Belonging Strategy

Children and young people survey

Consultation report - December 2020

Bristol City Council

Contents

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1. Key findings

Belonging in community

- Family, friends, school and home play an important role in ensuring children and young people have a sense of belonging within their community.
- Children and young people would be most likely to describe community as having people around you who get on well together, care about each other, are trustworthy and kind.
- Two fifths of respondents (41% / 173) said that they feel represented and valued in their community, and just under one tenth did not (9% / 39).
- Gay and bisexual young people were less likely to feel represented and valued in their community than those of a heterosexual orientation.
- Friends, family, teachers and neighbours were highlighted as people within the community who are important to their sense of belonging.

Belonging in family

- 'Love' was the word most used to describe what family meant to the children and young people.
- When asked what they need from their families to feel a sense of belonging, nearly all respondents answered 'trust' (91% / 385).
- Young people of a gay or bisexual orientation were more likely to prioritise 'being accepted as who you are' as a value they needed from their families (93% and 100% respectively).

Belonging in school

- The majority of children and young people felt that school is important in helping them feel as though they belong (63% / 263).
- Just under one fifth of children and young people with special educational needs (SEN) responding felt that school is 'not at all important' in helping them feel as though they belong (19% / 3).
- Over half of the children and young people who completed the survey felt they belong in their school (57% / 236).
- Older respondents (over 17) were less likely to feel that they belong in their school compared to younger respondents (19% / 6 of 17-19, 33% / 2 of 20-24 vs. 5% / 12 of 8-12 and 8% / 9 of 13-16 year olds).
- Heterosexual young people were more likely to feel a sense of belonging within school than gay or bisexual young people (64%/144 of heterosexual respondents compared to 29%/4 gay and 43%/12 bisexual respondents).
- A large majority of young people told us that friends and peer groups were important in helping them feel like they belong in school (90% / 326).

Belonging in Bristol

- The most common theme raised by children and young people enabling them to feel like they belong in Bristol was to ensure that the city is inclusive.
- A large number of respondents raised how important a wide variety of youth groups and clubs are for young people.
- Young people told us that to offer support for those who need it is important so they can feel a sense of belonging.

2. Introduction

2.1 Background

'The Belonging Strategy was conceived from a desire to improve inclusion generally in the city and its schools, to support children and young people to look beyond their concept of community and place and 'own' the whole city, to support families to care for their children within their family and to give children the best start in life. (Jacqui Jensen, Executive Director, People Directorate)

The Belonging Strategy contains four pillars, from the Beginning (pre-Birth), Families, Education and Community, and each strand is focusing on how best to create an inclusive, safe and inspiring environment for children and young people to grow up in and to experience a sense of belonging.

Article 12 UN Commission on Human Rights established the right of every child to freely express her, his or their views, in all matters affecting them and the subsequent right for those views to be given due weight, according to the child's age and maturity.

It was therefore decided to co-produce the engagement element of this strategy in partnership with young people to ensure the right methods and appropriate communications would be used to engage directly with young people from across the city. Our aim was to hear and listen to what young people tell us about their experiences and their opinions on matters related to belonging; to use that gathered understanding to influence the Belonging Strategy and with it future service developments related to children, young people and their families in our city.

2.2 Methodology

This survey was coproduced with a team of young people (Youth Consultation team) to gain an insight of how children and young people are experiencing their different environments, including school and where they live and to explore if they feel they belong, what works well and what could be improved.

The survey was made available between 6/10/2020 and 30/11/2020. It was promoted widely through the Bristol Local Offer website, Creative Youth Network and other partner websites. It was also promoted via the Head Teachers bulletin update from the Director of Education to all schools in Bristol, children and family services emails and promotions via city partners such as the Bristol Old Vic and Rife Magazine.

The online survey and easy read version were available on the Bristol Consultation & Engagement Hub, and alternative formats (braille, large print, audio, British Sign Language (BSL) and translation to other languages) were available on request.

556 young people accessed the survey, of which 434 completed the full survey.
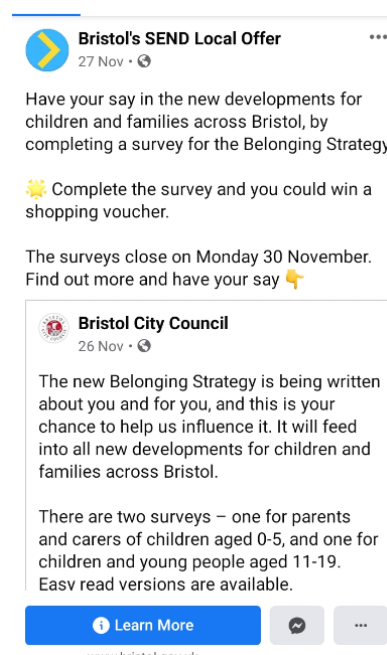
Social Media

On behalf of BCC Creative Youth Network ran a social media campaign with paid adverts on Facebook and Instagram. These were targeted to reach 13 – 19 year olds (lower age limit) living in Bristol promoting the survey to all young people and encouraging them to complete the survey and therefore to influence the strategy. Adverts ran continuously throughout the 'live' time of the survey and had a £50 budget with an average spend of £2 per day. The advert reached 3173 young people and had 33 click throughs to the survey. The total spend on these advert was £17.88.

Accompanying the adverts were a series of social media posts and artwork, created by the Youth Consultation Team. This included a flyer and various posts encouraging young people to participate. These were shared on Facebook and Instagram profiles widely with partner organisations across the city.
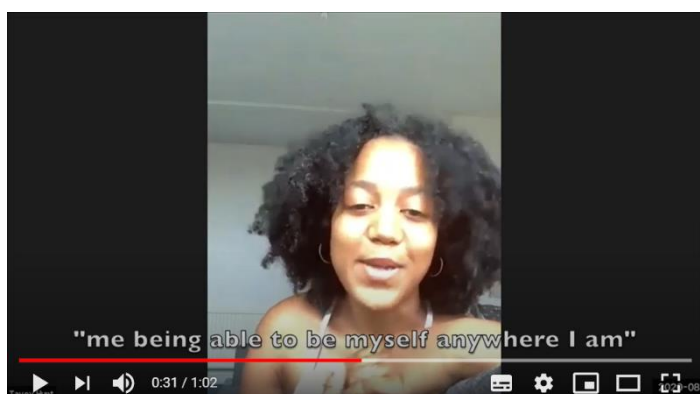
A short film was created by the Youth Consultation Team setting the scene for this engagement process and was shared via the Creative Youth Network's and BCC's YouTube channels and websites and respective social media platforms. The film on YouTube (CYN) had 159 views - [Belonging Strategy Outreach - YouTube](#)

All survey respondents were entered into a prize draw. The 3 winners have now been selected and will be contacted directly.

2.3 Reporting

This report presents survey findings by subject area and follows the format of the questionnaire. A summary of each question is provided and some of the key findings for different groups are included in this analysis, focusing on age groups, sexual orientation, special educational needs (SEN), young carers and children in care.

Where responses are broken down into subgroups the number of respondents can be low. Caution must be used when interpreting these results. Where analysis compares responses of young carers, children and young people with SEN and children in care, this is as a comparison to the average result from all children and young people who responded to the survey. Comparisons to non-young carers, children without SEN and children not in care is not available.

Results are not representative of the whole population but can provide a good insight to the views and experiences of children and young people in Bristol.

Sums of percentages reported in this document may deviate from the actual total due to rounding. Greater deviations from 100% occur where respondents were able to choose multiple options and percentages are based on the number of respondents.

3. Belonging in community

Children and young people were asked to list situations and places that give them a sense of belonging. The most common answers included spending time with family and friends and feeling a sense of belonging in school and at home. Being out and about such as going with friends to the park, playing sports with peers or as part of a team, being part of an afterschool club were also poplar responses. It seems to be the 'being part of a group' is the essential element of feeling a sense of belonging.

Please tell us up to 5 situations or places that give you a feeling of 'belonging'

The following graphic illustrates the answers – the more often mentioned the bigger the words.

Base: 421 respondents offering 1,868 answers

Respondents were then asked to list words or phrases that best describe community to them. The most common theme highlighted was having people around you who get on well together, care about each other, are trustworthy and kind. A number of children and young people also included the words 'friendly' and 'kind'. Other common responses included helping each other, working together and having fun.

What words or phrases best describe community to you?

Base: 401 respondents offered 1,646 answers.

It would be fair to say that numerous contributions went deeper than 'nice, friendly and kind, indicating a mutual understanding and acceptance in their community, a feeling of safety and togetherness that is creating that community feeling. A minority of young people however described 'community' in a negative way including words such as unsafe, trashy, kind but sometimes mean, angry, sad, unfriendly and intimidating. This highlights that not all young people can currently feel a sense of belonging in their communities.

When asked if they felt represented and valued in their community, two fifths of respondents said 'yes' (41%) and just under one tenth said 'no' (9%).

Do you feel represented and valued in your community?
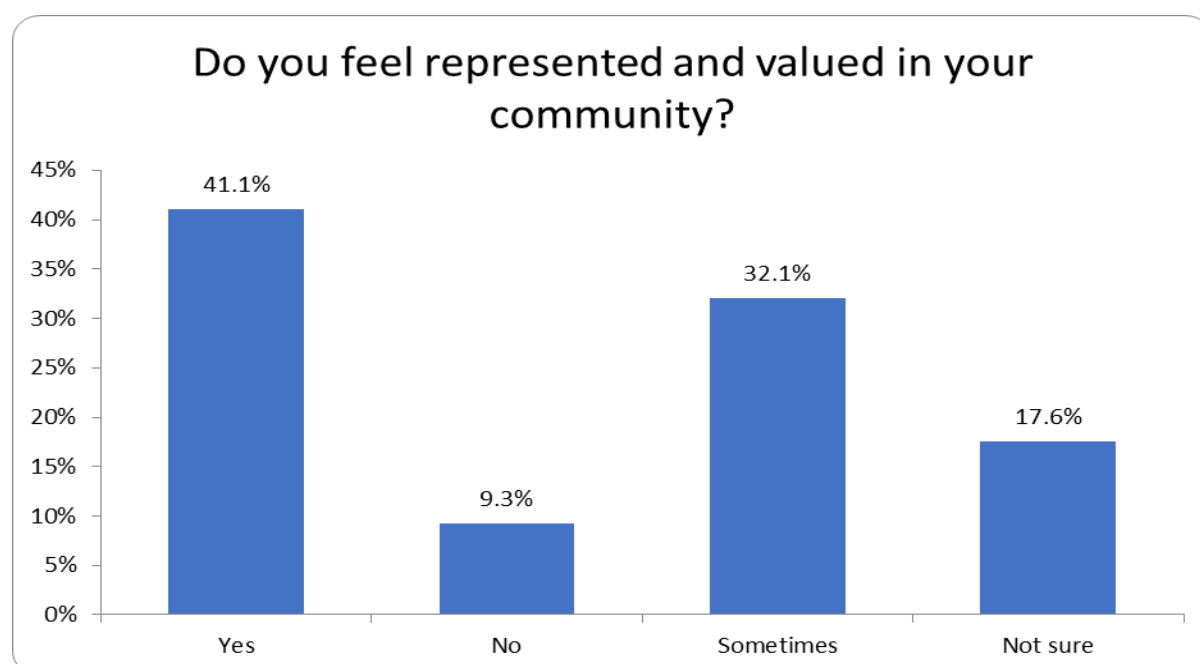
Base: 421 respondents

Just over a quarter of respondents who are living in care felt that they are represented and valued in their community (27%), this was the group with the lowest proportion selecting 'yes' to this question. The highest sense of representation and value in the community was amongst 'young carers' where just under half (47%) of respondents who are young carers stated 'yes'.

Children and young people with a disability were more likely to say that they do not feel represented and valued than respondents without a disability (27% vs 7%).

Heterosexual young people were more likely to feel represented and valued within their community (47%) than homosexual (29%) and bisexual respondents (21%).
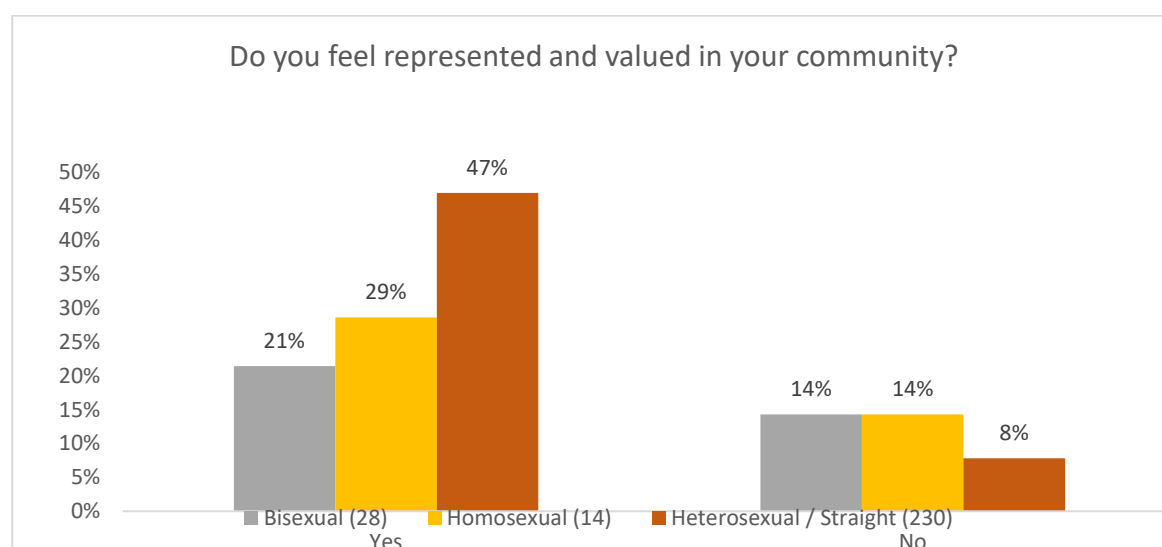
NB: Percentages do not add up to 100% as respondents could also answer 'Not sure' or 'Sometimes'.

When comparing the answers of the BAME children and young people[1] with the answers of White British children and young people the responses were largely similar.

Do you feel represented and valued in your community?

	Yes	No	Not sure	Sometimes
White British (243)	39%	8%	19%	34%
BAME (141)	43%	12%	16%	30%
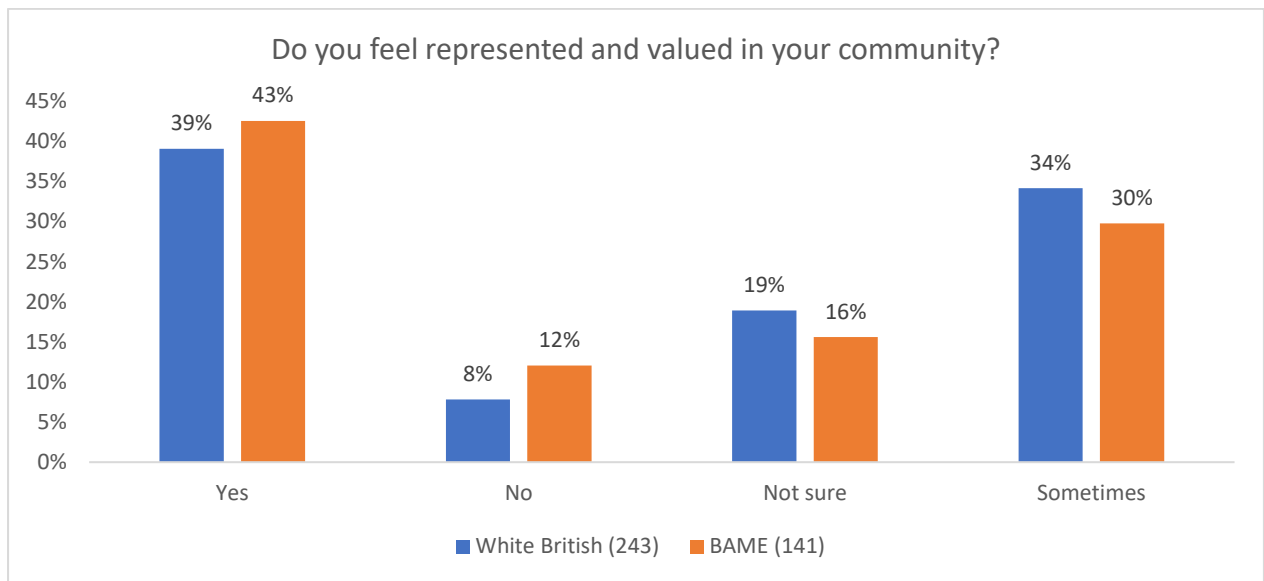
[1] BAME – Black, Asian and minority ethnic. 'This refers to all respondents who advised their ethnicity was anything other than 'White British' excluding those who refused to answer'

If you're talking about local community then 'sometimes' because there never seems to be much room for disabled LGBTQ+ to be at the forefront of anything without fighting tooth and nail for it. If you're talking within the LGBTQ+

As a disabled person we're not given enough representation, our needs aren't included in conversations where they're most vital & our opinions aren't asked for.

' EVERY TEACHER HATES ME'

I feel there is a lack of role models of colour.

'Children are not heard'

"I feel like I'm valued by my scouting community.'

"Well my school makes me feel like I am in a safe space and I always feel welcome when I enter the building . Whenever there is a problem I can always talk to the support team at my school .

I feel that I am well involved because sometimes the council organise things that the community can participate in e.g. tree planting.

In summary it is fair to say that the majority of young people do feel represented and valued by their communities, however there are young people who seem marginalised and who told us they can't feel that sense of belonging in their communities as they are not valued or included. This is illustrated by the following two quotes:

'I hate my life and the person who created this survey'

'Community is performative here, a word thrown around so often in Bristol, but in reality is completely meaningless for many Black people, particularly Black women. We are unsafe in our neighbourhoods, we are racially profiled by the police, we suffer racism, verbal and physical abuse, when we reach out to the "community" we are always othered, seen as charity cases, people who must need support rather than actual friendship. We need the opportunity to hold our own spaces and forums in our neighbourhoods so that we can lead differently from the heart, instead we constantly have to crush ourselves to fit into white spaces and white expectations. Real community needs to be anchored in respect and love. That's where Bristol lets me down most and that's why I'm leaving Bristol as soon as I can for good. This is the most cold and unwelcoming place I have ever lived. Years of reaching out and trying to make friends, hang out, network, contribute creatively, but I've had every door I've knocked on effectively shut in my face, violence, then victim blaming. I find it offensive that you're preaching to me about belonging, asking me to expound on ideas and feelings about "community" when if you passed me in the street you couldn't even bring yourself to smile warmly and say hello back. There is no community in Bristol if you're an outsider of a certain demographic. Your reality is not my reality. My reality here is killing me.'

Children and young people were also asked about particular people in the community who help give them a sense of belonging. Friends and family were the most popular answers. Teachers and neighbours were also highlighted as important people within the community. Support workers such as social workers, youth workers, community workers and religious leaders were also mentioned by several respondents. Many children and young people named a particular person who is important to them in their life such as a friend, family member, teacher or support worker. A few young people used this space to tell us that having a dog helps them feel they belong.

Are there particular people in your community who help give you a feeling of belonging?

Base: 395 respondents offering 1,461 individual answers

4. Belonging in family

'Love' was the word mostly used to describe what family meant to the children and young people responding to this question. Family was also described as people who care for you and make you happy. Many also associated the words 'kind' and 'support' with family.

What words or phrases best describe what family means to you?

Base: 396 respondents

Although the overwhelming amount of the 1,598 answers were positive descriptions indicating that the majority of young people who participated in this survey have a good experience or expectation of 'family', there were 14 negative comments. These ranged from 'annoying' (10) to 'divorced', 'meaning nothing' as well as 'abuse and neglect', 'police arresting them' and 'hate'. This is again a reminder that some young people won't have experienced family as a safe and loving environment to which they feel they can belong.

When asked what they need from their families to feel a sense of belonging, most respondents answered 'trust' (91% / 383). 'Love', 'being accepted as who you are', 'positive relationships' and 'spending quality time' were also selected by the majority of respondents.

What do children and young people need from their family to feel a sense of belonging?

Trust	91.4%
Love	88.8%
Being accepted as who you are	85.7%
Positive relationships	84.6%
Spending quality time	80.0%
Eating out	48.9%
Joint outdoor activities such as walking,…	45.6%
Going to arts and cultural events such as…	40.6%
Going to fitness leisure facilities such as…	39.2%
Going shopping	35.6%
Other (please specify):	8.6%

Base: 421 respondents

Trust and love were selected as the top priorities across most subgroups including young carers, SEN and children in care and BAME.

Older young people aged 17-19 were slightly more likely to pick 'positive relationships' as a factor of belonging in family when compared to other age groups[2] (94%). Respondents aged 13-16 years were slightly less likely to select 'being accepted as who you are' when compared to other age groups[2] (77%). Trust and love were also the top two responses (both 93%) for heterosexual respondents, however the top response selected by gay or bisexual young people was 'being accepted as who you are' (93% and 100% respectively).

'BAME children and young people were less likely to choose the option 'being accepted as who you are' compared with British White respondents (79% compared to 91%).'

Additional suggestions included: Unconditional support, being able to play, having day trips out, sense of love and care, quality time together, feeling healthy, let us be our own person and don't worry when we do something wrong, always be there for you, having fun, an understanding, going on diets and runs together, showing affection.

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[2] Age groups include 0-8, 8-12, 13-16, 17-19, 20-24, prefer not to say.

5. Belonging in school

Over half of the responding children and young people felt that school is important in helping them feel as though they belong (63% / 264).

How important is school in helping you feel as though you belong?
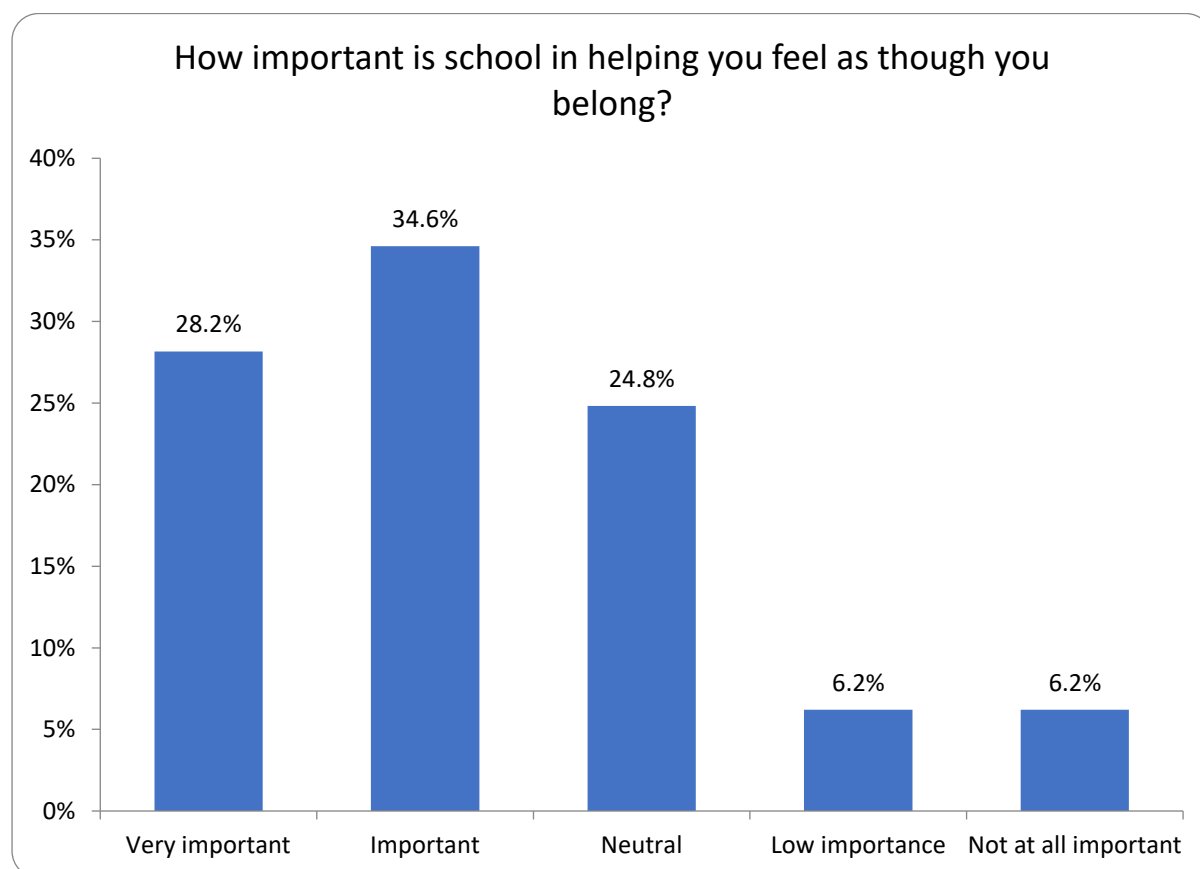
Base: 419 respondents

Just under one fifth of children and young people with SEN felt that school is 'not at all important' (19%) and nearly half of young carers were 'neutral' (47%) than the average result of all survey respondents.

How important is school in helping you feel as though you belong?
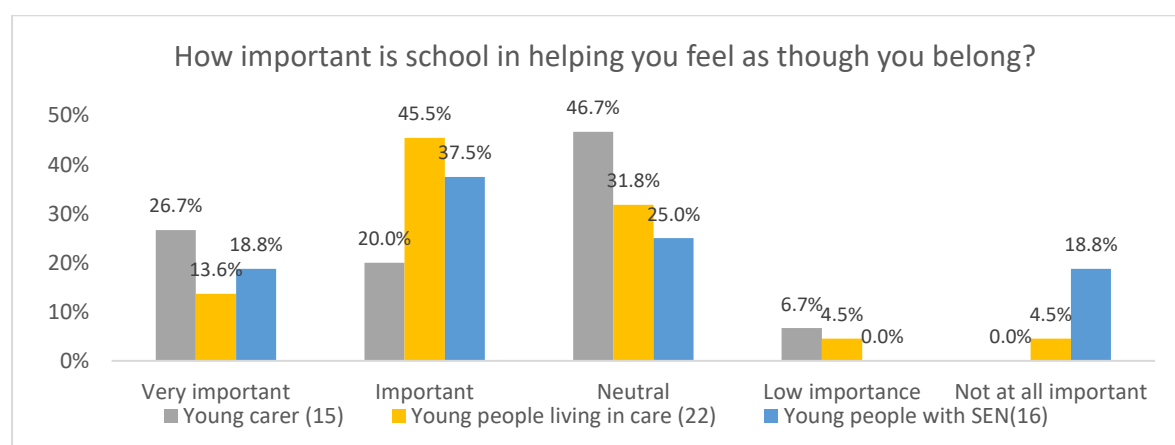
When compared to respondents without a disability, children and young people with a disability were also more likely to feel that school is 'not at all important' (23% vs. 5%).

Over half of the children and young people who participated agreed that they feel they belong in their school (57%). Just over a quarter felt they belong 'sometimes' (26%). This indicates that over 40% of all respondents do not feel like they belong at least some of the time.

Do you feel you 'belong' in your school?
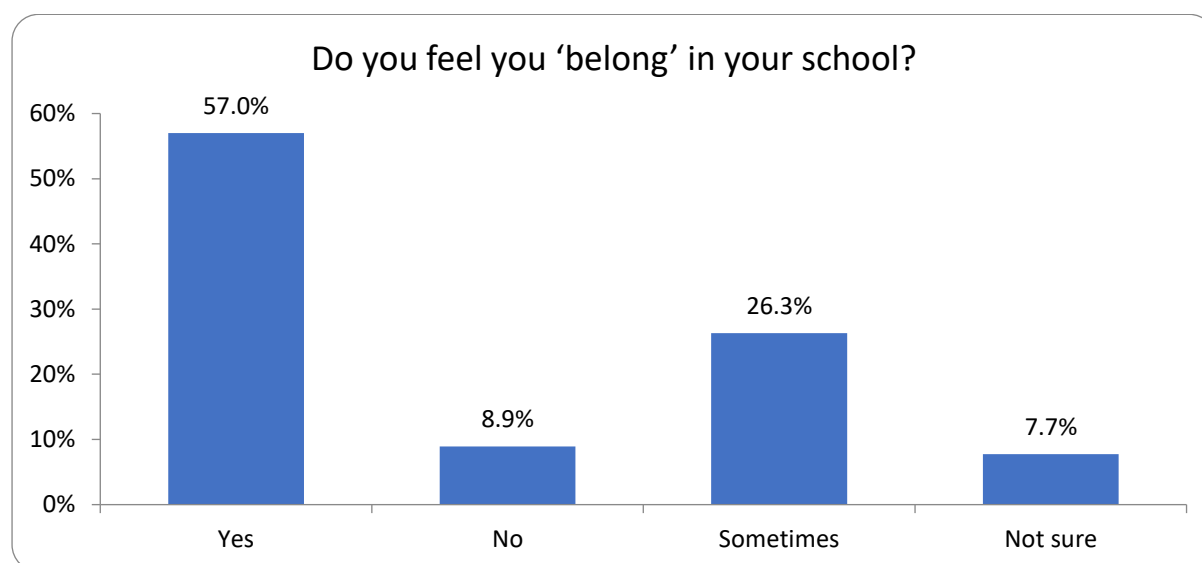
Base: 414 respondents

Older respondents were less likely to feel that they belong in their school than younger ones (19% of 17-19 year olds and 33% of 20-24[3] year olds selected 'No').

Just under one fifth of young carers told us that they do not feel like they belong in their school (19%) and just over one tenth of respondents with SEN said that they do not feel like they belong at school (13%). Children and young people with a disability were more likely than those without a disability to feel that they do not belong in their school (19% compared to 7%).

Heterosexual respondents were significantly more likely than gay or bisexual young people to feel like they belong in their school. See chart below.

Do you feel like you 'belong' in school?

Legend: Bisexual (28), Homosexual (14), Heterosexual / Straight (224)
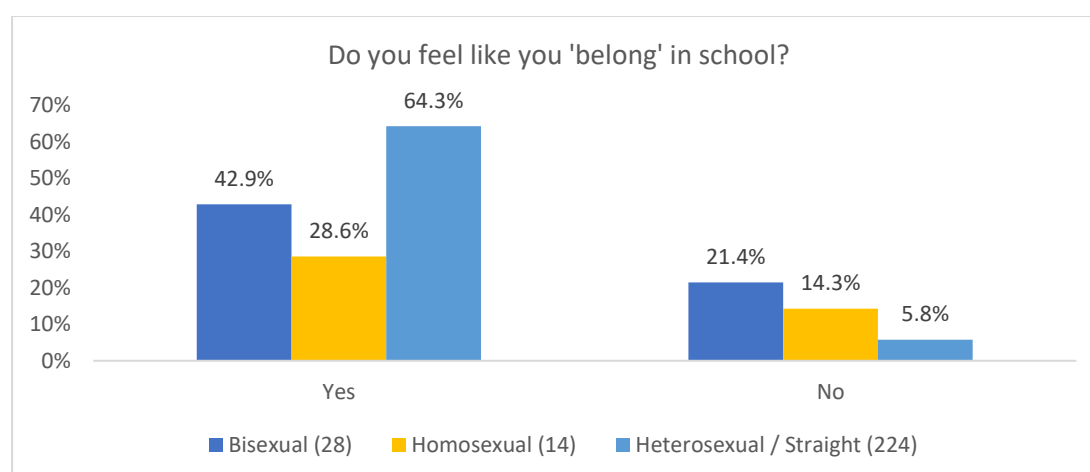
NB: Results do not sum to 100% as respondents could also answer 'Sometimes' or 'Not sure'

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[3] Out of 7 respondents from this age group – low response rates make answers less representative.

When filtering responses according to ethnicity, 60% of White British children and young people told us that they do feel like they belong in school compared to 54% of BAME children and young people responding to the survey.

Do you feel like you 'belong' in your school?

Response	White British (241)	BAME (138)
Yes	60%	54%
No	7%	12%
Not sure	6%	10%
Sometimes	27%	25%
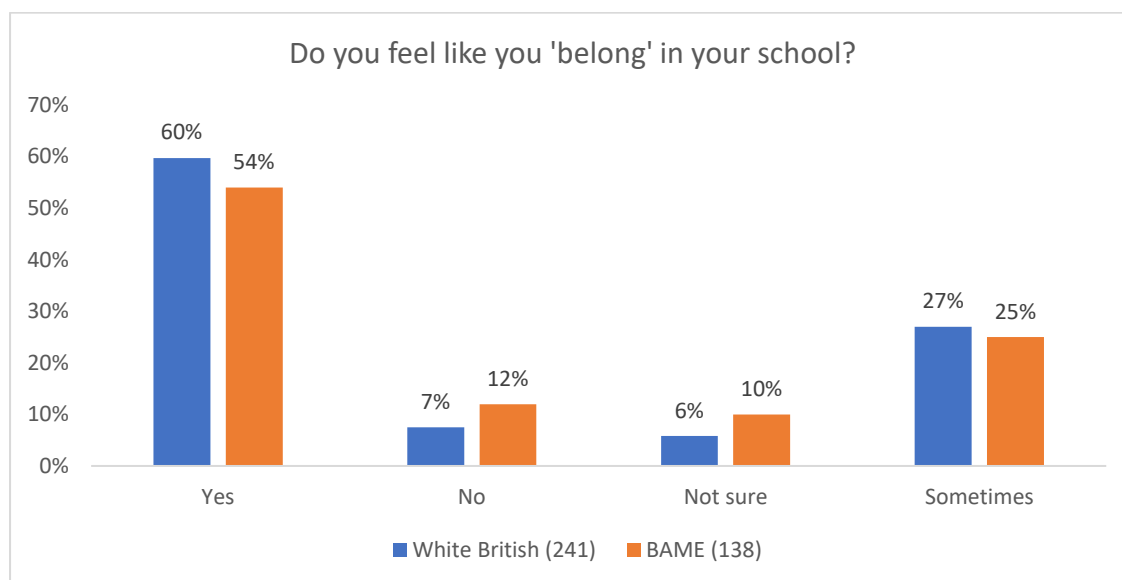
Young people had an option to leave a comment related to 'Do you feel like you belong in your school?' we received 36 answers and here is a selection:

Only a few of my friends understand me and my intentions. Only a few understand how hard I find it to behave without any excitement or adrenaline. Only a few understand my negative, sadistic thoughts. No adult understands my intentions when I do something stupid.

They accept me for who I am.

My school is brilliant at making me feel like I belong.

No never!

I think that my school could have more darker skinned people like me so I can feel I belong more in the school.

Not at the moment due to covid.

No because I'm Somali and there is racism.

There is a lot of bulling going on in all the schools and half of the time no one talks about it. Most of the time the teachers don't act on the bulling till its to late

It's hard feeling like I belong somewhere after moving to 3 different secondary schools since year 7

Positive relationships with teachers where you can talk to them about things you can't/ don't want to talk about at home

I feel like school a lot of the time can be a toxic and challenging environment for the majority of children.

If teachers shout at you then you feel like you did something wrong and that is making you feel as though you are not wanted so that is kind of like no belonging.

We also received this comment which is useful feedback in terms of survey design and awareness:

I am home educated. I find it surprising that, considering the number of families home educating their children in Bristol, there is no "I do not go to school" option in this survey.

Those who felt they do belong in their school where asked what helps them to feel this way. The most popular response was 'friends and peer groups' (90%).

What helps you feel like you belong in school?

Response	Percentage
Friends and peer groups	89.8%
Feeling of safety	59.8%
Teachers and staff	58.4%
School being welcoming	56.2%
School being supportive	53.7%
Staff members that know and care about me	46.3%
Lunchtime and after school clubs	38.3%
School representing me, my culture and my…	30.6%
Other (please specify):	7.2%
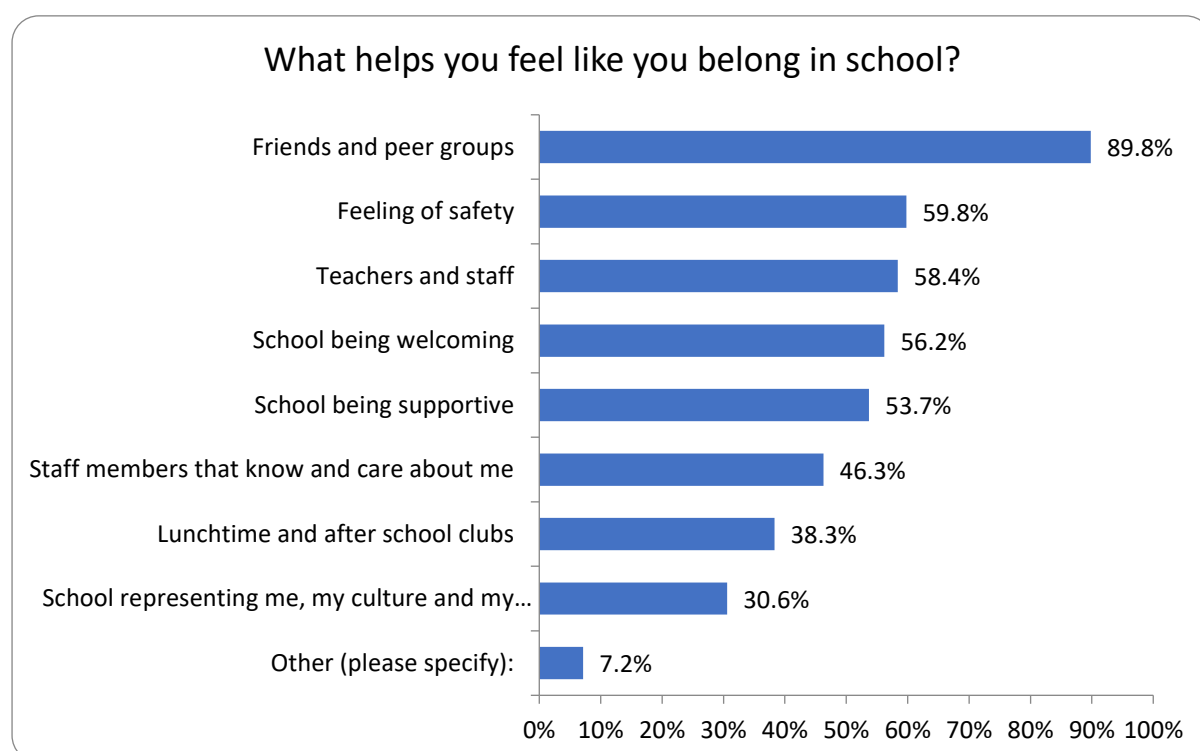
Base: 363 respondents

In comparison with the other subgroups[4] young carers were less likely to say that 'friends and peer groups' help them feel like they belong in school (64% compared to 89% living in care and 85% with SEN).

However young carers were more likely to select 'teachers and staff' compared with other subgroups (64% compared to 53% living in care and 46% with SEN).

Nearly three quarters of young people who are living in care said that they felt a 'feeling of safety' helps them to feel like they belong at school (74%).

Three fifths of children and young people with SEN responded that having staff members that know and care about them helps them to feel like they belong at school (62%).

Children and young people with a disability were less likely than those without a disability to say that friends and peer groups help them feel like they belong in school (79% compared to 91%) and more likely to feel the importance of having staff members that know and care about them (63% compared to 45%).

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[4] NB: yp in care: 23 / young carers 17 / yp with SEN 16 / yp with disabilities 22/ yp from BAME backgrounds 138

When asked what helps children and young people to feel like they belong in school 'friends and peers' was the most selected response from both groups, White British and BAME. However, children and young people of a BAME background were less likely to feel that teachers and staff help them belong in school with a smaller proportion of BAME children selecting the following three responses when compared to White British children:

- Teachers and staff – 46% (BAME) compared to 65% (White British)
- School being supportive - 44% (BAME) compared to 60% (White British)
- Staff members know and care about me – 37% (BAME) compared to 52% (White British)
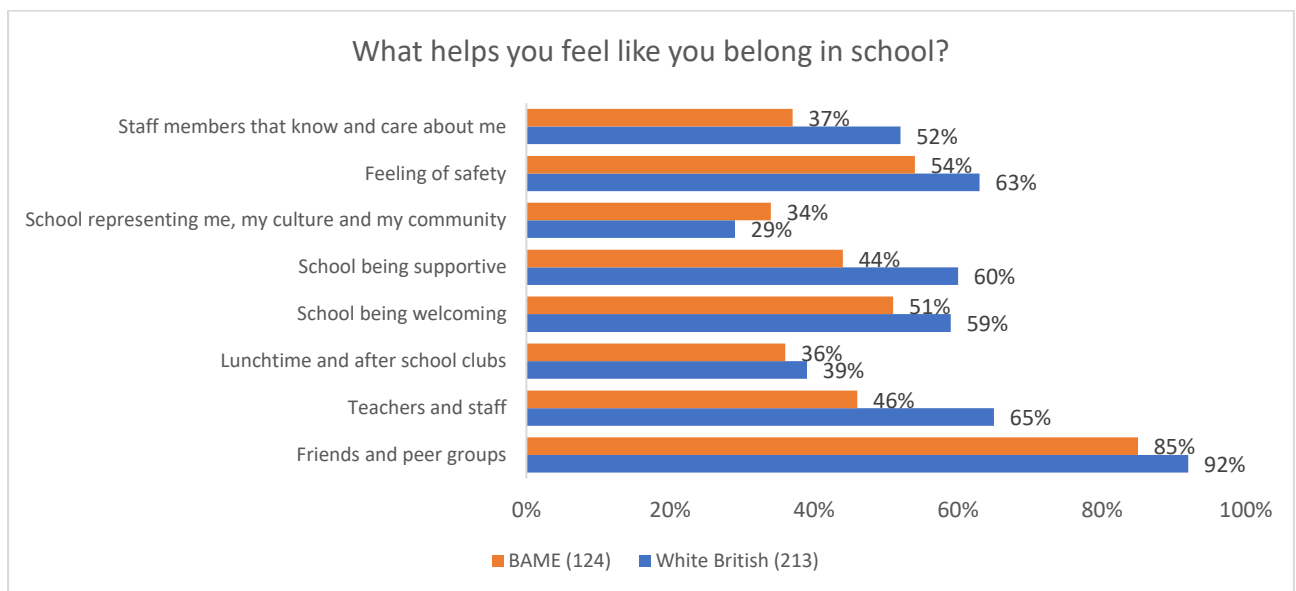
When asked how else school could help to develop a sense of belonging, all four suggested survey options (actions) were selected by over half of the young people with 'support to help you achieve your aims and aspirations' receiving the highest proportions (67%).

How else can school help develop a feeling of belonging for you and others?

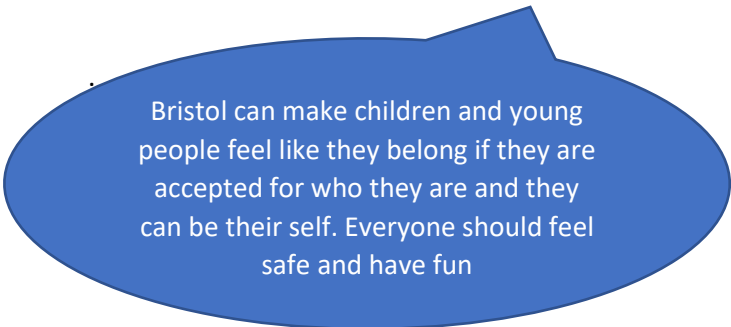| Option	Percentage
Given you support to help you achieve your aims and aspirations	67.4%
Understand what aims and aspirations you have for your future / career	65.7%
Help you to know what kind of job you would like to do as an adult	63.2%
Spark your interest in a particular subject /s by demonstrating how it is used in real life	60.7%
Other (please specify):	7.0%

Base: 399 respondents

Young people offered ideas of how else school can help to develop a sense of belonging. Suggestions included:

- Support SEN
- Positive relationships with teachers where you can talk to them about things you can't/ don't want to talk about at home
- Actually teach comprehensive good LGBTQ+ Sex and Relationships so young queer people don't have to learn it all from the internet where they'll likely be exposed to porn if they're not careful especially if they're trying to learn about wlw sex because wlw get fetishised so much. Teach about disability and chronic illness and how ableism is ingrained into our language and society and how to combat that
- Having things in common with people
- Helping me doing the work set
- I just want friends :(
- To gain better social skills
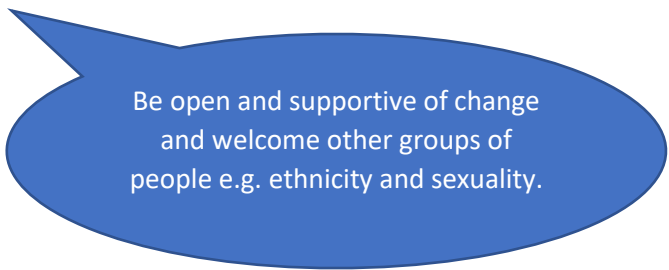- Mental health awareness
- DOORS ON TOILETS!!!!

6. Belonging in Bristol

The survey asked for suggestions on how Bristol can ensure all children and young people feel they belong in their city.

The most common response was to ensure that the city is inclusive to all children and young people. Everyone should feel welcome and able to be themselves and no one should be discriminated against due to their race, religion, sexuality or anything else. We should accept all as they are and make sure we share and learn other cultures.
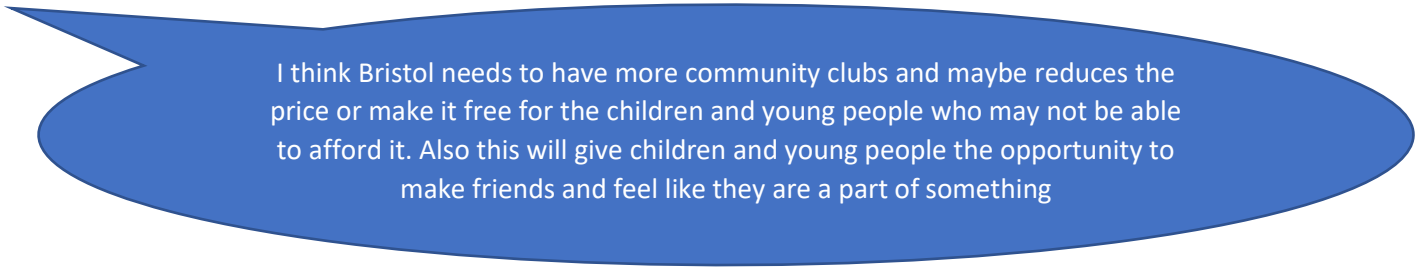
> Bristol can make children and young people feel like they belong if they are accepted for who they are and they can be their self. Everyone should feel safe and have fun
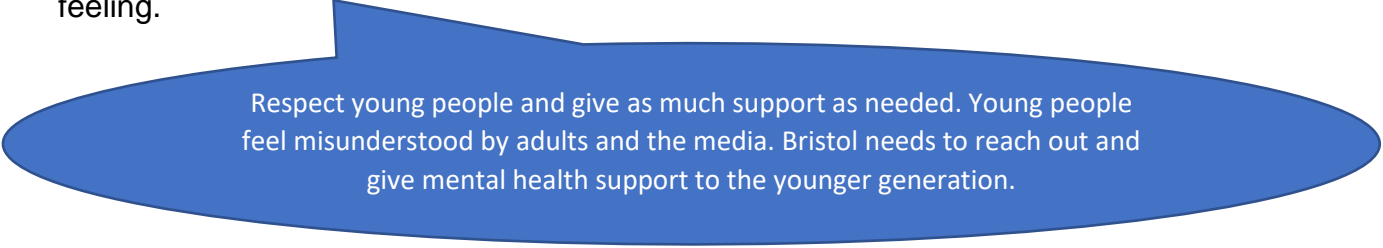
> Be open and supportive of change and welcome other groups of people e.g. ethnicity and sexuality.

The second most popular suggestion was to ensure there are plenty of youth groups and clubs available for children and young people to be involved in. These will give them the chance to learn new things and meet new people. It is a safe environment for them to spend time with their friends.

> I think Bristol needs to have more community clubs and maybe reduces the price or make it free for the children and young people who may not be able to afford it. Also this will give children and young people the opportunity to make friends and feel like they are a part of something

Many comments highlighted the importance of children and young people having a support network and to know where they can go to get help. Children and young people need the feeling that someone is supporting them. Many of these suggestions talked about reaching out to children and young people to discuss how they are feeling.

> Respect young people and give as much support as needed. Young people feel misunderstood by adults and the media. Bristol needs to reach out and give mental health support to the younger generation.

323 answers were given and are worth contemplating. As this survey was created to give children and young people a voice, we decided to publish all those answers in Appendix I – thematical duplications were removed.

How can Bristol make sure all children and young people living in Bristol feel they belong in their city?

Response	No. of respondents
Be inclusive	63
Youth groups / after school clubs	45
Support Networks	33
Listen to children's voices	31
Be friendly/kind	23
Create safe communities	19
Affordable and accessible for all	16
Sense of community	16
Good education	13
Let people know they belong	11
Events for children/young people	10
Ensure safe and happy home	9
Everyone has someone who cares	9
Mental health help	6
More parks	4
Job opportunities / career advice	4
Prevent hunger	4
Support SEN	2
Environmentally friendly	1
Don't know / Not sure	45

Base: 323 respondents

7. Negative influences on belonging

Half of the children and young people responding to the survey suggested that having 'no friends at school' can have a negative influence on their sense of belonging (50%). This was the most selected response to this question closely followed by 'no access to groups or activities in your community' (47%) and 'no friends or family living in Bristol' (46%).

What can have a negative influence on your feeling of belonging?

Category	Percentage
No friends at school	50.5%
No access to groups or activities in your community	47.2%
No friends or family living in Bristol / your community	46.4%
No access to parks and leisure centres / spaces in your…	44.3%
Not feeling understood or being able to be yourself in…	43.3%
Not feeling valued or represented at school	43.3%
Not getting on with your family	42.5%
No access to groups or activities in your school	41.2%
Not feeling valued or represented in your community	36.5%
No access to shops or cafes in your community	36.5%
Not living with your family	29.5%
Not living with your birth family	23.6%
Other (please specify):	15.5%

Base: 386 respondents

Nearly two thirds of respondents with SEN said that not having access to groups or activities in the community had a negative influence on their feeling of belonging (64%). This was the highest factor for children in this group. Respondents with SEN were also more likely than average to see no access to parks and leisure centres as a negative factor on belonging (57%).

Respondents with a disability were also more likely to feel that access to groups/activities, shops/cafes and parks/leisure centres had a negative influence on their sense of belonging than those children and young people who do not have a disability.

What can have a negative influence on your feeling of belonging?

Category	No disability (328)	Disability (20)
No access to parks and leisure centres / spaces in your community	44%	70%
No access to shops or cafes in your community	36%	65%
No access to groups or activities in your school	42%	50%
No access to groups or activities in your community	45%	75%
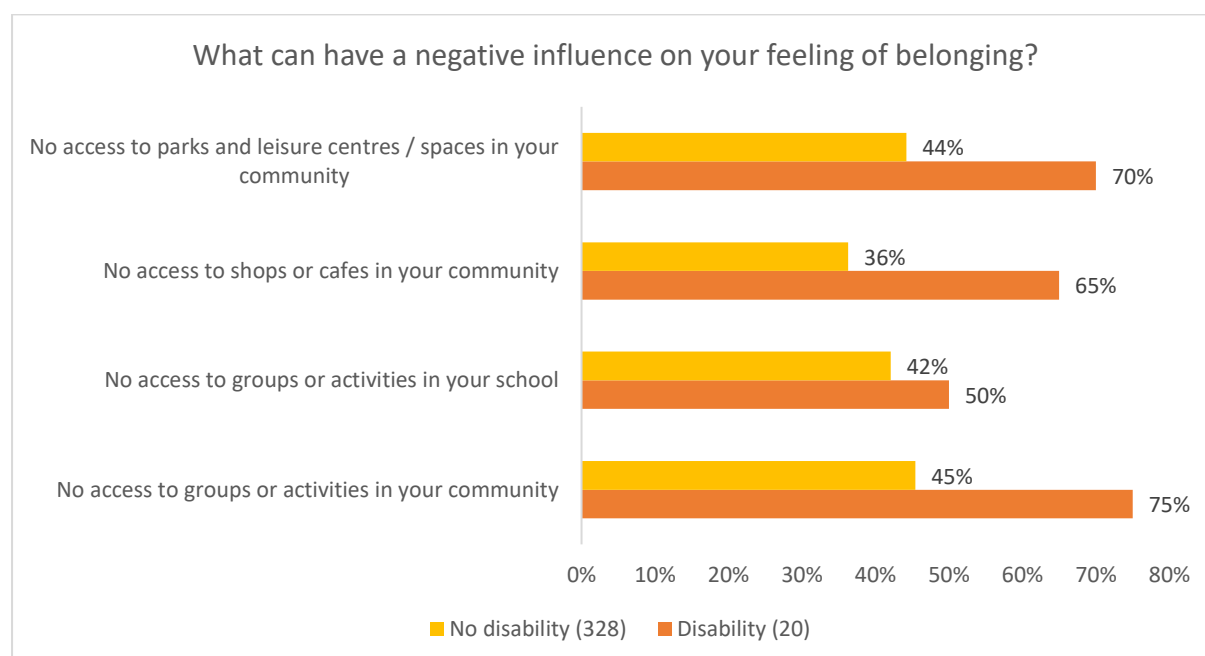
Base: shown in brackets

Bisexual and gay young people were much more likely than heterosexual respondents to suggest that not feeling understood or being able to be yourself within your family had a negative impact on their sense of belonging (73% and 69% respectively vs 40%).
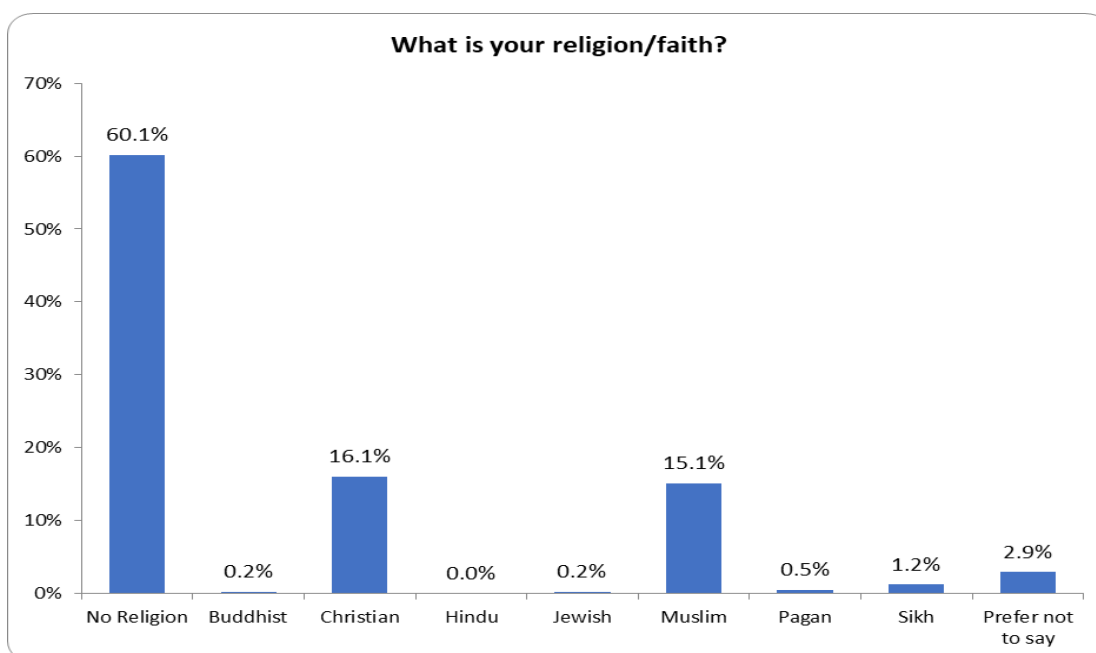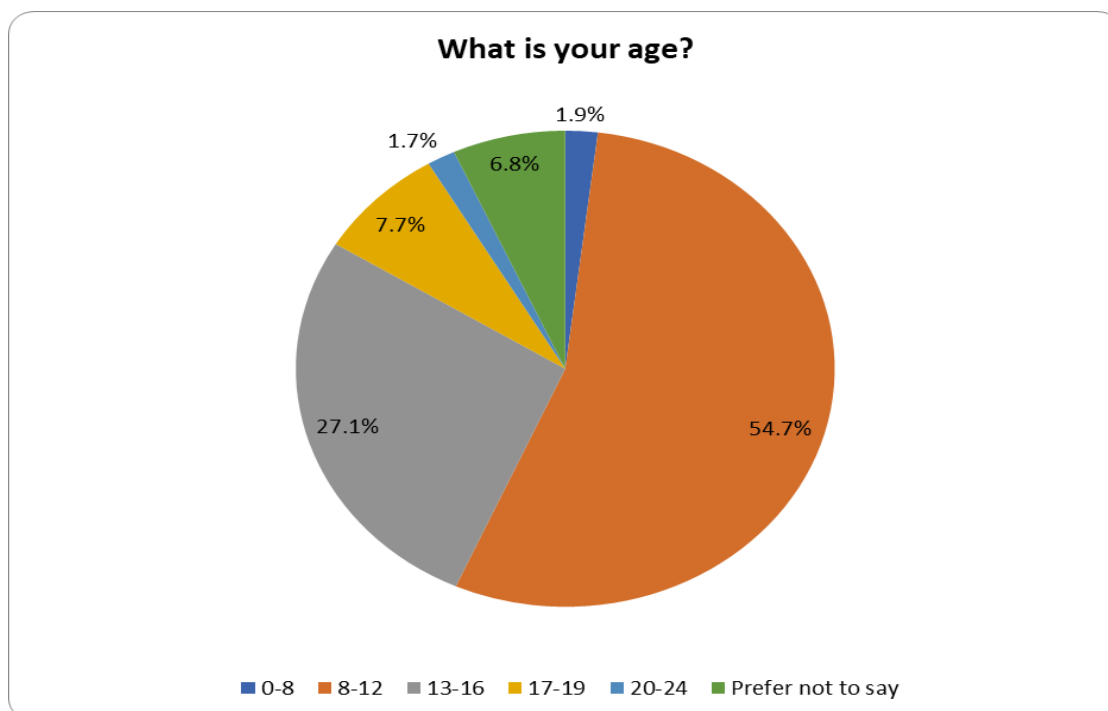
Gay respondents were also more likely than those of a heterosexual orientation to select 'not feeling valued or represented in your community as a negative factor on belonging (62% compared to 35%).

8. Profile of survey respondents

Profile of survey respondents		% of respondents	Count of respondents
Age group			
0-8		1.9%	8
8-12		54.7%	226
13-16		27.1%	112
17-19		7.7%	32
20-24		1.7%	7
Prefer not to say		6.8%	28
Characteristics			
In education, training or employment		78.8%	320
Not in education, training or employment		1.7%	7
Young carer		4.2%	17
Living in care		5.7%	23
Do you have special education needs (SEN)		3.9%	16
Refugee/Asylum Seeker		0.7%	3
Homeless		1.0%	4
In a children's home		0.0%	0
Living with an adopted family		1.0%	4
Living with relatives		7.4%	30
Living with your birth family		61.6%	250
Living on your own or with friends		0.5%	2
Living on your own in supported housing		0.2%	1
Teenage Parent / Guardian		0.7%	3
Prefer not to say		3.9%	16
Disability			
Yes		5.4%	22
No		88.7%	360
Prefer not to say		5.9%	24
Gender			
Female		55.0%	225
Male		39.6%	162
Prefer not say		3.2%	13
Other		2.2%	9

	% of respondents	Count of respondents
Gender reassingment		
Yes	2.0%	8
No	91.1%	370
Prefer not to say	6.9%	28
Ethnicity		
White British	59.5%	245
White Irish	0.7%	3
White Other	4.6%	19
Black /African / Caribbean / Black British	9.2%	38
Asian / Asian British	11.4%	47
Mixed / Multi ethnic group	5.1%	21
Gypsy / Roma / Irish Traveller	0.0%	0
Prefer not to say	5.3%	22
Any other ethnic background	4.1%	17
Sexual Orientation		
Bisexual	7.1%	28
Gay Man	1.0%	4
Gay Woman / Lesbian	2.5%	10
Heterosexual / Straight	58.9%	232
Prefer not to say	21.6%	85
Other	8.9%	35
Religion		
No Religion	60.1%	247
Buddhist	0.2%	1
Christian	16.1%	66
Hindu	0.0%	0
Jewish	0.2%	1
Muslim	15.1%	62
Pagan	0.5%	2
Sikh	1.2%	5
Prefer not to say	2.9%	12
Other	3.6%	15

Are you:

- Prefer not to say — 3.9%
- Teenage Parent / Guardian — 0.7%
- Living on your own in supported housing — 0.2%
- Living on your own or with friends — 0.5%
- Living with your birth family — 61.6%
- Living with relatives — 7.4%
- Living with an adopted family — 1.0%
- In a children's home — 0.0%
- Homeless — 1.0%
- Refugee/Asylum Seeker — 0.7%
- Do you have special education needs (SEN) — 3.9%
- Living in care — 5.7%
- Young carer — 4.2%
- Not in education, training or employment — 1.7%
- In education, training or employment — 78.8%

What is your age?

Pie chart segments:
- 1.9% (0-8)
- 54.7% (8-12)
- 27.1% (13-16)
- 7.7% (17-19)
- 1.7% (20-24)
- 6.8% (Prefer not to say)

Legend: ■ 0-8 ■ 8-12 ■ 13-16 ■ 17-19 ■ 20-24 ■ Prefer not to say

What is your religion/faith?

Religion/Faith	Percentage
No Religion	60.1%
Buddhist	0.2%
Christian	16.1%
Hindu	0.0%
Jewish	0.2%
Muslim	15.1%
Pagan	0.5%
Sikh	1.2%
Prefer not to say	2.9%

9. How will this report be used?

This report and feedback from children and young people will influence the development of the BCC Belonging Strategy which in turn will impact on wider One City plans. Data and comments will influence the 'Community', 'Education' and 'Family' sections. The Belonging Strategy is due to be published in early 2021.

Appendix I

Q: How can Bristol make sure all children and young people living in Bristol feel they belong in their city?

323 responses with about 10 spoilt – duplications taken out

- Be open and supportive of change and welcome other groups of people e.g. ethnicity and sexuality.
- Schools should share more surveys similar to this to spread the word and knowledge so that everybody can feel belonged whenever they are or whatever they do.
- Make sure the voices of children and young people are included at every level of decision-making. Listen to what we have to say and change for the better will come naturally.
- Make leisure activities affordable and accessible for all.
- Creating more spaces to enjoy community life
- Support Sen especially if from single parent family
- Ensure people are accepted for who they are without being bullied for it.
- More inclusive community initiatives
- Teach kids from a young age about all different types of diverse people e.g.: bipoc - stands for Black, Indigenous, and People of Colour, LGBTQ+, disabled/chronically ill, different religions, sexism and misogyny, how the class system still effects people. And teach kids about the history of marginalised communities but without focusing the whole thing on their oppression. By doing this you create a more accepting community.
- More spaces for young people to spend time together
- Make sure all children have access to outside school activity clubs and support groups
- No pollution, a happier world, be kind. have fun.
- A community to rely on
- Give children and young people enough space to play. Have people like community police look out for them, have affordable foods that children can eat when hungry
- Inclusive events
- "Teenage discount cards
- Loyalty cards
- Teenage online magazine
- Teenagers right to vote on local decision
- making sure the city is accessible & inclusive for disabled people, making public transport accessible, making businesses, roads, buildings accessible & educating people on accessibility & ableism
- Tell Henbury leisure centre to bring back out disability hour on a Sunday. Can't swim now can't book and the public swim is too overwhelming but fully booked any way. They have totally dissed the disabled community. Only place we could go as a family.
- Inclusion and more teaching for different types of families, such as single parent families.
- More free activities, groups, clubs, youth groups
- I think teaching diversity in schools is really important. Doing trips around the city to learn about the culture too.
- Give them equal access to resources which will enable them throughout their lives. Especially the arts - music, theatre, dance etc. - healthy food, sport, education.
- Listening to and valuing the opinions and needs of young people
- Equality of opportunity for all.
- Make sure schools accept people with disabilities.

- Maybe if there was some more like gatherings and communal things for children to do in the city to show that everyone belongs here in Bristol, but that's probably hard to do at the moment with coronavirus going on.
- Have more representations ie. statues of different kinds.
- Be more inclusive
- Have after school clubs and programs to help and support children who have not the best time and be very supportive
- Everybody needs someone they trust and love. You don't always need a family (although it is nice to have them) but you just need someone who helps you and cares about you.
- Bristol can make children and young people feel like they belong if they are accepted for who they are and they can be their self. Everyone should feel safe and have fun.
- help the the GCSE students to get higher grades
- checking up on kids and home life
- Make sure children who might seem happy in school or home are ok as well as children in horrible situations because I have a lovely family but I don't always feel loved and I feel lonely when I'm not and I don't show this in school so I guess have social workers in school for all children.
- Murals expressing love, LQBTQAI+, black lives matter, dreams, historical figures e.c.t.
- Enforce more laws and make sure everyone gets the help and support they need
- Workshops in school
- Bristol should accept that people are different and support other peoples' views, even though they might not necessarily understand them.
- They can include every child in every activity and try to give them a sense of belonging
- Don't close down all the youth clubs, lots of youth clubs have already been closed but this helps young people make new friends if they don't go to our school and it also teaches us life skills that school doesn't teach us.
- to not be racist.
- WELCOME
- Respect who and what they are gay lesbian bisexual black white and mixed race whatever just let them know that they are always respected and treated the same as everyone else
- be kind all the time
- For everyone to be friendly and helpful to each other and to have more facilities for children like youth clubs
- Caring and loving for them
- support and understand them
- Make it a safe place for them.
- Caring and loving for them
- To make sure the outdoor areas are clean and well looked after and to make sure people are being kind as much as possible
- Positive relationships
- RESPECT EVERYONES CULTURE AND STOP RACIST PEOPLE
- By having a certificate to say how well they have been learning
- Have play areas so that children can enjoy themselves and feel they belong
- By making it a safe place to be.
- By providing a safe and warm place to live.
- make sure everyone has someone or somewhere they can go to for help
- Adults being more open minded to the children who are also people not figurines of our parents

- Bristol can listen to children and teens ideas and do more surveys to try and work out how to do thing better
- I think Bristol needs to have more community clubs and maybe reduces the price or make it free for the children and young people who may not be able to afford it. Also this will give children and young people the opportunity to make friends and feel like they are a part of something
- Taking further action on all things young people protest about such as equity and climate change.
- By asking children and young people how they are doing or little things like that. It can really have a positive effect on their day
- A voice and representative in the community.
- Improve youth facilities and help young people with mental health issues more.
- Accept everyone
- Ensure schools are safe
- Bristol should accept that people are different and support others views even though they are different than yours.
- make sure every child and young person is heard and has a voice.
- by creating a inclusive society for all where nobody discriminates against people's gender, race or religion.
- ask how they are and what kind of stuff can they do to help
- caring for them and not ignoring them
- Just pay attention to us, stop assuming stuff about us . Stop being work driven and focus on the generation to come
- Make sure that everyone is safe and happy.
- I think children could have lessons in their school where they can talk about stuff that makes them feel like they don`t belong in Bristol.
- Let them feel important
- they could have more surveys online to help Bristol understand what people like and is what most needed in our city they should also help young people up to 27 with money because that becomes an issue sometimes and they should help other people in need
- "I have no idea. I have no friends. And I don't think I can make friends. And I keep on moving school and country.
- :'(I am stupid and I have no importance in society. I can't talk to people like I used to. I wish I could be normal. Why do teachers feel scary even though they are not? Whenever I look at someone, I just wish I could be like them, even the most ugliest looking person (according to society). I cry every day. I know all the answers to the questions at school, but I'm too scared to raise my hand in fear of getting it wrong and people laughing or because of teachers or people just looking at me."
- "make them feel at home.
- "Make transport for children free.
- some more music around town would be cool
- ask the children if they want some alone time with a teacher and helping them or like do games
- Create access to youth clubs and parks for teenagers to hang out where younger children can play separately.
- By including them in the decision-making process and more funding for youth projects.
- Keep communicating with them to find out their thoughts and feelings

- By giving and supporting young people in being themselves and speaking out through sport and academics.
- Making sure people feel accepted for who they are
- I feel as every child should have a teacher in school who checks up on them and has no judging conversations with them, almost like a therapist
- good schools
- MORE FOOTBALL CLUBS SPORTS CLUBS MORE PARKS AND ASTRO TURF
- celebrating all cultures
- Let them speak up
- I'm not safe because I am Somali *cries* HELP help HELP help
- Give job opportunities to everyone.."
- inspire children
- Activities for young people through school, i.e. careers pathways and opportunity how they can get into certain jobs or interests
- Create more roles for young people in Bristol within the city
- Putting less stress on children at school and not being harsh on them if they do something wrong
- Make sure all children are happy and make more helplines available in school and therapy should be more widespread
- to fire all mean teachers and hire kind ones!
- TO SAFE US AND GIVE US EDUCATION.
- Feel connected - better transport to get around.
- "Opportunities are key. Social groups, scouting, messy church etc"
- Pride flags in school
- I think a crucially there needs to be more awareness spread about mental health issues, eating disorders, the lgbtq+ community and racism. This will make young people who may be struggling feel more open to talk about their problems.
- Sport - especially team sport - is an extremely great way for young people to feel a sense of belonging, and also learn team-building skills along the way. So, maybe an increase in youth sport groups and classes would be a good way to make young people feel a connection with the city.
- By doing something special to kids on a certain day of the year like a parade
- Making city safer, easier to walk around and to hang out