**Tier 3 Healthy Weight Management Service:**

**Summary Service User Engagement Outcomes Report**

**1. Introduction**

This report includes the key takeaways from the engagement activities designed to inform the development of the Tier 3 Healthy Weight Management Service for children and young people (CYP) in Croydon. A total of 48 participants contributed their opinions to this report.

The feedback from these events has been reflected in the draft specification.

**2. Scope and Purpose of the Engagement**

**2.1.** A series of service user engagement events were held to ascertain what potential service users require from a tier 3 healthy weight management service and what the possible facilitators and barriers would be to accessing a service intended to encourage sustainable, healthy life-styles leading to improved wellbeing.

**2.2.** The purpose of this is to inform format and delivery of the tier 3 healthy weight management service for CYP in Croydon, through a process of coproduction that ensures issues important to CYP, parents, carers, families and partners are appropriately reflected in the development of this service.

**3 Summary of Responses**

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| **Question** | **Main themes from responses** |
| 1. What do you like to do to be healthy? | * Exercise
* Manage mental health
* Eat a balanced diet
* Have a consistent routine
* Play with friends
* Dancing
* Active play
* Sports
* Walking
* Athletics
* track and field
* Boxing/martial arts
* Going for walks
* Being in nature
* Looking at books
* Spinning and climbing
* Swimming
* Cycling
* Trampolining
* Playgrounds
 |
| 2. What stops you from being healthy? | * Cost
* Too much school work
* Overcommitment from paid work or extracurricular activities
* Poor mental health or sleep
* Availability of fast food
* No help to go
* No public transport
* I can’t get there
* No activities I like
* Location
* Time
* Facilities
* Atmosphere
* Staff
* Adult-led activities with prompts and requests
* Large team games
 |
| 3. Would anything prevent you from doing things in Croydon? | * Safety concerns
* Lack of trust in Croydon services
* Cost
* Few activities appeal
* Location
* Information
* Choices
* More activities
* Competitions & Prizes
* More places
* Vouchers
* Information about the activities
* Information about the benefits
* A chance to help design the sessions
* A chance to help coach/support
* Staff that understand CYP
* Peer support
* Being acknowledged for taking part
* Location
* Day
* Time
* Facilities
* Atmosphere
* Confidence in the staff delivering the service
 |
| 4. What would help CYP join a service like this? | * Confidence in Croydon services
* A safe and secure location and atmosphere
* Day/ Time: after school and weekends
* Racial and cultural inclusivity – staff and activities
* Staff that understand CYP
* A good range of engaging activities
* A location that is near service users’ residence
* Incentives & rewards
* Information about the activities
* Information about the benefits of the service
* A chance to help design the sessions
* Staff that understand neurodivergent CYP
* Includes parents and carers
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| 5. What will help CYP take part in this service? | * Loyalty scheme
* Trial sessions
* The option to include parents/ carers/ families/ friends or not and training for them to help support service users
* Volunteering opportunities for CYP to help run sessions
* Relatable staff
* Environment suitable for neurodivergent children taking into consideration sensory processing challenges (noise/light)
* Frequent exercise sessions for SEN children which are easy to access (weekends)
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| 6. If you were in charge, what would you include in this service? | * Online/ virtual element
* Friendly atmosphere and provision of safe space
* Equal focus on mental health
* Tailored services for different age groups
* Young, empathetic staff from multiple cultures and ethnicities
* Financial assistance
* An appreciation of various levels of lifestyle that looks beyond mainstream nutrition and health
* evidence led approach
* Range of accessible, friendly exercise groups
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