

Appendix B

Ward Updates

Bradford Moor:

We run three youth work sessions per week all based at Laisterdyke Youth Centre. Each quarter a programme is drawn up in consultation with young people which reflects issues impacting on them and these are addressed utilising various delivery formats such as discussions, workshops, group work, arts and other mediums.

Although most of our work is in house, projects are regularly set up which reflect needs in the wider community. This last year we have worked with partners to clean up areas such as Attock Park. We have also concentrated a large resource during every holiday period to meet the needs of the whole community and address the issue of isolation between the diverse communities in Bradford Moor. We have done this through organising a minimum of two fun days during every holiday period which have attracted hundreds of people from young to old. The days have been delivered with partners who use our fun days as a platform to attract hard to reach people. Our fun days are supplemented by funding by Bradford Care Alliance helping key health messages to the community and the Holiday Food Programme ensuring children have food during school holidays.

Running throughout our programmes is the valuable asset of utilising young people as volunteers to add value to our delivery. This year alone we have managed to engage and maintain over half a dozen regular volunteers to help us deliver programmes to the communities. We further enhance the development of our volunteers through training and currently a small group are engaged in a volunteering course delivered by "The Vine Trust" which will allow the young people to get nationally accredited qualifications for their volunteering with us.

Other longer term projects we are delivering is a home office project aimed at deterring young people away from organised crime and we deliver this in partnership with BD3 United and Bradford Moor Pass. Over 200 young people benefit from this project on a weekly basis.

A highlight this year has been the setting up of the transition school supporting young people in their transition from junior to upper school. This project combined young people from Bradford Moor and Bowling and Barkerend Wards and consisted of 12 mornings where the young people worked through various subjects aimed at helping them sustain their future education.

In between all this work, we will respond and support issues impacting on the ward such as bonfire night where we carry out outreach and detached to support a wider response to anti social behaviour.

Bolton & Undercliffe

Up until September 2019 we were running 4 sessions per week on the ward, 3 based at the Greenwood centre and one in partnership with Sorted Church. Three of the sessions were open access and one was aimed at young women who were vulnerable and needed help to build confidence & self esteem.

Due to the closure of the Greenwood Community Centre in September 2019, Youth Workers are working detached two evenings a week within the Bolton & Undercliffe ward. Small numbers of young people have met with workers in MacDonald's to help organise activities for their peers which have enabled young people to engage in activities such as bowling, Jump a roo and Highcroft youth centre in Shipley.

We continue to seek out a base form which we can deliver sessions

Our excellent partnership with Sorted Church continues and the sessions on the Fridays are on going

Over the summer we concentrated our efforts on the summer transition camp which was based at Springfield. The camp went well and the residential consolidated the learning for participants. Many young people are using services and we are able to support them whilst working in Hanson

We have 2 members of staff delivering sessions two days a week in Hanson School where we provide support for emotional wellbeing of students. This takes the form of one to one work and group sessions. We have over the year run group sessions for young women, anger management, confidence building and bereavement. Case study A shows the value of the work in Hanson

Little Horton

Little Horton have up until recently run 4 sessions per week. One targeted session, junior club, senior club and a job club all based at the ARC. Job club was run in partnership with the information team and gave young people the opportunity to write CVs, prepare for interviews with one to one coaching and search for vacancies. The targeted sessions were aimed at young people who had been involved with or on the fringes of ASB. Sessions were focussed around actions and consequences. Junior club ran on a Tuesday with volunteers from the senior session run sports and arts sessions. Senior club give young people the opportunity to participate in curriculum based sessions, the 12 week program designed by young people have included, staying safe, health eating, looking after your mental health and sports based activities.

A partnership with ACT enabled the delivery of the Hungry Holiday program during school breaks. Over the summer a 4 week program was run 3 days per week offering activities to young people.

Currently we have 2 sessions running in the ward. One open access at the Arc, a new session in response to demand at Parkside on a Saturday afternoon and we are hoping to start a third session by Easter 2020.

Idle and Thackley:

We deliver 3 sessions a week youth provision, all based at Springfield Centre.

Emotions group supporting young people to identify, understand and deal with their emotions through focused workshops, peer group support and one to one sessions. Young people are referred through the Buddy program, by parents and identified in youth sessions and school sessions as needing extra support.

Open access youth session for young people age 11-19 years. Young people enjoy a range of traditional youth club activities, cooking, sports and workshops addressing current issues identified by the group, workers or the community partners.

Junior youth club in partnership with Play Network offers a range of play and learning opportunities including a community library service to children age 5-11 years with the opportunity for young people age 13+ to volunteer and support the session, gaining accreditation and recognition for being involved in the community.

During each school holiday we deliver day time provision 4 days a week offering play scheme and access to food, thanks to funding from Healthy Holidays and TLG, as well as donations from Newland Food Hub, Inn churches and fare share.

Youth workers visited Schools during open days and parents evenings to promote services and recruit new members at sessions and summer camp.

This summer 2019 we delivered 5 weeks of transition for students moving from primary to secondary school and delivered 12 workshops around being resilient, ready and respectful in the school and wider community as well as strategies and information how to seek help if needed after the move as well as ensuring that each child was given breakfast and Lunch. Working with the secondary schools to target those most likely to struggle, experience holiday hunger and not doing anything productive or active for 6 weeks. At the end of summer each participant had the opportunity to take part in a 3 day residential to Buckden House enjoying caving, high ropes, orienteering and group work and team building activities.

March – July youth workers worked a day a week in Hanson academy offering one to one sessions with children struggling in school with a range of issues from bullying and making friends to bereavement and anger. We also ran group workshops on self esteem and bereavement helping the groups to move forward and seek out support from friends and family at times they find it difficult.

During November the youth worker supported young people and families to plant over 80 trees to create community memory woodland at the Springfield centre on its outside play area.

Case B shows the value of the Emotions group.

Eccleshill Ward Youth Provision:

We run 3 sessions of youth provision each week which all run from Ravenscliffe Youth Centre. The sessions provide a wide range of young people the opportunity to build relationships with youth workers and have someone who they can trust, who are non-judgemental and who listen and respond to young people's needs. Through this, young people are very active within the area and engage in a wide range of fundraising activity which directly benefits all young people within the area, allowing us to help support equipment and resources and add value to existing provision. Young people also act as active citizens in supporting the delivery of a junior provision, through the young volunteer's scheme that has been in place.

Working together with local partners including The Big Swing, Gateway and Newlands, this has helped provide a network of providers in working together for the benefit of the local area. There are also plans in place for working with Fagley Community Association to look at how we can develop and support them in providing young people's activities locally. **Case study C** provides an example of work undertaken with young people actively involved in fundraising activities.

Bowling & Barkerend

We run three youth provision sessions a week. Two of these sessions are based at the Karmand community centre and the third is run from the St John's church hub. The two sessions at Karmand centre are open access sessions and the session at St John's is an information and advice session.

Issues such as modern day slavery, knife crime, dangerous driving, healthy eating as well as sports based activities and creative arts are some of the opportunities young people have engaged in. Active citizenship is integral to our delivery and we work in a manner by which young people are able to make more informed more decisions and are aware of the consequences of actions.

Young people in the ward have also been involved with ELS young inspectors' programme. This involved young people being trained to carry out audits at schools who had received ELS funding to carry out after school activities. The young inspectors would talk to young people who attended the after school activity to get their views and opinions. They would then produce a report with outcomes and in some instances recommendations. These reports were then sent to the schools audited and by the local opportunities board.

During the summer we worked with colleagues from Bradford Moor to set up a summer transition school which supported 12 young people to make the transition from junior school to secondary. They took part in a range of workshops including bullying, body positivity, self esteem and time management. The feedback we got from the young people at the end of the course was very positive and they were more confident about starting their secondary school education.

Over the last twelve months young people have helped organise and attended a number of community fun days which has aided positive relationships across diverse groups.

We are working closely and have developed partnerships Positive relationships & partnerships with Primetime, St Clements church, breaking boundaries. Wicketz, Bowling & Barkerend children's centre, Kala Sangam and West Yorkshire Police have aided the work across the ward.

Case Study D demonstrates the journey of a young person through the open access provision and the impact it has had on their life

Case Study A

X lives with her mum, sister and younger brother. She was badly bullied at her former school and in 2019 she started attending the local secondary school. X was not socialising outside of school, had a very low self confidence and lacked trust due to being bullied.

On our first meeting the young person didn't speak much, her body was withdrawn and her eyes lowered to the floor. We sat quietly for the first session. On the second session I'd prepared some fancy cards & brought a range of colourful pens & suggested we doodled as we sat. I suggested that she drew images or wrote words that were passing through her mind. She did so but we didn't talk about them for a couple of sessions. This process helped her to see what she was carrying on her shoulders. We moved to numbering them in order of importance and over the coming weeks we would discuss these issues.

After our fifth one to one session it was clear that the young person needed more support with building her self confidence/ self esteem I suggested that she joined the girls group at Greenwood. She really wanted to but felt unable to do so as she didn't feel able to meet people she didn't know or go to a building she was unfamiliar with.

I had a number of young women I was seeing in school who would have benefited from a girls group but would not attend Greenwood as they were unfamiliar. The bereavement group was due to end so we agreed that the next group would be a girls group.

X attended the girls group delivered in school by youth workers. The outcome was incredible; it was a significant mile stone for her. Not only did she go straight on to attending the Greenwood girls group, she became one of the lead young people within the group and supported young people who were attending the group for the first time.

Case Study B

The group started as a consequence of young people displaying emotional difficulty in the move from primary to secondary school. Initially it was a small group session with the offer of individual meetings with youth workers to discuss anything they may wish to talk about. It was clear lots of young people were struggling with the same issues and so we agreed that we needed to create a structure which could support young people's emotional journey into secondary school.

When members arrive they register, get a hot drink and identify their current state of emotion by selecting a lanyard emoji which depicts a range of feelings. Once ready the group sits down together and shares with each other which emoji they have selected and why. The group help to encourage their talking by asking helpful questions and making suggestions which give ideas about how to handle situations or feelings to better deal with situations. The second half of the session is free time to spend with peers doing social activities and at this point individual who feel they wish to talk to staff members in private can request to do so. The group also has a Q and A box whereby they can write anonymous questions, suggestions requests for group work without owning it.

B was referred from the buddying program. They were an isolated young person who had a very small friendship group, low self esteem and were being seen by the eating disorder team in CAMHS. School was challenging as they were a quiet person and kept themselves to themselves. B found it difficult to share worries, the Emotions group gave B the opportunity in a safe space to listen to the worries of others, help make suggestions, and relate to their own experience without sharing. Over time they have grown more confident. B has expressed that they are happier with school they have begun to attend open access. They have also been discharged from CAMHS eating disorder team and have shown an interest in doing community projects in the future.

Case Study C

Young Person C is someone who is now in secondary school but has attended the provision at Ravenscliffe since October 2016, when they attended the Junior Provision. They were someone who was a quieter member of the group who engaged in activities, but didn't necessarily lead and take responsibility with what went on within the provision. Low income within the home was an issue and one of the parents was regularly serving custodial sentences, which caused a lot of upset within the family home, and the family using some of the other local services including pay as you feel markets.

When they were ready to transition to secondary school, they had many worries about this, going from a small class, to a year group with many classes and about meeting friends and building new relationships. Through Summer 2018, they engaged with the whole Summer Camp, learning about a range of issues from positive & healthy relationships, anger management, bullying and about their

community and being an active citizen, feeding their issues and concerns to local ward councillors, as well as a residential where they had opportunity to get away for a few days, meet new people who they were starting year 7 with so they already knew people than they would of otherwise known, and also gaining new experiences.

Young person C settled in well when they started year 7 and is still doing well within school and is being well supported and engaging in still in Youth Service Provision. C has suffered recent bereavement of her father and has been well supported throughout this.

From Nov 2018 – Nov 2019, C was the lead of a core group of young people as part of fundraising and being nominated as the local co-op good cause. Throughout this, they helped promote the activities and provision locally at the local store to customers to encourage them to nominate their 1% of their spend to activities for young people locally, as well as holding 3 fundraising events throughout the year in store. Through this, they have contributed to raising £2350.27 for Ravenscliffe Youth Centre.

Moving forward, in Jan/Feb 2020, C will be putting herself forward as part of the youth committee being developed at Ravenscliffe Youth Centre who will act as a voice for young people locally, this will be done through a voting process with C and other YP putting themselves forward as candidates to be elected to be young ambassadors.

Case Study D

D arrived in Bradford as a 14 year old asylum seeker with her 2 younger siblings and mother who was disabled. Prior to their arrival D suffered a major family tragedy with the loss of their father in a refuge camp. On top of all the challenges faced by D they became the main carer in the family in a country they were unfamiliar with. School were very supportive and recognised that D was isolated and lacked friends and peers. They contacted the youth service and linked D linked into the youth club.

D was anxious to spend time at youth club as D felt a responsibility to their family. One to one support was offered through youth club sessions. Soon D's interest and skill in sports activities became apparent. It was a positive activity in which D could both channel anxiety and stress and at the same time enjoy the sports. Over time, with trust and partnership work D made friendships and became a peer coach in delivering sports activities