Beginnings...

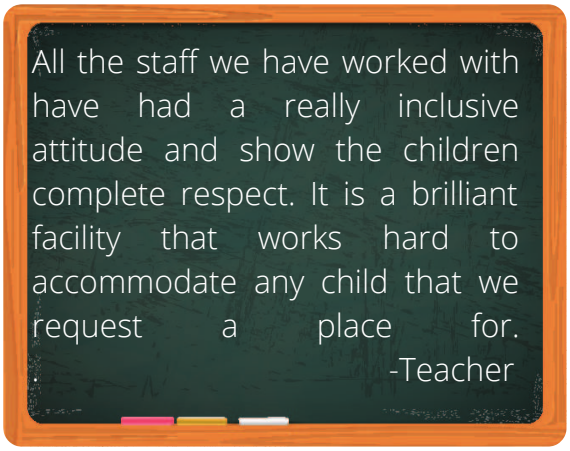
In response to feedback from our previous Social Impact Report, and to help readers better understand our service, we have created an example of a typical experience of provision at its start, middle and end point...

Debbie is a 12 year old young woman who had been out of school for 3 months following an incident where she threatened to physically harm a peer. Debbie has not been able to explain why she did this and refuses to talk about the incident. Debbie has been diagnosed with ADHD and likes to be really active. Follow her BF journey...

Debbie's pastoral support worker captured Debbie's voice in the Skills for Life Service Request Form – this helped Debbie to feel included from the start and encouraged her to talk about how she thinks BF might help her.

Eliza, one of the BF Instructors, invited Debbie for a taster session at BF Adventure. Eliza showed Debbie around the site and introduced her to some of the team to help Debbie feel welcome and comfortable.

Eliza introduced herself to Debbie's parents and to her Pastoral Support Worker. She explained BF's approach and how she would stay in contact during the provision. She sent a welcome pack to Debbie and her family so she would know what she needed to bring.

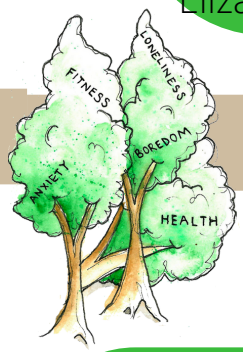


Debbie's first day

Debbie arrived and was greeted at the entrance by Eliza and some of the other instructors. There were lots of other young people arriving so Eliza suggested that they find somewhere quiet to sit and have a chat. Eliza checked that Debbie had had some breakfast and had brought a packed lunch. They made a cup of tea together and sat on a bench to plan their day. They agreed that the main purpose of the day was to get to know each other a little better, that they'd both try to listen properly and to have lots of fun.

Eliza knew that Debbie finds it difficult to sit still and listen so she used the walk between activities to talk with Debbie about the BF Deal, the confidentiality policy and information about how we work at BF. Debbie really enjoyed her first session on the climbing wall. She had never tried climbing before and made it halfway up the route. Debbie was a bit anxious that she was wearing her best trainers and that they might get scraped on the wall, but she didn't feel able to tell Eliza.

At the end of the day, Eliza asked Debbie if there was anything she wanted to say about her day for the session report that will be sent to her school. Debbie asked Eliza to say that she'd had a great day, that she was quite pleased with her climbing and that she had tried really hard to listen. Debbie also said that there was lots of new information to take in and that it was tiring.



Eliza agreed that it had been a busy day and asked Debbie what she'd like to do next session. Debbie said that she'd like to try climbing again and that she would wear different shoes.
Eliza phoned Debbie's mum to reassure her that the session went well and to confirm the time for next week.

Middles...

Debbie's second day

Debbie arrives at reception and is keen to show Eliza her old trainers. Eliza is delighted and says that there will be no holding her back this week. On the way to the climbing wall, Eliza talks to Debbie about how impressed she was with the trust that Debbie put in her last week. They chatted about how scary it is thinking that someone you barely know is holding the rope and how you have to trust them. Debbie admitted that she finds it difficult to even trust what her own feet are doing and whether she is able to concentrate long enough to hold on – never mind worrying about whether the belayer is paying attention. They agree that Eliza will give Debbie extra reassurance that she is there and help her to focus as she climbs.

Debbie is amazed when she gets to the top of the wall. She tells Eliza that she was really scared – scared that she might not be able to do it and that it would make her look stupid. Eliza asks her if she would like to grab a hot chocolate and take some time to record how she feels in her BF Journal. Debbie shrugs and agrees.

Eliza wonders aloud if Debbie sometimes finds it difficult to trust herself in other situations and if there is someone who she trusts to talk to about this with.

Debbie's third day

Debbie takes a photo of her journal page and Eliza uploads it into her report. They agree that Debbie will try kayaking next week.

At lunchtime, Debbie tells Eliza that she was excluded from school because she pushed a boy against a wall and threatened him with some scissors because he insulted her mum and it made her really angry. She said that she didn't really know what she was doing. She told Eliza that she hasn't told anyone else about the reason why she did it because she didn't want to upset her mum. After some conversation, Eliza asked Debbie if she would be happy for her Pastoral Support Worker at school to know this. They agree to phone her together. Debbie asks Eliza to tell her mum. too.

Endings...

6 weeks later - it's Debbie's last day. Debbie is due to return to school next week on a reduced timetable. She has talked every week to the Pastoral Support Worker who is pleased that Debbie has been able to share her feelings about the incident.

Eliza organises a cake and a card which the whole team signs. Eliza has stuck lots of photos of Debbie at BF in the journal and written a positive message in the back about the changes that Debbie has made.
Eliza contacts the school to give final feedback about Debbie's progress and ask for theirs.

Outcomes

- Improved communication skills
- Positive relationships
- Empowerment
- Improved confidence
- Improved mental well-being