

# Report of the Strategic Director, Place to the meeting of Bradford South Area Committee to be held on 27<sup>th</sup> September 2018

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## Subject:

Youth Service – Bradford South Area

## Summary statement:

This report gives an update on work undertaken by the Youth Service – Bradford South Area during 2017-18.

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**Portfolio:**  
Neighbourhoods and Community Safety

**Overview & Scrutiny Area:**  
Children's Services

## 1. SUMMARY

- 1.1 This report gives an update on work undertaken by the Youth Service – Bradford South Area during 2017-18.

## 2. BACKGROUND

- 2.1 The Bradford Council Youth Service is part of the wider Bradford District Youth Offer that aims to ensure the provision of a range of activities and services that take place in safe spaces, where young people can develop a sense of belonging, socialise with their peers and develop relationships with adults they can trust. It recognises that with the right supportive relationships, strong ambitions and good opportunities all young people can realise their potential and be positive and active members of society.
- 2.2 From April 2017 the Youth Service has been working to a new Vision statement and set of Key Performance Indicators (KPIs) reflect the current work and priorities of the Youth Service and are aligned to the five Key Elements of the Bradford District Youth Offer. They are:

### Vision Statement

The Youth Service works with partners to ensure that young people grow up healthy, happy, informed and aspiring; proud of whom they are, where they come from, and actively involved in their community.

### KPIs

|  |
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| <i>Youth Offer Element 1 – Information, Advice and Guidance</i><br>Increase the numbers of young people accessing IAG through digital media.   |
| <i>Youth Offer Element 2 – Voice and influence</i><br>Increase the numbers of young people participating in Youth Voice opportunities at all levels.                                 |
| <i>Youth Offer Element 3 – Open access</i><br>Deliver a diverse youth offer through working in partnership with the Voluntary & Community Sector (VCS) and local communities.        |
| <i>Youth Offer Element 4 - Targeted provision</i><br>Increase the number of specific interventions to address the needs of vulnerable young people.                                  |
| <i>Youth Offer Element 5 - Active citizens and young people's contribution to community life</i><br>Increase the number of young people having a positive impact on their community. |

Appendix A gives details of work that the Youth Service has undertaken in the Bradford South Area to contribute to achieving these KPIs during 2017-18.

### 2.3 Buddy support as part of Youth In Mind Pilot

As part of a wider health service initiative called Youth In Mind, the CCGs are now commissioning the Youth Service (via Creative Support) to deliver 'Buddy support' to support young people who have been assessed by the Child and Adolescent Mental Health Service (CAMHS) to have mental health issues. Since the start of April 2017, Youth Workers have received on average 5 referrals, at any one point in

time. Youth in Mind is part of the CCGs strategy to broaden support for young people with mental health issues within non medical/ specialist services. MYMUP online system is part of this offer, as well as WRAP (Wellness Recovery Action Plan) lead by Barnardos and a volunteering programme lead by Yorkshire Mentoring Service.

Youth Workers act as Buddies to the young people, their role is to befriend them, support them using the Signs of Safety approach and navigate them to the various support opportunities available to them.

A joint Youth Service, CAMHS and Youth in Mind away day was held in March 2018 with staff and young people which reviewed the impact of the support offered by Youth Workers. In many cases young people reported that the support had made them feel less isolated, more connected with their community and safer. In addition, our work with CAMHS has helped to reduce some of the demand for specialist support whilst increasing access to local social support. Youth Workers have continued to access training through the CCG and partners and this has led to an increase in Youth Worker's knowledge and skills on issues such as; self harm and self care.

The following table is the allocation of young people referred to the Youth Service up to 31<sup>st</sup> March 2018:

| Area                  | Allocation |
|-----------------------|------------|
| Bradford East         | 108        |
| <b>Bradford South</b> | <b>126</b> |
| Bradford West         | 80         |
| Keighley              | 118        |
| Shipley               | 85         |

#### 2.4 Other work targeted at young people with specific needs CSE

The Youth Service continues to provide direct support to young people at risk of Child Sexual Exploitation. Over one hundred and twenty young people identified as at risk by the CSE hub have been referred for one to one support. This support is provided by youth workers who support the young person to understand more about what makes them vulnerable.

Over a number of sessions young people are able to build trust and learn different ways to stay safe and how they can build respectful and appropriate relationships with their peers. Young people have reported that as a result of the support they have received they feel safer, have a support network and feel more connected to their local community.

The Youth Service has also worked in partnership to support the development of a number of local groups for young women. The Build a Girl project is an example of a local project that offers peer support and encourages youth voice on key issues such as safety.

## Early Help

The Youth Services has worked with the Early Help Teams throughout Bradford to support vulnerable young people. Through the local cluster panels Youth Workers have been able to offer support to young people for a wide range of issues including family breakdown, domestic violence, anger management, isolation, drug and alcohol and non attendance at school. As a result young people are supported at an early stage to address some of the root causes of issues affecting them. This has helped to prevent young people from becoming a child in need or a child at risk of harm and entering social care.

The Youth Service has supported the Early Help teams to develop community based support for Families to help sustain change and support parents to overcome issues that affect the whole family.

### 2.5 Changing Places

Bradford Council has received funding from the central government Controlling Migration Fund to work with people from hard to reach and isolated communities with a focus on new migrant groups. Four constituency areas (Bradford West, Bradford East, Bradford South and Keighley) have allocated a lead worker to work on the Changing Places programme. Each area participated in a residential experience for their young people who were targeted from new migrant communities. Additionally all areas are working on a social action project that would benefit the wider community that is planned, developed and delivered by the young people.

Bringing the different components of the district wide programme together, we have been responsible for participating in a number of high profile projects.

- 100 surveys completed with young EU women regarding teenage pregnancy, sexual health and barriers.
- Feeding the homeless over the winter period by volunteers from the Changing Places programme.
- A district wide celebration night where participants received accredited certificates for their participation in the Changing Places programme.
- Young EU people involved in the district wide early help consultation.
- New Migrant young people have planted hanging baskets and distributed these to old people's homes across the area to bridge relationships between older and younger generations.

Over the past 12 months there has been 68 specific Changing Places sessions delivered across the district with 226 individuals participating. Young people have achieved accreditations and recognised learning outcomes including the Lord Mayors Award, ASDAN & the Local Youth Award.

## **3. OTHER CONSIDERATIONS**

### 3.1 No further considerations

#### **4. FINANCIAL & RESOURCE APPRAISAL**

- 4.1 As part of the Budget decisions taken by the Council for the financial years 2016-18 the Youth Service budget needed to find savings of £750,000 over the two years. These savings were delivered on schedule.

#### **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

The implementation of the budget savings for the Youth Service was subject to the internal risk management plan of the Council and progress is reported to the Place Departmental Management Team on a monthly basis.

#### **6. LEGAL APPRAISAL**

No issues.

#### **7. OTHER IMPLICATIONS**

##### **7.1 EQUALITY & DIVERSITY**

The Youth Service as part of the Council's commitment to the District has a responsibility to ensure that the service is accessible to all young people and that participation in the service reflects this approach.

##### **7.2 SUSTAINABILITY IMPLICATIONS**

The Youth Service delivery enables local initiatives to be supported, encouraging groups and individuals to undertake activities that improve the social, economic and environmental well being of their communities.

##### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

Greenhouse gas emissions and wider environmental impacts was a consideration of the Buildings Review.

##### **7.4 COMMUNITY SAFETY IMPLICATIONS**

A number of youth projects are either directly or indirectly concerned with improving community safety within local communities. The increased involvement of young people in local decision making has the potential to improve community safety. The Youth Service plays a key role in ensuring that young people's voices are heard.

The strengthened approach to the devolution of the Youth Service as will allow for:

- an increased sense of local democracy for both young people and communities
- young people to be more active in democratic, decision-making processes alongside their political representatives
- the voice and influence of young people to remain central, meaningful and paramount in identifying and addressing needs and issues in their communities
- the requirements of the localism/devolution agenda to be met effectively and efficiently

##### **7.5 HUMAN RIGHTS ACT**

There are no direct Human Rights implications arising from the recommendations below.

##### **7.6 TRADE UNION**

The specific budget proposals for 2017-18 included staff reductions which were subject to consultation with the Trade Unions.

## **7.7 WARD IMPLICATIONS**

Youth Service projects and activities support young people and communities within all the Wards in the Area.

## **7.8 IMPLICATIONS FOR CORPORATE PARENTING**

Not applicable.

## **7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT**

Not applicable.

## **8. NOT FOR PUBLICATION DOCUMENTS**

None.

## **9. OPTIONS**

9.1 That Bradford South Area Committee adopts the recommendations outlined in this report.

9.2 That Bradford South Area Committee adopts the recommendations outlined in this report, with amendments.

9.3 That Bradford South Area Committee decides not to accept the recommendations outlined in this report

## **10. RECOMMENDATIONS**

10.1 That the work undertaken by the Youth Service in the Bradford South Area as detailed in this report be welcomed.

## **11. APPENDICES**

11.1 Appendix A: Work undertaken by the Youth Service in the Bradford South Area 2017-18

## **12. BACKGROUND DOCUMENTS**

12.1 Youth Service – Service Changes and Budget 2017-18, Document “F”, Bradford Area Committee, 13<sup>th</sup> July 2017

## Appendix A

### Work undertaken by the Youth Service in the Bradford South Area 2017-18

#### ***Youth Offer Element 1 – Information, Advice and Guidance***

*Increase the numbers of young people accessing Information, Advice and Guidance (IAG) through digital media.*

| Constituency | Number of young people |
|--------------|------------------------|
| East         | 108                    |
| West         | 80                     |
| <b>South</b> | <b>126</b>             |
| Keighley     | 123                    |
| Shipley      | 85                     |

#### **Commentary**

In Bradford South young people have been supported to access information, advice and guidance *digitally* through a self-care tool called *Make Your Mind Up*. This digital tool enables young people to explore a range of issues such as employability, housing, diet and exercise whilst promoting better mental health and wellbeing. The digital tool works alongside a range of in-house *IAG* such as; weekly workshops, school session, community information events and local support groups. Young people also have access to *IAG* through leaflets and displays within each of our youth centres.

*This digital tool is now available to all young people that are working with the Youth Service and our partners.*

#### ***Youth Offer Element 2 – Voice and influence***

*Increase the numbers of young people participating in Youth Voice opportunities at Ward, Area, District or National level.*

| Constituency | Number of young people |
|--------------|------------------------|
| East         | 227                    |
| West         | 254                    |
| <b>South</b> | <b>234</b>             |
| Keighley     | 320                    |
| Shipley      | 321                    |

#### **Commentary**

In Bradford South young people have been supported to participate in a wide range of Youth Voice initiatives including regular participation in Ward Forums, Bradford South Grant Advisor Group, Bradford South Area Committee, Early Help Consultation (2018), Annual Youth Voice Event (Regional Youth Work Unit), Bradford Teenage Pregnancy Consultation (2017), Health Foundation Young People's Inquiry Bradford (2018).

Young people have also played a significant role in developing local youth provision in their ward. Youth workers work with key members to ensure that weekly youth provision is reflective of the needs of young people each ward. As a result of young people's participation; new sessions have

been developed such as *Youth in Mind* peer support groups, Junior youth provision. Sometimes changes are more subtle and relate to the days, times and content of weekly sessions – all of which reflect what young people want in their local community.

**Youth Offer Element 3 – Open access**

*Deliver a diverse youth offer through working in partnership with the Voluntary & Community Sector (VCS) and local communities.*

| Constituency | Average weekly attendance |
|--------------|---------------------------|
| East         | 344                       |
| West         | 403                       |
| <b>South</b> | <b>377</b>                |
| Keighley     | 415                       |
| Shipley      | 206                       |

**Commentary**

The Youth Service has been specifically tasked with maintaining levels of existing open access provision in each ward by working in partnership with the VCS and local communities. In Bradford South we have worked in partnership with a wide range of organisations to help grow youth provision and strengthen the quality of the youth offer to all communities. Examples of these partnerships include:

*Queensbury Community Partnership, Queensbury Academy, Scholemoor Beacon, St Johns, Grange Academy, Sandale Hub, Footprints, BBEC, Bradford Park Avenue Football Club, Tesco, Friends of Harold Park, Royds Community Association, Bradford Bulls, Bradford Community Cycling, Wibsey Rugby Club, St Marys Church, Appleton Academy, Motive8, The Hollies, Valley View, Step2 Young People’s Health Project, Build a Girl Project, All Star Entertainment, Holme Wood Connect, Tong Academy, Bradford Fosters Academy, CAMHS, School Nursing Team, MYMUP, CSE Hub, Children’s Social Care, Early Help, Youth Offending Team, Neighbourhood Policing Team and the National Citizenship Scheme.*

**Youth Offer Element 4 - Targeted provision**

*Increase the number of specific interventions to address the needs of vulnerable young people.*

| Constituency | Number of Interventions            |
|--------------|------------------------------------|
| East         | *30 + **108 = 138 x 3 = 414        |
| West         | *26 + **80 = 106 x 3 = 318         |
| <b>South</b> | <b>*32 + **126 = 158 x 3 = 474</b> |
| Keighley     | *21 + *118 = 139 x 3 = 417         |
| Shipley      | *15 + **85 = 100 x 3 = 300         |

\*CSE \*\*YiM The CSE and YiM cases have been added together and then multiplied by a minimum of 3 interventions.

**Commentary**

In addition to maintaining the level of open access youth provision we have seen significant growth in the number of specific one to one’s that have helped address the needs of vulnerable young people. The following case studies highlight the impact of these interventions on the lives of young people in Bradford South. A key aspect of this work has been in Youth Workers use of a range of early intervention methods that have reduced the need and dependency on specialist services.

**Youth Offer Element 5 - Active citizens and young people’s contribution to community life**

*Increase the number of young people having a positive impact on their community.*

| Constituency | Number of Volunteers recruited |
|--------------|--------------------------------|
| East         | 80                             |
| West         | 108                            |
| <b>South</b> | <b>100</b>                     |
| Keighley     | 85                             |
| Shipley      | 104                            |

### **Commentary**

The Youth Services has supported young people's participation in a wide range of community action projects. The People Can website provides some examples of the ways in which young people have a positive impact on their community. Ward specific examples for Bradford South include:

### **Great Horton**

Young people have been active in a range of community actions projects in Great Horton many of which have had a direct focus on improving the local environment. This is a key issue in the ward and young people have been quick to get involved and offer their support. The young people have worked alongside local residents on: local litter picks that have helped raise awareness of the need to dispose of litter correctly, a community garden project to help promote healthy and well being and supporting an environmental day at Great Horton Village hall in partnership with St Johns.

In addition, young people have also volunteered at a local soup kitchen making soup and handing out to people who are homeless around the outskirts of Bradford city centre. This was a powerful project that allowed young people to understand more about some of the issues faced by vulnerable adults.

### **Queensbury**

Young people have played an active role in several community action projects including: the Queensbury Community Heritage Project which has allowed members of the community to understand more about the history of the Black Dyke Mill. Young people have embraced the opportunity to support this project through volunteering to help at music events in the mill as well as making and selling local products to help raise funds. This project has brought together different members of the community for the first times and allowed everyone to feel proud of the local history in Queensbury.

In addition, young people have also supported a number of causes such as baking and selling cakes on behalf of the Alzheimer's Society. This has help raise awareness of this issue and encouraged more young people to be neighbourly. Young people have also supported community events such as the Queensbury Performing Arts showcase event where they helped sell teas and coffees during the show.

Queensbury Young Leaders have also participated in a range of community meetings and forums where they have been able to share their ideas on a number of community developments such as the stake park.

### **Royds**

Joint community action projects have involved young people working alongside; the Friends of Harold Park to help improve the image of the park and make the park a safe space for all. This has seen young people involved in a range of initiatives such as community meetings, litter picks and

community events.

Young people have also helped to reduce anti-social behaviour through working together with Sandale, Bradford Park Avenue FC, Tesco's and the Police. This has seen volunteers take action to promote a positive image of young people helping with a range of gardening projects and community events in Woodside and Buttershaw. Young people have played an active role in both Buttershaw on the Beach and Winter-Wonderland events organised by Sandale.

Young people have also developed a Peer Support group called Our Power which seeks to support young people who are vulnerable and at risk of isolation. The group runs weekly from Bradford Park Ave community room and offers support to young people aged 10-18 years old.

### **Tong**

Young People in Tong have been active in a range of community projects that have helped to increase the number of children and families using local facilities. Examples of these include; supporting the development of Holme Wood Connect. This project has seen young people offer their time to develop fun activities that help young children to read and complete their homework. Young people have also helped promote healthy eating habits through preparing and sharing examples of healthy snacks and meals. Young people have also played an active role in a number of Family Fun days at the TFD centre in Holme Wood. The aim of the fun days has been to raise awareness of the support and facilities available to the community.

In addition, young people have supported the development of the Build a Girl project that offers support to young women and girls in the local area. Young people have offered their time each week and volunteered to help run sessions. As a result the group has been able to put on a number of community performances including Alice in Holme Wood. These performances have allowed young people to engage in community drama and have helped open the door to getting involved in other community action projects such as; the Women of the World Festival, Speakers Corner and work with Bradford Safeguarding Children's Board.

### **Wibsey**

Young people in Wibsey have helped support the development of a cycling project in partnership with Bradford Cycling Club. Based in Odsal Stadium, the project has enabled young people to offer opportunities for both children and their families to participate in cycling. Critically, the project has also played an important part in helping to support young people's well being, helping to reduce social isolation and improve mental health. A further impact of this project has seen young people joining Bradford Cycling Club and developing relationships with the cycling community. This is another example of young people offering their peers support and reducing the need for specialist services. In addition, young people have also participated in a range of community events such as Wibsey Gala – where they helped fundraise for their local youth club by painting faces and running activities for younger children.

### **Wyke**

Young people have been active in a range of community action projects. One example is the Christmas Cuppa's Event at St. Marys Church – this is an intergenerational tea party hosted by young people for local elderly residents to develop positive relationships and break down barriers.

A partnership with Shirley Manor school and the National Citizenship Scheme (NCS) has seen young people work together on a gardening project - this has seen the transformation of the green space at Shirley Manor school which the primary school children can now use to could grow vegetables.

Young people have also worked alongside community members to help paint the Wyke Park Bowlers/Veterans hut – this has helped improve the appearance of the hut and develop good community relations between the groups.

Young people have also taken part in an Anti Social Behaviour awareness day at Leeds Road fire station where they were able to spend a day learning about some of the challenges faced by fire-fighters in the communities. They were able to take on the role of fire-fighters for the day and engage in team building activities. This helped the young people gain information and facts and take action to then educate family and friends within the community about the role that fire fighters play in our lives.

## **Appendix B**

### **Case studies highlighting the impact of specific youth work interventions on the lives of young people in Bradford South 2017 – 18**

#### **Case Study A**

*A aged 16 years was referred to me through admission to hospital as she had tried to take her own life. When I met her she was extremely low, and talking about not wanting to live.*

*I was not aware of her issues but found a safe place, and time, to sit and listen to her story which has led her to this point. She opened up as I listened and it slowly unravelled some of the things she had recently been through.*

*A does not get on with parents and she has to care permanently for her 8 year old brother, she has been abused and has low self esteem, no confidence, very emotional and at breaking point.*

*A told me after the first one to one session that she felt a relief and felt like she had been listened to and that for her, the Youth Work Buddy relationship made her feel comfortable. We together wrote a plan of action on A terms, a realistic look at where she was and where she wanted to go.*

*I contacted college, CAMHS and social care to work in partnership and made sure I was there for the multi agency meetings taking place so I could work together on behalf of A needs.*

*The college where A was studying was the first action to look at as A had been temporarily suspended for her and others safety. A meeting took place with myself, the head of safeguarding at College and A. Together we did a signs of safety document, to look at the possibility of A returning back to college. The finished work presented a full package of A being able to return back to college. Working together with other agencies is vital as the young person talked to me openly in one to one sessions and I am able to feed this back to other agencies working closely with A*

*I met A regularly each week for a one to one session but also took her with me to my Youth club. The young people there made her feel so included and welcome. Community area based clubs work so well as the young people feel a sense of belonging to a community and neighbourhood. She has been attending each week and has participated in, HITT, circuit training, team games, learnt to play pool, and we have been able to take time on our own when A just needed 10 minutes out of a group situation.*

*A is attending counselling through her doctors to give her the professional help she needs, after building her confidence up in our one to one sessions each week she was able to have the confidence to ask for this help herself.*

*A has told me she does feel like she has something to live for now. She is enjoying community based youth club mixing with peers, making new friends and learning new skills, she is very happy to be back at college studying Health and social care and has now got aspirations to be a youth worker and work in a children's home, she looks forward to talking in a one to one session each week about how she feels, and where she wants to go.*

*She feels although she finds life very hard with things she has been through she has a purpose again.*

### **Case Study W**

*I first met W on 06/11/17 after he was referred through CAMHS for the Buddy Project, W is 12 years of age, my first meeting with him involved doing an initial assessment, this involved W, mum and step dad, the issues discussed involved W who presented himself as being lacking in confidence and struggled with social skills which in turn meant that he struggled to maintain many friendships, W was also awaiting assessment for autism. W's parents also have a history of mental and physical health issues and this can impact on W's development. W has Dyspraxia which means he struggles at times with his physical health and taking part in any health and fitness activities for any length of time.*

*W has had problems in school due to his behaviour from which he gets regular detentions for being late or for his behaviour towards others. W has many interests which include playing football and rugby, W also spends a lot of time gaming in his bedroom, W will sometimes do this as a release due to having at times a difficult relationship with his stepdad who can be over critical of W. W in my experience is a polite and well mannered young person who is very easy to communicate with.*

*W throughout the Buddy project has participated in a variety different activities, W to start with began attending weekly health and fitness sessions at a local boxing gym, the need for these sessions were based on W's current stamina and energy levels and this was important for W to push himself to new levels in regards to his fitness issues. W was really keen and enthusiastic to try this and over the course of weeks W found new levels of energy which he had struggled with beforehand, W really put a lot of hard work into these sessions and on a plus side began to communicate and interact well with other users of the gym.*

*W was always enthusiastic about trying new things and as part of the changing places project, W and another buddy were involved in a social action project which was aimed at supporting the homeless, W was involved in making soup from fresh and helping staff and other young people to distribute this to homeless and others in need around the outskirts of the city centre, this day of action had a huge impact on W in a positive way, W highlighted this day as being one of the most positive things he had ever been involved in and therefore the impact of this was that it made him understand and reflect more about how others less fortunate lived.*

*On reflection of my work with W it was very apparent to me as his worker that W didn't show or present any signs or behaviours of being autistic, this was a question I was asked on a final review meeting with his CAMHS worker in relation to his potential assessment, CAMHS appreciated this feedback and the outcome of the meeting was that W would no longer need their support but CAMHS would channel more support towards family therapy involving himself, mum and stepdad.*

*The 12 week buddy project has worked really well for W and this has been acknowledged by his family and W's confidence in social situation has improved greatly, as W's worker I did feel that W would benefit from further one to one support and therefore W has been referred and has met with Yorkshire Mentoring, W will start working with a mentor for a 6 month period.*

### **Case Study X**

*X is 17 years old male and was referred to the Youth in Mind Project due to his social isolation, limited interaction with his peer groups and with the local community. His interest in social media and his diagnosis of Autism made him extremely vulnerable and he was struggling to understand the world around him.*

*After the initial home visit, it became apparent that the assessment was going to be difficult to do. X was really withdrawn and quiet. He didn't respond to questions and his dad did a great deal of the talking. After suggesting some activities he might like to get involved with, with limited response I started to talk about the online MUMUP system and straight away X was interested. Once I understood his love for multi media and ICT I geared the conversation around this. X spoke openly about his interest in social media in particular 'You Tube' and wanting to become famous! He also told me about his love for a Subway sandwich.*

*I suggested taking X for a Subway and said he could tell me about what he likes on You Tube, he agreed and over the next month we met weekly. This was an essential aspect of the work, to build and establish a professional trusted relationship. This was a huge step for X for him to leave the house with me and interact in the way he did. Over the month I found out that X has a huge interest in the weather and he had created his own You Tube channel that he dedicated to the topic. He spoke openly about wanting people to like and rate his channel and got excited when people did. We spent some time talking about social media, and we explored how to stay safe online, I did this with reference to his You Tube Channel and asked him about the online dangers and how he could help others stay safe.*

*Through a consistent and supportive approach, working towards the needs of the young person I was able to build and establish a solid professional relationship, this has been so important in this case, as it has allowed the young person to feel confident, to feel listened to and to enable him to follow his dreams. Through understanding the young person, I was able to draw on his strengths and interests and as a result I introduce X to Bradford Community Broadcasting radio where he now has his own radio slot dedicated to the weather, he is reaching a wider audience for his You Tube Channel and his confidence*

*has massively improved. He attends Bradford Community Broadcasting radio independently now and interacts with other people in a work place environment, gaining some valuable skills for his future. He also attends Shipley College and is making new friends. X has also attended the local Youth Centre a number of times and is now aware of where local support is if he needs it.*

*The outcomes for X are huge, I managed to find something that took his interest and was able to build on that. The work is continuing, and X is getting involved in some youth voice events helping to shape how other young people use multi media to help with mental health.*

### **Case study Z**

*I have been working with Z for a number of months, having been referred to the project for being socially isolated and lacking confidence and self esteem. I initially visited the home to complete the assessment with mum and dad present. It was clear from the outset that Z had very little community involvement and therefore struggled to make friends. Z's confidence had been lowered through instances of bullying within school, being teased for a speech impediment really knocked their self esteem.*

*I focused on pairing Z with a community group that could support the needs of the young person but that also could help grow and develop their confidence and self esteem. It was important that Z was supported into a nurturing environment, where they could be there self. The inclusion project gave Z and parents an incredibly warm welcome, making every effort to ensure that Z's needs were met and that parents felt comfortable leaving and allowing Z to have freedom to enjoy the facilities and make new friends.*

*The impact of this initial referral to the inclusion project has meant that Z has gained enough confidence and raised their self esteem that now Z attends not just this provision but a whole host of provisions across the Bradford south area. Z takes part in a youth in mind sports session, has taken part in a Community film making project, looking at what mental health means to them. Z, due to the support received from the Buddy project is at a stage where they are not isolated, they have made new and sustainable friendships, have the confidence to speak out and have their voice heard with college and peers.*

*Z has joined a local Gym with parents and enjoy working out and having the confidence to speak to other users and ask for advice. Whilst the Buddy project has not been directly responsible for them joining the Gym, the foundation of support that Buddies provided has allowed this young person to access a sustainable activity in the local community, a thought that never entered into the families thinking prior to the buddy work commencing.*