

Section 1

Acknowledgements

Thank you to the mentors, teachers and the other professionals which I have worked with within the PRU. Most of all thank you to the young people which attend the PRU in Ceredigion.

Section 2

Contents

Pages

3 Section 3

Placement contract, learning mentors report, supervisor final report, professional development plan

24 Section 4

Organisation information, community profile, SWOT analysis, summary of own learning

43 Section 5

Appendices including reflective journals.

Section 3

FIELDWORK PLACEMENT CONTRACT

Where possible please complete this information electronically, the text boxes will expand to contain the necessary information.

STUDENT INFORMATION		
Student Name	Louisa Scannell	
Student Address	Bro Dafydd, Penrhyncoch, Aberystwyth, SY23 3ER	
Student University e mail	2015826@student.uwtsd.ac.uk	
Student DBS Status and date	DBS certificate number which is 001583536223 which was issued o 09/08/2017	
Student and Learning Mentor to sign that a discussion has taken place regarding the student's DBS	Student Signature:	Louisa Scannell
	Learning Mentor's Signature:	David Jones
Additional requirements		
Name of fieldwork supervisor	Darrel Williams	
Fieldwork supervisor Tel.	01267676808	
Fieldwork supervisor e mail	D.G.Williams@uwtsd.ac.uk	

HOST ORGANISATION INFORMATION	
Name of Organisation	Ceredigion County Council
Tel.	
Email	David.Jones2@ceredigion.gov.uk

Aims/ Purpose of the Organisation	• Provide through-age, integrated delivery of universal and focussed early support, information, advice and intervention. • The aim of the service will be to improve aspects of an individual's personal, social, educational, physical, mental and emotional wellbeing by promoting individual and family resilience, empowerment and independence. • The service will provide easily accessible, focussed advice and support.
Duration of placement	Level 7 Placement: 200 hours (100 or more face to face Youth Work).
Please detail the activities expected of the student (Use more space if necessary)	• To provide support for the young people who currently access the PRU in Canolfan yr Eos. This will consist of support academically, emotionally and with their general wellbeing. • The mentors will also plan and lead sessions such as assemblies, health and wellbeing sessions and virtual activities which will take place. • They will build positive relationships with the young people to achieve more positive outcomes. • To be consistent in following rewards and consequence system, in line with the PRU's behavior policy. • Ensure the wellbeing and safeguarding of the young people which attend the unit.
Facilities/equipment available to student	• Mobile phones and laptops provided by county.
Please confirm that your organisation has in place the following and where the student can have access to them:	

a. Equal Opportunities Policy and procedures	Yes
b. Safeguarding policy and procedures including a designated child protection officer	Yes
c. Disability Policy (please state how you will meet any special requirements noted by the student)	Yes- no special requirements are needed for this staff member.
d. Health and Safety Policy and procedures	Yes
e. Risk Assessments including significant risks identified? An example to be provided to the University.	Yes
f. Appropriate measures, informed by up to date legal requirements and public health guidance to minimise health risks associated with COVID-19.	Yes
During induction the student will be made fully aware of the organisation's rules of conduct (including boundary management), practices and policies, including Safeguarding and Health and Safety (e.g. accident reporting).	
The student will be covered by your employer's liability insurance whilst on your premises and undertaking any assigned tasks. Yes	
During the placement, the student will be responsible to:	
Name of Learning Mentor	David Jones
	Behaviour Support Manager
Position	
	Rhif ffon/Phone number :- 01545 572319 ext 2319
Telephone No.	Ffon symudol/Mobile phone:- 07812487807

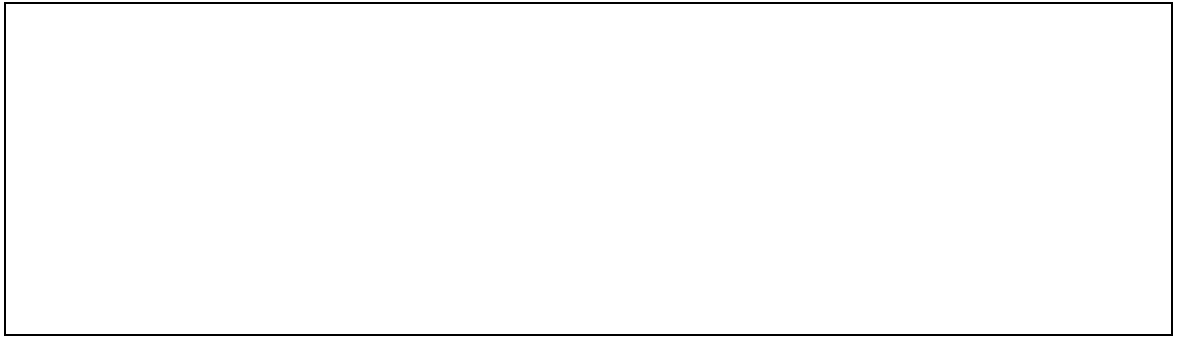
PROFESSIONAL DEVELOPMENT PLAN

For completion by the student after consultation with the Learning Mentor and Fieldwork Supervisor at the outset of the Placement

Student	Louisa Scannell
Learning Mentor	David Jones
Placement	Canolfan yr Eos, PRU
Date	

Students will be expected to consider their placement experience to demonstrate competence in the key aspects of youth work outlined in the table below based on the National Occupational Standards for Youth Work (CLD Standards Council Scotland, 2019) and the Youth Work in Wales: Principles and Purposes Document (YWWRG, 2018).

Learning mentor's opening comments about the placement – exactly what type of work will the placement involve?
EOS is based on a nurturing approach to promote positive educational experiences for young people who are School phobic and or displaying ACE's and the effects of trauma. A number of these young people also have additional learning needs and require bespoke tailored support packages to help them flourish. This involves a child lead approach to supporting to promote engagement.
Student initial comments about the Placement.
I am looking forward to begin another year working with the Behaviour Support Service within the county. This year feels very different as we cannot move between schools or units as we usually do, or take the young people offsite. I believe that this will bring it's own challenges as taking pupils offsite is important for their wellbeing, building resilience and giving them the opportunities to try new things. The cleaning routine within the unit and new expectations on staff and pupils to wear PPE will also be different. Despite this I believe that the challenges this year, as well as completing the first year of my master will improve my practice.



PROFESSIONAL DEVELOPMENT PLAN

Please complete the form electronically to enable the boxes to expand, ensuring you provide adequate detail.

		Youth Work National Occupational Standards (CLD Standards Council Scotland, 2019)					
	1. Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (YWWRG, 2018) (Educative, Expressive, Participative, Inclusive, Empowering).	2. Work with young people and others	3. Facilitate learning and development of young people through planning and implementing learning activities in youth work	4. Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing	5. Plan and implement strategy and youth work activities for young people	6. Develop, lead and manage self and others	7. Work with communities
What do you need to learn?	I need to build positive relationships with the young people. Once I've built the relationships with the young people I will get a better understanding of	Build relationships with the young people and support them emotionally, academically, physical and mental wellbeing. Know what services are available to the young people so I can sign	A mentors role is to support the young people academically in their core subjects but also to plan and lead sessions for their wellbeing and needs. We are allotted assembly	Learn the PRU's policy on inclusion and equality. Discuss with the young people what their views are on equality and	Listen to pupil voice and try and implement changes. This will include sitting in the school council meetings.	Once I know what the young people want I can volunteer to take the lead on organising activities. This will mean the young people are more	As the young people travel from all over the county I could learn what is happening in their area. The county's youth

	what the young people need/ want.	post them to appropriate professionals.	slots so I will be able to lead assemblies on anything which may arise in the time we work with them.	inclusion. Treat the young people's views and opinions with respect. Try and encourage the young people to respect that other people's opinions may be different to their own but they need to respect them.		likely to engage in the activities.	team are currently holding online sessions so I need to communicate with the youth team and make sure I understand what the young people can engage with.
Activities you will learn from (how will you learn, what will you learn from)	Discussing with the young people in informal settings what their interests are such as lunch time. Teach the young people about how they can implement change.	Be well informed about what other agencies/ services are open to the young people and what professionals can best support the young people.	Have a good understanding on current issues which affect young people locally and nationally. Provide the young people with information on current topics that	Be aware of my own values and how they might differ from their opinions. When having discussions with the young people I can provide them with	Once I know what the young people want I can find out what is possible within the parameters of the current lockdown situation and the unit and try and make it happen.	Once I know what the young people want/ need I can plan sessions accordingly along with other staff within the unit.	As the behaviour service has recently become one large service within the county I need to understand and communicate

			might affect them/ affect others.	information to form their own opinions.			with other professionals and find out how different services can support the young people I work with. Be aware of the needs of the community and what the young people can do to positively impact this.
--	--	--	--------------------------------------	---	--	--	---

Student Louisa Scannell

Supervisor David Jones

Date 1/10/2020

FIELDWORK SUPERVISOR'S FINAL REPORT

Engagement with supervision is crucial to aid reflective practice and analysis; its importance cannot be overestimated. Supervision is integral to fieldwork and as a fieldwork supervisor you are invited to make an assessment of the extent to which the student has engaged with the process of supervision. The table below provides guidance on how to grade students according to how well they have engaged with you. Please use the table for guidance when completing the supervisor final report on the following page.

Key areas of competence

When considering the level of competence of a student please refer to the marking criteria outlined below:

Grade	Description	Equivalent % marks towards HE qualification
A	An exceptional trainee Youth worker who is a reflective practitioner; shows initiative and an ability to work independently for a sustained period; demonstrates thoroughness and commitment to all aspects of professional practice.	70%+
B	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	60-69%

C	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	50-59%
D	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts.	40-49%
E Fail	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.	Below 40%

This section of the report should be completed by the fieldwork supervisor. To complete the report we would like you to use the headings below giving specific examples to support your observations.

<i>How did the student use supervision and respond to feedback?</i>
<i>LS was positive and took on board areas for development, was always keen to learn new things and attend CPD opportunities to upskill in ways to best support the young people she worked with.</i>
<i>To what extent did the student seek challenging situations, and how were these worked with?</i>
LS worked with a number of young people with emotional and social difficulties that needed nurturing support interventions. LS worked with staff and young people following a school council meeting where young people said that they wanted to take part in sport day. She supported young people to engage with a wellbeing activities while working on self-esteem and resilience and taking into consideration their individual triggers and anxieties. An example of this is LS providing consistent approach with support when young person became disengaged and support as appropriate.
<i>To what extent did the student show enthusiasm, commitment, creativity and innovation?</i>
<i>LS worked with a number of challenging individuals and always worked to provide bespoke opportunities for development within the unit while always asking the question to the young people about context, opinion, challenging thoughts and attitudes and promoting critical thinking and reflection on situations.</i> <i>LS supported in the delivery of activities involving all and linking in youth work values into experiences of young people.</i> <i>Below are some examples of options where we have looked to develop meaningful activities that have been young person lead following guidance from LS.</i> <i>Activity suggestions made by the young people during student council meetings where promoted, focusing in on areas they wanted to develop such as fitness and strength building. LS supported this and the young people involved gained excellent experiences in organising, planning, teamwork and mainly in taking part in a project and having fun.</i> <i>Providing wellbeing opportunities – after pupils highlighted that they enjoy playing football, LS supported the team to look into off site sessions to engage in wellbeing walks and football in the local park. Once this was agreed and built into timetables,</i>

pupils felt a sense of achievement in knowing that what they ask for and what they see as important and heard by staff.

The pupils gain a sense of responsibility and pride in making valuable contributions to the PRU community, something they often had a previously negative experience.

Sleigh building and Christmas decoration competitions – providing the young people with the opportunity to use their creative imaginations and engage in healthy competition.

LS, pupils and staff shared knowledge and experiences of their own whilst building teamwork skills, leadership and perseverance. Overall LS has shown how she can show enthusiasm, commitment, creativity in projects and activities.

How well was the student able to relate theory to practice and reflect on her/his own practice and that of others?

LS used the pillars of youth work to provide engaging opportunities for the young people she worked with.

UNCRC – Looked at article 12 in an assembly and made a discussion point about needs and wants as a workshop to look at right of the child.

Pillars –

Educative:- Looking at informal methods of learning out-side the classroom.

Participative: - School council – enabling student voice to be heard.

Engaging :- Looking at engaging and working with the child/young person to provide opportunities to do something that they enjoy while working

Empowering young people: - Work shop on activism and how to influence change.

What was appropriate, what was terrorism, etc.

Relationships:- discussion point and looking at positive and negative relationships.

How did the student articulate her/his own beliefs and values and relate them to the work?

LS feels that she is inclusive and understanding of other people's backgrounds, current issues, and giving information for debate.

She did this with a non-judgemental approach and supported young people to make informed decisions.

The 16+ vote discussion was also an example of how this was met.

How pro-active was the student in demonstrating anti oppressive beliefs, language, and behaviour?

Follow the unit behaviour policy and be consistent with rewards and reminder and consequences and rewards.

Also look above for additional info and challenging young people's comments.

In your professional opinion has the student achieved the necessary standards to function as a professionally qualified Youth and Community Worker? (Please circle)

Yes

Please provide a grade and % mark reflecting your experience of the student

Grade: 70% % Mark:

Signed Supervisor David Jones

Signed Student _____

Date 17/05/2021

LEARNING MENTOR'S FINAL REPORT

The University would like to remind the learning mentor of the importance of their role in the assessment of the student. This role is fundamental in ensuring standards of practice of those working with young people in communities, and cannot be taken lightly.

To ensure the desired results are achieved, all those involved in the placement are required to understand and remain committed to the process of supervised practice. Issues of competence which might jeopardise a student's ability to complete workplace/work based practice successfully should be identified and communicated to the visiting tutor or fieldwork coordinator as soon as possible.

After the student's induction to the placement, the student will have drawn up a professional development plan balancing the needs of the student and the requirements of the programme. As learning mentor, you will have carried out managerial supervision and an interim review of the placement. This document is the final report, and will include your final assessment of the standards achieved by the student on placement and your assessment of the student's planned observation of practice.

Key areas of competence

When considering the level of competence of a student please refer to the marking criteria outlined below:

Grade	Description	Equivalent % marks towards HE qualification
A	An exceptional trainee Youth worker who is a reflective practitioner; shows initiative and an ability to work independently for a sustained period; demonstrates thoroughness and commitment to all aspects of professional practice.	70%+
B	An effective trainee youth worker who displays a degree of independence and commitment to further professional development.	60-69%
C	A satisfactory trainee youth worker who has met the requirements appropriate for a professionally qualified Youth Worker and with further experience should develop into an effective youth worker.	50-59%
D	A rather weak trainee youth worker with a basic level of knowledge or skill. May be very poorly organised with very limited understanding of important concepts.	40-49%
E Fail	A weak trainee youth worker who has been unable or unwilling to meet the required standard, may demonstrate inappropriate values or lack understanding or attention to detail.	Below 40%

LEARNING MENTOR'S FINAL REPORT (continued)

Work in accordance with the pillars of Youth Work in Wales: Principles and Purposes				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
- Educative; student planned assemblies and sessions on current topics. - Expressive; the student encouraged discussions with the young people. - Participative; the student positively encouraged the young people to take part in activities. The student also encouraged discussion amongst staff and students about current issues. - Inclusive; the student strived to create a calm, non-judgemental environment where the students felt safe. The student also challenged young people on homophobic language and views regarding racism. - Empowering; student created and delivered a session on Activism. The session showed young people which had created positive change and then explained how the young people could make positive change.				
Work with young people and others				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
The student followed the PRU's behaviour policy. This involved communicating regularly to other staff to ensure that they were giving the young people a consistent message. The PRU's behaviour policy involves two reminders, followed by a consequence. The student was able to apply knowledge about the trauma recovery model and ACEs to her practice. When situations arose within the unit the mentor was able to read and deescalate situations. An important part of working within the unit is communicating with others and reflect on each other's practice. The student was able to do this and discuss incidents appropriately with other staff immediately after incidents and in unit meetings.				
Facilitate learning and development of young people through planning and implementing learning activities in youth work				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
The student took initiative to create assemblies for the young people on Black History Month, Activism, St. David and the UN rights of the child. These assemblies aimed to educate the young people and get them to participate in discussions the staff and peers. The student supported and led cooking sessions such as making Welsh cakes, decorating pancakes and pumpkin carving competitions.				

Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
The student listened to the young people and planned sessions accordingly. Examples of this include when a young person said that they'd like to have a sports day the student planned a successful sports fortnight along with another mentor. Another example is when a young person said they'd like sessions on sexual health. The student researched, planned and lead sessions on relationships and sexual health. Throughout the pandemic the student has continued to support the young people in the unit and continues to be consistently positive. The student always gives the young people her time this includes to play card games lunch time or listen to the young people if they would like a chat. When young people used oppressive language, the student was able to discuss and challenge the young people in a calm manner and explain to them why people might find certain words or phrases offensive. An example was when the young people called things "gay". Mentor was able to explain how calling something gay in a negative manner might impact someone who was questioning their sexuality. Student and young people discussed appropriately and calmly. The student conducted herself professionally. If the young people showed beliefs that differed from her own the student was able to discuss from a mutual perspective. The student was able to provide the young people with extra information and discuss accordingly. An example of this is when the young people did not believe that racism still existed. The student provided examples of raises in hate crime and the salary gap between different people of different race within the UK. The young people then discussed and changed their perspectives.				
Plan and implement strategy and youth work activities for young people				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%
The student along with another mentor planned a successful virtual sports fortnight over the exam period. The young people participated well in the activities and enjoyed it. The student asked the young people what events they wanted to see in the sports week and the young people responded and the student planned accordingly.				
Develop, lead and manage self and others				
A Exceptional 70%+	B Effective 60-69%	C Satisfactory 50-59%	D Rather weak 40-49%	E Weak 0-39%

The student took the lead on organising sexual health sessions. They had to plan and contact staff with in the service for resources. The sessions were a success as the young people asked appropriate questions and the student was able to answer any queries they had.

The student led sessions such as cooking and interventions as well as support the young people whilst they were working with other professionals.

Work with communities

A Exceptional
70%+

B Effective
60-69%

C Satisfactory
50-59%

D Rather weak
40-49%

E Weak
0-39%

The student communicated with parents, carers and other professionals within PCC to best support the young people within the unit.

LEARNING MENTOR'S FINAL REPORT (continued)

How has the student developed during the placement?

The student has adapted to the pandemic and the different regulations. The student has built strong, positive relationships with the young people and continued to support them academically and with their general wellbeing.

What is your feedback on observing the student's planned piece of practice?

The young people took part in the virtual sports week which had a positive impact for their wellbeing. The student communicated well with staff in the other unit so all of the young people had equal opportunity to take part in the events. The mentor asked the young people what they wanted to see and made it happen.

What are your suggestions for further professional development?

The student should go and complete sessional work within other services within PCC to broaden her knowledge and experiences. The student should continue to go on courses such as the C-card training and apply this knowledge when working within the service.

Has the student passed the placement? Please take into account your view of the student's performance in each of the Key Aspects of Youth Work (Please circle clearly).

Yes, Pass	
<i>Please provide a grade and % mark reflecting your experience of the student</i>	
<i>Grade:</i> 69%	<i>% Mark:</i>

*Signed Learning
Mentor*

David Jones

Signed Student

Date

10/05/2021

A letter from the teacher in charge of Canolfan yr Eos

Canolfan Yr Eos PRU
Penaparcu
Aberystwyth
SY23 1SH
17/5/21

To Whom It May Concern,

I am writing to clarify the attributes shown by Louisa in her workplace as CYPSP within Ceredigion PRU.

Louisa is educative in her support to our pupils during curriculum led lessons. She provides advice, knowledge and develop skills through modelling and providing a scaffold to support young people's learning.

Louisa continues to apply herself fully to the school and the community we are building. This includes participating in well-being events, managing sports days and working collaboratively with other staff across the school to maximise opportunities for our young people.

Louisa is expressive when working closely with our young people. She models and acknowledges real life situations, emotions and challenges which engage and enthuse our young people to develop their emotional literacy skills alongside meeting their educational need.

Louisa is inclusive in nature – she develops sessions, workshops and activities which are accessible to all. She is aware of the diverse needs and challenges our young people have and works hard to accommodate these in her everyday working practice.

Louisa plays a key role in the development of the young people we work with. She is positive, realistic and provides a huge deal of encouragement for all the young people they work with. She motivates and seeks to find the positives in many often-difficult situations that occur daily in the lives of our pupils.

Louisa is a highly regarded and valued member of the behaviour support team within the PRU currently and we hope she continues to develop professionally alongside providing crucial support for our ever changing challenged young people.

Regards

Charlie Sproule

Teacher in Charge – Ceredigion PRU /UCD Ceredigion
Canolfan yr Eos, Aberystwyth

✉ c.sproule@ceredigion.ceredigion.sch.uk

☎ 07790619577



Section 4

Information sheet of work placement aims, objectives, vision and background of organisation

The aim of the PRU is to enable all pupils to return to mainstream education and/or further education, training or employment. All pupils receive full-time education, either at the PRU or through a shared arrangement with a mainstream school, college, training provider or employment. (Ceredigion PRU website, 2021).

The Ceredigion Pupil Referral Unit (PRU) is a school which is registered with the Welsh Assembly Government as a portfolio PRU. It is the sole PRU within Ceredigion and supports around twenty pupils which have social, emotional and behavioural needs.

The PRU has two school sites; Canolfan Aeron in Aberaeron and Canolfan yr Eos in Aberystwyth. Both units share a headmaster and a SENCO but each unit has a separate teacher in charge. The support staff in the Units are mainly child and young people mentors which work for the Porth Cymorth Cynnar service. Porth Cymorth Cynnar is new concept which was announced in February 2020. Previously the Mentors were known as SEBSAs and came under the same branch as the PRU with around twenty SEBSA's supporting children and young people between the ages of 3-16 years old in the PRU, mainstream and alternative curriculum.

The three core aims of Porth Cymorth Cynnar are;

- *Provide through-age, integrated delivery of universal and focussed early support, information, advice and intervention.*
- *The aim of the service will be to improve aspects of an individual's personal, social, educational, physical, mental and emotional wellbeing by promoting individual and family resilience, empowerment and independence.*
- *The service will provide easily accessible, focussed advice and support.*

(Jones, 2021)

A critical examination of the roles and responsibilities of the trainee youth worker whilst on placement. Leading and managing an area of youth work practice

Staff at the PRU forge an exceptionally strong working relationship with the pupils in their care. All staff know their pupils well and are aware of their backgrounds and difficulties, and what motivates and worries them. They recognise the challenges that individual pupils face and succeed in creating a highly caring environment for them across all sites. This means that many pupils participate actively in activities and persevere well in their lessons. (Estyn, February 2020).

The quotation above is taken from the most recent Estyn report and recognises the positive relationships between the staff and pupils in the PRU in Ceredigion. The ability for staff to work within the PRU and to form relationships with the young people is vital for the organisation. If the relationship between the youth worker and young person is felt to be equal between both parties it often provides an increase in the young person's sense of empowerment (Albright, 2017).

If the partnership between the youth worker and young person is considered equal by both parties it allows a relationship of trust to tackle issues that affect young people and the wider community. This equal, voluntary partnership between young people and youth workers is arguably more effective than the relationships between young people and professionals working in state run schools, at confronting difficult topics such as race and racism (Thomas, 2011). The difficulty is, youth workers want young people to break their own boundaries while youth workers remain professional and maintain their own personal boundaries (Hart, 2016). Maintaining a professional code of conduct makes it difficult to make it a truly equal relationship between young people and youth workers. Youth workers should be friendly and approachable but not be friends with the young people (Blacker, 2010).

Research by Griffiths et.al, (2019), asked leaders in youth projects how they built the trust of young people. The research concluded that whilst the relationship between the adult and the young person

was vital to success, as youth work goes under professionalization there needs to be a more consistent approach from youth workers to build trust and relationships with young people. Whilst I agree that youth workers need to be consistent with their approach and expectations of young people, the study did not take into account the views of the young people at the youth projects. I believe it is also a fine line between consistency and youth workers becoming carbon copies of each other and I do not believe this would be effective practice. Young people require a level of humanity from youth workers, different approaches and different personalities, will ultimately reach out to a wider demographic of young people.

Negative experiences in youth groups and projects are often down to disagreements with peers or bullying (Dworkin, 2007). To provide all young people with the best outcomes from youth work projects, boundaries must be discussed at the beginning of projects. The expectations of the young people and youth workers in the group must be clear to all of the individuals from the beginning.

Many of the young people which attend the PRU are open to a number external agencies. It often takes time to build relationships between professionals in other services and youth workers. These networks enable youth workers to best support the young people (Milbourne, 2005). Youth workers should be aware of other agencies and familiarise themselves with the professionals within them, so they can create a joined-up approach when supporting the needs of young people. These informal connections are essential as they build cooperation and communication between agencies and organisations which 'enable better coordination of community activity', (Gilchrest, 2000).

Safeguarding the young people is an essential part of youth work. Each organisation should have an up to date Safeguarding policy or a Child protection policy. The PRU's safeguarding policy currently states that the mentors must have Child Protection training Level 1 (Lewis, 2020). This allows the mentors to recognise safeguarding concerns within young people. Youth workers should be know the organisations policy in the setting they working in and how to report a safeguarding incident. Youth workers must be aware of the

Spear (2007), argues that to safeguard young people there should be more open conversations between parents and professionals. Whilst I believe that engaging parents is important in youth work to provide a wraparound support for the young person, there are faults in this;

- The safeguarding concern may involve the parents/ guardians.
- The concern may be against the parents own beliefs which is why the adolescent would like to discuss in a non-judgemental environment.
- Youth workers work to build a young persons trust so open conversations are had. It must be made clear to the young person that anything the young person says which may be a cause for concern would need to be safeguarded.
- Youth workers should maintain to keep the dignity of the young people.

In fact, the balance between confidentiality and tackling issues can prove especially difficult when a tackling a community issue. Creating interventions for a group of young people may expose the young person who confided about the community issue, but by not creating the targeted intervention this will not best support the young person who made the disclosure or the needs of the wider community (Sharkey, 2017).

The nature of the informal relationships involved in youth work make it difficult for policy makers to see the benefit of it. In a world of deadlines, the immediate effects of youth work are not always apparent (Davies, 2011). While it is possible to evidence qualitatively the benefits of youth work this makes it difficult to predict outcomes for the young people. While there does need to be regulation, I believe that the constant need to justify the benefits of youth work and the threat of funding cuts takes contact time away from the young people.

The PRU sports fortnight

During one school council meeting a young person suggested that he would like a sports day similar to the sports days that would be held mainstream provision. Pupils suggested that the two units met and competed against each other on a series of events. Myself and another member of staff said we would help the young people organise and coordinate the sports day.

We waited to set a date as we were hoping by Summer the weather would improve and the current restrictions would lift which would allow the young people from both units to come together in one place to compete. Unfortunately, the situation has not allowed for that to happen and as the older year 11 pupils will be leaving after their GCSE exams the sports “day” will be taking place virtually over two weeks. The two weeks when the sports fortnight will be taking place is also the first two weeks of the examination period. Exam stress has been shown to have significant effects on wellbeing (Zhang et al., 2011) so the virtual sports fortnight should help to combat this.

We asked the young people in Canolfan yr Eos in person what type of events they would like to see and asked Canolfan Aeron the same question via teams and came up with ten events. Some of the events, such as shot put and long jump, require equipment. I contacted a professional, which I had previously worked with from Ceredigion Actif, who lent us the equipment we needed. As we had one set of equipment, we arranged that Canolfan yr Eos had the equipment on the first week and Canolfan Aeron had equipment the second week.

The young people are allowed to complete the events as many times as they like and use their best score, to encourage engagement. We have made an excel sheet for pupils or staff to fill in when they compete so young people can update their scores.

The awards included;

- Unit which scored the most points

- Most events completed by an individual
- Most points scored in Eos
- Most points scored in Aeron

Interestingly, the young person that originally suggested that they would like to have a sports day completed the most events and scored the most points in Canolfan Aeron.

I only observed the young people completing the events in Canolfan yr Eos due to the Covid19 restrictions. Although the young people were completing the events individually I observed as they were completing them that it brought a sense of cohesion. One young person said to another “It doesn’t matter how we do individually it’s how we do as a team that counts”. Sport has been proven to encourage cohesion (Smith et al., 2013).

I found the young people to be generally very encouraging of each other and offered suggestions to each other on how to improve their performance. The young people enjoyed tasks like measuring the distance a shot put had travelled for each other which also encouraged them to think innovatively. An example of this was placing pool balls where the shotput had landed.

In conclusion, the young people gained more from the sports week then just improvements to their wellbeing.

A community profile

Ceredigion Pupil Referral Unit community profile, April 2021

Aim

The aim of this document, is to provide a community profile for the young people which access the Ceredigion pupil referral unit during the 2020/2021 academic year. In the community profile I will take into account the statistical information and views of some of the adults who work within the pupil referral unit and young people who access the service.

Equality of opportunity and valuing diversity

All of the subjects were given the same opportunity to complete the surveys. The staff and pupil surveys were sent on Teams. The parent surveys were sent via email which the parents all have access too. Some parents have also recently been provided with laptops for a new parental engagement scheme within the PRU.

Pupils were also asked to complete a birds-eye view map of their community. They were told there was no right or wrong answer it was individual to them and they had 10 minutes to complete it.

Methods, subjects and context

Three different surveys were sent out; staff, pupils and parents/ guardians. The aim was to find out how they felt about the PRU as a community and whether they felt included.

Geography

The Pupil Referral Unit currently has two separate centres within the county: Canolfan Aeron in Aberaeron and Canolfan yr Eos in Penparcau near Aberystwyth. Under normal circumstances young people have access to a range of alternative curriculum provisions and some young people are dual registered with mainstream schools, which means that they may access mainstream provision as well as the PRU. These young people may be reintegrated back into mainstream.

As of September of the current academic year, Covid-19 guidelines within the county state that staff and young people are not allowed to move between units (Ceredigion County Council, 2020).

The wider community

Ceredigion is a rural and coastal community with a number of small towns and villages. Public transport can be limited as there are few train services and bus services are limited to different areas of the county.

Previous youth work within the community

There were no youth workers working within the PRU until a youth worker was appointed to work with young people who were recognised as needing intervention due to mental health and behaviour in October 2019. The youth worker then accessed the PRU 2 days a week and worked with young people which staff based in the PRU recognised as the ones that would benefit the most from sessions with the youth worker.

Since the pandemic the youth worker that was based in the PRU had been redirected and there are currently no youth workers having face to face contact with the young people within the PRU. Some of the young people are accessing a youth worker virtually via Microsoft Teams.

Before the pandemic, youth clubs which the young people could access on a voluntary basis outside of school hours in Penparcau, Aberaeron and Cardigan however; engagement in these clubs from pupils accessing the PRU was generally low. The Youth Service currently runs a virtual Youth Club from 4pm- 5pm every Wednesday evening and virtual activities during the holidays which the young people in the PRU can access (Ceredigion Youth Services, 2021).

Joined-up working?

The PRU is the only school which is currently part of Porth Cymorth Cynnar (PCC). Other services within PCC include Youth Justice, the Youth Service, Team Around the Family and the Behaviour Service.

Having a system of integrated services within the county aims to provide the young people who access these services with a wrap-around support which meets the needs of individuals.

The young people in the PRU also access other services such as alternative curriculum, Barod- drugs counselling and CAMHS. Table 1 shows different agencies and services which the young people within the PRU access.

Table 1; The services which the pupils in the PRU in Ceredigion currently access.

Agency	Number of the group involved	KS3	KS4
Ed. Psychologist	1	1	
YJPS	1	1	
Dual Registered with mainstream provision	6	4	2
CAMHS	2	1	1
School Counselling Service	1		1
Voluntary Sector youth work			
Youth work sessions within school	1		1
Barod- Drugs counselling service	3		3
Hyfforddiant Ceredigion Training (Alternative Provision)	5		5
Accessing Hafan Haul (online LA nurture group)	1		1
Beudy Bach (Alternative provision)	5	3	2
Single registered PRU	8		8
Ieuenctid Ceredigion Youth (Alternative Provision)	7	2	5
Careers Wales	10		10
Social Worker	5	2	3
School nurse	1		1
Iechyd da			
Team Around the Family	2	2	

The young people accessing the PRU are sole registered or dual registered. If they are dual registered they will have contact with mainstream provision as well as the PRU. Before the pandemic the young people had access to a broader range of provisions many of which are not currently open. Gender is not included in the table as there is only currently one young person that identifies as female which accesses the PRU therefore this would not provide her with the anonymity of the rest of the group.

Facilities and Infrastructure

The young people catch taxis from their home to the PRU. Canolfan yr Eos is on a primary school site but not affiliated with the school. The unit is on the outskirts of the coastal town of Aberystwyth. Within the town there are facilities such as cafés, shops and a University. The unit does not currently have an accessible yard on site.

Within the unit the young people have board games, iPads, computers and recently bought gym and sports equipment. There is a kitchen within the unit which the young people access to complete wellbeing activities within the school such as, annual pancake decorating competition, cooking lessons or they are provided with toast at break and lunchtimes.

Canolfan Aeron is in the centre of Aberaeron and has recently had work done to it which has made some of the larger classrooms smaller. They can use the youth centre building which is on the same site. The unit has the same facilities as Canolfan yr Eos except for a yard which the young people use to play football and a gym.

Many of the lessons have been taken place over Microsoft Teams as the specialized teachers and other professionals such as the careers service cannot move between units. Once restrictions are lifted staff will move between units and young people from Canolfan yr Eos will be able to go to Canolfan Aeron to use the gym.

Bilingualism and Heritage

According to the Welsh Assembly Statistical Bulletin (2018) there is a higher percentage of Welsh speakers living in Ceredigion (60.1%) compared with the average percentage of Welsh speakers (29.9%) in Wales. The PRU does not currently have any formal Welsh lessons due to lack of engagement in the subject.

The Efficacy of Community Profiling

We asked the headmaster and teacher in charge for each unit for permission to send the surveys out and to set the task on Microsoft Teams.

Completing the survey was voluntary for pupils, staff and parents/ guardians. Only the young people were asked to complete the birds-eye view of the PRU community task which was also voluntary.

The following were the basic guidelines to complete the task;

- Create a birds-eye view of the PRU community.
- You have a maximum of 10 minutes.
- No staff assistance.
- There are no right or wrong answers.

I included an example of birds-eye view I found online so they had an idea of what it is. It was important for me not to include one that I had drawn of the community so they were not influenced when drawing their own.

Conclusions

Staff

Out of twelve staff, 6 replied to our survey. Four out of six of the staff that replied felt that they the PRU had built a good community. The comment from the staff member that did not said "Building a

school community at a PRU is a challenge, as often pupils aren't based in the community of the school they attend.” The person suggested that working virtually could improve this.

In a score out of 5, all of the staff answered at least a 3 when asked if they felt they were making a valuable contribution to the young people they work with. Staff noted helping them with wellbeing, social needs, qualifications and future employment as areas where they felt they were making contributions.

When asked how the PRU was viewed by the wider community, several of the staff used said the community viewed the PRU as “very naughty”, “naughty boys school” and that there is a “stigma” attached to the school. Some of the staff felt that attitudes towards the school were changing by the wider community and felt that more community engagement and events were necessary to improve this.

Parents

Out of fourteen potential answers only four replied which showed the lowest rate of response out of the three categories. As the survey is anonymous it is unclear whether these responses are linked to the same young person.

The respondents all said they had sufficient contact with staff at the PRU and when asked what activities would they like to see in the PRU. They all responded with no or N/A.

Young people

Seven out of the fourteen young people that attend the PRU responded to the survey. When asked *how do you feel about being part of the PRU community?* 1 being very negative and 10 being very positive the average score across the units was 8.4.

The same scale was used for *how do you think the wider community view the PRU?* The average score for this was 6.4. All of the respondents feel like they are making a valuable contribution to the PRU. Table 2 shows the comments made by the young people in response to the question.

playing football as a team and taking part in assembly and i go to all my lessons

I bring popularity to the school. I engage with the school council. I feel like I make the school feel more diverse.

I asked to participate in mainstream work and i got supported with the choice and got given opportunities

Having school council meetings and sharing ideas and them then being used

i believe everyone at the pru make a contribution as everyone is listened to and no one has any problems.

I asked in the council meeting if we can play football/rugby and it happened, im also funny

I help out a lot, have good days and try to get as much work done as I can. Teacher's here reward us with prizes like Amazon voucher's and we buy ourselves cool things like keyboard's and LED lights.

These comments show strong themes of self-worth, pupil voice and opportunities provided by the PRU.

In summary

Across the three categories of people there were strong themes of community, purpose and self-worth within the PRU. I believe work could be done to improve the engagement of the PRU in the wider community. This will help the young people feel like they are part of the community and can continue making valuable contributions to the community which they feel like they are making to the PRU. By organising events in the community we can offer roles and opportunities for parents/guardians which may increase parental engagement within the PRU.

SWOT Analysis

Strengths

The Pupil Referral Unit offers opportunities for young people who do not access mainstream education for a number of reasons including school refusers or pupils that have been excluded from other settings.

During their time in the PRU many of the young people who have attended Key Stage 3 have been successfully reintegrated back into mainstream following progress in social, emotional and behavioural skills (Estyn, 2020). Generally young people who access a PRU with social, emotional and behavioural difficulties (SEBD) fail when being reintegrated back into mainstream provision (Pillay, Dunbar-Krige and Mostert, 2013). Under normal circumstances some of the young people are able to access the PRU on a dual placement which gives them opportunities academically. Young people who are excluded from mainstream education often face less favourable outcomes including reduced employment prospects, (Utting and Haydn, 1998), social exclusion and isolation (Obidah, Wright, Weekes and McGlaughlin, 2001) and involvement in crime (Parsons et al., 2001).

Emerging research shows that the lack of access to school during the pandemic has negatively impacted young people's mental health and there is a rise in anxious behaviours shown in young people that have been educated at home (Del Duca, 2021). All of the young people have had the opportunity to access the PRU physically, throughout the pandemic despite pupils in mainstream, unless classed as the children of key workers or vulnerable children, being told to stay at home. This has meant they have had more face to face contact with staff, social interaction with peers and consistency.

The school council provides an opportunity for the young people to get their voices heard. Ideas from the school council have included inter-unit sleigh building competitions, pancake competitions and cinema trips.

Weaknesses

The PRU is limited to the range of subjects which it can offer compared with a mainstream provision because there are not as many specialised teachers in the PRU compared with that in mainstream provision.

As the pupil numbers are limited the young people do not have the opportunity to play team sports as they would in mainstream. Playing in regular physical activity has shown physical benefits as well as a reduction in anxiety and depression (Murphy, Sweeney and McGrane, 2020). A few of the young people have expressed they would like to join sports teams but do not have the confidence to go to a team outside of school.

Opportunities

The PRU are currently advertising for an additional, full-time teacher. This will provide the school with more scope for different subjects and more available places at the PRU. Within the job description it asks for “positive, inclusive attitude towards diversity” and to “create an inclusive, comfortable and happy unit environment to ensure good pupil engagement and wellbeing,” (Teacher – Ceredigion Pupil Referral Unit | Ceredigion County Council Careers, 2021).

The young people have individualised time tables. This flexibility means the school can provide timetables to best meet the needs of the pupils. The staff discuss with the pupils what they would like to do and provide options for what courses they can undertake in alternative curriculum.

Threats

The young people’s personal circumstances can often have an effect on their engagement in activities and lessons within the PRU. Despite this staff can help them to learn to manage and regulate their emotions and behaviour and use things like check-in and check-out words to help them recognise their emotions.

A summary of own learning and development, linked to your professional development plan and underpinned with reference to examples from your practice and appropriate literature such as National Occupational Standards (NOS) for Youth work

Introduction

In 2018, a review of the NOS for youth work was conducted by CLD Standards Council Scotland. This review involved input from industry leaders from the four nations of the United Kingdom and amended and developed the existing NOS according to roles within the sector that were identified by the industry leaders (National Occupational Standards | CLD Standards Council for Scotland, 2021). In this document I will reflect on my personal, professional development since September, 2020 using examples from my practice and use the National Occupational Standards for Youth Work.

Work in accordance with the 5 pillars of Principles and Purposes of Youth Work in Wales (YWWRG, 2018)

In my professional development plan I said that I would work to develop positive relationships with the young people within the unit. The young people which accessed the PRU this year included school refusers, young people with mental health conditions and young people which have been excluded from school.

The relationship which the young people offer an opportunity for young people to learn new skills, a safe environment to explore issues, mature and develop (Rodd, 2019). Depending on the needs of the young people these relationships need to take time to build.

A young person's ability to build positive relationships within social environments such as schools, improve academic engagement and is beneficial for their mental health (Allen, 2021). As some of the young people have had limited socialising opportunities over the past few years beginning with basic relationship building activities, such as card games at break time, have been important tool for the staff within the unit.

Work with young people and others

Within my professional development plan I stated that I would *'Be well informed about what other agencies/ services are open to the young people and which professionals can best support needs the young people.'*

Although the meetings outside of the work bubbles are currently done virtually, the inset days have provided me with the opportunity to talk to different professionals in breakaway groups working within different services for PCC.

I have supported a young person in his sessions with a youth justice support worker which provided me with an insight into how they run their sessions and what the objectives of the sessions are. The youth justice professional took the lead but I provided the young person with the consistency element of Canolfan yr Eos.

When organising the virtual sports week I was able to contact a Ceredigion Actif staff member who I had previously worked with, and asked to borrow equipment. He was able to offer advice on how to run certain elements of the sports fortnight.

Facilitate learning and development of young people through planning and implementing learning activities in youth work

I planned an assembly on activism which featured three young people which had changed policies in some way. I then discussed with the young people how they could make positive changes to policy. The young people discussed writing letters, protesting and signing petitions. We then discussed how to conduct yourself to get your voice heard. Methods called 'extreme protest methods', such as those adopted by extremist groups or groups such as extinction rebellion prove largely ineffective and can make society hostile to the cause (Feinberg, 2020).

Actively demonstrate commitment to inclusion, equity and young people's interests and health and wellbeing

Occasionally, the young people will comment on something negatively by saying "It's gay". As a youth worker I believe that this is an opportunity to challenge them and open the conversation as to why that phrase could be damaging. Studies have shown that a high proportion of adolescents regularly hear language in school which could be deemed as homophobic and poor mental health is disproportionately higher in the LGBTQ+ community (Espelage, 2016). In a 2017 report by Stonewall, 86% of LGBT young people regularly hear phrases such as "that's so gay" and "you're so gay". In the same report, 68% of LGBT pupils said that school staff 'sometimes' or 'never' challenge homophobic language. When I first began to hear them using the phrases I used to tell them to stop but as my practice developed I found it more effective to ask them if they knew what it meant and then how damaging it could be if, a peer, is questioning their sexuality. I tend to use the word questioning, as I have often found young people say "but no one in here is gay", when challenged. I believe that if this is discussed calmly with the young people it creates a safe environment and makes staff more approachable for anybody who would like to discuss their sexuality. There is a LGBTQ+ board in the unit but a discussion with young people on a one to one basis provides youth workers with the opportunity to signpost young people to services which may help them.

I planned an assembly for Black History Month. The assembly contained information about Harriet Tubman, Nelson Mandela and Stormzy. I explained to the young people that they were all black people who had taken a stance against racism in their own way. I then asked the young people if they thought racism still existed in the UK, the young people were divided about this despite recent Black Lives Matter protests. I then gave them some facts about race pay gap and hate crime. The young people then overwhelmingly decided that racism did still exist in the UK. The session had three white males and one girl of a Romany heritage. The staff in Canolfan Aeron also used my PowerPoint to have an assembly with the young people and staff in Aeron.

Plan and implement strategy and youth work activities for young people

It became apparent during a conversation with a young person that there was a need for sexual health education within the unit. I planned sessions around puberty, positive relationships and contraception. As some of the young people within the unit showed poor personal hygiene, I planned a session around personal hygiene, intended to educate young people on why it was important and what young people could do to improve their personal hygiene.

The young people which access the unit are currently talking a lot about drinking energy drinks off site so I have emailed a drugs councillor from Barod Cymru to ask if they have resources they can send us to deliver sessions within the unit for the young people. I will deliver the session when I receive the resources from Barod.

Develop, lead and manage self and others

I organised the virtual sports week along with another mentor. We asked the pupils across both units what they wanted to see included and talked to staff about the rules and boundaries the young people had helped us set. We were able to adapt from the original plan of having a sports day and communicated with staff and young people.

Work with communities and others

During the pandemic the opportunities to work with the young people in the wider community have been limited. I supported young people in raising money with a Macmillan coffee morning. I supported them in making cakes and then we sat and had a virtual coffee morning with the young people and staff in Canolfan Aeron. The staff made donations to Macmillan as we were unable to sell the cakes to the public.

As the restrictions begin to ease for the Summer term we are going to engage the young people in creating an outdoor space in the local primary school.

Completed courses

Since September, 2020, I have completed courses on;

- Creating positive pathways for people who have exhibited harmful sexual behaviour
- Introduction to detached and outreach youth work
- Behavioural Sleep Intervention Workshop

Section 6

Appendices

Journals

Journal 1

22/01/2021

In Canolfan yr Eos today, myself and another mentor were supporting two year 10 boys in a cooking session. One of the boys had been a school refuser for a number of years before physically attending the unit at the beginning of January, his attendance is now good and he engages in lessons and sessions with mentors. The other young person has attended the Pupil Referral Unit for a number of years but is looking at being reintegrated back into mainstream provision on a dual placement when the current restrictions are lifted.

The young person that is aiming to return to mainstream, expressed that he felt stressed about the amount of catch up work he had to do for his mainstream subjects so he was given the choice of doing some mainstream work catch up on Microsoft Teams or cooking. He chose to catch up while the other young person cooked.

The lesson was more informal and the young people appeared relaxed; smiling and chatting. The young person that is aiming to return to mainstream said about the other mentor in the room, "Miss has got the clap", in a joking manner. I said to the pupil, "Do you know what 'the clap' means?" to which he replied, "No".

I then went on to explain that 'the clap' was Chlamydia. Using the Brooke sexual health site we then talked through how Chlamydia can affect people and how it can be symptomless. The conversation then opened up to different forms of contraception. As staff we explained that some forms of contraception do not prevent sexually transmitted infections and are not guaranteed to protect against pregnancy. The young person then said he would like to start a family and wanted to have

children. This opened up another discussion about when the right time to start a family is. The Welsh Governments (2010), policy on sexual education says that in KS4 young people need to understand the features of effective parenthood and the effect of loss and change in relationship.

As a follow up to the session, I raised it in a Unit meeting tonight that the young person would like to learn more about sexual health. He had also said that he would prefer to do it in a small group rather than a big class and with staff he knew rather than a school nurse. The teacher in charge then allotted a time slot on a Thursday morning to talk about healthy relationships and sexual health which I will be leading and organising along with another mentor. I also emailed my line manager and asked whether myself, and the other member of staff could do the c-card training. This would allow us to give out condoms and gain more knowledge to provide the young people with a better understanding of their sexual health.

Lamb, Pagán-Ortiz and Bonilla, 2021, conclude that sexual education practitioners could learn from the behaviour of people in the current pandemic when their own personal sense of wants and needs are set aside for the benefit of the wider community. For us, when planning the sexual health sessions it was important for us to plan activities around positive relationships as well as STI's and contraception. This is in line with the PRU's health and wellbeing policy which includes;

- *Understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.*
- *Recognise when relationships are unhealthy and need to be aware of how to keep safe and seek support for themselves and others.*
- *Understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.*

(Lewis, 2020)

Sexual health education has provided positive outcome in the short term for adolescents. These outcomes include increased condom use, a better understanding of STI's and their transmission and improved understanding of consent (Morales et al., 2018). There is also a positive correlation between the increase long term condom use and the number of sexual education session (Johnson, 2011) therefore we need to make improved sexual health education a long term goal rather than a short term fix.

Studies have shown that sexual education in schools and outreach has been more effective in decreasing unfavourable sexual characteristics than that in youth centres (Denno, Hoopes and Chandra-Mouli, 2015). The study was made up of largely developing countries where there is a greater male engagement than female. I disagree that under all circumstances, youth clubs do not provide good outcomes for the young people who access them as youth workers will have an understanding of the specific needs of the young people who access them and the community. I believe there needs to be a combined approach where there is statutory sexual education that happens within schools that ensures that all young people have some knowledge of sexual health and wellbeing but the informal, voluntary relationship with youth workers make it easier for young people to approach adults and seek advice. There has been successful projects involving Youth Work within Wales to promote good sexual health within its population. One programme involving marginalised young men in South Wales which covered STI's and contraception but also focused on the men's self-esteem, values and attitudes towards sex. The young men accessed the group in a single-sex environment were able to put aside macho behaviour and discuss openly with other people in the group (Sex Education Forum, 2002).

Schools have a duty to provide statutory sex education for the pupils that attend. This includes SEND pupils and looked after children. Young people who are socially and economically marginalised have disproportionately poorer outcomes when it comes to sexual health (Welsh Assembly Government, 2010). This said, youth work and youth centres can provide a valuable place for young people to

discuss, in a safe environment any concerns they have regarding their sexual health. C-Card training is a valuable tool as it allows youth workers to hand condoms out. There is no current outreach youth service in Ceredigion however individuals which have the c-card training and are able to provide young people with condoms on a weekend or during the evenings could provide a valuable tool within the county to provide better sexual health.

Journal 2

28/01/2021

Today was the first sexual health session with two boys, aged 14 years old and 16 years old. We began the session by agreeing to group rules. These rules were written on an A3 piece of card and agreed to by both the mentors and the young people within the group. The rules provided the young people with expectations and boundaries from what to expect from others within the group. This created a feeling of security. We also told the young people that the rules could be changed or added too by any member of the group as long as they were discussed and agreed to by all.

The rules consist of;

- Respect each other
- Listen to each other
- Support each other
- Non-judgemental
- Give and listen to advice
- Confidentiality- apart from safeguarding

Despite saying that they would feel more comfortable in the presence of staff they knew, rather than a school nurse, to begin with their body language was uncomfortable and they struggled to discuss with staff and each other. We had asked our line manager if we could find and enrol on a c-card training course however; he said he would pass it onto the manager's board but we might be unable

to do it due to cost. He did suggest another staff member who had done the c-card training meet with the boys virtually. We discussed with the teacher in charge and decided that as the boys had said they would feel more comfortable discussing it with staff they knew and had established relationships with, that sessions may be more effective if we conducted the sessions between us.

There is a benefit to using virtual platforms for youth work; it is more cost effective, reaches more people in rural areas, informs young people about what is happening in their area and youth workers can see more young people in a shorter space of time (Yu and Bayram, 2021). Whilst there are benefits and youth work online should not be seen as a hindrance but rather a tool to support young people alongside traditional face to face contact with young people (Székely and Nagy, 2011), having supported young people virtually over Microsoft Teams this year, some of the problems I have faced is young people being unwilling to turn their camera or microphone on and using the chat function to communicate. Working virtually has been a useful tool when beginning to work with young people with high levels of anxiety about coming into the unit physically, it means that professionals cannot safeguard young people without seeing their physical appearance and anybody could be using the chat function through a young person's device.

The first session was about puberty and we got the information from the Brook website (Puberty – Brook, 2021). The information on the Brook website provided us with structure and up to date information. The boys were clearly uncomfortable to begin with so it was important for us to discuss with them in an informal environment by sitting down with them and chatting with them rather than a more formal, classroom setting, where we would be standing up and they would be sitting at desks. I find using humour appropriately with young people to be effective in breaking their boundaries. I remembered last week that one of the young people had called a penis a “todger”. I used the word todger today and the young people laughed. A combination of the informal, equal partnership and using humour made the young people discuss the topic more openly as the session went on.

During the next sessions we will be focusing on relationships. To begin with we will discuss what positive characteristics look like in general relationships and what is normal in a relationship before we move on to talk specifically about romantic relationships. We will end the session by talking about consent. Educating young people about sexual relationships, through youth work can provide a preventative tool when combating sexual abuse and harassment (Smallbone and Rayment-mchugh, 2013).

These sessions are examples of youth work where it is difficult for policy makers to see the benefit. With only two pupils the sample size would not be big enough and gathering information on their future relationships outcomes could be difficult and take a long time to attain. Policy makers may see this as an expensive provision given the high staff to young person ratio.

Journal 3

26/02/2021

On Friday mornings, I have begun supporting a year 9 pupil in his sessions with a Youth Justice Support Worker. The young person has weekly sessions on a Friday morning and was referred by his mainstream setting following an incident, before he began attending the PRU. The incident involved the young person bringing a knife to school. The young person has been attending Canolfan yr Eos since mid-January and is doing well; he says he's made friends, he is enjoying learning in school and his attendance has improved.

The Youth Justice Support worker wanted to discuss the effects of people carrying knives and why young people might carry knives. The young person is not known to be affiliated in a gang and said he had carried a knife as he had tried to tell staff that he was being bullied, but did not feel as staff were listening to him, so wanted to even out the playing field and stand a chance against another young person that was bigger than him. Young people who engage in knife crime have often been excluded

from school and feel alienated from society (Clement, 2018). He has previously described sitting in a lonely corner in mainstream settings where he did not have any friends and nobody talked to him.

Knife crime is on the rise in the United Kingdom. Young people (age group 0-24 years) account for a high proportion of these crimes however; there is also a higher number of these crimes in metropolitan areas such as London , compared with non-metropolitan area therefore knife crime is relatively rare in Ceredigion compared with other areas of the UK (Office for National Statistics, 2021).

Adverse childhood experiences (ACEs), poor mental health and socioeconomic status are often risk factors in knife crime (Mock and Arai, 2011). As well as engaging in crime they are more likely to experience substance abuse, unemployment and poor physical and mental health as adults (Greenfield, 2010).

Following a number of knife crimes committed by young people, the home secretary announced a £100 million increase in funding for police forces in England and Wales in March, 2019. During this time he also cut the funding for support programmes for youths at risk of committing knife crime and youths who have been affected by knife crime (Ponsford, Thompson and Paparini, 2019). I believe that instead of increasing police funding increasing grass roots youth projects and employing more youth workers would act as a preventative method.

The young person said that in his mainstream setting he was often alone and felt like he was being talked about by staff and peers. He is currently dual registered with the PRU and his mainstream setting and as he is in KS3 he will be reintegrated back into his mainstream setting. This young person is visibly more relaxed then when he started in the PRU.

“Youth work has at its core the importance of providing safe environments for young people and of supporting the safety as well as the development and well-being of young people.”

(Youth work in Wales; Principles and Purposes, 2018)

Towards the end of the session the young person turned and said to me “I hope all this talk of knives and murder hasn’t freaked you out or put you off me”. I reassured him that I would still treat him the same as I did before this session. He then thanked me. When he spoke to me it was important that he did not feel judged in anyway as feeling judged is barrier to building trust with an adult. The youth justice support worker also commented to me on how much calmer this young person appeared since attending the PRU.

In conclusion, although not all young people experience the risk factors which lead them to commit crime, recognising early warning signs may help us provide early interventions for young people. This in turn will help their general health and wellbeing, reduce or prevent substance misuse and prevent them from committing other crimes. To do this, I believe youth workers are essential. As they can provide consistent support for young people and build a relationship where they can talk and feel listened to. I believe that building a relationship starts with something small. In the case of this young person he has shown a particular interest in history as staff we have taken this on board slotted in a timetabled history session for this young person and asked his mainstream setting to send history work over. By keeping this link with his mainstream it is hoped that reintegration is more likely to be successful. Fundamentally youth workers must create an environment which is inclusive. The staff make a conscious effort at lunch and break times to ask pupils if they want to play card games or pool. This young person has built relationships with his peers which he says he did not have in mainstream. The PRU has created a safe and consistent support network for this young person.

Journal 4

21/04/2021

“Youth work in Wales is based primarily on a voluntary relationship between young people and youth workers”.

The youth work setting that I currently work in is a PRU, therefore, the young people do not attend the setting voluntarily. The young people that currently attend the PRU include school refusers, pupils with high levels of anxiety and pupils with historically low attendance. Despite this, all of their attendance has improved greatly since attending the PRU.

The Local Authority has a legal obligation to provide young people with education which must include core subjects. For 12-16 year olds the recommended time that they spend in school is 25 hours and this can be combined with alternative provision timetable (The School Year and Session Times, 2009).

- During the current restrictions all of the young people that access the PRU have continued accessing the PRU, despite mainstream provision only allowing online access, except for vulnerable young people and the children of key workers. This led me to ask; *Why do young people that have historically low attendance in mainstream provision come into the PRU and engage in core lessons where they did not in mainstream?*

A young person that has been attending the unit since the beginning of the academic year told me today that *"she wouldn't come in if she didn't want to be there"*. This young person has been a school refuser before beginning in the PRU.

I thought about this and wondered what was different about mainstream provision and the PRU. Having worked previously for the behaviour support service in mainstream settings and currently working in the PRU I believe that one reason for this is the difference in the mentality of the staff in mainstream and the PRU. In the PRU both the teachers and the mentors treat the young people more equally, whereas mainstream staff often talk to the young people from a position of authority which causes conflict. Mainstream school staff often greet this difference in approach with resistance (Bradford, 2010).

When reintegrating young people from PRUs to mainstream provision barrier to success have shown an inclusive, caring attitude by school staff and school ethos have both shown to be important factors (Thomas, 2014). A reason for this could be as austere authority continue to make cuts services such as youth services, behaviour support services and educational psychologists there is increasing pressure on school to fill the gaps to meet the needs of the SEBD young people (Pillay, 2013). Interestingly, teachers going to work from a mainstream school to a PRU have changed their attitude towards SEBD young people (Farouk, 2014). Young people who attended a PRU sited that the individualised approach offered by the PRU as oppose the generalized approach of that in mainstream worked better for them (Michael, 2013).

Within the PRU the high level of communication between staff and the clear expectations of the young people mean the young people know where they stand and this provides a feeling of safety amongst the young people. This is in contrast to mainstream setting as inconsistent messages and different expectations of the young people by different staff members provide an unsettling environment for young people which often gets them into trouble (Hart, 2013).

In summary, while I do believe that if a relationship between a young person and a youth worker is voluntary, and it may help the young person to engage, I do not personally believe that a relationship between a youth worker and a young person has to be purely voluntary for it to work. The relationship must have strong themes of consistency and equality. Staff in the PRU show hope for positive outcomes for the young people that attend which is not consistent of that in mainstream provision (Hart, 2013)

Journal 5

29/04/2021

This morning I led an assembly about the United Nations rights of the child. The session was supposed to be for four boys, aged between 14 and 16 years old. Two of the boys came into assembly took their

books out and appeared relaxed, one of the boys had to attend an appointment with another professional online and the fourth boy chose not to engage in the assembly. The fourth boy has had a difficult week over uncertainty in his foster placement. Staff have taken the approach to give him time when he comes into school, provide him with someone to talk to and have shown the young person that although they cannot make decisions about foster placements they can chase different services and try and provide answers. This approach is working because as the days go on he is chattier with pupils and staff and chooses to engage in his lessons.

I used an assembly I found on Twinkl but began the session by asking the young people to divide a page in half with needs on one side and wants on the other. I then told them that they needed to write down on a post-it note an item that I read out, and without discussing it with staff or peers, put it under either the needs or wants column, the young people then had an iPad each on each table and took a picture of the page. I then went through the assembly and read out some of the slides which had some of the UN articles on.

As the different articles came up on the slides this opened up the conversation about what they meant. The young people engaged in the discussion well examples of this are;

- *Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.* The young people said that they were able to discuss their views and make changes during school council meetings.
- *Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.* The boys discussed how lucky we were to have the NHS and how some people in other countries were not able to access good healthcare.
- *Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's*

dignity. Richer countries must help poorer countries achieve this. Despite saying that they dislike school often the young people recognised that young people did not have access to education in some poorer countries or had to go out to work to provide money for food for their families.

One of the slides read;

Article 9: Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Given the uncertainty with the fourth young person's foster placement, had he have engaged in the assembly this may have made him upset, angry or uncomfortable and whilst it is important to educate the young people about their rights and confront difficult topics, I believe that I should have reread the PowerPoint this morning to ensure that it was currently appropriate for all. Young people with SEBD often have different levels of resilience compared with other young people (Pillay, 2013) and whilst consistency and forming good relationships improves resilience as a professional it is important that we are sensitive to young people current situations.

Within the session I tried to think about the five pillars of youth work. The five pillars of youth work are; Educative, Expressive, Participative, Inclusive and Empowering (Youth work in Wales; Principles and Purposes, 2018).

- Educative; I provided the young people about the information about the basic rights they are entitled to. As there was only time to run through some of the articles I showed them the UN rights of the child display in the corridor which lists all of the rights of the child.
- Expressive; the young people shared their opinions and views. They respected and listened to the views of others.

- Participative; the young people had discussions with staff about what they were entitled too and what others in low income countries may not have access to such as clean water.
- Inclusive; all of the young people had the opportunity to take part.
- Empowered; we discussed how we could make positive change and what was the best way to get your voice heard such as writing a letter or protesting. The young people also discussed that some people did not conduct themselves as well as others when they protested such as the extinction rebellion as their message was not heard as they are so disruptive to people's lives.

Since the UN rights of the child were first published, it has provided society with an increased understanding of the importance of the voice of children and young people (Zumbach, 2021). This provides a strong theme in youth work settings.

Journal 6

30/04/2021

For the first time this week a risk assessment allowed us to take the young people off site to play football. They have been allowed to go for wellbeing walks offsite for a couple of weeks however; one of the young people approached staff last week and said that although he enjoyed going on wellbeing walks he would like to play football as well. There is no yard or field to play ball games on the PRU site due to ongoing building works, but there are public playing fields a 5 minute walk away. Following the young person's query the question was asked to Gold Command and then a risk assessment was completed.

Along with another mentor, we walked three boys down to a local playing field. The boys are 14, 15 and 16 year old. One of the boys plays rugby regularly for a local team, another of the boys said he would like to join a football team and the third boy said he would like to play rugby for a local team. As the numbers of young people are so low within the PRU it is not possible for the school to form a

sports team. The two young people who would like to join a local sports team but do not currently attend have said that they do not have the confidence and feel anxious about attending.

We took a football and a rugby ball down with us and began by kicking the football around. In the recovery from the pandemic the Welsh Assembly Government says that in their final report (2021) the wellbeing and education of the young people should be a priority.

As well as the benefits of physical wellbeing for taking part in physical activity there are also a number of other benefits. Taking part in team sports has been shown to lower risk-taking behaviour in adolescents (Steiner, 2000). It has also shown to lower suicidal thoughts, decrease anxiety levels and shyness and improve social skills and self-esteem (Eime, 2013).

The young people suggested different challenges such as the crossbar challenge, 2 vs 2 with one person in goal and passing a rugby ball around. The young people did not argue amongst themselves during any of the games, did not swear and were polite and encouraging to staff and peers throughout.

One of the boys said he struggled to make the rugby ball spin when he was passing it. The other two boys have shown to have high levels of anxiety but I asked whether they would show him as they both appeared relaxed. The boys explained, showed him and offered him advice to improve. Not only could the boy pass the ball better but, arguably a better outcome from that scenario was the ability of the boys to explain and give him instruction. As well as anxiety one of the boys also struggles in English lessons to organise his writing and provide instruction so the benefit to him was even greater.

In conclusion, going forward as youth workers working within the PRU we must ensure regular physical wellbeing sessions. While we are not normally employed outside of school hours I believe there is scope as youth workers for us to take the young people to local sports teams and try and engage them in activities. With the positive relationships that develop within the PRU having us there to take them will give them the confidence they need to go and lower anxiety levels.

References

- Albright, J.N., Hurd, N.M. & Hussain, S.B. 2017, "Applying a Social Justice Lens to Youth Mentoring: A Review of the Literature and Recommendations for Practice", *American Journal of Community Psychology*, vol. 59, no. 3, pp. 363-381.
- Allen, Joseph P et al., 2021. The Connection Project: Changing the peer environment to improve outcomes for marginalized adolescents. *Development and psychopathology*, 33(2), pp.647–657.
- Blacker, H., 2010. Relationships, friendship and youth work. *Youth work practice*, pp.15-30.
- Bradford, Simon & Byrne, Siobain, 2010. Beyond the boundaries: resistances to school-based youth work in Northern Ireland. *Pastoral care in education*, 28(1), pp.19–31.
- Bradlow, J., Bartram, F., Guasp, A. and Jadv, V., 2017. School Report: The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017. Stonewall, p.6.
- Brook. 2021. Puberty – Brook. [online] Available at: <<https://www.brook.org.uk/your-life/puberty/>> [Accessed 20 January 2021].
- Careers.ceredigion.gov.uk. 2021. Teacher – Ceredigion Pupil Referral Unit | Ceredigion County Council Careers. [online] Available at: <<https://careers.ceredigion.gov.uk/jobs/req102816/>> [Accessed 6 May 2021].
- Ceredigion County Council, 2021. Reopening Guidance & Ceredigion PRU Gradual Reopening Plan September. p.7.
- Ceredigion PRU., 2021. About Us – Ceredigion PRU. [online] Ceredigion.ceredigion.sch.uk. Available at: <<http://ceredigion.ceredigion.sch.uk/about-us/>> [Accessed 11 February 2021].
- Children, Young People and Education Committee, 2021. The impact of COVID-19 on children and young people; Final Report. Welsh Parliament, p.4.

Cldstandardscouncil.org.uk. 2021. National Occupational Standards | CLD Standards Council for Scotland. [online] Available at: <<https://cldstandardscouncil.org.uk/resources/standards-and-benchmarks/national-occupational-standards/#:~:text=Youth%20Work%20NOS&text=The%20new%20NOS%20were%20published,and%20a%20place%20in%20society.>> [Accessed 15 April 2021].

Clement, M., 2010. Teenagers under the knife: a decivilising process. *Journal of Youth Studies*, 13(4), pp.439-451.

Davies, B., 2011. 'Youth work stories: in search of qualitative evidence on process and impact'. *Youth & Policy*, 106, pp.23-42.

Del Duca, M., 2021. Working With Students Battling COVID Anxiety. *ASHA Leader*, 26(2), pp. 28-30.

Denno, D., Hoopes, A. and Chandra-Mouli, V., 2015. Effective Strategies to Provide Adolescent Sexual and Reproductive Health Services and to Increase Demand and Community Support. *Journal of Adolescent Health*, 56(1), pp.S22-S41.

Dworkin, J., 2007. Adolescents' Negative Experiences in Organized Youth Activities. *Journal of Youth Development*, 1(3), pp.44-62.

Eime, R.M., Young, J.A., Harvey, J.T., Charity, M.J. & Payne, W.R. 2013, "A systematic review of the psychological and social benefits of participation in sport for children and adolescents: informing development of a conceptual model of health through sport", *International Journal of Behavioral Nutrition and Physical Activity*, vol. 10, pp. 135.

Espelage, D., 2016. Sexual orientation and gender identity in schools: A call for more research in school psychology—No more excuses. *Journal of School Psychology*, 54, pp.5-8.

Estyn report, February 2020. A report on Ceredigion Pupil Referral Unit. p.7.

Farouk, S., 2014. From mainstream school to pupil referral unit: a change in teachers' self-understanding. *Teachers and Teaching*, 20(1), pp.19-31.

Giceredigionys.co.uk. 2021. Ceredigion Youth Services. [online] Available at: <<http://www.giceredigionys.co.uk/article/>> [Accessed 6 April 2021].

Gilchrist, A., 2000. The well-connected community: networking to the edge of chaos. *Community Development Journal*, 35(3), pp.264-275.

Greenfield, E., 2010. Child abuse as a life-course social determinant of adult health. *Maturitas*, 66(1), pp.51-55.

Griffith, Aisha N, & Johnson, Haley E. (2019). Building trust: Reflections of adults working with high-school-age youth in project-based programs. *Children and Youth Services Review*, 96, 439–450. <https://doi.org/10.1016/j.childyouth.2018.11.056>

Hart, Natalie, 2013. What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff. *Emotional and behavioural difficulties*, 18(2), pp.196–212.

Hart, Peter, 2016. Young people negotiating and maintaining boundaries in youth work relationships: findings from an ethnographic study of youth clubs. *Journal of youth studies*, 19(7), pp.869–884.

Johnson BT, Scott-Sheldon LA, Huedo-Medina TB, Carey MP. Interventions to reduce sexual risk for human immunodeficiency virus in adolescents: a meta-analysis of trials, 1985–2008. *Archives Pediatrics Adolescent Med*. 2011;165(1):77–84.

Jones, G., 2021. PORTH CYMORTH CYNNAR SUPPORT AND PREVENTION SERVICE. Guidance for schools, p.3.

Lamb, S., Pagán-Ortiz, M. and Bonilla, S., 2021. How to Provide Sexual Education: Lessons from a Pandemic on Masculinity, Individualism, and the Neoliberal Agenda. *International Journal of Environmental Research and Public Health*, 18(8), p.4144.

Lewis, G., 2020. Health and Wellbeing Policy. Ceredigion PRU, p.8.

Lewis, G., 2020. Self-evaluation form for Safeguarding and Child Protection; PRU. Ceredigion County Council, p.6.

Michael, S. and Frederickson, N., 2013. Improving pupil referral unit outcomes: pupil perspectives. *Emotional and Behavioural Difficulties*, 18(4), pp.407-422.

Milbourne, L., 2005. Children, families and inter-agency work: experiences of partnership work in primary education settings. *British Educational Research Journal*, 31(6), pp.675-695.

Mock, S. and Arai, S., 2011. Childhood Trauma and Chronic Illness in Adulthood: Mental Health and Socioeconomic Status as Explanatory Factors and Buffers. *Frontiers in Psychology*, 1.

Morales, A., × José, P.E., Orgilés, M., Escribano, S., Johnson, B.T. & Lightfoot, M. 2018, "Interventions to reduce risk for sexually transmitted infections in adolescents: A meta-analysis of trials, 2008-2016", *PLoS One*, vol. 13, no. 6.

Murphy, J., Sweeney, M. and McGrane, B., 2020. Physical Activity and Sports Participation in Irish Adolescents and Associations with Anxiety, Depression and Mental Wellbeing. Findings from the Physical Activity and Wellbeing (Paws) Study. *Physical Activity and Health*, 4(1), pp.107-119.

Obidah, J., Wright, C., Weekes, D. and McGlaughlin, A., 2001. "Race," Class and Gender in Exclusion from School. *The Journal of Negro Education*, 70(3), p.234.

Ons.gov.uk. 2021. The nature of violent crime in England and Wales-Office for National Statistics.

[online] Available at:

<<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/thenatureofvio>

lencrimeinenglandandwales/yearendingmarch2017#how-is-violent-crime-defined-and-measured>
[Accessed 10 February 2021].

Parsons, C., Godfrey, R., Howlett, K., Hayden, C. and Martin, T., 2001. Excluding Primary School Children - The Outcomes Six Years On. *Pastoral Care in Education*, 19(4), pp.4-15.

Pillay, J., Dunbar-Krige, H. and Mostert, J., 2013. Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and Behavioural Difficulties*, 18(3), pp.310-326.

Ponsford, R., Thompson, C. and Paparini, S., 2019. We need a renewed focus on primary prevention to tackle youth knife violence. *BMJ*, p.l1769.

Rodd, Helen & Stewart, Heather, 2009. The glue that holds our work together : the role and nature of relationships in youth work. *Youth studies Australia*, 28(4), pp.4–10.

Sex Education Forum, 2002. Delivering sex and relationships education within the youth service. [ebook] National Children's Bureau Enterprises Ltd, p.1. Available at: <<https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/healthyschools/SRE%20-%20Youth%20work%20settings%20-%20NCB.pdf>> [Accessed 8 April 2021].

Sharkey, J.D., Reed, L.A. & Felix, E.D. 2017, "Dating and Sexual Violence Research in the Schools: Balancing Protection of Confidentiality with Supporting the Welfare of Survivors", *American Journal of Community Psychology*, vol. 60, no. 3, pp. 361-367.

Smallbone, S. and Rayment-mchugh, S., 2013. Preventing Youth Sexual Violence and Abuse: Problems and Solutions in the Australian Context. *Australian Psychologist*, 48(1), pp.3-13.

Smith, Matthew J et al., 2013. Transformational leadership and task cohesion in sport: The mediating role of intrateam communication. *Psychology of sport and exercise*, 14(2), pp.249–257.

- Spear, Scott J., MD, & English, Abigail, JD. (2007). Protecting confidentiality to safeguard adolescents' health: finding common ground. *Contraception* (Stoneham), 76(2), 73–76.
<https://doi.org/10.1016/j.contraception.2007.04.011>
- Steiner H, McQuivey R, Pavelski R, Pitts T, Kraemer H: Adolescents and sports: risk or benefit? *Clin Pediatr* 2000, 39:161–166.
- Székely, L. and Nagy, Á., 2011. Online youth work and eYouth — A guide to the world of the digital natives. *Children and Youth Services Review*, 33(11), pp.2186-2197.
- Thomas, D., 2014. Factors affecting successful reintegration. *Educational Studies*, 41(1-2), pp.188-208.
- Thomas, P., 2011. Proving Our Worth? Youth Work, 'Race' and Evidence. *Youth Work and Policy* 2011.
- Utting, D. & Hayden, C. 1998, "Children Excluded from Primary School. Debates, Evidence, Responses / Response", *British Journal of Educational Psychology*, vol. 68, no. 4, pp. 615.
- Welsh Assembly Government. 2010. Sex and relationships education in schools. The Welsh Assembly Government.
- Williams, J. and Walters, L., 2019. Welsh language results: Annual Population Survey, 2001- 2018. *Statistical Bulletin*, [online] Available at: <<https://gov.wales/sites/default/files/statistics-and-research/2019-05/welsh-language-results-annual-population-survey-2001-to-2018.pdf>> [Accessed 3 April 2021].
- Yu, X. and Bayram, A., 2021. Managing capacity for virtual and office appointments in chronic care. *Health Care Management Science*,.
- Zhang, Z., Su, H., Peng, Q., Yang, Q. and Cheng, X., 2011. Exam Anxiety Induces Significant Blood Pressure and Heart Rate Increase in College Students. *Clinical and Experimental Hypertension*, 33(5), pp.281-286.

Zumbach, Jelena, Saini, Michael & Koglin, Ute, 2021. Children's Strategies for Giving Voice to Needs Consistent with the UN Convention on the Rights of the Child (UNCRC). *Family court review*, 59(2), pp.309–323.

2009. The School Year and Session Times. [ebook] p.5. Available at: <<https://gov.wales/sites/default/files/publications/2018-03/22-the-school-year-and-session-times.pdf>> [Accessed 28 April 2021].

2018. Youth work in Wales; Principles and Purposes. Education Workforce Council, p.4.