

Children's Rights Survey 2021

Brief summary of all responses received by 31st July 2021

A total of **358** survey responses were received. The breakdown of respondents is as follows:

Group	No of respondents
Children 0-10 *	273
Young People aged 11-18	20
Adults	65

(* Of the 0-10 responses, 164 were received via the internet survey and 109 were received through school sessions.)

Objective 1: Participation

The survey respondents were asked whether they agreed, or disagreed to 5 statements on how the Council should involve children and young people in its work:

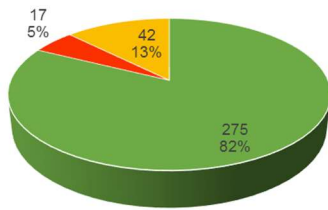
- **82%** of respondents (275 out of 334 respondents) agreed that the Council should 'Involve children directly in the design, monitoring and evaluation of services they receive'.
- **86%** of respondents (284 out of 330 respondents) agreed that the Council should 'Learn about how other organisations are doing this, and develop plans that meet the needs of children and young people in Swansea'.
- **88%** of respondents (284 out of 323 respondents) agreed that the Council should 'Develop clear targets to listen to children and young people from marginalised groups'.
- **62%** of respondents (202 out of 326 respondents) agreed that the Council should 'Involve children in the recruitment of staff who have responsibilities that impact on children'.
- **89%** of respondents (288 out of 324 respondents) agreed that the Council should 'Adopt the National Participation Standards for Children and Young people, to make sure when children participate, their experience is a quality one'.

Objective 1: Participation:

■ Agree ■ Disagree ■ I don't know

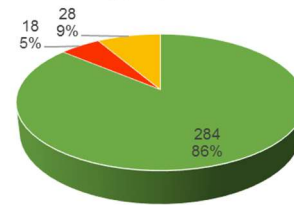


Involve children directly in the design, monitoring and evaluation of services they receive



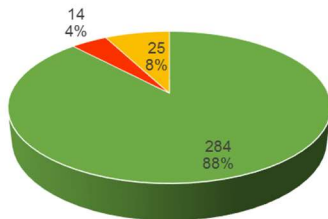
■ Agree ■ Disagree ■ I don't know

Learn about how other organisations are doing this, and develop plans that meet the needs of children and young people in Swansea



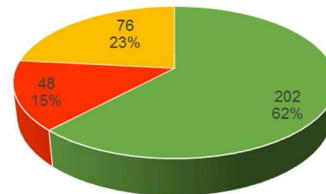
■ Agree ■ Disagree ■ I don't know

Develop clear targets to listen to children and young people from marginalised groups



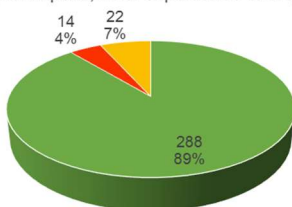
■ Agree ■ Disagree ■ I don't know

Involve children in the recruitment of staff who have responsibilities that impact on children



■ Agree ■ Disagree ■ I don't know

Adopt the National Participation Standards for Children and Young people, to make sure when children participate, their experience is a quality one



■ Agree ■ Disagree ■ I don't know

Objective 2: Empowerment

The survey respondents were asked whether they agreed, or disagreed to 4 statements on how the Council should empower children and young people:

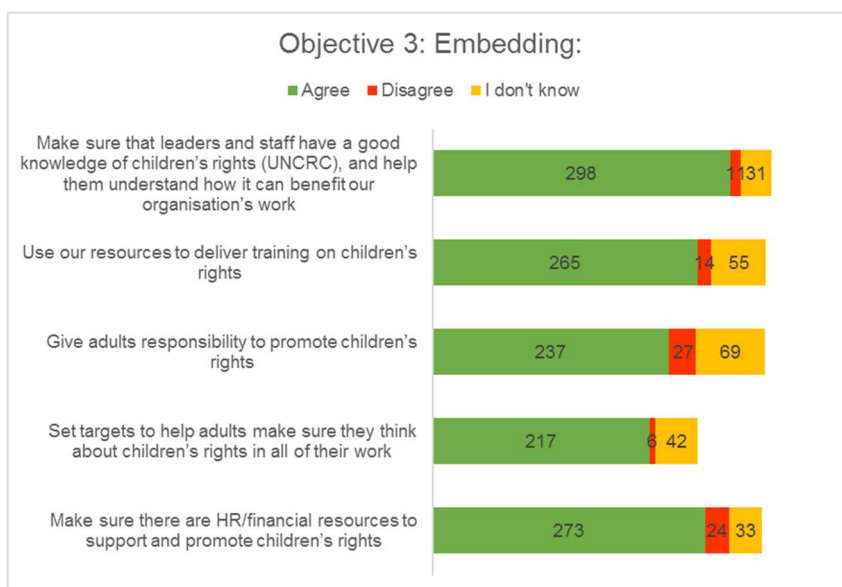
- **86%** of respondents (300 out of 347 respondents) agreed that the Council should 'Give children the information they need to influence decisions that affect them'.
- **83%** of respondents (282 out of 340 respondents) agreed that the Council should 'Give children the opportunities they need to influence decisions that affect them'.
- **79%** of respondents (265 out of 336 respondents) agreed that the Council should 'Establish relationships with groups of young people to allow them to consistently scrutinise work.'
- **87%** of respondents (294 out of 339 respondents) agreed that the Council should 'Give children and young people the training or information they need to do this properly'.



Objective 3: Embedding

The survey respondents were asked whether they agreed, or disagreed to 5 statements on how the Council should embed children’s rights:

- **88%** of respondents (298 out of 340 respondents) agreed that the Council should ‘Make sure that leaders and staff have a good knowledge of children’s rights (UNCRC), and help them understand how it can benefit our organisation’s work’.
- **79%** of respondents (265 out of 334 respondents) agreed that the Council should ‘Use our resources to deliver training on children’s rights’.
- **71%** of respondents (237 out of 333 respondents) agreed that the Council should ‘Give adults responsibility to promote children’s rights’.
- **82%** of respondents (217 out of 265 respondents) agreed that the Council should ‘Set targets to help adults make sure they think about children’s rights in all of their work’.
- **83%** of respondents (273 out of 330 respondents) agreed that the Council should ‘Make sure there are HR/financial resources to support and promote children’s rights’.



Objective 4: Accountability

The survey respondents were asked whether they agreed, or disagreed to 3 statements on how the Council should be accountable to children and young people:

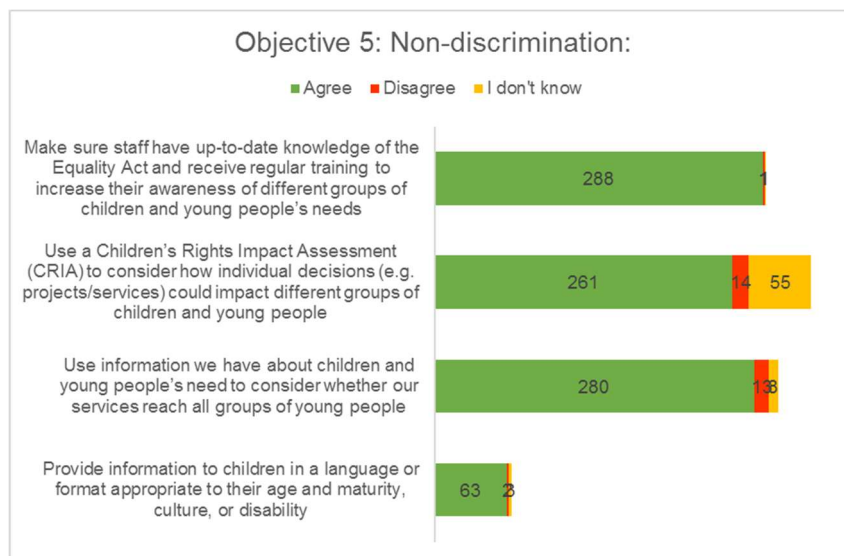
- **72%** of respondents (243 out of 338 respondents) agreed that the Council should 'Publish an accessible annual update showing how we've worked towards making children's rights real in Swansea'.
- **84%** of respondents (279 out of 333 respondents) agreed that the Council should 'Feedback regularly to children in a suitable format'.
- **79%** of respondents (262 out of 332 respondents) agreed that the Council should 'Provide children with accessible information on how to provide feedback about what we're doing well or what we could improve, make complaints or hold staff to account'.



Objective 5: Non-discrimination

The survey respondents were asked whether they agreed, or disagreed to 4 statements on how the Council should not discriminate against children and young people:

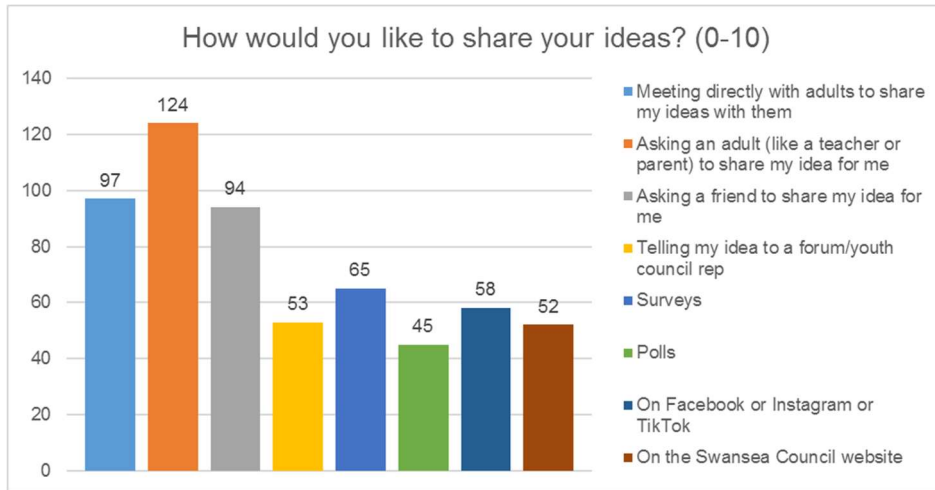
- **99%** (288 out of 290 respondents) agreed that the Council should ‘Make sure staff have up-to-date knowledge of the Equality Act and receive regular training to increase their awareness of different groups of children and young people’s needs’.
- **79%** (261 out of 330 respondents) agreed that the Council should ‘Use a Children’s Rights Impact Assessment (CRIIA) to consider how individual decisions (e.g. projects/services) could impact different groups of children and young people’.
- **93%** (280 out of 301 respondents) agreed that the Council should ‘Use information we have about children and young people’s need to consider whether our services reach all groups of young people’.
- **93%** (63 out of 68 respondents) agreed that the Council should ‘Provide information to children in a language or format appropriate to their age and maturity, culture, or disability’. (This statement was only posed to the 11-18s and adults.)



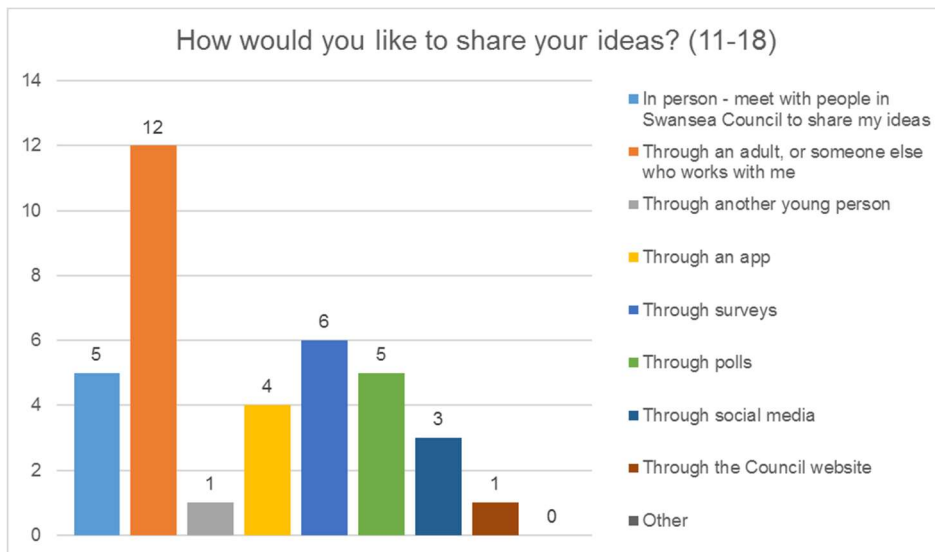
Listening to children and young people

Children and young people were asked how they would like to share their ideas.

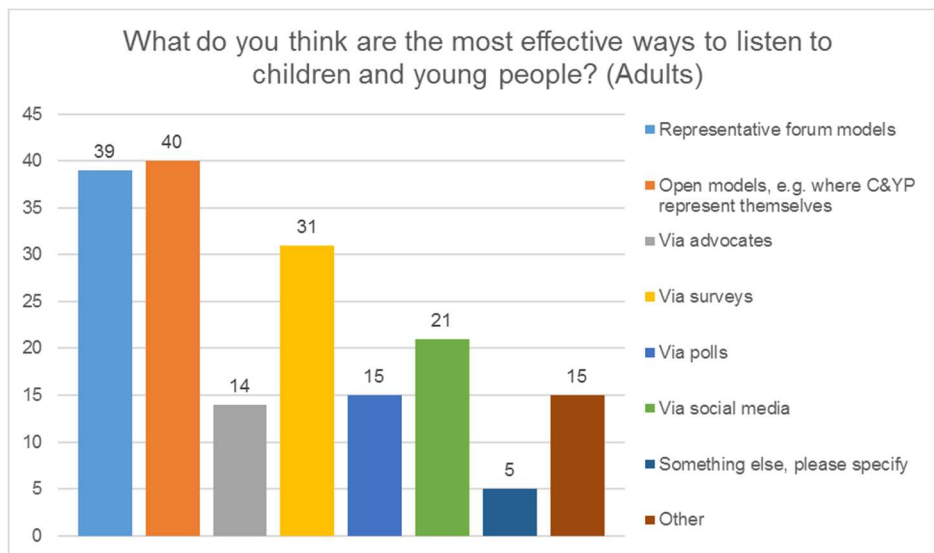
Of the 0-10s who responded, about 50% (124 people) said their preference was for an adult to share their idea for them, but 'Meeting directly with adults to share my ideas with them' and 'Asking a friend to share my idea for me' were also rated very highly.



Of the 11-18s who responded, 60% (12 people) said their preference was for an adult to share their idea for them:



Adults were also asked how they felt children and young people could best be listened to. About 65% said through 'Open models' (40 people) or through 'Representative forum models' (39 people):



Please explain why you want to be heard in this way?

I think it would be best to meet up with the decision-makers who can make the change for your community face to face

I would like to be heard in this way, because I would know who is telling me information and I would feel better about it.

I chose directly because we all have good ideas and everyone needs to be heard and seen, not just some.

Some kids might be shy in person so it's important to have ways where they don't have to speak up directly

Phones are easiest.

Apps are easier to access

It will be best to meet people from Swansea council who can help us the best as we are currently in the planning permission process to build a pump track in Bishopston and our project has been based around children's rights from the start look at our website www.bishopstonskateparkproject.com

Meeting people face to face means I can tell them exactly my opinion

I feel as I am a bit shy to speak through myself so I chose apps and surveys

I would like to be heard cause when you listen to people are age we have good ideas and things that could benefit for all people

Having opportunities on your phone is much easier – you can access them anywhere and when it's useful for you (x3)

More and more people use the web every day. This the most convenient.

No need for some to talk on my behalf, I would lie to speak my opinion face to face.

Almost everyone has a phone – this is easiest. It also means I can say my true thoughts without feeling judged.

Swansea Council wants to make sure ALL children have opportunity to share their ideas. What do you think the Council can do to make you can share your ideas?

Swansea council need to get involved in community Young person lead projects
Swansea Council has been very inclusive and even donated over £2000 to our project.
We would love to get involved with Swansea councils rights as it can help us play a key part in getting grants to build the Pump Track
Come round schools and ask us
To make websites where children can enter their thoughts and ideas
Listen to their voices and what they want.
I think that they need to listen to children's point of view and ideas more when they make decisions.
Explain things simply and have different formats for doing things like, surveys, polls and different types of questions for different abilities.
Ask children like you believe that their answer will be good
Give incentives and tell us what has happened because we shared our views.
Make an appropriate channel for children aged 0-6
Ask me what i think & tell me where/how i can share my ideas
To come to school and talk
nothing because the teachers will say no
tell the council my ideas
have a meeting with all of the schools and the classes and let them share their ideas
Make you feel better about your problems and helps you more with your emotions.
maybe share your ideas to other people and make it bigger
When doing interviews include children who will maybe work or meet the adult in the future, and if the children does meet the adult they will tell them their ideas about changing the world.
children give council ideas
Make some sort of way where children's ideas would be collected.
make a club building where you can share your ideas
listen
They could come to schools and ask children questions.
Maybe do activities that includes children's voice being heard.
Have a box in every school which you can put your ideas in the box.
let the adults make the child feel confident
Write a letter to us
encourage me
Give a contact from the council to the school council so we can make decisions and have them sent to council to see if they agree and vice versa also we could make school votes on what we want
Help me. listen to me
Pick you and make you feel confident.
Maybe they can share it with you
Help children so they know what [ideas] is good and what is bad
Make some apps where just children can share ideas.
Maybe they can call a meeting for the people that have ideas.
Make a piece of paper and stick in a few places in Swansea, and people will sign their name on it and put their idea on and Swansea council will make it true.
More help to know it's ok, and to know where to listen
Create a website that everyone can write down something and share it on the website

I think that I create a website and everyone that goes on it can write down on a piece of paper which rights are important, create poster and nail them down on walls for everyone to see them.
PowerPoint
More surveys x23
Let every child have a turn per month
Come to our club e.g. Swansea karate academy
Maybe lots of surveys or polls come into school or clubs and ask
Let all children speak to the government
Make sure children are not picked 2 (twice) until every child in their class is picked at least once
Make a website where you can submit ideas for schools if you haven't already made one that lets you do that
Make sure everyone gets a choice whether they want to or not
Make sure to visit different schools make sure most people have their voice to talk
Put up a page just for children's ideas
Convince people to let children share they ideas with them
by spreading this around – let people know you care about their ideas
Maybe the council could do 1 survey a week so all children can share all they ideas – even those who don't want to show you who they are
Encourage me and tell me that it is alright to share my ideas.
Go to every school and ask children about their ideas
Maybe they could make a website with a survey that only the council can see
Just make me feel confident and don't get me up in a massive crowd
Maybe make a survey about how you feel, and not just what is happening in the counsel
They can help children improve their ideas in different ways that can help the planet.
Say it is ok to share your ideas.
telling it is OK to share and speak up
Maybe a member from the Swansea Council can come to local schools and talk to all children.
They could make a website where the children can write their ideas down
People encouraging me and supporting me
Put it on website
Be kind
Make a poster, which says you can share ideas with everyone.
Contact to parents.
don't just focus on the "hardest to reach" and marginalised groups
Offer live translation services during participation and engagement events
It's good to provide simplified versions of written information, to provide clear guidelines and to give key information out in well in advance so that children and young people can familiarise themselves with it. Videos and graphics are also effective at conveying complex information in a digestible form. For example, the Welsh Government has done wonderful work to disseminate information about the ALN Transformation in multiple formats.
Host events where there are children coming together from across Swansea. Involve children from all backgrounds including special schools and PRUs.
better training for staff to facilitate this
Children need to be more involved when decisions are being made
You need resources and funding. Such that you have bodies on the ground and budget to allow this to be done in a meaningful way. Don't expect this to be achieved without that funding commitment. It will fail.

Termly newsletter to pupils - games, puzzle, case study from schools, news article of interest or a story etc.
continue the big conversations and pupil voice meetings
Involve SEN parents in discussions! Vast amounts of SEN children have communication pathway difficulties and cannot advocate or speak up for themselves. In order to be truly inclusive these children need advocates to speak on their behalf
I have been told that children in special schools have been listened to - they have had separate workshops in segregated settings. This in itself is against their human rights. So to make it truly inclusive children need to occupy the same space.
Making it easier to access for children with GDD and additional needs who are able to share their views/voice.
Education should be accessible no matter the disabilities or the age. Schools must be physically accessible for all and not adapted later. Ensure that all children have accessible digital assess and equipment to do so and set up and market a website allows children to have their say no matter the disabilities and no matter the issue.
Ensuring that the quiet children are listened to, and finding ways to reach them, as often the quiet ones are overlooked
Work with the organisations that support children and get them to help with engagement. Although we can share the surveys with our children and young people it is difficult for many to complete them. However, if organisations, especially those funded by the council were required to provide more input in gaining the information needed, then more children would have a voice.
Know your projects and 3rd sector. collecting data is an essential part of this but really knowing and seeing what places to is essential
Magazines, papers, class dojo system. Live programme on tv where advocates can voice children's opinions. They can adapt the programmes to suit the ages concerned.
Investigate what has happened to its services. How did vital services get closed without consultation?
Ensure young people know there is help and where to find it. Listen. Treat them with respect, don't belittle them because of age or anything else. Try putting yourself in their shoes. Don't just visit, take part. In a lesson, in an activity, in a club. Attempt to get an understanding of how a situation feels. Take this on board. Then act.
ensure that EAL young people are involved even more improved communication with young people with ALN
Have younger officers involved in the engagement process
Some sort of Youth Council which in turn reports to Leader of Council/Children Champion
Identify all possible mechanisms: find out what's stopping children and young people from being listened and remedy that
Don't use just one model. Children are all different but they all deserve to be heard. A mix of the ways listed.
Swansea Council are excellent at taking the views of children seriously
More support for young people living in rural areas to speak out.
Especially schools staff and others who work with children need to understand about prejudice, stigma, and social/medical/charity/HR models of disability. Also there needs to be a Disabled Children's Rights Network section - or greater focus on Disabled children's rights.
Offer different accessible mediums. For example this survey, It does. It give you much time and it is not accessible for all in the first place. It could be offered in word or with speak although software to make it more accessible. Use true co-production rather a survey that is not well publicised.
Make the platforms fun, supportive and reachable. How about a podcast?

Reach out to all young people and groups in Swansea so they feel valued and included . Invite them to speak at meetings etc reach out to groups consider forums for young people .
Need to set up a Forum with parents, advocates, ward members, Education and children who are active in their area by volunteering. Any other representatives that may be interested in taking forward the interests of Children and Young people.
I'd like to see more visual resources (videos) to help those with literacy issues access information more clearly and BLS videos included in correspondence./videos
Ensure ACCESS for stakeholders, especially those at risk of being digitally disadvantaged.
Having focused conversations 121 that feeds into wider conversations
Use of active advocacy offer to make sure the voice of care experienced cyp can be heard at any meeting or conversation
Working with specialist partners to make sure we work in right way for our cyp
Big Conversations :) - Accessible transport provided, accessible public spaces used, inclusive use of language throughout sessions (bilingual, culturally sensitive, using preferred pronouns etc) variety of mechanisms used for gathering voice (A/B options, opportunity for further discussions etc)
I have known examples where children are encouraged to place their questions, queries, problems or feedback anonymously in a box. This can be very effective because it encourages participation from those who are concerned about being identified.
Elections of our pupil voice representatives. Each class selected 2 members and we included the 2 PMLD classes to give them the same opportunities. They come to meetings and take part in organising events with support of their assistant.
online surveys offer chance for all pupils to have their say
School council, yes it worked
School council - Each child to be given a role (easily achieved in school setting by year group) - so not application based as not all children would want to or could do this. But each child should sit on a least one area of learning group and feedback their thoughts, ideas and opinions within this group. Lots of snazzy app based models that would be useful to catch all voices.
We have STF units at our school and there is always a representative from each class on our Pupil Voice group.
No as I don't believe this is handled well
Time is needed - one off meetings or workshops aren't so great. Time to build relationships and trust and also small group work?
Asking them who they think should be at the meeting so they feel comfortable to attend
All pupils in the school are part of a committee - every pupil has an important role
By being adaptive, When consulting with children and young people you need to be able to communicate with them in a way that they are comfortable and therefore feel safe to express themselves. For children that find it hard to write things down or verbally communicate, we use symbols or even games helps them to be heard and therefore participate. We are specifically a centre for children with ALN we have all the appropriate equipment staffing levels and communication support to ensure that things are equitable for the children we support.
Make sure u go round each child by having a tick list so u know every child has had their say.
Give them safe spaces, youth clubs, Youth information centres. Now they have to get a social services referral for help after the horse has bolted.
Inclusion in the School Council

young people with ALN are encouraged to participate in their PCR reviews and an feedback what is going well and what could be improved
The People project at the Phoenix Centre Townhill. Where we invited Youth into meeting to discuss what matters for them. Yes this does work it stopped not all but a lot of anti-Social behaviour around the phoenix Centre
Going into schools to speak to the pupils
This needs to be an open element that children have the confidence they are not forced into some other persons views - therefore must be 'chaired well'
It is always a problem to find/locate marginalised children. However, any listings that the Council has, e.g. children in need listings and/or records schools have, could be used to attempt to identify them (obviously GDPR considerations have to be taken into account). Use interpreter if needed. Obviously access is a big issue if children can't get to wherever they need to be because of lack of money (to pay for bus fayre) or they live somewhere where there isn't public transport or if it is online they do not have the equipment or data to access., food, fun and play can be an incentives and often works well
Generally, decisions are very rushed and not well thought out with my disabled son. I would think that non instructed advocacy approach would be a good start for disabled children
The fact that this survey is not accessible to all and the fact that you have to ask for an alternative is an example of bad practice. There should be different ways offered rather than having to ask. It is not inclusive.
Participate in zoom as not face to face and include the young people in every activity going forward that affects them and give them the choice to put their comments and ideas forward to change things for them for the better I have participated in this and it has worked
Local Charity Group Clase 4 All surveyed young people on their views on what was needed on one of the Council estates in my ward. After collating the results a park was built using Lottery funding and supported with a donation from the Council..
The YMCA Young Carers project have an excellent model of how marginalised young people are being listened to and their voices being heard.
Ensure that there is a voted in representative from Special teaching units too. We have varied our school council times to accommodate our stf pupil and had after school to help our Year 11 pupils who have exam demands
Ensue fair representation when setting focus groups

Are there examples of good inclusive practice you'd like to share for our learning?

Working with our care experienced population to improve services. Making sure the What Matters conversations permeate the whole service.

Pentrehafod School Student Parliament - students have recently been part of the interview panel for the new head teacher. Students are co-designing homework tasks based on students' feedback. Regular questionnaires and opportunities for students' to have their say throughout the school day.

The person-centred practice model which is already used in the area of ALN in Wales is an example of excellent practice. I also think that allowing input in a variety of formats, e.g. texting, would facilitate participation from children and young people who are shy or wary of unfamiliar adults and systems.

Seeking out children from all backgrounds, not making assumptions about their needs or lack of needs, Lockdown and pockets of isolation has been a disaster for children from all back grounds

Pupil voice groups within school that are diverse and have representatives of all ages, gender and beliefs. Opportunities for all learners to take part in the life of the school.

Pupil voice groups set up. Better online structure to help schools with a voting system where children are allowed to speak freely

School representatives

Our children's primary school demonstrates a strong commitment to pupil voice and have reported many positive outcomes. These include a reduction in exclusions, better behaviour, better relationships across the whole-school community, and improving attainment and attendance.

Pupil voice in schools means a whole-school commitment to listening to the views, wishes and experiences of all children and young people. It means placing value on what children and young people tell school staff about their experiences.

Children and young people need to be provided with meaningful opportunities to share their experiences, views and hopes about their school - there are lots of what this can be achieved through online questionnaires, daily check ins, school council, area of learning groups where each child is a part of at least one area. There are snazzy app based models that's can be used. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered.

Pupil voice groups, with regular meetings and opportunities to feedback to whole school and governors via assemblies, newsletter and presentations, ensuring pupils can see in practice that their ideas are heard and acted upon, Suggestion boxes in classes and central areas around school, parent query boxes and contact form on school website, pupil voice aspect to class planning 'our voice, our choice' boards, strategies in class such as 'Question Trees', Missions and Home Learning Logs as opportunities for children to lead their own learning and research topics of interest to them.

Allow a child to speak freely without input or judgement from yourself or others around but making them aware if you have to take information further.

Unfortunately my son isn't really listened to as listening to him means observing and knowing him very well. His rights need to be looked at in the UNCRDP

"Asking them what matters to them - and then sharing their views

Writing things from the voice of the child - including them in meetings "

"We have survey pupils in the design of our new curriculum.

All classes have had opportunity to share ideas in design of new website, renovation of toilets and Y6 jumper colours. "

I have never experienced good practice regarding listening to children. The system is such that children have little say.
School Council weekly surgeries for all pupils
Ensuring that feedback is obtained from children after they have received support for example Activities provided at services must reflect not just children's needs, but also their wants and their interests to ensure positive engagement. This can only be done by involving children in not only the development of a services but the day to day delivery and planning. By showing that children have been listened to will further increase their confidence in ensuring that their rights are met.
We are children's centre led by children and their exploration of the world through play. Having specific areas in our centre for the key areas of child development ensures that we exploring all of their needs and helping them thrive
"In nursery 1st thing in the morning we listen to children by them placing their face on a flower in an empty flower pot. 1 pot has a smiling face, 1 a sad face, 1 a tired face +1 an excited face. We ask the child why they put their flower face in that particular pot. This is a way for each child to have their say which even little ones can answer.
Not closing youth clubs, not closing Info-Nation without consultation. I'm sure they exist on paper. But they are now gone alongside important services like free condom schemes, counselling services. Drop in support.
School Council
Listen. Let the young person speak uninterrupted and focus on them. No distractions. Ask appropriate questions afterwards. Demonstrate you have heard them by beginning to search for answers together at that moment. No leaving it until later. Follow up later. See what has changed and worked.
"every school I work in has a school council. I work in ALNIT - pupil voice is very important particularly when participating in their Pupil centred reviews"
It's ok being listened to ,but will it change a project or proposal they may effect children?
Involving children in the appointment of headteachers in their school
As a Councillor we have involved youngsters in all decision that affect them and their wellbeing
I have viewed the listening process in school that i am a Governor at (Parklands) and the positive participation Taking surveys, and asking for their advice/ideas, to what they would like to see within Swansea
Get parents to encourage children to get involved in conversations as well as directly approaching children see positive parenting techniques. For example some sort of mediation between 2 children who have fought/argued, where each is allowed to speak and be listened to, and both children find the answer together about what needs to happen
Meeting with our Looked After Children and listening to what they had to say. The sessions at 'Down to Earth' where corporate parents were involved in sessions with the children.
Not yet, but all children attending Early Years provision not just Flying Start will have their views listened to when supporting them if they have a learning disability or learning difficulty. This is a positive step forward for the Early Years sector and LA support families, children and the setting to meet the needs of the child. The sector is working towards new ways of practice currently.
"Disabled children's choices and options need to be the same as non disabled children. Segregation starts at a very young age so parents and children will make decisions given the narrow options.eg At mainstream comp you are given the opportunity to go on skiing trips abroad - this is not an option with special school. In Special school you are in a sub culture - you dont get to do welsh bacc for instance which is compulsory in a mainstream

<p>school. You are also unlikely to be encouraged to do Welsh language. My son was disappointed. A bird who is born in a cage doesn't know or cannot imagine being free!</p>
<p>So sorry no good example but some of the issues that are faced:</p>
<p>I don't think that courage to have their say in our society. Our education is very limited and one-sided and does not encourage children to have their say in my experience. The same is for other organisations.</p>
<p>We have 'Agents of Change' at Christchurch that are a group under an umbrella to represent the pupils in many ways as we are a small school. Other ways we listen..</p>
<p>Annual 2 ticks and wish evaluation with all stakeholders (identify weakness and wishes)</p>
<p>Have mentors - each child picked a member of staff</p>
<p>Each child and adult has a personalised one page profile - a detailed page describing needs and how each one can be supported.</p>
<p>Worry monsters to write in with out being identified</p>
<p>Looked after participation day works very well, however, there needs to be a range of methods for listening to cyp other than well publicised one off events. Always listen and include young people in decisions that are going to made on their behalf .</p>
<p>It is important to consult and listen to what young people want. It is not always what we think it may be. Groups of young people can be spoken to when they are in group activities in the Community Centre's. Ward members can speak to young people out in playing areas or parks in the ward. A questionnaire could go out to every Council tenant that has children to gage their views. Look carefully at what other Council's do to consult to form best practise.</p>
<p>One area of good practise we utilise is including Children's Rights in our tendering/commissioning process. We have done this in two ways. Firstly by including it as a section within our contract specifications and also as a method statement question when evaluating tender submissions.</p>
<p>Using QR codes to do quick surveys with pupils and doing hot seating debates between pupils on important topics. I think the School Health Research Network is really good at getting information about what pupils think and do. Also, a clear structured school council with voted in members for each year group.</p>
<p>When governor of Seaview Primary school I attended a session where it was primarily the pupils who led a group discussion on how to resolve issues involving cars parking outside the school.</p>
<p>Certainly. Seeing the establishment of sub-committees within our school council was an effective way of involving and listening to our pupils.</p>

What do you think needs to be improved for children and young people in Swansea?

Don't cut down trees – plant 10 trees a month (x2)

Clean the environment x 11

Less rubbish/littering x 26

Ban cars using fossil fuels and increase the number of cars that use electricity x6

To have more signs saying "don't be litter bugs" and having more dust bins

More eco-buildings I think Swansea could be a bit greener and less grey.

NO LITTER! A place where everyone can train to exercise for free and a teacher helps!

There can be all ages to go there! No cutting down trees and no poaching animals!

To learn about who makes decisions that affect us, and what we can do to influence them – by voting, etc. x12

Having areas where teens can go is really important.

Play areas sports facilities

Skate facility's Pump Tracks !!!

Make us a skate park or something like that

Teach more rights and responsibility

Cleaner streets,

More playtime equipment.

The need for disability people to feel included in conversation and decisions.

cael fwy o bins

Cleaner streets, more police presence.

Give us space to explore our thoughts and ideas

More groups for people with disabilities my age

The park and stuff to do less buildings being built

cael park gwell

Better toilets, bathrooms and showering in schools.

More availability to holiday clubs

Include everyone in positive events and make sure everyone goes to school.

More fun things for kids to do

There should be more children's homes.

Where I live there is a park and in my opinion its only for 6 and under and i can't play with my friends on any of the equipment because it's all for 6 year olds and under my suggestion is to make sure that we have a park with stuff for older people like zip wires a big climbing frame e.g.

More places to go to meet up with friends and family like more parks.

More pet shops, more zoos, more parks in local areas, have more swimming pools and leisure centres, facilities suitable for elderly people and more cafes and coffee shops.

Cleaner in town

More parks in estates

Being litter free, having more children's activities and clubs

A pantomime

It is child friendliness e.g. my dad's flat doesn't have a fire escape so if a fire happened i would die also lots of parks are covered in rubbish and are falling apart so we need new parks as well .also there is glass on most of the streets so it is not safe

Kindness and being grateful, people need to be nicer x4

I feel like every person who is homeless should have a home in the future or next year

More museums Bigger airport

More football pitches

More places to exercise.
If they could make more local shops e.g. co-op
The need for disability people to feel included in conversation and decisions.
Buses, by making drivers more aware of disability people and more understanding.
Letting children know that there you can make a change in their community
ye make a big skate park please please please please please please please please please please
We can do a lego wetlands area

Is There Anything you Think We've Missed?

It would be good to ensure that children and young people with ALN and disabilities have facilitated access to participation. This is probably included in your target to listen to marginalised groups. Voluntary sector has been supporting people for years, consult with them

Opinion of children should be highly valued and used in a meaningful way. This must not be an empty statement. The judgement of children however, needs to be supported to ensure child safety at all times. The recruitment of staff must always be based on competence and backed by rigorous checks. Only after this is done should children be involved and I would argue this should be done such that the identification of the child is not known to the candidate.

You're talking about children's rights while stripping them of a year of education. It's laughable

Monitoring and check-ins for SEN staff to ensure these children are also given a platform to raise concerns

When it comes to disabled children the UNCRC has to be used in conjunction with the UNCRDP - The UNCRC has failed to protect the rights of disabled children - How are you going to really ensure rights of disabled children are met? Parents do not always have the answers.

"Your use of closed questions in consultations disallows people to comment on the question it's self. In consultations, there should be a comment box with rack question.

Your question about Organisations implies that we are only going to use organisations and not open this to anyone who is interested.

My hunch is that you will use this consultation to "prove" that people support the way of working you have already decided.

Work with organisations to develop a participation core group/s of children and young people that speak for all children and young people in Swansea. The group/s could meet regularly and become more involved in ensuring that children's rights are considered by all those that work with children. The children would be there to remind us and would drive participation.

All Children's opinions need to be documented to make sure every child has a voice so we ensure we don't leave out vital information that will enhance children's lives.

Swansea council does none of the above and it should not be considered children's rights respecting council.

Will it make a difference? How would you propose to develop targets to listen to marginalised children, how would you define them.

Geraldine Van Buren who was one of the people who wrote the UNCRC said in a lecture a few years ago in Swansea Uni that the UNCRC had failed to protect the rights of disabled children and that the UNCRDP should be used in conjunction with the UNCRC for disabled children - So I would like to see this as one of the targets.

From the wording it sounds like you're only going to use organisations. There was no clarity on what these organisations are. Also with the Internet it would be easy to have a website with the individual to have their say.

Covered all questions in my view.

Perhaps include our children's voices when considering curriculum development in Wales.

Are there other ideas you'd like to share?

A panel of SEN parents to be involved directly with the LEA in decisions based around SEN provisions. This panel could help determine appropriateness of provisions on offer

To ensure the rights of disabled children who are unable to engage verbally I believe that the same strategy that is used in non instructed advocacy needs to be looked at as a possible solution.

More access for children with additional needs to be able to share their views in a way that is appropriate for them

This needs to be Co-produced not a 'consultation' with close questions.

Make sure that people can comment on all question and make them open questions or maybe use close and open questions.

We could have a rights of the child magazine, that all children have a voice in sharing new ideas monthly etc.

The children's commissioner should be investigating the cuts to vital services for young people in swansea by stealth without consultation.

I agree that the above should be done. I hope you follow through and make it happen.

Show them the results of their participation. What they say, matters

To properly engage with some disabled children the Non Instructed Advocacy approach would be a good way of ensuring the rights of disabled children are met. I would also say that more understanding of the culture around disabled children is needed, especially with the strive to segregate based on disability.

It would be good to know how you intend to engage with children that are disabled and have their say.

Share good practice between schools

There is a significant amount of investment happening in playgrounds and play areas in Swansea at the moment and this is very welcome. However I am concerned that Swansea has a severe lack of play equipment/areas that are suitable for older children (8plus). I can't think of anywhere in Swansea that offers play facilities for older children and it is just as important for them as younger children. Howard Park in Llanelli and Gnoll Park in NPT both have great facilities for older children. Please can Swansea start developing more. I also think it is really important that children are involved in the design of new playgrounds - ie have the opportunity to co-produce the design of new developments but I have not seen any sign of this happening - despite the Council's stated commitment to involving children in decisions and to embed a co-production approach across services. I think playground design would be an ideal opportunity to involve children, of all ages.

Linking funding to children's rights and involving children in service development may ensure help enforce responsibility of service to do this.

I think having a set student representative from each school can give more importance to the scheme and having the Rights team come to the school to explain briefly to make it clear to all