

Report of the Area Coordinator to the meeting of Bradford East Area Committee to be held on 11 July 2019.

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Subject:

Bradford East Youth Summit April 2019

Summary statement:

The report covers the Bradford East Youth Summit that explored topics related to young people's education and social mobility. The four key education topics discussed were home schooling, isolation, reduced timetable and transitioning from primary to secondary school. This work was led by the Young Ambassadors' group which supports the work of the Bradford Opportunity Area Fund.

Louise Williams
Bradford East Area Coordinator

Portfolio:
Neighbourhoods and Community Safety

Report Contact: Mena Monnan
Workforce Development Officer
Phone: (01274) 431155
E-mail: mena.monnan@bradford.gov.uk

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

1. SUMMARY

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2. BACKGROUND

2.1 What is the Opportunity Area Fund?

The Department for Education identified Bradford as one of the ten cities to pilot the Opportunity Area Fund Plan. The local plan is about young people's education and social mobility. In his message, The Rt Hon Damian Hinds MP Secretary of State for Education says *"Bradford is the definition of an Opportunity Area: a young, diverse city, creating a new generation of home-grown entrepreneurs, working alongside established, national employers to reclaim Bradford's proud history as a great city of industry. In Bradford's most effective schools, and further and higher education institutions, partnerships with employers are producing a workforce with the ambition and skills to make the city a leader in research and new technologies. This plan confirms the commitment of the Department for Education, schools across Bradford, and our partners in the local authority, business and the community, to making that message a reality for every pupil in the city."*

The Bradford Opportunity Area Fund Local Plan has four main priorities:

- **Priority 1 – Strengthening school leadership and the quality of teaching.**
- **Priority 2 - Parents and Place: Literacy and Learning**
- **Priority 3 – Improving access to rewarding careers.**
- **Priority 4 – Using evidence and research to remove barriers to learning.**

At the heart of the plan is the commitment to young people in Bradford. To empower young people to influence and lead its delivery, as well as evaluating and holding us to account on the impact of our work. This will be undertaken by:

Listening to Views ~ Influencing Change~ Co-production ~ Research & Evaluation

The Young Ambassadors group is the mechanism for young people from across the District to have their say and advocate on behalf of young people on education and social mobility. The Young Ambassadors group is supported by the Youth Service and is facilitated by Youth Work Apprenticeship Team. Five Youth Summits will take place

across the District to gather young people's views, experiences and recommendations to take forward. Two Youth Summits have taken place so far in Bradford South & Shipley.

2.2 The Summit in Bradford East

The Bradford East Youth Summit was held on the 17th April 2019 at Hanson school. 78 young people attended. The event was opened by guest speaker, Marium Haque, Deputy Director, Education & Learning, BMDC.

The Young Ambassadors and Apprentice Youth Work Team delivery was supported by the Bradford East Youth Service.

The format for the summit, (see Appendix I), was to hold various creative arts-based workshops with young people. Workshops were facilitated in a young person centred manner and engaging methods of delivery (see Appendix II).

The four key education topics covered during workshops were home schooling, isolation, reduced timetable and transitioning from primary to secondary school. Young people were given the space to share their thoughts, experiences, both positives, negatives and some provided suggestions on how improvements on the outlined topics could be made. Adults were invited from various organisations to attend the summit and were given the roles of a listening adult &/or workshop scribe. Representatives attended from the following organisations: Born in Bradford, Bradford Opportunity Area Fund, BMDC Education Employment & Skills Team, BMDC Public Health Team, BMDC Office of the Chief Executive, BMDC Deputy Leader & Portfolio Holder Education, Employment and Skills BMDC South & East Area Coordinators, BMDC Public Health Team.



Young people shared their thoughts and experiences relating to the four key education topics (see Appendix III – VII)

After completion of the youth summit young people were offered the opportunity and an invitation to attend an ice skating social activity day at Bradford Ice Arena.

3. Conclusions from the Event

3.1 Isolation

Young people in Bradford East said that being in isolation, made them feel lonely, depressed, scared, bored, sleepy and abandoned.



Isolation is having a detrimental impact on the mental health of young people in Bradford East. This is then decreasing young people's self-confidence and self-esteem.

Young people who are not happy at school are more likely to misbehave and create situations where schools act in ways that unintentionally impacts on young people's education careers.

3.2 Reduced Time Table

Young people at the Summit felt contributing factors to why schools put them on reduced timetables were: mental health, behaviour, learning disabilities, truancy and where extra support was needed in the view of young people.



Young people who have been put on reduced timetable spoke about how this made them feel less confident, disengage and missing out on education.

Young people also felt that an impact of a reduced timetable was that they were unable to see their friends and started to hang around with other young people on reduced timetables and those young people not attending school at all.

3.3 Home Schooling

Young people who knew other young people who were being home schooled explained that initially this was seen as a positive experience. However many parents were unable to adequately provide a good education.



3.4 Support with Transition between Primary and Secondary School

Young people who had been supported in their transition year felt this had been of significant benefit. Young people developed positive relationships with other young people and this meant they were more confident about attending school.



4. OTHER CONSIDERATIONS

5. FINANCIAL & RESOURCE APPRAISAL

4.1 There are no financial implications related directly to this report.

6. RISK MANAGEMENT AND GOVERNANCE ISSUES

There are no significant risks arising from the proposed recommendations in this report.

7. LEGAL APPRAISAL

There is no legal requirement for the Council.

8. OTHER IMPLICATIONS

8.1 EQUALITY & DIVERSITY

Social mobility varies between different communities within the Bradford District.

8.2 SUSTAINABILITY IMPLICATIONS

None.

8.3 GREENHOUSE GAS EMISSIONS IMPACTS

None.

8.4 COMMUNITY SAFETY IMPLICATIONS

None.

8.5 HUMAN RIGHTS ACT

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

8.6 TRADE UNION

There are no implications for Trade Unions.

8.7 WARD IMPLICATIONS

There are no specific ward implications.

8.8 AREA COMMITTEE ACTION PLAN IMPLICATIONS (for reports to Area Committees only)

None

8.9. NOT FOR PUBLICATION DOCUMENTS

None.

9. RECOMMENDATIONS

9.1 That the report be noted and the on-going work of the Young Ambassadors be supported.

9.2 That Members consider how they can help support young people to increase their social mobility in relation to the four topics presented.

10. APPENDICES

Appendix I East Youth Summit 2019 - Briefing Note & Event Plan

Appendix II East Youth Summit 2019 – Roles, Workshop Topics & Delivery Methods

Appendix III Home Schooling Workshop Feedback through Graffiti

Appendix V Isolation Workshop Feedback through Spoken Work, Lyrical Writing

Appendix VI Reduced Timetable Workshop Feedback through Drama, Performance

Appendix VII Transitioning from Primary to Secondary School Workshop Feedback through creating an Art Product

11. BACKGROUND DOCUMENTS

None.

Appendix II Youth Summit 2019: roles, workshop topics & methods



Roles for the day

Registration: Emily & Mernayha. **Workshops Facilitators-** Ali, Zareena, Sarah & Kayleigh
Lead for listening adults + media crew: Amina. **Comperes:** Samantha, 2 Young Ambassadors
Food: Mick Charlton, Norrina Rashid & YA, Noah. **Floating:** Mena Monnan

Workshops Topic & Delivery Methods

1. Isolation: Spoken Word. 2nd Floor, Room 240.

Ali Yunis – Apprentice Youth Worker and Ryan Brooks. Noor (Keighley YA)
Listening Adult & Scribe: Katy Shire & Aamnah, Born in Bradford and Duncan Cooper, Public Health Consultant, BMDC.
Youth Worker & Scribe: Taira Shah.

2. Reduced Timetable: Performing Arts & Drama. 2nd Floor, Room 231.

Facilitator: Sarah Manning – Apprentice Youth Worker & Courtney Terry.
Carla & Katie (Keighley YA) Youth Worker: Phil Kitson.
Listening Adult & Scribe: Peter Horner, Community Action Bradford & District

3. Home schooling: Graffiti Art - 2nd Floor, Room 224.

Facilitator: Kayleigh Hussain - Apprentice Youth Worker & Emily Ralph. Aimee (Keighley YA)
Youth Worker - Cooksy.
Listening Adult: Helen Johnston, Office of the Chief Executive, BMDC.
Scribe: Grace Modupe Olawepo

4. Transitioning from Primary – Secondary: Creative Arts. 2nd Floor, Room 246, 6th Form Restaurant Atrium.

Facilitator: Zareena Bano, Creative Artist & Mernayha Hodgson, Apprentice Youth Worker.
Ellen (Keighley YA) Youth Worker – Stacey Tolley.
Listening Adult: Cllr Imran Khan, Deputy Leader & Portfolio Holder Education, Employment and Skills and Mick Chandsoor, Education Partnerships Officer, Education, Employment & Skills Team, BMDC.
Scribe: Kathryn Loftus, Programme Director, Opportunity Area.

5. Prayer Space: 2nd Floor, Room 229.

Appendix III: Home Schooling Workshop Feedback through Graffiti Art

Positives	Negatives	Ideas for Improvements
<i>Yp avoids distractions</i>	<i>May take advantage of their parents and not want to learn</i>	Schools to explain better what elective home education is - <i>(there's a lot of confusion)</i>
<i>Gives parents the opportunity to teach children what they are interested in</i>	<i>Yp can get easily distracted</i>	<p>Schools to regularly monitor yp learning and review the situation where needed and the option of home schooling.</p> <p><i>(Some young people being home schooled or elective home education are not getting any education at all - they should be at school.)</i></p>
<i>Yp can spend more time to research things that interest them.</i>	<i>May not have a good classroom without display boards.</i>	
<i>Easier saves cost of transportation and the trouble of travelling.</i>	<i>May be uncomfortable with tutor teaching at home.</i>	
<i>More comfortable if you don't have to wear uniform</i>	<i>May not get help needed.</i>	
<i>Not embarrassed as the family treats me well</i>	<i>Inadequate supervision</i>	
<i>Choose to study what you want x 2</i>	<i>Mischief</i>	
<i>Loads of time during the day</i>	<i>Flat earth, false information</i>	
<i>Avoid stress as at home</i>	<i>Miss out on certain subjects like PE, science</i>	
<i>More comfortable studying at home</i>	<i>Lonely</i>	
<i>Don't get shouted at/disturbed</i>	<i>No friends x 5</i>	
<i>Don't have teachers shouting at</i>	<i>No interaction</i>	
<i>Peace and quiet</i>	<i>Less confidence</i>	
<i>No bullying x 2</i>	<i>No routine</i>	
<i>Get education in comfortable environment</i>	<i>Lonely</i>	
<i>Choose your time</i>	<i>No one/teacher to work with</i>	
<i>Can bond with parents</i>	<i>Can sleep in</i>	
<i>Have fun</i>	<i>No communication with others</i>	
<i>No crying</i>	<i>Can't socialise x 3</i>	
<i>Happy</i>	<i>Won't learn properly</i>	
<i>Success</i>	<i>No certificates</i>	
<i>Comfort zone</i>	<i>Teachers not needed</i>	
<i>My parents can be good teachers</i>	<i>Can't have as much education without a teacher</i>	
<i>Allows yp to design their classroom</i>	<i>No skiving</i>	
	<i>Not learning properly</i>	
	<i>No graduation</i>	
	<i>No help</i>	
	<i>Can't complete forms</i>	
	<i>No chance to succeed</i>	
	<i>Job centre; job seekers</i>	
	<i>Can't complete forms</i>	
<i>No opportunity to exercise.</i>		

Appendix V: Isolation Workshop Feedback through Spoken Word, Lyrical Writing

In Group 1 there were 34 young people attend this session. The first thing asked to young people was what the first thing that came to mind when they heard the word 'isolation'. Most young people said they think it's being alone, being locked in a room, and its quiet. Other young people in the group agreed with the statements made. The facilitator played music for the next activity and asked the young people what thought/feelings they have while listening to the music. They said they had time to think, they feel happy that they are away from the situation that got them there, they wish someone would be funny to change the atmosphere, they feel restricted and sleepy. They also said they are treated unfairly. Again the young people agreed with the statements said by other young people.

In this workshop the young people wrote some lyrics about their experiences of being in isolation and how they felt about it, here are some of the lyrics they wrote:

*Locked in a room all alone, not allowed to go on your phone.
Feeling frustrated because something has been confiscated
Lost all contact with my mates, life's unequal that's my fate
When this day ends I can smile again, now it's my time to think about my mums pain
I'm dosing away until the end of the day, a guy with no shame calls my name
I want to swear at them but these brothers are lame
I'm locked locked locked in a room can't get out of this doom
this is a nightmare this is unfair
Wish this snitches would get out of my hair*

In Group 2 there were 14 people attended this next workshop. The young people were asked what isolation means to them. They said it was lonely, it was depressing. It was too warm and they always had cold food, it was claustrophobic. The young people all appeared to agree with this statement made by a young person. They were always sleepy and bored and sometimes scared.

They again wrote some lyrics of their personal thoughts on isolation and these lyrics are:

*Ya I want to chill with my bro but I'm stuck in iso. Feeling sweaty and sleepy,
I'm scare for when I go home my mums gunna beat me, I wanna go chill on my quad
with my squad, I don't wanna be locked in a room when my mums enjoying the sun
drinking booze, I'm feeling lonely, depressed and sleepy when's this gunna end cos I'm
feeling weepy.*

A young person then said when you go to isolation there is a reason and it is to focus on yourself.

Appendix VI: Reduced Timetable Workshop Feedback through Drama, Performance

There were 19 people in this group. In one of the activities in this workshop was the young people telling the facilitators their favourite lessons:

Monday- (Group 1) maths, science, boxing, English, and they like the day before Monday.

(Group 2) PE, ICT, health and social care, short days because they go fast

Tuesday- (Group 1) ICT geography, maths, English, drama

(Group 2) English, PE, drama

Wednesday- (Group 1) PE, maths, art, English, topic, learning Japanese, food tech

(Group 2) drama, PE, music

Thursday- (Group 1) PE *football* art, English, ICT, maths, science, psychology, pizza for lunch

(Group 2) pizza for lunch, drama, maths, science

Friday (Group 1) musical theatre, maths, criminology, clubs, bowling, PE, the days after Friday

(Group 2) maths, French, PE, break, English

An activity done in reduced timetable workshop was for the young people to write down what they thought a reduced time table was and 16 young people gave a brief description of young people having lessons taken off their time table and doing less hours/fewer days in school either because of behaviour or to meet their needs. One person said 'it's where you reduce your timetable by 5 hours or something.' 4 young people said it's where they reduce your timetable. 2 said it's where you just do your core subjects and 11 young people said they didn't know what a reduced timetable was. One young person said they think it is where your time table gets changed because of something bad or good you have done at school.

Scribes notes

Comments or explanations' from scribe are in brackets)

(There were lots of comments about:)

Injust lateness – (young person felt unfairly punished about being late, when there was a legitimate reason and some agreed some just stayed quiet)

Teachers annoying- shouting-most agreed

(one young person commented): half of these questions are not for me. I am not in (school)

Why young people like going to school

Enjoy what they do

Opportunity to do what you want to

(note most people who said they enjoyed school were in sixth form)

Why don't you like going to school

Teachers don't respond to bullying

Teachers don't get jokes

What changes make school better?

School to start later

Get rid of harsh rules

Have a say in rules

Put school online (i.e virtual, so you dial into a lesson and don't physically need to attend)

Why are young people put on a reduced timetable

Mental health

behaviour

Learning disabilities

Skiving

Need extra support

What's good about reduced timetable

More time

More personal time

What's bad

Missing out on education

Can't see friends

(comment from adult listener) the most startling thing into the conversation was that there was no mention from the young people that reduced timetables are supposed to be temporary and short term measure.

Appendix VII – Transitioning from Primary to Secondary School Workshop Feedback through creating an Art Product

Transitioning- there were 11 people attending Group 1 and 20 people in Group 2. The first thing young people were asked was what their schools did to help prepare the young people for transitioning to high school. Each young person gave their opinion and said:

- *The primary school offered visits to the high school and taster days*
- *Talked to staff at secondary school*
- *Staff from secondary schools came down to the primary schools on visits*
- *'pop up' events for college open day options*
- *Some had to seek out support*
- *Some picked schools based on which friends go to that school*

The young people were also then asked how they felt in the school holidays and the young people said they were nervous to start secondary school. The majority were okay to start as they knew their friends were also transitioning and some going to the same school. One person said their brother told them good things about the school. Most were excited about meeting new friends and that the summer camps really helped them feel comfortable to transition from primary to secondary school. Some other notes from this activity is a young person said they need to be kind to other people. 4 people went on a transitioning camp and 6 want to go on the next one. The majority think that each year do another transition camp.

A suggestion made by a young person was that they should do summers camps for 4 week residential.

All young people from Salts agreed they should have a longer transition for a week rather than a day. Young people agreed there should be 2 different days where they start at different times and have different breaks for the two days.

One young person stated the change in punishments from primary to secondary is hard to adjust to.