



Creating Excellence is delivering the Respect Athlete Mentoring Programme - Community on behalf of Sport England.

Creating Excellence is a multi-faceted organisation that uses the power of role models in the community and work place to inspire and bring about behaviour change.

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Respect Athlete Mentoring Programme
Community

Evaluation Report

Mentoring disaffected/disadvantaged young people
through the power of sport



Respect Athlete Mentoring Programme - Community

Created in 2006 by Sport England and the Youth Sport Trust, the Respect Athlete Mentoring Programme (RAMP), is designed to engage through the power sport with young people from hard-to-reach backgrounds.

The Programme delivers in both the community (led by Sport England through their delivery agency Creating Excellence and schools (led by the Youth Sport Trust).

The Programme has been delivering in communities and schools since June 2007 and in its first year engages approximately 300 young people aged between 11 and 25. As a result of the success of the Programme, further funding has been received until 2011 from the Department of Culture, Media and Sport (DCMS).

Based on the learning outcomes of the pilot, Sport England have driven the Programme forward in the community making it more flexible for the end users. Rather than prescribing the number of young people and mentoring packages that will be delivered in the period 2008-11, it is estimated that between 50 and 100 mentoring packages will be delivered per year to a maximum of 300 young people dependent on the frequency and intensity of engagement that is required from RAMP.

2008 has seen the introduction of a new content structure focusing on key skills that a young person requires to make the next steps in their life. It is hoped that with this new structure more sustainable changes in behaviour will be seen.

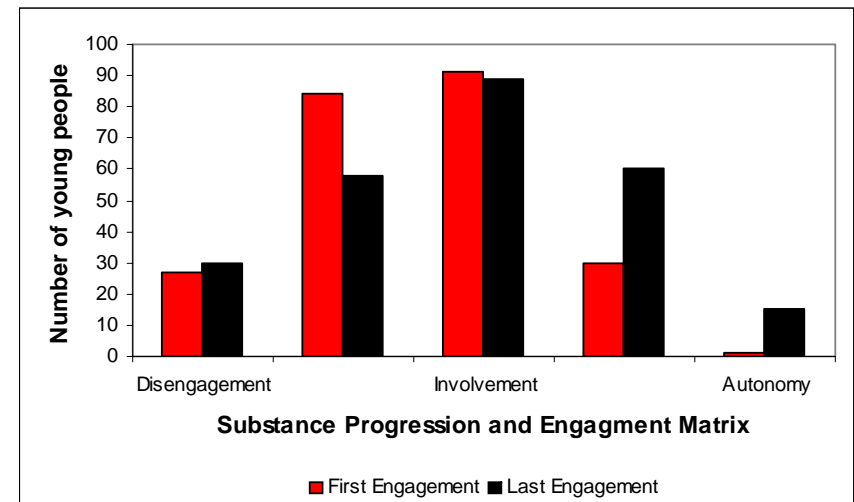
Evaluating Success

Following each intervention, the Mentors are score the young person on the 'Substance Engagement and Progression Matrix'.

The purpose of recording engagement levels for young people is to provide indications of the participants' development, whether positive or negative. The Substance Engagement and Progression Matrix highlights five potential categories of engagement (see below) and by way of guidance provides a range of suggested behaviour and attitudinal categories to which they may relate.

- Disengagement
- Curiosity
- Involvement
- Achievement
- Autonomy

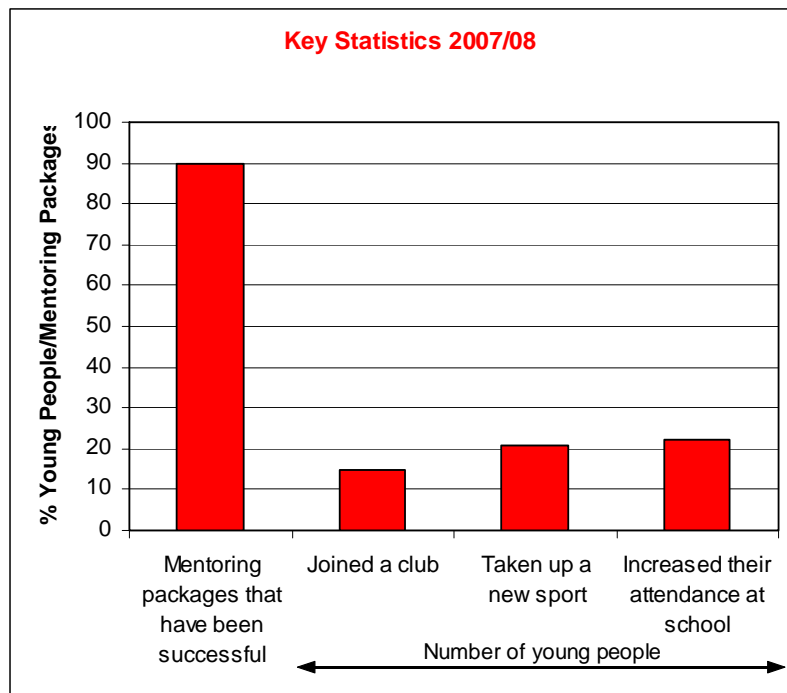
The graph below indicates the number of young people at each engagement level at their first intervention and at their last engagement level.



Key Statistics 2007/08

Once a Mentor has engaged with their young person, they agree on a targets to work towards e.g. to increase confidence, work on behaviour, take up a new sport. The targets for each young person are bespoke and difficult to generalise in terms of producing statistics. Several common achievements can be surmised and are presented in the graph below.

75 mentoring packages were initiated in the community in 2007/08. The first bar on the graph indicates the percentage of these that were classed a success. A success is deemed to be the young person staying with the Programme for the full six months and achieving the target they set out with their Mentor.



From the Young People

With any Programme such as RAMP it is equally as important to collect feedback from the young people and the referring organisations as well as that from the Mentor.

At the end of their relationship each young person was asked to describe themselves in five words. The two boxes below give a sample of the words they used.

Before

Angry Annoyed Argumentative Bad Behaviour Confused
 Crazy Excited Fun Getting in trouble with police **Glad** Go'in
 mad at teacher Happy **In prison** Independent Irresponsible
 Kind Lacking Opportunities **Lazy** **Naughty** Nervous
 No Confidence Normal **Quiet** Shy Surprised **Sweet**
 Talkative **Unreliable** Unsuccessful

After

A good lad **Calm** Cheerful Confident **Enthusiastic**
 Fun Get on with people Glad **Happier** Hard Working
 Kind Less Nervous Little Naughty More Confident
 More Direction **Motivated** **Noisy** Not afraid to ask
 Not going mad at teacher **Outgoing** Overjoyed Relaxed
 Reliable **Respectful** Still Surprised Think about things
 Very kind

Case Study

Paralympic silver medallist Fiona Neale was assigned to work with Becky* aged 15, referred by LACES (Looked After Children Education Service). She had been placed under section 20 of the Children's Act as her mother is terminally ill with cancer and her adoptive parents do not want her to live with them. Becky was in alternative education and did not engage with her tutor, she was adopted at six years old and has been diagnosed with ADHD. Recently, Becky made the decision to stop taking Ritalin with successful results, after seven years on the medication. When she was living with her adoptive parents, they gave her £10 to £40 a day to stay out of the house and "not cause problems". She would spend the money on cigarettes, alcohol and cocaine. She was suspended from school for violence and frequently absconding.

Fiona has nearly completed her mentoring sessions with Becky and they have developed a great working relationship. In June 2008, at the age of 16 Becky legally becomes an adult and can no longer be cared for by LACES. The overriding aim of Fiona's time with Becky was not only to help her with her alcohol, drug and behaviour problems, but also to help her make the transition in to a self-sufficient life.

Becky had expressed an interest in getting back into netball and is keen to get fit. They worked together to set goals and create contracts for the next six months. When Fiona arrived for the second session Becky explained that she had cut down her smoking to two cigarettes per day, and was only taking drugs occasionally. In turn Fiona presented Becky with a pedometer for achieving her targets, to help her keep track of her fitness. On arriving at the third meeting Fiona was greeted by the home workers who informed her that Becky's adoptive family no longer want any contact with her, and that Becky had recently been informed. It had been apparent through all the sessions that her family meant a lot to her, and she was desperate to change her ways so she could return home once her mother's cancer treatment was complete. Fiona had planned a gym session for the day and it was Becky's responsibility to provide the directions to get there. Unknown to Fiona at the time, Becky took them on a detour past her family home, and by chance they saw her adoptive father, who was receptive and waved.

Fiona had noticed a trend in Becky. She appeared to be desperate for attention from her friends and family, and Fiona has identified a need to help her distinguish between receiving attention for positive and negative behaviour. Over the next few sessions they worked towards reducing some of her other attention-seeking behaviours such as spitting and swearing. Fiona has arranged for Becky to attend regular netball training sessions so they will be working on her fitness at a local gym, and as a reward took her to an England netball match at the NIA. Becky's long-term goal is to work with young children. Soon after Fiona started working with Becky, she started at a new special school in Birmingham, when

Fiona asked her how she was finding it her response was "I got to go there everyday – IT'S A MISSION!" Unfortunately not long after Becky started at her new school she was arrested for assaulting another pupil, and was released on bail for six weeks. At the same time she returned home from the care home for a trial period. Fiona continued to work closely with Becky over this period, as any reported bad behaviour could result in Becky being arrested. Despite being taunted at school and having to be taken for a post-rape test Becky has managed to control her behaviour. Fiona has taken Becky to local furnishing stores to learn about the cost implications of living away from home. They took detailed notes on the prices of each item and have started discussions around how she will fund herself once she leaves care. Fiona will be looking to help Becky apply for the necessary courses at college to work with young children. She has attended her weekly netball training without exception and has been made a regular member of the team. Her father has promised to fund karate sessions if she manages to control her behaviour through the remainder of her bail.

"Becky seemed to bounce back into the Children's Home" - Care worker, LACES

*False name used. True identity hidden for child protection purposes.

From the Referring Organisations

"Bryan had a positive influence on our young people. Although some dropped out, the young people who completed the 6 month programmes are now looking at future courses and job prospects - even attending college."

Connexions—Sandwell

"The mentor, Tim was excellent. He was always very professional and positive with both staff and young people. He is certainly an asset to your organisation."

Why Project—Bristol

"Tim has been excellent working with our client group. Originally he worked with a young man who really needed the help but kept missing appointments, and as frustrating as it was for Tim and myself, Tim never gave up hope of helping the client. Eventually, I decided on behalf of Street League that Tim's skills could be utilized elsewhere and his relationship with our new client has gone from strength to strength. I am very proud of our involvement in this, as it has helped focus a young man who before was failing to follow his dreams, but is now starting to do so."

Street League—London