

YMCA MANCHESTER



Youth and Community Impact Report, Salford

April 2021 - March 2022

YMCA

Introduction

Programmes of work over 2021-2022

The following Youth and Community programmes of work have been delivered and developed by Manchester YMCA over the period April 2021 – March 2022 to support the improved health and wellbeing of young people and adults from Salford:

► Alternative Education

This provision is crucial to vulnerable young people who require additional support to succeed in education and who otherwise would fall behind in their education. It includes young people who have experienced trauma. Our education offer enables them to compete on par with others, not only through gaining academically but also through becoming confident young people who can take their place in society.

► Adult Education

Training has been delivered to professionals working in Salford, in order to enable them to either deliver mental health initiatives and trauma informed educational activities. This drew on our experience of delivering alternative education and experience of mental health and wellbeing.

► Mental Health Champions Project

This is a collaboration with Salford Colleges and Salford University to co-produce and co-deliver a mental health campaign to young people. The campaigns serve to break the stigma related to mental health, raise awareness of mental health and wellbeing and provide information on strategies and services which support mental health and wellbeing.





Alternative Education

We have seen an increase over the academic year in students being placed with us from Salford. We have 14 students who collectively receive 6 days for education.

For this purpose, we deliver:

- BTEC in Sports, English, Maths and enrichment programmes that add value to what the students are doing in mainstream education.
- Mental health sessions for those who are placed with us because of issues they are experiencing with their mental health.

Of the 14 young people with us:

- We have **8** males and **6** females, **12** have a disability **2** are on a Child in Need plan and **8** have free school meals.
- All students are on track to achieve their accreditation outcomes.
- **2** have produced mental health posts for the Mental Health Champions online offer (see Appendix 3.2).
- **12** will be returning in the next academic year.

The education delivered has had a positive impact, as reflected by the following comments:

“This is the most English I have done in three years, I have never sat and done so much work.”

14 years old student, who was predicted to not achieve academically.

“The students and staff from Chatsworth look forward every week to coming here.”

Teacher from which Chatsworth Futures Specialist School

“Being here has made me feel so much better about myself. I always leave feeling calm.”

12 years old student, formally LAC, placed for mental health issues.

Working with YMCA has made such a difference to the students. The sessions are well planned and recorded with clear evidence for learning.”

Deputy Head teacher, Chatsworth Futures Specialist School

No. of students **14**

Days of education per week **17**

Alternative Education Staff Team

Nicole Joseph
Head of TYS and Engagement

Gemma Sarsfield
Teacher (has been on maternity leave from 11th February 2022)

Dylan Gair
Teacher

Darren Murray
Part-time Teaching Assistant (started on 28th February 2022)

Jonah Mitchell
Part-time Teaching Assistant (started 14th February 2022)

Adult Education

Overview

We developed training to give an insight into our alternative education provision, particularly in relation to how we recognise and support the mental well-being needs of our students. It also offered the opportunity for people to get to know us more. The events were for Teachers, Social Workers, Post-16 Professionals and Commissioners.

The sessions covered the ethos that underpins our work, our educational offer, how we embed a trauma-informed method into our teaching practice, ways in which sports and creativity reduces stress and anxiety within an educational setting, educational bursaries available and referral routes.

What we did

- The training was offered through a series of sessions throughout the academic year 2021-2022 to all the high schools in Salford.
- The training offered the opportunity to learn about the following topics:
- Restorative practice in the classroom - Session 1
- Youth work and reflective practice and action learning in formal education settings - Session 2

Details of this training are given in Appendix 2.1.

- All the topics we offered were within the context of a trauma informed approach.
- For training delivered we asked for feedback about the sessions.

Outputs and Outcomes

- A “Restorative practice in the classroom” session was delivered to 4 staff of Co-op Academy Walkden, comprising 3 teachers and 1 manager.
- The session was very well received as reflected by the feedback in Appendix 2.2.
- We are looking to find ways to carry the adult education training forward.

Mental Health Champions Project

Aims and overview

The Mental Health Champions (MHCs) project aims to raise awareness of mental health and wellbeing and reduce the stigma of mental illness amongst young people (YP) through two ways: peer education and mental health campaign activity, involving young people who we recruit and train as Mental Health Champions.

The campaign activities have been co-designed and co-produced by the MHCs. They have been involved in shaping the strategic direction of the project and have been key in informing our response to the needs of young people during the pandemic.

The MHC project was predominantly online. As the Covid situation changed, from January 2022 face to face activity became possible. Colleges were not having outside people coming in prior to January 2022. We trained the teaching staff to deliver mindfulness sessions to their students.

The Target Group

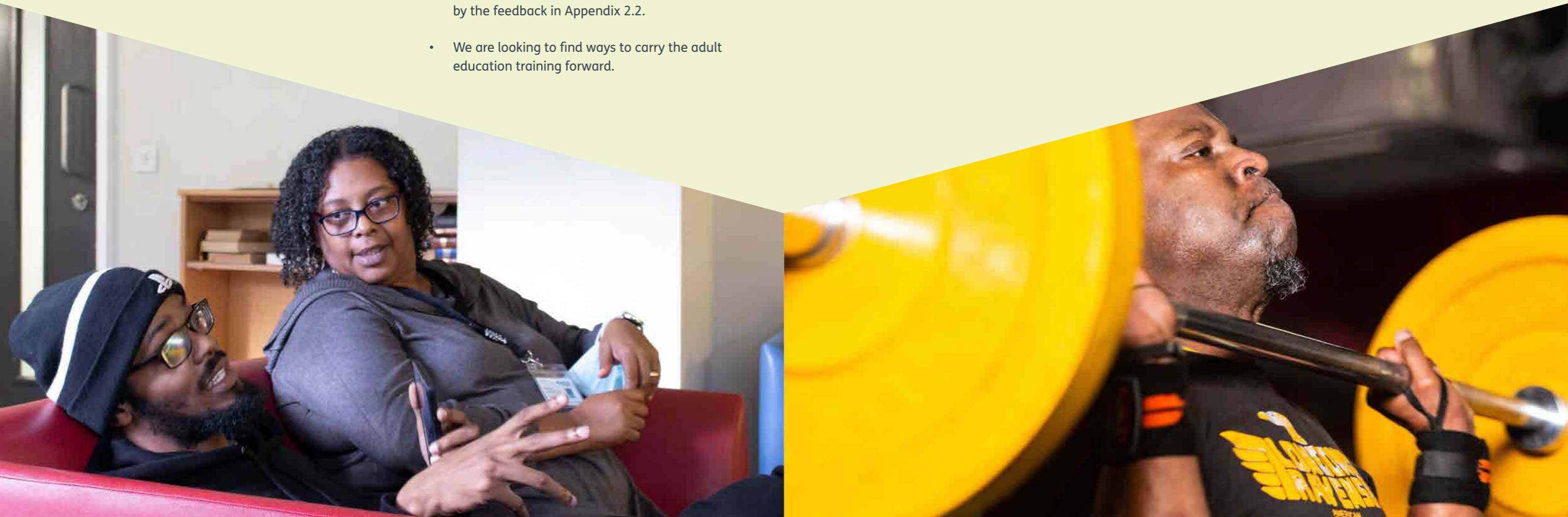
YP 16- 25. Sample will consist of YP who are: disabled, living in poverty and/or from BME. The YP are from Salford, an area of high deprivation, which has seen an increase in hate crime since Covid, particularly in relation to race and sexuality.

Funding

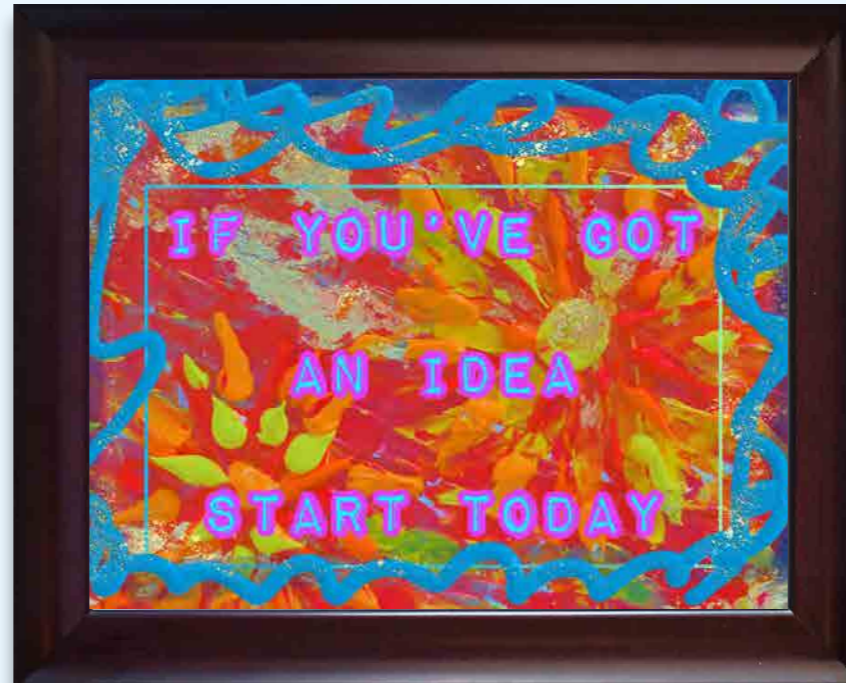
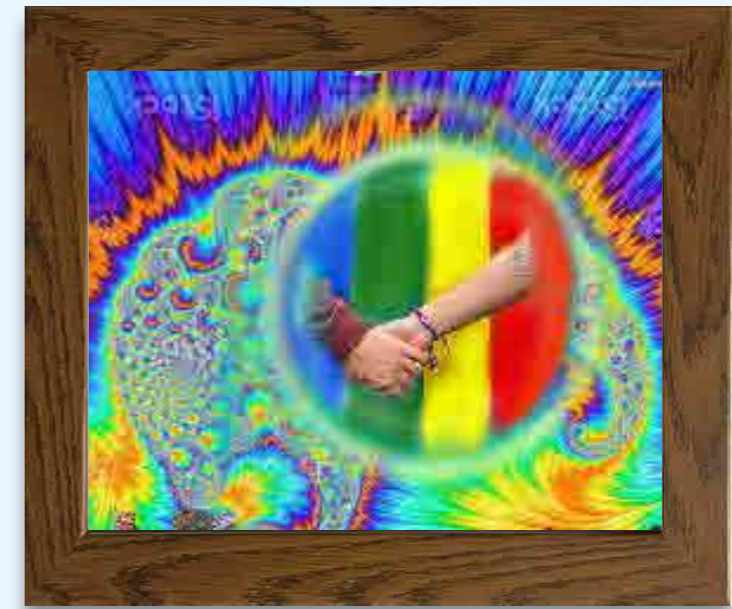
£20k in total from Booth Charities and the National Lottery Awards for All.

Expected Outcomes

To have improved young people’s sense of self, self-esteem, and advocacy.



Mental Health Champions Artwork GALLERY



Mental Health Champions Project

Outputs Achieved

Expected outputs	Progress to date
24 MHCs (Ambassadors) recruited and trained	44 (83% increase in expected MHCs) recruited and trained, including 2 with SEN. Every MHC was briefed on their role and received informal training by the Pastoral Lead from their respective College. When the Covid situation allowed, 30 of these YP took part in a formal Mental Health Champions training session, delivered on Manchester YMCA premises by a Mental Health Specialist.
Sign up 3 Salford Colleges	Pendleton, Eccles, and FutureSkills Colleges.
3,000 students reached via the campaign	Over a period of 30 days, 17 th January 2022 - 15th February 2022, our social media posts reached over 4,000 YP via all social media platforms.
4 themes delivered	Monthly themes delivered; see Appendix 3.1 for examples.
4 presentations to students reaching 3,000 YP	2 presentations were delivered to students through tutor groups. Each presentation reached 3,000 young people in 3 colleges.
6 drop - in sessions	3 Mindfulness drop-in sessions delivered in December 2021 – January 2022 in each delivery site. Appendix 3.3 gives the evaluation findings.
6 wellbeing sessions	2 LGBTQ sessions
1 e-booklet	This will be produced towards the end of the MHC project.
3 showcases/exhibitions; 1 in each college	This will depend on the Covid situation.



Online offer

The online community has:

- Provided access to wellbeing activities 5 days a week, e.g. mindfulness arts, interactive games, wellbeing strategies, and self-care activities.
- Provided informative posts, news bulletins, blogs and articles.
- Awarded 44 Mental Health Champion certificates to our volunteers.
- Created an eBook promotion, which was shared with our volunteers and on [social media](#)

Check out our Instagram account [here](#)

Partnership development and signposting

As a result of our social media work on mental health and wellbeing issues:

- We have promoted access to the services of several other mental health providers through our posts.
- The Songbirds Collective, a project which is part of Songbirds Music UK, comprising YP from Salford and Manchester, saw our online presence and got in touch to collaborate on a piece of work with our MHCs.

An LGBTQ group at FutureSkills College asked for wellbeing sessions:

- Two workshops were delivered to 15 students in February and March 2022.
- 3 new Mental Health Champions were signed up as a result of these sessions.
- Feedback about one of these workshops is given in Appendix 3.4.

Purposive Evaluation

We carried out purposive sampling across the 3 Salford Colleges in December 2021 and January 2022:

- An online questionnaire was designed and issued to 42 young people with a 50% response rate.
- The results of the evaluation are in Appendix 3.5.

Mental Health Champions Training

- This is evidence-based training which we delivered to young people in March 2022. As mentioned previously 30 YP took part in this.
- The details of this training and the evaluation are given in Appendix 3.6.

What young people have said about the MHC Project

“Working with YMCA Manchester over these 15 months, has helped shape the person I am.”

“I have developed my ICT skills and have gained influencer skills through creating posts for YMCA Manchester.”

“I have learnt more about mental health and how to support others.”

“I have met other people and we have a strong community based on support.”

Staff

Nicole Joseph

Head of TYS and Engagement, who delivered face to face workshops

Michael Corneille

Online Co-ordinator

Shamin Malik

Mental Health Specialist, tracking progress and support the evaluation

Appendices

Appendix 1 Alternative Education

1.1 Education Feedback

1.2 Feedback from Chatsworth Futures Specialist College

Appendix 2 Adult Education

2.1 Feedback on "Restorative Practice in the Classroom" Training

Appendix 3 Mental Health Champions Project

3.1 Mental Health Champions Activity Calendar 2022

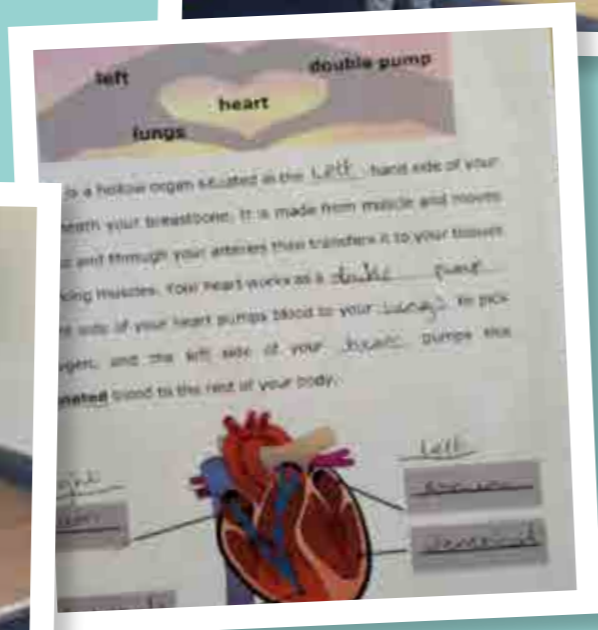
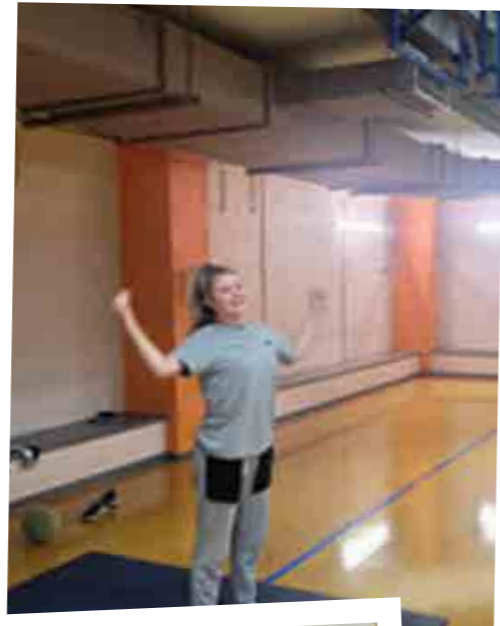
3.2 Examples of posts used throughout the year

3.3 Mindfulness workshop evaluation

3.4 LGBTQ identity and wellbeing workshop

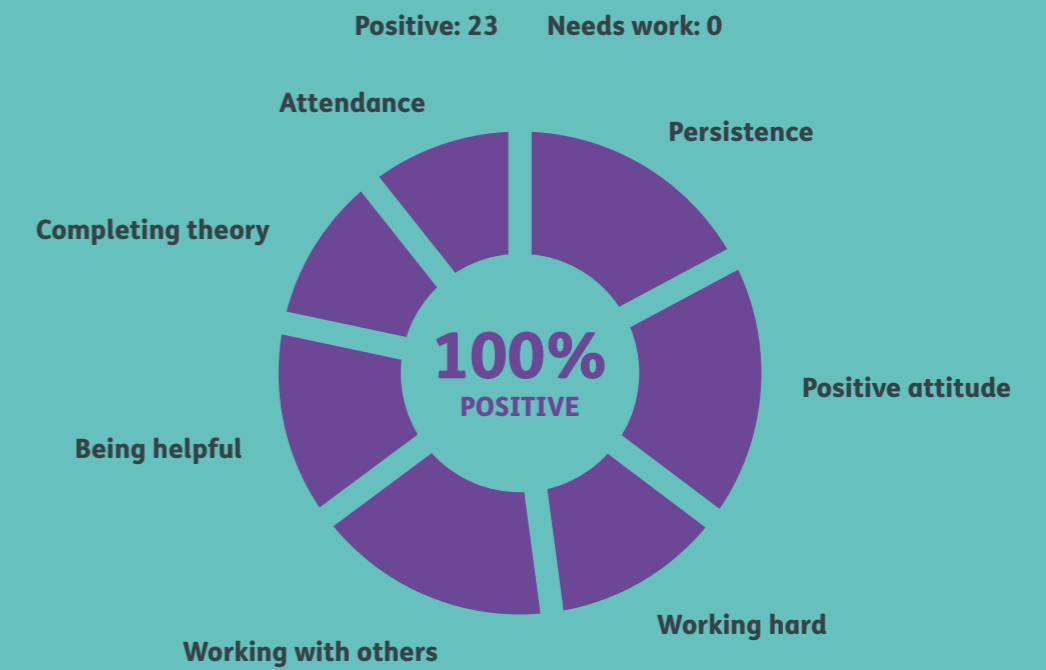
3.5 Purposive Evaluation

3.6 Mental Health Champions Training



Appendix 1 Alternative Education

Appendix 1.1 Education Feedback



Appendix 1.2

Feedback from Chatsworth Futures Specialist College

Hi Nicole,

Hope you are well.

Please find attached risk assessment as requested. I haven't added the staff to each learner as yet as this will be done on a weekly basis but can confirm that we will have five or six staff to support on each visit. All staff are trained to deliver emergency medication if needed and all are trained in Moving and Handling, First Aid and Behaviour Management (although the group attending don't have any behavioural issues).

All of our young adults have learning difficulties and a number of our learners have additional physical disabilities too. They are all registered disabled, and all have an Educational Health Care Plan. Many of our young people are often socially excluded from activities that their mainstream peers are able to access, this can lead to poor physical and mental health and can make them socially excluded with their community.

Our learners are really looking forward to attending the YClub and are excited to take part in the activities arranged. I have worked with Nicole and her team in the past and am certain that this opportunity will be extremely beneficial to our learners and staff alike. Our staff are really pleased that the learners are going to be able to engage in such a wonderful activity as learners and staff have been unable to access the community over the past couple of years due to the pandemic. I am aware that the pandemic has had a detrimental impact on all young people, however this is even more so for young people who have additional needs as they are already at risk of social isolation, and I feel sure that this opportunity will allow our learners the freedom to access sports activities and local places on interest in a supported environment and they are really looking forward to getting started.

I would like to take this opportunity to thank you and your team for the wonderful and extremely detailed Scheme of Work that you have put together for our learners, this demonstrates an excellent understanding of the levels and needs of our learners.

On a personal note, I am really looking forward to working with you and your team again.

Kind Regards

Tracey Holmes

Engagement & Pastoral Manager
Chatsworth Futures Specialist College
0161 707 1417/ 07841 660509

Appendix 2

Adult Education

Appendix 2.1

Training Sessions

The training offers the opportunity to learn about the following topics:

- Restorative practice in the classroom - Session 1
- Youth work and reflective practice and action learning in formal education settings - Session 2

Session 1

Restorative practice in the classroom

At Manchester YMCA we employ restorative practice in the work we do with all our students. This model encourages people to take responsibility for their actions, and repair any harm that they have caused. We have found it reduces behaviour problems, improves achievement levels, and develops emotional literacy.

In the session we will give a short summary of what restorative practice is, how it works, and what restorative approaches we have used and the results. There will be a question and answer time at the end of the session.

Session 2

Youth work and reflective practice and action learning in formal education settings

Critical reflection can be described as an attitude and a reasoning process involving many intellectual skills with rationality at its core. It also involves essentially subjective characteristics such as independence, courage, empathy, integrity and perseverance. However, without action, it can be merely an intellectual exercise. At YMCA Manchester we employ an integrated approach where reflection and action come together to enable people to grow and be the best they can be.

We call this Action Learning; it alternates the doing with time for reflection. The doing leads to the outcomes. The reflection allows the doing to be more coherent and focused, and the learning that comes from the doing to be more conscious and effective. This approach is embedded in all our practice. This session will cover the principles that underpin the approach and give practical examples as to how to use it in the teacher's practice, along with opportunity to ask the practitioners questions.

Appendix 2.2 Feedback on 'Restorative Practice in the Classroom' Training

Attendees

4 staff from Co-op Academy Walkden: 3 teachers and 1 manager

Method

The evaluation was carried out after the session. The staff met after the session and debriefed. They sent the feedback to us.

Feedback

- Excellent communication and open dialogue throughout
- very experienced and knowledgeable trainers
- Opportunity to share ideas, ask questions and gain a greater understanding
- Excellent presentation with lots of key information, tips, and evidence which was beneficial and also a useful reminder
- enabled reflection and understanding of what is working well in our school and Inclusion Centre and the areas of development.
- All involved were knowledgeable and had a clear understanding and prior experience Areas for development:
- Time - it would have been great if we had more time as there was a lot more we could have covered - I had a prior Governor meeting apologies we could not stay on the call longer.
- The circle time/strategies would have been useful and beneficial to our setting, I think.

If you had the capacity, it would be nice to meet again - please share any future training opportunities available. If you need any surveys or specific questions answered please do not hesitate to contact me. It was a great session - thank you!

Kind regards,

Miss Kirsty Peet

Inclusion Manager - Co-op Academy Walkden

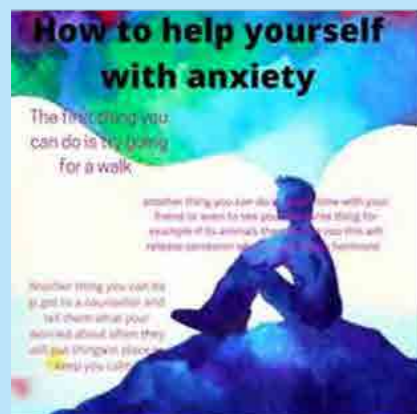
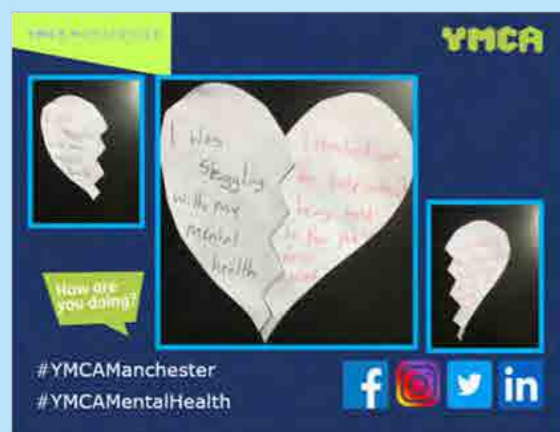
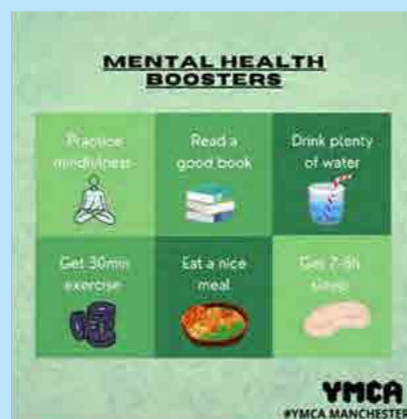


Appendix 3 Mental Health Champions Project

Appendix 3.1 Mental Health Champions Activity Calendar 2022

YMCA MENTAL HEALTH CHAMPIONS		YMCA MANCHESTER				
Activity Calendar						
Month	JAN 🍀	FEB 📅	MARCH 👤	APRIL 🍌	MAY 🟢	JUNE 🧠
Theme	Positivity	Selfcare	body positivity	International Month of Happiness	MENTAL HEALTH AWARENESS	MEN'S MENTAL HEALTH
Where	@YMCA Manchester	@YMCA Manchester	@YMCA Manchester	@YMCA Manchester	@YMCA Manchester	@YMCA Manchester
Goals	To achieve happiness, health and a happy ending, in any situation.	To enhance and maintain your mental health and wellbeing.	To offer an insight into Eating Disorders.	To promote the protective factor of Happiness.	To educate and inform around the topic of Mental Health.	To destigmatize Men's Mental Health (MH).
Gains	✓ Have an optimistic outlook. ✓ Strategies to beat negativity.	✓ Discovery of self-care techniques.	✓ Ability to challenge the negative stigma that surrounds eating disorders.	✓ Sense of empowerment.	✓ Development of knowledge surrounding mental health interventions.	✓ Ability to challenge the negative stigma surrounding Men's MH.

Appendix 3.2 Examples of posts throughout the year



Appendix 3.3 Mindfulness workshop evaluation

3 Mindfulness workshops were delivered to 35 young people during December 2021 and January 2022 at Pendleton, Eccles and FutureSkills colleges. This was a ceramics class, using clay and paints.

Method

The evaluation was carried after each session. This was done via semi structured interviews. Two kinds of questions were used, open ended- to promote discussion and yield rich data, and closed questions - to quantify impact. The feedback from these workshops was transcribed and then coded to identify key themes. The findings were then analysed and summarised in a conclusion.

Key themes

Twin themes emerged these being:

- The value of doing an activity that is an immersive experience, thus promoting a sense of well-being.
- The benefits of doing something different.

Open Questions

The students were asked

- Describe your experience.
- What did you most like about the activity?
- Was there anything you felt could be improved?

Findings

Their experience:

"This was really therapeutic, I was really stressed and hyped up before I came in. It was very calming."
 "Enjoyed the texture of the objects, it felt really nice just to touch something and feel it."
 "This really helped with my stress today, I've been worried about a lot of things."

What they liked most about doing the activity:

"Being with people and sitting down to do something different was nice."
 "Doing something creative and a bit different it's really good."
 "Painting I really enjoyed it, it's different from what I would normally do."
 "Having a bit of quiet space in a really busy college, makes such a difference."

Things they felt could be improved:

"It should be something we do regularly."
 "Maybe if it was every month or something like that."

Closed questions

- Was the activity beneficial in relation to mental health and wellbeing?
- Would you like to do this again?
- Would you recommend the activity to a friend?

Findings

100% said they felt the activity was beneficial in relation to mental health and wellbeing.

100% of the students said they would like to do it again and felt this would be an activity they would see as useful for people's wellbeing.

“I definitely will tell my friends about it, can you let us know when it's happening again?”

“I like this because it's a little bit different to what we normally do. I think we should do it at different events like world mental health day or happiness months or anything to do with climate change.”

“I really enjoy doing this, it really took my mind off things, I feel really settled.”

“This is something that I can see most of the students enjoying.”

Conclusion

In conclusion the activity served well to relax and settle students. The students were aware of the impact on their well-being and would recommend it to their peers. The experience of the students marries with the evidence that sits behind creativity as a therapeutic intervention.

1. The ceramics acted as a relaxant, similar to a stress ball.
2. Touch induces stimulating neural input from one's sensory senses.
3. Levels of the stress hormone, cortisol, have been known to lower when creating.
4. Using your hands releases a calming effect as cognitive processing occurs whilst molding and forming clay.
5. Being creative can transform an individual into a relaxed meditative state.



Appendix 3.4 LGBTQ Identity and Wellbeing Workshop

The workshop explored identity within a wellbeing and mental health framework.

Aims

- To create a sense of community and positivity.
- To change negative stereotypes about gender and sexual orientation.

Group: 15 young people, aged 16 to 19, FutureSkills College.

Method

Informal discussion, artwork, and walkabout. The images produced will be used on the online mental health programme and the e-booklet.

Evaluation

During the workshop young people were asked if they:

- Experience prejudice or discrimination.
- Felt the pressures to conform to gender norms.
- What they would like to see change

Results

- They said they experience discrimination and prejudice. Some young people still have not come out to their parents and some have had negative experiences of coming out.
- 80% said that they had experienced bullying and harassment as a result of being out at school or on the street.
- Of that 80%, 80% felt that bullying, harassment, and negative stereotypes have detrimental impact on their mental health and sense of self.

“Our identity does not cause mental health problems. Discrimination does!”

Young Person

They want to see:

- Improved mental health services for LGBT young people. Where mental health professionals understand the experiences of LGBTQ young people.
- Hate crime challenged more rigorously.
- More events like this.

Appendix 3.5

Purposive Evaluation

We carried out purposive sampling across the Colleges in December 2021 and January 2022. A questionnaire was designed and issued to **42** people with a **50%** response rate. The details of information from these young people are as follows:

- **67%** felt somewhat comfortable discussing mental health, but they would feel more comfortable discussing mental health if they knew more about it.
- **43%** had little knowledge of mental health and well-being and how these two are interlinked.
- **33%** didn't know enough to support others experiencing negative mental health and would like to know more, to be able to help others.
- **19%** didn't know where to go if they were struggling with their mental health.



Appendix 3.6

Mental Health Champions Training

We produce evidence-based training to deliver to young people, helping schools and colleges make the mental health and wellbeing of their pupils and staff a priority.

The training is designed to promote peer education and empower young people to engage in the mental health campaign and develop and deliver their own activities. We recognise that peer support in mental health, offers a unique insight and understanding that can only be gained through having been there yourself.

This course has been specifically developed to equip students with the learning and values necessary to utilise their own experiences to support others.

The course builds skills in:

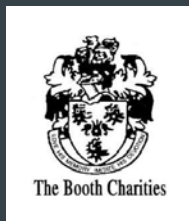
- Developing mutually empowering relationships.
- Sharing personal voyages of recovery in a way that inspires hope.
- Offering help and support as an equal rather than as an expert.

Training delivered: March 2022

Attendees: 30 young people, aged 16- 19

Evaluation

- **99%** said that they learnt something new.
- **86%** said it was useful to come out of college and meet other people committed to the same issues.
- **93%** said that they would like to learn more about how the brain functions.
- **89%** said that they would like more training.
- **50%** said that they learnt new strategies to improve their health.



Here for young people
Here for communities
Here for you

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.

FAMILY & YOUTH WORK

HEALTH & WELLBEING

HOUSING

TRAINING & EDUCATION

SUPPORT & ADVICE