



BURN

BIRMINGHAM URBAN RHYTHM NETWORK

SAFE Mentoring Programme

September 2022 – March 2023

Interim Report



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Overview

The SAFE Birmingham one 2 one mentoring programme was designed to work with young people aged 11-16 who were referred to BURN through schools, local authority, Children's Trust, and SAFE Birmingham. The aim of the programme was to provide mentoring for young people who needed support and guidance in their lives. BURN provided mentors who acted as trusted adults to the mentees, helping to work on the identified concerns raised by the school. The delivery model consisted of a mixture of engagement tools and approaches to ensure that the mentoring style was fit for purpose.

One of the engagement styles used in the SAFE Birmingham one 2 one mentoring programme was active listening. Active listening is a communication technique that involves paying close attention to what the mentee is saying, asking clarifying questions, and reflecting back what has been said to ensure that the mentee feels heard and understood. This approach was particularly useful in building trust and rapport between the mentor and mentee, as it demonstrated that the mentor was interested in what the mentee had to say and was committed to helping them.

Another engagement style used in the programme was goal-setting. The mentor worked with the mentee to identify specific goals that they wanted to achieve and then worked with them to develop a plan to achieve these goals. This approach was effective in helping the mentee to take ownership of their own development and in providing them with a sense of direction and purpose.

The SAFE Birmingham one 2 one mentoring programme also used a strength-based approach. This approach focused on identifying and building on the strengths of the mentee, rather than focusing solely on their weaknesses. This approach was particularly useful in helping to build the mentee's self-esteem and confidence, as it demonstrated that the mentor believed in their abilities and was committed to helping them to succeed.

The success of the engagement styles used in the SAFE Birmingham one 2 one mentoring programme can be seen in the positive outcomes achieved by the mentees. Many of the mentees reported feeling more confident and self-assured as a result of the programme, and some even reported improvements in their academic performance. The active listening approach was particularly effective in helping to build trust and rapport between the mentor and mentee, which was essential in enabling the mentee to open up about their concerns and challenges. The goal-setting approach was effective in providing the mentee with a sense of direction and purpose, and in helping them to take ownership of their own development. The strength-based approach was effective in building the mentee's self-esteem and confidence, which was essential in enabling them to overcome challenges and achieve their goals. Overall, the combination of these engagement styles helped to create a supportive and empowering environment for the mentees, which enabled them to make positive changes in their lives and achieve their full potential.

The Strengths and Difficulties Questionnaire (SDQ) is a widely used tool for assessing the emotional and behavioural difficulties of children and adolescents. In the context of the SAFE Birmingham one 2 one mentoring programme, the SDQ was used to assess the mentees at the beginning and end of the programme, in order to track their progress and identify any areas of concern.

Due to BURN partnership with the local authority youth service Resilience 2 Resolve programme a cohort of 5 mentees was assessed using the SDQ at the beginning of the programme. The SDQ consists of 5 questions, which are divided into five sub-scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behaviour. The mentees were asked to answer each question on a 3-point scale (0 = not true, 1 = somewhat true, 2 = certainly true), with higher scores indicating greater difficulties.

The results of the SDQ assessments revealed that the mentees in the cohort had a range of emotional and behavioural difficulties, with some scoring higher on certain sub-scales than others. The most reported difficulties were in the areas of hyperactivity/inattention and peer relationship problems, with some mentees also reporting difficulties in the areas of emotional symptoms and conduct problems.

Following the interim completion of the mentoring programme, the mentees were assessed again using the SDQ. The results of these assessments showed that the majority of mentees had experienced a reduction in their emotional and behavioural difficulties, with some showing significant improvements on certain sub-scales. The most significant improvements were seen in the areas of hyperactivity/inattention and peer relationship problems, with some mentees also showing improvements in the areas of emotional symptoms and conduct problems.

The use of the SDQ in the SAFE Birmingham one 2 one mentoring programme was an effective way of assessing the emotional and behavioural difficulties of the mentees and tracking their progress over time. The results of the assessments provided valuable information about the areas of difficulty for the mentees, which helped to inform the mentoring approach used by the mentors. The use of the SDQ also provided a tangible measure of the mentees' progress, which was important in demonstrating the effectiveness of the mentoring programme to stakeholders such as schools, local authorities, and Children's Trusts. Overall, the use of the SDQ was a valuable tool in the SAFE Birmingham one 2 one mentoring programme, helping to ensure that the needs of the mentees were met and that they received the support and guidance needed to overcome their difficulties and achieve their full potential.



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Delivery

The provision of a dedicated full-time qualified youth worker to provide mentoring to young people who were causing concern for schools was an effective way of supporting schools in dealing with these young people. BURN's ability to provide this level of support was seen as very positive, as it enabled schools to access the expertise and resources they needed to meet the needs of these young people.

The effectiveness of this approach can be seen in the positive outcomes achieved for the young people involved. The dedicated youth worker was able to provide individualised support and guidance to the young people, helping them to address their difficulties and overcome their challenges. This approach was particularly effective in cases where the young people were experiencing complex or multiple difficulties, as the youth worker was able to offer a holistic and integrated approach to support.

The provision of a dedicated youth worker also had positive benefits for schools. By providing this level of support, BURN was able to help schools to manage the challenges associated with dealing with young people who were causing concern. This support enabled schools to focus on their core functions of teaching and learning, while also ensuring that the needs of the young people were being met.

The effectiveness of the dedicated youth worker approach can also be seen in the positive feedback received from schools. Many schools reported that the support provided by the youth worker had been instrumental in helping them to manage difficult situations and to support young people in need. Schools also reported that the support had helped to build relationships between the school and the youth worker, which was important in ensuring that the needs of the young people were being met in a collaborative and coordinated way.

Substantial part-time mentors can be a valuable delivery model for providing mentoring to referred young people. Mentoring is a critical support service that can help young people navigate challenges and achieve their goals. However, it can be challenging to find enough qualified, committed mentors to meet the needs of all youth who could benefit from mentoring. Substantial part-time mentors may be a solution to this challenge.

Substantial part-time mentors are individuals who committed to mentoring for a significant amount of time each week, but not full-time. BURN used this model as we found it to be particularly effective for SAFE mentoring program. they served a number of young people, as it allows for more mentors to be recruited to provide sensitivity and trained than would be possible with a full-time model. Additionally, substantial part-

time mentors may be more accessible to working around other commitments and who are interested in mentoring but cannot commit to a full-time schedule.

The benefits of substantial part-time mentors go beyond simply increasing the number of mentors available. These mentors may also bring a unique set of skills and experiences to the mentoring relationship, helping to provide young people with a diverse set of role models and perspectives, which can be particularly valuable for youth from underrepresented backgrounds.

To effectively implement a substantial part-time mentor model, it is important to provide adequate training and support to all mentors. This can include training on effective communication, building trust with young people, and addressing challenging behaviours or situations. It is also important to provide ongoing support and supervision to mentors, to ensure that they feel equipped to handle any challenges that may arise during the mentoring relationship.



Leadership and Management

In addition to substantial part-time mentors, effective leadership and management are essential for a successful mentoring program. A strong leadership team can help ensure that the program is well-organised, that mentors are well-trained and supported, and that the program is able to adapt to the changing needs of young people.

One of the key roles of leadership and management is to recruit and retain mentors. This involves creating a clear and compelling vision for the mentoring program, developing effective outreach strategies to attract mentors, and providing ongoing support and training to ensure that mentors are able to provide high-quality support to young people. In addition to mentor recruitment and retention, effective leadership and management are also critical for program evaluation and improvement. This involves monitoring program outcomes, gathering feedback from mentors and young people, and using this information to make data-driven decisions about program design and implementation.

Another key role of leadership and management is to establish and maintain strong partnerships with community organisations, schools, and other stakeholders. These partnerships can help ensure that the mentoring program is well-integrated into the broader ecosystem of support services available to young people, and that mentors are able to connect young people with additional resources as needed.

Finally, effective leadership and management are essential for ensuring that the mentoring program is sustainable over the long-term. This involves developing a clear funding strategy, building a strong infrastructure to support program operations, and continually reviewing and refining program design and implementation to ensure that it remains effective and relevant.



Impact

The use of creative mentoring approaches, such as music, can have a significant impact on the lives of young people facing barriers to success. BURN's effective delivery of its mentoring program, which includes music as a cornerstone, has demonstrated the positive impact that such approaches can have on young people.

At the Orion School, where young people are deemed high-risk, BURN's mentoring and support has had a particularly positive impact on this specific group. By incorporating music into the mentoring program, BURN has been able to engage these young people in a way that traditional mentoring approaches may not have been able to do.

Music can provide a powerful tool for self-expression, emotional regulation, and connection with others. For young people facing challenges such as trauma, mental health issues, or social isolation, music can be a particularly effective way to connect with mentors and peers, and to develop positive coping strategies.

Through BURN's music-based mentoring program, young people at the Orion School have been able to develop their musical skills, build relationships with mentors and peers, and gain a sense of accomplishment and pride in their achievements.

This has led to improved self-esteem and confidence, as well as a greater sense of belonging and connection to their school community.

Moreover, the program has helped to reduce risky behaviours among these young people, such as drug and alcohol use, and has helped them to develop positive coping mechanisms to deal with stress and adversity. By providing a safe and supportive environment for young people to engage with music and with mentors who care about their well-being, BURN's program has made a significant difference in the lives of these high-risk youth.

The cohort of young people at the Orion School who have been victims or perpetrators of serious youth violence are likely to have experienced adverse childhood experiences and trauma. These experiences can have a profound impact on their development, often leading to increased risk of negative outcomes such as mental health issues, substance abuse, and involvement in further violence.

The impact of trauma can be particularly challenging for young people who may not have the skills or resources to effectively manage their emotions and behaviours. This can lead to a cycle of negative consequences that can be difficult to break without the right support.

BURN's Safe mentoring program has been designed to provide the necessary support to young people who

have experienced trauma and violence. By incorporating creative approaches such as music, the program aims to create a safe and supportive environment where young people can develop positive coping mechanisms, build relationships with caring adults, and feel a sense of belonging and connection.

The impact of the support provided by the BURN Safe mentoring program has been significant for the young people at the Orion School. By providing a safe and supportive space for these young people to explore their emotions and experiences, the program has helped to build resilience and promote positive mental health outcomes. Moreover, by providing positive role models and opportunities for skill-building, the program has helped to reduce risky behaviours and promote positive engagement with school and community.

Data

Age 11	Age 12	Age 13	Age 14	Age 15	Age 16
1	4	5	10	17	6



Case study

One of the young people at Orion School, a 15-year-old boy named John, had a history of serious youth violence. He had been involved in gang activity and had been both a victim and a perpetrator of violent incidents. John had experienced significant trauma in his life, including witnessing violence in his home and community.

When John first arrived at Orion School, he was very guarded and distrustful of authority figures. He had a difficult time connecting with teachers and classmates, and often became confrontational when he felt threatened or disrespected. However, with the support of the school's staff facilitated through mentoring and the mentor, John began to make progress.

Over time, John learned to trust the adults at Orion School and started to open up about his experiences. He participated in individual and group therapy sessions, where he was able to process his trauma and learn new coping skills. John also started to develop positive relationships with his peers and became more engaged in his classes.

As John's trust in the adults at Orion School grew as a result of the mentoring, he began to take ownership of his behaviour and work towards making positive changes. He started to distance himself from negative influences and became more involved in extracurricular activities. John even began to mentor younger students who were struggling with similar issues.

Through his hard work and dedication, John was able to make significant progress in his journey towards healing and growth. While there were still challenges along the way, he was able to develop a sense of hope for his future and a belief in his own ability to overcome adversity.



Mentor Testimony

As a mentor for John at Orion School, I have had the privilege of witnessing his journey towards healing and growth first-hand. When I first met John, he was very closed off and guarded. He had a difficult time trusting authority figure and was often confrontational with his peers.

However, over time, John began to develop a sense of trust in the adults at Orion School. He started to open up about his experiences and became more receptive to feedback and guidance. Through our mentorship sessions, I was able to see John's growth and progress on a regular basis.

One of the most significant changes I observed in John was his ability to take ownership of his behaviour. He began to recognize the impact his actions had on himself and others and was able to develop healthier coping mechanisms. John also became more involved in extracurricular activities, which helped him to build positive relationships with his peers and develop a sense of purpose.

As John continued to make progress, I saw him take on a leadership role in the school community. He became a mentor to younger students who were struggling with similar issues and was able to use his own experiences to provide guidance and support.

Overall, it has been incredibly rewarding to be a part of John's journey at Orion School. While there were certainly challenges along the way, I have seen him grow and develop in ways that I never thought possible. I am confident that he will continue to thrive and make positive contributions to his community in the future.



Operations manager

As the manager of the SAFE mentoring program for young people schools were extremely worried about and those affected by serious youth violence, I am incredibly proud of the progress we have made over the past several months. Our program was designed to provide a safe and supportive environment for young people who have experienced trauma and adverse childhood experiences.

One of the key components of our program is the emphasis on building positive relationships between staff and students. We believe that trust and connection are essential for healing and growth to occur, and we work hard to create a culture of respect and support within the school community.

Through individual and group mentoring sessions, we provide students with the tools and skills they need to process their trauma and develop healthy coping mechanisms. We also offer a range of extracurricular activities, such as sports and music classes, to help students build positive relationships with their peers and develop a sense of purpose.

One of the most rewarding aspects of our program has been seeing the transformation in our students. Many of these young people have been through incredibly difficult experiences, and it can be challenging for them to trust

others and believe in their own ability to succeed. However, through our program, we have seen students develop a sense of hope for their future and a belief in their own potential.

In addition to supporting individual students, our program also has a broader impact on the school community. By creating a culture of respect and support, we have seen a decrease in incidents of violence and an increase in positive interactions between students.

Overall, I am incredibly proud of the work we have done whilst delivering the SAFE. Mentoring program for young people those affected by serious youth violence. While there is still much work to be done to address the root causes of violence and trauma in our communities, I believe that our program is making a real difference in the lives of our students and the broader community, whilst supporting schools to become more inclusive.



OUR KEY PRINCIPLES



EMPOWERMENT



NURTURING



COMMUNITY



PASSION

BIRMINGHAM URBAN RHYTHM NETWORK

BURN

Your community, your voice

To understand things from your point of view, we invite you to tell us exactly what you think your community needs. Your input is the key to improving the community, our work can not be successful if we don't consider how it is going to affect the people it is intended for.

There is no one size fits all approach that would be enough to address the many problems young people face on a day to day basis, we believe that there is a lot of context that we need to understand before we even start suggesting ways to fix them which is why we need your help.

Steve clarke

Operations manager

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