



CASE STUDIES

BUILDING

BRI

YOUNG

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## OVERVIEW

Building Young Brixton (BYB) is a partnership of 9 Lambeth-based youth organisations, working together to inspire and empower young people in Brixton to build the lives that they want. Building Young Brixton was founded in 2017 as a way of sharing our resources, knowledge and opportunities, and making them more accessible to our young people.

BYB consists of the following partners: Advocacy Academy, Baytree Centre, Ebony Horse Club, Grove Adventure Playground, High Trees Community Development Trust, Indo-American Refugee and Migrant Organisation (IRMO), Juvenis, ML Community Enterprise and Spiral Skills.

This report is a collation of stories from some of the young people who have accessed our services between 2018 - 2020. The case studies highlight the outcomes of both our partners' individual and collaborative efforts.



The Advocacy Academy is a youth movement unleashing the power of young people to create a more fair, just, and equal society. Their Social Justice Fellowship supports 16-18 year olds with lived experience of injustice to develop the knowledge, skills, and confidence to take action on social issues personal to them.

AN

"When you grow up in Brixton, shocking things become normal to you. Once on my walk home, I saw a boy who'd been excluded from my school pull a knife on someone. Another time, I saw a boy I knew getting chased by the police. Young people in my community see these things on a daily basis, yet none of the teachers at school are willing to talk about them.

I first discovered the Advocacy Academy in an assembly. It was so refreshing to hear issues in the community being talked about properly by an adult. In my application, I wrote about how I see Brixton stigmatised in the media, and how it's only ever gang or knife-crime being reported. Then in my interview we discussed things I hadn't even spoken to my family or friends about. I started crying. I felt like my voice was finally being taken seriously.

On the first residential the most important thing for me, and I think many others, was the part on sexual harassment. I spoke about getting slut-shamed in school, and after others shared their experiences it made me realise I wasn't alone in what I've been through. For my speech in Parliament, I was so scared and intimidated. I wasn't sure I wanted to tell my story to people there who I didn't know. But I realised I needed to do it on behalf of other girls who've suffered from harassment. I talked about fighting against sexual harassment in schools by running workshops for teachers. Then we got to work.



We quickly realised if we were going to get through to teachers we needed to make students care first, so we put posters up around my school. We also practiced our workshop delivery at Battersea Arts Centre and it had such a surprising impact! It allowed people who otherwise don't have a chance to share their stories to speak and be listened to. At the end, everyone made personal pledges to root out the problem of sexual harassment. For example, some of the boys pledged not to say the 'b-word'. Later, we came up with having a page in school homework planners that provides support for students who experience harassment. It all culminated in having a meeting at my school this summer to implement our ideas.

To me, the Advocacy Academy means change. It means power, working together and applying things you learn to the real world. Not just in big campaigns, but in small situations too, like calling people out when they say offensive things. Since I joined the Academy, I've had lots of debates with people on relationships, racism and how to treat girls. People at my school all know about the Academy now simply because of how many times we've had debates! Before the Academy, I thought racism, sexism and poverty were inevitable and I was pessimistic about society. But now I'm confident about leading change. It doesn't have to be white, middle class people on the news talking about our community; we can speak for ourselves."



The Baytree Centre is a social inclusion charity for women and girls, providing them with a safe and supportive space to develop personally, socially, and academically. The Youth Service gives girls and young women the opportunity to reach their full potential and turn their aspirations into realities.



## S

When S started attending the Baytree Centre, she was a really nervous and shy young girl. As an only child who is challenged with learning difficulties, her mum struggled to find an extracurricular activity outside of school that S found engaging or was interested in.

S spoke to Baytree youth workers, sharing her interests. She attended art club and straight away was super chatty, sharing her ability to make animations on her iPad with the rest of the class. S didn't miss a session for the entire term and each week, she would dive into to the task at hand, building a good relationships with her classmates.

So far, S has made two animations for the Baytree Magazine covering themes of kindness and moving schools. She started attending another Baytree club on Mondays and is now really comfortable at the centre.

## MC

MC is 15 and has been accessing Baytree since she was 12. She meets with her mentor on a weekly basis and has been attending Spark for 2 years. At the beginning of the programme, she was reluctant to speak in front of her peers and participate in group discussions.

Whilst in Spark, MC took part in the leadership programme where she focused on developing leadership skills including team-building, communication and listening skills, as well as time and project management.

Over the summer holidays MC took part in a 2-day employability workshop at Baytree led by Spiral, and took the initiative to volunteer her time to accompany a small group of younger girls on day trips around London. In her volunteering placement, she engaged in creative, educational, physical and developmental activities, contributing to many young people accessing opportunities.

MC successfully completed a Level 3 Community Leadership and Facilitation Certificate accredited by AQA. MC has also completed her Level 2 Food and Hygiene Certificate accredited by City and Guilds. MC has become a self-motivated and determined young woman who is a positive role model to her younger peers. She now considers herself a leader and has consequently developed her confidence.



## NR

NR is 17 and over the course of Spark's leadership programme, she has worked on developing her team work, communication, and self-management skills. The programme also allowed her the opportunity to explore issues she felt passionate about and channel this to affect positive change in her community.

NR's passions included the lack of music education in schools and school exclusions, and the impact this has on young people's mental health and future prospects. NR took initiative and approached the Baytree Youth Team with a well thought out proposal for a singing workshop for younger peers at Baytree. She then successfully planned and ran a weekly session for 5-10 girls at Baytree for one academic term. Having determined a need for a transition workshop to prepare those moving from primary to secondary school, NR planned and ran this successfully with a group of other girls from Spark.

The end of the academic year in Spark saw the girls organising Sparking Change, an event which brought together a host of inspirational women in leadership positions to talk about their experience and offer advice. NR took a leading role in the marketing and the preparation of questions for the main panel discussion. Together with another Spark girl, she facilitated the entire day, delivering a speech and hosting a panel discussion in front of 100 women and girls. NR is determined to one day open a school that supports young people at risk of exclusion through music and creative education.



## M

M is 18 and has been accessing Baytree's Youth Service since she was 10 years old. She joined the after-school clubs, attending cookery, boxing, maths, homework club, and drama. Not only did M improve in Maths, a subject she has always struggled with, but she was given the opportunity to try new things and soon discovered her love for and talent in Drama.

At the age of 13, M joined the Spark programme where she developed her confidence as well as her employability, citizenship and leadership skills. She has taken part in creative and skills-development workshops, been on trips to Jersey and Barcelona and organised an exhibition at the Brixton Pound café to raise awareness about homelessness. She has also volunteered at Brixton Soup Kitchen and in care homes, delivered a pitch at a big bank, visited the Mayor's Office and undertaken several work experience placements including at a big London theatre.

Despite being shy, M has become a self-motivated, proactive and determined young woman who considers herself a leader and makes the most of every opportunity that will further her personal development and build her CV. M is currently studying performing arts at a well-renowned creative arts college. She works part time, volunteers her support to younger girls in the community as well as at Baytree and is set to start studying Drama and English at university in September.



**"I CAN SHARE MY FEELINGS WITH THE GROUP."**



**"IT'S A SECURE GIRLS ONLY SPACE WHERE WE'RE TREATED AS EQUALS."**



**JJ**

JJ joined Baytree in February 2019 looking for academic support ahead of her GCSEs. She also received mentoring, and joined Spark not knowing any of the girls. However, within 2 weeks she was fully integrated into the group. JJ is a confident young woman but lacked a sense of direction and purpose.

In Spark, JJ actively participated in the leadership programme and started to think about her career aspirations with her mentor. Over the course of the programme she started to become passionate about many social issues, debating her views and ideas at length. She volunteered herself to represent Baytree in the BYB Youth Steering Group where she is now an active member.

She also expressed an interest in the fashion industry. With Baytree's guidance, she has been able to narrow down her areas of interest within the industry and put together a development plan for herself. With Baytree's help JJ was accepted onto a one-week fashion portfolio development workshop at the V&A over the summer. She also undertook a week long work experience placement at New World Fashion.

**"I LIKE GOING TO SPARK BECAUSE IT'S A FRIENDLY ENVIRONMENT THAT ALLOWS ME TO BE MYSELF"**



## KY

KY arrived in the UK in June 2018 from Italy, but she is originally from Ivory Coast. She enrolled on the Into School programme at the Baytree Centre that June and when she first started, her English was quite limited and London was completely unfamiliar to her.

During her time on the Into School programme, she participated in a variety of activities including ESOL classes, art, fitness and cookery. Being around other girls in a similar situation helped reduce her isolation as she was able to build friendships and explore her new home with people that could support her.

With Baytree Centre's help, she was able to gain a place in school and started year 10, in September 2018. Mentoring has been a key part of helping her adjust to the demands of mainstream education, and KY was able to build a great relationship with her mentor who has supported her with homework and encouraged her when she has found things difficult at home or at school. Despite moving to Croydon last year, KY still attends Baytree regularly because of how much she values the community she no2 has.

She took part in a 6-week Introduction to Riding course with BYB partner Ebony Horse Club, which she really loved as she had a natural talent for riding despite it being her first time on a horse. She also joined Spark and is enjoying getting involved with the discussions and planning projects.



Coming full circle, KY did a week long work experience placement with Into School. She helped in many aspects of the programme, from working on reception to being the teacher's assistant in an ESOL class. She also helped deliver sessions with club leads in different youth activities, gaining experience teaching different ages. KY has expressed a desire to be a teacher, so it was extremely helpful for her to have the experience especially as she had been in the student's shoes only a year earlier.

Baytree is proud of the progress KY has made since her time with them, as she has greatly improved in her English over the year and is now fluent and able to engage in conversation and express her opinions. She is also excelling in school and has received certificates for her hard work and achievement.

**"I'M SO GRATEFUL TO BAYTREE FOR HELPING ME GET INTO SCHOOL AND CONTINUING TO SUPPORT ME. I'M HAPPY THAT I GET TO DO SO MANY COOL THINGS."**

## NT

### WITH IRMO & HIGH TREES

NT is 20 and attended Baytree for the first time when she was 13, attending after school clubs such as art, gymnastics and creative writing. She also received weekly mentoring sessions. When her mum had another baby and NT's commitments at home as well as at school increased, she stopped coming to Baytree regularly but knew that Baytree's doors would always be open for her.

In 2018, NT started a Health and Social Care course at college. Needing to complete a placement in her first term, she came back to Baytree and was offered a placement volunteering in cookery club over 6 months. Before starting, NT attended a 1:1 induction and training session to prepare her for her role. She also completed a safeguarding training as well as a DBS check.

NT really enjoyed her placement and developed quickly within her role, growing in confidence and demonstrating her talent and skills in working with and supporting others. She showed kindness, empathy and patience working with the girls and learned and implemented valuable behaviour management techniques, alongside meeting the varying needs of individual girls.

In the spring term of 2019, NT's course required her to complete a further two week-long placements. The first of these placements she undertook at Baytree, this time working alongside the Youth and Volunteer Service team. Struggling to find a second placement Baytree contacted BYB partner IRMO, who was able to offer NT her second week long placement. Being Latin American, NT is fluent in Spanish and IRMO were very happy to have her on board.

**"HONESTLY, IT MEANS A LOT TO KNOW I HAVE PEOPLE WHO SUPPORT ME. WITHOUT BAYTREE'S HELP I WOULD HAVE NO IDEA WHAT TO DO WITH MY FUTURE."**

Both placements supported NT to improve her communication skills, self-management, time keeping, team work and independent working skills. She also developed initiative and a sense of responsibility over her work.

Still unsure about what she wanted to do with her future, NT decided to take a gap year. Keen to gain as much experience as possible in a range of areas she is interested in (youth work, nurseries, nursing, mental health, counselling), as well as saving up some money. NT was encouraged to apply for a Youth Worker position at Baytree's BYB partner High Trees. She received support with the application as well as interview prep support. Whilst she wasn't offered the original full-time position, she made it through to the final stage and was offered sessional work.







**EBONY HORSE CLUB**  
CHANGING LIVES IN THE HEART OF BRIXTON

# EBONY HORSE CLUB

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Ebony Horse Club (EHC) helps to raise the aspirations, education, life skills, and wellbeing of young people through horses, outdoor activities and mentoring. Their riding centre teaches over 400 young people a year to learn to ride and also helps them to build trust, work as a team, and develop a range of other key life skills.



## NS

### WITH SPIRAL SKILLS

At 16, NS was referred to Ebony Horse Club through her school as she had some issues interacting socially and low confidence. At the start of the programme she was very quiet and struggled to join in with the other young people as well as being very nervous on and around the horses.

Throughout the six weeks, she grew in confidence and started to obviously really enjoy her time there. Upon completing the project, she has now become a long-term member of Ebony Horse Club, has been trained to join their Young Volunteers programme and has taken up a place on an employability project run in collaboration with BYB partner Spiral Skills.

## AL

AL is 16 and started attending EHC in 2018 after being referred through social services. She has suffered with depression and self-harm and as a result is not in mainstream school, but studying animal studies at Capel Manor.

Whilst on the Intro to Riding programme, she was very quiet and reluctant to talk to her fellow riders. As well as attending her riding lesson, AL started volunteering on a Monday with staff and loved looking after the horses. Over time, she has really opened up and built a great relationship with staff and volunteers but crucially also with the other young people.

In the summer of 2019, she started going on trips and even went on the EHC residential to Wales as part of a group of 10. Her mum was over the moon that she took in this challenge and how well she handled being away from home and the social aspects. AL is extremely knowledgeable about horses and clearly loves being at EHC. She now volunteers three sessions a week as well as coming for her lesson.

## AA

AA has been riding with EHC for around 6 months and is one of four siblings from the same family who all joined at a similar time. His older twin sisters first attended as part of the Brixton Riders programme with BYB partner, the Baytree Centre, and were then referred to continue as members. The family came to the UK as refugees from Sudan and all are still learning English.

Whilst his sisters just attended riding sessions and weren't that engaged with the club, AA always arrived early to tack up his horse and would stay to volunteer after his lesson, helping out enthusiastically with anything he can on the yard. Despite English not being his first language he was keen to engage with other riders, volunteers and staff and wanted to learn about caring for the horses. He loves being around the horses and when he has any spare time, is often found grooming Willow or Joe.

Now that AA is engaged with his riding and volunteering, staff hope that he will start attending workshops and trips to get the full benefit of the club.



## LP

LP has been a member at Ebony Horse Club for several years and her younger brother also attends, often supported and encouraged by her in his lessons. LP progressed to "senior" riding on a Saturday afternoon last September and her riding has gone from strength to strength.

In January, she joined EHC's Talent Pathway programme where she has taken part in a jumping competition at Trent Park Riding Centre as well as various other trips. She also competed in their pony racing programme, racing at Ascot in April. Most recently she won EHC's seniors dressage competition, coming first out of 15 riders.

LP has signed up to take on work experience with her school and has chosen an equine placement at Wimbledon Village Stables, something that has undoubtedly been influenced by her enjoyment of her time at EHC. EHC are looking forward to seeing her progress even further in her riding over the coming year.



**"IT'S HELPED ME  
WITH MY BEHAVIOUR  
BECAUSE THE HORSES  
REACT OFF OF YOUR  
ENERGY"**



## YP

Ebony Horse Club supported a young person that was referred through Victim Support. As a result of her personal experience, she was lacking confidence and needed new opportunities to help her make new friends. Her parents speak little English and have a limited income making it hard for them to find new opportunities and activities for her.

This young person took part in their Introduction to Riding course in February where she was keen to learn, outgoing, and showed a real interest in horses and riding. On completion of the course, she signed up to become a regular member where she will ride once a week and have access to youth work activities and trips. She has completed a full half term as a member and her confidence, relationships and communication have significantly improved.

She very recently took part in training which has taught her the skills she needs to come and volunteer at the club so she can spend more time there, work more closely with the horses and with other members.



**"I ENJOY BEING ABLE TO LEARN NEW THINGS WITH MY HORSE"**



**"YOU'RE ALWAYS WELCOMED WITH A SMILE. I SOMETIMES HAVE DIFFICULTY DOING THINGS LIKE HAYNETS, BUT I CAN ALWAYS ASK THE STAFF. IT'S REALLY NICE TO KNOW THAT IF YOU NEED HELP IT'S THERE"**

Re-opened in 2018 by Loughborough Junction Action Group and local volunteers, Grove APG provides adventure play for young people on Saturdays and holidays. The playground gives local children the opportunity to play and develop with their friends in the open air.



## G

### WITH EBONY HORSE CLUB

G has been attending Grove APG since the summer of 2018. Initially, there were a few behavioural issues and staff occasionally found him to be a little uncooperative. During the time he has been with Grove, they have seen great improvement.

A particular turning point came when Grove began collaborating with BYB partner Ebony Horse Club. G joined a 6-week programme in the autumn of 2019. He showed great enthusiasm and was identified by staff at EHC as a talented rider.

Once the programme finished, G became a volunteer at EHC and has been developing his riding skills and knowledge of horse care. He also continues to attend Grove, displaying a much greater degree of confidence and responsibility, and is now a strong role model to the rest of the children at the playground.

## JS

JS is a regular attendee at Grove Adventure Playground. When he first began attending he was very happy and playful but could sometimes get into trouble especially when getting angry playing football. At one point he had to be asked to leave for a number of sessions.

Following this the staff team worked with JS and his family to ensure a positive reintegration. The staff did this through the use of positive praise and reminding him of coping strategies (such as deep breathing and walking away) if he found his anger levels rising. Following this, JS has continued to return to the Grove to play football and join in with many other activities.

He was one of the most consistent attendees of the Summer 2019 Sports Programme, particularly football but also engages in many of the dodgeball games. He went on to be a key part of the Football Squad developed towards the end of the Summer and represented Grove Adventure Playground in a mini tournament with other local Adventure Playgrounds. The incidents of challenging behaviour have reduced to nil and JS is now a happy and positive role model to other children.

**"IT'S MADE ME MORE  
SOCIAL AND OPEN TO  
DOING NEW THINGS"**



high

trees

# HIGH TREES

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High Trees Community Development Trust is an established community anchor that has been delivering projects and services to local people for over 20 years. Based at Tulse Hill Adventure Playground their Children, Young People and Family Services focuses on Play, Study and Social Action.



YP

A young person began attending the play sessions at High Trees Adventure Playground in September 2018. He engaged with activities following support from staff but approached group activities nervously and seemed reluctant to speak up. Focusing on his strengths in sports and his helpful nature, staff organised a session where different individuals were given the responsibility to run short sports activities.

This young person was immediately engaged and with encouragement from staff, worked well to organise his peers into two teams and introduced the rules of bench ball. The group thoroughly enjoyed his game and now regularly ask to play the game and for him to lead.

This young person is now old enough to attend the youth nights and does so with an increased confidence however, he does return to the younger group on occasion to run a sports session much to the delight of his younger friends.

RD

When RD joined Tulse Hill Adventure Playground in September 2019, she had recently moved to London from Portugal and had low English speaking and writing skills. In the beginning, she wasn't able to communicate very well to staff or the young people. When she did speak, she spoke in a quiet whisper and often gave up halfway through a sentence.

During the sessions, staff would support her by playing alongside her and encouraging others to join. They also linked RD up with other confident young people during the session, providing them with opportunities to show RD around or explain to her how a game was played. Over time, RD's confidence improved massively and she is now able to communicate fluently and express herself, even picking up on slang words the young people use. This is particularly evident in the volume of expressions as she is now happy to shout, argue and collaborate with others.

She has become an active and regular member and continues to learn and build on skills, such as cooking which she had never done before. She was head chef during a kitchen session and was able to cook a recipe for the first time!

## ZC

ZC has attended the study hub sessions since September 2018. She has always appeared confident and was often excited to tell staff about her week and what she had been doing in school. Over time staff noticed that she was spending a lot of time with them. It became clear that she found interacting with her peers more challenging, often choosing to remove herself from a group activity and asking to help staff with making snacks instead.

During debriefings, staff thought about a variety of ways to support her to build friendships and work in a group. Focusing on her strengths in storytelling and being helpful, staff organised a session where small groups were asked to write and perform a drama about bullying. ZC was immediately engaged and with support from staff, worked well with her team to produce a short play.

ZC continues to find it difficult to engage with her peers during unstructured play sessions but she now thoroughly enjoys group work (especially if there is a challenge and a prize for the winning team!) The team will continue to work with ZC to support with unstructured collaborative play and are confident that she will continue to thrive.

**"YOU CAN DO MATHS WITH THEM, AND I ENJOY IT BECAUSE IT'S MORE CHILLED THAN DOING IT AT SCHOOL"**

## RY

RY was referred for 1:1 coaching in May due to personal, social and emotional difficulties. During her initial session, she identified difficulties controlling her anger and commented that this was affecting her approach to learning.

Over several weeks RY and her coach looked at her strengths, personal qualities and ambitions. She also took time to create a diary of the situations where she lost her temper. Talking through the situations with her coach, she identified a pattern to her behaviour and key trigger points. This led to RY discussing and considering different ways of approaching situations that made her uncomfortable and angry. She was able to acknowledge that she was a strong debater with the ability to make clear arguments and discovered an interest in the law, along with an ambition to become a lawyer.

This focus helped RY to consider which subjects she needed to engage with better to increase the potential of her fulfilling her career aspirations. Through her relationship with her coach she was able to focus on her academic obligations and improve her relationships with her peers.





## AM

### WITH EBONY HORSE CLUB

AM began attending Tulse Hill Adventure Playground in August 2019. She was initially very nervous but was supported by attending with her siblings. Before any trips or changes to the schedule she would ask many questions and became visibly anxious, often deciding not to take part in an activity that was new.

In January 2020, she was invited along to horse riding sessions at Ebony Horse Club. She was excited and eager but very nervous about all of the details (how they would get there, who was going, which staff would be there, where it is and what kind of horses there are). Staff supported her by explaining all of the details, often several times, and encouraged her to come along. She attended the first session but did not feel comfortable to get on a horse, instead she decided to observe the horse riding session.

With more encouragement she joined again for the second session. This time Debbie, the BYB youth worker, popped by and she clearly enjoyed seeing another familiar face. During each session her confidence grew and she got more comfortable with the horses. Eventually she was confident enough to ride a horse and thoroughly enjoyed the experience. In each session she would ride the same horse and developed a strong attachment.



## RH

### WITH BYB YOUTH STEERING GROUP

RH has been a regular attendee at Tulse Hill Adventure Playground for many years. Staff noticed her beginning to get a bit bored at the APG and wanting to express herself more. She had a lot of opinions that she wanted to share, often negative about certain aspects of the playground. Staff worked with her to be constructive in her feedback so that she could affect change in the areas that upset her.

At this point Debbie, the BYB youth worker, started to attend some sessions and built a rapport with her. Seeing that she was quite vocal at the APG, Debbie invited RH to the BYB Youth Steering Group meeting. RH was super excited about being asked.

On the day of the meeting, RH was picked up by Debbie and they went on a trip to the venue. When she got there, it was full of other young people she didn't know and she became a bit nervous and quiet. However by the end of the meeting, she had started to share ideas and she went back to the APG very proud that she had taken part.

Over the next few months she took part in the planning of some BYB events. This included the Christmas party, where she took part in an interview for Tulse Hill Adventure Playground.

**"THEY TEACH YOU ABOUT TEAMWORK AND HOW TO BUILD UP REALLY NICE FREINDSHIPS"**

The Indo-American Refugee and Migrant Organization (IRMO) is a community-led organisation that provides Latin Americans with empowering tools and information to build secure, independent, and integrated lives in the UK. The Latin American Youth Forum (LAYF) provides creative activities, homework clubs and ESOL classes for recently arrived young people.



## LU

LU moved to the UK with her family in July 2019 from Colombia after having lived in Spain for 3 years. When she joined IRMO in September 2019, she didn't know anyone and was struggling to get a place in college. She thought that she was never going to get into university if she didn't go to school straight away. Having moved to the UK in the summer, she worked as a cleaner for a few weeks to earn extra cash, which her employer never paid.

At IRMO, she joined the ESOL classes and took part in the Science Gallery workshop. The IRMO Youth Worker supported her to apply to college and the Welfare team worked with her to receive the money she was owed by her former employer.

LU is now in college, is a member of the Latin American Youth Forum (LAYF) steering board and has never missed a single activity!

## IN

On the day of his 14th birthday, IN moved to London with his parents and older brother, having left close friends and family both in Spain and in the Dominican Republic. When he first left the Dominican Republic to go to Spain, he was excited and terrified at the same time and he felt the same when he moved to London from Spain.

In London, IN didn't know anyone and had no place in school. A family friend suggested IRMO to his family so that he could access the Latin American Youth Forum (LAYF) and get support for in-year school admissions. At IRMO, IN had the opportunity to express himself in his own language while learning English and more about the UK.

He found a place where he could socialise and create meaningful friendships that made his first months in the UK less lonely. IN was supported to get a place in secondary school after waiting to hear back from the admission department for 4 months. Through the LAYF workshops, classes and outdoors activities, IN very quickly showed his talents, skills and leadership in music production, song writing and public speaking.

While still not 100% confident in his English skills, IN stepped up to represent the Latin American young people of LAYF at the BYB Youth Steering Group, playing an important role in advocating for his Spanish speaking peers.



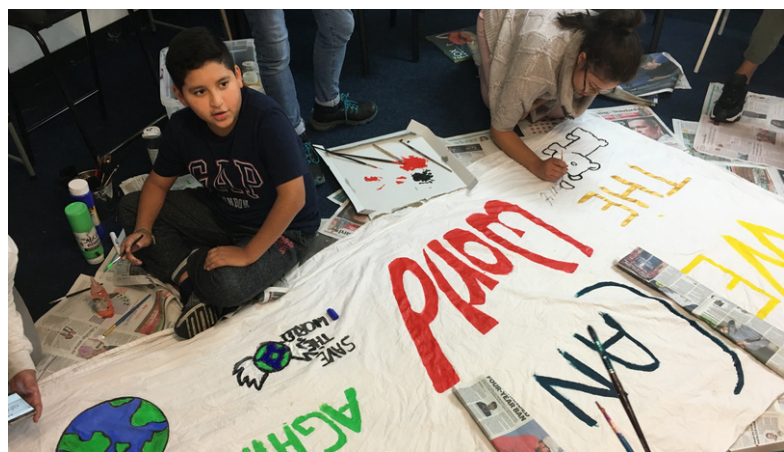
DS

## WITH THE BAYTREE CENTRE

Originally from Ecuador, DS moved to London in September 2018. D and her mother visited IRMO's Schooling Service to start the school admission process and to make sure DS could start with activities and ESOL while her application was processed.

Having arrived in a new country with no friends and very little English, DS felt that her parents' decision to migrate to the UK was the worst thing that happened to her life. But it was that very same feeling that motivated her to participate in the LAYF activities. DS and her mother were signposted to the Baytree Centre to access extra support services for women and girls.

Since then, DS has changed her mind about life in the UK. She bonded very quickly with her peers, never missed a class and proactively participated in shaping the activities of LAYF.



**"IRMO IS A BIG PART OF MY EXPERIENCE IN LONDON BECAUSE IT HAS HELPED ME A LOT. IT'S A COMMUNITY AND THE YOUTH WORKERS ARE SO KIND"**

CH

## WITH THE BYB YOUTH STEERING GROUP

CH migrated with his family from Spain to London in 2019, reassured by his mother that he would have more education opportunities in the UK. At first, things were not easy. Not in school and with no one to play with other than his two younger siblings, CH was feeling withdrawn and isolated.

"I didn't know how to use transport, I couldn't speak English and I had no personal space in the house. I can't believe I'm saying this, but I really missed going to school."

When he joined LAYF in February 2019, his life took a different and more pleasant turn.

"I'm so grateful for finally being given a place in school thanks to LAYF, as well as for helping me learn English and being able to communicate with people here."

Not only did CH benefit from the LAYF ESOL classes, workshops and education coaching, but he also contributed with equal enthusiasm to the LAYF and BYB youth steering groups, playing a huge role in decision making for the young people of the BYB consortium. He has been part of the Youth Steering Group and put forward loads of ideas to improve the BYB services, planning and organising sports activities and liaising with young people from other organisations despite the language barrier.

He never shied away from the challenges and volunteered to speak publicly at the IRMO AGM with his sister and at the YLC application pitch entirely in English. While being a key participant of LAYF, he never fails to show progression, determination and willingness to contribute and learn always.

Juvenis offers bespoke support that enables young people having difficulties to turn their lives around. Their main focus is on supporting young people from vulnerable and disenfranchised communities, especially those at risk of offending and criminal related behaviours.

## JA

JA is a victim of criminal exploitation, namely in relation to 'county lines' and has gone missing four times since 2016. On these occasions, he has been found in Wiltshire, Brighton, Watford and Ipswich in the company of unknown adults with no apparent familial links. He has no criminal record, but is clearly involved in criminality at the behest of these adults, some of whom are known for drugs offences.

JA's mum home schooled him and tried to keep him indoors to protect him. Although designed to help, this appears to be pushing him to become restless and leave the house. She is concerned also about his internet use and believes he makes friends online, rather than through 'real life' activities, and that the friends he makes are not really friends at all. JA appears to have low self-confidence and a low self-esteem which could be a contributing factor. The household lacks a father figure, and his father was himself in and out of prison and abusive towards mum and other siblings. This led to all children being placed on CPP in 2005-06.

Juvenis have been working alongside Social Care to build a relationship with him and put a Young Persons Safety Plan in place to so the family can assist in making responsible decisions for his future, and diverting him away from the criminal activity before he receives a criminal record. Juvenis are also supporting with his education, as he has been out of schooling since Yr 7.

## JS

### WITH SPIRAL SKILLS

JS was referred as part of his youth rehabilitation order exit strategy. He lives at home and has stated that his family don't understand him, which led to him and his sister having heated arguments which often became physical. He also has a fractious relationship at times with his mother, she has described the relationship with him as being volatile but refused to accept parental support during his interventions.

JS is registered as SEN, however this is not deemed to be on a level where it has a serious impact on his current learning. He completed his Electrical Installation Level 1 at College last year, but couldn't go onto Level 2 due to his poor attendance. However, he is adamant that he now wants to work and saw education as a waste of time. At this point a referral was made to Spiral Skills for employability support and this is bearing fruits. He is studying for his CSCS course and due to take his test soon. He has also had an interview for labouring positions so Juvenis are moving towards a positive outcome for him.

JS has not demonstrated any gang-related behaviour during his engagement with the YOS prevention team, Juvenis or other external agencies and he has been able to meet professionals at any location of his choice without fear of retaliation. At present he is still engaged with services and Juvenis hope to support him into employment once the current pandemic starts to ease.



ML Community Enterprise offers young people and the surrounding community a broad range of holistic services such as counselling and therapeutic work. They help support young people into a variety of developmental opportunities to improve their life chances, and support health and wellbeing beyond the Marcus Lipton centre.



## YP

ML Community Enterprise supported a young person who was deemed hard work and had been to various services within Lambeth. He felt that they had all exited him from their service due to his lack of commitment and behaviour.

Over a few months, he engaged very well with staff and the reason for his 100% commitment was that the service worked with him on various attitude, mental and emotional wellbeing areas and his future prospects in terms of work or education. This meant different team members with targeted skills were involved in the engagement including the counselling team, employment officer, and his key worker.

The engagement with the young person is still on-going as a result of the trust MLCE have built with him and their flexibility in responding to his needs.

## AB WITH JUVENIS

AB was referred to ML Community Enterprise from Juvenis for key working and case management in April 2020. He had been expelled from school in March for a physical assault on a member of staff and organising an assault on other students. AB is currently NEET and has been known to smoke cannabis in the past.

At ML Community Enterprise, AB engaged positively with his key worker during 1:1 sessions and joined a bubble where he engaged in structured workshops as part of a Street Diversion programme, consisting of crime and youth violence prevention and personal and self-development workshops. He volunteered on a food project run from MLCE and was also referred to the in-house counselling service, where he engaged positively with his counsellor.

AB has made significant progress in a short period of time though there are still areas for development. He has recognised and spoken openly about still having some anger issues, which he hopes to address through continued engagement in counselling.

**"I LIKE THAT THE STAFF ARE HELPFUL AND CARING AND MLCE IS BREAKING THE STEREOTYPES ABOUT THE BLACK COMMUNITY."**

Spiral Skills works to ensure every young person is excited about their future, motivated to strive for their goals and equipped with the skills they need to progress. Their fun-fuelled careers events help young people to make better formed life decisions whilst connecting them to an aspirational support network.

## TE

"Spiral lets you network and develop skills for the future by reaching out to young people to help them set and achieve their goals. Being part of Spiral has really changed my life and who I am in the way that I'm a lot more confident, particularly in the workplace. I better understand how to get work and enjoy it, and I now have the confidence to meet people that I otherwise would never have met. Spiral has been key at making that happen.

I met Spiral Skills through a programme when doing my Level 1 Media course at Lambeth College. The programme included games and activities to prepare you for employment. Since then, I've gotten involved with loads of events and programmes, like the Ugly Duckling animation project, and even a hackathon led by IT professionals. I'm working towards a career in film; I'd love to be in editing. Spiral helped me in a film and media course, and I met professional people that helped me understand how the whole film world works. I've also been an ambassador for them in the community, which has been incredibly fun.

I've completed a load of work experience placements through Spiral, like at the Prince's Trust, which have helped me to understand work and experience a lot of fun in different environments. I now understand that work experience is a great route for career success.



I've also had mentoring and tutoring with Spiral too. Tim helped me get my level 2 at college, and also with my GCSEs. I owe those to him, as I don't think I could have passed without his help. It's been really positive; me and Tim get on well, and he helps me to improve when I make mistakes. And when I passed, we even went to Nandos to celebrate. My favourite thing about Spiral has been all the parties! It's been so fun to socialise and meet new people, have all the great food and music, and make some friends too.

Services like these are so important for young people. When young people like me have nothing to do and enjoy, they're just not productive. Without Spiral I would just be playing PlayStation all day! Now I'm so much more confident and motivated to do things outside of my bedroom, and take steps to get where I want to go. And that's helped me develop confidence in other areas of my life, not just my career.

But the thing that's different about Spiral, compared to other companies doing the same thing, is that they are so passionate about doing their job and helping young people to do great stuff. Other companies aren't as clear about what steps to take, and just don't have the connections Spiral do, with young people and with professionals. The Spiral team are all so positive and lovely to work with - they help push you to succeed and try hard."



## FUTURE TALENT

In 2019 BYB joined London Youth's Future Talent (FT) programme. Led by Spiral, this has helped us to increase our offer of work experience, mentoring and skills development workshops.

In September 2019, Spiral Skills partnered with Horniman Museum to help young people throw a Youth Lates Party. Our young people on the FT programme created recyclable fashion and developed the skills needed to plan a successful event.

In the spring half-term of 2020, Spiral Skills arranged for 21 young people from High Trees, Baytree Centre and MLCE to take part in work experience at POP Brixton.

The successful placements ranged from learning to make sushi at Japanese restaurant Sakeya to creating a social media content plan for fashion marketing company Black Beauty. The young people had a fantastic time, and left the programme feeling more ready for the world of work, and more confident in themselves. In fact, young people would recommend the programme to a friend at a staggering 9.4. A highlight of the programme was 4 young people from Marcus Lipton making and delivering 50 pizzas to the local soup kitchen, organised by social enterprise Share A Slice. Ebony Horse Club also offered a 3-day placement to a young person who's ambition is to become a vet.



### K

Spiral Skills met K at a local college through a Business Careers Programme. They identified during that programme that she was interested in setting up a fashion business so invited her to the Sustainable Fashion Programme x Horniman Museum.

K brought her friend Y to the programme and they interacted amazingly with the young people from other Building Young Brixton partners. They not only designed their own sustainable fashion, they developed the event plan and budget for our event at the Horniman Museum. They really enjoyed their trip around the Horniman looking at fashion and indigenous outfits from around the globe.

K arrived early at the event to set up the Spiral room and then volunteered throughout the evening so local young people could enjoy the event - designing and printing sustainable slogan t-shirts (on display at the Horniman now!), creating clothing out of sustainable materials, and learning fashion photography. Through volunteering, K was able to network with the ASOS fashion experts and she will be undertaking Work Experience with Spiral.



## CR

CR joined Future Talent through her involvement with Ebony Horse Club, and has got stuck in with every activity thrown her way. Through the programme, she attended two Sustainable Fashion workshops, a workshop on Insight in Interviews and Recruitment, and helped design, run, and develop a workshop for Weaving and Anxiety at the Science Gallery. Alongside workshops, Cristina was involved with a music video recording session, and also tried her hand at boxing. Throughout the programme, she has been full of enthusiasm to learn, and has come a long way in improving her communication and teamwork skills.

With an interest in working in the judicial system, CR was lucky to secure a placement at the Independent Office for Police Conduct (IOPC) where she shadowed Rachel Dwek and attended a series of sessions on the use and development of Stop and Search policies. CR also observed police officers being interviewed under caution, learnt how to liaise with the press on policing matters, and completed a CCTV transcript and research task set for her. The team at IOPC praised CR for her attitude and dedication to the tasks she was set, and were very impressed by her natural curiosity to learn.

CR was extremely positive about her time at the IOPC, and loved being able to see the environment she hopes to one day work in. The placement was great for improving CR's confidence and networking abilities, and she had an amazing time!



CR's head of year stated: "This year, CR has matured into a responsible and dignified young adult. She has shown willingness to work well in all of her subjects and has taken her studies seriously. She is willing to work independently and is determined to succeed. CR has taken advantage of all of the opportunities presented to her by attending after School revision sessions and Homework clubs. Her subject teachers have predicted good grades for her GCSE results and there is no reason why she should not meet these expectations."

**"THE PLACEMENT HAS BENEFITED ME IN MANY DIFFERENT WAYS, SUCH AS HAVING AN IDEA OF THE TYPE OF WORK, AND GIVING ME AN IDEA OF WHAT TO EXPECT AND THE STANDARDS I WILL NEED TO HAVE. I THOUGHT WORK WOULD BE EASIER! BUT I LIKE IT, AND IT TAUGHT ME THAT IF I WANT A GOOD JOB I NEED TO WORK HARD ON MY STUDIES"**