

NoLimitz

BANG Evaluation

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Report written by Paul Bragman: Community & Economic Regeneration Consultants Ltd.

T: 0208 442 2379 M: 07887721825 EI: paul@communityregen.net

W: www.communityregen.net

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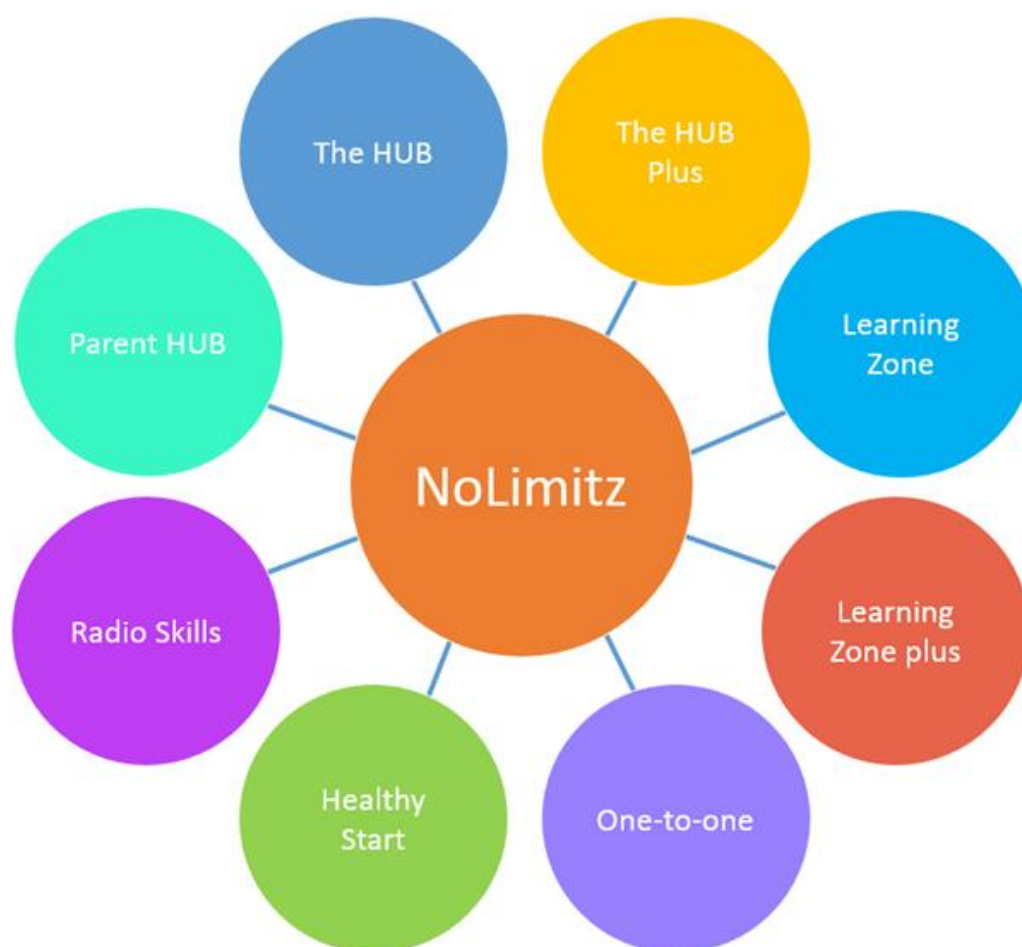
1. Introduction

- 1.1 NoLimitz is a sixteen-week community-based intervention programme, supporting young people in Brent from 8-13 years old and their families. Through a range of group and one-to-one activities, NoLimitz builds a young person's protective factors whilst addressing risk factors, which evidence suggests can lead to exclusions, anti-social behaviour and criminality.
- 1.2 The programme focuses on the development needs of children and their families and aims to improve outcomes in emotional well-being, education, family circumstances and engagement in the community. The overall aim is to steer young people away from exclusions, anti-social behaviour and criminality.
- 1.3 NoLimitz comprises of 3 phases through which children and their families are supported by a teacher, qualified Project Officers, volunteers, seasonal workers, mentors, contracted professionals and educationalists.
- 1.4 These phases have been carefully designed to help children and their families build relationships, strengths and plan for the future. Children are primarily referred through schools, the local authority, community organisations and families.
- 1.5 The group components of the programme included:
- The Hub
 - 1-2-1 support
 - The Learning Zone supporting academic work
 - Healthy Start working with families to introduce healthy behaviours
- 1.6 In order to continue to support parents beyond NoLimitz, Project Officers encourage them to be part of the parent support group 'Parent HUB' where they can receive support from other parents who endure similar problems, and also from the Project Officers. Parents, young people and professionals are asked to fill out a pre-questionnaire, to give a better understanding of the challenges faced and how to overcome them.

2. Methodology

- 2.1 During the course of Phase 1 and throughout Phase 3, the Project Officers spend time with the different beneficiaries, analysing and reflecting on the young person's journey throughout the 16 weeks before answering the Post Questionnaire. The data collected throughout the different questionnaires around Education, Parent, and Young Person are compared to obtain a good perception of the young person's progress. BANG noted that they faced challenges when asking participants and schools to answer the questionnaire, as when completing the pre-questionnaire, some participants scored themselves too high, to conceal family issues which showed an initial sense of denial. At the beginning of the intervention families were reluctant to give accurate details. The participants were worried about Project Officers briefing social services. However, by the end of the programme, they were more relaxed and fully engaged.
- 2.2 In order to tackle this matter, BANG changed the layout of the questionnaires by including the pre and post questionnaire on the same page. This helped participants to give more accurate answers and reflect more accurately on their 16-week journey. Participants have asked if the programme length could be extended.
- 2.3 Case studies have also been collected, as well as evaluation forms that measure distance travelled, to provide a more detailed understanding of the progression throughout the programme.
- 2.4 Two focus groups were also carried out in October 2017, one consisting of young people with experience of the programme, the other with their parents and carers.

3. Group Components



3.1 The HUB Emotional wellbeing and Resilience (8-10)

The HUB is a classroom-based small group component aimed at teaching social and emotional competence. The HUB consists of eight sessions lasting an hour and a half each. It is designed to improve cognitive, affective and behavioural aspects of children's development, by teaching the effective application of knowledge, attitudes and skills necessary to:

- Understand and manage emotions
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Develop self-esteem and think positively

The HUB aims to teach children life skills that will set them up for success. It involves the use of social stories, arts and crafts, role-play, games, and stories to enhance children's understanding.

3.2 The HUB Plus Emotional Wellbeing Resilience and Gang prevention (11-13)

Hub Plus is delivered across 9 weeks, of which one 2-hour session is dedicated to young people and their parents/ carers. There are 6 further sessions of 1.5 hours for young people and two additional sessions for parents and carers for two hours each.

The aim of Hub Plus is to:

- Motivate
 - Inspire
 - Encourage young people to use the skills they already have
 - Use the support systems around them to cultivate the right attitude for success.
- Hub Plus also aims to encourage and motivate parents and carers to support their young people to find inspiration in the positive people and activities around them and to inspire them to want and accept nothing but the best for themselves.

3.3 Learning Zone & Learning Zone Plus Academic tuition (8-13)

The Learning Zone is a creative, inclusive and encouraging space dedicated to increasing a young person's commitment to education, through fun and engaging sessions that aim to enhance the young person's numeracy and literacy skills. A teacher works alongside a Project Officer with a small group of young people with weekly 1.5-hour sessions, over the course of 8 weeks.

During this time the facilitator uses creative and engaging teaching tools to address the educational needs of the young people. Sessions include:

- Map work
- Problem solving
- Creative writing
- Advertising
- Area and perimeter

3.4 One to One sessions

Project Officers support young people on a one-to-one basis. Sessions may address sensitive subjects that are not conducive to a group environment, such as:

- Grief and loss,
- Identity,
- Sexual health,
- Specific behaviour support.

It is possible that group sessions may result in further exploration of certain issues where necessary. The sessions help to build up the skills needed to prepare young people for group sessions, and to develop key areas that the young person should address. Work conducted in 1:1 sessions stems from the completed strength plan. These sessions also act as a safe space for the Project Officer to check in with the young people and their families about their progress and their engagement in the programme.

3.5 Healthy Start Sports and Healthy eating

Healthy Start is an active sports session run over 8 weeks for an hour and a half. The aim of Healthy Start is to promote the physical and emotional well-being of young people through sports and healthy eating. The sessions comprise of a mix of sports activities at a local sports centre:

- Badminton
- Team sports

- Parental participation

3.6 Radio Skills Communication and confidence through audio recording & editing

Radio Skills is a seven-week course designed to give young people the basic skills required to create a speech-based radio show. The course also aims to build the participants confidence, encourage and develop effective communication, decision making and the ability to operate as part of a group with individual responsibilities.

By the end of the sessions the participants will have a better understanding and experience of the skills required to create a radio show. For example:

- Interviewing techniques
 - Presentation
 - Research
 - Speaking and listening
 - Audio recording
 - Audio editing
 - CD burning
- The course also presents opportunities to learn wider life skills;
- Working independently
 - Working towards a deadline
 - Problem solving
 - Teamwork

3.7 The course is delivered though:

- Group discussions
- Individual and group presentation
- Activities / games/ Role play

3.8 Parent HUB

Parent HUB is a component that is still in a developmental stage. Parent Hub is chaired and generally facilitated by a parent with support from The NoLimitz team. Parent HUB is open to parents/carers of children who are or have been part of the programme and to parents/carers of the wider Brent Community. Parent HUB is an opportunity for parents/carers to be empowered, informed and supported around key issues such as:

- Health and Well Being
- School Exclusions
- Social Cohesion
- Access to community resources
- Money Management
- Parenting
- Social Media
- Radicalisation
- Education and Adult Education
- Housing
- Skills and employment

Parent HUB is a platform for parents to enhance their knowledge, inspire positive community action and develop personal interests so that they are able to support their young people from a more holistic perspective.

BANG Edutainment lends substantial support to Parent HUB by providing a safe and comfortable space for the group to conduct their meetings. The chair has also been invited to come in to the Charity's office four times per month to access company resources to support Parent HUB, research, administration and planning. The four days will be of her choosing.

The NoLimitz team continues to support the cohort by assisting with preparing the space for meetings, helping with agendas upon request and supporting with facilitating when meetings coincide with larger out of term NoLimitz activities where there may be implications around child care.

4. Participation

Cohort	Start	End	Number of Young People participating
Cohort 1	December 2015	March 2016	14
Cohort 2	March 2016	July 2016	14
August 2016 No delivery – admin work			
Cohort 3	September 2016	December 2016	14
Cohort 4	January 2017	April 2017	14
Cohort 5	May 2017	August 2017	16
Cohort 6	September 2017	December 2017	16
Cohort 7	January 2018	April 2018	17
Cohort 8	April 2018	August 2018	-
Total			105

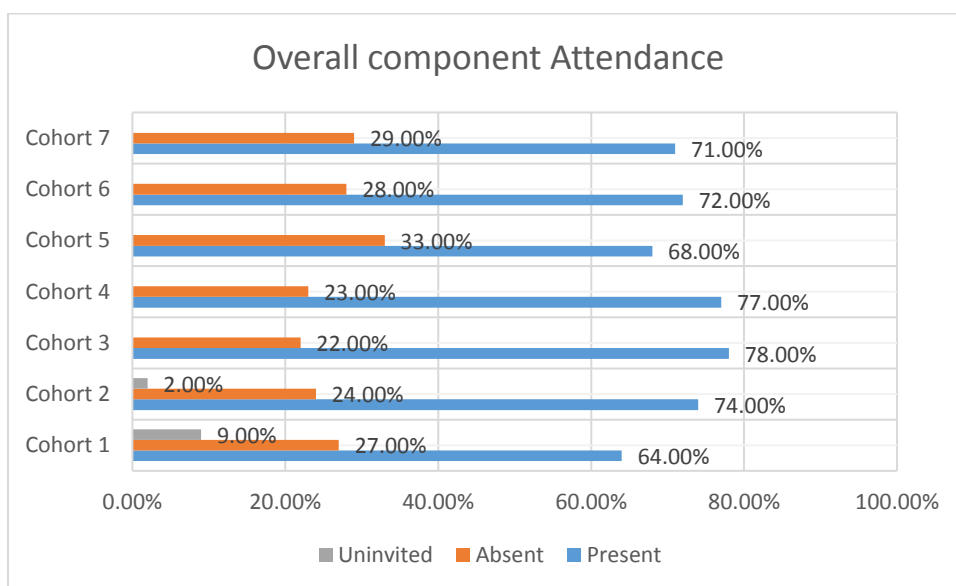
4.1 The number of beneficiaries totalled. This figure when broken down represents:

- 105 young people.
- 215 professionals that had direct and tangible contact with the young people. The nature of the professionals ranged from deputy head teachers, class teachers, SENCOS, Family Solutions workers and Social Workers.
- 141 parent beneficiaries
- 85 people fell into our other category - this represents siblings of the young people as well as people attending our social event.

NoLimitz	Young People	Parents	Professionals	Siblings/others	Total
Cohort 1	14	22	18	24	78
Cohort 2	14	24	21	6	65
Cohort 3	14	14	24	9	61
Cohort 4	14	19	45	5	83
Cohort 5	16	23	38	27	104
Cohort 6	16	21	43	7	87
Cohort 7	17	18	26	7	68
Total	105	141	215	85	546

4.2 Overall component attendance

As part of NoLimitz, the Young People were assigned to group components based on their needs and abilities to which attendance was mandatory. BANG encountered challenges in regard to the participants' attendance. This was due to a number of reasons, for example, some parents were in full time education, which prevented them from escorting their children to components, as well as dealing with parents suffering from mental health issues. BANG has put in place different strategies to minimise absences such as introducing a personalised printed timetable and increases in the number of reminder texts and phone calls.



5. Partnership

5.1 During this period, more agencies have been made aware of the services and actively seek to utilise them. BANG works in collaboration with the Beat London 103.6FM, advertising the NoLimitz project on air. NoLimitz has two custom-made adverts that are played on The Beat London's radio station, on average three times a day. This has generated a large number of enquires, which in many cases leads to a referral to the programme. Moving forward, the new advert will be created including details of how to make referrals and donations online. Parents are involved in the creation of the advert, by sharing their experience with the NoLimitz programme.

5.2 BANG also pays particular attention to creating and maintaining strong partnership with primary and secondary schools in Brent, and neighbouring boroughs as some young people attend schools in other boroughs. Throughout the years BANG has gained a respectable reputation within the community via word of mouth. In addition, Project Officers make regular phone calls and send promotional emails to all professionals and organisations saved on BANG's CRM system. BANG also organised an open evening or introductory sessions to give a bigger insight of the NoLimitz delivery as a result of ensuring parent commitment for the beginning of the cohort.

5.3 BANG has built strong relationships with organisations such as Catalyst Housing Association, who are willing to provide extra support to develop one of the group

components “Parent HUB”. Additionally, BANG also has strong relationships with schools in Brent and neighbouring boroughs.

- 5.4 These partnerships have led to providing more support to families. The collaboration with Catalyst enables BANG to apply for a grant available for Catalyst’s tenants, which will be used to offer a wide range of activities and improve their services. Working closely with schools has given BANG a clear vision and understanding of the young people’s needs. BANG gives regular feedback to schools on the young people’s progress. Strategies the young person learnt during 1-2-1 and group sessions are suggested for further use at school and home to create consistency.
- 5.5 BANG are associated with organisations such as CVS Brent, Young Brent Foundation, and Community Empowerment Network. BANG worked in collaboration with London Youth Quality Mark to gain a Bronze certificate by the end of June 2017. “The London Youth Quality Mark accreditation is the only quality assurance scheme for youth organisations which is accredited by City and Guilds and, uniquely, involves young people in the assessment process. It provides youth organisations with a badge of excellence that they can show to local authorities, funders and young people to prove they are doing the most they can to transform lives. The Quality Mark assessment is designed to be straightforward, ideal for all kinds of community-based youth work”.
- 5.6 BANG are working with NAOS Institute and Brent Centre to introduce regular clinical supervision with staff as they navigate their way through the increasingly complex support needs of families and young people in their care.

6. Theory of Change

4.1 NoLimitz has three programme outcomes:

1. Improved emotional wellbeing
2. Improved family functioning
3. Improved engagement with education
4. Decreased likelihood of anti-social behaviour
5. Improved engagement with community resources

4.2 These outcomes have been derived from extensive work with the NoLimitz logic model and Theory of Change. The programme uses the young person's protective factors to achieve those five outcomes and in the process, reduce the presented risk factors.

Project Outcome 1:

Improved emotional and physical wellbeing for young people

Change indication	What amount of change do you want to see?	Progress to date
Young people using the service will report reduced feelings of aggression and anger	24 people reporting this annually	70% (52/74) of Young People (YP) have reported reduced feelings of aggression and anger. 79% of teachers have witnessed progress in the way YP behave at school. One YP stated that "I have been able to improve my shouting and how to handle my temper" while several parents noted changes in how YPs approached situations that would ordinarily cause feelings of aggression. Notably, a parent stated that the 'Learning Zone with The Investigator made him think differently, have more confidence, and not be made to feel like a bad boy.'
Young people using the service will report having better coping strategies in emotionally difficult situations	34 annually	80% of our YP or 59 out of 73, are now able to manage their anxiety and stress better. 68% (52/76) of parents and 75% (44/59) of educationalists have noticed improvement in the emotional wellbeing of YP. A parent noted that their YP had developed strategies to manage distressing situations, while others echoed the development of coping mechanisms for anxiety.
Young people using the service will have an increased engagement with physical activity	30 annually	In total 45 YP have participated in at least one Healthy Start session, which offers YP a variety of sports activities such as dodgeball, basketball, endzone, badminton etc.

		Amongst both parents and YPs, interactions with others through sport was a welcome benefit of the NoLimitz programme, with the participants describing Healthy Start as 'fun', and an opportunity to try new things.'
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Project Outcome 2:

Increased engagement with education

Change indicators:	What amount of change do you want to see?	Progress to date
Young people using the service will be able to evidence an increase in school attendance therefore decreasing the risk of exclusion	14 annually	From pre and post education questionnaires, schools have reported that 47% (28/60) of YP have increased their school attendance. A parent stated that "we'd tried everything at school. After the pre-exclusion meeting, he shut down. He looked forward to coming, he enjoyed it!"
Young people using the service will report an increased enjoyment of being in school	22 annually	Based on pre and post education questionnaires, schools have reported that 67% (40/60) of YP have increased their school attendance. Progress to date: Out of the 54 young participants 45% have reported that they enjoy school more. In a focus group interview, one parent noted that her daughter "is more engaged with her learning, and auditioned for Sister Act at school."
Young people using the service will report an increased understanding of how to form positive relationships with peers and educationalists	30 annually	68% (39/57) of Educationalists stated that YP have a better understanding of how to form positive relationships. 48% of young people have also testified that they improved.

Project outcome 3:

Improved family functioning

Change indicators:	What amount of change do you want to see?	Progress to date:
Parents/carers of young people using the service will report being able to use new behaviour support strategies within the home	22 annually	60% (37/62) of parents have changed home routine and/or implemented rules. Project Officers encouraged parents to reflect on and share the issues they are experiencing at home hence allowing Project Officers to advise them on how to approach situations. 53% (39/74) of YP recognised that their parents have established boundaries at home. Parents and YP received support during 1-2-1 sessions and group sessions such as HUB Plus.
Parents/carers of young people using the service will report an increased level of confidence within and outside the home	30 Annually	56% of YP and 67% of parents have reported that they have become more confident. POs encouraged parents to take part to activities within and outside BANG for instance Parent HUB.
Young people using the service will be able to report having improved communication skills within the family	30 annually	67% of parents and 63 % of YP are now feeling less isolated. Most of the sessions are designed to support families to develop confidence and encourage good communication within the family.

Project outcome 4:

Improved engagement with community resources

Change indicators:	What amount of change do you want to see?	Progress to date
Young people and parents/carers will report an increase in confidence and knowledge in assessing local services	30 annually	60%, or 44 out of 73, of YP and 60%, or 37 out of 62, of parents increased their level of confidence when accessing local services.
Young people and parents/carers will be connected to appropriate services that will be	30 annually	BANG has designed a booklet which collates a number of affordable activities around Brent and surrounding neighbouring

beneficial beyond the NoLimitz intervention		boroughs. All families received a copy. Project Officers spent time advising parents on skills their children need to develop.
Young people using the service will report being involved in activities that reduce the likelihood of anti-social behaviour	36 annually	BANG aims to empower the community and encourage families to participate in healthy activities in order to decrease anti-social behaviour. 79% of educationalists and 52% or 32 out of 62, of parents have witnessed a changed in YP behaviour. YP need to attend a minimum of 2 group components per week.

7. Successes

7.1 The statistics evaluated below are based on the data from 165 beneficiaries (young people, parents/carers and professionals who completed pre and post questionnaires). The narrative is based primarily from the perspective of the young people who completed the NoLimitz project.

7.2 Positive results were achieved (+ percentage increase), in the form of improved community engagement, improved home/family life, improved engagement with education and improved emotional well-being. This is a clear indication that NoLimitz achieves outcomes that have a direct benefit on children, families and professionals in the community.

Cohort 1	Pre	Post	Progress	
Emotional Wellbeing	59.00%	71.33%	+12.33	Improve
Engagement with Education	59.66%	65.00%	+5.34%	Improve
Home/family situation	59.66%	70.33%	+10.67	Improve
Community Engagement and Access to Resources	58.33%	68.66%	+10.33	Improve
Cohort 2	Pre	Post	Progress	
Emotional Wellbeing	57.70%	78.39%	+20.69%	Improve
Engagement with Education	69.10%	77.58%	+8.49	Improve
Home/family situation	67.30%	79.82%	+12.52	Improve
Community Engagement and Access to Resources	61.41%	79.56%	+18.15	Improve
Cohort 3	Pre	Post	Progress	
Emotional Wellbeing	55.55%	74.06%	+18.51%	Improve
Engagement with Education	63.81%	78.21%	+14.40%	Improve
Home/family situation	65.33%	75.77%	+10.44%	Improve
Community Engagement and Access to Resources	60.19%	78.28%	+18.09%	Improve

Cohort 4	Pre	Post	Progress	
Emotional Wellbeing	55.50%	72.80%	+17.30%	Improve
Engagement with Education	61.66%	73.90%	+12.24%	Improve
Home/family situation	53.42%	59.33%	+5.91%	Improve
Community Engagement and Access to Resources	57.42%	72.45%	+15.03%	Improve
Cohort 5	Pre	Post	Progress	
Emotional Wellbeing	55.01%	72.19%	+17.18%	Improve
Engagement with Education	58.99%	68.97%	+9.98%	Improve
Home/family situation	58.16%	67.52%	+9.36%	Improve
Community Engagement and Access to Resources	61.67%	73.52%	+11.85%	Improve
Cohort 6	Pre	Post	Progress	
Emotional Wellbeing	63.18%	72.27%	+9.09%	Improve
Engagement with Education	67.27%	74.82%	+7.55%	Improve
Home/family situation	69.18%	76.73%	+7.55%	Improve
Community Engagement and Access to Resources	73.55%	81.82%	+8.27%	Improve

7.3 The statistics clearly demonstrate the areas where the Young People have made improvement, but also where they still need assistance. Based on the results, Project Officers signpost the Young Person to an appropriate organisation for him/her to continue his/her development. The data collection and statistics are created for each participant, but also combined to provide information on the overall project and enable BANG to make improvements where necessary. As mentioned previously, the pre and post questionnaires have been merged onto one form. This allows for the young people, parents and educational professionals to reflect on the 16-week journey when completing the questionnaires.

8. Challenges

- 8.1 **Schools** - Despite huge improved relations between BANG and schools, BANG still need to work in partnership with a wide cross section of schools. Some schools struggled with completing and submitting paperwork promptly for both pre and post questionnaires. They didn't complete or hand in education assessments on time or in some cases at all.
- 8.2 **Disengagement** - A total of 9 young people disengaged during phase 2, which meant it was too late to take on other young people from the waiting list to replace them. As the replacements would not get the full length of the 16 weeks. A large number of referrals made by social services were in need of support beyond what the early intervention at BANG provides. In addition, BANG also received minimal information regarding the young people. The lack of information made it difficult to clearly determine the needs of the young participants and their families. The local authority referred most of the young people enrolled in cohort 3 and 4. Unfortunately, BANG realised that the local authority did not provide full details of the family circumstances when filling the referral forms to secure a space for their clients on our programme. By the time all information was gathered by contacting schools and other professionals involved in the cases, it was too late to select more appropriate participants. BANG was not reluctant to help, however the selection criteria is very specific to ensure appropriate and sufficient help is provided to families; but local authorities are desperate to find services around Brent. BANG has also witnessed an increase in participants suffering from mental health issues and are unable to receive support from CAMHS due to high demand. Many of the families in Cohort 3 and 4 faced complex challenges such as terminal illness, bereavement, poor mental health and housing, to name a few.
- 8.3 **Parents**- Latter cohorts have seen parents presenting additional issues that required much more support. Therefore, Project Officers spent more time attending meetings acting as an advocate, and advising parents around health, social wellbeing matters and housing issues.
- 8.4 **Parents' Literacy** - Parents during later cohorts required more support and time allocated to them due to low level literacy and language abilities.
- 8.5 **Attendance** - During different cohorts, of those who completed the 16-week journey, the attitude to attendance was very good in comparison to the other cohorts. The introduction of personalised printed timetables, increased reminder texts and personalised calls appears to be working well. BANG are aware that a number of parents were in employment, which was an impacting factor in the ability to transport young people to components. In addition to this, it was clearly communicated to parents that absences needed to be explained. Some parents are still failing to call before or after a session to notify BANG of young people's absences.
- 8.6 **Delivery** - Due to the level of disengagement early into phase 2, delivery had to be adapted to accommodate lower numbers. Group sessions were amended to compliment the changes. Based on the needs of the young people, smaller groups saw them benefiting more from the revised approach.
- 8.7 **Group Dynamic** – Some of the cohorts had young people who presented as a dynamic group with many of the challenges presented being around behaviour. This meant that individually they required more 1:1 supervision in group sessions. Overall

BANG worked with a general increased level of needs from families as the programme progressed.

9. Key Themes and Learning

9.1 The evaluation had produced the following key points and learning for BANG to take forward:

9.2 **Lack of Services for Parents to Engage with:** Whilst one of the five NoLimitz programme outcomes is 'Improved engagement with community resources' parents have reported that they have found it difficult to find appropriate services for the children and young people referred to BANG. They noted that services were either unsuited to the problems being experienced or had faced reductions in service to the point that they were now not accessible. This led parents to question where else they would be able to get support without that provided from BANG.

9.3 **Provides Stability and Support for Engagement:** Both parents and young people felt that NoLimitz was able to provide support that was stable, encouraged and succeeded in getting young people to engage. It was noted that for some this support was felt to be a last resort, which was vital in helping them to access further support, such as that available in their schools.

'They didn't give up on me'

Quote from a young person

9.4 **An Abrupt Ending to the Programme:** Parents noted that once the programme was completed, there was a sense of loss for both the parents and the young people, especially in areas where they would like to more support.

9.5 **Need for variation between age groups:** Young people noted that they would have liked more opportunities for age appropriate learning which they felt was limited by the variation of ages and needs during group activities.

9.6 **Explaining needs to partners:** There have been several instances where BANG have noted that they have received minimal information when it came to referrals. The lack of information made it difficult to provide the support that was necessary as important information was missing which would have changed the provision provided.

9.7 **Complex Needs** It has been noted that some of the referrals made by social services and schools, require services and levels of support beyond the early intervention that BANG are able to provide. As such, whilst BANG are able to give some support, it is not always at the level which is needed.

Appendix 1: Case Studies

DA Case Study

DA was referred by to the programme by his year 5 teachers due to low level behaviour issues, including, swearing, arguing, and being rude to staff members also but also inappropriate comments about the girls in his class. It was understood that DA was easily influenced by other students and despite being moved to a new class this was continuing and affecting his educational attainment, which was low with fears he would perform badly in his SATs. The school was finding it hard to engage his parents as his mother knew little English and his father was often absent.

Taking part in Hub Plus helped DA to become more motivated at school with his class work, his aspirations have also increased as he is now considering a career in law which he is using to help him focus more in class, a change his teacher has also recognised. Through taking part in the Learning Zone his attainment is increased and is thriving with the independent learning aspects. Taking part in Healthy Start has had considerable positive impacts on DA, helping his communication with his sibling and increasing a sense of achievement and confidence in what he can achieve. DA's relationship with his mother has also been able to improve as prior to joining BANG Edutainment, DA's relationship with his mother was centred around the household tasks, such as cooking for the family. Healthy Start has allowed the family and DA to interact with mum in a different setting, improving the relationship overall. Following the programme DA is speaking much more openly and now has very little reservation about giving his opinion and is very honest. He can recognise his achievement and use them to maintain his motivation and focus. He's benefitted from one-to-one sessions by being able to implement behavioural and coping strategies, both at home and at school.

JA Case Study

JA was referred to BANG Edutainment by his Key Worker who along with his school felt he had difficulties managing his feelings and emotions, make and maintain friendships, low confidence and difficulties in coping with loss following no contact with his biological father following domestic violence. In recent years, his biological father has made requests for contact through the courts which have been denied which has led to greater stress for JA which he has found difficult to cope with. JA was unable to speak to his mum about his feelings during this time and found it difficult to trust people and tended to take things personally.

JA took part in different sessions including:

- The HUB: designed to help young people to canalise emotions and anxiety.
- 1-2-1: Exploring the concept of teamwork, how to make and keep friends and how to think positively.
- Healthy Start: encouraging young people to endorse a healthy life style. During the sessions Project Officers challenge young people to work as a team and encourage them to resolve issues.

JA has made a good progress. Throughout the weeks, he has challenged himself in order to achieve his targets. JA attendance to 1-2-1 and group session is very good. Mum was very

supportive and tried her best to apply advice received in 1-2-1 sessions. The school and keyworker have made positive comments in regard to JA's progress during the last CAF review meeting. Key worker gave a copy of targets set up at the beginning of her intervention. During CAF meeting we agreed for JA to take part in the HUB Plus to reinforce all skills learned through the 16 weeks. As direct result JA is now able to speak about his biological dad without having any emotional outburst. He is more open to suggestions in regard to his relationship with peers. JA has made major progress he is more confident and displays a strong and positive attitude which strengths him and minimises the risk of him being bullied.

Appendix 2: Focus Groups

a) NoLimitz Parents/Carers Focus Group – 25th October 2017

Monica, 10-year old son: "He was referred by school, due to disruption. We'd tried everything at school, after the pre-exclusion meeting, he shut down. He enjoyed it! Looked forward to coming. 16-weeks finished suddenly, he got disruptive again."

Audrey, twin girls: "I was concerned about transition from primary to secondary, was referred by SENCO in 2014/15. The girls are very different; one is more emotional and gets distressed. It was good for them, they engaged with all activities, one did cohort 5 and the other did cohort 6. I can see improvement with the one who is emotional, she is more engaged with her learning, she now reads books and auditioned for Sister Act at school. The other one is emotionally brighter, but she's not progressing as well, I want her to push herself more.

Brigitte: "The introduction was by school, for 2 boys 3 years apart. They had problems at school. Once they came to BANG, I could see change. They've since been diagnosed with ADHD, once it came to the project; it gave them a lot of confidence, especially when they did radio. They felt the loss at the end and wouldn't pick up books.

Asa: "Introduction by SENCO and is still in the programme. Behaviour alters here but goes back to old behaviour once he returns home. He has ADHD and sensory issues and eats his clothes. He doesn't like writing and gets distressed. He looks forward to coming to Bang."

Tresha: "I heard about it on Beat FM, and participated in June 2017. I had some SENCO intervention."

What 3 best things did your children get out of Bang?

- Improved self-esteem
- Improved confidence
- Improved attitude
- Motivation
- Listening skills

- Enthusiasm
- Having an outside person going into school to work with YP and teacher
- HUB Plus sessions with The Investigator made him think differently, have more confidence, and not make him feel like a 'bad boy'
- Healthy Start
- Actively working with parents and other children
- Opportunity to do different things – try new skills, i.e. reading skills.
- Feeling equal; YPs are all in the same situation

What 3 best things have you gotten out as parents?

- If I didn't have this intervention, I would have been stuck on how to do it myself
- Being able to interact with child, and others in sport
- My child being able to look at things/behaviour differently and strategies
- Having the parent hub to share difficulties/experience
- Helped point out ways to strengthen/change parenting
- Meeting others who are experiencing the same/similar issues
- Being able to meet with project officials to share info on a one-on-one basis and think about issues
- Something constructive for the children to be involved in
- A place that I can feel free to discuss what is bothering me as a parent
- Hearing that I am not the only one in that situation
- It was something to look forward to for me and the boys on Fridays
- Meeting new people
- Listening and understanding
- BANG feels like a partnership, more than school
- When my kids were at BANG I had a break

Changes at home

- My son was able to look at things differently about his behaviour and other children at school
- YP got strategies to deal with things
- How to approach situations
- BANG helps them think differently about a situation – e.g. being a leader not a follower
- Try to get children to understand others, as well as parents

Where to go if I need support

- I would know where to go but here are no services out there
- CAMHS don't want to see children with behavioural issues
- Lack of support out there – have to fit criteria – don't know if anything is out there, is there anything for young people? Forcing medication of YP
- If I hadn't come to BANG what would I have been able to access? He would have gotten worse
- If I am stuck I speak to Rohan
- My son is speaking about suicide
- Parenting classes – hard to access if you work, not specific for our children, not of benefit for our children

Issues/challenges

- School exclusion – relationship with school and understanding ADHD
- Managing a child with ADHD
- 16-week programme finished abruptly- hard to adapt

- children labelled as naughty/difficult/disruptive
- lack of help and support for parents
- Been asking school for help for 2 years, they've made minimal effort, SENCO avoid me, understanding children with a condition
- No support for parents to cope e.g. when your child says he wants to kill himself, training in the community
- Children centres up to 5 years

Weaknesses	Improvements
16-weeks is short Ending is sudden No experience of medication	Good if healthy start could continue Influencing schools – working with them, training on ADHD Parenting support Training parents to work with other parents Practical help for parents to help them deal with certain situations – from parents and professionals Medication with parents and school Parent voice is needed
Strength – parental support continues after 16 weeks.	

b) Young Peoples Responses – 25th October 2015

- I learnt how to communicate with people better
- Fun skills, facts, knowledge
- I have been able to improve my shouting and how to handle my temper
- Sports (running)
- They didn't give up on me
- Self-esteem, teamwork and communication skills
- Best thing
- I can communicate better
- Fun things to do, and making learning easy and exciting
- Everything
- I enjoyed being part of NoLimitz and the things and the things that we did to try and improve or solve our problems!
- Fun things to do!

To improve:

- More athletic
- Staying in the same room gets boring
- Less 'youngers'
- Well I wouldn't say it was the worst thing but it was difficult, the travelling and leaving rehearsals and trying to make it on time to bang. It was difficult because I missed plenty of times at Bang and I would reach there at 5. But the only bad things are the timing/travelling when I have rehearsals. It's hard to get here on time.

Appendix 3: Testimonials and Pictures

"J.A. has started to open up a lot more and speaks to me about his feelings. All thanks to BANG. You have Helped him so much. My favourite thing about BANG is the way all staffs have helped Jordan. All staff have taught Jordan and myself a lot about ourselves."

(Parent)

"BANG have always been warm and welcoming! The time spent of 16 weeks allowed us to enjoy plus reflect each week individually. K was able to discuss what he heard + learnt each Thursday. The time worked out just right. He can be responsible as well as silly but when asked if BANG would express of something he is said or done wrong – he corrects himself"

(Carer)

"N.H's engagement in your programme seems to be working extremely positively. He talks about his sessions with great enthusiasm and often wants to tell me and the others about what he has been doing. Today, for example, he has been wanting to show the class his signed basketball poster and he told me about what he discussed with you about boys and girls.

Additionally, I have noticed a considerable difference in his behaviour. For the first time ever, he has now been willing to accept it if I tell him off. He used to answer back and be rude and aggressive but most of the time now he replies with a non-aggressive 'sorry' and instantly changes his behaviour. This has been great to see so thank you so much for all your support you have given to N.H. " Jodie Quirke (Teacher Preston Park) Email



Ending Celebration – Graffik Art Gallery February 2016



Healthy Start Bridge Park Leisure Centre February 2017



Radio Skills June 2017