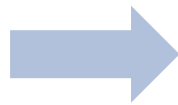


**Pupil Voice:** This person-centred initiative engaged with young people from across all the secondary schools in East Renfrewshire. We listened to their views and found out how they would like to get involved with their local health and social care services. In order to help the development of services and supports that matter to them. This was in response to the [Your Voice group](#) wanting to involve more younger people in these services.

The **aim** was to increase the voice of young people in their local health and social care. Along with increasing their knowledge about our organisations and health and care support services in general.

The organisations involved worked in **collaboration** with the pupils, teachers responsible for the pupil councils and the Your Voice group.



### Condensed Voices Scotland Session

- Delivered in 1 hour sessions at each school
- Solution focused – what would they do differently!
- Established [5 priority themes](#)
- [Flash report](#) from the first 3 schools created to inform process

### What Matters to You Day Event

- Brought together 2 pupils and a teacher from each school
- Discussed the priority themes – identified our top 3 to focus on
- [Designed posters](#) to tackle these issues
- Posters displayed in all of the schools

### Regular meetings

- To have 4 meetings in the school year
- To rotate around the schools
- Pupils involved in the planning
- Pupils from the hosting school shared their health and wellbeing initiatives
- Increased the numbers to 3 pupils per school

### Action Planning

Our priority topic was Mental Health Services that cut across our themes:

- Access to help
- Being Judged
- Communicate

We were still working on how we'd know if we had made a difference when lockdown happened.

The method used to engage built on learning from the [Strengthen the Voice of Young People across Scotland](#) project where we applied the learning, tools and approaches. This project identified top tips for meaningful engagement and open dialogue that we put into practice:



### Feedback

- Every session was [evaluated](#) with a questionnaire and interactive methods like feedback trees.
- Learning from the feedback resulted in changes made to the next sessions.
- We sought specific [feedback](#) from the teachers involved to find out how effective they felt the sessions were.

### Communication

- Regular email contact between all partners.
- Simple [agendas](#) were produced in partnership with pupils and shared in advance of the session.
- [Flash reports](#) were created after each session and shared with all the schools.
- The pupil produced posters were shared digitally and hard copies with all schools.

### Environment

- Being clear on what the aims for the session were and linking it to the priority themes.
- Creating a safe and non-judgemental environment.
- Group rules for involvement co-created.
- Using a variety of methods and tools to communicate from interactive quizzes to group work.
- Trying to incorporate a different method in each session to maintain interest.

### Results:

- Pupils appreciated coming together in a non-competitive collaboration.
- Feedback showed pupils were learning and increased understanding of services available.
- The finding from the priority themes were shared with the HSCP Primary Care Management team.
- The posters were displayed in all 8 schools allowing for school specific support information.
- Local Mental Health support services information was created together and shared.
- Patients Rights, confidentiality and your right to have a say were all discussed via an interactive quiz which was then shared to be used in schools PSHE classes.

### Challenges:

- COVID-19 lockdown meant that our planned sessions for March and June 2020 had to be cancelled.
- We had a number of issues with the taxi company we used to transport the pupils and their teachers.
- Flash reports and agendas weren't always shared with pupils in advance or with the wider school population.
- Numbers were limited and many pupils felt it would be better to have more pupils present.
- The pupils who attended could vary so lack of consistency also the pupils were generally very engaged in school life, attaining and from more affluent areas.