

Topic: Quality of Life				
Issue / Challenge	Solution	Play #yourpart		Priority rating
		Lead for action	Who else?	
<p>Police Scotland/Community Action Team (CAT) What steps could be taken to address anti-social behaviours? How could the CAT team work with the community to tackle local issues?</p>	<p>Was anti-social behaviour an issue in Berwickshire? Is it based on perception(s)?</p> <p>Awareness raising, community engagement, peer support Ensure the Community Action Team (CAT) are visible and communicate how best to get in touch with them. Advertise that local councillors are the gateway to CAT. Issue around 101 calls not being answered – staff don't know the local area. Understanding of how 101 calls are 'weighted'.</p> <p>Appears to be misuse of social media by young people. There are separate Youth Community Officers working with Primary and Secondary schools, they work closely with the Community Officers.</p> <p>Local issues identified and dealt with promptly. Focus on community engagement, prevention, peer support and local groups.</p>	<p>Police Scotland Scottish Borders Council</p>	<p>General public Local groups Community Councils Sports clubs/organisations Men's Shed / Enhancement Groups</p>	
<p>Scottish Fire and Rescue Service (SFRS) What measures could be taken to raise awareness and address safety in the home?</p>	<p>Most voluntary referrals are the worried well. More people want to live longer at home.</p> <p>More community engagement, two-way communication/information channel Online information sharing Home fire safety visits Focus on prevention, including slips, trips and falls (accidents in the home). Mirror the Cheviot Health & Social Work Team model.</p> <p>Creating more/better referral partnerships and pathways into the SFRS. For example Borders Community Transport, good neighbour schemes. How about SB Cares as a referral partner? Work through the High Schools and school children – online videos which are designed for school teachers to use.</p>	<p>Scottish Fire and Rescue Service</p>	<p>Key partners, stakeholders (e.g. SB Cares, Community Transport schemes, Community Council etc.) General public, community groups, neighbourhood schemes etc.</p>	
<p>Live Borders How do we make leisure and culture services and facilities accessible to all? How do we encourage participation in</p>	<p>Transport links and connections Timings of services / activities – esp. evenings Improve services Transport to access services required More events/classes to more local/rural venues e.g. village halls (as is happening in the Highlands) Engage/co-produce what they want/how to engage with them – ask groups e.g. young people Service redesign Groups need to join up</p>	<p>Live Borders Community Centres All (change in mind set required)</p>	<p>Scottish Borders Council, incl. Schools/Education Other local community groups and people e.g. churches</p>	

Berwickshire Area Partnership

<p>leisure and culture opportunities?</p>	<p>Make access easier / more convenient, affordability More/better marketing and promotion – of the offer, how to sell in, not just through social media; look beyond your museum, facility Open to public participation, devolve power to local areas More ownership to local communities, local people have the knowledge to lead on actions Different service providers working together Capacity to work with volunteers, including the volunteer’s capacity</p>			
<p>Community Learning and Development (CLD) How do we improve the well-being and life chances of our most vulnerable children and young people?</p>	<p>Safeguarding on social media (for young people) 30% of young people identify with mental health issues Transport/connections into the vulnerable support groups – what technological solutions could help here; how can tech opportunities create better connections?; what about networks? More space for young people to get together- attractive area for youth work Move from Community Plan to implementation More support from SBC to local groups to lead on action and responses Recognise the skills/expertise of organisations and individuals Cool down crew (adapted from national model) – identify vocational solutions Reward children who are achieving rather than just those who “play up”</p>	<p>Scottish Borders Council (Education)</p>	<p>Borders College Health & Social Care Partnerships Learning Community Partnership SFRS Youth work in Berwickshire</p>	
<p>Communication How do we ensure communities and individuals know what is happening in their area? How do we engage with those who are socially isolated?</p>	<p>Tapping into community groups / networks Knocking on the door from groups/neighbours Overstretched volunteers – 4-5 people doing a lot of things Lack of communication How best to join/look things up – what opportunities to promote/communicate activities, e.g. SB Connect, word of mouth, notice boards, newsletters, printed copies, facebook pages, effective media Electronic noticeboard being developed by Duns Community Council/A Heart for Duns Need effective communication media Investment – look at good examples elsewhere e.g. biking in Tweeddale. Increase spend on early intervention Access pupil equity fund – spend on early intervention work – socially prescribe (NHS Borders & buy in from everyone) Different perspectives between young and old on what social isolation looks like. Tech solutions can help but also isolate. Education piece required. PlaceCal.org – community events calendar, age friendly website collects hyperlinks re. events in community</p>	<p>Scottish Borders Council Community Learning Partnership</p>	<p>Area Partnership</p>	
<p>Other: Shared communal spaces</p>	<p>How do we create communal spaces for all? Open and inclusive to get away from cliques Solution - Local groups have an “open day/come and try” to break down barriers</p>	<p>Everyone</p>		