



What is the role and importance of youth workers in secondary schools?

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Executive Summary

This research report seeks to explore the role and importance of youth workers in secondary schools as a way to further the student support and pastoral care schools currently provide for their students.

The research consists of surveying and interviewing young people, youth workers, parents, teachers and other school staff and volunteers.

The report hopes to discover whether youth workers are in fact the best people to offer support to young people in secondary schools.

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Introduction

In this professional practice evaluation, I will be looking at what the roles and importance of having youth workers in secondary schools are. I have chosen this topic of study to research as I believe secondary school aged young people are at a vital stage in their life and can often experience an array of difficulties associated with this life stage. I will go on to explain these in further detail in a later chapter, but I feel one of the best people to support young people in these, are professionally trained youth workers. Throughout this professional practice evaluation, I will be seeking to explore whether this is in fact the case, by speaking to young people themselves, school teachers, parents, youth workers, as well as youth organisations and charities that work closely with schools.

As a committed Christian I understand the schools priority in seeing young people flourish in their God given potential, which is why I myself am a youth worker. Understandably school revolves around academic success, but it is very important that each individual student feels loved, accepted and supported jointly by staff, peers and God. Therefore, I am very aware of the importance of the role of a school youth worker and believe they should be striving to uphold the school values whilst pastorally supporting the students when needed.

There can be so much uncertainty in young people's lives, that a youth worker accompanying them provides some aspect of stability. One person who they can count on, who will always side with and support them, who won't shout at them, won't look down on them, give them detentions or exclude them. Although a generalisation, it seems from my experience that many young people do not look fondly on teachers. A lot of the time, their experience of them will be that they are homework setting, detention givers, who don't care about them personally, but only the work that they produce. Whilst this may not actually be the case, their perception of teachers can be paramount in determining how they feel about adults and people in a position of authority over them both now, and in the future as well as affect their overall enjoyment and engagement with school. In a class of say, twenty-five

students, the teacher cannot often afford much time to devote to any one individual. When you consider how many classes of twenty-five students one teacher leads, each individual can feel even less of a priority. It is common to hear how overworked school teachers are, so a designated youth worker is someone who would ideally always make the students a priority and be there for them when they need it most.

Literature Review

There seems to be a fair amount of research and publication regarding general schools work as well as mentoring, pastoral care and chaplaincy; however I have found that specific school youth workers seem to be an area of research that has not been widely written on. In a later paragraph I will go on to explore each of these roles mentioned, plus several more, in greater detail.

Bunting's description of the journey of adolescence is, what I feel, the perfect description and reasoning as to why youth workers are needed for support at a time like this.

‘Adolescence certainly has journey-like characteristics. For any secondary school student it is uncharted: a pilgrimage no one else has taken in quite this way, with its direction uncertain and its destination unknown until arrival. It is increasingly hazardous for those of either sex, and to adopt an image used by John Bunyan - along the way there are sloughs of despond: some 30 percent of English adolescents have sub-clinical mental health problems.’ (Bunting 2014. Pg. 96).

Continuing my research, I found another 2014 study of over 120 thousand young people aged 15. 10% of the boys surveyed and 19% of the girls said they had a diagnosed mental health disorder. This total of 29% confirms the 30% Bunting found, which is a shocking statistic. The rise in mental health

issues is only one of the reasons why I feel that young people would benefit from the extra support provided by professional youth workers.

Although written in 1983, I feel this could not be truer now in 2018.

'In adolescence, individuals have some flexibility of choice - of an occupation to prepare for, of a set of characteristics that we have come to call identity. Freedom of choice during adolescence creates, for many, a sense of uncertainty and floundering. The identity search can be a painful quest. "who am I?" Has become a cliché question for adolescents in technological societies, and the underlying psychological turmoil that arises when that question has no apparent answer is painfully real.' (Hopkins. 1983. Pg. 9).

Hopkins' understanding and description of the struggle of adolescence in the 1980's is evidence that adolescence is a difficult period of time regardless of the year and is not just a modern issue. This however, does not discount the fact that many statistics will seem to give evidence that these issues facing young people are on the increase.

In addition to these statistics, a 2009 review of school leadership by the National College for School Leadership voiced their concerns for teachers about the 'increasing stresses of the job and the time commitment making it difficult maintaining a sensible work-life balance.' Not only this, but the lack of 'job security' and 'schools being held accountable by Ofsted and the local authority for any dip in test and exam results.' (Tutt and Williams. 2012. Pg 18). These kinds of pressures on school teachers make it understandable why they are not always able to give their students the time they may need and/or invest in them personally.

Stonewall's 2012 'The School Report' provides some shocking statistics around the topic of sexuality and sexuality related issues among young people. 'More than half (54 per cent) of lesbian, gay and bisexual young people don't feel there is an adult at school who they can talk to about being gay. One in four (25 per cent) don't have an adult to talk to at school, home or elsewhere.' On top of this, 'nearly one in four (23 per cent) of lesbian, gay and bisexual young people have tried to take their own life at some point and more than half (56 per cent) of gay young people deliberately harm themselves'. (The School Report. Accessed 08/02/18). My concern here is that we as a community are letting our young people down when they need us the most.

In an interview with a student about their school chaplain, they said 'when you have normal teachers, you don't know if they're there for you or for their pay cheque... it's like when the chaplain says hello to you, it's more because he wants to rather than because of the money in his pocket.' (Caperon. 2015. Pg 75). This is clearly an example of how a school chaplain is someone dedicated to the students that makes a difference in their lives who they appreciate and respect. When there are so many prevalent issues facing young people, it is extremely important that they feel they have someone they can talk to. The youth worker, like the chaplain, is someone who would be dedicated to the students and genuinely care for them.

The many roles of a Youth Worker

There are many ways that a youth worker can be involved in supporting young people within their school lives. The roles of a youth worker can be varied and are flexible to cover a range duties. Nash summarises these into, 'politician of integrity, flawed hero, visionary architect, community builder, empowering liberator, party planner, boundary marker, mediating mirror, guardian of souls, odyssey guide, compassionate presence, and a well-watered tree.' (Nash. 2011). These twelve titles encompass a lot of what a youth worker does although dependent on the job role, may not have all these within their remit. The point here though, is that a youth worker can be 'chameleon like' and adapt to the

role in which they are needed for the most. For example, they can adopt the role of mentor and listening ear when a young person is upset and needs a shoulder to cry on. They become the 'empowering liberator' when challenging young people to achieve their potential, and then move on to take the role of mediator when helping resolve conflict. All this is done in the understanding that the youth worker themselves is a 'flawed hero'. I believe it is this that gives them so much integrity to the young people as they actively acknowledge their own inferiority and put themselves on the same level as the young people which makes them approachable and likeable and therefore easier to open up to. This is something that I found out more about when I surveyed young people about what they wanted from a youth worker.

The main role of the youth worker in which I will be focusing my research on will be mentor. Fletcher describes mentoring as 'a one-to-one professional relationship that can simultaneously empower and enhance practice'. (Fletcher. 2000. Pg. 1).

My belief, understanding and experience of mentoring is that it can be of benefit to all students, but this support is usually only offered to those the school believe are struggling in some way. This means that early intervention is not happening soon enough which is what I think youth workers could provide in secondary schools. Morgan, Morgan and O'Kelly's research report on youth work and informal learning in schools is heavily based on delinquents and school drop-outs. (2008). Although they go through and explain many methods of intervention, it seems they miss the value and importance of working with every young person that does not necessarily fall into one of these categories. They go on to compare the roles of teachers and youth workers and what the benefits of relationships between young people can be as well as the impact that can have on making a positive change to that young person.

A secondary school head teacher in Chepstow got her school involved in a successful mentoring programme and said, 'We haven't done anything amazing or clever or sophisticated. We have simply been there and listened.' (Cited by Hulme. 2015. Pg. 77) This is the basic working of mentoring; just listening, and it's incredible where that can then take a mentoring relationship. Symonds says, 'An important point to make is that interventions aimed at one area of well-being (e.g. self-esteem) can influence other areas, too (e.g. skills development, identity)'. (Symonds. 2015. Pg. 168) This is why I believe mentoring is so worthwhile.

Research and Data Collected

Surveying young people, parents and youth workers

To begin my research into this topic I put together two main questionnaires. The first was to survey young people themselves about their experience of school including, their enjoyment of it, what their school student support system is like, what they would want from a youth worker and what they felt were the biggest issues facing young people today. My online survey went out to young people from my church, local area, youth clubs and was shared by people who were willing to help further my research. In total, I gained 30 respondents which I was a little disappointed with as I would have liked more to be able to say I had a representative sample, however I explore the critiques of my research in a later chapter.

I gained valuable insight into the experience of these young people and had a good variety of respondents of all year groups from year seven to year thirteen who attend a variety of mainstream schools, academies and alternative provision schools. The key findings and interesting statistics that I discovered from this questionnaire is as follows.

- Average enjoyment of school was 6/10. However, 7 people voted 4 or below.
- 53% would seek support from friends if an issue arose at school. However, when faced with an issue outside of school, 53% said they would seek support from parents.
- They voted the biggest issue facing young people was peer pressure.
- Average rating of their school's student support system was 6/10.
- 25/30 thought their school would benefit from having a youth worker.
- The resounding characteristics students wanted from the youth worker included, supportive, caring, approachable, trustworthy, and helpful.

One of the interesting things I found is that most of the young people would not seek support from the school student support team or the school counsellor; with only 7% saying they would. It poses the question as to why 75% of the young people thought having a school youth worker was a good idea, yet don't currently 'make use' of the student support already in place. It concerned me as to whether if a school youth worker was introduced whether they would be utilised. To gain a further insight into this, I decided to personally approach a few young people, show them these figures, and ask them what they thought of this. Some of the responses included, 'When you go to student support people in your class make fun of it. Also, they are still teachers whereas youth workers don't have anything to do with school, so you feel more comfortable speaking to them.' (Young person A - Yr. 9). Another response included, 'The typical youth worker age is a young adult and may be far easier for a student to discuss personal issues with someone closer to their own age.' (Young person B - Yr. 12). The responses were all fairly similar with another person saying to me, 'a youth leader like you [myself] is much closer to my age and relates with my problems'. (Young person C - Yr. 10). These responses made me consider the kind of person that would make an effective schools youth worker because ultimately, if the young people do not connect with the worker, they will not approach them and the

worker will remain distant from the students and not utilised. For the young people to feel comfortable approaching the worker with issues they are facing, they need to be someone that the young people can relate to and feel relaxed around. Therefore, a school may need to consider what the differences between the student support team and the youth worker would be.

The second of my surveys went out to parents of young people, youth workers, school teachers and anyone else with an involvement to secondary school or youth work. In this survey, I was asking their opinion on school support systems, who they think young people turn to for support, what they think the biggest issues facing young people today are, and what they would want and expect from a school youth worker. In total, I gained 48 responses which I was quite pleased with. It was a lot easier to get responses from the adults than it was with the young people.

41% of my respondents were youth workers which was beneficial in helping me find out if other youth workers agreed with my premise of the importance of having youth workers in secondary schools. Another 36% of respondents were parents of secondary school aged young people which I felt was a good percentage being as they will know their children and their child's experience of school pretty well. Some of the key findings and statistics that I gained from this survey are as follows.

- Average rating of school's student support system was 5/10. However, 16 people rated it 4 or below
- The majority thought that young people turn to friends and parents for support. Only 5 people thought they make use of the pastoral/student support available at school.
- They voted the biggest issue facing young people was mental health, closely followed by social media.

- 47/48 thought that having a youth worker/s in secondary schools is a good idea.
- The majority said they thought a team of youth workers rather than an individual would be best for the school

I got both sets of questionnaire respondents to rank what they thought were the biggest issues facing young people. I was quite surprised how close the results were. In all honesty I was expecting the adults to be further off in terms of matching up what they thought the biggest issues were, in comparison to what the young people actually said they thought they were. I thought this was a positive finding as it showed that youth workers and parents are more 'in sync' with the issues facing young people than I thought they would be.

One of the more surprising things I found when analysing the data from the adult questionnaire was who the one person who said that they didn't think the school would benefit from having a youth worker was. This person is identified themselves at the beginning of the survey as someone 'involved in schools or youth work', then later refers to 'Our student support'. This leads me to believe this could be someone who works for a school. Later in the survey they said that there is too greater need for just one youth worker and instead there should be a team. It leads me to wonder why someone who works within a school and sees how much need there is, would not want youth workers coming in to support the school? Though this may be considered an unfair assumption, it concerns me as to whether a school may not be fond of bringing in outside support as it could give the impression that the services the school provide are not good enough and they cannot cope with all the need themselves. They may be worried about bringing in an outside organisation because of how prospective parents or Ofsted might view the schools ability and student support. This begs the question as to whether schools may prefer to employ a youth worker as part of the staff team to support those young people who need it. This way, the school is resourcing their support internally and does not have to worry about any adverse views of bringing in an outside organisation.

Written interviews with school-based youth work organisations

Following the surveys I conducted, I went on to interview four schools based youth work organisations. These four are all charities that go into secondary schools and offer some kind of support and mentoring to the students who are referred to them by the school. These interviews were done via email as it wasn't convenient or time permissive to do them all face to face. I do think this worked rather well though as it gave the respondent the time and space to think about their responses to each question and they gave me quite thorough answers which has been useful for my research. By interviewing these four organisations, it allowed me to compare and contrast the way they work with schools, what works well, how they manage the schools expectations, the relationship between mentor and mentee, responses from teachers and what makes a good mentor. Some of the key findings and statistics are as follows.

- 3/4 said that there can be issues over expectations with the school and agency. All 4 said communication with the school is key to resolving these.
- Consensus over the mentors role to build trust, create a positive environment, listen, and be caring and non-judgmental.
- Accompanying seems to be the main working style however often with focused objectives.
- Training for mentees varies from basic safeguarding and DBS checks, to thorough, more intense and informative training days with ongoing pastoral support and guidance
- Although not the case with all, there can be difficulties in establishing a good relationship with the schools to allow the agency in.

It is important for the school and agency to work in collaboration with each other and Chris from the organisation JAC, gave me some interesting insight about the relationship between school and agency. It has taken JAC a long time to establish themselves and build trust, integrity and reputation.

‘The relationship with the school, with the senior staff, the support staff, the cleaners, everyone, is significant. We have simply tried to build up trust, to become part of the furniture and fabric of the school, and to be the salt and light we are created to be. If we have an agenda, or seek to push ourselves the front, it won’t work, we’ll get frustrated, and the young people will be the ones who will suffer.’ (C Doughty. JAC Coordinator).

I think this is a very mature way of looking at the situation with humility and is probably a big part as to why the JAC workers are known and loved by the whole school community. He continued to confirm this as he went on to say;

‘We don’t go in with a plan or agenda to change the world, or with all the answers, or arrogantly assume our work is the most important and school need to allow us to get on with it. My personal view is that being in school provides the best opportunity for youth workers to walk alongside the greatest number of young people in a meaningful way’.

A voluntary organisation going into schools cannot dictate what they want to achieve. In youth work terms, we talk about ‘meeting young people where they are at, on their turf’. It is the same with working in a school; we have to work to their agenda.

In depth interview with Lichfield Community Mentoring

I chose to personally interview the coordinator of Lichfield Community Mentoring to understand further how youth work organisations work within secondary schools. This interview gave me valuable insight into the running of this organisation as well as some of the difficulties, success stories and testimonials. One of the most valuable things I think was said in this interview was:

‘We tend to assume the system will take care of the students, and although student support does a wonderful job, there is so much need and not enough time on their hands. They don’t have the time during the day to sit with the students who need it. There is a growing need for

people to come alongside and there aren't the resources there. The school is looking for outside organisations to refer their students to.' (Tina. LCM Coordinator. 03/11/17).

This quote from Tina encapsulates a lot of what I have been exploring within my research. For example, secondary schools do have pastoral student support staff in place who are working with as many students as they can, however there is too great of a need for them to manage alone. This is confirmed through the survey I did with parents, teachers, and youth workers. Ideally a team of people is needed in order to offer the amount of support that is needed.

One of the statements that was made in this interview that I found questionable was what LCM believes is the focus of mentoring. It was said that, 'Mentoring is coming alongside and building relationships. The building of the relationship is its focus, anything else around that is a bonus.' (Tina. 03/11/17). This comes back to the argument as to whether we should be working with an objective focused model or an accompanying model. Whilst I see positives with both, I do not think that I would go as far as agreeing with LCM in their opinion as I feel there needs to be some goals in order to push and challenge the young people to support them in reaching their full potential. We then went on to discuss not only how overworked the school support staff are, but how referring them on to CAMHS (Children & Adolescence Mental Health Services) has become increasingly more difficult. The waiting list is notoriously long and unless a young person is extremely suicidal, they can be on the waiting list for months before they are seen. We discussed the pressure this can put on the school and voluntary organisations such as LCM to provide as much support as they can because they cannot refer them on. Tina recognises that her and her volunteers are not professional counsellors or equipped to deal with serious cases like this but there is an added responsibility to do so as there often feels no one else to help. I understand her viewpoint entirely, and understand that professional youth workers are not counsellors, but I feel this is an area which we could help in filling. The survey with the parents and youth workers revealed that over 56% thought that relevant training in mental health

was an absolute requirement for school youth workers and a further 42% considered it to be desirable. I do believe that if youth workers were trained in mental health, they could help fill this gap and support both the schools and young people well in this area.

Tina and I also discussed how many young people experience broken relationships and that 'long-term stability' is needed in order to support them. A school youth worker that is consistent in care for the duration of a young persons' school experience could help them in building and sustaining positive relationships for when they leave school.

One school comments on the work that LCM has done for them and says, "The work of LCM has been invaluable. In times of austerity, when support and guidance for young people is in such short supply, the patient and generous approach of LCM has meant that we as a school have been able to maintain our commitment to meet the needs of young people both in and outside the classroom." (A Lichfield Secondary school). This school confirms the 'short supply' of support and guidance and is grateful for an outside agency to further the care they can provide their students. It is clear to see that this school values the importance of pastoral care of their students and it is not important where that comes from, as long as the students are kept as the priority.

Further school testimonies can be found in the appendix at the back of this report.

Theological Reflection

McKeekin's eschatological view of youth work may in fact be the root catalyst of many Christian youth workers doing what they do, however the majority of the time, we could not get away with this being our slogan as no schools would allow us in! McKeekin says, 'If we believe that the coming kingdom results in the earth ending in an apocalyptic catastrophe, and that salvation from this event is

to be transported from this world to 'heaven', then our efforts as youth workers will be directed to ensuring that young people are 'saved' from this event.' (McMeekin. 2014. Pg. 68). I understand completely this view point of wanting to save young people, but at the same time we have to work to a professional code of conduct, respecting the policies of schools meaning we cannot go in under the pretense of pastoral care for example, and then proselytise.

Bonhoeffer's theology of youth work is what I would consider a more practical and realistic approach to youth ministry. Root explores and explains it as 'a desire not for getting information into their heads but for sharing in their lives as a way of mutually experiencing the very revelation of God in Jesus Christ.' (Root. 2014). In a secular society and school, I believe this is a way of working theologically without compromising our integrity or school policy. It allows us to come alongside young people and journey with them as they navigate life and adolescence. It allows us to ask the question of, 'Where is God in this?' overtly if appropriate. This is in essence the method of accompanying I have discussed earlier in this report and is a model for youth work several of the agencies I interviewed use. This idea of accompanying could be traced back to Jesus walking the Emmaus road in Luke chapter 24. 'Accompanying describes the quality of the relationship. It does not focus on the doing but the being. The accompanist starts from where the young person is - their enthusiasms, their interests or their problems.' (Green & Christian. 2004. Pg. 40).

'A lot of teachers and other staff are ill with stress. We can be good news to schools and not be a drain on them. Some Christians go into schools and make demands and they expect the school to run around and serve them. We need to have an attitude of blessing teachers so they smile when they see us.' (Jackson. 2003. Pg. 34).

Like Jackson is implying, we as Christians have to not forget we are in the school to serve it. We cannot be making demands of the school when we have invited ourselves in. When the people ask

Jesus when they served Him, The Lord replied with, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'(Matt 25:40). When we serving others, we are really serving God and that has to be the forefront in the reason we do what we do.

My Presentation of Findings

I presented my research and findings to a group of stakeholders including the Wade Street Church senior youth worker and the coordinator of Lichfield Community Mentoring. One of the comments the senior youth worker of Wade Street made was that I could 'look at some non-religious based youth work and a wider network of volunteers to fill out the survey as most of the results are midlands based'. I was aware that the majority of my respondents were Midlands based but it is very difficult to access and survey strangers, so living in the Midlands, meant the majority of the people I know are also based here. Walliman asks the question when conducting research, 'How representative is the information collected of the whole population?' And, if I want to assess the opinions of a large population group, I need to 'devise some way of selecting a sample of those members I am able to question, and who are a fair representation of that population.' (Walliman, N. 2005. Pg. 276). In all honesty, I probably cannot say my sample was representative.

One of the main critiques from the presentation of my research was not having very strong proposals for the future. I found this difficult to do as a student youth worker because I do not have the authority to make big decisions for the school or the agency I work with. However as an employee of Wade Street Church, I have the ability to propose my ideas to them and see if we can work together in furthering the schools work they do. This could be done through sending a person or a team into a school as volunteers to build the relationship and serve the school, as I continue to explain under the 'proposals' section below.

Conclusion and Proposals

Throughout this report I have been exploring the role and importance of youth workers in secondary schools. I started with the assumption that youth workers are and should be the best option for schools to offer support for their students, but I was well aware that I had to put that bias aside for the purposes of my research. I needed to be objective in taking into account that it may not always be the best option for a school. As well as this, I had to put aside any feelings I may have had towards preferring a Christian youth worker to a secular worker. When surveying the adults during my research, 21% said that the schools worker did not necessarily have to hold Christian values however I think a vast majority of my sample were in fact Christians, which may have swayed the vote towards preferring a Christian worker. 88% of people required some kind of relevant training in youth work which I believe is more important than whether the individual is a committed Christian.

From my research, I have gained insight into the pastoral systems of secondary schools and the opinions of them from the students. With the opinion that the available student support being not great, my proposal would be to use youth workers to provide additional support that the students would feel comfortable 'using'. Below, I have broken down what I think are some of the most important things for schools to consider in terms of best supporting their students with a youth worker or workers.

Proposal 1 - Overall, from the research that I have conducted, I am convinced that professional youth workers are indeed one of the best options for supporting young people within secondary schools. I emphasise the word 'professional' though as I believe there is a great need that should be filled by someone who is well trained in the important areas and issues that young people today are facing. My research is evidence these issues are real and pressing. The schools priority should always be the quality of care they can provide for their students so I feel that if they are investing in their student

support, a professionally trained individual with experience of working with secondary school aged young people would be the best fit for them.

Proposal 2 - It is very important to clarify the kind of support they want; internal or external. If they are bringing in an outside organisation, they should discuss both the school and the agency's aims and objectives to ensure they are both working to the same agenda. This is important as I have experienced from the schools I have worked in, and interviewing the agencies, that good working relationships are key to making the scheme work well. If the school decides to employ a youth worker instead, these aims should still be clarified to make sure they are supporting and working to the values and policies. As a representative of staff and school, they need to be on the 'same page'.

Proposal 3 - If the school decides upon taking on a youth worker, depending on the size of the school and current student support already in place, I would strongly recommend the school considering more than one. Team morale can make a big difference in the workers and allows more of the students to be seen and cared for. In addition to this, having both a male and female if possible allows students of either gender to feel comfortable discussing what they might consider to be embarrassing topics. Having at least two also increases the chances that the student will 'click' with at least one of the workers.

Proposal 4 - From my experience, where the collaboration of school and agency have worked well, the agency have had a designated space in the school to establish themselves and the school have advocated and respected the agency. In a designated space, students know where they can always expect to find support when they need it. They become a core part of the running of the school and the school as a whole respect the work that the agency do for them. From experience, when there is a lack of understanding about what the agency do and a lack of involvement from the school, morale for the

agency workers is low. If the two can communicate well and work together effectively, they should be able to do a better job at providing care to their students.

Proposal 5 (For Wade Street Church) - My current placement, Wade Street Church is involved in some schools work with LCM, but I feel they could do more to improve their presence in the local secondary schools. My proposal would be to have someone or a team of people to commit to serving at least one school. The church is perfectly placed right in the city centre, immediately surrounded by at least four secondary schools within a couple of miles. This could be utilised much better than it is if there was a system in place to work with these schools, which is why there is a plan to employ a new youth worker with the intension of liaising with these schools in a better capacity. The plan is to develop this relationship with LCM to provide mentoring and pastoral care in these schools. From my perspective and experience, I believe it can be more worthwhile to invest the time, workers and resources into establishing a good connection with one school rather than several mediocre.

Finally, to close this report, I would like to say that in no way should we be pushing youth workers into schools that do not want or need the support, however from the research I have done and the testimonies of schools that have collaborated with youth workers, I feel confident I saying youth workers can support school very well and should be considered for the student pastoral teams.

Appendices

Appendix 1 - Young people questionnaire results

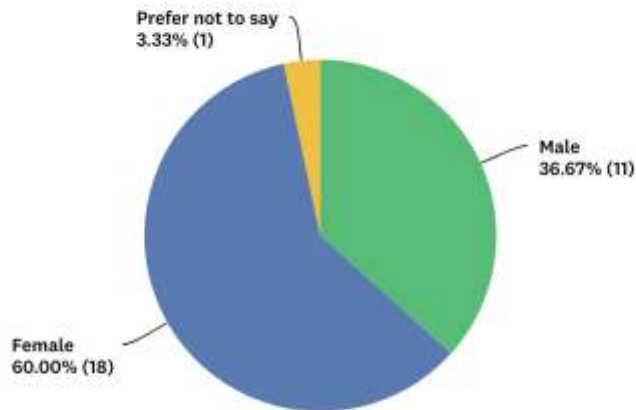
Q1

Customize

Export

Please tick your gender

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Male	36.67%	11
Female	60.00%	18
Prefer not to say	3.33%	1
TOTAL		30

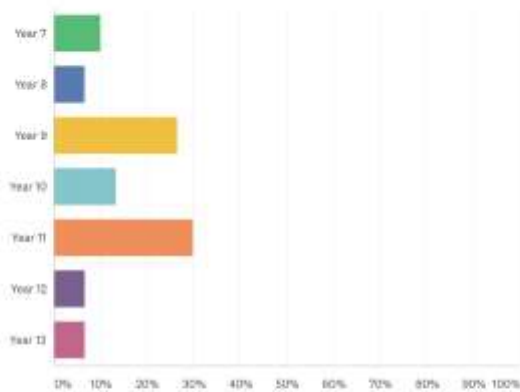
Q2

Customize

Export

What school year are you currently in?

Answered: 30 Skipped: 0



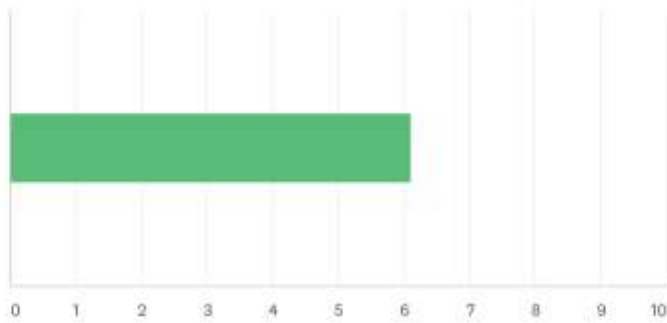
ANSWER CHOICES	RESPONSES	
Year 7	10.00%	3
Year 8	6.67%	2
Year 9	26.67%	6
Year 10	13.33%	4
Year 11	30.00%	6
Year 12	6.67%	2
Year 13	6.67%	2
TOTAL		30

Q3

Customize Export

On a scale of 1 to 10, how much would you say you enjoy school?

Answered: 30 Skipped: 0



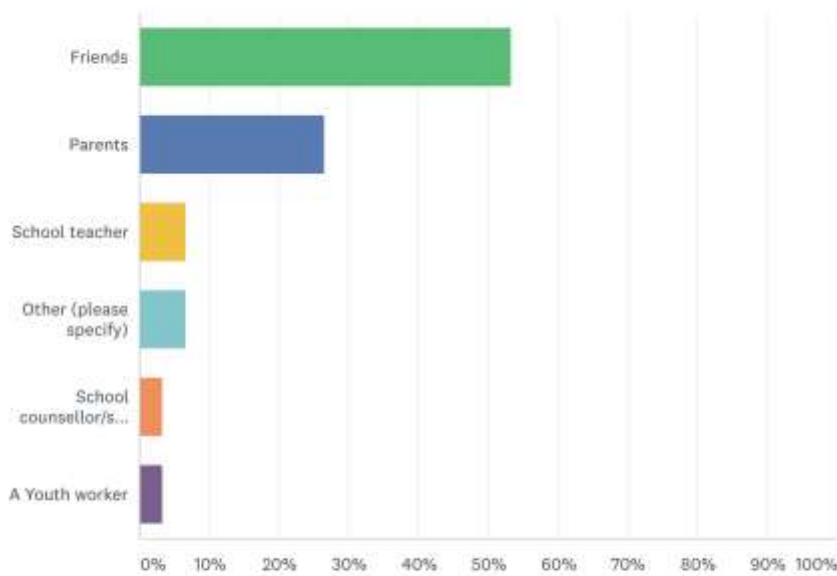
ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	6	183	30
Total Respondents: 30			

Q4

Customize Export

If you had an issue in school, who would you be most likely to turn to for support?

Answered: 30 Skipped: 0



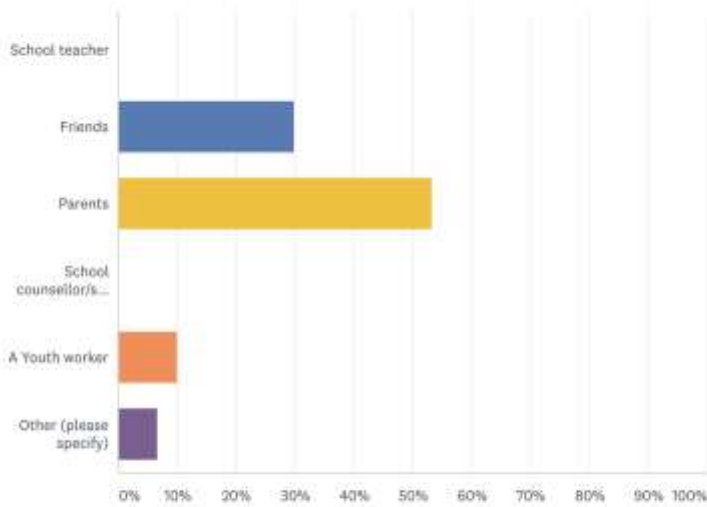
ANSWER CHOICES	RESPONSES
Friends	53.33% 16
Parents	26.67% 8
School teacher	6.67% 2
Other (please specify)	Responses 6.67% 2
School counsellor/student support team	3.33% 1
A Youth worker	3.33% 1
TOTAL	30

Q5

Customize Export

If you had an issue outside of school, who are you most likely to turn to for support?

Answered: 30 Skipped: 0



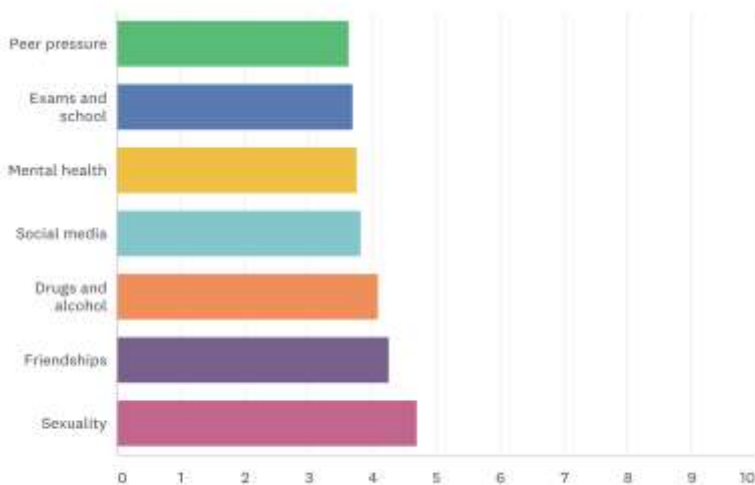
ANSWER CHOICES	RESPONSES
School teacher	0.00% 0
Friends	30.00% 9
Parents	53.33% 16
School counsellor/student support team	0.00% 0
A Youth worker	10.00% 3
Other (please specify)	Responses 6.67% 2
TOTAL	30

Q6

Customize Export

Please rank in order what you think are the biggest issues facing young people today. (7=The biggest issue. 1=The smallest issue)

Answered: 30 Skipped: 0

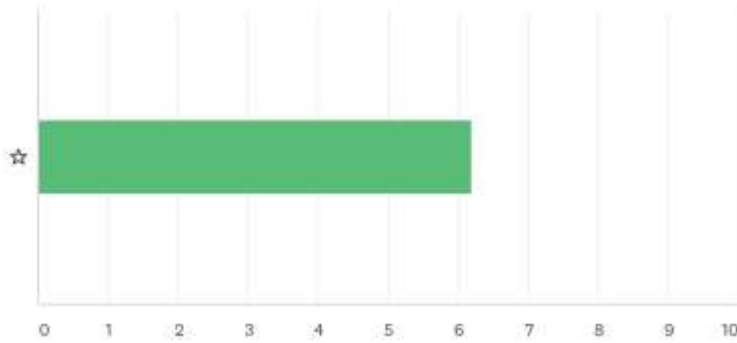


Q7

Customize Export

In your opinion, please rate the student support your school provides.

Answered: 30 Skipped: 0



Q8

Export

What characteristics and qualities would you want from a school youth worker?

Answered: 30 Skipped: 0

RESPONSES (30) TEXT ANALYSIS TAGS

Add Tags

Filter by Tag

Search responses

Showing 30 responses

trustworthy, kindness, positive, understanding, caring, comforting

10/31/2017 5:10 PM

[View respondent's answers](#)

Helpful and supportive, friendly

10/28/2017 10:40 PM

[View respondent's answers](#)

Supportive and kind

10/27/2017 9:57 PM

[View respondent's answers](#)

Friendliness, approachability

10/27/2017 2:33 PM

[View respondent's answers](#)

To give honest/ helpful advice. Don't discuss what you tell them to anyone else

10/27/2017 1:11 PM

[View respondent's answers](#)

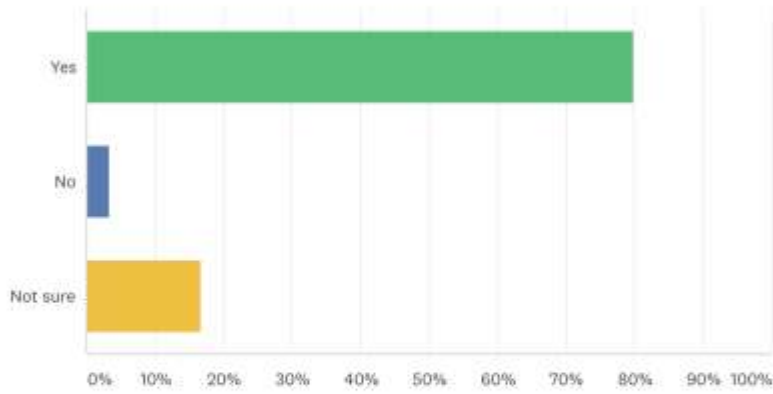
A caring and understanding person

Q9

Customize Export

Do you think your school would benefit from having a youth worker?

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	80.00%	24
No	3.33%	1
Not sure	16.67%	5
TOTAL		30

Appendix 2 - Parents, teachers and youth workers questionnaire results

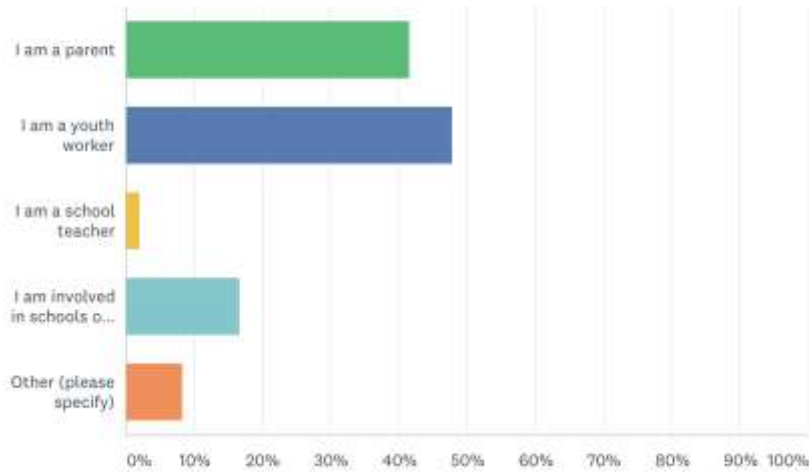
Q1

Customize

Export

What is your involvement in this area of research?

Answered: 48 Skipped: 0



ANSWER CHOICES	RESPONSES
I am a parent	41.67% 20
I am a youth worker	47.92% 23
I am a school teacher	2.08% 1
I am involved in schools or youth work	16.67% 8
Other (please specify)	Responses 8.33% 4
Total Respondents: 48	

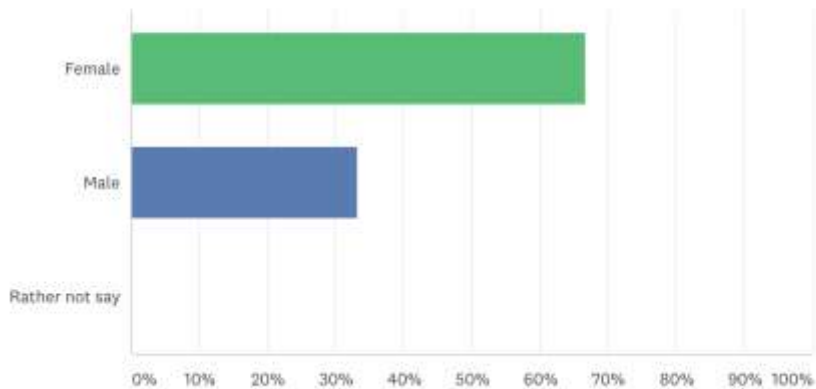
Q2

Customize

Export

What is your gender?

Answered: 48 Skipped: 0



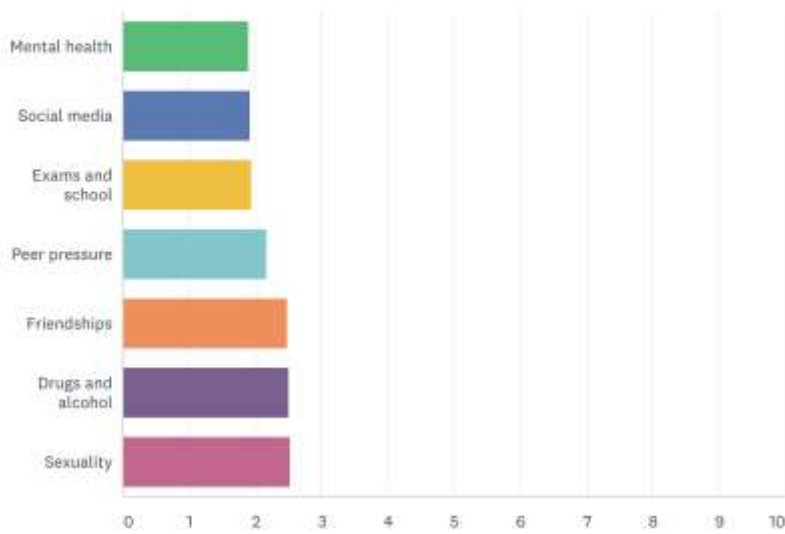
Q3

Customize

Export ▼

Please rate what you think the biggest issues in young people's lives today are

Answered: 48 Skipped: 0



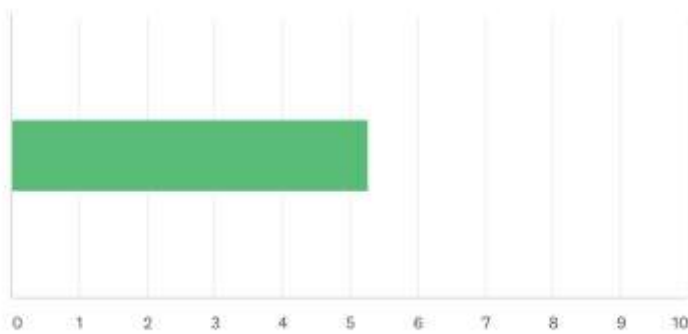
Q4

Customize

Export ▼

How would you rate the student support system students are currently provided with at school? (0 = Awful. 10 = Fantastic.)

Answered: 48 Skipped: 0



Q5

Export

In your experience, who do you think young people turn to when they are experiencing problems in school?

Answered: 48 Skipped: 0

RESPONSES (48) TEXT ANALYSIS TAGS

Add Tags Filter by Tag

Search responses

Showing 48 responses

It depends but probably parents/other young people

2/21/2018 8:17 PM

View respondent's answers

I would say they often turn to the people they feel comfortable with, who listen to them and who they believe can help. This is normally friends.

2/20/2018 9:23 PM

View respondent's answers

Friends or other peers, online research

2/20/2018 3:12 PM

View respondent's answers

Other young people. The internet

2/20/2018 2:00 PM

View respondent's answers

Friends, parents, trusted member of staff

2/20/2018 1:30 PM

View respondent's answers

Q6

Export

Would your answer to Q.5 be different if they were facing difficulties outside of school?

Answered: 48 Skipped: 0

ANSWER CHOICES	RESPONSES
Yes or No?	Responses 100.00% 48

RESPONSES (48) TEXT ANALYSIS TAGS

Add Tags Filter by Tag

Search responses

Showing 48 responses

No

2/21/2018 8:17 PM

View respondent's answers

No

2/20/2018 9:23 PM

View respondent's answers

Yes

2/20/2018 3:12 PM

View respondent's answers

No

2/20/2018 2:00 PM

View respondent's answers

No

2/20/2018 1:30 PM

View respondent's answers

Q7

Export

Do you think having Youth Worker's in school is a good idea?

Answered: 48 Skipped: 0

ANSWER CHOICES	RESPONSES
Yes or No?	Responses: 100.00% 48

RESPONSES (48) TEXT ANALYSIS TAGS

Add Tags Filter by Tag Search responses

Showing 48 responses

- Yes
2/21/2018 8:17 PM [View respondent's answers](#)
- Yes - positive youth workers
2/20/2018 9:23 PM [View respondent's answers](#)
- Yes
2/20/2018 3:12 PM [View respondent's answers](#)
- Yes
2/20/2018 2:00 PM [View respondent's answers](#)
- Yes
2/20/2018 1:30 PM [View respondent's answers](#)

Q8

Export

Do you think a single person or a team of people would be more beneficial to the students and the school as a whole? Please explain your answer.

Answered: 48 Skipped: 0

ANSWER CHOICES	RESPONSES
Single person or Team of people?	Responses: 100.00% 48

RESPONSES (48) TEXT ANALYSIS TAGS

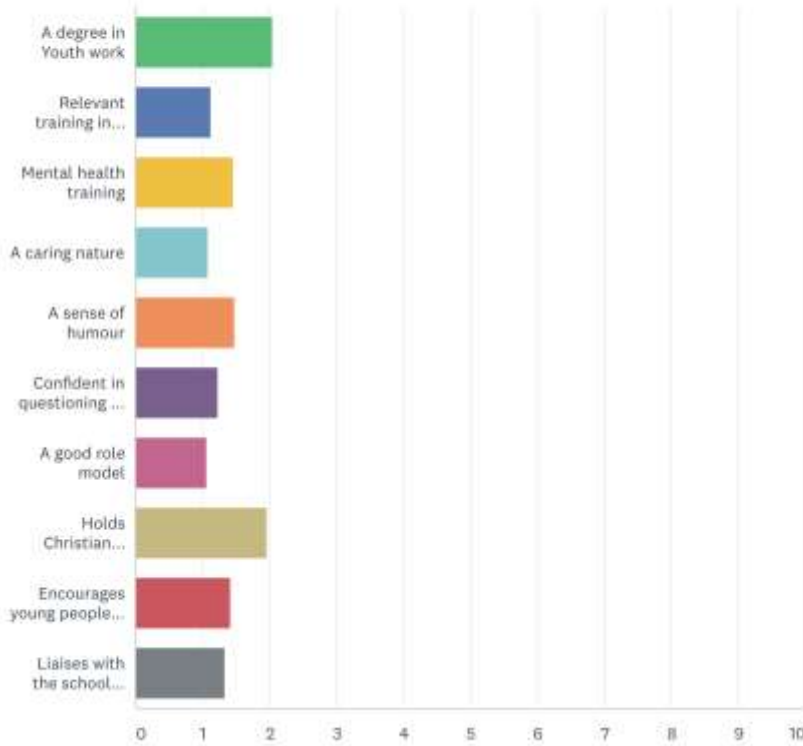
Add Tags Filter by Tag Search responses

Showing 48 responses

- Team
2/21/2018 8:17 PM [View respondent's answers](#)
- Team.
2/20/2018 9:23 PM [View respondent's answers](#)
- Both
2/20/2018 3:12 PM [View respondent's answers](#)
- Team
2/20/2018 2:00 PM [View respondent's answers](#)

What skills/ qualifications/ experience would you require or desire, a schools youth worker to possess?

Answered: 48 Skipped: 0



	REQUIRE	DESIRE	NOT NECESSARY
A degree in Youth work	18.75% 9	60.42% 29	18.75% 9
Relevant training in Youth work	87.50% 42	12.50% 6	0.00% 0
Mental health training	56.25% 27	41.67% 20	2.08% 1
A caring nature	91.67% 44	8.33% 4	0.00% 0
A sense of humour	60.42% 29	33.33% 16	4.17% 2
Confident in questioning and challenging young people	77.08% 37	22.92% 11	0.00% 0

A good role model	93.75% 45	6.25% 3	0.00% 0
Holds Christian values	25.00% 12	54.17% 26	20.83% 10
Encourages young people to open up and discuss difficult or emotional situations	62.50% 30	33.33% 16	4.17% 2
Liaises with the school regarding the students situations and progress	68.75% 33	29.17% 14	2.08% 1

Appendix 3 - Surveys with school based youth work organisations

Survey 1 - Chris Doughty. Just Around the Corner (JAC) School Coordinator

1. Please describe JAC's school mentoring scheme and what your role in it is.

JAC runs 121 and group mentoring sessions in our large local secondary school for one day a week. Each of our team of 5 has up to 4 sessions every Friday, where we help pupils who struggle with issues around self-esteem, emotional literacy, self-awareness, anger management, behavioural issues, stress, anxiety, depression, general negative behaviour or simply just need someone to talk to. We see them for anywhere between 5 weeks to 5 years, but usually for about a half term. Essentially, we try to walk with them through their school years and ensure they always know someone is there for them. We prioritise relationship and look to build a trust and friendship and not just problem solve. My role is to lead the team, provide resources for the team to use in their sessions, and generally oversee the day and ensure the pupils are well matched with their mentors and that we are going some way towards meeting the school's aimed-for targets for the pupils involved.

2. Do you ever find your objectives of the mentoring differ from those of the school?

On occasion yes! We have worked hard at building a successful working relationship with the school, and they know what our strengths are and how we work best, and see us very much as part of the overall package of support the school provides for pupils, along with other outside agencies and schemes the school uses from time to time. I regularly remind the team (and myself!) that we are there to provide a service to the school in helping them support their pupils, so in a way, our objectives are the school's objectives! On occasions, we recommend a course of action that is not shared by the school, and ultimately the school have the final say, but often they will follow our recommendations and ultimately we try and work together in the best interests of the young people.

3. How do you manage those expectations?

It can be a challenge sometimes, especially when we feel a young person would benefit from a certain type of support and the school might have a different perspective. But the significant factor in all this is the trust relationship we have invested time in building up with the school, so the majority of the time we are on the same page, and share the same concerns about a young person. In nearly all cases, the final say belongs to the school, as we are working on their turf and play by their rules. There is always scope within this for flexibility however, and understanding and communication is key in this process. We don't, nor should we, have an 'agenda', other than to support young people as part of the schools programme of support for their pupils.

4. What is the ideal relationship between mentor and mentee?

We place a high priority on building relationships. The creating of a positive environment where young people feel comfortable and able to relate is essential. For this reason, I have no problem when we might not appear to achieve an awful lot in any one session, especially in the early stages of support, other than to hang out, chat about nothing, drink hot chocolate and just spend time creating a positive environment. This all helps in the process of building a trust relationship with the young person, and hopefully leads to us having 'permission' to speak into their lives and challenge behaviour further down the line. We can't expect to click with every single young person we spend time with, and sometime we get it wrong, but we work hard in the early stages in trying to ensure the mentor and mentee are a good match in the first place, and give them every chance to build a good relationship. From my point of view, it's essential that we communicate to young people that we are there primarily for them, not to just do a job.

5. *Would you say that the scheme is more accompanying or objective focussed?*

I would definitely say accompanying, but with objectives in there too. The school certainly have objectives they require to be met, and we know each of these when we initially receive a referral for a young person. But we have found that it is in accompanying young people through the stage in life they're at, that we are able to best meet the objectives.

6. *Was it hard to establish a good connection with the school to allow you in?*

We were able to mutually develop the work we do in school on the strength of the work we as a charity do in the local area, in walking alongside young people in the community. This naturally led to opportunities to work alongside school, initially in helping young people who may have been 'at risk', to help enhance young people's school experience, and provide respite for teaching staff at the same time. This grew into us developing a basic 6 week Emotional Literacy programme that we've tweaked and adapted over many years to meet the needs of specific pupils. The key in all this has been to recognise our role in this process. We don't go in with a plan or agenda to change the world, or with all the answers, or arrogantly assume our work is the most important and school need to allow us to get on with it. My personal view is that being in school provides the best opportunity for youth workers to walk alongside the greatest number of young people in a meaningful way in an environment they have to be in, so it simply makes sense to prioritise working with young people in school. For that to happen, the relationship with the school, with the senior staff the support staff, the cleaners, everyone, is significant. We have simply tried to build up trust, to become part of the furniture and fabric of the school, and to be the salt and light we are created to be. If we have an agenda, or seek to push ourselves the front, it won't work, we'll get frustrated, and the young people will be the ones who will suffer.

7. *What kind of response do you receive from the school teachers?*

I think generally we are well thought of by members of staff, largely because of the reputation we've built up over a number of years, and the fact that very few young people we get to spend time with don't benefit from our input. One member of staff once said to me 'I don't really know what you do, but it seems to be working so just carry on!' This is perhaps the greatest compliment we can receive. If we can help a young person feel better about themselves and understand themselves a little more, it will have a knock-on effect in how that young person is in lessons, how they learn, how they contribute to school life, and will help the teachers in the essential role they perform and generally make their lives easier. There will always exist the slight conflict between the demands of the curriculum and what we might perceive to be the more important needs of the young person themselves. This is something we've been thinking about a lot recently, and will continue to reflect upon. There are always opportunities to want to 'challenge the system', but it's also important to recognise the pressure cooker environment teachers have to work in, with unrealistic and unnecessary (perhaps!) government-led aimed-for targets in the curriculum, and the increasing load teachers have to carry, and the increased pressure on schools to do so much more than just teach the curriculum. Many schools can't cope with this, so the support of outside agencies is helpful, and we feel by being 'on the ground' we are best able to support the school, and walk alongside young people.

8. *What do you look for in a new mentor?*

Primarily someone who young people will feel relaxed around. Teachers in school need to be highly skilled and specialise in certain areas, and skilled people are obviously important, but if our priority is building relationships, then someone who can relate well is vital. Many of our team don't have youth work qualifications, but are people who can relate, who are secure in themselves and have a heart to help young people, who don't judge, who aren't trying to push their own agenda or prove to anyone they are being successful. Young people see through that. Sometimes I come across people who I know will just be perfect for our team, and sometimes I get it wrong and it doesn't work out! But heart and personality and perhaps more important than qualifications and even experience.

9. *What training and support do you or the school provide for the team of mentors?*

Not enough as we should! As all our team are volunteers, and most have made changes to their 'day jobs' in order to make time to come into school, time is precious and I'm especially and acutely aware of taking up too much of people's time. I'm aware it's a weakness in our work at the moment, both for myself and the team. I know individually some of the team access resources and training from various sources, and we've attended the occasional conference together, but I probably need to make this more a priority. It's a real challenge I think, in the busy world we live in, to find relevant and accessible training.

10. *Where does your theological drive for the work you do, come from?*

This is an essay question in itself! When we begin to see ourselves as God sees us we recognise the role we have as priests and kings, his glory-carrying representatives wherever we go. We don't do His work for Him; we put ourselves in a place where we can be useful. A missional understanding of our role as the church, and a security that comes from knowing we are His, frees us from the need to be 'seen to do a good job', so we're free to just do our best, to not prove or justify anything to anyone. As a church this is a path we are continuing to discover and pursue, and it shapes the values that we take into school with us. Obviously we don't talk openly (unless asked!) about this stuff, but it shapes and defines the role we get to play in school. As an employee of our church, I'm proud when I get the opportunity to say to teachers and school staff and pupils that our church supports this work in school and enables it to happen, and that each of our team, from various churches, volunteer their time because they see the significance of being able to work in school in this way. Ultimately, it's about attempting to understand our identity, and help young people become who they were created to be.

Survey 2 - Tina Cadwallader. Lichfield Community Mentoring (LCM) Project Facilitator

1. Please describe LCM's school mentoring scheme and what your role in it is.

LCM accepts referrals from schools for tier 1 intervention (as defined by CAMHS) a.k.a. Early intervention to try to prevent low level issues amongst young people developing to something more serious. Our criteria is children with low self-esteem with a particular emphasis on those that don't have good relationships at home. The mentors meet with a child weekly over a max period of 12 months and it is the mentoring relationship itself which is key to a child's progress, not especially any expert advice. My role is project facilitator. I began and currently run the project. I currently train, place and co-ordinate around 15 volunteers in local schools and I also mentor teens. I plan to scale back my involvement to more of a co-ordinator/trainer role to enable more volunteers to come forward.

2. Do you ever find your objectives of the mentoring differ from those of the school?

Yes. Sometimes the schools are under pressure to get students seen and referred, so we occasionally get referrals that really need to be seen by a mental health professional or child services. Also they are often focussed on helping in a way that can be reflected in academic process whereas that is not our top priority. We look at the person as a whole. Having said that, succeeding well at school can improve self-esteem and well-being and so our goals overlap with school.

3. How do you manage those expectations?

Good communication with school, reminding them of our goals, occasionally refusing a referral.

4. What is the ideal relationship between mentor and mentee?

One of trust and respect. One where the mentee, over a period of time, has learned to open up to his mentor to discuss issues with which he/she is struggling. One where the mentor knows his or her boundaries and is able to be a good role model and friend without being a 'rescuer' or becoming over-burdened.

5. Would you say that the scheme is more accompanying or objective focussed?

A balance of both.

6. Was it hard to establish a good connection with the school to allow you in?

No because I had been to school with the sister of the inclusion manager at one of the schools. Other schools that don't know me have been slower to respond which I think is typical. It helps to know someone as there is already trust. Without it, it can be harder to establish a way in, though not always.

7. What kind of response do you receive from the school teachers?

We don't have much contact with school teachers. Brief communication by email or the occasional chats have been very positive. We work closely with the inclusion unit teams.

8. What do you look for in a new mentor?

Someone who isn't about fixing a child or getting results but who has the patience to walk alongside someone and get to know them over a period of time and just care about them. Being non-judgmental is very important.

9. *What training and support do you or the school provide for the team of mentors?*

Unless someone has specifically worked in teenage mentoring, we do approx. four hours of training and ongoing support at school when needed. All mentors must also do Staffordshire Safeguarding Level 1 and a DBS. In addition there are now opportunities for mentors with us to do further free safeguarding training through Staffordshire if they wish to pursue work with teenagers. My hope is that as well as mentoring, they can gain valuable experience and training for their own career development.

10. *Where does your theological drive for the work you do, come from?*

Through some difficult personal circumstances, I experienced God's grace in a transforming way in 2010. Understanding grace in my heart and not just my head changed the way I looked at people and ministry. I suddenly no longer needed to save the world to feel I was making a difference or start a huge successful ministry. Despite what was going on in my life, through grace, I felt loved and accepted and began to want to communicate that to others. Ironically when I no longer needed a ministry to feel validated, the project began. However, it's not about numbers and expansion it's about making a difference in the individuals we come across and trust it will have a ripple effect in their lives.

Survey 3 - Christine Morphet. Cherished. Mentor

1. Please describe Cherished's school mentoring scheme and what your role in it is.

The aims of cherished are to empower young women in the Midlands by "providing a safe space to explore identity and relationships. The ethos is "unveiling the true potential and unique value of girls through acceptance, care and love". School work includes an 8 week cherished course which covers family, protecting your heart, friendships, self-esteem, hopes and dreams, and managing emotions. After the 8 week course each girl is given a mentor, who through one-to-one activities, creative challenges and discussions carry on from the course. Building up their self-esteem and working on social and behaviour skills. The mentoring sessions last from 45 minutes to an hour and duration is 12 weeks, but for some longer. My role in cherished is that of a mentor to 5 Girls in a primary school.

2. Do you ever find your objectives of the mentoring differ from those of the school?

The school I am currently in the objectives of the mentoring are the same as those of cherished, other schools have differed in approach but not so it's been a problem.

3. How do you manage those expectations?

Communication between cherished office and the schools so that both know the expectations, and within the school there are usually two people you can contact if problems arise on the day you are mentoring.

4. What is the ideal relationship between mentor and mentee?

Building up trust is very important, giving them an environment where they can open up and feel safe. Listening to them and working out ways for them to be able to cope with their situations. A realisation that you are the mentor but you can also learn from the mentee. A two way process.

5. Would you say that the scheme is more accompanying or objective focussed?

The scheme is more accompanying focussed.

6. Was it hard to establish a good connection with the school to allow you in?

No it was not as this school understood the aim of cherished and a good partnership has been established .

7. What kind of response do you receive from the school teachers?

The responses are varied in some schools there is not an understanding of what Cherished is trying to do, the particular school I mentor in the response is good. Teachers know when the girls are going to the sessions. Going in earlier and getting to know the teachers in the staff room has helped, as they ask about Cherished and its work.

8. What do you look for in a new mentor?

For this I quote from the cherished website "Good listeners, stays calm in difficult situations, loves helping girls grow in confidence and self-belief, led by example". I would also add non-judgmental.

9. *What training and support do you or the school provide for the team of mentors?*

Training before mentoring in schools is a two day course. First day is role of a mentor, attachment theory, trauma and the brain, managing behaviour and confidentiality. Day two includes mentoring activities and resources, good listening, dealing with difficulties, safeguarding. The training is ongoing and covers, C.S.E, Autism, and special training on Adverse childhood experiences. Every four weeks there is Cherished supervision and help with resources for sessions plus a personal supervision to talk through issues affecting you.

10. *Where does your theological drive for the work you do, come from?*

From my relationship with God and how he sees me and that in his eyes I have worth and a purpose to my life spurs me on to shine Gods light into their circumstances.

Survey 4 - Zabrina Wolfe, Headspace Coordinator

1. Please describe Cherished's school mentoring scheme and what your role in it is.

HeadSpace is a programme that goes into secondary schools to offer support to young people struggling with their mental health and well-being. We offer half an hour one-to-one sessions with young people where they are free to discuss things that are bothering them. The support workers offer advice, guidance and support. I am the coordinator and manager of HeadSpace

2. Do you ever find your objectives of the mentoring differ from those of the school?

Not so far! Both the schools and HeadSpace want what is best for the young person we are supporting, be that emotionally, mentally or academically.

3. How do you manage those expectations?

I think because the schools understand our remit and what we are about they know what we are able to handle and work with and so therefore don't push us. To be honest, mental health is so vast and so much is covered in the work that we do. Plus as well, it is always down to the individual young person we are working with. Each deals with their own situation differently. Equally each would potentially like a different outcome with the work we do with them.

4. What is the ideal relationship between mentor and mentee?

A relationship that is based on trust. We would like for young people to be able to feel safe enough to be open and honest with where they are at and what is happening in their lives. This requires us to be non-judgmental, understanding, caring and respectful. In return, we also request the same level of respect, patience and honesty from the young people we support.

5. Would you say that the scheme is more accompanying or objective focussed?

I think initially HeadSpace was more about accompanying a young person through their experience and situation. Since I have come on board it has become more objective focused. This is primarily due to the amount of young people we have on the waiting lists across all schools. As mentioned above, each young person deals with their situation differently, so to gauge or estimate how long a Support Worker will be with someone for is unfair to them and to us as it can possible add pressure. Making HeadSpace more time specific or objective focused has several positive outcomes:

1. we can set clear goals and a focused direction towards achieving them
2. the young person can find the solutions themselves – empowering them
3. it is measurable
4. we get through the waiting list a lot more efficiently and effectively

These are to name but a few...

6. Was it hard to establish a good connection with the school to allow you in?

When I took over the project we were fully established primarily in one school. We had connections with another, which was ok to re-establish a relationship. The newest school that we have just joined has bit slightly more difficult to establish a connection primarily because it's new! Our relationship is developing and we are both learning how the other operates and their/our expectations. As with any new relationship, it will take a little while to find our groove. I am excited at the prospects of this developing relationship

7. *What kind of response do you receive from the school teachers?*

The beginning of this academic year we faced a few hurdles with one particular teacher in one particular school. But once the School Programme was introduced, and that teacher could see us working within a time frame and towards particular goals, they became a lot more supportive and understanding. Now, I can confidently say that all schools appreciate and value the support we give to their struggling young people.

8. *What do you look for in a new mentor?*

Passion for supporting young people, a non-judgmental attitude, fun, organisation skills, professionalism, a genuine and caring character with a can do attitude. These are to name but a few characteristics!

9. *What training and support do you or the school provide for the team of mentors?*

HeadSpace provide our Support Workers with one-to- one mentoring, supervision type support network as well as in-house training days mental health training days

10. *Where does your theological drive for the work you do, come from?*

Being a part of The Gap* (a Christian charity committed to improving opportunities for excluded and marginalised young people by helping them develop their skills and abilities irrespective of their circumstances, backgrounds or situations...in order for them to participate in society as mature, responsible adults), HeadSpace focuses specifically on mental health as it is becoming a fast growing issue within our society, especially in the lives of young people. Our theological drive comes from encouraging, equipping and supporting young people to be the best people they can be regardless of their mental health difficulties or circumstances. As an individual, I believe in setting up, equipping and supporting the next generation. One of the major issues this generation faces in society today is mental health. And so equipping young people and in some cases helping them to break free from the mental bondage of mental health is what I believe God has called me to do in this role. How we raise up the next generation determines how we progress in the future.

Appendix 4 - Lichfield Community Mentoring testimonials

“LCM has proved an invaluable addition to the pastoral care system at Nether Stowe School. The carefully selected students who have been lucky enough to work with the skilled mentors from LCM have made great progress. I would recommend the service to you.”

Oct 5th 2017

Assistant Head teacher

Netherstowe

“The work of LCM within the Friary has been invaluable. In times of austerity, when support and guidance for young people is in such short supply, the patient and generous approach of LCM has meant that we as a school have been able to maintain our commitment to meet the needs of young people both in and outside the classroom. The mentors are professional and effective and we are lucky to be able to work with them.”

Oct 5th 2017

Learning Hub Manager

Friary School

I would like to share the experience of Lichfield Community Mentoring and the impact it has had on our young people. Over a period of time we have seen the attendance increase in the young people who have benefitted from this service. We have witnessed the increased confidence of some of the young people after they have engaged in the raising self-esteem work. Some of the young people have found they have benefitted better family lives because they have been taught life skills such as positive communication, compromise and listening skills. The service they offer is valued and appreciated by our school, students, staff and stakeholders alike.”

Oct 13th 2017

Inclusion Manager

King Edward VI School Lichfield

Appendix 5 - Audio recording of interview with Lichfield Community Mentoring

Please see the attached drive for the recording of the interview.

Appendix 6 - My Presentation

1



'WHAT IS THE ROLE AND IMPORTANCE OF HAVING YOUTH WORKERS IN SECONDARY SCHOOLS?'

Adele Jones

2

WHY DID I CHOOSE THIS TOPIC...

- My experience at school
- What JAC did for me
- Working with JAC
- The impact I realised I could have
- Experiencing schools youth work
- My long term goal




3

WHAT WAS I AIMING TO ACHIEVE THROUGH THIS STUDY...

- Is there always a place for school based youth work?
- Is there a need for it and why?
- What contributes to making it work well?
- Can I put together guidelines to help it work well?

4

MY RESEARCH...

1. A survey for secondary school aged young people
2. A survey for parents/carers/teachers/youth workers
3. Written interviews with school based youth work organisations
4. An in-depth interview with one of those organisations

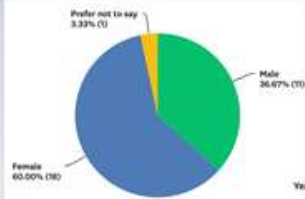
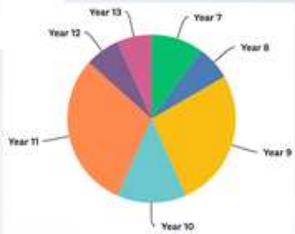
5

1. SURVEYING YOUNG PEOPLE

- Gender
- School year
- How much they enjoy school
- Who they would turn to for help inside and outside school
- What they feel the biggest issues facing young people are
- How they feel about their school's student support
- Characteristics they would want from a school youth worker
- Whether they thought their school would benefit from having a youth worker

6

MY SAMPLE...

Gender	Percentage	Count
Female	60.00%	18
Male	36.67%	11
Prefer not to say	3.33%	1

Year	Count
Year 7	1
Year 8	1
Year 9	1
Year 10	1
Year 11	1
Year 12	1
Year 13	1

7

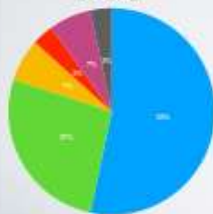
KEY FINDINGS & INTERESTING STATISTICS...

- Average enjoyment of school was **6/10**
- **7** (out of 30 young people) voted **4 or below**
- **53%** would seek **support from friends** if an issue arose at school. However, when faced with an issue outside of school, **53%** said they would seek **support from parents**.
- They voted the biggest issue facing young people was **peer pressure**
- Average rating of their school's student support system was **6/10**
- **25/30** thought their school **would benefit** from having a youth worker
- The resounding characteristics students wanted from the youth worker included, **supportive, caring, approachable, trustworthy, and helpful.**

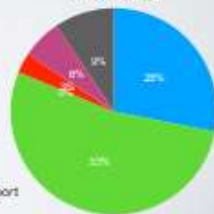
8

- Why is the student support not well used?
- Why do they think a youth worker in a school is a good idea?
- Would they be well utilised?

FACING ISSUES IN SCHOOL



FACING ISSUES OUTSIDE OF SCHOOL



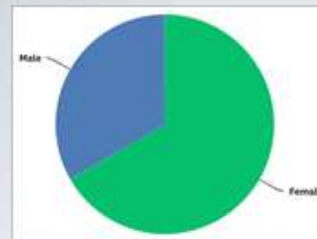
- Friends
- Parents
- School Teacher
- Other
- School counsellor/support
- A youth worker

9

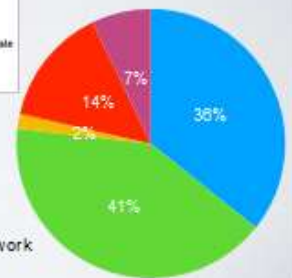
2. SURVEYING PARENTS/TEACHERS/ YOUTH WORKERS

- Involvement in this research
- Gender
- Their perception of the biggest issues facing young people
- Their thoughts on schools student support systems
- Who they think young people turn to for support
- Whether they think a single person or a team would be best
- Skills, qualifications and experience they would want from this person
- The roles they think this person should have within the school

10



MY SAMPLE...



- Parent
- Youth worker
- School Teacher
- Involved in schools or youth work
- Other

11

KEY FINDINGS & INTERESTING STATISTICS...

- Average rating of school's student support system was **5/10**
- **16** people rated it **4 or below**
- The majority thought that young people turn to **friends** and **parents** for support. Only **5** thought they would make use of the **pastoral/student support** available at school.
- They voted the biggest issue facing young people was **mental health**

12

KEY FINDINGS & INTERESTING STATISTICS...

- **43** people thought a **team** of youth workers were better than an individual.
- One respondent summed up the consensus of the sample,
- **'One person can only do so much. A team of people have different strengths, can meet more pupils and general bounce off each other. Sometimes Young people might just not click with one team member but will with another.'**

13

Preferred characteristics of the youth worker/s...

	REQUIRE	DESIRE
A good role model	93.75% 48	8.25% 3
Holds Christian values	26.00% 12	54.17% 25
Encourages young people to open up and discuss difficult or emotional situations	82.50% 39	33.33% 16
Listens with the school regarding the students situations and progress	68.75% 32	28.17% 14
A degree in Youth work	19.79% 8	63.42% 29
Relevant training in Youth work	87.50% 42	32.60% 15
Mental health training	50.26% 23	41.87% 20
A caring nature	95.67% 44	8.33% 4
A sense of humour	60.42% 28	35.33% 16
Confident in questioning and challenging young people	77.08% 37	32.92% 15

14

RANKED PERCEPTION OF ISSUES AFFECTING YOUNG PEOPLE...

Young people

- Peer Pressure
- Exams and School
- Mental Health
- Social Media
- Drugs and Alcohol
- Friendships
- Sexuality

Parents, Youth Workers & Teachers

- Mental Health
- Social Media
- Exams and School
- Peer Pressure
- Friendships
- Drugs and Alcohol
- Sexuality

15

3. WRITTEN INTERVIEWS WITH SCHOOL BASED YOUTH WORK ORGANISATIONS

- What the organisation does and their role
- Objectives compared with the school objectives
- Managing those expectations
- The ideal relationship between mentor and mentee
- Accompanying or objective focussed session
- Establishing a good connection with the school
- Response from teachers



16

KEY FINDINGS & INTERESTING STATISTICS...

- 3/4 said that there can be *issues over expectations* with the school and agency. *All 4* said *communication* with the school is key.
- Consensus over the mentors role to *build trust*, create a *positive environment*, *listen*, and be *caring and non-judgemental*.
- Accompanying* seems to be the main working style - often with objectives. Is that best though?
- Can be *difficult* to establish a good relationship with the schools to allow the agency in.
- Training varies from basic *safeguarding* and *DBS checks*, to thorough, more intense and informative *training days* with *ongoing pastoral support* and guidance

17

4. INTERVIEW WITH LICHFIELD COMMUNITY MENTORING

'We tend to assume the system will take care of the students, and although student support do a wonderful job, there is so much need and not enough time on their hands. They don't have the time during the day to sit with the students who need it. There is a growing need for people to come alongside and there aren't the resources there. The school is looking for outside organisations to refer their students to.'

(Tina. LCM Coordinator. 03/11/17)

18

5. SECONDARY RESEARCH...



19

KEY FINDINGS & INTERESTING STATISTICS...



7 in 10 schoolgirls

think they're not good enough & don't measure up in some way

Source: BBC, 2011

75% of young people with a mental health problem are not receiving treatment

A 2014 study of over 120 thousand young people aged 16. 10% of the boys surveyed and 19% of the girls said they had a diagnosed mental health disorder.

More than half (55 per cent) of lesbian, gay and bisexual young people experience homophobic bullying in Britain's schools.

There were 794,000 young people (aged 16 to 24 years) in the UK who were not in education, employment or training (NEET) (ONS December 2017)

20

WHAT DOES ALL THIS RESEARCH TELL US...

- Young people are at a vital point in their lives and are struggling. This is the time when they need the most amount of support and guidance!

21

"In adolescence, individuals have some flexibility of choice - of an occupation to prepare for, of a set of characteristics that we have come to call identity. Freedom of choice during adolescence creates, for many, a sense of uncertainty and floundering. The identity search can be a painful quest. "who am I?" Has become a cliché question for adolescents in technological societies, and the underlying psychological turmoil that arises when that question has no apparent answer is painfully real."

(Hopkins, 1983)

22

CRITIQUE OF RESEARCH...

- Majority of people surveyed were Midlands based. May not be representative.
- A good majority of were Christians, white, and middle classed
- Sample not big enough
- Other schools and charities could have been approached
- Anonymity meant I couldn't follow up interesting or questionable answers

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PROPOSAL FOR EFFECTIVE YOUTH WORK IN SCHOOLS

- Good collaboration and communication with the school and agency
- A team of workers for maximum student support as well as to maintain morale and support for each other
- Designated 'place and space'
- Established within the school to be a core part of the running

24

ANY QUESTIONS?



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YM6332 PROFESSIONAL PRACTICE EVALUATION Ethical Clearance

I have read and understand the notes above and I confirm that the work submitted for assessment is my own work and has not been plagiarised in any way.

Signature: Adele Jones

**ETHICAL CLEARANCE FOR
PROFESSIONAL PRACTICE EVALUATION**

You must submit your completed Ethical Clearance form for your intended Professional Practice Evaluation to the module coordinator at your Regional Centre at least 3 weeks before you plan to undertake any empirical research for your PPE.

Your Regional Centre will give the completed form to the CYM Ethics Officer at your Centre (usually Centre Director or Research Methods tutor). The CYM Ethics Officer will inform you of his/her decision and of any suggested amendments within two weeks of receipt of your form (during term time).

The CYM Ethics Officer has power to

- (a) require the student to re-submit the form with changes,**
- (b) reject the submission,**
- (c) clear the student to start data collection or**
- (d) refer the submission to Dr Sally Nash, Module Coordinator**

Approval must be received before students begin their empirical work.

This form, with signed approval, must be bound into your final PPE.

Section A

Student information

Section B

Initial declaration

This investigation will include formal study of children, young people or vulnerable adults Yes
This investigation will include formal study of adults Yes

Name: Adele Jones
Address: The Flat, Harvest Fields Centre, Harvest Fields Way, Sutton Coldfield, B75 5TJ
Tel. No.: 07753414313
Email: adele.bownes.2@gmail.com
Regional Centre: Midlands. St John's College
Title of PPE: What is the role and importance of youth workers within secondary schools?

All students must complete **Sections C, D and E**.

They will also **MUST** include a copy of their **Consent Form and Information sheet for human subjects**.

Section C

Please answer the following questions, and give details if answering Yes (or if necessary to explain No):

<p>1. Does the study involve participants who are particularly vulnerable or unable to give informed consent? <i>The young people I speak to will be either of age to give informed consent or their parents will consent on their behalf.</i></p>	No
<p>2. Will the study require access to groups or individuals because of their membership of a particular group, organisation, place of study or dwelling place? (e.g. particular youth group, school, community group) <i>The young people, teachers and youth workers I speak to will be asked to participate in this study because of their affiliation with school.</i></p>	Yes
<p>3. Will it be necessary for participants to take part in the study without their knowledge/consent at the time? <i>It may at times be useful to observe youth work taking place in schools. To avoid the Hawthorn effect, it would be useful if they didn't know that they were being observed at the time.</i></p>	Yes
<p>4. Will the study involve discussion of sensitive topics not usually addressed in your placement work? <i>Although some questions being asked may be personal, there should be no reason to discuss anything that would not normally be addressed within my placement work.</i></p>	No
<p>5. Could the study induce psychological stress, anxiety, or cause harm or negative consequences beyond the risks encounter in normal life? <i>Although highly unlikely, it is impossible to ensure for certain that topics we discuss will not bring up any emotional upset. This its is not exhaustive, these may include: bullying, mental health, exam stress, or struggles at school of any kind, I will be suggesting they seek support should they be affected though. This could be either someone of their choosing, such as a friend or professional counsellor, or I could provide a list of suitable options. These may include my line manager or pastoral support, my church minister, or several local and national counselling services.</i></p>	No
<p>6. Will financial inducements (other than reasonable expenses) be offered to participants?</p>	No

Section D

The investigation that you are about to begin is potentially harmful to participants. You are being judged on four issues:

Is your study valuable enough to ask other people to give up their time?

Have you considered that some people might not want to take part in your study, and how they will say no (the issue of informed consent)?

How can individuals leave the study if they wish to?

How are you going to store and use the information you have gained?

1. What do you hope to achieve through this study?
<i>I hope to uncover the importance of having professional youth workers being pastoral support in schools and why that is the case. Prior to carrying out this research project, my initial thoughts would be that their training in pastoral care, accompanying, mentoring, learning styles, as well as their dedication to young people would all help them fulfil this position well in a school.</i>
2. How will the study be carried out? (e.g. interviews, questionnaires, observation)
<i>Interviews, questionnaires, focus groups. Potentially observations if deemed helpful to the research.</i>
3. How will you collect and store the data (e.g. recording, written notes)
<i>On a secure, password protected laptop and documents filed in a locked filing cabinet.</i>
4. How many participants will be recruited, and by what criteria will they be selected?
<i>30+ participants ideally and they will be either young people, schools workers, youth workers or parents of young people. Ideally the wider demographic the better. This means I will be aiming to get a variety of ethnicities, religions, cultures, gender and ages. By doing so, I hope my research and data collection will be of high validity.</i>
5. Outline your plan for gaining informed consent
(a) initial approach <i>I will be providing an information sheet for those I ask to participate in my study. This will outline the intentions and details of the project which they will read before they then hopefully decide to proceed and fill out the consent form.</i>
(b) Individual consent <i>I will provide a consent form for all people participating in my study. For those under the age of sixteen, I will need their parents or guardians to provide consent on their behalf.</i>
(c) ability to withdraw <i>I will be making clear on both the information sheet and the consent form that people can choose to withdraw at any point and their details will be appropriately discarded.</i>
(d) parental consent <i>I will be obtaining parental consent for young people under the age of sixteen.</i>
6. Do you foresee any potential adverse effects of the study?

There is a possibility of this research bringing up emotional upset in young people based on previous or current issues. Should this occur, I will be strongly suggesting they seek support from someone they trust, but equally I will have provided contact details for a couple of people they can talk to should they have concerns about my study. This is expanded upon in in Section C of this document, under number 5.

7. Will confidentiality be maintained and if so how?

I will be taking confidentiality very seriously during this study, recognising the importance of keeping safe documents that contain personal information.

(a) Confidentiality of the INDIVIDUAL?

I will use pseudonyms to protect the identity of individuals and will tell them this before they take part in the study to ensure they feel they can speak freely and honestly. Any documentation that I possess with their real identity or information on will be kept on a password protected computer or in a locked filing cabinet, solely for the purpose of this study.

(b) Confidentiality of the AGENCY?

I will allow any agency's that partake in my study to decide how they would like to be addressed; whether they would like to remain anonymous or instead are happy for their name to be known.

Section E

Supervisors

Supervisors are required to have personal experience of formally studying human subjects. The professional practice agency line-manager / gatekeeper (if appropriate) has a particular responsibility to ensure the well-being of the people involved in the study.

CYM Supervisor	Professional Practice Agency Line-manager /Gatekeeper
Name: Nigel Roberts	Name: Anthony Narain
Address: MCYM, St John's College, Chilwell Lane, Bramcote, Nottingham, NG9 3DS	Address: Wade Street Church, Lichfield, WS13 6HL
Tel: 01159251114	Tel: 01543253003
Email: nigel.roberts@yfc.co.uk	Email: anthony.wadestreetchurch@hotmail.com
Signature: 	Signature: Anthony Narain

Section F

I agree to conduct this study in line with the ethical guidelines laid down in the National Youth Agency document 'Ethical Conduct in Youth Work', and the ethical expectations placed on me by the Practice Agency supervisor.

Signature of student: Adele Jones

Date: 14/12/17

Student name:

PPE ETHICAL CLEARANCE HAS BEEN APPROVED / REJECTED

COMMENTS:

Regional Centre Ethics Officer
Name:

Signed:

Date:

PROPOSAL FOR: Name:	DISSERTATION	PROFESSIONAL PRACTICE EVALUATION
<p>MAIN FOCUS</p> <p>Key questions or hypothesis etc</p>		<p>I plan on finding out what the importance and role of youth workers in schools is. I want to find out whether it always benefits the students and whether it has any other impact on the school as a whole. If I find that it is worthwhile, I would like to plan on putting together a model schools could use to set this up.</p>
<p>METHOD OF RESEARCH</p> <p>How will you find out about this?</p>		<p>I plan on finding out from students that have had involvement with a youth worker how they found it. I will also be finding out from students that have never experienced a youth worker in a school what their perceptions are as well as what their expectations of them would be. I will also be using focus groups with youth workers and teachers to find out their experiences and thoughts are on the matter.</p>

<p>KEY TEXTS</p> <p>Already read / need to read etc</p>		<p>* 'Youth Work in Communities and Schools' Coburn & Wallace. 2011</p> <p>* 'Listening to Young People in School, Youth Work and Counselling' Luxmoore. 2000</p> <p>* 'Delivering Effective Behaviour Support in Schools' Barrow. 2002</p> <p>* 'Youth Work in Schools: An investigation of Youth Work as a Process of Informal Learning, in Formal Settings.' Morgan, Morgan & O'Kelly. 2008</p> <p>* 'Christian Youth Work in Theory and Practice' Nash & Whitehead. 2014</p> <p>* 'Starting Right: Thinking Theologically about Youth Ministry' Dean, Clarke & Rahn. 2001</p>
<p>THEOLOGICAL REFLECTION</p> <p>Where will this fit in?</p>		<p>Christians are called to love and serve one another. Youth work seeks to do this for young people and my hope through this study is to further the love and support we can give young people whilst at school.</p> <ul style="list-style-type: none"> • 'Iron sharpens iron' - Pro 27:17 • Positive examples - Tit 2:3-4 • Second greatest commandment is love your neighbour - Matt 22 • Relationships and reliance- David & Jonathon. Moses and Aaron. Ruth and Naomi.

<p>WHY I WANT TO DO THIS</p>		<p>I have worked in two different secondary schools partaking in youth work and have seen it work incredibly well and not so well. I am interested as to what it is that makes it work and what the impact on the students and school can be.</p> <p>I also massively benefitted from having a team of youth workers in my secondary school when I was a student there, who helped me through a number of difficult times. I know lot of young people struggle with school and the volume of change during that period of their lives. I hope to evidence the benefit of youth workers in school and propose a way for it to work well.</p>
<p>LINE-MANAGER /GATE KEEPER</p>		<p>Anthony Narain</p>
<p>POTENTIAL SUPERVISOR</p>		<p>Nigel Roberts</p>



Wade Street Church
Frog Lane
Lichfield
WS13 6HS

Information Sheet and Consent form for Youth Work in Schools Study

Thank you for taking the time to read about the study I will be conducting for my university Professional Practice Evaluation (dissertation equivalent). I hope by the end of this you will be willing to support this research I will be doing and partake in my study.

The topic I am choosing to study is what the role and importance of youth workers in schools is and how it can benefit both the students and the school as a whole. In order to study this topic, I will be interviewing young people, their parents, school teachers, youth workers as well as any other stake holders in this area.

By choosing to participate in this research you are assured that all information you provide me with will be kept confidential and used only for the purpose of this study. Unless you choose otherwise, you will be anonymous and given a pseudonym (fake name) if I reference your responses specifically.

You can at any point withdraw yourself from this study and your information will be discarded appropriately. Should you wish to do this, please do let me know as soon as possible.

If you have any queries about this investigation, please do ask me any questions. If you have any concerns you would like to raise, please contact my line manager, Anthony Narain, or supervisor, Sally Nash. (Contact details below)

I greatly appreciate the time you given me already and do hope you will consider being a part of this research.

Yours sincerely,
Adele Bownes
(Wade Street Church Student Youth Worker)

Adele Bownes - adele.bownes.2@gmail.com / 07753414313

Anthony Narain - anthony.wadestreetchurch@hotmail.com / 07830460814

Sally Nash - s.nash@stjohns-nottm.ac.uk / 01159251114

I, _____, have read and understood the research I/my young person will be taking part in and give consent to take part.

I agree the responses provided can be used for the purposes of this study and may be quoted under a pseudonym name. I understand my details will be kept confidential and that I can withdraw at any point.

Signed _____ Date _____