

Part A - General Information

Charity Name

Say It With Your Chest CIC

Charity Type/Structure

Community Interest Company (CIC)

If 'Other' please specify

community interest company which is also not-for-profit as it is limited by guarantee

Charity Registration Number

Our company number is: 12027332

Project Name (if same as Charity Name, please leave this blank)

Switch Ambassador Programme

Lead Contact

Sabrina Jones

Email

info@sayitwithyourchest.co.uk

Phone

07983019665

Social media handles (Twitter, Facebook, LinkedIn, Instagram etc):

Twitter : @saywityourchest

Facebook : www.facebook.com/SAYITWITHYOURCHEST

Instagram: @saywityourchest

Website: www.sayitwithyourchest.co.uk

Part B - Project Proposal

Project Mission: A snapshot of the project's intention (50 words max)

The Switch Ambassador Programme aims to reduce exclusions due to the negative outcomes that can occur as a result of being excluded from school. The programme consists of bespoke workshops and 1:1 mentoring sessions. The programme is delivered to students who are at the highest risk of being excluded.

Situation (250 words)

Exclusions are occurring on a large scale, for example an average of 40 students are permanently excluded per day and 2,000 students are fixed period excluded every day in England (Timpson Review, 2019). School exclusions make already vulnerable young people more vulnerable, as being excluded leads to a reduction in the number of hours that a student spends in a supervised environment (APPG, 2019). A plethora of research has found that being excluded has several negative outcomes. For example:

- One in four students who are excluded are not in education, employment or training (NEET) between the ages of 16-19 (Department of Education, 2011).
- An excluded student is four times more likely to be jailed as an adult (The University of Edinburgh, 2016).
- Only 1% of excluded students go on to receive five good GCSE grades (IPPR, 2017).
- Not engaging with school and being excluded are very strong indicators for those who are at risk of involvement in youth violence (Youth Safety Taskforce, 2018).
- Nine out of ten young people who were in contact with the criminal justice system due to youth violence were excluded from school (The Greater London Authority, 2018).

Complication (250 words)

The most common reason for all exclusions is persistent disruptive behaviour (Department of Education, 2019). Due to persistent disruptive behaviour being the main reason for the majority of exclusions, this raises several questions regarding what is being done to tackle the disruptive behaviour before it gets to the stage where a student is excluded.

If a student attends school, this is a protective factor against some of the negative outcomes that can occur as a result of being excluded (a protective factor increases an individual's ability to avoid risks). Yet. the rate of

exclusions is increasing every year. For example, in the academic school year 2018 to 2019 446,159 exclusions occurred. The number of exclusions are thought to rise even more due to the impact that Covid-19 will have on students' behaviour.

Certain students are at a higher risk of being excluded. For example, students who have special educational needs are seven times more likely to be excluded, students who are eligible for free school meals are four times more likely to be excluded and students from the black and minority ethnic community are four times more likely to be excluded (Department of Education, 2019). Future prospects for these students are negatively impacted as a result of being excluded from school. Therefore, we aim to change the narrative for students at risk of exclusion by helping to reduce the behaviours which could lead to them being excluded.

Solution (250 words)

The Switch Ambassador Programme provides early help for those who are at the highest risk of being excluded. The programme focuses on empowering students to be the best version of themselves and improving the behaviour and outcome of students by working in partnership with secondary schools.

A five week pilot of our programme has been trialled. The programme consisted of bespoke weekly workshops and 1:1 mentoring sessions. The workshops were for an hour and the mentoring sessions were for 30 minutes. The power of choices is an example of a topic that was delivered.

In the pilot several outcomes were achieved. Please see below some of the outcomes (this is based on a 6 month follow up):

- 0 permanent exclusions.
- 80 % of the students got more positive behaviour points after the programme.
- There was a 57.55 % increase in the amount of positive behaviour points.
- 40% of students improved their attendance.

In our pilot study we achieved our primary outcomes (reduced exclusions, improved attendance, better behaviour and an increase in positive behaviour points) as a result of increasing self-esteem, well-being and resilience. We have revised our programme by incorporating additional methods and activities into our programme which research has found improves self-esteem, well-being and resilience. We have also extended the duration of the programme to 12 weeks. We plan to deliver a revised version of the programme to test whether our product is practical, scalable and sustainable.

Part C - Wider Support

How would the Stephen Lloyd Award network of partners' support be beneficial to your project? (250 words max)

Support from Bridges Ventures would enable us to convey to stakeholders what the return for society is as a result of our programme. For each excluded student it costs society around £370,000 per child for alternative education costs, benefits, healthcare and criminal justice costs (IPPR, 2017). It would be extremely helpful to be able to demonstrate to stakeholders the costs that we can save society as a result of our programme.

Additionally, support from the Royal Society of Arts, The National Council for Voluntary Organisation, Social Enterprise UK and Toby Blume would enable us to become connected to like minded individuals. This is important because we recognise that we cannot achieve our mission by ourselves.

For change to be created, systematic changes also need to occur in the education system. To achieve this people need to understand what the problem is. SIWYC has begun to address this by informing public and policy awareness in a variety of ways. For instance by speaking on BBC Politics London, BBC Asian Network and at Goldsmiths University of London. However to raise further awareness of the current problem and proposed solutions, support with communicating our message from The Media Trust and Matter and CO. would be useful.

The Stephen Lloyd Award network of partners would also be beneficial to SIWYC because I currently do everything by myself so receiving advice and support through mentorship, business planning help, legal advice and help to ensure the business model is scalable would be invaluable.

Part D - Financial Justification

In general terms, please explain how the funding would be used to carry out your project. (50 words max)

Funding would be used for:

- Staff salaries

- Programme printing costs
- Stationary
- Carrying out further trials of the programme
- If another lockdown happened the funding would also be used to purchase a Zoom business pro account so we could deliver the programme virtually

Part E - Supporting Information

Governing Documents: Where relevant, please upload any recent charity accounts and governing documents as attachments.

- [Say-It-With-Your-Chest-Governing-Documents.pdf](#)

Team: We would like to learn a little more about the individual or team invested into the project. What are your individual credentials? Is there a story behind how you or your team all came together to support the project? (75 words max)

There is currently one person in the company (Sabrina the founder and CEO). Sabrina has over ten years experience working with young people in different educational settings, where she has successfully improved behaviour, grades, confidence and attendance. Sabrina has a first class psychology degree and she has also completed training in counselling skills, safeguarding and adverse childhood experiences.

Additional References: You are welcome to provide a list of up to 5 links with relevant supporting material as further reference.

https://docs.google.com/document/d/13_cYPr_lomgtq9xDmPQDJAm0UDMZvzd0M6x1MaFBSk/edit?usp=sharing

<https://docs.google.com/document/d/1Tlco6HNNli3unoHFgGXJlvGMFfIEG0esnJrDWHdHD0/edit?usp=sharing>

https://docs.google.com/document/d/1nsh_DoBwj0jEUjXXcap4xMVuUefSYF07H5taBM3rQl8/edit?usp=sharing