



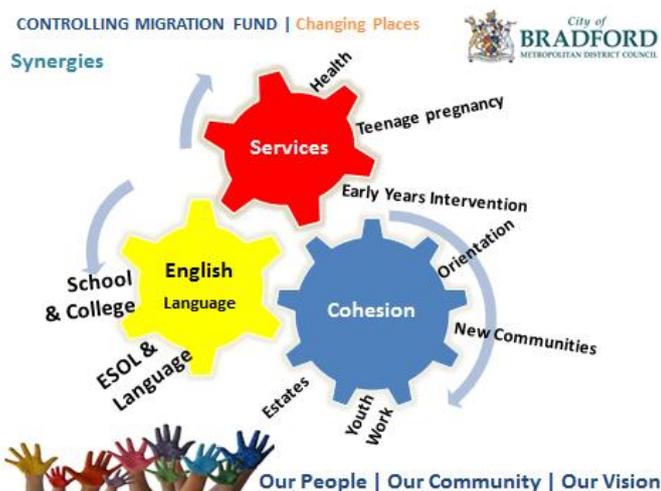
## Appendix C

Controlling Migration Fund project briefs, case studies and outcomes

### **Controlling Migration Fund - Changing places programme 2017-2020**

The programme aimed to develop solutions to address issues and concerns in relation to -

- Standards and expectations that we expect of residents in Bradford;
- Assisting in minimising low level tensions in communities and aiding integration;
- Ensuring migrant communities can access services with a view to reducing pressures on agencies, thereby reducing concerns from settled communities.



### **Theme – Cohesion**

<p><b>C1: Orientation and British norms and values.</b></p>	<p>Produce orientation packages, allowing new communities to quickly orientate to the district and learn the norms and values we all live by.</p>
<p><b>C2: Estates and marginalised communities.</b></p>	<p>Strengthening the identity and belonging and challenge stereotypes and myths, including some linking communities work within our estate and marginalised communities.</p>
<p><b>C3: Schools activities (New Communities)</b></p>	<p>New Communities Support Worker to work with migrant families to engage them with the education system with a view to building parental and child aspirations, to reduce absenteeism to increase economic and social mobility</p>
<p><b>C4: Youth Work</b></p>	<p><i>Targeted work with young people from EU migrant countries with a focus on identity, healthy relationships, citizenship and social action with other young people from the established communities.</i></p>





### **Activity/event details**

- Highfield Community Association in partnership with multiple agencies from across Keighley held an International Women's day event on March 9<sup>th</sup> 2019 with the campaign theme of #balanceforbetter "Better the Balance, Better the World". This year's campaign theme provides a unified direction to guide and galvanize continuous collective action, with #BalanceforBetter activity reinforced and amplified all year.
- Our event had the usual celebratory activities, speakers, stalls, food and refreshments, all themed around everyone having a part to play, all the time in building a gender-balanced world. It will highlight a commitment to women's equality and celebrate women's achievements. Everyone was welcome to attend.
- We saw a real mix of people from very diverse communities from across Keighley. There were people of all ages, ethnicity, cultures, faiths and gender who came together encouraging community cohesion and integration whilst empowering communities to challenge inequalities faced by women and bring about change.
- The event attracted both women; men and families on the day many from BME communities including Asian and Eastern European as the two largest groups. The event overall was instrumental in bringing a range of diverse communities together and promoted integration. The theme of the day BalanceforBetter highlighted inequalities / equalities and how women could make changes to their lives. The organisation of the event was undertaken by workers and volunteers representative of different communities in Keighley and can be seen as women leading the way on sharing good practice; resources and skills. The event was well received and helped to empower women by giving them a stronger voice in the wider community of Keighley; can be described as multi-cultural; groups from different communities supporting each other on the day and throughout the planning and organisation meetings and activities. The success of the event in promoting wider community cohesion will be repeated in 2020.

### **Summary**

Overall, we feel the event went really well, with good attendance and much support from many agencies. We need to early book a venue for 2020 to ensure a central Keighley location in order to attract people from across all wards of Keighley. We certainly wish to begin talks with Steve Seymour about the event-taking place in the shopping centre in 2020.

### **Case Study – Keighley – Data Collected – March 2019**

#### **BCA – Bangladeshi Community Association; Knowle Park – Planter Project March 2019.**

- The group have been working together throughout 2018 and in that time have brought together a team of local community champions. In 2019 they are keen to expand the project and encourage more people from the wider community to get involved.
- The strength of the project is both young and old have mixed together to make a real improvement across the area. They have been supported by Keighley Co-ordinators Office to get the project up and running and worked in partnership with Holy Croft



School; Highways CBMDC who have provided permissions / licence for the works to take place – Highways; Planters owned by Bradford Council. This programme supports wider community participation.

- The project provides a range of opportunities for local community engagement; and brings people together from across the wider community who share a common agenda *'feeling better about the area where they live'*. The initial challenge was to get local people involved and give them confidence. People are working together and through their efforts are promoting positive wider community involvement and increasing community cohesion across the Knowle Park neighbourhood; Keighley.
- The project has been instrumental in growing harmony rather than local groups seen to be in competition with each other;
  - has reduced local conflict
  - people of all ages have become more confident in mixing with each other
  - people from different ethnic backgrounds and different faiths have come together through partnership networks forging positive relationships.



### **Reach Up – Sport for All – BEAP Community Partnership**

Enable new migrants to overcome deprivation and barriers to participation, delivering outcomes that improve physical and mental health through increased physical activity and social interaction, and develop skills and employability through training and volunteering. Participants will take part in a 32 week programme and will receive a certificate on completion of the programme.

Programme to include -

- Multi-sport and employability sessions for males and females a 32-week programme to get new migrants more active and engaged, and build their skills in CV-writing and job interview training.
- Youth Social Action for males and females; a programme in which they develop skills in leadership, coaching and marketing before delivering community events.
- Intergenerational multisport and skills training: a year-long programme of tennis and football for young people and older adults (who will play 'walking' versions of the sport), with participants from each group supporting sessions for the other group, and drop-in workshops of digital / I.T. skills for older adults.



- Life skills - Using the BEAP learning room, participants will be provided with 1 hour life skills session that aims to increase individual's confidence and build capacity to achieve their potential. These include:
  - Health & Wellbeing Sessions
  - Active Citizens courses
  - Drugs Awareness
  - Anti- social behaviour
  - Other life skills e.g. budgeting / money management
  - Employability sessions – Applying for jobs, CV writing, interview skills
  - Volunteering opportunities with BEAP or partner agency

We will attract new migrants by promoting the programme as follows:

- Social media;
- Attendance at community-based activities and events;
- Detached work;
- Going out to supermarkets.

### **Outcome -**

As we remove the various participation barriers, more new migrants from local communities will be engaged in regular physical activity. We will change sedentary habits of new migrants across Bradford and therefore reduce the risk of negative health outcomes such as obesity, which is a growing concern in the region.

Our multisport sessions will encourage a well-rounded development for our participants in terms of object-control and key areas of physical literacy, such as coordination, balance and agility, which will give participants the tools to sustain a healthy, active lifestyle as they get older.

Upskilling volunteers and giving them the chance to obtain coaching badges will ensure the long-term impact of the project. The newly-qualified volunteers will act as role models and physical activity 'activators' in the local community, supporting other initiatives at the BEAP centre that reach even more new migrants and deliver positive outcomes beyond the funding.

### **Case Study**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

We have engaged with new migrant communities through sports. We have used the sports hall to run multi-sports sessions so that we can reach out to more people taking part in football. The sessions run throughout the week and on a weekend. We have used a recreational sport format to engage with new migrant communities. For example, teams take part in weekly 5 a side people and then get involved in life skills sessions at the BEAP centre.

The community have access to the advice service which they can use the IT facility to complete their CVs and job hunt.



**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds?** (Maximum 200 words)

We have promoted the service through word of mouth and used our social media to promote the sessions. The multi-sports sessions have involved people from all communities on a weekly basis. The community from the different backgrounds have benefited through sports. They have developed a better understanding of -

- Team building
- Self –esteem
- Confidence
- Listening skills
- different faiths
- Community Cohesion

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

As part of the project we have involved volunteers to manage and coach the sessions. The number of volunteers are 5 at present.

- The volunteers would:
- Coordinate sessions
- Deliver and facilitate sessions
- Support with CV writing
- Support with Job Hunt
- Signpost to other services

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

There has been positive community cohesion work. For example, we have taken different groups to watch Bradford City FC as the Bangla Bantams. This has been a 1<sup>st</sup> time experience for many new migrants and they have thoroughly enjoyed the experience. They now feel more part of the Bradford City Bantams family and have started to support Bradford City FC.

The Rohingya community have attended football matches at Bradford City FC. This took place in the new season. This is a massive step towards feeling part of Bradford and community cohesion.

The community are attending regular Bradford City FC match day experiences and dismissing pre conceptions of racism that they thought takes place at football grounds. The group now have less fear when attending matches and have not faced any discrimination at City matches.

**5. How will you continue this project and the outcomes?**

We will look at sourcing other funding to continue the project such as reaching communities



fund – Lotteries.

### **Bradford Welcomes United Communities – Bradford College**

- English language development sessions from conversational through to ESOL qualifications, building skills to access services.
- Events give knowledge and understanding of Bradford and assist integration into the community.
- Learners have –
  - visited the Industrial museum
  - visited Saltaire
  - walked along the canal
  - had a picnic
  - one class were presented with certificates and enjoyed a party where they shared food from different cultures and countries - see case study below.
- Bradford Artworks has been booked to facilitate workshops focusing on health and well-being from October.
- Police ward officers have been booked to visit a class and speak about their role and staying safe.
- A local councillor from Great Horton has been invited to speak to a class about local democracy.

### **Case Study**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

The project delivers English language and cultural understanding.

A visit was organised in June 2018 to Saltaire to introduce learners to an accessible local area of historical and industrial significance and a local beauty spot; aiming to enhance their cultural understanding and integration.

Learners involved in the trip are all refugees attending English language classes delivered at Horton Housing in BD1. Learners walk across Bradford to get to their class in BD1. They have been referred by Horton Housing and had completed their resettlement project. Their English is very basic and they need support with language and with daily living such as letters/text messages and reminders from the dentist.

The trip planned to take learners to the park, walk along the canal, visit Salts mill and stop for refreshments in a cafe.

#### **2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**



The trip was attended by learners from the following countries –

- The Congo
- Afghanistan
- Ethiopia
- England.

The experience broadened their awareness of the Bradford district, and its industrial heritage and gave them confidence to organise visits for themselves and their families in the future.

The activity also focussed on benefits to their health through exercise and fresh air.

Participants were keen to have copies of the photos taken during the trip and have been sent copies on their Whatsapp account. See photos below.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

None.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Despite the fact that it was a scorchingly hot day which curtailed some of the plans, learners enjoyed the experience, as evidenced by the photographs. Many of these learners are confined to the area in which they live and this was an opportunity to travel across the city and visit a famous area in the district.

They were asking questions and learnt new vocabulary, learnt about canals and locks, and observed a canal boat move through the lock.

They realised that there are places that they can go, that are not too far away and not too difficult to get to, where they were accepted. Local people both in the canal boats and walking past, as well as the cyclists on the tow path were saying good morning and hello, and the students responded which was very positive.

**5. How will you continue this project and the outcomes?**

The project will continue to provide English language classes in community settings across the district and set up visits and events in the Bradford area.

**6. Please attach a photo if possible. Please note we may use these in public reports, on our website and social media, so please ensure you have sought permission of the participants before submitting.**





## Case Study

### 1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)

- The project delivers English language, cultural understanding and integration activities.
- Safety First Training Centre is one venue for the project's ESOL delivery. This Centre is close to Bradford Interchange and Palm Cove. This class is wrapped around with advice and support, and refreshments are provided for all of the learners.
- Three learners, all from the same family, a brother (with a disability ) and 2 sisters, were referred to the project, as they were not entitled to access College provision when they attempted to enrol.
- They had been passed from the council, to an advice centre, to the Job Centre and then to college – none of these institutions had been able to help them. Finally, the project was able to step in and assist these 3 learners.
- Safety First training Centre was able to give them the necessary advice and support to update their documentation. Whilst they attended the course they were helped to get an NI number, improve their English skills, and increase their confidence. Their bus fares to the class were paid and they were given refreshments at the break time and offered lunch after the class.
- This has helped a great deal with their integration and learning. They were also invited to improve their ICT skills by attending an ICT class in the afternoon of the day they came to English class. Although at different skill levels they all took part.
- At the end of the course, Safety First signposted them to further education at Bradford College. The two sisters are now enrolled and attending an accredited ESOL course. Their brother, who has lower skills and a disability, is still attending both the English and the ICT classes.
- The provision has helped them to improve their skills and integrate with the wide range of students and staff at the centre and college. Their improved skills and confidence has meant they feel included and safe; they have also made new friends and gained new



opportunities which is allowing them to better contribute and integrate into Bradford's diverse cultural mix.

- One of the sisters has now started volunteering at the centre in an admin and reception role supported by Safety First staff. This opportunity will give her some real work experience that will help her gain work. The other sister has managed to get a part time job but still wants to keep learning to build her skills. The brother will continue to learn at his own pace and will be given all the help and support options possible for future learning and work as he improves.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

The learners have attended sessions with learners from The Sudan, Ethiopia, Syria, Eastern Europe and Pakistan.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

N/a

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

From being isolated at home, after attending the project classes delivered at Safety First, the two learners are now enrolled in College accredited ESOL classes, have started employment or volunteering, and are contributing to the community in Bradford.

**5. How will you continue this project and the outcomes?**

The project will continue to provide English language classes in community settings across the district and set up visits and events to aid integration in the Bradford area.

**Changing Places – Bradford Youth Service**

- Targeting young people across the communities with a special focus on minority backgrounds.
- Target group included young people from Republic of Congo, Yemen, Albania, Afghanistan, Kuwait, Iraq, Syria, Nigeria and other European countries.

**Achievements –**

- 100 surveys completed with young EU women regarding teenage pregnancy, sexual health and barriers.
- Feeding the homeless over the winter period via 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 in Bradford East planted and distributed hanging baskets to old people's homes in the area to bridge relationships between older and younger generations. Young new migrants from Bradford South and East took part in a weekend residential exploring barriers and issues and gained additional accreditation for their portfolio.
- In Keighley the Srebrenica football tournament has been organised for Friday 13th July. Teams from across the district will be participating in this community cohesion event.
- Young people in Bradford East have created a community garden which has been entered into a BD3 Cleaner Garden Competition.
- Young people have also organised a summer programme for the local community.
- Young people in Bradford South developed a green space which is now being used as a picnic and play area for children, young people and adults.
- 68 Questionnaires and surveys completed in the Hope Not Hate event which attracted hundreds of people.
- 178 City Of Youth surveys completed at Bradford Dragon Boat Youth race.
- All area link workers played "It's your place – tell us what you think" Bradford Integration Engagement Survey.
- Bradford Youth Service in partnership with Bradford University school of media, design and technology have agreed to use our changing places programme to develop a short animation film regarding issues impacting on our new migrant young people.

### **Case Study - Soup Run**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

Members of the Youth EU group came together and decided to do a Soup Run for the homeless and elderly people of Bradford; Eastern European young people from different areas of Bradford came together in Feb, and prepared and cooked a vegetarian soup at the local hotel kitchen (Dubrovnik Hotel). The soup was then delivered to homeless hot spots in Bradford, Foster Square, Bradford Interchange and Ostler Market, the soup was delivered to over 100+ people.

#### **2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

Members of the Youth EU group came together and decided to do a Soup Run for the homeless and elderly people of Bradford; Eastern European young people from different areas of Bradford came together in Feb.

The soup was then delivered to homeless hot spots in Bradford, Foster Square, Bradford Interchange and Ostler Market, the soup was delivered to over 100+ people.

#### **3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**



The Project involved EU volunteers, roughly about 8 volunteers from Bradford Took part in this project.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Whilst delivering the soup the young people received some really positive messages from the homeless people and elderly; regarding the outstanding work they were undertaking. This is an on-going project in engaging different communities and breaking down barriers. The young people were able to break down barriers as to what leads to homelessness and helplessness.

**5. How will you continue this project and the outcomes?**

This is an on-going project in engaging different communities and breaking down barriers. The young people are planning another event / project as the soup was successful in breaking down barriers, the EU young people would want to undertake a bigger project enabling more communities to engage and interact with each other.

**Case Study - Community Cohesion and Family Fun Day**

**1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

A multi-cultural multi-faith event was held on Saturday 4<sup>th</sup> August at Westgate Central Mosque, this event was organised by Eastern European young people who attend Toller Youth Café on a regular basis.

The young people were involved in planning and organising the event over a period of 6 weeks.

The event targeted young people from across the communities with a special focus on young people from minority backgrounds.

The event consisted of numerous activities such as a mosque tour, spider mountain climbing tower, rodeo bull, total wipe-out and it's a knock out.

The event managed to attract new migrant communities arriving in Bradford especially the Rohingya refugee community.

The event was a success with over 100 young people attending. The feedback from the young people was that they would like further events in the future which would enable young people to come together and feel more inclusive in the wider Bradford community.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

The event was publicised with posters which were distributed throughout the Manningham and



Toller ward.

E-mails were sent to the wider district Youth Service team, and also social media was used to publicise the event.

The EU young people were given posters and leaflets regarding the event which they handed out to their family and friends.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

Eastern European young people who attend Toller Youth Café were involved in the planning and organising the event over a period of 6 weeks, the event itself and the activities was managed by volunteers who were supervised by staff, overall 10 EU volunteers from Toller Youth Café were involved in the whole process.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

The event was a success with over 100 young people attending. The feedback from the young people was that they would like further events in the future which would enable young people to come together and feel more inclusive of the wider Bradford community.

The event itself enabled young people and members from the community to get together and enjoy the day, the event attracted Rohingya and African migrants and refugees.

**5. How will you continue this project and the outcomes?**

Weekly sessions are continuing at Toller Youth Café aimed at new migrant communities attracting over 25 young people per session. Some of the major issues coming out of the session include Brexit, young people continuing to feel isolated and educational attainment/attendance.

Every Wednesday sessions are held at Toller Youth Café, which address issues such as community cohesion/engagement, Brexit and educational issues affecting young people.

Weekly sessions are held at Toller Youth Café, where workers are currently working with 6 EU young people in developing a music/rap video; where young people are able to tell a story and some of the issues that they face.

**Early Years Children's Centres Clusters (East & BD5/West & Lister Park) – Children's Services Early Years**

- Working with Children's Services, Children's Centres and schools to help parents understand and support children's education. Focus on partnership work between clusters areas Bradford East and BD5 and West and Lister Park. Cluster work will reach out to families to support their access to benefit/housing support and signpost to legal services as required.
- Dedicated new and enhanced worker posts will –



- Promote the benefit service and offer family support including signposting to health, education, parenting support, general wellbeing.
  - Support families to integrate effectively into a new community.
  - Support families to understand British Values and ways of life.
- Organised an event to promote/create an awareness of services for CEE families across the BD5/wider areas
  - Undertook marketing activities around areas that are known to services and organisations to target CEE families from different backgrounds and areas in Bradford.
  - Support was provided to families within these communities through interpreting/setting up activities for young children
  - The feedback from the event was positive as many families benefitted by getting to know other families living in the area; building up a social network and also knowing what services/provision are there for families e.g. -
    - Benefit advice
    - Housing
    - Food banks etc.
  - We had a number of volunteers supporting the event, helping out on the day with –
    - Food stalls
    - Serving families and children
    - Playing with children/young people keeping them active and interested.
  - The volunteers were from the CEE group and felt that they needed to support their communities in this event.
  - From the feedback everyone who attended the event enjoyed it and said they are aware/more knowledgeable of the services across the BD5/wider area and can help other families where needed.

### **Case Study - Barnardo's BD5 Children's Centre Cluster – Asylum Seeking/Refugee/EU Families Outreach**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

- Visiting Asylum Seeking/Refugee/EU families, a family new in Bradford with one child age six and second age 8 months. Older child did not attend school. Family do not claim benefits, struggle to book appointment with GP or register with dentist due to language barrier. Family not aware of any support available in area.
- Working together with other professionals such as School Admission Team - New Traveller Team and Debt/Benefit Adviser. Mum gets support to put child on waiting list for school. School place was allocated but mum was not happy with distance of allocated school. Mum got support on appeal by the New Communities Team; I helped to explain appeal process. Mum felt supported during all these processes. Child is still on waiting list for school of mum's choice.
- I supported parents on Debt/benefit advice appointment to understand claiming process and documents they have to provide, as well as to understand letters received from Inland Revenue. Family were not aware that father was working as contractor and not employer. So father did not have open self-employed account.



Now father changed job and all benefits are in place and correct.

- Family supported on several occasion with booking/changing GP appointment. This helped children to get treatment when they needed. Family on waiting list for dentist and we contacted 111 as mum suffered with tooth ache. Mum suffered and did not know where to find help. Mum got emergency treatment and has no pain at present.
- Mum started ESOL class. Unfortunately due to medical and debt advice appointment she missed some sessions and missed crèche place for children. Mum wants to start to learn English on next available course with crèche.
- Family attended Stay and Play session at Woodroyd Children`s Centre. In group mum met families speaking the same language and could build social network. Children enjoyed the group and learnt some English words from rhymes and improved other aspects of development.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds ? (Maximum 200 words)**

Working with the School admission – New Traveller Team - referrals sent to them and signpost family to attend their drop in session; to get support for family so child can start school as soon as possible.

Referral to Debt / benefit advice to get right benefits.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

Stay and play group at Woodroyd Children`s Centre is supported by volunteer who speaks the same language as the family. Family feel welcome and supported at the group.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Families are –

- able to engage better with centre staff and with each other.
- aware about support in area more specifically GP's and dentist services
- more confident to ask for help.

Family have built new friendships in the community.

**5. How will you continue this project and the outcomes?**

Family to continue attend support services in area. Staff member to continue with support needed. Child to start school. Medical apt when needed. Child development improving by attending Stay and play group. Referral to debt advice apt if needed to reduce poverty.

**Case Study - Lister Park Children's Centre Cluster**



**1. Summary of the piece of work from within your project: what happened? What changed?** (Maximum 250 words)

- Mum is seeking Asylum with 3 children aged 8, 6 and 3. Family had very limited money due to not being entitled to benefits; therefore mum was unable to meet the basic needs of the children.
- All 3 children were not accessing education. Mum has no other support in this country or the country from where she has come from. Mum was feeling very low and was finding it difficult to cope with everything going on. Mum was also new to the area and was socially isolated.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds?** (Maximum 200 words)

- Mum was supported to enrol the children in to nursery and school, this was done successfully. All 3 children now access an education setting. This allowed mum time to concentrate on getting her English better and using the time to become more integrated and meeting new people to help her become less isolated.
- With the support of the changing places project I was able to provide food items which were not available at the food bank in order to meet children's basic needs.
- I supported mum to get the children to school as she was very nervous about doing this on her own as her English was not perfect.
- Mum accessed the benefit and debt advice sessions to support her with her benefit entitlement. I supported mum emotionally and also supported her to integrate in to a new community by taking her to groups and places that she could spend time with the children; i.e. to the Library/City Park for mum to get used to the area. I also introduced mum to other families that she could relate to and spoke the same language as; so she could develop friendships.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

- The support given to mum and the children helped them to integrate in to a new community, the children had all their basic needs met.
- Mum was able to access the debt and benefit advice to support her with finances.
- The children were able to access school which mentally, emotionally and educationally benefitted them.
- Mum felt happier mentally and emotionally due to the fact that her children's needs were met. Mum began to form friendships with other parents at the centre and started socialising a lot more and has become much more aware of her surroundings and the community she lives in.
- Eventually mum and the children were granted Asylum and she found a job and



started receiving some benefits and did not need to rely on us. Mum feels much more secure and happier.

#### 5. How will you continue this project and the outcomes?

- Mum knows that if she requires any further support she can come and speak to me if she needs to. Mum and the children have been regularly accessing the centre and also took part in some of the summer trips.

#### English for Everyone – Shipley College

- English for Everyone was a project that delivered low level English language classes to over 600 students across Bradford and Keighley.
- The project was run by Shipley College and delivered through a consortium of community partners –
  - QED
  - Womenzone
  - Safety First
  - Meridian Centre
- The courses were targeted at adults who struggled to access other ESOL; classes were focussed on integration and use of local facilities and services.
- They were accompanied by activities such as using public transport, visiting libraries and museums and healthy cooking.

#### Learner Case Study

##### Tell me about yourself.

- *Where do you come from?*
- *What language do you speak?*
- *When did you come to the UK? Why?*
- *Why do you want to learn English?*
- *Have you studied before?*

IM comes from Pakistan and speaks Urdu. She came to the UK 4 months ago to join her husband.

She wants to learn English so that she is able to communicate better with her family and go to university in the UK.

IM studied English in Pakistan at school.

She was assessed at Entry 2 Level at the beginning of the course, but by the end of the course she demonstrated her capabilities as an Entry 3 learner.

IM is a very studious learner who contributes to class discussions and shows up on time and regularly for classes.

##### How did this course help you and your family?

- *How did you feel when you started the course?*
- *Has your spoken language has improved? How? (talking to neighbours, doctors, teachers, on public transport, in shops etc)*
- *Has your reading and writing improved? How? (reading signs, reading with children, writing name, filling in forms)*
- *Have you made any friends on the course?*
- *Have you been on any trips? Where did you go? Did you like it? Will you go back? (park, library,*



*museum, art gallery, community event).*

IM immediately showed her language abilities at the beginning of the course. Although shy she demonstrated excellent reading and writing skills and made close friends with learners of a similar ability.

When paired with lower ability learners she was more than willing to help them with their work and explain things in their own language to aid understanding.

Once IM became more comfortable in the classroom environment the more she began contributing to discussion activities, regularly displaying her understanding of grammar (past tense, regular and irregular verbs, imperatives) and was happy to work with different classmates.

She says that the course has allowed her to improve communication with the rest of her family.

### **What do you want to do in the future?**

IM stated that she would like to continue her English studies after the course. She will be referred for another initial assessment with a view to joining another ESOL class. She is very enthusiastic about progressing as a student.

### **Learner Case Study**

#### **Tell me about yourself.**

- *Where do you come from?*
- *What language do you speak?*
- *When did you come to the UK? Why?*
- *Why do you want to learn English?*
- *Have you studied before?*

S came to the UK due to the Syrian Civil War. S was born in Afghanistan. S travelled to the UK to build a safe life with her husband, children and friends. S is a very articulate student with a good grasp of English vocabulary. S is educated to degree level in Afghanistan. S is able to speak multiple languages and worked as a translator in Syria. S wants to source work as a translator in this country and that is the greatest motivation for learning English, along with wanting to integrate fully into Britain.

#### **How did this course help you and your family?**

- *How did you feel when you started the course?*
- *Has your spoken language has improved? How? (talking to neighbours, doctors, teachers, on public transport, in shops etc)*
- *Has your reading and writing improved? How? (reading signs, reading with children, writing name, filling in forms)*
- *Have you made any friends on the course?*
- *Have you been on any trips? Where did you go? Did you like it? Will you go back? (park, library, museum, art gallery, community event).*

As one of the strongest students in the class, S was already equipped with an extensive range of vocabulary. S has been stretched and challenged further than the other students and has thrived from this. S is a very socially active individual who spends a lot of time with family, volunteers for a charity shop and attends webinars on the internet to strengthen language skills.



S is a very well respected member of the class who has formed a friendship with many other members of the class.

S often attends parks and community events and has shown immense interest in the clean up initiative which was launched recently in Bradford.

S's spouse has grown more confident as a direct knock on effect of S attending classes and becoming immersed in the language and learning. They regularly attend community events together and both have more confidence in speaking to English speaking people.

I asked S what the biggest improvement has been and the response was:

"I will start talking to people now without worrying about making mistakes. I try and use the correct tenses and I have started to make friends in the area."

S takes an active role in the education of S's children and feels confident and able to talk to teachers.

#### **What do you want to do in the future?**

S wants to be a translator and is already in the process of researching how to make that a reality.

S is going to be assessed for accredited ESOL and is sourcing further volunteering opportunities/employment to gain new skills.

#### **EU Parental Involvement/ Children Missing Education Officer –**

##### **Brief –**

- New Communities Support Workers, working with migrant families to engage with the education system with a view to –
  - Building parental and child aspirations
  - Reduce absenteeism
  - Increase economic and social mobility.
  
- Aim to create sustainable links to the EU community in Bradford via –
  - Parental information/engagement sessions in schools
  - School support for tracking Children Missing Education (CME)
  - 12 Parental sessions within 6 schools; based on areas with the highest numbers of EU/Roma children; set up on a monthly basis in the following wards -
    - City
    - Toller
    - Manningham
    - Bowling & Barkerend
    - Bradford Moor
    - Keighley Central

These will be general support sessions where parents can discuss issues their children have in school or the wider issues of living in Bradford including signposting to other services.

- 72 Weekly Parental drop in sessions. To reduce the number of EU/Roma children on our records saying "Not on Bradford Roll" by 20% over the 2 year period.
- Home visits to ascertain if children are still living at the address, support schools with home visits as well as support the Educational Social Work team track down missing children.



**City of Bradford Metropolitan District Council – Children Services - Education  
Safeguarding – Parent Engagement and CME Officer**

The Parent Involvement Officer has provided some intensive support to engage a group of selected six female students in education, improve their attendance and behaviour. The school were experiencing low attendance, poor behaviour and engagement challenges from this group of students.

- Supported parents and teachers during Coffee Mornings at the school where she would –
  - Interpret for both parents and teachers
  - Talk about their children's progress, the European Culture and the difference in schooling between the UK and Europe.
- Invited parents every two weeks via telephone; translated letters for school and made calls to parents regarding their children.
- The worker had one to one conversations with each student to get to know them and found that they all had similar interests and career aspirations they would like to pursue which she has then used to get them engaged and improve their punctuality.
- The worker then created a bespoke six week programme focussing on –
  - Aspirations
  - Attendance and Employability Skills based around Professionalism
  - Work Ethic
  - Customer Service
  - Attendance
  - Truancy
  - Punctuality
  - Team Building
  - Job Search
  - European Culture
  - Exploring Different Countries
  - Science/Maths.
- The whole group engaged in each session, completed a series of different activities, workshops, science experiments, etc., based on –
  - Professionalism
  - Importance of Great Attendance
  - Customer Service
  - Looking for and Applying for Jobs
  - Consequences of poor Behaviour and Attendance (Truancy)
  - Job Opportunities
  - Qualifications
- Engagement, behaviour and attendance prior to intervention were poor and unmanageable. When interventions have started students –
  - Arrived to every one of the Worker's lessons on time
  - Stayed throughout the whole session and actively participated
  - Presented excellent behaviour
  - Demonstrated extreme willingness to learn and excel.



- At the end of the six week programme the worker has arranged a Completion of Programme Party for the participating group of students to celebrate the improvement they have made/ what they have learnt and achieved.

**Impact –**

- It has improved students engagement, behaviour and attendance. The worker has built a great rapport with the students, they have opened up to her about their struggles, worries, barriers, feeling, thoughts and opinions about school, that prevent them from learning/wanting to progress.
- The group of students learned –
  - How to work as a team
  - How to express themselves
  - Importance of punctuality.
- The whole group started to engage more and improved their attendance and behaviour in lessons. They have also built a rapport between each other, the worker and also one of the school staff who has been shadowing the worker for future Projects like this.
- Parents were really happy to be able to express their thoughts and feelings about their children, the school and the difficulties they are experiencing in the everyday life. They are hoping to be able to attend future coffee mornings at the school and get to know other teachers and members of staff and discuss their child/children's education with them.
- The worker has been asked by the Community Centre's Manager (The Good Shepherd's Centre) to come to a couple of their Coffee Morning Sessions to talk to students' parents, support the centre's staff and parents and make new connections.

**Education Service for New Communities and Travellers – Parent Engagement and CME Officer**

The Parent Involvement Officer has provided some intensive support to engage a selected group of five male students in education with a view to improve their attendance and behaviour. The school were experiencing extreme attendance, behaviour and engagement challenges from this group of students.

- The worker had one to one conversations with each student to get to know them and has found that they all had similar interests and career aspirations, namely, Mechanics and Engineering.
- The worker then created a bespoke six week programme focussing on –
  - Aspirations
  - Attendance
  - Employability Skills based around Mechanics, Engineering, Science and Maths.
- The whole group engaged in each session, completed a series of different activities/ workshops/science experiments based on –
  - Professionalism
  - Importance of Great Attendance
  - Customer Service



- CV Making
- Looking for and Applying for Jobs
- Consequences of poor Behaviour and Attendance (Truancy)
- Job Opportunities
- Qualifications
- Financial help when Studying, etc.
- Students arrived to every one of the worker's lessons on time, stayed throughout the whole session and actively participated.
- The worker has worked alongside two members of school staff (SENDCO and Well-Being Lead) to help inform them of some of the challenges around discrimination in education experienced by families from their home countries. The worker has also reported to SENDCO about the challenges and barriers the group faces at school every day. This will help staff in the future to engage their students and find out how to support them.
- The worker will continue to work within the school setting to mentor EAL Teachers/Workers in engagement and improving attendance of their students.
- At the end of the six week programme the worker has arranged a Completion of Programme/Christmas/St. Nicholas Party; including Christmas traditions/songs and traditional St. Nicholas Day activities, food/drinks etc. for the group of students to make them proud and celebrate –
  - The improvement they have made
  - What they have learnt and achieved
  - Their culture

### **Impact –**

- It has improved students engagement, behaviour and attendance. The worker has built a great rapport with the students, who have opened up to her about their struggles, worries, and barriers which prevent them from learning/wanting to progress.
- The group of students learned –
  - how to work as a team
  - how to express themselves
  - the importance of punctuality

The whole group started to engage more and improved their attendance and behaviour in lessons. They have also built a rapport between each other, the Worker and also one of the schools new staff who has been shadowing the Worker for future Projects like this.

### **Bradford Leaders Programme - NEESIE**

NEESIE project worked with young people from across the district to develop leaders of the future. We provided a platform to young people aged between 18 and 25 to become leaders for our communities within the district; with the intention of equipping them with the tools required to become leaders and spokespeople for all our communities e.g. –

- Self-awareness and emotional intelligence
- Abilities to lead themselves personally



- Effective working relationships with a range of stakeholders
- Skills to influence and manage relationships
- Opportunities to operate both strategically and operationally
- Be role models within their community

15 young people from across the district will be taken on board each year. The diverse intake will ensure that under represented communities are offered opportunities to make the most of their talents and input their contribution in the future prosperity and wellbeing of the district.

### **NEESIE Case Study**

**Organisation:** Neesie

**Contact completing Case Study:** Noreen Khan

**Areas / Wards Covered:** Bradford & District

**Project name:** Bradford Lead

**Date of project start:** March 2018

**If completed date of completion:** (Exp: Sept 2019)

#### **1. Summary of the piece of work from within your project: (Maximum 250 words)**

Bradford Lead is a dynamic leadership programme designed for young people that develops effective and successful leaders who can influence and contribute to decision-making processes. This leadership programme has youth development at its core and is cemented with key emphasis on development and supportive leadership. Global explosion in knowledge and social consciousness enhances the need to develop capacity of youth. We aim to nurture their skills and experience to effectively drive transformational change by garnishing their leadership qualities. We believe successful societies are made by people of diverse backgrounds, values, abilities and ages, and everyone playing their part in society. This programme has placed a duty within its ethos to develop and nurture the next generation of leaders to participate and to strengthen society.

#### **2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward? (Maximum 200 words)**

The marketing and publicity of this programme was undertaken across Bradford District utilising different means of communication, promotion and disseminating the Bradford Lead Leadership Programme to a range of audiences, primarily young people aged 18-30 from BME/Migrant backgrounds. We used the support of Ward Officers to promote this opportunity through their established forums. In addition to this we used conventional methods of dissemination through email, publicity and flyers as well as word of mouth and social media.

We also used our contacts that have engagement with a broad spectrum of society from across the Bradford District as this programme was open to all participants regardless of their protected characteristics.



In terms of benefitting the District/Ward area, we focussed upon ensuring that a representative approach was undertaken to recruit participants from a wide geographical area.

The chosen participants on the Bradford Lead Programme who belong to the different diverse wards of the District will benefit from this unique innovative and dynamic leadership programme.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

The programme was initially developed to upskill 20 participants on to the Bradford Lead Leadership programme, however, given the tremendous response, we felt we were duty bound to make provisions to increase the number without compromising the integrity of the programme and therefore agreed to have a maximum of 30 participants from a huge expression of interest.

In addition to this, on average we have 20 volunteers who are supporting with logistical planning and development over the course of the 18 months programme. The volunteers range from Directors of a chain of Nursery's, retired teacher, number of council staff, banker, elected members, community volunteers and events co-ordinators.

We do envisage over the lifetime of the Leadership Programme; this number is likely to significantly increase.

**4. Any work that will impact on the District's People Can Initiative:**

The Bradford Lead Leadership Programme compliments the Districts People Can initiative as it encourages wider participation from friends and families of those who have taken part in the programme. The learning from the sessions ensure that the young people have instilled in them a sense of belonging and pride of their district. In particular, one session that looked at how to ensure economic prosperity through the onset of a better devolution deal and the benefits of a better-connected Bradford through a presentation from Transport for the North.

**5. Does the project have Sustainable outcomes?**

This is a pilot project that was born about as a result of an idea to nurture the next generation of leaders. The thinking and initialisation of the project can be classed as one of a kind. Such a programme with a depth of knowledge and information on Bradford, its communities, its challenges and its strengths has never been piloted. The inclusivity of this programme ensured that participants receive a full overview of Bradford to enable the young people to prosper and contribute towards a progressive society.

Early discussions are taking place to ensure that should there be any shortfall or underspend from the overall Home Office CMF funding, that the programme can be further supported by adapting in such a way where the participants can be remunerated through internship or bursary and where we can utilise some of the larger businesses to sponsor young people as part of the corporate social responsibility.



## **Schools Linking – The Linking Network**

The Linking Network supports schools and communities to develop a positive, cohesive ethos by helping children, young people and adults to explore identity, celebrate diversity, promote community and champion equality through training, resources and programmes in schools.

### **Case Study -**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

At the heart of our work lies a simple idea that one of the most effective ways in which we can increase tolerance and harmony within society is by creating safe spaces for our young children to have structured dialogue with children they would not normally meet. This is especially important at secondary level where our children mature into young adults.

Since September, my role has been to ensure that as many secondary schools as possible across the district have the opportunity to link with other schools.

We already have 18 secondary classes who have engaged with the linking process and a further 11 secondary schools who are on a waiting list.

The big change has been a greater focus on linking at Secondary level and ensuring that we have the basis of a project that can become successfully established across the whole district. We have a large established Primary programme. We have found that at secondary level, we needed to be able to offer bespoke services to meet the needs of particular schools. The outcomes are breaking down barriers, busting stereotypes, celebrating diversity etc. as well a focus on delivering curriculum outcomes to support schools involved in linking.

#### **2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

We corresponded with all schools in the Bradford Area by email offering our services. We have followed up our correspondence with visits to schools and through our Leading SMSC Training and SMSC network meetings. We have found there is significant interest in linking by secondary schools.

Our work has been beneficial to schools who serve communities which are segregated, for example, our school linking between Buttershaw BEC and Grange Technology College. The two schools are in very close proximity and we found they were very keen to have strong links, especially as they have a significant number of students in each school who come from very different backgrounds in terms of ethnicity. The first linking event between pupils was an immediate success and hopefully many more linking opportunities will follow.

*“Miss, she’s the Grange version of me!”* Two students from Grange and Buttershaw hit it off straightaway as they discovered just how much they had in common during an *exploring identity*



activity on their first neutral venue visit at Kala Sangam.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

We have not had volunteers in the typical sense. However, many teachers in our schools who already have a very difficult workload, often have to give up a great deal of their own time completing risk assessments and other paperwork to ensure that they can get their pupils involved in linking.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

The impact with community cohesion is significant with work like this and it can be measured by looking at individual projects on a case by case basis.

One example of this can be illustrated through our linking work between Oasis Academy Lister Park and Bradford Grammar School.

Oasis Academy Lister Park is a large secondary school in inner city Bradford where the majority of the pupils are from South Asian Muslim backgrounds with a significant Roma community. The majority of the pupils are from areas of high deprivation and they share a fence with Bradford Grammar School, an independent school.

*'With the help of the Linking Network, we have managed to both sustain and increase our links with Bradford Grammar. This year we have committed to linking across four year groups. This has had a massive impact on the way many of our pupils perceive those "kids across the fence", not only has it increased understanding between pupils but it has helped to raise aspirations, particularly amongst some of our boys. In fact, some of our sixth form boys were so taken aback by the work ethic of some Bradford Grammar pupils, that they started their own study group. This did not go unnoticed with the Head of Sixth form, who got them to input into an assembly on raising aspirations.'*

*'There have been many pupils from Oasis who have confessed that they have never had real conversation with young adults from different ethnic or faith backgrounds. This is also evident in the anxiety displayed by pupils immediately prior to an event. Fortunately, linking has always gone well. I was often told how similar they are... "In my group everyone liked Fast and Furious films too".'*

*'We also learnt a lot about our own pupils and how they perceive themselves and their environment too. I'm still taken aback by one Year 8 pupil who told his teacher after a linking event "Miss, I hope they don't come to our school, it will be embarrassing having them walk up the road to the school". The student was worried about another school looking down on his school and the area he lived in. As it happens, he didn't need to worry as Bradford Grammar pupils were appreciative guests and my pupils were gracious hosts.'* **Head of RE, Oasis Academy Lister Park, Bradford**

Following our most recent linking event in November 2017, pupils and teachers from both schools had lots to say about their experiences:



*“Really pleased with how well our pupils worked together. The level of discussion in the session on symbols was really impressive”.* **Head of Year 8, Bradford Grammar School**

*“I learnt a lot from this experience. I think we should all try to socialise with each other before we start to criticise one another”.* **Year 8 Pupil, Oasis Academy Lister Park**

*“Teamwork helped us. We might be from different schools but we clicked straight away”.*  
**Year 8 Pupil, Bradford Grammar School**

**5. How will you continue this project and the outcomes?**

We will keep recruiting more secondary schools and continue to establish a sustained programme of secondary students meeting.

Ultimately, we feel that if we continue to create successful links and help promote dialogue through structured sessions between pupils then we will help community cohesion by breaking down barriers.

**6. Please attach a photo if possible. Please note we may use these in public reports, on our website and social media, so please ensure you have sought permission of the participants before submitting**



**Case Study -**

**1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

At the Linking Network, we have recently had the pleasure of supporting a school link between students at Islamic Tarbiyah Preparatory School and Bradford Christian School.

The link took place at the wonderful Cartwright Hall and started with an icebreaker circle activity, for students to become acquainted with one another before linking activities began. For this activity, students from both schools formed a large circle and were told to cross the circle if they agreed with the statement that was called out, such as ‘cross the circle if you prefer hot days to snow days’ or ‘cross the circle if you prefer PE to maths’. The aim of this activity is to bring some liveliness to the room and get students awake and walking about, as well as standing next to somebody new from the other school.

After these two groups were formed, each made up of half the students from Islamic Tarbiyah School and half the students from Bradford Christian School. One group began an interactive



activity, led by Nahida in the 'People' gallery, whilst the other group began their day with Azam's classroom based activity, hosted in the Learning room of the museum. After the first session, students had an opportunity to grab refreshments we provided and then swapped to take part in their second activity.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds ?(Maximum 200 words)**

The Linking Schools programme is open to all schools in the Bradford District. Our Faith schools linking programme is open to all faith schools. The aim of the programme is to bring together children from different schools who otherwise wouldn't have the opportunity to meet. The programme is designed to support the students in exploring their own identity and that of those around them and from the linking school and the wider community via 4 key questions:

- Who am I?
- Who are you?
- Who are we?
- Where are we?

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

It wouldn't be appropriate to engage volunteers in our work due to safeguarding however; each link always involves staff from both schools, the neutral venue if a neutral venue is being used and on occasion TLN staff (in this case TLN staff were present).

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

The theme of the day was focussed on a particular British Value: the Rule of Law. For Azam's classroom based activity, students were asked to consider 'what would the world look like without rules?' Many answered that it would be an unsafe place, where people had 'no protection'. Then, a fun game of snakes and ladders! For those who didn't know the game, Azam briefly explained the rules and then gave students five minutes to play. After playing the game with rules, Azam then told the students to play again, only this time without rules as they were 'no longer important'. At first some students seemed slightly apprehensive, unsure of their task, but then they seemed to realise there wasn't even a need to roll the dice, if they wanted to win they could simply place their counter at the end of the board. On reflection, many of the students admitted they had fun playing the game without rules, however, most agreed that in spite of this the game did work better with rules as it lasted longer and was 'fairer'.

Students were then asked to consider the phrase 'no one is above the law' and what it meant to them. In discussion following this, Azam explained how it doesn't matter about status, popularity or how important one is – we are all the same and all have to follow the country's law.

Then, it was time for some creative work! Each table of four students was split into two working groups and given an A2 piece of paper with the outline of half a globe on it. One pair



was given half a globe representing a world without rules, which was lightly painted in dark colours, whilst the other pair was given half a globe representing a world with rules which was painted light blue and yellow. The tables were given eight pieces of A4 paper with mixed newspaper clippings on them to represent a world adhering to rule of law and a world without it. Students had to cut out and collage their paper with words and pictures they felt suited the reality they were given. As well as this, creative minds were encouraged with extra coloured pencils and tissue paper, so that students could also draw and decorate. Once complete, students could put their half globes together to form a full one that visually demonstrated the contrast between a world with rules and one without.

The completion of this task brought an end to Azam's activity and after a break for refreshments, students swapped round to participate in their second activity of the day. Those who had worked with Azam in the morning now had a chance to work with Nahida in the Gallery. Also focussing on Rule of Law, with a key focus on how rules protect us and what happens when rules are not adhered to, Nahida began her activity by asking students to consider other British Values they were aware of. After this, the focus came back to Rule of Law as students were asked to think about how rules protect us and operate in our different communities- such as school and wider society. Using feedback, students were then encouraged to make a distinction between rules and laws.

Students were then given a scenario where a dinosaur in a small village had broken the rule of law by destroying houses as he stood on them on his way walking into the village. When investigating the situation further, students were provided with various reasons as to why the destruction had taken place, such as the dinosaur's size and the fact that he is an endangered species and so should be able to behave how he likes. Students were asked to consider these reasons and decide whether these justified the dinosaur's behaviour. The students were then informed that the dinosaur was actually regretful and hadn't intended to cause such destruction, and that he had accidentally done this due to being clumsy and bigger than the people living in the town. To engage with this story, students were shown all the people living in the town who had been affected by the dinosaur's actions. In groups, pupils took on the role of the dinosaur where they had to pick one person from the town who had been affected to apologise to. In their shared news report, students had to get across the remorse felt by this large creature by explaining what had happened and why it had happened, how the dinosaur was going to help make the situation better and what he would do to ensure that such a thing never happened again. The students had fun recording these interviews on iPads that the Linking Network provided, with each group member taking on an active role.

When asked what they enjoyed, students said they felt the day was 'really interactive' and that it was 'fun to learn new things and meet new people'. One student in particular said he 'enjoyed how creative we got to be.' After reflecting on the day, goodbyes were exchanged between new friends who had bonded not only through participating in activities together, but also through socialising and finding out about shows they both watched and games they like to play- all with enough time to grab a biscuit for the journey home!

##### **5. How will you continue this project and the outcomes?**

We are continuing to work with both schools, via the Linking Schools programme. We hope



both schools will sign up to continue with the programme in the next academic year.

### **Schools of Sanctuary**

In a harsh climate of opinion, Schools of Sanctuary (SoS) is a project to change hearts and minds, working with schools to counter negative perceptions of recent migrant communities, with a particular focus on asylum seekers and refugees. Schools are institutions which have the greatest reach into all communities and are therefore well-placed to contribute to a change of attitudes.

### **Projected Impact**

- The project will focus on areas where there are relatively high levels of recent immigrant communities, e.g. Toller, Bradford Moor, Manningham, City, Heaton and Little Horton. It is open to all schools, in these areas, whatever their form of governance.
- The impact of the project will be an improvement in local attitudes towards recent immigrants, including asylum seekers and refugees.
- There will be different levels of beneficiaries. The immediate direct beneficiaries will be recent immigrants, who will benefit from greater understanding and reduced negativity, as the result of an improved climate of opinion. The increased community cohesion achieved through the project's ability to challenge and change negative perceptions of recent immigrants, will benefit the whole local community.

### **Outputs –**

- School of Sanctuary award to schools
- Awareness raising sessions in schools, either directly or by facilitating delivery by other organisations
- Engagement in Refugee Week events
- Greater recognition of the needs of students / pupils who are recent immigrants

### **Outcome –**

#### School of Sanctuary award -

- Three 'new' schools expressed an interest in the SoS award and interest was re-kindled in one school. I made initial visits to Buttershaw Business & Enterprise College, Eastwood Community School and Nessfield Primary School and I have also sent information, as requested to Copthorne Primary School and Belle Vue Girls' Academy.

#### Awareness raising sessions -

- Facilitation of the delivery of anti-migration stigma sessions by the British Red Cross at –
  - Buttershaw Business & Enterprise College
  - Bradford College
  - Grange Technology College
  - Jesse Street PRU
  - Nessfield Primary School
  - St Matthews RC Primary.



Engagement in Refugee Week events –

- Schools have been invited to take part in Refugee Week events, 18-24 June '18, including the Launch at Margaret McMillan Tower and the Art Exhibition. They have been asked to submit entries for a cover image for Refugee Week. Several classes at Lapage Primary School are working on this.

### **Case Study -**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

Bradford Refugee Week was held from 18 to 24 June 2018.

A schools competition was held to provide a cover image for Refugee Week 2018. The competition was won by a student from Lapage Primary School (Bradford Moor Ward). The award was publicised throughout the school and externally to parents and others via the May edition of the school's newsletter. The design was turned into a poster with a bid of a graphic designer.

The design was selected by the national Refugee Week organisation (Counterpoint Arts) as the cover of an online compilation of songs to mark the 20<sup>th</sup> anniversary of Refugee Week.

<http://counterpointsarts.org.uk/stimela-20-years-of-refugee-week-compilation-album/>

#### **2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

The main events in Refugee Week were the Launch (about 200 guests) which was an open event, attended, amongst many others, by parents of children from St Cuthbert & the First Martyrs Catholic Primary School and Dixons Primary Academy, who were performing. There was also a moving personal testimony from a young Afghani refugee.

The closing Festival in City Square was held alongside the celebration of the 70<sup>th</sup> Anniversary of the arrival of the Windrush. The combined event was attended by several hundred people and was very successful, in terms of bringing several communities together.

#### **3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

Refugee Week involves about 20 organisations and over 60 individuals; most of whom give their time as volunteers, sometimes as an extension to their 'day job'.

#### **4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Assessing the impact of Refugee Week is difficult. However, several of the information stalls at the Festival, which were highlighting their work in the front-line delivery of services to refugees and asylum seekers, received enquiries from members of the public about how to support their work



and/or volunteer.

**5. How will you continue this project and the outcomes?**

The Bradford Refugee Week Planning Group is a loose collective of representatives of groups and individuals which comes together every year to plan and deliver events in Refugee Week. For the last four years the Group has been co-ordinated by the BCoS Schools Development Worker. There will be a new co-ordinator for 2019 but the Group will continue and has enough money in its budget to fund much of the modest costs of the 2019 events.

**7. Please provide links to media articles, if appropriate**

[http://www.thetelegraphandargus.co.uk/news/16261677.Poster\\_launch\\_to\\_mark\\_upcoming\\_Refugee\\_Week\\_in\\_Bradford/](http://www.thetelegraphandargus.co.uk/news/16261677.Poster_launch_to_mark_upcoming_Refugee_Week_in_Bradford/)

[http://www.thetelegraphandargus.co.uk/news/latest/bradford/16288014.Refugee\\_Week\\_2018\\_-\\_exhibition\\_to\\_be\\_held\\_in\\_city/](http://www.thetelegraphandargus.co.uk/news/latest/bradford/16288014.Refugee_Week_2018_-_exhibition_to_be_held_in_city/)

[http://www.thetelegraphandargus.co.uk/news/16292680.Bradford\\_is\\_leading\\_the\\_way\\_in\\_caring\\_for\\_refugees/](http://www.thetelegraphandargus.co.uk/news/16292680.Bradford_is_leading_the_way_in_caring_for_refugees/)



**Case Study -**

**1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

Schools of Sanctuary worked with the Linking Network to explore ideas around supporting people who are refugees and asylum seekers to deliver or be part of workshops in schools. One of our frequent requests from schools working towards the Schools of Sanctuary award is for refugees and asylum seekers to come into schools to “share their story”. This, for obvious reasons is not always appropriate, and the safeguarding and support of volunteers is of paramount importance. We developed the prototype of the workshop around ‘story boxes’, where volunteers work to create a box and small book that tells the story they wish to share. This is used in a workshop prior to a visit, so that children can learn more about their guest and think about questions they might want to ask, and themes that may not be appropriate.

The initial day of visits went positively, and we have identified areas of development to develop the idea and work longer –term with volunteers to build their confidence and support them in sharing



their stories.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds?** (Maximum 200 words)

Across the cohorts of the school at Allerton Academy, and through working with the Linking Network and volunteers through BIASAN.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

We continue to work at a close level with volunteers for specific schools work, and have two regular schools volunteers to deliver workshops.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Positive feedback from the Linking Project and Allerton Primary. We will be working to develop the workshops to roll them out across schools in the new year.

**5. How will you continue this project and the outcomes?**

Continuation of our project, including a partnership award to recognise the achievements in Sanctuary work of schools who are working with our partner organisations.

### **Teenage Pregnancy amongst CEE Communities in Bradford – Bradford Rape Crisis**

Providing healthy relationship guidance, working with hard to reach communities to increase life choices through –

- Increasing students' understanding of gender stereotypes and their impacts.
- Supporting young people to develop their critical thinking skills and media literacy.
- Increasing understanding of consent and how to seek, give and not give consent.
- Enabling students to recognise different kinds of abuse.
- Encouraging students to challenge sexism and sexual bullying amongst their peers where possible.
- Helping students to develop skills for healthy relationships.
- Ensuring students know where they can seek help.

#### **Case Study -**

**1. Summary of the piece of work from within your project: what happened? What changed?** (Maximum 250 words)

In the final of three workshops, a year 7 class was asked to consider scenarios and what they thought counted as violence and abuse. At the beginning of the activity many students recognised only acts of physical violence as abuse but as they listened to the other perspectives in the class



and to the facilitators more of them started saying that violence and abuse are things that hurt how people feel inside and that violate someone's rights to feel safe and respected. Students talked about ways that people might end up feeling lonely or depressed.

Small groups of students then sorted different relationship attitudes and behaviours, onto a spectrum of Healthy, Unhealthy and Abusive. Students talked together about unhealthy relationships involving feeling pressured or put down and what was most important to them in a healthy relationship. Students engaged in conversations about how abuse might not always seem like abuse e.g. In grooming where someone a bit older might seem like a friend, giving stuff to a young person as part of preparing to abuse them.

Several students commented that this was a really different kind of class and that they didn't talk about these issues in other classes and some said that they wanted more sessions as these are important and real-life issues.

In closing students were asked to share ideas about places to get support. It was evident that not all students knew where particular support staff were located in school so this was clarified and highlighted.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

The LA have provided us with a list of 10 schools to focus this work on.

We have been in communication with 7 of the schools so far. We have delivered student sessions in two of the schools (BD4 and BD2), delivered a staff session in one (BD5) and timetabled sessions with another (BD4).

SELFIE workshops are delivered throughout a year group to whole classes as peer education is key in changing young peoples' social norms.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

None.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

**SELFIE Gender workshops with six Year 7 classes**

From 136 student evaluations

- 88% (120) said that they understood more about the effects of gender stereotypes

One thing I will remember from today is...

*"there are lots of stereotypes that we are not aware of but they cause us to act a certain way"*

*"that just because you don't fit into a stereotype, keep being different. This*



*is so people around you can see that we can all be different”*

*“everybody is equal”*

*“I like this lesson and learned new things I never knew and I can’t wait for the next lesson” (year 7 boy)*

*“that stereotypes can hurt and affect people’s lives”*

*“being able to contribute during work”*

*“you have to be yourself and not how other people want you to be”*

### **SELFIE Consent workshops with 113 students/ five Year 7 classes**

Following the workshop on pressures, feelings and consent, from 92 written evaluations

- 80% of students (73) said that they understood more about what consent means

One thing I learnt today is:

*“Consent has to come from both people involved and I know the laws involving consent. Consent means to agree to something freely.”*

*“What consent is, it means you can agree to something without been pressured”*

*“Remember that you should always ask for consent”*

### **After the Sexual violence, abuse and healthy relationships workshops with three Year 7 classes**

From 63 student evaluations

- 86% of students said that they were more aware of the different forms of sexual violence.
- 92% of students agreed that ‘If a friend was bullying or sexually harassing someone either in real life or online, I would try to get them to stop.’

### **5. How will you continue this project and the outcomes?**

Funded till December 2019. Outputs and outcomes are agreed in funding agreement.

### **Case Study -**

1. Summary of the piece of work from within your project: what happened? What changed?  
(Maximum 250 words)

Year 7 classes participating in the second SELFIE workshop on consent start by discussing and drawing pictures of the pressures on young people and the emotional and physical responses to these.

Classes discussed pressures related to gender stereotypes around body image and relationships



and the way that pressure from peer groups and social norms can influence young people's behaviour and choices. Young people also named pressures related to poverty, families, homelessness, caring responsibilities, school stressors and bereavement.

Young people talked about pressure to fit in and to do things they didn't want to do for fear of being bullied. Young people were encouraged by the workshop facilitators to develop awareness of physical and emotional responses to pressure and language for expressing feelings and concerns. Young people considered different scenarios with people being pressured and were asked if these involved consent and to consider what they could do if they saw these situations.

At the start of the workshop and discussion of scenarios young people understand consent to mean agreement but will blame a person for doing something despite if they were pressured to do it. At the end of the workshop the majority of students understand that consent is about agreeing to something freely, without being pressured. Facilitators emphasise importance of looking out for friends and of asking for support if they're worried about any of these issues.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds?** (Maximum 200 words)

The LA has provided us with a list of 10 schools to focus this work on.

This quarter we have delivered student workshops in three of these schools in BD4, BD2 and BD8.

SELFIE workshops are delivered to whole classes throughout a year group as peer education is key in changing young peoples' social norms.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

None.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

**SELFIE Gender workshops with fourteen Year 7 classes**

From 307 student evaluations

- 92% (283) of students said that they understood more about the effects of gender stereotypes

One thing I will remember from today is...

*'that these stereotypes could lead to abusive behaviour'*

*'people need to learn about stereotypes and discrimination'*

*'I will remember not to judge people based on stereotypes'*

*'That history can affect the present'*



*'That you can be what you want and don't have to be a stereotype'*

*'having to tell people when I need support' (year 7 boy)*

*'it is okay to be who I am' (year 7 girl)*

### **SELFIE Consent workshops with eight Year 7 classes**

Following the workshop on pressures, feelings and consent, from 129 written evaluations

- 83% of students (107) said that they understood more about what consent means

One thing I learnt today is:

*'that consent meant an agreement without feeling pressured'*

*'is that you should never pressure someone into doing something they don't want to do'*

*'consent is very important, and always communicate with people'*

*'Not to pressure anyone it may be illegal'*

### **After the Sexual violence, abuse and healthy relationships workshops with eight Year 7 classes**

From 115 student evaluations

- 93% of students (107) said that they would know where someone could go for support

*'I would understand when anything wrong is going on'*

*'Thank you very much for telling me new things I never knew'*

*'learnt the difference between healthy, unhealthy and abusive behaviour'*

*'there is always someone to talk to'*

### **5. How will you continue this project and the outcomes?**

Funded till December 2019. Outputs and outcomes are agreed in funding agreement.

### **Teenage Pregnancy amongst CEE Communities in Bradford – Cnet**

To carry out targeted work within CEE communities to educate and support young women and families vulnerable to unplanned and/or unwanted pregnancy.

#### **Support Provided by Public Health -**

To enhance the role of the community engagement worker(s); Public Health team staff trained as Family Planning Association Speak Easy trainers will provide free train-the-trainer training to enable the engagement workers to conduct targeted work with CEE parents.



Speakeasy is a course for parents which offers an inclusive non-threatening group-based opportunity to gain the knowledge, skills and confidence they need to enable them to communicate with their children about relationships, growing up, and sexual health. The course is structured in eight weekly sessions which are flexible and relaxed. Parents are supported to gain greater confidence when talking about issues which are often considered taboo and embarrassing. These topics contribute to the safeguarding of children and young people and are topical in current society.

### **Case Study**

*22 year old Slovakian Roma women who lives in BD22 and has a child. She attends Good Shepherd stay and play.*

*She was given leaflets and information about sex education and health after the following conversation*

*This is her story -*

I live with my two children and husband in Bradford district.

I have never worked before and husband is main wage provider for the house hold.

I came to England 4 years ago and fell pregnant straight away. I didn't want to have a child so quickly because the situation wasn't stable.

I was looking for a way to terminate the pregnancy and because it was such a hard subject to talk with family and friends I looked online.

I didn't know that you can go to GP and talk about it. Also I found it really embarrassing to use a translator when I finally discovered I had to go to GP.

I didn't terminate the pregnancy and kept the child but after the birth I developed post-natal depression.

I don't have anyone to talk to about health and contraception. And I struggled to find somewhere that speaks my language that could help me.

I would like more information translated into Slovakian.

### **Case Study**

*21 year old Czech, Roma women who lives in BD21 area without children. Attended Good Shepherds centre stay and play session with sister.*

*She was given leaflets and information about sex education and health after the following conversation.*

*This is her story -*

I came to England in 2008

I was struggling in school because of the language issues; it wasn't easy for me because I was getting bullied for my different nationality. I have found some other Czech children in my school and I felt better with that.



I have my first boyfriend when I was 12 year old it wasn't full on relationship it was more like childhood relationship; we didn't have sex until I was 14.

I didn't know what contraception is and he told me it's fine to not use it.

I fell pregnant when I was 16 but I have miscarriage the baby.

It was eye opening for me that I need to have contraception because I don't want to ruin my life.

My mum give birth to me when she was 15 and I know how hard it was for her , she was telling me that I have my whole life to come and first I need education and then start family .

She took me to GP to start me on the contraception.

I am in college and the moment doing beauty course and I want to open my own beauty salon.

I am talking about the health and sexual health issues with my mum and my partner.

I think there is not enough information around sexual health for kids age 14 because knowing from my experience they are starting to be sexually active then so they need more information.

### **Welcome and Transition Project – Refugee Action**

- The Bradford Refugee Forum runs the Welcome to Bradford project.
- The Welcome Project links with newly dispersed asylum seekers with trained volunteers and Bradford Refugee Forum.
- Staff help assist with engagement and integration with services and communities.
- This project welcomed new arrivals to Bradford signposting them to community organisations and groups that can provide the appropriate assistance.
- People who are newly arrived are likely to be isolated and unable to engage with the wider community due to unfamiliarity of a new place as well as language barriers.
- The project helps to bridge the gap by matching people with volunteers who are able to introduce them to the city particularly the support groups that would be helpful for the individual to engage with.
- Well placed to help by linking people arriving in Bradford with support and opportunities, and also by hosting/equipping other community groups to run events or projects that enable refugees and asylum seekers' voices to be heard and celebrate their identity.
- We also enable refugees and asylum seekers to partake in opportunities and use or develop their skills during events such as the above and also through other projects and on other occasions.

### **Case Study –**

#### **1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

The Welcome and Befriending Service has provided a vital link for those recently arrived refugees in Bradford. Some of the refugees and asylum seekers are very new to Bradford and others are in transition, all of whom would likely feel exposed and find it difficult to adjust to a new life in Bradford



but for the help from Bradford Refugee Forum. In the last few months, Bradford has seen an increase in the numbers of those dispersed to the city, which inevitably means that the need for befriending and help of recent arrivals is increasing.

Referrals to the service have been received from various places:-

- Schools
- Biasan / City of Sanctuary
- By phone from Bradford, Leeds and further afield
- Self-referrals / Email
- Refugee Action
- Red Cross
- Bevan Healthcare
- Housing / Cold Weather Provision
- Others

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds?** (Maximum 200 words)

Both the project and the Refugee Forum in general have produced and disseminated materials for publicity for referrals and even more importantly, for prospective volunteers. For this reason, the project has used its resources to have:-

- Continued and improved use of website and social media,
- leaflets,
- Refugee Community groups,
- promotion through other groups,
- Newsletters – other organisations,
- Collaborative work – Refugee Action, Biasan, The Deaf Centre, City of Sanctuary, Sharing Voices etc.

These are being followed up and more work on them will continue.

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project.** (Maximum 100 words)

We have 25 active volunteers. These have attended training with the coordinator and are volunteering with us. They can be called upon as per their availability when their help is required. We also have more volunteers who have filled in expression of interest forms and the process is on-going.

A large proportion of our volunteers are from the refugee community. They include those with secured status and also some who are asylum seekers themselves.

We also have some people from wider Bradford community both male and female and we are very



grateful for everyone who offers to volunteer with us.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Those who use the service benefit in various ways from conversations / language / interpretation, help with CVs, registering to find work and in general how things are done in UK / Bradford.

The quote below is from someone we have helped:-

*"There was a leak in my house, waste water from the bathroom was leaking and had destroyed the ceiling and floor boards. I did not know what to do. A volunteer from Refugee Forum helped me explain to the landlord to mend the leak and make the boards safe"*

-CN

In a nutshell, volunteering is helping new arrivals integrate into the District and their local area quickly and the project is providing a coordinated and dedicated befriending service that links to the broader range of groups supporting newly arrived refugees

It is helping develop the skills and confidence of the wider refugee community and most of the volunteers are from the refugee community.

**5. How will you continue this project and the outcomes?**

The challenge of working with refugee community groups and users continues. We will continue to work with others in partnership to raise policy issues on the one hand and monitoring the project activities on the other hand to attend to the needs of our clients the best we can.

The project has been understood to be an integral part of the Refugee Forum and the Forum will put together regular focus groups to follow up and monitor the project to make sure it achieve its goals. This follow up has and continues to involve Refugee Community Organisations, other Partners and Stakeholders, as well as any required contractors and suppliers.

**6. Please attach a photo if possible. Please note we may use these in public reports, on our website and social media, so please ensure you have sought permission of the participants before submitting**





**7. Please provide links to media articles, if appropriate**

We were greatly honoured to have the Lord Mayor (Cllr Abid Hussain) attend and preside at the Bradford Refugee Forum Welcome to Bradford project's second festive party for asylum seekers and refugees on Saturday 16 December, 2017.

<https://twitter.com/BradfordCoS/status/942420418828423168>

**Case Study -**

**1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

The Welcome and Befriending Service has continued to provide a helping hand for refugee arrivals supporting them with finding their feet in a new place. We also work with those in transition and our weekly drop-in session has received many referrals and worked with many individuals and families.

April to June quarter has been very busy with the preparation and participation in the events of the national Refugee Week in June. A multi-lingual walk around places that may be of interest to new arrivals was organized and conducted by Bradford Refugee Forum. Volunteers who can speak different languages help explain what happens in the places visited. This increases knowledge and confidence of new arrivals. It is also a good opportunity to meet other people and make friends.

A weekly drop-in session has provided 1 to 1 support for those in transition from the asylum system to settled status. We have served about a dozen people every month of the project and this will only increase.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

Both the project and the Refugee Forum in general have produced and disseminated materials for publicity for referrals and even more importantly, for prospective volunteers. For this reason, the project has used its resources to have:-

- Continued and improved use of website and social media
- Leaflets
- Refugee Community groups
- Promotion through other groups
- Newsletters – other organisations
- Collaborative work – Refugee Action, Biasan, The Deaf Centre, City of Sanctuary, Sharing Voices etc.

These are being followed up and more work on them will continue.



**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

We have 28 active volunteers. They have attended training with the coordinator and are volunteering with us. They can be called upon as per their availability when their help is required. We also have more volunteers who have filled in expression of interest forms and the process is on-going.

A large proportion of our volunteers are from the refugee community. They include those with secured status and also some who are asylum seekers themselves.

We also have some people from wider Bradford community both male and female and we are very grateful for everyone who offers to volunteer with us.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Those who use the service benefit in various ways from conversations / language / interpretation, help with CVs, registering to find work and in general how things are done in UK / Bradford.

The quote below is from someone we have helped:-

*"It is a bit tough when you are here alone going around without your own family. Life is not easy, it is really tough, but I really thank the people here because they give me hope. It is a bad part of my life that I am on hold not able to look after my kids the way my mother looked after me without a place to call home. I walk to help others and live in hope that things will be better." -RR*

Volunteering is helping new arrivals integrate into the District and their local area quickly and the project is providing a coordinated and dedicated befriending service that links to the broader range of groups supporting newly arrived refugees.

It is helping develop the skills and confidence of the wider refugee community and most of the volunteers are from the refugee community.

**5. How will you continue this project and the outcomes?**

The challenge of working with refugee community groups and users continues. We will continue to work with others in partnership to raise policy issues on the one hand and monitoring the project activities on the other hand to attend to the needs of our clients the best we can.

The project has been understood to be an integral part of the Refugee Forum and the Forum will put together regular focus groups to follow up and monitor the project to make sure it achieves its goals. This follow up has and continues to involve Refugee Community Organisations, other Partners and Stakeholders, as well as any required contractors and suppliers.

**6. Please attach a photo if possible. Please note we may use these in public reports, on our website and social media, so please ensure you have sought permission of the participants before submitting**

We helped organize the activities of Bradford Refugee Week and participated in many of the events.



**7. Please provide links to media articles, if appropriate**

[http://www.thetelegraphandargus.co.uk/news/16261677.Poster\\_launch\\_to\\_mark\\_upcoming\\_Refugee\\_Week\\_in\\_Bradford/](http://www.thetelegraphandargus.co.uk/news/16261677.Poster_launch_to_mark_upcoming_Refugee_Week_in_Bradford/)

**Welcoming New Migrants – Arise (Royds)**

Orientation packages, allowing new communities to quickly orientate to the district and learn the norms and values we all live by.

All organisations involved will meet quarterly to track the impact of the project and to set the agenda for the coming quarter. All organisations will report increased community cohesion and a lessening in cross cultural tensions.

By the end of year one: Four Community Champions will be recruited to work on the project in year two.

**BD3– Community Works as lead partner**

Additional support for refugees, asylum seekers and Roma people through Anchor Project Supporting a range of people with little English to access services and develop new connections and friendships. Clean up events and educational work associated with keeping BD3 litter free and clean involving a range of local partners and people from different communities.

**BD7 - Welcome to Great Horton; St John's Church Red Letter Project as lead partner**

Other partners are wardens from Bradford Council South Neighbourhood Office, Hope for Justice, CHAS @St Vincent, Bradford Refugee Forum, Bradford College, and Great Horton Village Hall.

Building on recent research conducted with changing communities in BD7 and on pilot work carried out as a result of the research. Great Horton Village Hall opened its doors to new and existing migrant communities. Activities includes weekly drop in advice sessions; ESOL classes; IT classes; Job Club; sports activities; Health and GP classes

**BD8 - Manningham & Girdlington - Carlisle Business Centre as project lead**

Other partners are St Paul's Church, St Edmund's nursery, Kensington GP partnership, Sharing Voices, Hollings Youth Association, and Little Lane Church. Activity- bringing existing and new communities together through food – sharing different cultural dishes – and football, both of which will provide safe space for conversations between people from



different communities, building friendships and understanding of how to access local services, activities and celebrations. Production of translated material where helps to access understanding and joint drama production where people involved can share their journeys together

**BD5 - West Bowling Advice Centre as project lead**

A series of welcome meetings in community venues where professionals and local service providers meet with new arrivals and migrant communities finding integration difficult. Community translators will be used as required. Orientation walks around the neighbourhood hosted by a part time worker to be funded through this money. The worker will provide additional one-to-one support to families and individuals from new communities.

**West Bowling Case Study –**

**1. Summary of the piece of work from within your project: what happened? What changed? (Maximum 250 words)**

The project has made contact with a Syrian family who have been in the UK less than a year. They have three children with them and two children in other countries. The mother is depressed and has little proficiency in English. She does not socialise outside of the family. The project is linking them to support organisations and the father has been booked an appointment at West Bowling Advice Centre. The family is starting to feel less anxious and more hopeful of the future.

**2. How did you ensure a wide range of people had the opportunity to get involved and how has the project benefited people in the District / Area / Ward/from different backgrounds? (Maximum 200 words)**

Through partners

**3. Give a brief overview of how many and the type of Volunteers you have involved with this project. (Maximum 100 words)**

Partners have volunteers.

**4. What was the impact on community relations/cohesion? What changed in the community or within the group or individuals?**

Case study is self-explanatory.

**5. How will you continue this project and the outcomes?**

More of the same.

**Case Study -**

A 27 year old single lady approached us regarding her Child Tax Credits not being paid into her bank account. She has three children under the age of 10 years. The only other income she has is Income Support and Child Benefit.



We investigated the matter further by telephoning the Tax Credit helpline; we were informed that the case was being investigated by Concentrix. We then contacted Concentrix and this was confirmed and she needed to wait for the letter outlining more details of the investigation.

There was little we could do until she received the letter from Concentrix other than offer her food parcels.

Within a few days she had received a letter from Concentrix. Concentrix stated that Tax Credits have been stopped and she had the right to a reconsideration of the decision, but needed to supply details of her tenancy agreement, gas and electric and bank statements relating to the past year or when she moved into her existing address. Client couldn't supply her bank statements because she had changed her bank and had destroyed her old bank account statements. We advised client to contact her original bank to obtain copies a.s.a.p. We decided to supply the information that we had and four weeks later Concentrix stated that they had refused the reconsideration because all evidence wasn't supplied. There was a right to appeal.

At this point the lady was becoming anxious because she was borrowing money from her family and was worried about paying them back. We tried to reassure her that she had every possible chance of winning the appeal if she supplies the relevant bank statements. Within a few days she supplied the bank statements.

We appealed this decision and within four weeks her Tax Credits were reinstated along with eight weeks of back pay which enabled her to pay back the money that she had borrowed from her family.

### **Case study -**

A 62 year old woman rang us in a distressed state. Despite having a long history of physical and mental health problems she had been re-assessed and told that she was now fit for work. Despite the fact that she only had six months to go until she reached pension age, her ESA was stopped immediately, leaving her penniless.

She was not well enough to sign on and claim Job Seekers Allowance. We supported her with food parcels during the mandatory reconsideration period when no benefit is payable. We then appealed the mandatory reconsideration decision and helped get the basic rate of ESA into payment while we waited for the appeal to be heard.

During the mandatory reconsideration period, we helped her to reclaim Housing Benefit on the grounds of having nil income. As she had two spare bedrooms she was subject to the bedroom tax. She was reluctant to move as she had lived in the house a long time and had good support from neighbours. The bedroom tax would also not apply in six months when she reached pension age. We applied for a Discretionary Housing Payment to cover the shortfall and it was granted in full for the six months.

While this was going on, we kept in contact with her landlord and the Council Tax section to keep them informed of what was happening. She had never been in arrears before and was terrified that she was going to be evicted or sent to prison for Council Tax arrears.



We wrote to her GP and obtained medical evidence for her ESA appeal. We interviewed her several times about how her health affected her and wrote a detailed submission for the appeal. The appeal was heard at the end of December and the original decision was overturned. She was found to be unfit for work and an increased amount of ESA will be paid until she reaches her retirement in a few months. She also received £818.40 of arrears.

The client has made it clear to us that she would not have coped with the volume of letters, forms and phone calls that were needed to deal with all the above matters.

### **Marginalised Communities – Arise (Royds)**

Strengthening identity and belonging and challenging stereotypes and myths; including some linking communities work within urban estates and marginalised communities.

### **Holmewood – Lead Partner - All Star Youth Entertainment**

- Community Magazine, Holmewood.

### **Keighley West – Lead Partner - Keighley Parish**

- Increase in perception survey re harmonious living.
- Decrease in hate crime.
- Bring people together via three mini projects –
  - Puppet making and circus skills workshops
  - Create a piece of interactive theatre to run in schools.
  - Film the stories of why people move and become a part of our community.

### **Buttershaw – Lead Partner – Royds Community Association**

- Increase in perception survey re harmonious living.
- Decrease in hate crime.
- Reduction in Anti-Social Behaviour.

### **Bradford East – Lead Partner – Ravenscliffe Community Association**

- 2% reduction in Anti-Social Behaviour.
- Increase in perception survey re harmonious living.
- Decrease in hate crime.

### **Changing Places – Ravenscliffe**

- Bringing together people through food, activities and events in order to share their collective cultures.
- Group meets once a week.
- Started small but over course of the project has expanded
- Break down barriers and teach others regarding different cultures.
- Use food – cook and eat every 2 to 3 weeks
- Group discussions around equality and diversity topics.



- Various cultural trips out – including visits to museums, parks, libraries etc.
- Now have approx. 10 to 12 regular attendees.

### **Changing Places – West Bowling**

- Working together with multiple service providers to deliver a variety of activities.
- Aiming to help break down barriers and build relations with different communities.

### **Holmewood – All Stars –**

#### **Case Study -**

Y only feels comfortable with her close neighbours. “I’m reluctant to leave my home, especially when it’s dark as I am a timid person, who finds it difficult to make friends. My neighbours are good though, giving me lifts into town or to the supermarket when I need to, or they might run other errands for me from time to time. And of course, I do what I can in return.”

When asked if their views have changed as a result of the project they answered:

“Yes it has changed. As I said, being timid I was not someone who would make the first move in a conversation but through my neighbours I have been able to learn more about their culture and see the value in them, in addition to my own”

#### **What was your view before?**

Somewhat insular, I blamed foreigners especially for everything I thought wrong in the country

#### **What is it now?**

I am less judgmental and am prepared to listen more to what others have to say.

“I’ve been coming to TFD Centre for years. I have seen the community improve as Bonfire night and Halloween used to be a difficult time with antisocial behaviour and incidents involving young people targeting people with fireworks. This year however the level of antisocial behaviour seems to decrease. I think a lot of the joint up work has taken place in the community which has led to people having a little more pride in the area and not tolerating the level that has occurred in the past. I think this due to the great work going on across the area and it’s great to see people taking pride in our community.”

#### **Case Study -**

“The library has become more of a peaceful atmosphere as residents seem to respect it more.

I see people of different cultures mixing and talking more. I think the main reason for this is that the community have made the space their own and they have activities and events which they organise and which they want. Different groups have different interests and I think having similar interests help bring people together and this helping people get on more and they are more open to different cultures across Holme Wood.”



## **Ravenscliffe**

### **Celebrate Food**

On the 22<sup>nd</sup> of October we were able to showcase as a group, the foods from our diverse backgrounds.

The usual group that meets weekly cooked the food using the facilities in the café. The café staff downed tools and supported the group in cooking lunch for the service users. This saw one particular lady who is extremely shy and withdrawn, open up and show off her cooking skills.

When we first began cooking, she stood on the outside of the kitchen, fearing to come in and show her face. After I spoke to her and encouraged her to come and support me, I slowly reduced my support until she was cooking on her own.

Her whole persona after making the meal was glowing; she was beaming from ear to ear. She now feels more confident in speaking out in the weekly meets and joining in various other activities.

She has agreed to come and be a voice at the Stronger Community Strategy meeting, which is amazing to be so far out of her comfort zone. In general conversation we discussed how she didn't feel safe coming into the estate being from Thorpe Edge when she was younger, as she wasn't welcome; the people of the estate were very racist towards her and her family. However being a part of a group like this and various other groups within the centre enabled her to feel more integrated and open to talk about her feelings of not being welcome. She stated, she no longer felt alone, like she always had a safe space to be, which proves the group is doing its job.