



YMCA MANCHESTER

Youth and Community Service Annual Report

April 2019 - March 2020

YMCA

“Through development of mind, body and spirit, we aim to provide a sense of belonging where people of all ages are inspired to achieve their full potential”

We seek out

We actively look for opportunities to make a transformative impact on young lives in the communities where we work, and believe that every person is of equal value.

We welcome

We offer people the space they need to feel secure, respected, heard and valued; and we always protect, trust, hope and persevere.

We inspire

We strive to inspire each person we meet to nurture their body, mind and spirit and to realise their full potential in all they do.

We speak out

We stand up for young people, speak out on issues that affect their lives, and help them to find confidence in their own voices.

We serve others

We are committed to the wellbeing of the communities we serve and believe in the positive benefit of participation, locally and in the wider world.

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WELCOME

At YMCA Manchester it has been a truly collective effort to maintain and grow our services for young people and our community. We recognised that for many people this is a challenging time of austerity and social isolation.

With the growing impact of poverty and mental health on individuals, families and society we acknowledge we must respond to the call for services that make a real difference to people’s lives.

At YMCA Manchester we have a reputation for providing high quality and consistent services delivered in the local community. We have reached over 2000 young people and adults through our education offer and mental health initiatives. However, we want to do more.

Our amazing staff, with their exceptional skills, are passionate about making a positive difference to the lives of others. We want to get better at recognising and valuing the contribution everyone makes. In the meantime, we want to say a big thank you to all our staff for going that extra mile.

Many of the projects at YMCA Manchester depend on our funders and we appreciate their recognition of the value of our work and thus continue to invest in us. We know that collaboration is critical in addressing disadvantage and to this end we actively seek connections and partnerships.

At YMCA Manchester we aim to grow stronger to do more. In 2020/21 we want to continue to respond to the needs of our staff and the community we are here to serve. By reviewing regularly what and how we do things we continue to learn and thus we are in a constant process of refinement. The need for our services is sadly growing; we intend to meet this need with love, compassion and effective action.

Chair of Trustees

INTRODUCTION

Programmes of work over 2019-2020

The following Youth and Community programmes of work have been delivered by YMCA Manchester over the period April 2019 - March 2020:

- Mental Health Champions Project: This is a collaboration with Salford Colleges and Moorside High School to co-produce and deliver with partners and students a mental health campaign.
- Magnus Mowat Bursary: This supports 10 Salford students to access alternative education. These are young people who are failing within mainstream education.
- Vulnerable young people and LAC: Delivered through bespoke trauma informed educational and pastoral programmes.
- Mental Health in Elite Sport: This project is a collaboration with British Wrestling to co-produce a programme of training for senior coaches and athletes engaged in elite wrestling, many of whom live and work in Salford.

The report outlines the work which has been achieved by these programmes.

Implementation and delivery

The delivery of all our programmes of work has been strengthened because of the strong relationships we have established with all our partners. The schools and colleges in Salford have credibility and trust in our ability to deliver effectively; see appendix 1. During the last year we have reached out to new partners and built even stronger relationships with existing partners; see appendix 2.

Our approach to all our work has been to co-design and co-produce work; this has been reflected in all the 4 programmes of work. Youth voice has continued to be integral to all our programmes of work with young people.

Our work with young people draws on current evidence and insights that we have gained from working with children and young people, and professionals. The delivery contributes to breaking the stigma related to mental health and building the resilience protective factors of connection and belonging. The difference it makes to young people is:

- Increase in self-efficacy
- Increase in sense of belonging
- A sense of purpose

Our delivery in common with all other organisations in the country has been impacted by the COVID-19 pandemic. Young people have been traumatised by the changes resulting from the pandemic. In response, we have worked to set up online and remote solutions to continue to engage young people in activities, which particularly support their mental health and wellbeing.



Achievements

- We have reached over **1700** young people at the Salford Colleges.
- We have delivered:
 - 100** x 1-1 coaching and mentoring sessions.
 - 474** teaching lessons given.
 - 4** mental health campaigns delivered.
 - 2** consultations completed.
 - 2** focus groups carried out.
- **9** qualifications completed by our students in the last academic year.
- **12** students were on track to achieve their qualification for the current academic year, pre- COVID-19 lockdown.
- **92%** average attendance and engagement rates for our students for the current academic year, pre- COVID-19 lockdown.
- **6** new partners.
- We have facilitated a dialogue about mental health within British Wrestling, which has raised the profile of mental health and wellbeing within the organisation. It now recognises the need for cultural change within it and has started to engage in conversations about mental health and wellbeing.

MENTAL HEALTH CHAMPIONS (MHC) PROJECT

OVERVIEW

The YMCA Head of Targeted Youth Service and Engagement and the MHC Project team have been able to build on the Mental Health Champions (MHC) Project because of the success of previous work and the strong relationships we created, particularly within FutureSkills College and Eccles College. Our key partners have been:

- The Pastoral Team within FutureSkills College, Eccles College, Pendleton Sixth Form College and Moorside High School.
- The Head of I.T, Computing & Games Department; mental health has been integrated into the curriculum for the Gaming Levels 2/3 and Software Levels 1/2 students.
- The new Head of Pastoral Service in Pendleton Sixth Form College.
- The MHC project comprised 3 elements: Peer education, mental health campaign activity involving Mental Health Champions and key adult education.

WHAT WE DID

- **Recruitment of peer educators and Mental Health Champions:** We have worked collaboratively with the colleges and Moorside High School to recruit peer educators and Mental Health Champions. We have had a whole college approach, using tutorial groups to disseminate information about the MHC Project, peer educators, Mental Health Champions and campaign activities. Potential peer educators were involved in deciding topics for their training.
- **Mental Health Campaign:** The Mental Health Champions have been involved in shaping the campaign, deciding on themes for 6 stalls with a range of activities, every month, January – June 2020 at each college, FutureSkills and Eccles: men's mental health, eating disorder awareness, international month of happiness, bi-polar awareness, children's mental health and stress management and awareness.
- **Key adult education:** Mental health training for staff was set up in collaboration with the Pastoral Leads within FutureSkills and Pendleton Colleges and consultation with the Head of Head of I.T, Computing & Games Department at FutureSkills. This identified new topics, e.g., gaming and mental health and social media and mental health.

OUTCOMES

Indirect delivery to students

1700 students have been reached through weekly tutorial groups, monthly open day drop-in events and weekly e-newsletters. The mental health awareness campaign and sign posting has been delivered via open days and internal communication channels within each educational establishment.

Direct delivery to students

- A World Suicide Prevention Day drop-in at FutureSkills College; **35** students engaged in creative mindfulness activities. Sign posting and mental health strategies were given out to **20** students. **15** students engaged in producing positive mental health messages for other students in the college, e.g., "You are not alone, there are many people who feel what you do. Release the cap from your battle and open up. Your feelings matter and people do care". These have been used to produce positive mental health messages to other students.
- **14** workshops on mental health topics for potential peer educators: 5 Eccles College, 9 FutureSkills; this reached a total of 32 students.
- **3** peer education workshops: **1** Eccles College and **2** FutureSkills College; a total of **10** peer educators. All progressed to campaign as Mental Health Champions.
- **62** students became Mental Health Champions with a marketing role:
 - 39** Levels 2/3 Gaming students. They attended a mental health workshop. These students have worked on mental health briefs to create video games related to mental health, which are being evaluated.
 - 23** Levels 1/2 Software students; they attended a mental health workshop and have worked on a mental health brief to produce posters about mental health.
- **9** drop-in open day events were planned across Eccles College and FutureSkills College. These drop-ins were themed as outlined earlier; see appendix 3 for more details. **4** drop-ins were delivered, and because of the COVID-19 lockdown the colleges closed, and it was therefore not possible to deliver the rest of the drop-ins. At the drop-ins information and guidance was given, mental health strategies shared; **200** students engaged.

Workshops and drop-ins; these have engaged over **400** students

- **2** consultation exercises completed to evaluate impact and inform design and delivery of the programme; 100 students contributed.
- Online delivery to young people; started in 23rd March 2020 in response to the coronavirus pandemic and lockdown. We recognised that young people were traumatised by the impact of the coronavirus pandemic on their lives. The work was set up to support community cohesion and mental health by addressing four key elements that need to be managed when living with trauma, BBBC, this being:
 - Be active- keep moving
 - Be connected
 - Build on existing skills- keep learning
 - Create routine

The online delivery has comprised:

- **Virtual Learning**
There are 4 types of activities, which are posted weekday at 9.30am on our Instagram account. The activities include literacy, numeracy, happiness and fitness challenges, and young people respond with their answers, pictures and /or videos to share their success. The link to our Instagram account is: www.instagram.com/ymcamanchester/
- **Virtual Youth Club**
This was set up to post daily good news bulletins, creative activities, self-care tips, weekly quizzes and live art classes on our Instagram account. This youth club is interactive with young people being encouraged to respond with pictures of what they have created, share quiz answers and/or attend the live classes via Zoom.
- **Virtual volunteering**
This was set up to increase social value in young people through virtual volunteering opportunities. Students from the I.T, Computing & Games Department at FutureSkills College have formed a virtual team; they have been using their expertise in social media and technology to create a guide on digital inclusivity which will support the older generation and others who may want to learn more.

Adult Education

Mental health awareness workshops were delivered to staff at FutureSkills College and Pendleton Sixth Form College.

All staff found the training useful, e.g., for: "working with students who suffer from mental health issues", "working with those that stress over the subject matter (Maths)", "tackling problems that prevent pupils' progress", using "the strategies talked about during the training".



MAGNUS MOWAT BURSARY

OVERVIEW

We believe all young people should be given the chance to reach their full potential. We aim to help young people explore their abilities. Our education services show them the possibilities and potential they have through:

- Support for those excluded from school/college or at risk of exclusion.
- Vocational training and work-based learning for 14-19 year olds.
- Specialist provision for young people with challenging, complex and profound needs.
- High quality national accredited education and training, which is designed and delivered by qualified teaching staff.

WHAT WE DID

- Delivered accredited qualifications to **11** Salford students from September to December 2019; 10 are funded by the Magnus Mowat Bursary as indicated earlier and one by Oakwood Academy. The students' attendance varied from 1-3 days per week.
- **1** post-16 student is currently on track to achieve a Level 2 Certificate in Sport and units which contribute towards the Level 1 Award in Employability and Personal Development. This student gained work-based experience in the YClub in order to complete one of the units towards their qualification.
- **11** KS4 students are currently on track to achieve a Level 1 Diploma in Sport and Active Leisure.
- Implemented a behaviour modification programme based on a solution focus theory of change.
- Delivered **5** nationally accredited courses to our young people.
- **11** students are engaged in regular opportunities to enhance their leadership skills, e.g., through assisting the Lead Tutor in setting up weekly team building activities.
- Our students devised a charity campaign which ran over the festive period; this campaign was called **"Teddies4kids"** which managed to raise **£24** to buy teddy bears for the siblings of children currently in intensive care at St Mary's Hospital.

OUTCOMES

The project has achieved the following positive outcomes for young people:

- All young people who have attended have completed some form of accredited training or are in the process of doing so.
- **63%** of young people who are on YMCA Manchester training courses have reported that they feel more confident in themselves since being on the course.
- A total of **361** workshops and one to one support delivered to improve literacy and numeracy skills.
- Have offered **6** weeks of work experience opportunities within YMCA Manchester.
- Delivered an Enrichment programme that covered local History and Geography, Science and Engineering.
- All students from Salford were engaged in volunteering and fundraising activities; between them they raised **£67.17**.
- All students have gone from non-engagement to full engagement over a 3-month period. Students have given verbal feedback in respect to their participation and impact on their confidence.

As a result of taking part in a personal fitness programme two students said:

"I feel more confident and I accomplished more, I liked going to the gym and learning about the machines".

"I liked going in the gym and I enjoyed doing something I've wanted to improve".

A total of **361** workshops and one to one support delivered to improve literacy and numeracy skills.

One of the tutors reported...

"Students often start with us having seen or suffered some form of trauma in their lives, in addition students are often low in confidence for a variety of different reasons; be it their ability to complete written tasks, taking part in practical activity sessions or communicating with others. We spend time identifying ways in which we can improve the well-being of our students whilst offering academic qualifications. Some of the students attending are often SEND/ SEMH, therefore activities and work is always differentiated to suitably challenge and meet their needs.

Students are given the opportunity to take part in fun and meaningful activities to develop their skills and confidence

Students come into the YMCA knowing they are safe and supported by staff and that they are listened to. Upon arrival students are greeted by our tutors, a hot breakfast is provided, and students can spend time talking to members of staff in a positive and safe environment. Students are given the opportunity to take part in fun and meaningful activities to develop their skills and confidence, and are given ownership of projects to improve the community in which they live, for example; our students created shelters for local wildlife from old Halloween pumpkins!"



VULNERABLE YOUNG PEOPLE AND LAC

OVERVIEW

YMCA Manchester recognises that the educational environment plays a major role in the social and emotional competence and wellbeing of children and young people. As a consequence, YMCA Manchester has developed a holistic approach to the pastoral care of our students. This pastoral practice contributes to our students' social, emotional, physical and spiritual wellbeing.

OUR ETHOS

- A trauma informed service; we recognise children and young people who have experienced trauma need this to be taken into account when in a learning environment. We therefore take a holistic view of each child, in context, and work in ways that are flexible and responsive to each young person's needs.
- Our work builds resilience in young people through a youth-led process informed by participation and choice.
- We are reflective and thoughtful about the relationships we build with young people, partners and stakeholders.
- Our work and evaluation framework are evidence based.

OUR STANCE

- We see opportunities.
- Adopting a not knowing and curious position, we place young people as experts in their own lives. We see our role as to work with and alongside young people to provide space for them to learn and flourish.
- We are a team with different areas of expertise, but we work as one, building reflection and communication into our practice. We work empathically to try, as far as possible, to see things from young people's perspectives. We deliver what we promise and do not promise what we cannot deliver.

OUR DELIVERY

We have built our pastoral care around four pillars: the promotion of health and wellbeing; building resilience; academic care; and social development:

- The promotion of health and wellbeing functions as primary prevention. It is delivered through individualised personal development plans, the creation of Health Champions, and our Enrichment programme.
- We frame our work to strengthen young people's resilience as early intervention. Students learn through practice the cathartic effects of physical and creative activities. While time is clearly structured, activities are flexible so that they can be led by young people.
- The academic care we show for young people forms our direct intervention. Working one to one and in small groups enables us to identify, build and adapt learning interventions to meet the needs of each young person.
- Through this way of working we learn about our students and forming part of their supportive networks we can signpost and encourage access to other support.
- We seek to promote students' social development through: the quality of teaching and learning; by working one to one and in small groups, providing opportunities for young people to build positive relationships with teachers and other students; and arrangement with the YClub and the Castlefield Hotel from which our service is delivered.

OUTCOMES

- We have seen significant positive changes in students' behaviour, attitude and wellbeing. We believe this is a result of incorporating pastoral care into behaviour management strategy built on positive descriptive praise and rewarding positive behaviour.
- See appendix 4 for a case study on student B.



Through this way of working we learn about our students and forming part of their supportive networks we can signpost and encourage access to other support.

MENTAL HEALTH IN ELITE SPORT

OVERVIEW

YMCA Manchester has worked in partnership with British Wrestling on a mental health project to build the resilience of the wrestling community.

The partnership arose from deep concern expressed by a former wrestler/coach and board member of YMCA Manchester, after one of his friends from the wrestling community committed suicide. His friend was the fifth from this community to have committed suicide in fifteen years. Alarmed by this pattern, and grieving, he began conversations with YMCA Manchester and senior members of British Wrestling about mental health issues in elite wrestling.

Conversations between YMCA Manchester and British Wrestling highlighted various issues:

- A lack of conversation in wrestling about the mental health of their athletes.
- Silence due to stigma and pressures particular to their sport.
- Impact of injuries and retirement.
- Issues in common with the general population such as managing stress and anxiety.

From these conversations the partnership decided on a programme of 6 workshops. Central to this programme has been:

- Co-producing the training with participants; so, listening and being responsive to issues/needs raised has been crucial. This has shaped the relevance of the training to them.
- Embodied learning; participants have been given the opportunity to apply new tools to their everyday lives so that the learning becomes embodied. For this purpose, they have had homework, e.g., noticing negative thoughts and making a choice to replace with positive thoughts or self-talk.
- Learning from the training; for this purpose, we have made use of a qualified researcher to oversee the evaluation.

The training has:

- Built on being part of a sports club to harness the protective factors of inclusion, connectivity, learning a skill, altruism and self-efficacy.
- Drawn on the evidence base from public mental health and sports psychology to offer tools for mental wellbeing.
- Had a big focus on facilitating a change in culture, having a common language, encouraging conversations about mental health, developing a strong and robust team and giving participants tools for mental health and wellbeing.

This training has engaged several coaches and athletes living and working in the Salford area. The coaches are mostly volunteers. The training attendance has been subject to their wrestling tournaments and training schedules.



We succeeded in getting funding from the YMCA Manchester Board to deliver the mental health project for British Wrestling as they were convinced about the relevance and need which we presented.

OUTCOMES

Workshops 1 & 2

- 17 participants took part in the first 2 workshops in October 2019; a mixture of management, coaches and athletes.

Participants were inspired to take the following actions:

“To coach in a more person-centred way whilst considering how their emotional wellbeing can impact on their lives as an athlete and as an individual”

“Importance of a holistic approach to dealing with mental health”

- Participants had increased their understanding of mental health and wellbeing and how emotional distress impacts on thoughts, feelings, the body and behaviour.
- Participants raised various issues they are faced with. For example, coaches need support in dealing with anyone at risk of suicide. For this purpose, we established that British Wrestling should facilitate a conversation on ways to practically meet this need, which the organisation has recognised as vital.

Workshops 3 & 4

- 8 participants took part in workshops 3 & 4; a mixture of coaches and athletes.
- Participants had improved:

Knowledge of and understanding about services and support for mental health.

Confidence and skills to have a mental wellbeing conversation.

Knowledge of strategies to break the negative vicious cycle.

Functioning as a team.

- Important issues to change the culture of British Wrestling were identified and recognised by everyone, including their CEO. Participants commented:

“I think the discussions were relevant to BWA and I am hoping we can use the information from the course to make immediate positive changes at the Association.”

“Great opportunity for interesting conversations – hopefully to improve the experiences of those involved in wrestling.”

Most people will make use of the training particularly within the wrestling context:

“Conversations skills. Vicious cycle – 5 areas model – remove one, break cycle”

“Holding conversations and recognising how important those conversations are – also strategies to challenge unhelpful thinking”

“It will be useful for me as a coach. Especially during the upcoming overseas competition and also during GBR Squad training”

CONCLUSION

Work with Young People

Our work with young people has been impacted by the COVID-19 pandemic. However, we have responded by setting up online and remote solutions to maintain work when the lockdown came into effect towards the end of March 2020.

Throughout the year we have regularly evaluated our work via questionnaires, focus groups, informal interviews, collecting attendance and engagement figures. We have triangulated the data and used the insight gained to inform service development.

Overall, there were 5 themes that emerged from our findings. These being:

- Most young people thrived in environments where they felt they were seen as part of the solution and not the problem.

“Being part of the solution makes you feel better about yourself and your life, it’s important that you feel you can and do make a difference.”

“I feel really proud of what we have been able to achieve, I can’t believe what we have done, doing it together makes it feel easy.”

- Young people who experienced trauma placed a very high value on their relationships with staff. This was particularly evident in LAC. It was this relationship that saw them through difficult times (onset of COVID-19) and ensured their consistent engagement.

When assessing if it was essential to continue to see a LAC student (through lockdown in March) another professional said:

“YMCA Manchester is critical in the care of this student; it is their relationship that offers the gateway for the rest of us professionals. He/she trusts them implicitly and feels safe, no one else has managed that.”

- Students/young people demonstrated a good understanding of what social action was and wanted to be part of the solutions. They wanted to feel trusted and valued.

“Who can know it better, it is our life.”

However, the young people we spoke to also thought that society doesn’t value them, doesn’t listen to them, and doesn’t engage them in dialogue; they believed that this was a lost resource that a community could benefit from.

- Young people believed in collective approaches to change. They wanted to improve the quality of lives for young people and people in general, and particularly those marginalised groups. They demonstrated a desire to connect with others and participate in the good of the wider community.

“Collectively we can change more.”

“It’s no good doing it on your own, it doesn’t work, its best where everybody gets on the same page.”

“We need to be involved, but not dumped with the problem”.

This has been evident in the mental health campaigns being co-designed and co-delivered, the charity work of the alternative education students carried out, and the community engagement volunteering carried out by the virtual youth club.

Mental Health in Elite Sport

This project has proved necessary in relation to the issues which face athletes and coaches within the wrestling community, and has moved British Wrestling closer to integrating mental health and wellbeing into policy and practice. It has required us to be flexible in our model of delivery in order to fit around the lifestyle of the athletes and coaches as they have often been focussed on preparation and attendance for tournaments.



We are now ready for a *new year* and *new challenges*.

We will:



Continue to build on the positive relationships we have with our existing partners.



Be responsive to changing social and political climate, ensuring our work responds to need as identified by those who are in need.



Seek investment for our work around community cohesion and inclusion.



Use our social change model of coproduction to enable our communities to respond and live with COVID-19.



Set up BTEC pathways for our students.



Deliver functional skills English and Maths in response to requests from students and schools.



The findings from our evaluation will be incorporated into new service developments and new funding bids.



We will identify and discuss with British Wrestling an appropriate model of delivery to complete the programme.

To whom it may concern,

Within the FutureSkills College environment we have been faced with the huge challenge of dealing with mental health issues experienced by our students, especially given the stigma surrounding mental health problems. Our teachers have felt the urgent need to find ways in which they could support students experiencing distress, given services are too stretched to respond immediately. We were looking for a way to change this very difficult situation and be preventative and early in our interventions.

YMCA Manchester Mental Health Champions (MHC) project offered us a way forward. We have worked in partnership with them for over 2 academic years to co-deliver this project with our students.

The approach taken by the YMCA has been to embed dealing with mental health issues into the college, by working together with the staff and the students to coproduce the campaign and introduce it into various curricula. Students were invited to take on leadership roles, as Peer Educators and Mental Health Champions. Our students went through training for these roles and mental health awareness. Our staff too benefited from training on mental health awareness.

Our Mental Health Champions met regularly as a group to shape the campaign for the college and co-deliver it, for each academic year. Each year new students have had the opportunity to take on this role. This process formed connections between them and gave them a sense of purpose and belonging. The campaigns have fostered a positive change in culture within the college. This has been through challenging the stigma surrounding mental health problems and normalising mental health as being part of all our lives. This has been made possible by mental health and wellbeing issues being covered at open events and student tutorials and by students creating positive mental health messages and resources, made available throughout the college. This has started to raise awareness about mental health problems, make open what's been hidden, contribute to reducing the barriers to our students seeking help, and encouraged and stimulated conversations between students and between students and staff about mental health and wellbeing which they otherwise may not have.

This process has therefore brought together our college community through focussing on positive solutions to dealing with the shared issues regarding mental health and wellbeing. It has contributed to breaking barriers between students and staff.

We have witnessed how their approach has made a big difference to our college community and we look forward to working in partnership with them again.

Yours faithfully,

Jennifer Stead
Head of Pastoral Support

Appendix 1: Testimonials from Heads of Services at FutureSkills College

To whom it may concern,

The YMCA Manchester Mental Health Champions (MHC) project has provided the opportunity to integrate dealing with mental health issues into my department within FutureSkills College, I.T, Computing & Games.

The adult training on mental health awareness which I attended in 2018, gave me the stimulus to link with the YMCA Manchester and work in partnership with them to introduce mental health issues into the student curriculum. Mental health and wellbeing is now an integral part of the curriculum.

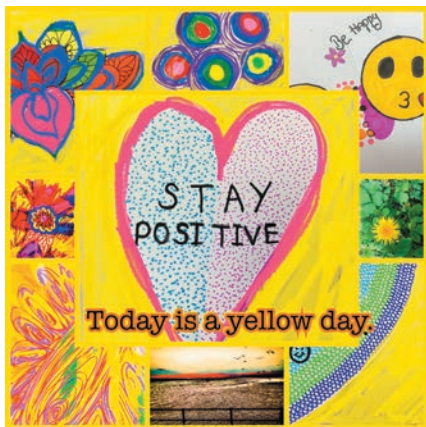
This has resulted in students from the current academic year undergoing mental health awareness training and being given mental health briefs. Our gaming students and soft skills students have engaged as Mental Health Champions in using their increased awareness to produce mental health resources, such as games to raise awareness about mental health and wellbeing. This has contributed to their sense of being part of the wider community and of making a difference.

Our students are currently working as Virtual Volunteers in partnership with YMCA Manchester to use their expertise in social media and technology to support the older generation and others who may want to learn more; they are creating a guide on digital inclusivity. This is also giving them a sense of purpose and belonging, helping to create connections between them and the wider community. This will also contribute to breaking the stigma in relation to young people, e.g., they are a burden, are antisocial, creating more positive attitudes and perceptions of young people.

The YMCA Manchester has opened doors to our students becoming part of the wider community. We have worked well together as partners and I look forward to continuing this partnership to work on new issues, such as race and faith.

Yours faithfully,

Lee Chadwick
Head of Department; I.T, Computing & Games



Appendix 2: Our Partners

- The strategic leads from Salford Colleges, as a result of working on the Mental Health Champions Project over the last two years. For example, with:
- Eccles Sixth Form College
- FutureSkills College
- Pendleton Sixth Form College
- Salford CVS. They are already cooperating with us to disseminate our online young people’s mental wellbeing offer in response to COVID-19, through their networks.
- The Community Safety Partnership (CSP) in Salford; where possible we intend to always ensure our work is embedded strategically. The CSP comprises 16 partners, including the police, which we will be able to link with for support.
- Salford University School of Arts and Media; we have made links with the Associate Dean of Enterprise, Engagement and Partnerships. For future work we would look to work with their students and possibly have free access to their equipment.
- Reason Digital; they have offered us advice and support for our new online work.
- Salford Studio; they have university alumni and students and where required we will commission creatives to support our online activities and presence.
- The Greater Manchester Chamber of Commerce; we are able to access their communication channels, which reach over 250 organisations in Salford and 6000 in GM via their weekly e-newsletter.
- Trafford Virtual School.
- Trafford Social Care team.
- Trafford Child and Adolescent Mental Health (CAMHS) team.
- Gorse Hill Arts Studios.
- Salford Social Care team.



Mental Health Champions Calendar of Activity					
January	February	March	April	May	June
					
Topic: Men's Mental Health	Topic: Eating Disorder Awareness	Topic: International Month of Happiness	Topic: Bi-Polar Awareness	Topic: Children's Mental Health	Topic: Stress Management & Awareness
Where: Main Reception	Where: Main Reception	Where: Main Reception	Where: Main Reception	Where: Main Reception	Where: Main Reception
When: Monday 20th / Wednesday 22nd	When: Monday 24th / Wednesday 26nd	When: Monday 23rd / Wednesday 25th	When: Monday 20th / Wednesday 22nd	When: Monday 18th / Wednesday 20th	When: Monday 8th / Wednesday 10th
Time: 11am - 2pm	Time: 11am - 2pm	Time: 11am - 2pm	Time: 11am - 2pm	Time: 11am - 2pm	Time: 11am - 2pm
Activities: Scalextric Competition Badge Making Drawing/Colouring	Activities: Jam-Jar Decorating Badge Making Test Your Knowledge!	Activities: Carnival Games Cupcake Decorating Create a Flag of Joy	Activities: Pebble Painting Personality Games Hook-A-Duck	Activities: Board Games Finger Painting Badge Making	Activities: Card Games Mindfulness Drawing Carnival Games
Aims: To open up conversations about mental health To break the stigma around men's mental health	Aims: To raise awareness of issues relating to eating disorders To challenge negative perceptions relating to eating disorders	Aims: To promote the protective factor of happiness	Aims: To have open conversations about Bi-Polar Disorder	Aims: To raise awareness about children's mental health	Aims: To raise awareness of the impact of stress and how to support oneself
   					

Student B is 15 years old student of ours. He/she is currently living in a care home and has had 5 moves in the last 18 months, this being 3 foster placements, and two care homes. In addition to this he/she has had 3 different social workers and has attended 3 schools. He/she has not had a positive experience of education until coming to YMCA Manchester 2 years ago.

Student B have experienced significant childhood trauma which has a profound impact on their communication with others, attachments, and mood management. Having said all of that he/she demonstrates a resilience and an ability to articulate how he/she feels.

Student B has a sunny and engaging personality and can be very charming. He/she is a gifted sports person. He/she loves all sports, enjoys music and particularly enjoys challenging our sports tutors to compete in any activity. He/she likes to win, and like all competitions he/she doesn't always win, which he/she deals with grace and humour.

Currently YMCA Manchester is the longest placement they have had since the age of 12. Student B has been with us for nearly 2 years. As a result, we are the "go to" professionals. We are relied upon, as we are the gateway for other professionals to access this student. He/she has not always had a positive experience of being in the care system and has articulated his/her frustration and deep sadness of what it has been like for him/her.

We are a trauma informed service and as such we are able to tailor our educational approach to the precise need of the child. The relationship is central to everything we do; trust, respect and care is what we foster. Learning comes from this stable and strong foundation.

We have been instrumental in securing additional professional input for this student. We have voiced our concerns at LAC review meetings, PEP Meetings, raising safeguarding concerns through social care pathways and through the Virtual School lead. We have consistently acted as Student B's advocate. Student B is now accessing a psychologist and has regular "team around the child" (TAC) meetings. This is a significant shift and cannot be underestimated.

Our motto is ‘**We go that extra mile**’, as for us each student is worth it and always matters.

The impact of COVID-19
Up until March 2020, Student B was in a positive routine; he/she attended the YMCA and had a 100% attendance record, he/she progressed well through his/her course, he/she completed two units for the Level 1 Diploma in Sport and Active Leisure qualification. This meant he/she was three units away from completing their second year. The current situation with COVID-19 has impacted Student B particularly hard.

Student B was, up until this point, in regular contact with both parents, which unfortunately has been halted due to the government guidance in relation to social distancing. As a result, his/her mood is extremely low, and his/her academic progression has also suffered because of this.

Our Lead Tutor has again been in regular contact with Student B, they have a positive relationship and Student B is incredibly trusting of her. Weekly visits (again following government guidance, adequately risk assessed and with permission from all parties) have taken place. This has had a positive impact of Student B due to all other contact being withdrawn. It has provided Student B with stability, routine and consistency. Student B has taken part in a number of fitness activities and challenges that our Lead Tutor has posted on the YMCA Manchester's Virtual Youth Club. Student B has also been taking part in some 'Trick Shot' Challenges which again are posted on the Virtual Youth Club on our Instagram page. As a result of the positive relationships staff have built up with Student B, we have now secured his/her place next year to allow him/her to progress to a Level 2 course which Student B is happy about.

THE TEAM

The team which supported one or more of these projects comprised:



NICOLE JOSEPH

Role:
Head of Targeted Youth Service & Education

Specialist Areas:
Trauma & Resilience, Mental Health & Wellbeing, Creativity and Personal Development within a SEND context

Interests:
Communication and Connectivity, Cycling, Outdoor Swimming

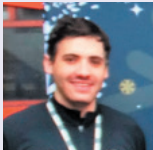


GEMMA SARSFIELD

Role:
Lead Tutor

Specialist Areas:
Anatomy and Physiology, Early Intervention for Mental Health, Challenging Behaviour, SEND, SEMH, Sports Coaching

Interests:
Bodybuilding, Rugby Fives, Basketball



MICHAEL CORNEILLE

Role:
Tutor

Specialist Areas:
Mentoring and Personal Development, SEND, SEMH, Curriculum Development

Interests:
Football, Cycling, Boxing

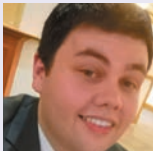


SHAMIN MALIK

Role:
Associate Mental Health Specialist

Specialist Areas:
Mental Health and Wellbeing, Training

Interests:
Being in nature, Walking, Painting and Drawing, Dancing



CONNOR PARKINSON

Role:
Peer-Education Coordinator

Specialist Areas:
Person Centred Psychotherapeutic Counselling, Infant Loss, Counselling Vulnerable Children, Counselling vulnerable people with Autism

Interests:
Mental Health, Theatre, Books, Vlogging



KATE HARVEY

Role:
Tutor

Specialist Areas:
Sports Coaching and Development, Contemporary Issues in Sport, SEND, SEMH, Trauma

Interests:
Rugby Fives, Cricket



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YMCA enables people to develop their full potential in mind, body and spirit. Inspired by, and faithful to, our Christian values, we create supportive, inclusive and energising communities, where young people can truly belong, contribute and thrive.

SUPPORT & ADVICE

ACCOMMODATION

FAMILY WORK

HEALTH & WELLBEING

TRAINING & EDUCATION