

## Appendix C – Trusted Relationships – Case Studies

<b>Trusted Relationships – One to one support</b>
<b>Name of young person: B</b>
<p><b>Context of the work and the key issues</b> <i>A summary of the key issues for the Young Person and the reason for referral</i></p> <p>B was referred to Trusted Relationships for 1:1 support in June 2020 after concerns were highlighted by residential staff relating to B...</p> <ul style="list-style-type: none"><li>- Speaking inappropriately to unknown older males via social media.</li><li>- Sending indecent images to older males via social media.</li><li>- Using sexual language and sexual gestures towards staff and young people</li><li>- Exposing herself in public places as well as within the residential unit</li><li>- making allegations of a sexual nature about residential and school staff</li></ul> <p>B is a child looked after by Bradford Local Authority, B has been exposed to early trauma through severe neglect which has impacted their ability to form positive and lasting relationships.</p> <p>B could be described as having no sense of personal boundaries, both physically and psychologically with other people, B has SEMH needs and a learning delay which makes B extremely vulnerable to the risk of exploitation.</p>
<p><b>Your approach</b> <i>What did you do to build relationship and address the issues listed above? Think about how you worked with other to create solutions (family, other agencies etc.)</i></p> <p>Due to the Covid crisis the Trusted Relationships Group Work Programme (TRGW) has had the privilege of supporting the TR1:1 programme by taking referrals.</p> <p>When B's referral arrived with me the country was in lockdown and so initial contact was carried out via TR activity and information packs, which were posted out to young people and explored through telephone sessions. B's residential keyworker supported telephone sessions and worked with me to gain a better understanding of CE and the support that B would gain.</p> <p>B enjoyed initial pack activities but it was apparent that B struggled to communicate and engage via phonecalls, so face-to-face sessions were organised at B's educational provision.</p> <p>Support got off to a bumpy start as I was (quite literally) bombarded with: 'f**k you!... 'what do you want you f**king b**ch?' from B, for many (many) school visits. What struck me about this 13yr old was that there really was no one in their life that wasn't paid to be there (professional overload) and sadly B had a really good grasp of this. I kept going (as we all do) because I understood their communication was a response to the neglect, trauma and abuse they'd suffered, as well as a form of personal protection (or invisible armour) as they continued their turbulent journey through the care system.</p> <p>I can honestly say that I'd never quite experienced the level of resistance that this young person thrust my way, but we stuck it out and moved through 2020's chaos together.</p> <p>Slowly I discovered that B had a love of horses (albeit that they had never shaped anything around this), and so not to miss a chance TR pulled together horse riding groups whenever an ease of lockdown rules allowed.</p> <p><b>On our journeys to riding sessions</b> B and I would have the opportunity to talk through themes such as:</p> <p>App's games and sharing:</p>

Online safety & communication  
Online support and information  
Healthy / unhealthy relationships  
Friends, Frenemies and Fakers  
What is grooming?  
Consent,  
Identity and sexuality etc.

**On our way home from riding sessions** we would think about things like:

Growing confidence,  
Why I'm important and why my feelings matter  
Self-esteem,  
Feelings and what we do with them,  
Using personal power positively,  
Rights & responsibilities, (and consequences) as B had become involved with YOT after damaging staff cars and attacking a number of residential care staff.  
Turbulent behaviours were an ongoing feature of B's life away from TR and riding, but when B was with horses it seemed to be a space that gave B permission to rethink and reshape how they saw themselves. So we kept going and kept strengthening B's outlook.  
When horse riding wasn't an option I popped into the residential unit for chats and checkins.

### **What was the outcome?**

*What has changed and how things have improved for the young person. What might the next steps be for the young person to continue on a positive journey?*

B remains a young person with many complex needs and ongoing vulnerabilities. B will need the team around them to provide a safety net for many years to come, however there was certainly a shift in behaviour from 'turbulent and disruptive' to 'settled and engaged'.

I referred B to the Youth Buddies Service where they formed a positive relationship with Youth Workers and enjoyed youth provision activities.

The riding school were utterly amazing and saw B's potential as B braved all aspects of the great British weather to show commitment to lessons and a love of horses.

I coordinated the opportunity for B to join the 'Changing Lives Through Horses' educational provision at the riding school where B would be able to achieve a certificate in equine care and stable management as part of their education plan. B attended one day per week and began to make friends with the other young people and volunteers on the yard. B's confidence and self-esteem soared – it was lovely to see B enjoying, learning and making new friends. B had always struggled to make and maintain friendships and so this was an amazing achievement for them.

Unfortunately, in June 2021 B's residential home was closed with immediate effect, this displaced B until a new placement could be found. Within 2 weeks B moved to a placement in Stratford-Upon-Avon. It was worrying to think of B leaving the stability that had been created behind, however arriving in Stratford B was able to assert how much horses were now part of their identity and so B trotted off (with the support of new placement staff) to find a stables that she could volunteer her time at and begin riding again.

I feel very proud the way B transferred these skills into a new setting as indeed B has already made new friends. I'm hopeful that B will find horses and show people

the skills and strength developed in this activity wherever they may go in future.

**Direct feedback**

*Please record any direct feedback received such as quotes, compliments or complaints about the work with this individual*

B said:

'Thank you for bringing me out to do activities... thank you for taking me to do horse riding and everything... I don't know where I'm going but they better always have horses'

'I feel like horses are my life... they are who I am, they are part of me (my identity), and I always want to have horses in my life. When I am older I will have a farm, it will be peaceful and it will be full of animals. It will be like a rescue centre and I'll have the skills and I'll know how to look after them all.'