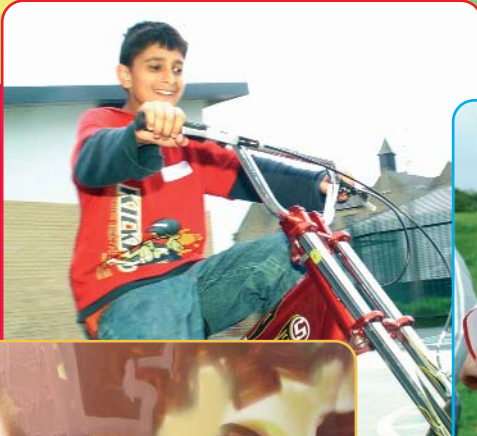




Annual Report 2005

Executive Summary



Introduction

This report is a summary of the main findings taken from Bradford Junior Youth Inclusion Programme's Annual Report 2005. The report was written as a response to the need to review the rapidly expanding work of Bradford JYIP. The report is divided into three sections;

- A qualitative and quantitative analysis of all commissioned services with specific outcomes identified as to key elements of successful JYIP's
- A review of all key developments and achievements within the project
- Recommendations taken from re-visiting the original assumptions upon which the project was set up and the extent to which the project meets Quality Standards set by DfES/Youth Justice Board

What is PALZ?

Play and Learn Zone (PALZ) is Bradford's Junior Youth Inclusion Programme (Junior YIP). The principal aim of a Junior Yip is to reduce and prevent the involvement of children and young people aged 8 to 12 years in offending or anti social behaviour which could result in their social exclusion, through providing a range of activities designed to reduce those factors most associated with youth crime to the most at risk children and young people. Locally based providers are commissioned to deliver Bradford's Junior YIP (PALZ) in each of nine areas across the district:

- Allerton - City of Bradford YMCA
- Bierley - On Track
- Keighley - West Yorkshire Police
- Manningham & Girdlington - Bradford Youth Development Partnership (BYDP)
- Newlands - City of Bradford YMCA
- Bradford Moor/Barkerend/Thornbury - On Track
- Shipley - West Yorkshire Police
- Trident/Canterbury - City of Bradford YMCA
- Wyke/Low Moor - Joint Activities Service (JAS)

Each Junior YIP (PALZ) must target and work with the 'Top 25 Most at Risk' 8 -12 year olds, providing a minimum of 5 hours a week out-of-school hours activity. Junior YIP (PALZ) provider's offer a variety of positive play, educational and peer integration activities that are based within the local community. They aim to build self confidence, provide positive role models and work with referred Children/Young People's interests and strengths.

Referrals are received into Young People's Support Unit (YPSU) from a wide range of statutory and voluntary agencies, self referrals and in addition, school based multi-agency referral panels identify and refer children and young people to the scheme in consultation with parents/carers and children and young people. Children and young people referred to Junior YIP contribute to an individual action plan and their progress is monitored and reviewed regularly in conjunction with the child or young person, parents/carers and referring agencies with the aim of supporting a sustainable exit strategy.

Where there are difficulties in engaging high-risk children and young people on the scheme, we offer individual support via 1:1 Key workers. We are committed to providing signposting routes to other organizations offering activities should a referral be unsuccessful or fall out of a Junior YIP area boundary. Children and Young People, their families and referring agencies are consulted and involved in the design and delivery of Bradford Junior YIP.



The winners of the competition to create a name and logo for Bradford JYIP are presented with prizes from Bradford Bulls Players in April 2004.

What PALZ has achieved

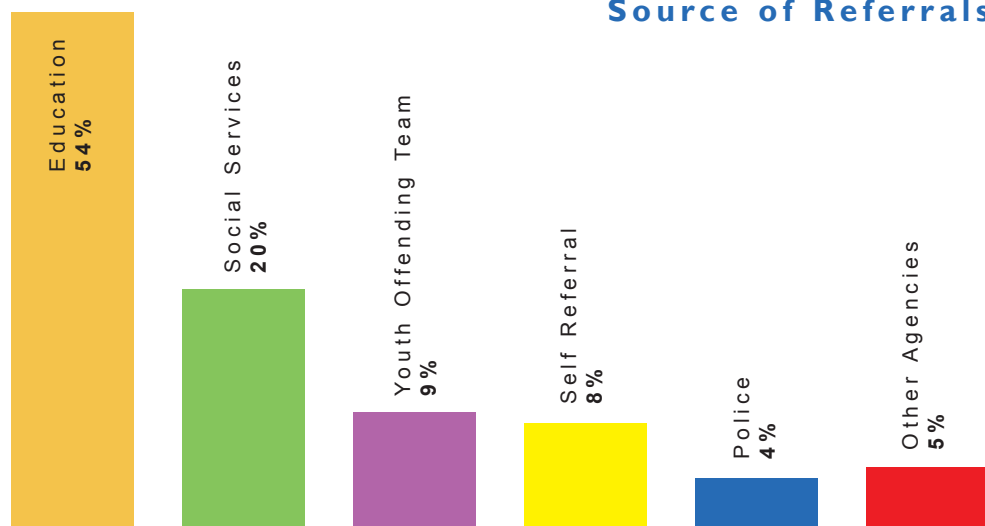
- Set up, development and marketing of a new project in nine geographical area's, now well known amongst all key stakeholders
- Set up of referral process, non-engagement process, sharing information with other agencies, identifying most at risk, assessment, planning and review processes
- Supporting practice development, training needs, quality assurance of commissioned Junior YIP Providers
- Promoting the sharing of good practice and resources amongst Junior YIP Providers
- Supporting JYIP Providers to encourage the participation, consultation and involvement of Parents/ Carers and Children and Young People
- Case holding and advocating for high risk Children and Young People across the district
- Contributing to development of Young People's Support Unit (YPSU)
- Development of UMIS database system has enabled us to:
 - Calculate contact time and engagement levels and identify very high risk young people
 - Monitor specific factors eg. exclusions; SEN status, gender, ethnicity, etc
 - Identify need via levels of concern, cost/need per area, unit costs per child
 - Identify 'What works' locally to engage Children and Young People
- Reviewing and streamlining referral processes using UMIS information
- Development and delivery of multi-agency panel referral processes based within schools, recording this process and encouraging school clusters based at one panel.
- Development of transition work amongst feeder Primary Schools and Upper Schools eg. Mixing Children and Young People from cluster schools, buddying/Junior Leaders schemes
- Recruitment/development of seconded Learning Mentor; researching, piloting and rolling out of effective resources for target group
- Recruitment, training and development of 6 Key Workers responding to need for 1:1 issue based work with high risk Children and Young People, advocating for and attending multi-agency meetings, supporting inclusion in group sessions, mapping Junior YIP area's, supporting exits from Junior YIP, supporting Junior Co-ordinators
- Development of school based and community based provision for targeted work
- Encouraging and supporting the development of generic 'open access' 8-13 play provision in Junior YIP area's to support exit strategies
- 'Mapping' and profiling of play/activity provision for 8-13 year olds in Junior YIP area's to support exit strategies, linking with Children's Information Link
- In partnership with Nacro, recruitment, training and development of volunteers to engage with the programme across Bradford
- Encouraging and involvement in partnership working eg. 'wraparound' services for high risk Children and Young People; health partnership holiday activities; Inter-PALZ football tournament; BIP Panels, Young People's Support Unit, DVD and newsletter
- Having analysed the extent to which we met Quality Standards set by DfES/ Youth Justice Board, Bradford Junior YIP met with approximately 75% of standards set for Junior YIPs



Key Statistics

- Total number of young people referred to the 9 PALZ projects **496**
- Number of 'most at risk' currently engaged in 9 areas **203**
- Number signposted to other services for 9 areas, including pre/post intervention **224**
- Number on waiting list for all 9 areas **18**
- Total number of contacts in this period **6567**
- Hours contact per quarter:
 - Less than 18 hours **20%**
 - Between 18 and 36 hours **36%**
 - More than 72 hours **44%**
- Number of schools engaged **55**
- Number of school panels **14**

Source of Referrals



Note: All figures are for 1st January 2004 to 1st April 2005



Key elements of a successful Junior YIP

Our Annual Report included a qualitative and quantitative analysis of all commissioned services. In addition, JYIP providers were invited to submit their own annual review. Following analysis the following list details the components necessary for a successful JYIP in Bradford.

- Transport provided with locally based accessible provision
- Good strong relations with schools
- Dedicated, quality staff employed in excess of minimum hours
- Forward planning of a quality, varied, rolling programme containing educational elements
- Shared ethos amongst staff offering consistency particularly with regard to behaviour expectations and sanctions
- Regular contact with others' involved with child/young person, eg. Parents, Learning Mentor, Social Worker, YOT worker, etc.
- Additional support from casual sessional workers and volunteers
- Good working relations/involvement/ with other youth organisations in local area to support exit strategies
- Involvement in partnership opportunities offered
- Regular training and development for all staff, with regular reporting and recording of activities and contacts
- Good relations with JYIP co-ordinators and contributions to practice development across whole of JYIP
- Specific exit routes researched/identified/created
- A willingness to 'work through' cultural differences in working practices between different organisations
- Individual targets/portfolio's/action plans for each child/young person
- Some opportunities for Children and Young People to choose activities
- Strong relationship between behaviour on scheme, at home, school and in community regarding which activities are offered, response to current needs
- Regular routines regarding sessions delivered, Children and Young People know what to expect, not chaotic
- Positive, empathic and supportive relations with parents and offering more than the minimum 5 hours per week for young people

Recommendations

In addition to assessing quality standards, the report included an analysis of the original assumptions upon which Bradford Junior YIP was set up, as a result the following proposals are recommended:

- Identify work priorities via Quality Assurance standards
- Re-structuring of staffing; Management, Coordinators, Learning Mentors, Key Workers, Admin, Participation, UMIS support
- To create or link to existing steering group
- Re-commissioning on basis of minimum standards required/ what has worked
- Identify the criteria/threshold/level of risk for JYIP referrals
- Identify and re-commission on basis of unit costs with regard to risk levels/ geographical areas of need
- To ensure Junior YIP operates where need has been identified (via YPSU)
- To identify a 'workable' target group, ie. are 25 high-risk C & YP too many, and how many staff are needed for effective practice?
- To develop links to Out-of-School Strategy/Extended Schools/Children's University/other relevant strategic bodies
- To identify average number of C & YP requiring additional 1:1 support across Junior YIP
- Joint funding for 1:1 support for very high-risk referrals to develop Key Worker role
- To develop the involvement and participation of Parents/Carers and their families with Junior YIP; commission/links to Parent support services/mentors
- Enhanced consultation and participation of service users to be embedded within the programme
- To maintain and expand on the creativity and flexibility to pilot, evaluate and roll out new and emerging best practice models with the target group
- To support commissioned service providers to develop quality open access provision for 8-13 year olds
- To model best practice and delivery of evidence-based interventions via Key Workers in partnership with commissioned service providers for 'most at risk' referrals with open access provision acting as exit strategy
- Referrals from local schools to be supported to attend at link school, supporting positive transitions and social cohesion within communities.

MINISTER PRAISES YOUTH CRIME TEAM - from Bradford Telegraph & Argus, January 29, 2005

A Government minister has praised a Bradford scheme for keeping socially-excluded youngsters away from a life of crime.

On its first anniversary, the Young People's Support Unit was hailed by MP Hilary Benn for reducing crime levels in the city. During the visit to the unit in Barkerend Road, Mr Benn, who is Secretary of State for International Development, met co-ordinators of the nine junior youth inclusion projects in the city.

Mr Benn heard how one part of the scheme aims to prevent crime and deter youngsters from committing it by offering them positive alternatives.

In the past year the scheme has encouraged 729 eight to 19-year-olds to take part in a variety of social projects such as volunteering, sports and

community work. The aim is to identify youngsters who may drift into crime and set them on the right path by showing how they can do something positive with their lives.

At-risk offenders are usually referred by schools, the police, social services, Youth Offending Team or Bradford Council's Youth Service Team, which share information and resources.

Community safety superintendent for Bradford police Colin Western said the city had seen a 20 per cent drop in crime since April 2004.

Mr Benn congratulated the unit for bringing so many groups together to tackle the problem more efficiently. He said: "It's about working with young people earlier to stop them from getting into crime in the first place, for example through positive activities.

"It also sends a clear message that if you do, there will be serious consequences.

"Youth Offending Teams are really making a difference in helping to reduce persistent offending among young people.

"Working in the community they make young offenders face up to their crimes and change their attitudes and behaviour."

Paul O'Hara, Bradford Youth Offending Team Manager, said: "I am pleased that agencies are working together to develop the Young People's Support Unit. It is making a significant difference to young people and will make Bradford safer for everyone."



A case study in 1:1 support

B**, 9, was referred to Keighley PALZ in April 2004 by the mainstream primary school he was attending at that time. He had experienced numerous fixed term exclusions from school, usually for disruptive or anti-social behaviour. Mum had requested support and was struggling with his behaviour at home.

B** was known to the Police and Youth Offending Team, and was spending a lot of time with other young people who were actively involved in crime and anti-social behaviour. B**'s attendance at his local PALZ was 'hit and miss'. When he did attend, he would often enjoy the activities but seemed to struggle in groups with other children, which often led to him being unco-operative with adults and poor behaviour that would disrupt the group.

Keighley PALZ were finding it increasingly difficult to manage B**'s behaviour. He was permanently excluded from his mainstream primary school in July 2004 and identified as needing additional 1:1 support from PALZ in August 2004.

B** has engaged well with his 1:1 key worker, and has settled well at his new school, a Primary Pupil Referral Unit. He is currently receiving 5 hours a week out of school activities from Keighley PALZ with an additional session each week from his key worker.

B** and his Key Worker have built a positive relationship. His Key Worker has supported him to attend PALZ group sessions regularly and to join a local swimming club in addition to attending and contributing to multi-agency planning meetings and keeping in regular contact with home and the PRU (Pupil Referral Unit).

Feedback from Guard House Primary School, Keighley

"Our school has been involved with the PALZ scheme during the last year. We have been delighted with the opportunities provided to extend extra activities and outdoor pursuits to a group of pupils who for various reasons have experienced difficulties within school.

The commitment of the staff involved within the PALZ scheme has been excellent. We have welcomed the liaison between the staff and ourselves to support pupils in school. The more we work together the more our pupils benefit.

At the moment we are looking at another group of pupils to refer. D****, who has behavioural difficulties has enjoyed swimming and learning to follow instructions at the swimming pool. J**, a Year 6 pupil, who is not at upper school has attended regularly benefiting from all the out of school experiences. M*****, her brother has liked going to the pictures and the allotment. He has grown sunflowers and beans. J**' and M*****'s mum is also full of praise for the scheme. She supports the extra activities they have been involved in and the link with the school.

We look forward in this coming year to maintaining our partnership with PALZ. We will support the scheme wholeheartedly."

Jenny Cornwell, Deputy Headteacher

A case study from Keighley PALZ

S** was originally referred to Keighley PALZ by the mainstream primary school she was attending, following a number of fixed term exclusions, mainly for acts of anti-social behaviour and being very disruptive in class. School were concerned that S** was spending a lot of time out of school hours with young people that were older than her and were actively engaged in criminal activity and anti-social behaviour, and that S**'s behaviour in school was deteriorating as a result of this.

S** lives in a deprived area of Keighley, several of her family members are known to the Police, her younger brother is now also attending the scheme.

S** began with Keighley PALZ in November 2003, and was one of the first attendee's of the Junior Youth Inclusion Programme! She has always had good attendance on the scheme, often attending in excess of the standard 5 hours, she has had over a hundred contacts during this period which have included activities such as kayaking, group sports, swimming, 10 pin bowling, cinema outings, gardening, horse riding, museum visits, residential, and completing educational programmes such as 'consequences of crime'.

During her time at PALZ, S** has moved on a great deal. She has developed her social skills; she actively takes part in activities with her peers; has improved in her interactions with others and is a valuable team member. S**'s self-confidence has increased dramatically; she will try her best at all new activities with enthusiasm and confidence.

Keighley PALZ have noted S** has improved her listening skills and her manners; she has become a positive role model for other members of the group. A member of staff commented that while on the scheme, S** had, "...learnt to play." Mum is really pleased with S**'s progress and has stated that she can see a difference in S**'s confidence.

School are also pleased with S** and have noted a significant reduction in exclusions and an increase in attendance.

S** has stated that she has learnt that, "...I can have fun if I join in," "...to try my best," and, "...to have fun and work together."

In September 2004, due to S**'s excellent progress on the scheme, Keighley PALZ began to work on an exit strategy for S** that would be sustainable for her, and her family. Bradford Children's Fund had funded some dance and drama places at a weekly workshop at Bradford Alhambra Studio and, as S** had indicated an interest in drama, it is hoped she will be able to attend on a weekly basis following on from PALZ. S** and her family will be supported in this initially by a key worker linked to Keighley PALZ as part of the exit strategy.

S** is to attend a residential during October half term before she leaves the scheme and will receive awards from Keighley PALZ and from JYIP Co-Ordinators.

Partners

Partner agencies, in addition to its main partners Bradford Children's Fund, Bradford Youth Offending Team (YOT), Bradford Young People's Support Unit (YPSU):

55 Bradford Schools
BActive
Bradford Community Housing Trust (BCHT)
Behaviour Improvement Panels (BIP)
Bradford Alhambra
Bradford City Teaching PCT
Bradford District Health Development Partnerships
Bradford Early Years and Childcare Service
Bradford Motor Education Project
Bradford Youth Development Partnership (BYDP)
Bullwhip Challenge
Buttershaw Christian Family Centre
Child and Adolescent Mental Health Services (CAMHS)
Change for Children Team
Childhood Obesity Action Group
Children & Young People's Strategic Partnership
City of Bradford YMCA
Common Threads
Crime Concern
Dance for Life
Delph Hill Community Centre

Drug and Alcohol Team
Education Bradford & SERCO
Fagley Youth and Community Centre
Family Support Centres (formerly Family Support Clinics)
Family Support Unit (FSU)
Girlington Community Centre
Healthy Minds Implementation Group
Information Sharing Steering Group
Joint Activities Service (JAS)
Karmand Centre
LAC Social Inclusion Team
Little Lane Church
Manningham Healthy Living Initiative
NACRO
National Healthy Schools
New Opportunities Fund (NOF)
On Track
Out of Schools Strategy Steering Group
Pakistani Community Centre
Positive Activities for Young People (PAYP)
Positive Futures - Keighley/Holme Wood

Relate Bradford
Right Track Foundation
Royds Healthy Living Centre
Safe Hands
Senior YIP - Newlands/New Deal
Social Services
Social Software
Sports Action Zone
Sports and Community Development
St.Paul's Church
Sure Start
Sure Start Plus
The Parkwood Centre
West Yorkshire Police
Youth Service

Feedback from Windhill C. E. Primary School, Shipley

"The parents (of children and young people attending PALZ), have been very grateful for the opportunities their children have been given and particularly rated the variety of experiences and activities provided for the children during the Summer Holiday.

In school we are very proud of our children and, contrary to the public perception of schools in areas like Windhill, we do not have a "behavior problem". We are more concerned about the quality and breadth of the experiences available to local children outside of school and strongly feel that the limitations of these impacts very negatively on their ability to access the Key Stage 2 curriculum. In other words, children from more "middle class" backgrounds take for granted the kinds of experiences that provide a context for so much of the curriculum - sports lessons, clubs and teams; museum visits, theatre trips; even simply quality time spent with an adult who takes an interest ...

We feel very strongly in school that these are the kinds of benefits that the children referred to the PALZ scheme have been able to experience. It has given the children a wider perspective and also a broader view of life than that which pervades the West Royd estate. The children know that, in a sense, this is (sadly!) a privilege rather than a right for them and they have responded to the need to prove themselves. Generally, we have referred children at the more-able end of the ability spectrum because we felt they would gain more from the experiences provided. Our experience shows that these are often the children who have not been able to channel their abilities positively as they have grown older and have not had any experience, and have become disillusioned and disaffected as a result of this. We are very grateful for the opportunities offered through PALZ and hopeful that the children involved will continue to blossom as a result of these opportunities.

Thanks

Gill Burgess, Headteacher





Quotes from parents/carers

"He gets sent home a lot. He gets himself into trouble. When they play football, they say he gets too rough. He's started going again, now. The woman from PALZ came up to the house, and got him back in. He's been fine. The last three times, he seems to have been alright. It's a couple of hours break for me."

"She enjoys everything: all the different activities. One of the workers picks her up and drops her off. They've been doing DJ-ing. It's a shame that they don't have another youth club, like that, that's open to every child. On the estate, where we live, there's not much goes on there. They've got a youth club. They have no youth workers. They've got two volunteers."

"They know most of the workers on the Saturday, and on Monday. It's important for them to know the workers. It gives me a break for a couple of hours. They made my oldest son a junior leader. They made sure he didn't get left out. He helps out with the kids."

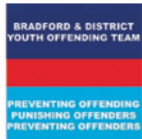
"He's coming on real there. He isn't as hyperactive. He's quietening down, and he enjoys going. I get a bit of peace, when he goes"



YOUNG PEOPLE'S
Support Unit

01274 436001

www.bradford-yot.co.uk
www.bradfordchildrensfund.com



City of Bradford Metropolitan District Council
Bradford Youth Service Inclusion Team
www.bradford.gov.uk

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WEST YORKSHIRE



PLAY AND LEARN ZONE

Bradford Junior Youth Inclusion Programme

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