



September 2023 Update

The grant we received from The Trusted Executive Charitable Trust in August 2022 enabled SHINE YOUTH to have a positive impact upon **189 beneficiaries** in the 2022-23 academic year through:

- continuing to deliver Pastoral Mentoring to 11 – 18 year olds in local secondary schools who are experiencing loss / bereavement or a range of mental health and emotional wellbeing difficulties;
- increasing our capacity to support a larger number of young people through the development and delivery of group work;
- supporting parent/carers through the development of bespoke training / workshops and
- beginning Youth Voice groups.

1:1 Pastoral Mentoring to 47 young people:

We delivered 12x weekly sessions to 47 young people of which 26 (60%) had been bereaved; 25 (57%) were struggling with anxiety; 23 (55%) were experiencing low mood; 18 (43%) were referred due to their low self-esteem; 12 (29%) were struggling with anger and 8 (17%) were engaging in self-harm. We were delighted in the feedback from the individual students:

“ Testimonial

★★★★★

"Thank you so much for how you have helped me over the last few months. You have helped me through some of the worst times in my life and for that I am so grateful!"

15 year old girl about their weekly Pastoral Mentoring

"I really appreciate how you have helped me to have a more positive view on things and on myself. Going forward, I'm different now."

15 year old boy about their weekly Pastoral Mentoring

Teachers reported that at the end of their Shine Youth mentoring **100%** of the teenagers were exhibiting:

- **improved understanding of their feelings;**
- **improvement in managing their emotions;**
- **increased confidence;** and
- **increased resilience.**



Mentoring Case Study – Katie (Images and names have been changed for confidentiality):

Katie was referred to SHINE YOUTH mentoring for help to process her thoughts and feelings about not seeing her dad following a violent incident by him and him then withdrawing from the supervised visits that had been set up for them to have contact. She had recently had ‘a meltdown’ in school after having a bad memory of her Dad brought on by her awareness

that he had said he wanted contact with her again. She requested support to help her manage her anger over what she described as 'the tiniest things' and the emotions she was struggling with related to her good and bad memories of her dad.

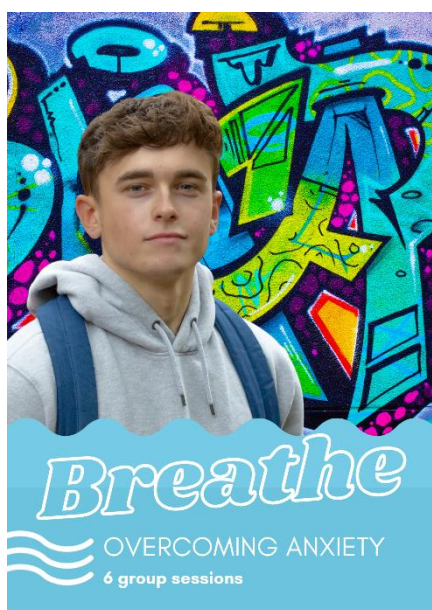
Initially, Katie found it very difficult to talk about her dad without getting visibly very upset. It became clear that the incident she had witnessed had made her very distressed but she also missed her dad very much. Our mentor facilitated Katie talking about her positive and negative experiences of her dad and her difficulties communicating with people when she became angry or upset. Drawing interactive diagrams helped her to uncover and explore different thoughts and feelings, triggers and physical affects to better understand her anger, the sadness and confusion bubbling under this and her own responses to people and events. Katie was helped to identify her triggers and to role-play the difference between 'reacting' and 'responding' to confrontations or challenging situations in her everyday life. This helped and empowered her to realise the power she has to change things.

The sessions also explored Katie's dad's potential reasons for his lack of contact with her. Discussing different possibilities and perspectives helped Katie to accept that his success at maintaining contact with her in the future or not was his responsibility. Katie's attitude and composure visibly changed as she became more able to talk about her dad without getting upset. After identifying the people she can talk to about her thoughts and feelings and doing things she enjoys or finds relaxing as a strategy to care for herself at difficult times, Katie said she felt "more okay" if her dad made another attempt to connect with her or not.

One part of this was shifting Katie's attention to the positive relationship she enjoys with her stepdad. She made a card to give to him which celebrated some of the positive aspects of their relationship, let him know how much he means to her and which she chose to address to him as 'Dad,' which was a term she hadn't used with him before.

At the end of the mentoring episode Katie said she felt 'more confident, peaceful, happier and I'm laughing more!' Her YP-Core measure of emotional distress reduced from 17 at the start to 03 at the end, and her mum and Head of Year both commented on seeing positive change in her.

Wellbeing Group Courses to 72 young people:



As the number referred to us for 1:1 Mentoring was higher than the number we had capacity to mentor, our Wellbeing Lead that TTECT grant helped fund wrote group material that would enable us to support a higher number of young people than we could through 1:1 work.

She wrote a 7 sessions course called CREATED to raise self-esteem and a 6 session course called BREATHE to support and equip participants to overcome anxiety which were very well received by the students who participated and the staff who



watched some sessions (Deputy Headteacher, Head of Year and Teacher Assistants). We used The Warwickshire Edinburgh Mental Wellbeing Scale (WEMWBS) to monitor the impact of the courses. If a participant's score increases by +3 or more WEMWBS points from the beginning to the end of the course, their mental wellbeing has "meaningfully improved" over the duration of the course.

The final average WEMWBS score of the young people who attended the **BREATHE** courses was **+5.15** higher than the average initial score, with some students finishing with a score of +10 higher than when they began.

The final average WEMWBS score of the young people who attended the **CREATED** courses was **+3.12** higher than the average initial score, with some students finishing with scores of +13, +14 and +15 higher than when they began.

Young people's feedback quotes convey their positive experience of the courses and the benefit they experienced:

I have really enjoyed the course. It helped me a lot. It's helped me know how to control anxiety and the strategies are very helpful.

The more I come here, the more relaxed I feel. I've found the breathing exercises helpful to slow down my breathing when I'm anxious.

I've learnt to feel confident in myself and my strengths. I've found out some of my strengths that I didn't know about before.

I'm loving the group! This lesson was fun and made me trust a lot more people. The words you say are really kind and encourage us.

Youth Voice Groups with 27 young people:

Our Wellbeing Lead also began a Youth Voice project in 3 secondary schools with groups of teenagers who have received Shine Youth Pastoral Mentoring or attended a Wellbeing Group course (have lived experience of mental health and emotional wellbeing difficulties). These groups are scheduled to meet 4 times each academic year and their purpose is to engage and amplify their voices to Highlight, Inform and Shape the mental health services on offer to them. The young people will be able to develop a range of skills and also act as SHINE YOUTH ambassadors and raise the Charity's profile in their school and local community as they:



- share their knowledge and experience of teenage mental health and wellbeing;
- learn more and raise awareness through a marketing campaign;
- survey the knowledge and experiences of their peers;
- provide feedback to their school staff, Solihull Council and Birmingham & Solihull NHS; and
- help shape the provision of our charity and (potentially) the mental health provision across the borough of Solihull so that young people's voices are heard.

Cheryl Hawkins,
CEO.