed and felt he had lost his dignity. A couple of days after the search, he became suicidal.

Violence in immigration detention

The Prisons Inspectorate carried out structured interviews with 13 children and young people, aged between eight and 18 years, held in Yarl's Wood immigration detention centre in February 2006.^{xcii} None of these children and young people reported being subject to direct violence from staff or other residents, though nine of the eight participants (62 per cent) said they were frightened or worried. A 13 year-old said his younger brother had fallen out of bed during "roll count" because he was so scared. A 10 year-old observed that the officers are tall and scary and have big and noisy shoes. A 13 year-old said the process of first being detained

was like an earthquake and recalled crying in the van because he had to wear handcuffs:

'When they came to house - like an earthquake the way they knock. I think there were ten of them spread around our house... The way they look at you is like you are a criminal; they had big padded jackets and handcuffs, like police stuff. Not very kind or helpful - like they are gonna eat us. When at Queens Building and we refused to go, they handcuffed me and my Mum through terminal 4, through public area and into the van. My two hands were cuffed in front; I was crying in the van, they were removed when we arrived. That is why I just stay in my room - I keep thinking about the handcuffs. Healthcare just gave me paracetamol for my headache; they never asked Mum or me about the hand-cuffs.' 13 year old

Three of the children and young people interviewed said they had been sick on the journey to the immigration centre.

The impact of violence

Young children in the NCB / Save the Children consultation gave vivid descriptions of what it feels like to be smacked – like being hit with a hammer or having broken bones, for example. Children were usually very upset following a smack though they could also feel angry.^{xciii}

'It feels like someone banged you with a hammer.' Five year-old girl

'It hurts and it's painful inside – it's like breaking your bones.' Seven year-old girl

'When you get smacked sometimes we get angry because sometimes when my mum smacks me you get angry.' Six year-old boy

Young people taking part in research for The Children's Society gave graphic accounts of family violence:

'I have a problem with my step-dad... he comes up to me, like I'll go into my bedroom and I'll back off and I'll shut the door, and he goes, "don't shut the door" and I'm like oh God, he's going to hit me or something... Many times before he's hit me round the head, and like [I'll say] "you've got no right to hit me, you have no right to have a go at me", and then he says, he keeps telling me "I have every right to" ... and he goes "I'm an adult, I can do whatever I want" and I go "so can I" and he goes "no, you're only a kid. Sorry, you can't do nothing; you're only a kid. You have no right to do anything".'^{xciv}

'My granddad, dad and uncle all abused me. I've tried to kill myself loads of times. Little things set me off and I go mad.'^{xcv}

'My dad used to hit me really, really hard when I was little and as I got older it got worse. He would batter me, get me up against a wall and really lay into me. He would throttle me until I would pass out. He would always aim for my head, slapping, hitting and punching. Then I got a step dad and he started to do the same.'^{xcvi}

Much is now known of the impact on children of domestic violence. Children's testimonies are very powerful. An eight year-old boy explains:

'You know how it made me feel? It affected me a lot. It gets me muddled and weird. I feel like it's all pressing outwards inside my head. Pressing outwards like this

[demonstrates with his hands something bursting out of this head]. I think it has frozen me up a bit inside.^{xcvii}

Children describe attempting to hide from the violence by going under bedclothes or standing behind a curtain. Many try to distract themselves by keeping busy or watching television. They also try and stop the violence – they shout and scream at their dad (partner violence is usually perpetrated by men), they ring the police and they stand in between their parents. They try to defend themselves: a nine year-old said she went to bed with a “big stick” and pushed her bed in front of the door so her dad could not get in. Some children say they regret not having been brave enough to stop the violence. A nine year-old reflects:

‘If I was brave enough, I would have gone down and told him to stop, but I don’t really think I am.’

Children fleeing violence, usually with their mothers, miss their home, their friends and their belongings. Some resent having to leave:

‘... he made me leave my home. He made me leave all my best friends, made me leave all; my things behind.’ Nine year-old

Fear lasts long after the violence has stopped. A 12 year-old girl explains, *‘I’m better than I was but I’m scared to go into to garden in the dark in case he jumps out.’* Another girl, the same age, says *‘I have to sleep watching the two doors and with my back against the wall.’* A 16 year-old girl explains what life is like once the violence has stopped:

‘I feel really different. I can sleep without any fear. I can really live like any other young person in the community ... Now he is not around to terrorize me.’

The author of an NSPCC literature review of children's experiences of domestic violence says it is “striking” how much children know about their parents' difficulties. She cites a domestic violence study that quotes a mother realising her baby is aware of the violence.^{xcviii}

7. FAMILY ENVIRONMENT AND ALTERNATIVE CARE

The Convention grants all children the right to a family life, and to maintain contact with both parents following separation, so long as this is in the child's best interests. Children that are separated from their parents have the right to special care and protection and to periodic review of their care.

Importance of parents and family

When the Children and Young People's Unit asked children what they would do if they were in charge, 10 year-old Georgie said:

"If I could change something I would make sure that every child had a loving family to care for them and give them lots of support."

Sixty seven per cent of young people that took part in The Scout Association online survey (n=1004) said their mum had been a "very good" influence on their life, 50 per cent said their dad had been a "very good" influence and 42% said their family had been a "very good" influence. Friends and siblings were the next most positive influence (both were rated as having a "very good" influence by 31 per cent of respondents). Neighbours and celebrities scored lowest, only six per cent and four per cent respectively being seen to have a "very good" influence on a young person's life.^{xcix}

In the Youth Matters consultation, parents, friends and teachers were the most likely source of information, advice and help for under 13 year-olds and for 13 to 16 year-olds. Seventeen to 19 year-olds placed friends in top position, followed by parents and Connexions advisers. Only one group of young people was as likely to approach friends as parents – those from Asian / Asian British Indian communities.^c The NSPCC literature review of the impact on children and young people of domestic violence and other parental difficulties concluded that mothers and friends are children's and young people's top confidantes.^{ci}

The consultation with young refugees carried out by The Children's Society underlined the incredible importance of parents. One of the seven young refugees that advised the organisation on its survey questions said there should be no questions about parents because children would find answering these too painful.^{cii}

Young Voice's research on young people's aspirations raises issues about young people from minority ethnic communities, especially females, not wanting or choosing to leave their local area (in this case Bradford). This affects both their future education and life chances, and is seen to be a reflection of their poor educational experience to date. Family ties and obligations are cited as one of the chief reasons for not leaving the area. The research report calls for greater sensitivity and understanding of these young people's family responsibilities.^{ciii}

When Save the Children asked young people to name their three most important world figures, living or dead, "mum" came 11th (Jesus Christ was 10th) and "dad" was ranked 14th (The Pope came 13th). The top three world figures were listed as Martin Luther King, George Bush and Nelson Mandela.^{civ}

Feeling valued within the family

The 2006/07 online survey asked respondents whether they felt that they were treated as a “top priority” by their parents/carers. Encouragingly, more than half (53 per cent) felt that they were “always” a top priority, and a further third considered themselves to be a top priority “most of the time”. Just two per cent felt that they were never a top priority for their parents/carers. Younger children felt more of a priority than did older teenagers. There was no difference between boys and girls.

Impact of parental separation

Sixty young people who had taken part in research on parental separation and divorce were interviewed some years later.^{cv} The young people had complex schedules – they had to arrange their lives between two households. Many expressed that, initially, their parents’ divorce was distressing and traumatic but that they had, over time, adapted to their new way of life. Divorce was not the primary or most significant factor affecting all of these children’s lives. Children’s reflections were overwhelmingly positive. Grandparents often featured positively. Yet there was considerable sadness and regret. An 11 year-old boy explained how, for many years, whenever he got a wishbone he wished his parents would get back together:

‘Whenever like you get a wish bone and I get the right end and, I always wish that they would get back together and wouldn’t argue very much. But because I’ve wished that for years and years and years but it hasn’t come true, sometimes now, I sometimes wish that I could fly.’

Family proceedings and the Children Act 1989

The NSPCC consulted children about their experiences of family proceedings and care since the Children Act 1989.^{cvi} Nearly a quarter of the children had been to court. There was no difference in the percentage of boys and girls attending court, though, of those that didn’t go, twice as many girls than boys said they would have liked to attend court (16 per cent compared to 8 per cent). Of those that went to court, 110 responded to the question about whether they got help:

Table 17: Children's perceptions of whether they were given enough help during family proceedings [NSPCC, 2002]
N=110

I got enough help	70%
I didn't get enough help	21%
I didn't get any help	9%
Someone explained what was happening	84%
No-one explained what was happening	16%
I got the chance to speak to the judge	27%
I did not get the chance to speak to the judge	38%
I would have liked the chance to speak to the judge	19%
I didn't want to speak to the judge	16%
I was listened to	47%
I was not listened to	25%

Children who went to court were asked if anyone had helped them. Social workers came out best (mentioned by 28 per cent of children), with solicitors a close second (26 per cent). Only 6 per cent of children said a children’s guardian had helped

them. When asked what could have made the court process easier, a third of children said more support and more information.

Less than half of children involved in family proceedings said they had been listened to – see page 32.

When asked about to give comments their care plan, one in five children said they wanted to leave care:

**Table 18: Children's perceptions of their care plan [NSPCC, 2002]
N=141**

I want to leave care	19%
I don't know if I have a plan	16%
I'd like more family contact	14%
I'm happy with my plan	8%
I'm not happy with my plan	7%

Contact was a major issue: when asked with whom they had insufficient contact, children responded:

Table 19: Insufficient contact [NSPCC, 2002]

Father (n=596)	60%
Former foster carers (n=606)	57%
Other relatives (n=656)	49%
Siblings (n=644)	37%
Friends (n=663)	28%

When asked what they would like to have been different, nearly a quarter of children said they wished they had never gone into care, and more than one in 10 said they wished they had had more family contact. The two most common requests for the future were more family contact (13 per cent of respondents) and to live with their family again (10 per cent).

Children's views on care

The Care Matters Green Paper includes an overview of consultations with children and young people who are or have been in care.^{cvii} Key messages include:

- Children want to be respected and treated as individuals and helped to achieve their dreams
- Social workers must listen more and involve children in decisions
- Children want to be treated as “normal” in school, and they want more support when they leave care
- More support for families is needed to prevent children having to come into care
- Children want creative offers of help – for example being able to live part of the time with foster carers and part of the time with their family
- Social workers are vital to looked after children's well being and they could improve their service in three main ways – offer help with personal problems, give practical help, and always listen to children
- Children want placement choice and foster carers should be better trained and supported. They should be able to make decisions that parents make routinely –

for example, staying overnight with a friend or going on a foreign holiday with the foster family

- Children's homes should stop involving the police in incidents that in an ordinary family would be dealt with privately. This was supported by participants who were in care in the 2006/07 dialogue groups
- Education is of utmost importance to looked after children. They ask for greater patience and understanding from teachers, while also urging an end to stigma and unequal treatment. They want to be treated like everyone else and not singled out for meetings etc. Within one of the 2006/07 dialogue groups, participants identified the important role played by the school nurse for looked after young people and how she addressed their particular needs. For example, some respondents stated that they had missed out on sex education because of truancy or frequent changing of schools. The nurse appeared to be someone they could turn to and who understood their health issues. However, not all looked after young people knew about the service or had access to a dedicated nurse
- Some looked after children feel deprived of leisure activities; a change of placement can force children to give up hobbies and interests
- Young people leaving care said they are not supported well enough and, understandably, find it hard to cope with work and education as well as handling money and looking after themselves. They feel they are rushed into leaving care, especially foster care, and should be allowed to stay until they are ready to move on. Young people should be able to return to their foster families. These feelings were shared by those taking part within the 2006/07 dialogue groups.

Children's views of social workers

The Children's Rights Director consulted looked after children about social workers.^{cviii} Children were generally very satisfied with their social worker. The average rating out of 10 of a social worker by a child was eight. Nearly a quarter of the respondents gave their social worker top marks. However, four per cent (21 children) rated their social worker nought out of 10. Similarly divergent views about the extent to which social workers took children's views into account were revealed in the online survey (as reported on page 27 above).

Going out on an activity and going out for meals were the two most common requests relating to social workers in the Children's Rights Director consultation. Issues children and young people most want help with from social workers are:

- Help with personal problems (49 per cent)
- Being listened to (38 per cent)
- Help in staying safe (32 per cent)
- Getting ready to leave care (31 per cent)
- Information following a review (29 per cent).

When children and young people were asked by the Children's Rights Director to list the things they need help with but are not getting from their social worker, the top five responses (from a list provided) were:

- Getting a passport (20 per cent)
- Access to personal file (19 per cent)
- Getting ready to leave care (15 per cent)
- Help with clothing allowances (15 per cent)
- Help with personal problems (15 per cent).

Children and young people said social worker training should cover: knowledge of young people's issues (81 per cent); children's rights (76 per cent) and young

people living away from home (67 per cent). In addition, the Children's Rights Director received 111 suggestions of training topics that were not on his list. The top three suggestions were: how young people are likely to feel about things (suggested 21 times); training generally in how to deal well with young people (suggested 20 times); and family and contact issues for those living away from home (suggested 14 times).

Recommendations from children and young people about improving the service offered by social workers include:

- Social workers to have a dedicated mobile phone so that children and young people can exchange texts with them, and contact them directly
- Children and young people to have regular contact with social workers, and to have the chance to meet them in private
- If children and young people do not meet their social worker in private, to have an agreed system whereby the child or young person can privately alert the social worker of concerns
- Children to be given full and honest information about their background and decisions being made about them
- Children and young people to have good preparation before they move to another placement: placement moves should take into account children's education and exams
- Social workers to have more decision-making power so they can agree quickly children and young people's participation in school trips, overnight stays and buying essential items for school etc.

Nearly one in three (31 per cent) children and young people rated their social worker as one of the most helpful people in their lives (parents were rated 32 per cent and friends 28 per cent). Nineteen children and young people (four per cent of those returning the question card) replied "no-one" to the question of who had been the most helpful to them.

Support for parent/carers

The majority of participants in the 2006/07 dialogue groups felt that parents/carers do "a great job" and know what is right for their children. However, participants also identified some parents/carers who might need more support. For example, primary school aged children stated that some parents might not have had a lot of education on health and healthy lifestyles and therefore might need lessons on the subject. Other (primary school) participants felt that parents needed more help in learning how to communicate with their children, sharing feelings and ideas. Secondary age respondents mentioned the need for parenting classes, particularly concerning discipline and parental responsibility. Many participants for instance, mentioned that they did not like to see young children hanging round the streets at night and that parents needed to take "*more responsibility*". Both age groups referred to the television programme "SuperNanny" as a positive example of the right way to instil discipline in children.

Likewise, dialogue group participants felt that some parents/carers needed more financial and practical support such as after-school care, babysitters and childcare to enable them to get a job. Families living in difficult situations were also deemed to be in need of extra help. Participants either shared personal experiences or spoke generally giving examples of parents not coping well when babies cry all the time or when the family includes children who have a disability or children who are violent or have behavioural problems. Participants identified parent support groups as one possible solution.

Young parents (mainly mothers) participating in the dialogue groups described their own particular needs for support in order to continue their education, obtain maintenance from or maintain contact with absent fathers and access childcare. They also described their need for emotional support, including dealing with the stereotyping of teenage mums. Some young mothers felt the odds were stacked against them. *“The thing that really pisses me off, you go to, if you work, you get your childcare, but if you go into education you have to pay for childcare. I’m sorry but how am I supposed to get a decent job if I can’t pay for childcare in the first place to go into education?”*

There also appeared to be little support for young fathers, one young couple spoke positively about a support group designed to help build a relationship with their baby, however, it appeared that young fathers were not encouraged to go.

Other young people, not parents themselves, felt young parents needed more support because *“they haven’t got any life experience to call upon”*

Young carers

Young carers in the 2006/7 dialogue groups, and other participants with friends who were carers, raised a number of issues concerning their support. Missing education, not being fully informed and listened to by medical professionals and a lack of leisure/social activities being particular problems. The support received by young carers groups was highly appreciated because it offered respite, social opportunities, emotional support and information. As one young person stated, *“without Action for Young Carers I wouldn’t probably be here now. I would either have run away or killed myself... without AYC I just wouldn’t be here because there’s no support for us at all.”* Many participants, however, were concerned because their groups faced financial insecurity.

8. BASIC HEALTH AND WELFARE

The CRC entitles children and young people to the best possible health and health care, and to an adequate standard of living. The UN Committee on the Rights of the Child has included article 23 – the inclusion rights of disabled and children and young people – under this basic health and welfare heading (many would argue this article would be better categorised as a civil right).

Disabled children's and young people's right to active participation

Five key themes emerge from a qualitative study with disabled children, the first of which relates to the high level of adult surveillance.^{cxix} The researchers note that disabled children and young people are hardly ever out of the sight or earshot of adults, especially if they have a special needs assistant. The presence of a special needs assistant can lead to the classroom teacher ignoring the disabled child. Research carried out for the Disability Rights Commission found that children and young people, especially the youngest, could often over-rely on assistants and auxiliary staff in school. This could lead to social isolation in class and during break times.^{cx}

Children in the Watson study cited above were often labelled according to their impairment, with everyday behaviour and expressions of character and personality reduced to their “disability”. Some staff resisted such categorisation and children appreciated their efforts: *“Even children with complex and multiple impairments were able to recognise such distinctions, and worked differently for such staff.”*

Friendships proved difficult as many children did not attend their local school, or children were segregated within schools – in classrooms as well as in the dining hall and on journeys to and from school. The transition between primary and secondary school was especially difficult. Disabled children could not always enjoy the same facilities in the community as their non-disabled peers – notably *“fast food outlets and other child-centred spaces”*.⁵

Relationships between disabled and non-disabled children were not always equal, with non-disabled children often being in superior, caring roles. For example, the researchers observed non-disabled children coming into a “special needs playground” to assist disabled children and in another instance non-disabled children were given credits on their Duke of Edinburgh Award scheme for volunteering in a “special” school.

Emotional well-being

Children and young people that took part in the Children and Young People's Unit consultation said above all else they want *“the chance to grow up in a place where you are happy, with people who love and care for you”*.^{cxix}

Nine out of 10 children in the NCB survey in 2003 reported they were very happy or quite happy.^{cxii} Over three-quarters of young people (78 per cent) taking part in The Children's Society survey agreed that “life is really worth living”.^{cxiii} Over three quarters of young people taking part in The Scout Association online survey (n=1004) agreed with the statement “I like who I am”, though only 35 per cent of respondents said they agreed with this statement *“a lot”*.^{cxiv}

⁵ This was a sentiment shared by disabled participants in the 2006/07 dialogue groups.

Less than half (42 per cent) of young people in Bradford (86 per cent of whom belong to minority ethnic communities) taking part in a Young Voice survey believed they could achieve their goals.^{cxv}

More than one in 10 children (13.2 per cent) reported a lifetime of deliberate self-harm in a study of 6000 children.^{cxvi} Deliberate self-harm in the previous year was reported by 509 children; this had resulted in hospitalisation for 50 of those children. More girls than boys reported deliberate self-harm in the previous year (11.2 per cent compared with 3.2 per cent). Nearly half (45 per cent) of the self-harming children said they had wanted to die. The two most common methods for self-harming were: cutting (64.6 per cent), and poisoning (30.7 per cent).

Deliberate self-harm was more common in white than Asian families, and girls living with one parent were at greater risk. Bullying also increased risk and there was a strong association with both sexual and physical abuse. Children of either sex who had recent concerns about their sexual orientation had relatively higher rates of deliberate self-harm. Depression, anxiety, impulsivity and low self-esteem were associated with self-harm in both boys and girls. Having friends or peers who self-harm was a strong influencing factor too.

The Children's Society found that half of young runaways often feel depressed and more than four in 10 *"often long for someone to turn to"*.^{cxvii}

Nearly three quarters of "at risk" children (n=315) and over half of the total sample (n=2062) ranked schoolwork as their chief cause of stress in a Young Voice survey.^{cxviii} Conflict at home was the second biggest source of stress for the "at risk" children; for the total sample, it was people carrying weapons. Money worries came third for the "at risk" group, while bullying ranked third for the total sample. Nearly a quarter of the "at risk" group (23 per cent) had tried to commit suicide – compared to one in 20 (five per cent) across the total sample.

The Children's Society conducted qualitative research with young people facing social exclusion and found that one in six respondents living in poverty believed stress was the main factor affecting their health, and the most common factor causing stress was lack of money. A high proportion of the young people that had been looked after (41 of the 57) said that care had damaged their health "in every way".^{cxix} Family relationships had the greatest impact on these socially excluded young people, with 72 of 102 (71 per cent) reporting that family difficulties had made them "feel ill".

The Carlile Inquiry interviewed 30 children in custody about restraint, strip-searching and segregation. Everyday privations – such as lack of access to fresh air – increased conflict and caused children to feel anxious and unhappy.^{cxx}

Perceptions of health

Respondents to the 2006/07 online survey reported being in generally good health, nearly nine out of ten describing themselves as being either "very healthy" (28 per cent) or "quite healthy" (61 per cent) most of the time. Only one per cent felt that they were "very unhealthy". Boys were more likely than girls to describe themselves as being "very healthy" (33 per cent, compared with 24 per cent). Reporting of good health declined with age, as shown in Table 20 below.

**Table 20: 'How healthy do you think you are most of the time?' by age groups
[Online survey 2006/07]**

	<i>Up to 11 years</i>	<i>12 – 15 years</i>	<i>16 – 17 years</i>	<i>Total</i>
Very healthy	549 (41%)	428 (22%)	135 (19%)	1112 (28%)
Quite healthy	730 (55%)	1260 (66%)	452 (63%)	2442 (62%)
Not very healthy	52 (4%)	200 (11%)	123 (17%)	375 (9%)
Not at all healthy	5 (*)	21 (1%)	13 (2%)	39 (1%)
Total number	1336 (100%)	1909 (100%)	723 (100%)	3968 (100%)

* = less than 0.5 per cent

Table 21 below shows perceptions of health broken down by ethnic background. Despite Asian respondents having a younger profile than the sample as a whole, they were nevertheless less likely to describe themselves as being very healthy than those from all other ethnic backgrounds⁶.

**Table 21: 'How healthy do you think you are most of the time?' by ethnicity
[Online survey 2006/07]**

	<i>White</i>	<i>Black</i>	<i>Mixed Heritage</i>	<i>Asian</i>	<i>Other</i>	<i>Total</i>
Very healthy	822 (27%)	73 (37%)	104 (37%)	54 (23%)	67 (35%)	1120 (28%)
Quite healthy	1934 (63%)	104 (53%)	158 (56%)	145 (60%)	104 (54%)	2445 (61%)
Not very healthy	280 (9%)	16 (8%)	21 (7%)	39 (16%)	21 (11%)	377 (9%)
Not at all healthy	34 (1%)	2 (1%)	1 (*)	2 (1%)	1 (1%)	40 (1%)
Total number	3070 (100%)	195 (100%)	284 (100%)	240 (100%)	193 (100%)	3982 (100%)

* = less than 0.5 per cent

It is interesting to note that children describing themselves as having a disability or special need did not differ from the rest of the sample in terms of how healthy they thought that they were, 31 per cent describing themselves as 'very healthy', 54 per cent as 'quite healthy' and three per cent as 'not at all healthy'.

The online survey findings are supported by a small study (n=687) carried out by Nestle Social Research which found that 60 per cent of young people see themselves as "fairly healthy" and "fairly fit" while over 20 per cent view themselves as 'fairly unfit' or "very unfit".^{CXXI}

⁶ Other minority ethnic groups are also particularly over-represented in the younger age band; it is not therefore surprising to find that these groups are more likely to report being "very healthy". Without conducting additional analysis it is impossible to determine whether this finding is more than simply an "age effect".

Research carried out for The Children's Society with socially excluded young people (n=102) found that two-thirds of the young people said their health was "good" or "OK". However, when young people were asked if they feel healthy nearly half said "no".^{cxxii}

Meeting health needs

Table 22 below shows that the vast majority of online survey respondents feel that their basic health needs are being met, although clearly a sizeable minority would benefit from additional information about keeping healthy.

Table 22: 'Do you think you get enough of the following?' [Online survey 2006/07]

	Yes	No	Don't know	Total number
Healthy meals	3312 (84%)	363 (9%)	275 (7%)	3950 (100%)
Fresh fruit and vegetables	3137 (80%)	553 (14%)	228 (6%)	3918 (100%)
Fresh water to drink	3485 (89%)	299 (8%)	123 (3%)	3907 (100%)
Chance to take physical exercise (e.g. play outside, sports, swimming)	3263 (84%)	485 (12%)	156 (4%)	3904 (100%)
Information about keeping healthy	2621 (68%)	773 (20%)	477 (12%)	3871 (100%)
Help if you are ill or in pain	3209 (83%)	410 (11%)	245 (6%)	3864 (100%)

When Table 22 (above) is broken down by age, again we find that the younger respondents are most likely and older teenagers least likely to report having a healthy lifestyle, and this pattern is consistent throughout. For example, a quarter of 16-17 year olds report not getting enough fresh fruit and vegetables, compared with just seven per cent of under 12s. The biggest divergence is in relation to physical exercise, with 30 per cent of 16 and 17 year olds feeling that they don't have enough opportunities to do this, compared with only six per cent of primary aged children. Three in ten of 16 – 17 year olds feel that they need more information about keeping healthy.

There are very few differences by gender, and those that exist are small. For example girls are slightly more likely to report getting enough fresh fruit and vegetables (82 per cent compared with 78 per cent), and boys slightly more likely to report taking exercise (87 per cent compared with 81 per cent). Similarly, differences between ethnic groups are small, although Asian respondents were somewhat less confident than those from other ethnic backgrounds that they ate enough healthy meals, or took enough exercise (77 per cent compared with 84 per cent in each case).

The 2006/07 dialogue groups further illuminated a number of issues concerning children and young people's health. A positive finding was that many older participants felt that health education at school had been adequately addressed. However, many reported visiting websites for additional information, or information on issues that they deemed important, particularly those associated with "risky behaviour" – alcohol, sex and drugs.

Participants identified various ways in which the health needs of children and young people could be addressed; in many cases these involved building further on existing policy or practice. For example, although food at school was perceived to have become healthier, it was reported that this food needed to be less expensive and more enjoyable to eat. Many participants across the age range reported not choosing the healthy food because they did not know what it was. Participants also drew attention to the fact that while young people might be learning about healthy lifestyles, parents/carers also needed more support, advice, training and encouragement in order to help their children lead healthier lives.

There was a general consensus that health information and support for young people needed to be confidential, accessible and well advertised. Many participants, for example, described the need for health centres to be more welcoming to young people. There were mixed feelings about school nurses, either because of negative experiences or because they did not have contact. However, some young people reported positive experiences, valuing the service and describing school nurses as being useful sources of information and good educators. Not all respondents were aware of their school nurse.

A few participants argued that health information was irrelevant when shops sell cigarettes and alcohol to the under 14s and drugs are so widely available. It was felt that this was sending out mixed messages: *"I don't think they should sell guns or any type of drugs, like smoking, they're putting on the packets it's dangerous to smoke, but it's the government that's providing it so that they can have money. If they're saying it's bad for you, why not stop it?"*

Primary aged participants felt that they needed to learn about the dangers of drugs; some shared their experiences of finding syringes and not knowing what they were.

In a similar vein younger children reported awareness of the '5 a day' fruit and vegetable campaign, but felt less knowledgeable about healthy living more generally, e.g. the dangers of smoking and they wanted to know more. Some primary school aged participants described positive experiences of health-based initiatives at school, for example keeping chickens and a running a healthy tuck shop.

Health risks

Between 2000 and 2002, The Children's Society carried out research with 102 socially excluded young people on their health and well being.^{cxixiii} Family relationships had the most impact on these young people, with 72 reporting that family difficulties had made them "feel ill". Around one-third now had no contact with their family.

Two-thirds of the young people smoked; the age at which they started smoking varied between seven and 18 years. All were now aware of the health risks involved in smoking. Almost two-thirds drank alcohol – nine of the young people every day. Just under half of the young people took illegal substances – a third every day. Unlike smoking, the impact of drugs was seen by most as positive – it cheered them up and helped them forget their situation.

Over one-third of the young people had a child. Equal proportions of young people said they would have been dissuaded from having a child had they known what it would be like as said they felt ready to be a parent. The daily pressures of coping with a baby in poverty were enormous. One young woman described having to get

to her top floor flat with her baby, buggy and shopping:

'I live in a flat on the top floor with my baby. I have to climb three flights of stairs with the baby, the buggy and the shopping. I used to take the baby up first, put him in his cot, then go back down for the shopping and then go for the buggy, but I realised that they [the other residents] were nicking my shopping while it was down there, so now I take my shopping up first.'

Young people participating in the Nestle Social Research study were given a list of risky activities, and asked to identify those that carried the most and least risk. They judged taking heroin to carry the highest risk and having sex using condoms as the least risky. Three in 10 young people did not perceive having sex without a condom as at all risky; four in 10 said binge drinking is not at all risky; and one in 10 regarded riding a motorcycle or skateboarding as risk-free.^{cxxiv}

Adequate standard of living

In order to explore experiences of social exclusion for reasons of family poverty the 2006/07 online survey asked respondents whether they had “missed out on anything” because their family could not afford it. The results are shown in Table 23 below.

Table 23: ‘Have you ever missed out on anything because your family could not afford it?’ [Online survey 2006/07]

	Yes	No	Don't know	Total number
Healthy food	324 (8%)	3543 (90%)	68 (2%)	3935 (100%)
Heat and warmth	321 (8%)	3523 (90%)	65 (2%)	3909 (100%)
Clothes or shoes for school	412 (10.6%)	3429 (87.8%)	64 (1.6%)	3905 (100%)
Equipment for school	417 (11%)	3383 (87%)	92 (2%)	3892 (100%)
Going out with your friends (e.g. Swimming, cinema)	889 (22.7%)	2876 (73.6%)	143 (3.7%)	3908 (100%)
Family trips or days out	879 (22%)	2875 (74%)	152 (4%)	3906 (100%)
Having toys and things to play with	520 (13%)	3259 (84%)	116 (3%)	3895 (100%)
School trips	716 (18%)	3079 (79%)	97 (3%)	3892 (100%)
Holidays	1010 (26%)	2756 (71%)	132 (3%)	3898 (100%)
Out of school interests or hobbies	658 (17%)	3043 (79%)	155 (4%)	3856 (100%)

The Table shows that in the majority of cases (around 90 per cent), respondents' basic needs – such as for food, clothing and shelter - are being met, regardless of family income or wealth. Nevertheless, there is no room for complacency, as the eight or 10 per cent who report having “missed out” on some of these fundamental needs represent a substantial minority. Children and young people with a disability

or special need were around twice as likely to report having missed out on these fundamentals than their peers, reflecting the known poverty of many families who have a disabled child.

Respondents were roughly twice as likely to report having missed out on outings, trips and holidays, than on the more basic needs, more than one in five doing so in each case; again, proportions were considerably higher for children with disabilities. This is an indication that there is a sizable group of children reporting that they are living in relative poverty, missing out on many things that might be taken for granted e.g. family days out, going out with friends or having an out of school interest or hobby. This finding is reflected in the CRAE / Save the Children study of 106 children's and young people's experiences of poverty. Participants communicated powerfully the everyday impact of poverty, including missing out on school trips, not having suitable clothing or footwear and feeling hungry and ashamed. Two groups of children in a primary school explained that teachers in their school give out "free bread" to children that do not have a packed lunch or the money to pay for a school meal.^{cxxv}

Perhaps surprisingly, the proportions in the 2006/07 survey vary by age, with the 12-15 year olds being consistently less likely to report missing out on any of these things than their older or younger counterparts. It is difficult to interpret this finding.

Children and young people living in poverty do not only miss out on material goods: they can also lose their aspirations. Children and young people taking part in a poverty consultation said that dreams could be lost from the age of seven, '*When [children] notice they haven't got money or work*'. A 12 year-old girl explained:

'They are in your heart and they will always stay there but hopes, dreams, memories can go, not by you but by your life. I mean if you're in high property or just a little bit down in money, the stress, bullying, the unhealthiness can all lead to depression and drugs and this kind of things can wipe out all your hopes and dreams [even though] you made that decision that you're going to do that.'^{cxxvi}

9. EDUCATION, LEISURE AND CULTURAL ACTIVITIES

Articles 28 and 29 of the CRC grant all children and young people the right to education and describe the aims of education – the fullest development of the child’s personality, talents and mental and physical abilities, as well as respect for human rights and the environment. Article 31 gives all children and young people the right to rest, play and leisure.

Aims of education

The 2006/07 online survey explored children’s views and experiences across the broad aims of education as enshrined in the Convention. The findings are presented in Table 24 below, and present a broadly positive view of English education. Interestingly perhaps, respondents are most likely to “strongly agree” that their education has helped them acquire “respect” - whether for themselves, others or the environment. Perhaps encouragingly, the statement commanding the greatest, and most consistent, support was that relating to respect for others.

Table 24: ‘My education has helped me ...’ [Online survey 2006/07]

	Strongly agree	Agree	Don’t know	Disagree	Strongly disagree	Total number
Express myself	1189 (30%)	1585 (40%)	688 (18%)	352 (9%)	109 (3%)	3923 (100%)
Feel confident about trying new things	1434 (37%)	1655 (43%)	410 (10%)	309 (8%)	81 (2%)	3889 (100%)
Build on my strengths (mental and physical)	1558 (40%)	1478 (38%)	510 (13%)	246 (6%)	77 (2%)	3869 (100%)
Value my own language, culture and beliefs	1230 (32%)	1415 (37%)	683 (17%)	395 (10%)	147 (4%)	3870 (100%)
Value other people’s language, culture and beliefs	1279 (33%)	1583 (41%)	593 (15%)	277 (7%)	124 (3%)	3856 (100%)
Respect myself	1755 (45%)	1330 (34%)	403 (10%)	293 (8%)	98 (3%)	3879 (100%)
Respect others	1871 (48%)	1526 (40%)	265 (7%)	148 (4%)	58 (2%)	3868 (100%)
Respect the environment	1646 (43%)	1449 (38%)	407 (11%)	259 (7%)	93 (2%)	3854 (100%)

It is perhaps not surprising to find that the youngest age group (roughly, primary school aged children) are most positive about their educational experience, well over three quarters agreeing or strongly agreeing with every statement. By contrast

the 16 and 17 year-olds were consistently more likely than younger children to disagree or strongly disagree with each statement, perhaps suggesting either disillusionment with their education or a greater depth of understanding of the concepts involved.

Breaking down these findings by relevant demographic categories allows further exploration. For example Table 25 below shows that those whose first language is **not** English are more likely than native English speakers to feel that their education has helped them to value their own language, culture and beliefs (although it is of course possible that some of this education took place in other countries).

Table 25: 'My education has helped me ... value my own language, culture and beliefs' by first language [Online survey 2006/07]

	<i>Strongly agree / agree</i>	<i>Strongly disagree/ disagree</i>	<i>Don't know</i>	Total number
English	2310 (68%)	488 (14%)	622 (18%)	3420 (100%)
Other	331 (74%)	53 (12%)	61 (14%)	445 (100%)
Total	2641 (68%)	541 (14%)	683 (18%)	3865 (100%)

Considering the same statement broken down by ethnicity (see Table 26 below) reveals a similar pattern, with the majority of respondents from Black and minority ethnic backgrounds (including four out of five of those from Black and Asian backgrounds) being more likely than white respondents to agree or strongly agree that their education had helped them to value their own language, culture and beliefs.

Table 26: 'My education has helped me ... value my own language, culture and beliefs' by ethnicity [Online survey 2006/07]

	<i>Strongly agree / agree</i>	<i>Strongly disagree/ disagree</i>	<i>Don't know</i>	Total number
White	2015 (67%)	437 (15%)	571 (19%)	3023 (100%)
Black	145 (80%)	18 (10%)	19 (10%)	182 (100%)
Mixed heritage	200 (73%)	31 (11%)	42 (15%)	273 (100%)
Asian	187 (80%)	24 (10%)	24 (10%)	235 (100%)
Other	98 (63%)	31 (20%)	26 (17%)	155 (100%)
Total	2645 (68%)	541 (14%)	682 (18%)	3868 (100%)

Looking at the same finding broken down by respondents' religion again reveals a fairly positive picture. It is perhaps interesting to reflect on the fact that the two groups most likely to have experienced unfair treatment because of their religion, as revealed in Table 9e on page 24 above (Muslims and Sikhs), are in fact also

most likely to acknowledge the role of education in helping them to value their own language culture and beliefs, suggesting that the 'unfair' treatment they experienced was not in school.

Table 27: 'My education has helped me ... value my own language, culture and beliefs' by religion [Online survey 2006/07]

	<i>Strongly agree / agree</i>	<i>Strongly disagree/ disagree</i>	<i>Don't know</i>	Total number
None	963 (60%)	281 (18%)	360 (22%)	1604 (100%)
Buddhist	17 (55%)	10 (32%)	4 (13%)	31 (100%)
Christian	1261 (74%)	182 (11%)	256 (15%)	1699 (100%)
Hindu	34 (76%)	6 (13%)	5 (11%)	45 (100%)
Jewish	18 (72%)	3 (12%)	4 (16%)	25 (100%)
Muslim	191 (82%)	18 (8%)	24 (10%)	233 (100%)
Sikh	24 (92%)	1 (4%)	1 (4%)	26 (100%)
Other	115 (67%)	33 (19%)	23 (14%)	171 (100%)
Total	2633 (68%)	534 (14%)	677 (18%)	3834 (100%)

When reflecting on their education in the 2006/07 dialogue groups many participants felt that they had not been encouraged to express themselves. Teachers were often criticised: "*They just tell us to shut up and copy out of a textbook*". These attitudes however, did appear to diminish with age. Even in lessons which might be expected to foster expression and discussion, e.g. drama or religious education, participants often reported feeling stifled by teachers and curriculum constraints.

In a similar vein many secondary school age pupils identified certain issues where expression and discussion would be desirable, and would enhance their understanding, but had been lacking in their own education. These issues included sex and relationships and religion and terrorism:

"Teenage pregnancy.. I think these things should all be talked about, but they're not, because people say 'oh well, you don't talk about that in lessons, talk about that in your own time', but we need to talk about it in lessons to have an educated opinion on these things".

"Otherwise you can end up really ignorant about these issues, and they say 'oh, all Muslims are terrorists' ..."

Across all groups participants recognised the importance of learning about other cultures and religions. However, as already mentioned, some felt that more should be done to address discrimination, arguing that lessons on discrimination and religion help students to see things from other people's points of view. As one

young person stated, *“I don’t think enough emphasis is placed on it at all. I think the level of ignorance and, in many cases, intolerance, is staggering at times. I see it in my peers”*. However some young Black people had some reservations. They were concerned that Black history should be more than just the history of slavery and watching “Amistad” repeatedly. They wanted a more balanced view of their history.

During dialogue group discussions on rights, some young people identified that they would value learning about developing countries and looking at rights issues in this context. Similarly, participants recognised the importance of learning about the environment and wanted to learn more: many felt environmental education should start at an earlier age.

When discussing confidence, participants reported that they gained confidence at school through being praised and by getting opportunities to try new things, for example participating in the community in youth councils. However, confidence appeared often to be undermined by their peers “put downs”, criticisms and teasing. Those of primary school age were most likely to consider that teachers encouraged them to try new things and challenge themselves. They reported that their teachers wanted them to get good grades. Interestingly, when discussing “building on your strengths and weaknesses”, it appeared that participants were more likely to agree with this if they attended a specialist school that focused on their own specific talents (e.g. sport or music), whereas this did not appear to be the case for others with different talents, or in non-specialist schools.

Respect and choice in school

Nearly a quarter of the “at risk” children in the Young Voice research said they had been made to feel stupid in class, compared with less than one in five of the overall sample. Almost a quarter (22 per cent) of the “at risk” group considered school to be a waste of time; over a third of those that bullied held this view.^{cxxvii}

Teenagers that took part in the Guardian newspaper competition complained about lack of respect and choice in school.^{cxxviii} There were calls for practical improvements – in buildings and equipment – as well as a change in the ethos and values of schools. Younger children dreamt of vibrant colours, of carpets on the floor, a drinking fountain in every classroom, play equipment outside and they wanted to look after animals and plants. Some designs included a swimming pool; some wanted schools made of sweets; and others recommended fairground rides in the playground. Older children opted for greater use of technology and comfortable spaces where students could learn without pressure. There were strong pleas for children’s individuality to be recognised and respected.

The generally negative picture that emerged from the Guardian newspaper competition is not reflected in official school inspections. Ofsted has since 2003 included a pupil survey in its school inspections and a review of the findings shows high level of satisfaction among students.^{cxxix} Nine out of 10 primary students and eight out of 10 secondary students report being “very satisfied” with their school. However, dissatisfaction emerges where student participation is poor:

- In the two per cent of primary schools where the involvement of students in decision-making is seen by inspectors as poor, 12 per cent of students are dissatisfied or very dissatisfied with their school
- In the five per cent of secondary schools where student participation is perceived as poor by inspectors, more than one in three (35 per cent) of students reports feeling dissatisfied or very dissatisfied with their school.

Generally students were loyal to their school during the inspection process, rating them highly even when inspectors judged accommodation and facilities to be lacking. This was raised in the consultations carried out by NCB and The National Youth Agency, with children commenting that they feel they must give a good picture during inspections because they do not want their school to get into trouble.^{cxxx}

Disabled children's experiences

Research carried out for the Disability Rights Commission found that, overall, children and young people were satisfied with the amount and type of support offered at school, and most felt included. There were some excellent examples of inclusive education, for example one very small primary school had interactive whiteboards in its classrooms as well as a voice amplification system to ensure that the voice of the teacher could be heard clearly. However, there were instances of children's needs not being met, in both mainstream and "special" schools:

- One school had banned the use of MP3 players and was reluctant to allow a disabled student to have a digital voice recorder
- One student had been given a laptop to use in her first year at secondary school but not the second year
- One child missed PE classes because of having to do physiotherapy
- In one mainstream school, toilet breaks were "scheduled" for disabled students
- In one primary school a child had been taught one-to-one in what she described as a cupboard
- A "special" school reported being unable to afford the costs associated with making the school fully accessible.

Disabled children and young people that expressed a preference for "special" schools stressed the difference in teaching styles, said there was less pressure to achieve and less bullying and isolation. Those that preferred mainstream environments highlighted being with friends, having the chance to achieve academically and being part of society.

'Well yeah. I don't think I would have been able to cope in a mainstream school 'cause it's totally different to like, they're more disciplined and things and the teachers they have different teaching styles, the teachers here are kinder, nicer, they'd expect more of you in mainstream school, so I think it's been much easier here for me to cope with...I probably would have got expelled...probably would have had to be home-schooled maybe.'

'It's alright [here]. I haven't had a lot of problems like I used to at my old school. I used to get bullied at my old school but here they talk to you about the problems, not actually shouting at you and giving you detention. I find it really easier to express my feelings and they take it on board.'

'... if I was in a special needs school I wouldn't get the right qualifications and stuff so couldn't get it all there. I suppose because if I wasn't here I would be in some special needs school and I wouldn't get the job I wanted.'

'I really don't like the view of segregating the people who need additional help 'cause if they do that then they're not going to be a part of society when they do leave school. They're going to be used to staying out of the way but if you include them in mainstream they get integrated into the system and more helpful for society.'^{cxxxi}

Educational experiences of disadvantaged children

Barnardo's carried out a survey of 66 young people, aged between 16 and 21 years, in contact with its leaving care projects.^{cxxxii}

The young people had each attended an average of five schools; seven had attended more than 10 different schools. Twenty-nine (44 per cent) young people said they received no extra help when they moved school. Forty-one (62 per cent) of the young people had been excluded from school, the longest period being two years. Two young people had had no secondary education at all. Just under half the young people (32) said no-one attended their sports days or other school events, while 26 (39 per cent) said no-one had attended their school parents' evenings. Nearly half (47 per cent) of the young people said they had never been praised or rewarded by their social worker or carers for doing well at school. Over 50 per cent of the young people had been bullied at school and they attributed this to being in care. Most young people (83 per cent) were unaware of the requirement on schools to have a designated teacher for looked after children. Only 14 (21 per cent) young people had any sort of qualification, and just seven had five or more GCSEs at grade A*-C.

When young people were asked what would have helped them, their responses covered three main themes:

- Teachers and others not making assumptions because a child is in care
'Teachers assumed that because you were in care that you wouldn't make anything of yourself.'
- Being encouraged to do their best
'[Praise and encouragement] would have made me feel good about myself and given me confidence.'
- Stability and supportive placements.
'I didn't have a strong relationship with my social worker as they kept changing.'

NCH surveyed 623 of its service users and carried out focus groups with 21 children.^{cxxxiii} The three biggest issues affecting these children's education were: bullying (recorded by a quarter of the sample), teachers (under 15 per cent) and particular subjects (10 per cent). When asked what they liked best or worst about school, the top response for each was a particular subject. Friends were listed as the second best thing about school. Teachers came second for what children most hated. A girl recounted an experience where she had asked to go to toilet and was refused. She wet herself in the classroom. A young carer was five minutes late and was sent to the head teacher's office for the whole day. One child said teachers sometimes *'talked to you like you was like they thought you were stupid'*, while another said *'They don't do enough for us what's daft. In our form they used to focus more on them that were going to get As than us that were daft.'*

Children and young people taking part in the NCH survey were asked what would have helped them do better at school: 70 per cent said more interesting subjects. Other suggestions include (in order): getting on better with teachers, not being bullied, more after school activities, having a computer at home, someone to turn to about personal issues, somewhere to do homework, more encouragement from family, more encouragement from friends, access to a library, and more work-based subjects.

Nearly 60 per cent of the socially excluded young people (n= 102) involved in The Children's Society's research wanted a second chance in education – some asked for a third chance.^{cxxxiv}

Respect for the environment

Demos found 10 and 11 year-olds to be extremely critical of other people's poor treatment of outdoor space – litter, dog mess, bullying and vandalism were among their concerns. Younger children usually laid problems with the local environment at the feet of teenagers.^{CXXXV}

Children were aware of many risks outdoors, including (in order of frequency and strength of feeling): traffic, strangers / criminals, being lost, bullying, trains and terrorism.

There was considerable inequality of space, with poor children having little access to private gardens and much less opportunity to enjoy the outdoors – very few, for example, had visited a beach.

Children generally had good knowledge of environmental issues such as recycling and, although they had learned about these at school, "they gained richer learning from direct experience". Children especially valued secret outdoor places.

Children's and young people's experiences of the exclusion process

Save the Children interviewed 40 secondary age children who had been excluded from school in the last two years.^{CXXXVI} Many children questioned the fairness of exclusion. For example, a girl was excluded for hitting a teacher. She said the teacher threw something at her and she retaliated. In another example, a boy threw a snowball and accidentally hit a girl in the eye. He immediately apologised but was still excluded. A boy was caught smoking and was told he could go in the school's isolation unit as an alternative to exclusion. He did not want to go in the freezing cold room and preferred to stay with his teacher:

'It just seemed real out of order that they didn't know why I wouldn't want to go in the special unit. It was like they didn't want to know. They just wanted me to go, get me out of the school and everything. Like they were trying to make me angrier.'

Most children regretted being excluded, and were acutely aware of the effect on their education and well being. A boy explained:

'You lose out on education. First time I were excluded I were off about a year and it took about a year to get me a home tutor. So I was just on the couch being lazy all day. You go thick if you're off school too long. Lose out on later life.'

Children were very confused about the exclusion process itself, and their involvement in it varied from school to school. Even when they were not stopped from attending exclusion meetings, children felt unable to attend. Their experiences seemed to mirror those of looked after children in review meetings – too many adults in the room, a tendency to focus on what the child has done wrong, and little opportunity for the child to contribute in any meaningful way.

Children gave advice on improving the exclusions process:

- Give equal attention to children's and teacher's perspectives
- Allow witness statements
- Don't dredge up behavioural history – focus on the incident in hand
- Allow children to have an advocate if they want one
- Try not to use permanent exclusions as these damage children's education and life chances.

Time for leisure

The 2006/07 online survey explored whether respondents had sufficient opportunities to do what **they** wanted to do, in terms of relaxation, play and generally having fun. Three quarters of all respondents reported that they had the chance to do this either every day or most days. Only one per cent felt that they “never” had such opportunities.

Opportunities for leisure and recreation appear to decline with age, as shown in Table 28 below:

Table 28: ‘How often do you get the chance to relax, play and have fun?’ by age band [Online survey 2006/07]

	<i>Up to 11 years</i>	<i>12 – 15 years</i>	<i>16 – 17 years</i>	Total
Every day	718 (54%)	798 (42%)	166 (23%)	1682 (43%)
Most days	382 (29%)	685 (36%)	258 (36%)	1325 (34%)
Sometimes	168 (13%)	287 (15%)	205 (29%)	660 (17%)
Hardly ever	41 (3%)	106 (6%)	77 (11%)	224 (6%)
Never	11 (1%)	18 (1%)	11 (2%)	30 (1%)
Total number	1320 (100%)	1894 (100%)	717 (100%)	3931 (100%)

Over 90 per cent of those who had daily opportunities for fun were satisfied with this, as were three quarters of those reporting that they were able to play, relax or have fun on “most days”. There was no difference in satisfaction rates by age or gender.

Things to do, places to go

Participants in the 2006/07 dialogue groups identified a number of issues concerning leisure and places to go. Echoing many earlier studies, respondents felt there were limited opportunities for outside play or leisure, especially for young people not interested in sport. They repeatedly linked boredom to “risky behaviour” and anti-social behaviour. For example, *“when it gets dark, people go up there [park] to drink and do drugs”, “I think the only entertainment in [town] is when you go, there’s a fight down the town or something,”* and, *“the reason we drink is out of boredom, cos some people would not do it if they had other places to go.”*

Perceptions of risk and safety restricted leisure opportunities for dialogue group participants. For example, many children and young people reported that they did not leave the home unless to structured activities because of fears for their safety (both parental and young people’s fears). Primary schools appeared to offer lots of after school clubs which were appreciated. However, there appeared to be fewer opportunities at secondary school level, especially for non-sports based activities. Some young people attended specialist sports colleges where a wide variety of sports were on offer, including yoga, trampolining, football, hockey, rugby, tennis, golf and badminton.

In communities where there was a wide variety of activities which were free or cheap, this was greatly appreciated by young people. However, the 14 – 18 year

age group appeared to be particularly bereft of opportunities, describing having nowhere to go other than the park on a Friday/Saturday night. Many participants reported that they would like discounts or membership card schemes so that they could afford to use community facilities. Children and young people in rural areas and disabled children appeared to be most likely to miss out on opportunities for leisure. Transport to activities was a major barrier for these groups.

Many young people were bitter because they believed that activities were not available to them because of an assumption that young people will cause trouble. They were keen to point out that only a minority cause problems, and did not think it was right to “tar everyone with the same brush”.

The Department for Education and Skills consulted young people about its Youth Matters Green Paper.^{xxxxvii} It received 17658 responses from young people (aged 19 and under).

Most young people said they meet friends in the evening; the second most common activity was watching television. Disabled teenagers were slightly more likely to list television as their top current activity. When they were asked what they would like to have available in their area, the top two answers from teenagers were more sports facilities and youth clubs. Disabled teenagers wanted more sports facilities and to engage in extreme sports. Under 13 year-olds asked for more sports facilities and parks. Both males and females rated sports facilities, though their second and third top choices differed: males opted for extreme sports and cinema, while females selected youth club and dance or drama club in second and third place.

Public spaces were the preferred location for meeting friends for most young people: they wanted to be able to meet friends in the local park, at a youth club or a local shopping centre or coffee shop. Three-quarters agreed that more things to do would help keep teenagers out of trouble. When asked how they would like to improve things for teenagers in their local area, most said they would like to help decide how councils allocate their budgets.

Just over half of respondents supported the Government’s proposal to penalise young people who get into trouble – by withdrawing top-ups and discounts.

The National Youth Agency consulted 46 young people with experience of social exclusion about things to do, places to go and support.^{xxxxviii} Young people were given a large foam cake to help them visualise allocation of finite resources. For these young people with experience of a range of disadvantage and discrimination, support from skilled adults was judged as being most important (allocated 38 per cent of the pretend cake).

After skilled staff came activities, followed by being able to access places to go and things to do. Within this latter category, having places to go was allocated the largest share of budget (44 per cent), followed by transport (29 per cent) and information (27 per cent). Young people in each group stressed the need for free transport.

When young people were asked to pinpoint how, within the context of skilled staff, resources should be invested, they allocated 38 per cent to staff helping to build young people’s confidence, skills and knowledge; 33 per cent to supporting young people’s involvement in decision-making; and 29 per cent to getting young people

to activities.

Kids' Clubs Network teamed up with Nestle UK Ltd to find out what young people do with their spare time and to test out with teenagers the "Make Space" concept - a local space open until 9pm each evening offering young people a range of core services.^{cxxxix}

The research was conducted by MORI which found a lot of enthusiasm among young people (n=605) for the "Make Space" concept, especially for the "Chill out" area (80 per cent interested), trips and events (77 per cent interested) and sports area and facilities (74 per cent interested). The most popular trips and events were visits to theme parks (88 per cent), concerts and gigs (77 per cent) and sporting events (74 per cent). The provision of food and drinks was seen to be essential. The quiet homework area attracted less support. The greatest demand for such a place would be weekends, cited by 62 per cent of young people.

The MORI survey also revealed that 60 per cent of young people think there is not enough for young people to do in their area. This increased to 75 per cent for 15 and 16 year-olds. A quarter of young people hang around with nothing to do when not at school. Eight out of 10 young people are bored at some time, mostly at school (54 per cent) but also in the evening (20 per cent). Boredom seems to reduce at weekends (16 per cent) and rises after 5.30pm (34 per cent). Interestingly, a quarter (23 per cent) of 17 and 18 year-olds say they never get bored.

The right to play outside

The Children's Play Council, The Children's Society and Young Voice consulted children about outdoor play.^{cxl} Most enjoyed playing outside daily or more often (66 per cent of seven to 11 years and 64 per cent of 11 to 18 year-olds). The top reason for playing outside given by both age groups was to be with friends (cited by half the younger children and three quarters of the older children).

The street was the most popular location for outside play, followed by a park near home or a garden. The most popular activity was playing with friends. Nearly nine out of 10 younger children (89 per cent) and almost three quarters (71 per cent) of the older children had been told off for playing outside. A quarter of younger children and 43 per cent of older children had been told to go away; half had been shouted at. About a third of younger children and 16 per cent of older children said they were stopped from playing outside because they were told off. Parents were most likely to tell off young children (cited by 46 per cent of children), while grown ups generally and shopkeepers in particular were most likely to tell off older children (cited by 31 per cent and 29 per cent respectively). Children were sometimes subject to physical violence from adults. A nine year-old boy explains:

'I was playing football and it went into a garden. So I went to get the ball and this old lady pulled me into the house and smacked me, I thought that was nasty.'

A 15 year-old boy gave this advice:

'I'd put more stuff in parks and that for people 15 and over, cos they've only got climbing frames for little kids and we're not allowed in there.'

10. SPECIAL PROTECTION MEASURES

The Convention on the Rights of the Child grants vulnerable children and young people the right to extra protection – child refugees, abused children, children in trouble with the law and those involved in armed conflict for example.

Children in immigration detention

In 2005, Save the Children carried out case study research on the detention of 32 children and their families for the purposes of immigration control.^{cxli} This included interviews with “a small number” of children. Children suffered from depression, changes in behaviour and confusion, as well as showing physical symptoms such as refusal to eat properly, persistent coughs and other sickness. A 17 year-old boy said he was held at an immigration detention centre for eight months and 24 days and found it extremely difficult. Children were very concerned about the impact of detention on their education. Interviews undertaken by the Prisons Inspectorate with children in detention in February 2006 raised similar issues. When asked if they were happy at the moment, only four of the 13 children said they were and eight said they were frightened or worried. A few children were positive about being held at the detention centre, but most found being in a custodial environment very difficult.^{cxlii}

‘It is okay – I thought it would be like a prison, but it is much better.’ 14 year-old

‘It is like a prison. I have never killed anyone.’ 10 year-old

‘It is hard for me as a child.’ 9 year-old

‘The officers are tall and scary – their shoes are big and noisy.’ 10 year-old

The Children’s Commissioner for England made an announced visit to Yarl’s Wood immigration removal centre on October 31st 2005.^{cxliii} The Commissioner came across a child in the reception area who was still wearing his school uniform: *“He had not been given the opportunity to say goodbye to his classmates or to the school”*.

Children complained to the Commissioner about the poor quality of food. None of the children the Commissioner spoke with *“had any clear idea or, in the case of some children, any idea at all, of why they were detained.”*

Education rights of young asylum seekers and refugees

In the 2006/7 dialogue groups containing asylum seekers and refugees, participants raised concern about the lack of opportunities to learn English. They reported that the Government had reduced access to English lessons and they had grave concerns that without these opportunities to learn then their education and future employment opportunities would suffer.

Protection from harmful drugs

The 2006/07 dialogue groups revealed that drugs were a reality for many participants. Some reported being brought up in houses where drugs were around, whilst most teenagers knew where to get drugs from or felt they could find out quite easily: *“Yeah, but they’re so easy to get nowadays, because you can either swipe them off your parents or someone else will go in and get them for you now”*.

A number of children spoke of finding drugs or needles in public places, including children's play areas. Although all participants stated that they had received drug education and had learnt about the dangers, they also felt that schools needed to address the "social side of drugs". As one young person put it, *"the social side of these things, because it's all very well knowing the science behind cocaine and all that crap that you shove up your nose.... But it's not the same as knowing the situations that you're going to have to go through where you're going to be pressured by drugs and sex"*. The importance of initiatives like "Talk to Frank" was highlighted. This initiative appeared to tick all the necessary boxes for young people: it is well advertised, confidential, allows them to ask anything. Furthermore, those who had used the service had confidence in the answers received.

Ten to 16 year-olds were surveyed in London about their use of illegal drugs.^{cxliv} Of the 2,000+ young people that took part, the researchers classified 315 as being "at risk". Although the reasons for taking drugs were the same across the total sample and the "at risk" group – for a buzz, to experiment, to get rid of stress and because friends do it – there were significant differences in these young people's views about the legitimacy of drugs, and their access to them. Nearly a quarter (22 per cent) of the "at risk" young people when they were just 10 years old knew someone who took drugs; by 16 years, this had increased to 61 per cent. The researchers found that more "at risk" 10 year-old took drugs than the average 14 year-old. At age 14, one in five (19 per cent) of the "at risk" young people felt cocaine was safe to use: Black young people seemed the least worried about the effects of this opiate. While nearly three-quarters of "at risk" girls were concerned about the impact of drugs on others around them, just over half of "at risk" boys had these concerns.

One in five of male drug users cited their friends' drugs use as a reason for theirs. This compared to just eight per cent of girls. On drugs education, 13 per cent of the total sample and 25 per cent of the "at risk" group believed that the drugs education they had received was too late.

Depression and bullying featured highly in the lives of the "at risk" young people – of those young people that felt they had to take drugs, 20 per cent had been the victim of bullying and almost a quarter (24 per cent) were depressed.

Sexual exploitation

During 2001, 47 young people from across England were interviewed about their involvement in prostitution.^{cxlv}

Young people described the antecedents to becoming involved in prostitution: family problems, parental separation, abuse, friends being involved, reliance on drugs and boyfriends and pimps. Young people whose backgrounds were punctuated by abuse and neglect were extremely vulnerable to exploitation and manipulation. Charlotte explains:

'I was only 13 and he [pimp] treated me like a queen. He told me he loved me, he made me depend on him. He made me believe that if he wanted to he could turn the sky black or he could make the sun shine or he could make it rain ... I made the mistake of telling him I'd been abused, you know, and that things were bad at home and stuff because he like he reached into that and he drew it out of me and like pulled me strings.'

Respect and care were the two things young people looked for and valued in professional support. Hilary describes the project she attends, where she is respected:

'In other words, just because you take drugs, just because you drink, just because you do prostitution for a living you are still a human being.'

Another young woman, Frances, explains that recovery can take a very long time:

'I found it very difficult to change my life, because of the damage that had been done to me. It was very hard to like myself again, it was very hard to stop the nightmares and the flashbacks. Because when you are told for years that you're shit and you're beaten and you're abused you don't feel like you're worthy. It takes your soul. Fortunately I've had good therapy, I've had good support and I've been able to work through that. I had to go out and bang on doors for it, I had to go to my doctor and literally beg to go for counselling. I didn't get it easily.'

Eve described seeking help from social services, only to be returned home:

'I just used to wish someone would take me under their wing. I contacted Social Services and I tried to get them to help but they just took me straight home. I don't think they really listen anyway.'

Charlotte explained how being sexually exploited as a child would affect her future employment prospects:

'I've been convicted for prostitution, I can never be a social worker and I can't do any work with children under five. I have to declare my convictions for prostitution.'

Support for children subject to violence

Abuse, physical violence, lack of parental love and affection weighed heavy on many of the socially excluded young people taking part in The Children's Society's research. Many showed "enormous resilience", but the researchers *"found that recognition of the impact of the adult behaviour on children is still limited."*^{cxlvi}

When children and young people affected by domestic violence were asked what they need, they said: not having to put up with the violence; having someone to talk to; access to support and counselling; a place to go if the violence starts again; being loved and cared for; and having their childhood back. Children's advice to other children in a similar situation was: talk to someone; keep busy; get out of the house; and phone the police.^{cxlvii}

The NSPCC review concludes that lack of information and communication between children and parents can lead to misunderstanding. An 11 year-old boy is reported as believing his drug-using dad dislikes him because he isn't allowed into the sitting room (where his dad takes drugs).^{cxlviii}

Children's loyalty and love for their parents comes across strongly: *"[They often] prioritise the needs of their parents before thinking about themselves."*

Mothers and friends are children's and young people's top confidantes, according to the NSPCC review. Confidential help lines are also important, as are pets which are welcomed as a source of love, comfort and protection. Counsellors were rated highly. There was some criticism of the police who, despite children often ringing them for help, did not always speak directly or listen to children.

There is little direct research with children and young people on effective support, concludes the NSPCC review. From the information available, it stresses that children and young people need *“to get away from the home and have fun and to get to know other children experiencing the same problems.”*

Over a third (36 per cent) of primary school children believe their school is very good at tackling bullying, compared with just 12 per cent of secondary school children, according to research carried out for the DfES.^{cxlix} The best primary school – where over 90 per cent of children said it was very good at tackling bullying – used a range of methods to prevent and deal with unacceptable behaviour. This included discussing the issues in assembly and lesson time, having a post-box for children to make complaints and a designated teacher for children to approach in times of need. However, the researchers note that students from a secondary school with many of these initiatives criticised their school as being ineffective in tackling bullying.

Friends were seen as critically important in dealing with bullying, especially by younger children. Learning to stand up for yourself and taking up a sport or special interest were seen to be significant, including by younger children.

Not many older children considered ignoring bullies to be an effective strategy – this was supported by just 14 per cent. Nearly a quarter of older children supported retaliatory behaviour – talking or hitting back. Younger children also saw merits in talking back, though just 15 per cent saw hitting back as a good strategy. Girls were less likely to believe retaliation works.

Younger children were much more optimistic than older children about being able to talk with bullies or make friends with them.

There were concerns about telling teachers about bullying, especially because it could lead to retaliation. Teachers that were seen to be helpful were those who were *“demonstrably better at listening to pupils, more prepared to take pupils seriously and ready to take appropriate action (but not without consent of the victim.”*

Younger children said they would tell their parents about bullying (78 per cent their mum; 70 per cent their dad) but this reduced sharply by the age of 12. Just 44 per cent of 12 year-olds would tell their dad about bullying, and 58 per cent would tell their mum.

Children and offending

MORI has been carrying out surveys since 1999 for the Youth Justice Board on young people’s experiences of crime. The findings from the reports between 2001 and 2005 have now been drawn together.^{cl}

There has been little change in the past five years in the profile of children who get into trouble: most are likely to be boys aged 14 to 16 years. The age at which children first start offending has remained stable, at 11 or 12 years. The 2005 results show a slight rise in offending behaviour among 11, 15 and 16 year-olds. There were drops in the offending patterns of 13 and 14 year-olds. Over the five-year period, there has been a significant rise in the number of children who say they have committed more than five types of offences (from 34 per cent in 2002 to 45 per cent in 2005). Conversely, there has been a decrease in the number of children who have committed just one offence (28 per cent in 2001 to 17 per cent in 2005).

There have been increases in children committing certain offences between 2004 and 2005, with the greatest increase being in handling stolen goods (from 24 per cent to 31 per cent), followed by stealing (54 per cent to 64 per cent), causing criminal damage (50 per cent to 57 per cent) and carrying a weapon (31 per cent to 42 per cent).

Since 2003, there has been a gradual increase in violent offending (from 15 per cent to 17 per cent). The two biggest increases have been in hurting someone without the need for medical treatment (an increase by 13 per cent since 2002), and carrying a knife (a 12 per cent increase since 2002).

Children continue to cite boredom as the main reason for offending (24 per cent in 2005).⁷

The Policy Research Bureau examined the experiences of 37 young offenders aged between 14 and 17 years from four youth offending teams in London and southern England.^{cii} Young offenders saw their offending as a rational choice, rather than an indication of something wrong with them. A constant message was that young people underestimated at the time of their offence both the seriousness of their actions and the consequences.

Young people mostly perceived contact with police as evidence of discrimination associated with, for example, their age, where they live, their family or previous offending. Young people were generally dissatisfied with their treatment by police, pointing to abuse of power and “*unnecessary aggression and humiliation*”. This finding is supported by research carried out for The Children’s Society on black young people’s experiences of the police, with young people perceiving racism (subtle as well as aggressive / explicit) as the dominating factor in the police’s interaction with them.^{ciii}

Young people in the Policy Research Bureau’s study tended to see the court process as a ‘blur’ and were frustrated at not being more actively involved, especially in correcting witnesses and being able to contribute to decisions about their future. The most traumatic period in the whole process was sentencing, ‘*dominated by a fear of custody*’. Lawyers were very important because they could reassure young people, take control and keep the young person informed of proceedings. A 17 year-old said he felt nobody cared what happened to him and his lack of power in decision-making made him feel angry:

‘[It’s like] you’re in little glass box, and nobody cares what you say or do. You’re just pointed at and laughed at or whatever ... Other people make decisions ... That’s what used to get me so angry.’

All types of disposals were perceived as a form of punishment, though community orders were generally seen as a ‘second chance’. Even reparation and mediation programmes were deemed to be punitive – engagement tended only to occur when the victim also showed empathy. The first hours and days of custody were the most distressing. Engaging in organised activities was especially helpful in relieving boredom and stress, but these were not always available. For community

⁷ MORI asked respondents to choose from: I was bored; drunk/been drinking; influenced by friends; truanting; wanted to impress friends; caught by police; on drugs. Note the absence of any reference to personal circumstances (victim of abuse or bullying), family influences or structural factors such as poverty.

sentences, youth offending team officers gave positive support, including treating the young person with respect, being understanding and communicative and helping to tackle problems. Young people did not enjoy mixing with others, especially drug addicts, in community reparation schemes.

Children in custody

Between September 2001 and March 2003, a team of researchers from the Prisons Inspectorate visited 21 young offender institutions (16 male, five female) on behalf of the Youth Justice Board. This was the first time children's experiences in custody had been documented.^{cliii}

Children and young people had experienced a range of disadvantage:

**Table 28: Characteristics of children in custody, Youth Justice Board (2003)
N=1213**

	Male	Female
Previously been in custody	44%	27%
Previously been in care	37%	43%
Have children of their own	12%	5%
Previously excluded from school	83%	65%
Need help with reading and writing	34%	Not recorded
Proportion from black and minority ethnic communities	23%	26%

Just under half of boys and 77 per cent of girls said they could shower daily if they wanted to.

Eight out of 10 boys and 83 per cent of girls knew how to make a complaint, though 21 per cent of boys who had made a complaint said it was difficult.

Nearly three-quarters of boys were involved in education. Of the boys that said they needed help with reading or writing, more than a quarter were not doing any education. Less than one in five (18 per cent) of the boys said they could go outside for exercise each day. Only 43 per cent of boys said their personal officer asked at least once a week how they are getting on. One in four boys had not received a family visit. Of the sentenced boys, 89 per cent said they wanted to stop offending in the future. The top three things likely to help make this happen were: getting a job; having something constructive to do; and having a partner. Of the boys aged 16 or over who were to be released in the next two months, just 32 per cent said they had done something during their time in custody which would help them in the future and 31 per cent still needed help with resettlement.

Nine in ten girls were in education. Over a quarter of girls were asked each day by their personal officer how they were. Nine in ten of the girls wanted to stop offending. Of those that were aged 16 or over and due for release in the next two months, 30 per cent still needed help with resettlement.

There was a lot of dissatisfaction with food – lack of choice, poor quality and small portions. Boys rated healthcare better than girls, and more girls than boys said they needed help with drug and alcohol problems.

The Carlile Inquiry reported abusive practice in custody.^{cliv} For example, children's cells were often searched without them being present; this sometimes resulted in

their possessions being removed or lost. Children said that when staff empty their room, *“everything is removed, including posters, photographs and educational certificates attached to the walls. Children described this process as being done in great haste and with little care.”*

The inquiry team was very concerned about the use of segregation in a young offender institution:

“Conditions were very poor with a bleak and dilapidated cell, an old and rusty metal bed frame. Education took place in the cell. Children were allowed up to one hour of exercise in a tiny courtyard but this was optional and as there was nothing to do many children did not take it up. There was an unfurnished room which was exactly that – a stone room with only a blanket on the floor with no washing facilities or toilet. The inquiry was told that children would normally only be held in this cell for up to 15 minutes and then be moved to regular cells ... any child identified as suicidal would not be held there.”

There were also grave concerns about children being subject to unnecessary force – see pages 43 to 44.

Wilson's study into Black young people's experiences of custody shows high levels of racism among prison officers, with Black young people being subject to verbal abuse and differential treatment on the basis of their colour and ethnicity:

‘One of the Officers said to me – ‘You are a piece of shit. When I wipe my arse it looks like you.’

‘I’ve been called a ‘chimp’ before. I was also called a ‘golliwog’ by one of these Officers. I ended up getting into trouble for that, and I was put on adjudication.’

Young people were acutely aware of the negative consequences of retaliating and tended to “keep their heads down”, though some occasionally “lashed out” when they could no longer tolerate unacceptable treatment.

‘I don’t argue back with them. I just turn the other cheek and smile. I try and keep calm because I’ve got a bad temper and so I’m polite and calm. If I think I’m going to argue with them and they’re making a big commotion or a fuss I go back to my pad and just sit there and be mad about it.’

‘That’s when you go nuts – when you’ve lost it. It just gets to the point when you can take no more; you’re pissed off and they’re laughing in your face. They think they’re high because they are the Govs – they bang you up; they’ve got keys; they think they’re big – something special. Then you lose it and you just try to beat up the guards.’^{clv}

Appendix A

Methods and sample for NCB data collection

A combination of qualitative and quantitative data were collected to inform the Department for Education and Skills on specific, high level aspects of the implementation of the Convention on the Rights of the Child (CRC) in England.

Online survey - methods

The fixed parameters of the data collection meant that the online survey needed to be accessible and applicable to a full age-range of children and young people (aged 5 – 18). This meant that the design and content had to be general in content and simple in format. There was a restriction on the use of open questions as the data needed to be analysed within a short time frame; therefore the questionnaire mainly consisted of closed pre-coded questions.

The DfES approved the questions and using its own software placed the questionnaire on www.direct.gov.uk for the period of approximately 11 weeks (16 November until 31 January 2007). The questionnaire was accompanied by a letter from the Minister for Children and Young People, Beverly Hughes MP, encouraging respondents to complete the questionnaire. A copy of the questionnaire is contained within Appendix B.

Once live the survey was publicised widely. All collaborating partners placed links to the survey on their websites and circulated information to contacts, specifically targeting hard to reach groups. Links were also circulated to networks such as the PSHE Co-ordinators Network and the Participation Workers Network England. Organisations such as the British Youth Council, the UK Youth Parliament and the Citizenship Foundation held information about the survey on their websites.

Those who were unable to access the Internet could request a paper version of the questionnaire.

On-line survey sample

In total 6157 respondents completed the survey. However, after a long process of cleaning the data, there were 4060 valid responses. The criteria for eliminating respondents from the final sample included: if they were aged over 18, lived in a country other than England, if their answers contained large amounts of obscenities or “silly” answers (e.g. described themselves as Martians!) or if there were duplicate entries from the same respondent.

A total of 4060 children and young people completed the survey. 1764 (43 per cent) were male and 2218 (55 per cent) were female, 78 (2 per cent) respondents did not specify. Four hundred and six (10 per cent) respondents reported that they were disabled or had special needs; however, this may be an under-estimate as, when responding to a later question about whether they had been treated unfairly because of a special need or disability a further 185 respondents who had not initially identified themselves as disabled, considered they had been treated unfairly for this reason.

The following table provide a breakdown of the survey sample by age. The median age was 13 years and ages ranged from under 5 to 17 years.

Table i: Age of survey respondents

	<i>Number of respondents</i>	<i>Percentage</i>
Aged 17	370	9
16	354	9
15	355	9
14	487	12
13	541	14
12	528	13
11	382	10
10	412	10
9	255	6
8	136	3
7	86	2
6	45	1
5	16	*
Under 5	15	*
Total	3982	100

* Less than 0.5 per cent

The table below provides a breakdown of the age bands by gender. For the purpose of analysis the ages were recoded into age bands broadly reflecting the different phases of education: primary (up to 11 years old), secondary (aged 12 - 15) and tertiary (16 – 17 years). As the table illustrates, there are equal percentages of males and females in the youngest age group, whereas females are over-represented in the older groups.

Table ii: Age band by gender of survey respondents

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Up to 11 years	670 (50%)	677 (50%)	1347
12 – 15 years	837 (44%)	1074 (56%)	1911
16 – 17 years	257 (35%)	467 (65%)	724
Total	1764	2218	3982

The following two tables provide a breakdown of the ethnic background of survey respondents and the age bands by ethnicity. Ethnic categories were recorded as White, Black, Mixed Heritage and Asian; all other groups were subsequently recoded into the “Other” group for the purposes of analysis. As the table illustrates 77 per cent of respondents reported being White (lower than the equivalent population figure of around 87 per cent), seven per cent of mixed heritage, six per cent Asian and five per cent Black. It should be noted that black and minority ethnic groups are particularly over-represented in the youngest age band.

Table iii: Reported ethnic background of survey respondents

	<i>Number of Respondents</i>	<i>Percentage</i>
White/White Other	3115	77
Black/Black British	202	5
Mixed heritage	291	7

Asian/Asian British	244	6
Chinese	22	1
Traveller/Roma Gypsy	11	*
Other ethnic group	173	4
Total	4058	100

* Less than 0.5 per cent

Table iv: Survey respondents' ethnic background by age band

	<i>White</i>	<i>Black</i>	<i>Mixed Heritage</i>	<i>Asian</i>	<i>Other</i>	<i>Total</i>
Up to 11 years	888 (66%)	124 (9%)	135 (10%)	114 (9%)	86 (6%)	1347 (100%)
12 – 15 years	1586 (83%)	46 (2%)	111 (6%)	90 (5%)	76 (4%)	1909 (100%)
16 – 17 years	591 (82%)	25 (4%)	38 (5%)	37 (5%)	33 (5%)	724 (100%)
Total	3065 (77%)	195 (5%)	284 (7%)	241 (6%)	195 (5%)	3980 (100%)

The following provides details of the religion and religion by age of respondents. For the purpose of analysis, Pagan/Druid/Wiccan and Jehovah's Witness respondents have been included in the 'other' category.

Table v: Religion of survey respondents

	<i>Number of Respondents</i>	<i>Percentage</i>
Christian	1756	44
None	1657	41
Muslim	251	6
Hindu	46	1
Jewish	27	1
Buddhist	34	1
Sikh	27	1
Pagan/Druid/Wiccan	24	1
Jehovah Witness	10	*
Other	191	5
Total	4023	100

* Less than 0.5 per cent

Table vi: Survey respondents' religion by age band

	<i>Aged up to 11</i>	<i>Aged 12 – 15</i>	<i>Aged 16 - 17</i>
Christian	645 (38%)	785 (46%)	288 (17%)
None	428 (26%)	880 (54%)	326 (20%)
Muslim	129 (52%)	76 (31%)	41 (17%)
Hindu	24	18	4

	(52%)	(39%)	(9%)
Jewish	6 (22%)	16 (59%)	5 (19%)
Buddhist	11 (32%)	13 (38%)	10 (29%)
Sikh	13 (48%)	12 (44%)	2 (7%)
Other	83 (39%)	91 (43%)	40 (19%)

Language

3529 respondents (87 per cent) reported that English was the first language that they learned to use, 526 stated another language. Breaking this down by age, 82 per cent of respondents aged up to 11 stated that English was their first language, 89 per cent of those aged 12 – 15 and in the 16 – 17 age band, the corresponding figure was 92 per cent.

Dialogue groups – methods and sample

Twenty-three dialogue groups were held across England during November 2006 and February 2007. Children and young people were approached via primary and secondary schools, and through specialist organisations and support services. Particular attention was paid to making sure that children and young people represented rural, urban/suburban and inner city areas and that groups were held in every region of England. Specialist organisations were selected so that children from a wide variety of backgrounds and circumstances would be included:

- Black and minority ethnic groups
- Children and young people attending different types of schools
- Children and young people using mental health services
- Children and young people who had been in trouble with the police
- Children from different religious backgrounds
- Children identified as being “at risk”
- Children in contact with social services
- Disabled children and young people
- Lesbian, gay and bisexual young people
- Looked after children and young people
- Traveller children and young people
- Young carers
- Young people not in education, employment or training
- Young refugees
- Youth centres.

Children and young people were given a booklet containing information about the group, a copy of CRAE’s children or young people’s version of the CRC and a consent form in advance of the session.

The overall aims of the dialogue groups were to:

- Gather the views of children and young people on the progress of the government to implementing children’s rights in England.
- Gather the broad views of children and young people on children’s rights and children’s policy falling under the United Nations CRC remit.

First session of dialogue groups

The groups lasted between two and two and half hours. Representatives from UNICEF or Save the Children England facilitated the first session. This session was educationally focussed and provided the participants with information and knowledge of the convention, in order that they could have a better understanding of their rights and the CRC consultation process, thus ensuring an informed and meaningful discussion about their rights in the second part of the discussion group.

The interactive session was devised by Lura Hughes from UNICEF and provided information on the following:

1. About the consultation process- the purpose of consultation, why we are doing it and what will happen to the information gathered from the dialogue groups.
2. Children's rights- what are rights, who has rights and why it is important to have rights.
3. About the Convention - the structures and mechanisms in place for implementing and monitoring the Convention.

Second session of dialogue group

Researchers from NCB conducted the second session. Because of time constraints and the complexity of the issues under discussion it was neither possible nor appropriate to address the full range of rights issues with every group. Instead, each group focussed on discussing two specific topic areas from the following five broad themes:

1. Support for the best possible life (health, education and standard of living)
2. Respect
3. Protection and safety
4. Leisure, rest and play
5. Parents/carers and family life.

Specific themes, such as disabled children's rights, were discussed with the relevant specific groups so as to tap into their unique experience and view.

The overarching questions addressed by all groups were:

- 1) Do children and young people think that in England the government is meeting their rights?
- 2) What more, if anything, do children and young people think should be done by the government to achieve these rights?

Underlying these was an exploration wherever possible, of whether all children and young people get the same rights (Article 2⁸), the best interests of children and young people should always be a top priority (Article 3), every child and young person has the right to survival and maximum development (Article 6), every child

⁸ Article 2 - All rights in the Convention apply to all children and young people without any discrimination

and young person has the right to have his or her views taken seriously (Article 12) and issues around poverty/money (Article 26⁹). Article 5¹⁰ and Article 42¹¹ were addressed briefly during the initial information sessions delivered by UNICEF and Save the Children.

In each group participants were presented with a series of statements relating to two of the specified themes and were asked to discuss whether they agreed or disagreed with the statement, and what the important issues were for them. A mind map of their ideas was drawn for each statement. These statements were used as a starting point to facilitate further discussion.

The following section presents the statements that were used to facilitate discussion within each of the themes:

Support for the best possible life

- Health services for children and young people are good.
- Children and young people have all the information they need to be healthy.
- Health professionals such as doctors and nurses do not listen to children and young people and do not involve them in decisions about their health.
- How healthy you are depends on how much money you have.
- Education at school/college helps children and young people to;
 - Express themselves (e.g. through art, drama and discussions).
 - Feel confident about trying new things.
 - Build on their strengths (mental and physical).
 - Value their own language, culture and beliefs.
 - Value other people's language, culture and beliefs.
 - Respect others.
 - Respect the environment.
 - Learn about their human rights.
- Children and young people are encouraged to express themselves in any way they want.

Respect

- At school/college pupils are involved in decisions about their education.
- In my local area children and young people are asked for their views about what is going on.
- The Government listens to the views of children and young people.
- Adults respect young people as equals regardless of: age/gender/disability/family income /ethnicity/religion/ language.
- Children and young people are not discriminated against because of their: (age/gender/disability/family income /ethnicity/religion/ language).
- Children and young people are given their right to privacy.
- Adults always try to do what is best for children and young people.
- The more a child or young person understands the more adults take them seriously.

⁹ Article 26 - Governments must support every child's and young person's right to have enough money

¹⁰ Article 5 - Parents can give children and young people advice and help about children's rights

¹¹ Article 42 - Governments must make sure everyone gets information about the Convention

Protection and safety

- Schools/colleges are safe places.
- Children and young people feel safe in their local area.
- There are lots of places where children and young people can get help if they are being hurt.
- Adults know that hitting children and young people is wrong.
- Children and young people are protected from the dangers of illegal drugs.
- Children and young people are protected from harmful materials on the Internet or TV.
- Children and young people who get in trouble with the law/police get help and support to stop them getting into more trouble.

Leisure, rest and play

- Children and young people have too much free time.
- There are enough opportunities for leisure and sport for children and young people.
- Sport and leisure activities are affordable.
- All children and young people have the same opportunities for leisure.
- Children do not have enough opportunities to play.
- Children and young people do not have enough opportunities to hang out and relax with friends in their local area.

Parents/carers and family life

- Parents/carers need to learn more about how to keep children and young people healthy.
- At home parents/carers make all the big decisions.
- Children and young people who do not live with their parents get the help and protection they need.
- Parents/carers sometimes need extra help to look after their children.
- Parents/carers do not know about children's and young people's rights.
- If parents split up children and young people should be involved in any decisions about who they live with.

The table below illustrates which themes each dialogue group discussed.

Discussion themes for dialogue groups

Open session aged under 11	Open session aged under 11	Open session aged under 11	Open session aged 12 – 17	Open session aged 12 – 17	Open session aged 12 – 17
Support	Family Life	Protection and safety	Support	Leisure, rest	Respect
Respect	Leisure, rest and play	Respect	Respect	Protection and safety	Family life

Primary school	Primary school	Primary School	Secondary school	Secondary school	Secondary school
Protection and safety	Family life	Support	Family	Support	Leisure, rest
Support	Leisure, rest and play	Respect	Protection and safety	Respect	Respect

CYP in or leaving care	CYP excluded from school	CYP in trouble with the law	CYP in trouble with the law	CYP from BME communities	Gypsy/Roma CYP	CYP living in poverty	Disabled CYP	Disabled CYP	Homeless YP
Support	Protection and safety	Specialist	Specialist	Respect	Respect	Support	Specialist	Specialist	Support
Protection	Support	Protection and safety	Support	Support	Leisure	Leisure	Protection and safety	Respect	Protection and safety

Lesbian, Gay and Bisexual YP	Young Asylum seekers and refugees	Young carers
Respect	Respect	Leisure
Family	Support	Support

Sample (dialogue groups)

Total of 206 children and young people took part, with equal numbers of male and female participants. Thirty nine (19 per cent) considered themselves to be disabled or have a special need. The following provides a breakdown of their ages.

Table vii: Ages of dialogue group participants

	<i>Number of participants</i>	<i>Percentage</i>
Aged 4	2	1
5	1	1
6	2	1
7	4	2
8	4	2
9	13	6
10	21	10
11	7	3
12	38	18
13	27	13
14	28	14
15	21	10
16	19	9
17	13	6
18	4	2
19	2	1
TOTAL	206	100

Participants' reported ethnicity was 141 (68 per cent) White, 25 (12 per cent) Black, 17 (8 per cent) Mixed Heritage, 13 (6 per cent) Asian, 1 (1 per cent) Chinese and 8 (4 per cent) Other. One participant provided no information. 'Other' categories included Traveller, Portuguese, Brazilian and Arabic.

Analysis

All sessions were digitally recorded, fully transcribed and a thematic analysis was used to draw out conclusions.

APPENDIX B: QUESTIONNAIRE

CONVENTION ON THE RIGHTS OF THE CHILD ONLINE SURVEY

Want to have a say about children and young people's rights?

This survey is your chance to tell the Government what you think about children's rights in England.

It is part of a project to involve children and young people in saying how well they think the United Nations Convention on the Rights of the Child is working in England.

The United Nations Convention on the Rights of the Child gives children and young people many rights. The United Nations will soon be checking to see how children's rights are respected across the UK.

If you are aged under 18 and live in England, we really want to hear from you. You do not have to give your name and no one will know what you have told us.

When we have heard from children and young people all over England, we will write a report about their views and experiences. There is information at the end of this survey about how to get a summary of this report.

The survey should take about 10 minutes to fill in and your views are very important.

THANK YOU!

You and your rights

The Convention on the Rights of the Child says that children and young people must be given information about their rights.

1a. How much do you know about the Convention on the Rights of the Child?

- A lot ☐
- A bit ☐
- Not much ☐
- Nothing at all ☐
- Not sure ☐

1b. If you answered "a lot" or "a bit" in question 1, please tell us how you got information about the Convention on the Rights of the Child? (Please choose all that apply)

- From parents / carers / other members of my family ☐
- From friends ☐
- From teachers / at school or college ☐
- From a youth worker ☐
- From a social worker ☐
- At my local health centre / hospital ☐
- From a group or organisation I'm involved in ☐
- From the television ☐
- From the Internet ☐

From magazines ☐
 Other (please say where) ☐
 Don't know ☐

The right to be healthy

The Convention on the Rights of the Child says that all children and young people must have the best possible health and health care.

2. How healthy do you think you are most of the time?

Very healthy ☐
 Quite healthy ☐
 Not very healthy ☐
 Not at all healthy ☐

3. Do you think you get enough of the following?

	Yes	No	Don't know
Healthy meals			
Fresh fruit and vegetables			
Fresh water to drink			
The chance to take physical exercise (e.g. play outside, sports, swimming)			
Information about keeping healthy			
Help if you are ill or in pain			

The right to be safe

The Convention on the Rights of the Child says children and young people must be protected from all forms of violence, abuse, neglect and mistreatment. Children and young people must get good support if they have been hurt or harmed.

4. Do you feel safe?

	Always	Most of the time	Sometimes	Never	Doesn't apply to me
At home					
In public spaces e.g. parks or your local area					
At school or college					

5. Have you been hit or harmed by another person in the **last year**?

Yes ☐
 No ☐
 Don't know ☐

6a If you answered "yes" to question 5, did an adult hit or harm you?

Yes ☐

No ☐
Don't know ☐

- 6b Where did this happen?
- At home ☐
 - At school or college ☐
 - At work ☐
 - In a public space e.g. park or playground ☐
 - Somewhere else (please specify) ☐

- 7a If you answered "yes" to question 5, did a child or young person hit or harm you?
- Yes ☐
 - No ☐
 - Don't know ☐

- 7b Where did this happen?
- At home ☐
 - At school or college ☐
 - At work ☐
 - In a public space e.g. park or playground ☐
 - Somewhere else (please specify) ☐

There is information at the end of this survey about where children and young people can get help if they are being hit or harmed.

The right to enjoy & achieve

The Convention on the Rights of the Child says that all children and young people must get everything they need to have the best possible life. This includes getting good support from parents, an education that helps them develop fully, and time and space to play and have fun.

8. Do you think your parents/carers treat you as a top priority?
- Always ☐
 - Most of the time ☐
 - Sometimes ☐
 - Never ☐
 - Doesn't apply to me ☐

9. Please say whether you agree or disagree with these statements.

My education has helped me:

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
Express myself					
Feel confident about trying new things					
Build on my strengths (mental and physical)					
Value my own language, culture and beliefs					
Value other people's language, culture and beliefs					
Respect myself					
Respect others					
Respect the environment					

10. How often do you get the chance to relax, play and have fun?

- Every day* ☐
Most days ☐
Sometimes ☐
Hardly ever ☐
Never ☐

11. Do you think this is often enough?

- Yes, it's about right* ☐
No, it's not enough ☐
Don't know ☐

The right to have a say about things that affect you

The Convention on the Rights of the Child says that children's and young people's views must always be taken into account in matters affecting them.

12. Do you feel your views are taken into account?

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Never</i>	<i>Doesn't apply to me</i>
<i>By your parents/ carers</i>					
<i>By teachers / college lecturers</i>					
<i>By your doctor, dentist or health workers</i>					
<i>By your Connexions PA or youth worker (if you have one)</i>					
<i>By social workers (if you have one)</i>					

The right to a good standard of living

The Convention on the Rights of the Child says that all children and young people have the right to a good standard of living. Governments must help families that do not have much money.

13. Have you ever missed out on anything because your family couldn't afford it?

	Yes	No	Don't know
<i>Healthy food</i>			
<i>Heat and warmth</i>			
<i>Clothes or shoes for school</i>			
<i>Equipment for school</i>			
<i>Going out with your friends (e.g. swimming, cinema, etc)</i>			
<i>Family trips or days out</i>			
<i>Having toys and things to play with</i>			
<i>School trips</i>			
<i>Holidays</i>			
<i>Out of school interests or hobbies</i>			
<i>Something else (please say)</i>			

The right to be respected

The Convention on the Rights of the Child says that all children and young people have the right to speak their own language, follow their own religion and have their own thoughts. It says that they should be treated equally and not be discriminated against, and their right to privacy should be respected.

14. Have you ever been treated unfairly because of?

	Yes	No	Don't know
<i>Your age</i>			
<i>Being a boy or a girl</i>			
<i>Your special needs or disability</i>			
<i>The amount of money your family has</i>			
<i>The colour of your skin</i>			
<i>Your religion or culture</i>			
<i>The beliefs or behaviour of your parents/carers</i>			
<i>Your own beliefs</i>			
<i>Your language</i>			
<i>Your sexual orientation</i>			
<i>Something else? (Please say)</i>			

15. Do you feel your right to privacy is respected?

	<i>Always</i>	<i>Most of the time</i>	<i>Sometimes</i>	<i>Doesn't apply to me</i>
<i>At home</i>				
<i>At school or college</i>				
<i>At work</i>				

16. What is the best thing about being a child or young person living in England?

17. What is the worst thing about being a child or young person living in England?

18. The Convention on the Rights of the Child gives children and young people everywhere the right to a very good life, where they feel happy, safe and respected. If you could make life better for you and your friends, what would you do?

About you

Are you male or female?

How old are you?

Which UK country do you live in most of the time?

- England* ☐
- Northern Ireland* ☐
- Scotland* ☐
- Wales* ☐
- None of the above* ☐

How would you describe your ethnic background?

- White* ☐
- Black* ☐
- Mixed heritage* ☐
- Asian* ☐
- Chinese* ☐
- Other ethnic group (Please specify)* ☐

How would you describe your religion?

- None* ☐
- Buddhist* ☐
- Christian* ☐
- Hindu* ☐
- Jewish* ☐
- Muslim* ☐
- Sikh* ☐
- Other religion* ☐
- Please specify* ☐

Are you disabled or do you have any special needs?

- Yes* ☐
- No* ☐
- Don't know* ☐

What was the first language you learned to use?

- English* ☐
- Other (please say)* ☐

Which of these best describes your current home situation?

- At home with my parents/carers* ☐
- With other people in my family* ☐
- With friends* ☐
- On my own* ☐
- In a children's home* ☐
- With foster carers* ☐
- In a residential special school* ☐
- In a boarding school* ☐
- In custody* ☐
- Other* ☐

Which of these best describes where you get most of your education (you can tick

more than one box)?

- | | |
|--|--------------------------|
| <i>I attend school or college</i> | <input type="checkbox"/> |
| <i>I attend a pupil referral unit</i> | <input type="checkbox"/> |
| <i>I am home-educated</i> | <input type="checkbox"/> |
| <i>I am not getting any education at the moment</i> | <input type="checkbox"/> |
| <i>This doesn't apply to me – I am too young</i> | <input type="checkbox"/> |
| <i>This doesn't apply to me – I am too old</i> | <input type="checkbox"/> |
| <i>This doesn't apply to me for some other reason (please explain)</i> | |

THANK YOU

You can find out more about this important project by visiting www.crae.org.uk

The project is being run on behalf of the Department for Education and Skills by the Children's Rights Alliance for England and the National Children's Bureau, Save the Children and UNICEF UK.

Researchers from the National Children's Bureau will bring together the results of this survey.

A summary of the results from this survey and the project overall will be available in March 2007 at the following web address www.crae.org.uk. Make a note of the address now!

Rights help

If you need help, you can contact the NSPCC Child Protection Helpline on **0800 800 5000**, or contact the free textphone service for people who are deaf or whose hearing is impaired on **0800 056 0566**. You can also email help@nspcc.org.uk or look on the website at www.nspcc.org.uk/helpline. You can also contact ChildLine on **0800 1111**. Both helplines are free and open 24-hours a day. Whichever helpline you choose you will get expert advice from a trained adviser.

Please return this completed survey by January 31st 2007 to: Children's Views and Interests Team (CRC online survey), Department for Education and Skills, Level 2, Sanctuary Buildings, Great Smith Street, Westminster, London SW1P 3BT.

**APPENDIX C: Research and consultation reports included
in the literature review (61 in total)**

Allard, A. (September 2003) 'School let me down'. Overcoming barriers to educational achievement. NCH

All join in group (November 2005) The views of disabled children and children with complex health needs about being weighed and measured. Triangle Services

Badham, B. (September 2006) Cutting the cake. Things to do, places to go and someone to talk to. Dialogue between young people and officials from HM Treasury and the Department for Education and Skills. Final report from the six dialogues which took place in August 2006.

Barnardo's (August 2006) Failed by the system. The views of young care leavers on their educational experiences.

British Youth Council and YouthNet (July 2006) The voices behind the hood: Young people's views on anti-social behaviour, the media and older people.

Burke, C. and Grosvenor, I. (2003) The school I'd like. Children and young people's reflections on education for the 21st century. Routledge Falmer

Butler, I., Robinson, M. and Scanlan, L. (2005) Children and decision-making. NCB

Children and Young People's Unit (2002) *UPFRONT*. Young people tell Government, politicians and the media what they think and what they need.

Children and Young People's Unit (undated) Children's consultation report.

Children and Young People's Unit (undated) Young people's consultation report.

Children's Play Council and The Children's Society (2003) Grumpy grown ups stop children's play. Summary report.

Department for Education and Skills (October 2006) Care matters: Transforming the lives of children and young people in care.

Department for Education and Skills (undated) Somewhere to go, something to do. Analysis of response to the consultation document.

Franklin, A. and Sloper, P. (2007) Participation of disabled children and young people in decision making relating to social care. Social Policy Research Unit, University of York

Franks, M. (2006) Count us in: Young refugees in the education system. The Children's Society

Gorin, S. (May 2004) Understanding what children say: Children's experiences of domestic violence, parental substance misuse and parental health problems. JRF

Haste, H. (October 2004) My body, my self. Young people's values and motives about healthy living. Nestle social research programme

Hawton, K. et al 'Deliberate self harm in adolescents: self report survey in schools in England' BMJ volume 325, November 23 2002

Hazel, N., Hagell, A. and Brazier, L. (September 2002) Young offenders' perceptions of their experiences in the criminal justice system. Summary and full report of research activities and results. Policy Research Bureau

HM Inspectorate of Prisons (May 2006) Report on an unannounced short follow up inspection of Yarl's Wood Immigration Removal Centre 13–16 February 2006 by HM Chief Inspector of Prisons.

HM Inspectorate of Prisons (February 2006) Annual report of HM chief inspector of prisons for England and Wales.

HM Inspectorate of Prisons (April 2004) Juveniles in custody: A unique insight into the perceptions of young people held in prison service.

Hilton, Z. and Mills, C. (September 2006) 'I think it's about trust': The views of young people on information-sharing. OCC

Katz, A. (ed.) (undated) Fitting in or fighting back? Young Voice

Lewis, A., Parsons, S. and Robertson, C. (2007) My school, my family, my life: Telling it like it is. A study detailing the experiences of disabled children, young people and their families in Great Britain in 2006. Disability Rights Commission

Madge, N. (2006) Children these days. Policy Press

Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society

Morgan, R. (March 2007) Policy by children. A children's views report. Commission for Social Care Inspection

Morgan, R. (July 2006) About social workers. A children's views report. Report of consultation with children and young people in care or in contact with social services, carried out by the Children's Rights Director. Commission for Social Care Inspection

Morgan, R. (2004) Children's views on restraint. The views of children and young people in residential homes and residential special schools. Commission for Social Care Inspection

Mullender, A. *et al* (2003) Stop hitting mum! Young Voice

Muttock, S. (December 2005) A report for the Children's Commissioners office on NCB's consultations with primary school children on measuring children's height and weight in school. OCC

NCB and The National Youth Agency (2004) 'Fresh paint in their nostrils.' Consultations with children and young people on improving inspections. June 2004 to October 2004.

Neale, B. and Flowerdew, J. (2004) Parent problems 2. Looking back at our parents' divorce. Young Voice

Neary, S. and Drake, K. A. (2006) DfES children and youth board 2005-2006. Independent evaluation report. DfES

Nestle Family Monitor (October 2002) Make space for young people. An examination of what 11-18 year-olds do with their time when they are out of school and their views on the new concept of Make Space clubs.

Nfpsynergy (January 2007) Typical young people... A study of what young people are really like today. Commissioned by The Scout Association.

Ofsted (July 2005) Pupils' satisfaction with their school.

Ofsted (July 2006) School inspectors' letters to pupils: Lessons learned and ways forward.

Oliver, C. and Candappa, M. (2003) Tackling bullying: listening to the views of children and young people. DfES and ChildLine

Phillips, A. and Chamberlain, V. (2006) MORI Five-year report: An analysis of youth survey data. Youth Justice Board

PRESS RELEASE Office of the Children's Commissioner THURSDAY 13 JULY 2006 'Nearly half of young people feel they are not given enough respect'

Professor Al Aynsley-Green An announced visit to Yarl's Wood immigration removal centre 31st October 2005. Report of a visit to Yarl's Wood immigration removal centre.

Rees, G. and Lee, J. (2005) Still running II. Findings from the second national survey of young runaways. The Children's Society

Sharpe, S. (2004) Young people's views on violence. NCB

Taylor, F. (2005) A fair hearing? Researching young people's involvement in the school exclusion process. Save the Children

Taylor-Browne, J. (October 2002) More than one chance! Young people involved in prostitution speak out. ECPAT UK

The Carlile Inquiry. An independent inquiry by Lord Carlile of Berriew QC into physical restraint, solitary confinement and forcible strip searching of children in prisons, secure training centres and local authority secure children's homes. Howard League for Penal Reform February 2006

The Children's Society (September 2006) Good childhood? A question for our times. Launch report.

The Electoral Commission (April 2004) Age of electoral majority. Report and recommendations.

Thomas, G. and Thompson, G. (May 2004) A child's place. Why environment matters to children. Green Alliance and Demos

Timms, J. and Thoburn, J. (2003) Your shout! A survey of the views of 706 children and young people in public care. NSPCC

Valentine, G. Skelton, T. and Butler, R. (October 2003) Towards inclusive youth

policies and practices. Lessons from young lesbians, gay men and D/deaf people. National Youth Agency

Watson, N. *et al* (undated) Life as a disabled child: A qualitative study of young people's experiences and perspectives.

Wicks, S. (undated) On the right track. What matters to young people in the UK? Save the Children

Willow, C. and Hyder, T. (2004) It hurts you inside. Young children talk about smacking. Children's Rights Alliance for England and Save the Children

Willow, C. (2001) Bread is free. Children and young people talk about poverty. CRAE and Save the Children

Willow, C. (1999) It's not fair! Young people's reflections on children's rights. The Children's Society

Wilson, D. and Rees, G. (2006) Just justice. A study into black young people's experiences of the youth justice system. The Children's Society

Young Voice (undated) The drugwise and the drug daredevils. Consulting over 2000 young people in North London.

Young Voice (2002) Thwarted dreams. Young views from Bradford.

References

- ⁱ Madge, N. (2006) Children these days. Policy Press
Children in 11 schools (five primary and six secondary) were surveyed in 2003, with 2042 respondents (385 primary children and 1657 secondary).
- ⁱⁱ Department for Education and Skills (undated) Somewhere to go, something to do. Analysis of response to the consultation document.
Department for Education and Skills (undated) Somewhere to go, something to do. Consultation report.
In 2006, the Department for Education and Skills issued a consultation on its Youth Matters Green Paper. Over 19000 responses were received. Of these, 1813 under 13s responded; 12961 13 to 16 year-olds responded; and 2884 17 to 19 year-olds responded.
- ⁱⁱⁱ Children and Young People's Unit (undated) Children's consultation report.
Between November 2001 and March 2002 the Children and Young People's Unit consulted children and young people about the Government's draft national children's strategy. Children (under 12s) were asked to complete an activity book. Over 1300 responses were received from under 12 year-olds.
- ^{iv} Children and Young People's Unit (undated) Young people's consultation report.
Between November 2001 and March 2002 the Children and Young People's Unit consulted children and young people about the Government's draft national children's strategy. More than 1300 young people aged 12 and over took part in the consultation.
- ^v Willow, C. (1999) It's not fair! Young people's reflections on children's rights. The Children's Society
109 children and young people between the ages of 10 and 19 years were consulted during late 1998 / early 1999. Discussion groups were held with those aged 12 and over (69 participants) and activity groups with those aged 11 and under (40 participants). All of the children and young people were involved in projects run by The Children's Society (14 in total across England and Wales).
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- ^{vii} Nfpsynergy (January 2007) Typical young people... A study of what young people are really like today. Commissioned by The Scout Association.
An online survey was conducted with a representative sample of 13 to 18 year-olds. Qualitative interviews were then carried out between August and September 2006 with 41 11 to 18 year-olds.
- ^{viii} The Children's Society (September 2006) Good childhood? A question for our times. Launch report.
Over 11000 14 to 16 year-olds were surveyed in 25 areas of England in mainstream schools, "special" schools and pupil referral units. The research was carried out in the first half of 2005 by The Children's Society in partnership with the University of York.
- ^{ix} Wicks, S. (undated) On the right track. What matters to young people in the UK? Save the Children
A team of young people working with Save the Children conducted a survey in autumn 2003 of UK young people's views on local and global issues, community participation and rights education. 4163 surveys were returned, 58 per cent from girls and evenly spread across the

eleven to 16 year-old age range. Few 17 and 18 year-olds responded. Young people from Black and minority ethnic communities were slightly over-represented (over 13 per cent), and most young people were still in full-time education with 86 per cent in state-run schools or colleges.

^x Nestle Family Monitor (October 2002) Make space for young people. An examination of what 11-18 year-olds do with their time when they are out of school and their views on the new concept of Make Space clubs.

In June and July 2002, MORI conducted a nationally representative quantitative self-completion study in 35 secondary schools among 605 secondary school pupils aged 11-18 years.

^{xi} PRESS RELEASE Office of the Children's Commissioner THURSDAY 13 JULY 2006
'Nearly half of young people feel they are not given enough respect'
Ipsos MORI surveyed more than 2000 11 to 16 year olds to gain an insight into the lives of young people in England.

^{xii} Wicks, S. (undated) On the right track. What matters to young people in the UK?
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^{xiii} Lewis, A., Parsons, S. and Robertson, C. (2007) My school, my family, my life: Telling it like it is. A study detailing the experiences of disabled children, young people and their families in Great Britain in 2006. Disability Rights Commission
In-depth interviews were carried out with 36 individual children and young people, and a further 30 were involved through group case studies in three settings (two school councils in special schools, and a specially convened group in a mainstream school with a SEN unit attached). The age range was eight to 19 years and 15 of the participants lived in England (the remainder lived in Scotland and Wales).

^{xiv} Madge, N. (2006) Children these days. Policy Press
Children in 11 schools (five primary and six secondary) were surveyed in 2003, with 2042 respondents (385 primary children and 1657 secondary).

^{xv} Willow, C. (1999) It's not fair! Young people's reflections on children's rights. The Children's Society
109 children and young people between the ages of 10 and 19 years were consulted during late 1998 / early 1999. Discussion groups were held with those aged 12 and over (69 participants) and activity groups with those aged 11 and under (40 participants). All of the children and young people were involved in projects run by The Children's Society (14 in total across England and Wales).

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^{xix} Children's Play Council and The Children's Society (2003) Grumpy grown ups stop children's play summary report.

2608 questionnaires were completed in 2003 by children aged between seven and 16 years. In addition Youth Voice conducted one-to-one interviews with 182 six to 18 year-olds between March and June 2003.

^{xx} Franks, M. (2006) Count us in: Young refugees in the education system. The Children's Society

During summer 2006, 106 children and young people were surveyed by The Children's Society in six areas of England. Seven young refugees were trained and gave advice on the questions. They then carried out 40 of the interviews.

^{xxi} Wilson, D. and Rees, G. (2006) Just justice. A study into black young people's experiences of the youth justice system. The Children's Society

This report describes the findings of four separate research projects commissioned by The Children's Society. A total of 127 Black children and young people were involved across the four projects.

^{xxii} Valentine, G. Skelton, T. and Butler, R. (October 2003) Towards inclusive youth policies and practices. Lessons from young lesbians, gay men and D/deaf people. National Youth Agency

The age range of the 1177 survey respondents was 15 to 21 years; just over half (53 per cent) were female; and 7 per cent were disabled. Of the larger sample, 0.6 per cent was lesbian or gay and 1.4 per cent was bisexual. In addition, face-to-face interviews were carried out with three groups of "vulnerable" young people: 15 hearing lesbians and gay men; 15 heterosexual D/deaf young people; and five D/deaf lesbians and gay men.

^{xxiii} Willow, C. (1999) It's not fair! Young people's reflections on children's rights. The Children's Society

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^{xxiv} Franklin, A. and Sloper, P. (2007) Participation of disabled children and young people in decision making relating to social care. Social Policy Research Unit, University of York

Interviews with 21 disabled children and young people (information was gathered directly from 19 of the participants and from the carers of two young people) were part of a broader research study examining disabled children's and young people's participation following the implementation of Quality Protects, a six-year Government programme to transform the looked after system. The broader study considered the views and experiences of social services staff and parents and carers.

^{xxv} Lewis, A., Parsons, S. and Robertson, C. (2007) My school, my family, my life:

Telling it like it is. A study detailing the experiences of disabled children, young people and their families in Great Britain in 2006. Disability Rights Commission

In-depth interviews were carried out with 36 individual children and young people, and a further 30 were involved through group case studies in three settings (two school councils in special schools, and a specially convened group in a mainstream school with a SEN unit attached). The age range was eight to 19 years and 15 of the participants lived in England (the remainder lived in Scotland and Wales).

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xxvii **PRESS RELEASE** Office of the Children's Commissioner THURSDAY 13 JULY 2006 'Nearly half of young people feel they are not given enough respect'
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xxx **Butler, I., Robinson, M. and Scanlan, L. (2005) Children and decision-making.** NCB
Group discussions were held with 69 children and in-depth interviews with a further 48 children, all aged between 8 and 11 years.

xxxi **Willow, C. (1999) It's not fair! Young people's reflections on children's rights.** The Children's Society
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xxxii **Burke, C. and Grosvenor, I. (2003) The school I'd like: Children's and young people's reflections on an education for the 21st century.**
During 2001, the Guardian newspaper held a national competition for children to design the 'school I'd like'. Entries were received from 1500 schools and hundreds of individual children, aged between five and 18 years

xxxiii **Taylor, F. (2005) A fair hearing? Researching young people's involvement in the school exclusion process.** Save the Children
Individual and paired interviews were carried out with 40 11 to 16 year-olds who had been excluded from school, permanently or fixed-term, within the last two years.

xxxiv **Timms, J. and Thoburn, J. (2003) Your shout! A survey of the views of 706 children and young people in public care.** NSPCC
A questionnaire was distributed through the Who Cares Trust magazine (June 2002 edition). 725 responses were received. However, 19 came after the deadline so the statistical analysis relates to 706 responses from children and young people aged between six and 20 years.

xxxv **Badham, B. (September 2006) Cutting the cake. Things to do, places to go and someone to talk to.** Dialogue between young people and officials from HM Treasury and the Department for Education and Skills. Final report from the six dialogues which took place in August 2006.
Forty-six young people, aged between 13 and 23 years, participated in the six dialogues across England.

xxxvi British Youth Council and YouthNet (July 2006) The voices behind the hood: Young people's views on anti-social behaviour, the media and older people. Between January and April 2006, the British Youth Council and YouthNet ran an online survey of young people's views and experiences relating to anti-social behaviour. The survey attracted 747 responses from UK-based young people aged between 12 and 25 years.

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xxxix Rees, G. and Lee, J. (2005) Still running II. Findings from the second national survey of young runaways. The Children's Society The Children's Society and the University of York surveyed 11000 young people aged 14 to 16 years about running away. Participants attended mainstream schools, pupil referral units and special schools in 25 areas of England.

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xli Mullender, A. et al (2003) Stop hitting mum! Young Voice Fifty four children affected by domestic violence were interviewed, as part of the Economic and Social Research Council 5-16 programme.

xlii Gorin, S. (May 2004) Understanding what children say: Children's experiences of domestic violence, parental substance misuse and parental health problems. JRF Forty studies conducted between 1990 and 2003 reporting children's and young adults' accounts were part of the review. A further six studies that were ongoing were included.

xliii Morgan, R. (March 2007) Policy by children. A children's views report. Commission for Social Care Inspection The Children's Rights Director published 26 reports documenting children's and young people's views and experiences between July 2004 and March 2007. This final report before he moves to Ofsted brings together the key findings and gives 107 policy recommendations from children and young people.

xliv Lewis, A., Parsons, S. and Robertson, C. (2007) My school, my family, my life: Telling it like it is. A study detailing the experiences of disabled children, young people and their families in Great Britain in 2006. Disability Rights Commission In-depth interviews were carried out with 36 individual children and young people, and a further 30 were involved through group case studies in three settings (two school councils in special schools, and a specially convened group in a mainstream school with a SEN unit attached). The age range was eight to 19 years and 15 of the participants lived in England (the remainder lived in Scotland and Wales).

xlv Ofsted (July 2006) School inspectors' letters to pupils: Lessons learned and ways forward. Ofsted carried out an online questionnaire (1,557 responses from children aged seven to 15 years in 55 schools), and visited 15 schools to carry out interviews with headteachers and school councils. The research was carried out between April and May 2006.

^{xlvi} Oliver, C. and Candappa, M. (2003) Tackling bullying: listening to the views of children and young people. DfES and ChildLine
Children's views and experiences were obtained through focus groups (24 groups, 230 pupils from Years 5 and 8) and a questionnaire survey (953 responses; 779 in Year 8 and 174 in Year 5. The research was conducted in the summer and winter terms of 2002.

^{xlvi} About social workers. A children's views report. Report of consultation with children and young people in care or in contact with social services, carried out by the Children's Rights Director Dr Roger Morgan OBE Published July 2006
The Children's Rights Director met with 13 different groups of children and young people and issued a question card to elicit their views and experiences.

^{xlvi} Timms, J. and Thoburn, J. (2003) Your shout! A survey of the views of 706 children and young people in public care. NSPCC
A questionnaire was included in the July 2002 edition of the Who Cares? Magazine (circulation = 30,000). By the closing date of December 2002, 706 children had returned questionnaires. A further 19 were received after the closing date. Six out of 10 respondents were females, 86 per cent were white and 12 per cent described themselves as being disabled or having a long-term health problem. One in five of the respondents were aged between six and 11 years; 48 per cent aged between 12 and 14 years; 24 per cent aged 15 to 16 years; and 8 per cent aged 17 to 20 years.

^{xlvi} Neary, S. and Drake, K. A. (2006) DfES children and youth board 2005-2006. Independent evaluation report. DfES
The researchers used a variety of methods to ascertain the views and experiences of the 24 Board members: a scrapbook, a logbook, reflection sheets and tape recorders with questions. They also attended a residential meeting and a Ministerial meeting, and carried out activities with Board members there.

ⁱ The Electoral Commission (April 2004) Age of electoral majority. Report and recommendations.
Over 1000 separate individual submissions were received together with 6500 'organised responses'. In addition, 250 15-19 year-olds were interviewed by the Commission.

ⁱⁱ Children and Young People's Unit (undated) Young people's consultation report.
Between November 2001 and March 2002 the Children and Young People's Unit consulted children and young people about the Government's draft national children's strategy. More than 1300 young people aged 12 and over took part in the consultation.

ⁱⁱⁱ Wicks, S. (undated) On the right track. What matters to young people in the UK? Save the Children
A team of young people working with Save the Children conducted a survey in autumn 2003 of UK young people's views on local and global issues, community participation and rights education. 4,163 surveys were returned, 58 per cent from girls and evenly spread across the eleven to 16 year-old age range. Few 17 and 18 year-olds responded. Young people from Black and minority ethnic communities were slightly over-represented (over 13 per cent), and most young people were still in full-time education with 86 per cent in state-run schools or colleges.

ⁱⁱⁱ Department for Education and Skills (undated) Somewhere to go, something to do. Analysis of response to the consultation document.
Department for Education and Skills (undated) Somewhere to go, something to do. Consultation report.
In 2006, the Department for Education and Skills issued a consultation on its Youth Matters Green Paper. Over 19000 responses were received. Of these, 1813 under 13s responded; 12961 13 to 16 year-olds responded; and 2884 17 to 19 year-olds responded.

^{iv} Children and Young People's Unit (undated) Children's consultation report.
Between November 2001 and March 2002 the Children and Young People's Unit consulted

children and young people about the Government's draft national children's strategy. Children (under 12s) were asked to complete an activity book. Over 1300 responses were received from under 12 year-olds.

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^{lv} Children and Young People's Unit (2002) UPFRONT. Young people tell Government, politicians and the media what they think and what they need. Sixty young people (up to 19 years) took part in roadshows and workshops.

^{lvi} NCB and The National Youth Agency (2004) 'Fresh paint in their nostrils.' Consultations with children and young people on improving inspections. June 2004 to October 2004. Eight separate events were held with a total of 310 children and young people aged between six and 19 years from diverse backgrounds. The consultations were carried out in urban, market town and rural areas.

^{lvii} British Youth Council and YouthNet (July 2006) The voices behind the hood: Young people's views on anti-social behaviour, the media and older people. Between January and April 2006, the British Youth Council and YouthNet ran an online survey of young people's views and experiences relating to anti-social behaviour. The survey attracted 747 responses from UK-based young people aged between 12 and 25 years.

^{lviii} Watson, N. et al (undated) Life as a disabled child: A qualitative study of young people's experiences and perspectives. Participant observation was carried out involving 300 children aged between 11 and 16 years. In addition, 165 children were interviewed either alone in pairs or in groups.

^{lix} Hilton, Z. and Mills, C. (September 2006) 'It think it's about trust': The views of young people on information-sharing. OCC Seven focus groups were held across England, with 71 children aged 14 and over. All of the children were in some form of contact with welfare professionals. Participants attended mainstream schools, pupil referral units and special schools in 25 areas of England.

^{lx} Muttock, S. (December 2005) A report for the Children's Commissioner's office on NCB's consultations with primary school children on measuring children's height and weight in school. OCC 219 children, aged four to 11, took part from three schools in London, Middlesex and Norfolk.

^{lxi} All join in group (November 2005) The views of disabled children and children with complex health needs about being weighed and measured. Triangle Services Triangle Services for Children consulted 10 children about the weighing and measuring proposal. Six of the children had significant current or past health needs. The age range of the 10 children was six to 10 years.

^{lxii} Department for Education and Skills (undated) Somewhere to go, something to do. Analysis of response to the consultation document. Department for Education and Skills (undated) Somewhere to go, something to do. Consultation report. In 2006, the Department for Education and Skills issued a consultation on its Youth Matters Green Paper. Over 19000 responses were received. Of these, 1813 under 13s responded; 12961 13 to 16 year-olds responded; and 2884 17 to 19 year-olds responded.

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^{lxvi} Sharpe, S. (2004) Young people's views on violence. NCB
Two thousand children in England and Northern Ireland aged 11-16 years completed an extensive questionnaire on morality and values. In addition, 56 discussion groups were held on the subject of violence, in a range of settings including schools, a gay and lesbian group, an in care group and a pupil referral unit.

^{lxvii} Willow, C. and Hyder, T. (2004) It hurts you inside. Young children talk about smacking. Children's Rights Alliance for England and Save the Children
Seventy six young children aged between four and seven years took part in group discussions in primary schools and day care settings across England. The researchers used the fictitious character "Splodge" designed by a community artist to engage young children.

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^{lxix} Morgan, R. (2004) Children's views on restraint. The views of children and young people in residential homes and residential special schools. Commission for Social Care Inspection
The Children's Rights Director held workshops with six different groups of children and young people in three parts of England.

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^{lxxii} Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society

Between 2000 and 2002, The Children's Society carried out interviews with 102 16 to 25 year-olds on their health and well being. The young people were selected from a leaving care project (Manchester), a foyer project (Manchester) and a support project for homeless young people (In-Line Newcastle).

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^{lxxix} Allard, A. (September 2003) 'School let me down'. Overcoming barriers to educational achievement. NCH
In spring 2003, NCH surveyed its young project users about their educational experiences. It received 623 responses. In addition, three focus groups were carried out involving 21 young people.

^{lxxx} Barnardo's (August 2006) Failed by the system. The views of young care leavers on their educational experiences.
Barnardo's carried out a survey of 66 young people, aged between 16 and 21 years, in contact with its leaving care projects.

^{lxxx} Katz, A. (ed.) (undated) Fitting in or fighting back? Young Voice
Between July and December 2001 Young Voice ran a project in North London. It distributed a questionnaire to schools, youth clubs and pupil referral units in the area. In total, 2062 10 to 17 year-olds responded, almost 60 per cent of which were male.

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^{lxxxiv} Phillips, A. and Chamberlain, V. (2006) MORI Five-year report: An analysis of youth survey data. Youth Justice Board
Questionnaires are conducted each year with 11 to 16 year-olds in class time via the Schools Omnibus.

^{lxxxv} Young Voice (2002) Thwarted dreams. Young views from Bradford.
Young Voice carried out a UK survey of young people's lives and aspirations. Of the 2722 respondents, 308 came from Bradford.

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The Children's Rights Director held workshops with six different groups of children and young people in three parts of England.

^{lxxxviii} HM Inspectorate of Prisons (April 2004) Juveniles in custody: A unique insight into the perceptions of young people held in Prison Service
Between September 2001 and March 2003, inspectors from the Prisons Inspectorate visited 21 young offender institutions (15 male establishments, five female establishments). Over 1200 young people completed questionnaires or attended interviews.

^{lxxxix} HM Chief inspector of Prisons (February 2006) Annual report of HM Chief inspector of Prisons for England and Wales.
Surveys were circulated to boys in six prison establishments during 2004 and 2005.

^{xc} The Carlile Inquiry. An independent inquiry by Lord Carlile of Berriew QC into physical restraint, solitary confinement and forcible strip searching of children in prisons, secure training centres and local authority secure children's homes Howard League for Penal Reform February 2006
Thirty children were interviewed in private as part of the independent inquiry.

^{xci} Wilson, D. and Rees, G. (2006) Just justice. A study into black young people's experiences of the youth justice system. The Children's Society
This report describes the findings of four separate research projects commissioned by The Children's Society. A total of 127 black children and young people were involved across the four projects. (Section 3 of research report).

^{xcii} HM Chief Inspector of Prisons (May 2006) Report on an unannounced short follow up inspection of Yarl's Wood Immigration Removal Centre 13–16 February 2006 by HM Chief Inspector of Prisons.

Thirteen children were interviewed, aged between eight and 18 years.

^{xciii} Willow, C. and Hyder, T. (2004) It hurts you inside. Young children talk about smacking. Children's Rights Alliance for England and Save the Children
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^{xcvi} Ibid.

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Fifty four children affected by domestic violence were interviewed, as part of the Economic and Social Research Council 5-16 programme.

^{xcviii} Gorin, S. (May 2004) Understanding what children say: Children's experiences of domestic violence, parental substance misuse and parental health problems. JRF
Forty studies conducted between 1990 and 2003 reporting children's and young adults' accounts were part of the review. A further six studies that were ongoing were included.

^{xcix} Nfpsynergy (January 2007) Typical young people... A study of what young people are really like today. Commissioned by The Scout Association.
An online survey was conducted with a representative sample of 13 to 18 year-olds. Qualitative interviews were then carried out during august and September 2006 with 41 11 to 18 year-olds.

^c Department for Education and Skills (undated) Somewhere to go, something to do. Analysis of response to the consultation document.
Department for Education and Skills (undated) Somewhere to go, something to do. Consultation report.
In 2006, the Department for Education and Skills issued a consultation on its Youth Matters Green Paper. Over 19000 responses were received. Of these, 1813 under 13s responded; 12961 13 to 16 year-olds responded; and 2884 17 to 19 year-olds responded.

^{ci} Gorin, S. (May 2004) Understanding what children say: Children's experiences of domestic violence, parental substance misuse and parental health problems. JRF
Forty studies conducted between 1990 and 2003 reporting children's and young adults' accounts were part of the review. A further six studies that were ongoing were included.

^{cii} Franks, M. (2006) Count us in: Young refugees in the education system. The Children's Society
During summer 2006, 106 children and young people were surveyed by The Children's Society

in six areas of England. Seven young refugees were trained and gave advice on the questions. They then carried out 40 of the interviews.

^{ciii} Young Voice (2002) Thwarted dreams. Young views from Bradford.
Young Voice carried out a UK survey of young people's lives and aspirations. Of the 2722 respondents, 308 came from Bradford.

^{civ} Wicks, S. (undated) On the right track. What matters to young people in the UK?
Save the Children
A team of young people working with Save the Children conducted a survey in autumn 2003 of UK young people's views on local and global issues, community participation and rights education. 4163 surveys were returned, 58 per cent from girls and evenly spread across the eleven to 16 year-old age range. Few 17 and 18 year-olds responded. Young people from Black and minority ethnic communities were slightly over-represented (over 13 per cent), and most young people were still in full-time education with 86 per cent in state-run schools or colleges.

^{cv} Neale, B. and Flowerdew, J. (2004) Parent problems 2. Looking back at our parents' divorce.
Interviews were carried out in 2001/02 with 60 children and young people that had taken part in previous research. The participants were aged between eight and 18 years.

^{cvi} Timms, J. and Thoburn, J. (2003) Your shout! A survey of the views of 706 children and young people in public care. NSPCC
A questionnaire was distributed through the Who Cares Trust magazine (June 2002 edition). 725 responses were received. However, 19 came after the deadline so the statistical analysis relates to 706 responses from children and young people aged between six and 20 years.

^{cvi} Department for Education and Skills (October 2006) Care matters: Transforming the lives of children and young people in care.
The Care Matters Green Paper includes an overview of consultations between DfES officials and looked after children, reports and consultations of the Children's Rights Director, and independent research and consultation with children and young people who are or have been in care.

^{cvi} About social workers. A children's views report. Report of consultation with children and young people in care or in contact with social services, carried out by the Children's Rights Director Dr Roger Morgan OBE Published July 2006
The Children's Rights Director met with 13 different groups of children and young people and issued a question card to elicit their views and experiences.

^{cix} Watson, N. et al (undated) Life as a disabled child: A qualitative study of young people's experiences and perspectives.
Participant observation was carried out involving 300 children aged between 11 and 16 years. In addition, 165 children were interviewed either alone in pairs or in groups.

^{cx} Lewis, A., Parsons, S. and Robertson, C. (2007) My school, my family, my life: Telling it like it is. A study detailing the experiences of disabled children, young people and their families in Great Britain in 2006. Disability Rights Commission
In-depth interviews were carried out with 36 individual children and young people, and a further 30 were involved through group case studies in three settings (two school councils in special schools, and a specially convened group in a mainstream school with a SEN unit attached). The age range was eight to 19 years and 15 of the participants lived in England (the remainder lived in Scotland and Wales).

^{cx} Children and Young People's Unit (undated) Children's consultation report.
Between November 2001 and March 2002, the Children and Young People's Unit consulted children and young people about the Government's draft national children's strategy. Children (under 12s) were asked to complete an activity book. Over 1,300 responses were received from under 12 year-olds.

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- ^{cxii} Madge, N. (2006) Children these days. Policy Press
Children in 11 schools (five primary and six secondary) were surveyed in 2003, with 2042 respondents (385 primary children and 1657 secondary).
- ^{cxiii} The Children's Society (September 2006) Good childhood? A question for our times. Launch report.
Over 11000 14 to 16 year-olds were surveyed in 25 areas of England in mainstream schools, special schools and pupil referral units. The research was carried out in the first half of 2005 by The Children's Society in partnership with the University of York.
- ^{cxiv} Nfpsynergy (January 2007) Typical young people... A study of what young people are really like today. Commissioned by The Scout Association.
An online survey was conducted with a representative sample of 13 to 18 year-olds. Qualitative interviews were then carried out during August and September 2006 with 41 11 to 18 year-olds.
- ^{cxv} Young Voice (2002) Thwarted dreams. Young views from Bradford.
Young Voice carried out a UK survey of young people's lives and aspirations. Of the 2722 respondents, 308 came from Bradford.
- ^{cxvi} Hawton, K. et al 'Deliberate self harm in adolescents: self report survey in schools in England' BMJ volume 325, November 23 2002
Over 6000 15 and 16 year-olds were consulted in 41 schools in Oxfordshire, Northamptonshire and Birmingham during 2000/01.^{cxvii} Thirty-three schools were comprehensive, four independent, two grammars and nine were single sex (four male, five female).
- ^{cxviii} Rees, G. and Lee, J. (2005) Still running II. Findings from the second national survey of young runaways. The Children's Society
The Children's Society and the University of York surveyed 11000 young people aged 14 to 16 years about running away. Participants attended mainstream schools, pupil referral units and special schools in 25 areas of England.
- ^{cxviii} Katz, A. (ed.) (undated) Fitting in or fighting back? Young Voice
Between July and December 2001, Young Voice ran a project in North London. It distributed a questionnaire to schools, youth clubs and pupil referral units in the area. In total, 2062 10 to 17 year-olds responded, almost 60 per cent of which were male.
- ^{cxix} Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society
Between 2000 and 2002, The Children's Society carried out research with 102 16 to 25 year-olds on their health and well being.
- ^{cxx} The Carlile Inquiry. An independent inquiry by Lord Carlile of Berriew QC into physical restraint, solitary confinement and forcible strip searching of children in prisons, secure training centres and local authority secure children's homes Howard League for Penal Reform February 2006
Thirty children were interviewed in private as part of the independent inquiry.
- ^{cxxi} Haste, H. (October 2004) My body, my self. Young people's values and motives about healthy living. Nestle social research programme
Research was carried out with 687 young people aged 11 to 21 years about healthy living and lifestyle choices.
- ^{cxxii} Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society
Between 2000 and 2002, The Children's Society carried out interviews with 102 16 to 25 year-

olds on their health and well being. The young people were selected from a leaving care project (Manchester), a foyer project (Manchester) and a support project for homeless young people (In-Line Newcastle).

^{cxxiii} Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society

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Research was carried out with 687 young people aged 11 to 21 years about healthy living and lifestyle choices.

^{cxxv} Willow, C. (2001) Bread is free. Children and young people talk about poverty.
CRAE

The 106 children and young people consulted were aged between five and 16 years. Although some teenagers took part, the project targeted pre-teens: 59 participants were under eight years and only 10 participants were over 14 years. Thirty nine per cent of participants were from minority ethnic backgrounds and 16 per cent of participants live with a lone parent and most of these had siblings living with them too.

^{cxxvi} Willow, C. (2001) Bread is free. Children and young people talk about poverty.
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^{cxxvii} Katz, A. (ed.) (undated) Fitting in or fighting back? Young Voice
Between July and December 2001 Young Voice ran a project in North London. It distributed a questionnaire to schools, youth clubs and pupil referral units in the area. In total, 2062 10 to 17 year-olds responded, almost 60 per cent of which were male.

^{cxxviii} Burke, C. and Grosvenor, I. (2003) The school I'd like. Children and young people's reflections on education for the 21st century. Routledge Falmer
Entries were received from 1500 schools and hundreds of individual children, aged between five and 18 years.

^{cxxix} Ofsted (July 2005) Pupils' satisfaction with their school.
Survey results were analysed from 4000 school inspections carried out between September 2003 and March 2005.

^{cxxx} NCB and The National Youth Agency (2004) 'Fresh paint in their nostrils.'
Consultations with children and young people on improving inspections. June 2004 to October 2004.

^{cxxxi} Lewis, A., Parsons, S. and Robertson, C. (2007) My school, my family, my life: Telling it like it is. A study detailing the experiences of disabled children, young people and their families in Great Britain in 2006. Disability Rights Commission
In-depth interviews were carried out with 36 individual children and young people, and a further 30 were involved through group case studies in three settings (two school councils in special schools, and a specially convened group in a mainstream school with a SEN unit attached). The age range was eight to 19 years and 15 of the participants lived in England (the remainder lived in Scotland and Wales).

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- ^{cxviii} Barnardo's (August 2006) Failed by the system. The views of young care leavers on their educational experiences.
Barnardo's carried out a survey of 66 young people, aged between 16 and 21 years, in contact with its leaving care projects.
- ^{cxviii} Allard, A. (September 2003) 'School let me down'. Overcoming barriers to educational achievement. NCH
In spring 2003, NCH surveyed its young project users about their educational experiences. It received 623 responses. In addition, three focus groups were carried out involving 21 young people.
- ^{cxviii} Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society
Between 2000 and 2002, The Children's Society carried out interviews with 102 16 to 25 year-olds on their health and well being. The young people were selected from a leaving care project (Manchester), a foyer project (Manchester) and a support project for homeless young people (In-Line Newcastle).
- ^{cxviii} Thomas, G. and Thompson, G. (May 2004) A child's place. Why environment matters to children. Green Alliance and Demos
In February and March 2004, Demos interviewed 10 and 11 year-olds about their use of social space and attitudes to the environment. The researchers carried out 20 paired interviews with children, visited the spaces children use and held informal discussions with children.
- ^{cxviii} Taylor, F. (2005) A fair hearing? Researching young people's involvement in the school exclusion process. Save the Children
Individual and paired interviews were carried out with 40 11 to 16 year-olds who had been excluded from school, permanently or fixed-term, within the last two years.
- ^{cxviii} Department for Education and Skills (undated) Somewhere to go, something to do. Analysis of response to the consultation document.
Department for Education and Skills (undated) Somewhere to go, something to do. Consultation report.
In 2006, the Department for Education and Skills issued a consultation on its Youth Matters Green Paper. Over 19000 responses were received. Of these, 1813 under 13s responded; 12961 13 to 16 year-olds responded; and 2884 17 to 19 year-olds responded.
- ^{cxviii} Badham, B. (September 2006) Cutting the cake. Things to do, places to go and someone to talk to. Dialogue between young people and officials from HM Treasury and the Department for Education and Skills. Final report from the six dialogues which took place in August 2006.
Forty-six young people, aged between 13 and 23 years, participated in the six dialogues across England.
- ^{cxviii} Nestle Family Monitor (October 2002) Make space for young people. An examination of what 11-18 year-olds do with their time when they are out of school and their views on the new concept of Make Space clubs.
MORI conducted a nationally representative quantitative self-completion study in 35 secondary schools among 605 secondary school pupils aged 11-18 years and 298 of their parents. Fieldwork was conducted across England between June and July 2002.
- ^{cxl} Children's Play Council and The Children's Society (2003) Grumpy grown ups stop children's play summary report.
2608 questionnaires were completed in 2003 by children aged between seven and 16 years. In addition Youth Voice conducted one-to-one interviews with 182 six to 18 year-olds between

March and June 2003.

^{cxli} Crawley, H and Lester, T (2005) No place for a child. Children in UK immigration detention: Impacts, alternatives and safeguards. Save the Children
32 case studies were used to describe the experiences of 35 families and seven separated children who had been detained as adults but were subsequently assessed as being under 18. The total number of children referred to in the report was 41.

^{cxlii} HM Chief Inspector of Prisons (May 2006) Report on an unannounced short follow up inspection of Yarl's Wood Immigration Removal Centre 13–16 February 2006 by HM Chief Inspector of Prisons.
Thirteen children were interviewed, aged between eight and 18 years.

^{cxliii} Professor Al Aynsley-Green 'An announced visit to Yarl's Wood immigration removal centre 31st October 2005
The report does not indicate the the number of children interviewed.

^{cxliv} Young Voice (undated) The drugwise and the drug daredevils. Consulting over 2000 young people in North London.
Ten to 16 year-olds were surveyed in London in late 2001 / early 2002 about their use of illegal drugs. Of the 2000+ young people that took part, the researchers classified 315 as being "at risk".

^{cxlv} Taylor-Browne, J. (October 2002) More than one chance! Young people involved in prostitution speak out. ECPAT UK
During 2001, 47 young people from across England were interviewed about their involvement in prostitution.

^{cxlvi} Monaghan, M and Broad, B. (2003) Talking sense. Messages from young people facing social exclusion about their health and well being. DeMontfort University and The Children's Society
Between 2000 and 2002, The Children's Society carried out interviews with 102 16 to 25 year-olds on their health and well being. The young people were selected from a leaving care project (Manchester), a foyer project (Manchester) and a support project for homeless young people (In-Line Newcastle).

^{cxlvii} Mullender, A. et al (2003) Stop hitting mum! Young Voice
Fifty four children affected by domestic violence were interviewed, as part of the Economic and Social Research Council 5-16 programme.

^{cxlviii} Gorin, S. (May 2004) Understanding what children say: Children's experiences of domestic violence, parental substance misuse and parental health problems. JRF
Forty studies conducted between 1990 and 2003 reporting children's and young adults' accounts were part of the review. A further six studies that were ongoing were included.

^{cxlix} Oliver, C. and Candappa, M. (2003) Tackling bullying: listening to the views of children and young people. DfES and ChildLine
Children's views and experiences were obtained through focus groups (24 groups, 230 pupils from Years 5 and 8) and a questionnaire survey (953 responses; 779 in Year 8 and 174 in Year 5. The research was conducted in the summer and winter terms of 2002.

^{cl} Phillips, A. and Chamberlain, V. (2006) MORI Five-year report: An analysis of youth survey data. Youth Justice Board
The sample sizes are not given for each of the five years (1999 to 2005).

^{cli} Hazel, N., Hagell, A. and Brazier, L. (September 2002) Young offenders' perceptions of their experiences in the criminal justice system. Summary and full report of research activities and results. Policy Research Bureau

This report covers the experiences of 37 young offenders aged between 14 and 17 years from four youth offending teams in London and southern England.

^{clii} Wilson, D. and Rees, G. (2006) Just justice. A study into black young people's experiences of the youth justice system. The Children's Society
This report describes the findings of four separate research projects commissioned by The Children's Society. A total of 127 black children and young people were involved across the four projects.

^{cliii} HM Inspectorate of Prisons (April 2004) Juveniles in custody: A unique insight into the perceptions of young people held in Prison Service
Between September 2001 and March 2003, inspectors from the Prisons Inspectorate visited 21 young offender institutions (15 male establishments, five female establishments). Over 1200 young people completed questionnaires or attended interviews.

^{cliv} The Carlile Inquiry. An independent inquiry by Lord Carlile of Berriew QC into physical restraint, solitary confinement and forcible strip searching of children in prisons, secure training centres and local authority secure children's homes Howard League for Penal Reform February 2006
Thirty children were interviewed in private as part of the independent inquiry.

^{clv} Wilson, D. and Rees, G. (2006) Just justice. A study into black young people's experiences of the youth justice system. The Children's Society
This report describes the findings of four separate research projects commissioned by The Children's Society. A total of 127 black children and young people were involved across the four projects. (Section 3 of research report).