

Year in Review 21/22

Khulisa's 2021-24 strategy focuses on delivering three things to young people: improved social and emotional skills, positive relationships with trusted adults, and access to nurturing environments which prioritise their wellbeing.

Working across London, Birmingham and Manchester with a total of 44 partner organisations, we;

Reached
46,181
young people and key adults

61%
of young people we worked with
reported improved wellbeing



Delivered
92
programmes



Supported
634
young people
through our intensive
programme



Trained
765
professionals and
parents/carers

Our Impact: Young People

In 21/22, there was a substantial increase across all the core outcomes we measure on our young people's programme, 'Face It' - wellbeing, emotional-regulation, resilience, coping skills and social skills. This took pupils' responses from below to above national benchmarks for all our core outcome measures. During a period of national decline in pupil wellbeing, due to the pandemic, this is particularly heartening.

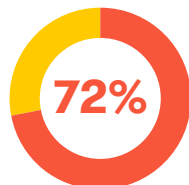
We also worked with young people to evaluate the programme through a series of films which they created.

“ I understand now what's happening to me when I get triggered. I'm hopeful that with practice I'll be able to stop doing it. It's like fitting pieces of a puzzle together. - Young Person ”

Of participants*

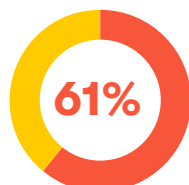
Resilience

72% reported improved resilience



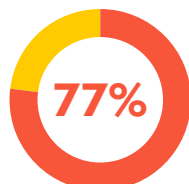
Wellbeing

61% reported improved wellbeing



Coping skills

77% used coping skills



In School

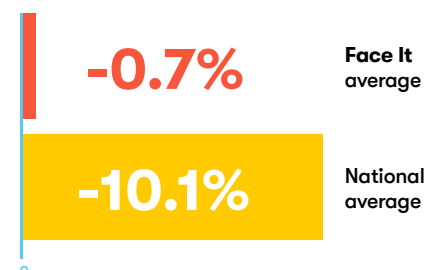
50% reduction in numbers of young people excluded

62% decrease in negative behaviour incidents



Attendance

At a time when national attendance levels fell by 10.1% due to the pandemic, attendance for the young people we worked with dropped by just 0.7%. This is notable as our participants are typically those who are most at risk of disengagement from school.



*N= 71 responses. Survey completion rate: 64%

Social and Emotional Learning Curriculum

Over 24 weeks and across two schools, Khulisa piloted a digital Social and Emotional Learning (SEL) Curriculum, helping teachers support their students' social and emotional skills in the classroom.

This pilot showed evidence that the programme helped to:

- Improve young people's resilience
- Improve teachers' understanding of the needs and behaviours of their students
- Build trust and improve relationships between young people, their peers and teachers

The SEL Curriculum will be taught to our partners as a part of our Whole School Approach.

“ Since implementing the SEL curriculum project, the most significant change for me has been a better understanding of needs based behaviours in students and myself, and peers, and everyone. This has impacted me and therefore my students. Specifically 'naughty' students, taking bad behaviours not personally, understanding it's based on unmet needs. I feel better equipped to support. - Teacher at Manchester Communication Academy ”

Our Impact: Nurturing Relationships

By expanding our trauma training offer, we've helped 765 teachers, professionals and carers understand trauma and how to help the young people in their care.

Professionals

This year we have expanded our professionals' trauma-informed training to more people than ever before. Our training teaches professionals who work with young people aged 11-25 how to support trauma-experienced young people, and create a nurturing, safe environment for the young people they work with. Of the professionals we trained;

86% found the training useful

88% plan to do something differently as a result of the training

Parents/Carers'

Since the pandemic we've increasingly heard from parents and carers worried about the young people they care for.

In Barnet and Manchester, we've worked with parents in the local community to design programmes that support their unique needs. Our parents/carers' programme supports parents to understand what's going on with their teenagers' brains, and provides practical tools to support them. We also teach parents and carers how to look after their own wellbeing so that they are more able to provide support to young people. Of the parents we worked with;

94% reported improved confidence in their parenting skills

94% plan to do something differently as a result of the training



Our Highlights

April 2021

Partnered with Street Doctors to reach more young people at risk of street violence

We started a public health partnership with Street Doctors, working with young people to improve their social and emotional skills.

April 2021

Researched the impact of Covid on young people in the justice system

Working with the Alliance for Youth Justice and Manchester Metropolitan University, we identified the key gaps in services and support for young people.

June 2021

Piloted a Social and Emotional Learning curriculum to support all young people's wellbeing

We piloted a new SEL programme delivering weekly lessons to 500+ pupils, along with training for teachers delivering the programme. Initial evaluations showed that young people with special educational needs and disabilities saw a particular benefit.

August 2021

Launched a radio wellbeing programme for prisoners

Given barriers to delivery and the mental health crisis in prisons, we launched a wellbeing programme for prisoners delivered over radio. The episodes reached 38,000 prisoners.

September 2021

Award received to develop new parenting programme

Khulisa won the Fair Education Alliance Intrapreneurship Award to develop a trauma informed creative arts parent wellbeing programme.

November 2021

Our mental health and wellbeing outcomes for young people receive special commendation

Judges at the Children and Young People Now 2021 Awards were particularly impressed that over 72% of our young people increased their resilience.

February 2022

Launched a young-people led video evaluation project

Young people created a video sharing their own stories, opinions and experiences of our programme. In their own words they highlighted how important the social element of the programme was and how teachers could benefit too.

March 2022

Launched our Whole School Approach

Partner schools signed up to three years of social and emotional wellbeing support including intensive support for the most at-risk young people, our Social and Emotional Learning (SEL) Curriculum, Trauma-informed training and a learning programme for senior leadership.

“Saul’s story”

Saul, 14, was referred onto our young person’s programme as his school were concerned that he was too easily influenced. His journey to and from school meant that without a strong belief in himself and the ability to say ‘no’ he could be an easy target for gang-recruiters and grooming.

“I’ve always really wanted to make friends and be liked. Other kids would ask me for my lunch money or other favours and I’d always give them what they wanted. They never gave it back and I could never ask.

I kept myself to myself at the start of the programme. I didn’t want to get involved or speak out much, I’d get too nervous. But as we went on I got chattier, even joining in banter, sticking up for myself. I stopped backtracking when I had something to share. I felt safe to express myself.

I liked the body mapping we did because it helped me spot changes in my body and to take control over my responses to things. In the circle I got to speak and be listened to - that doesn’t happen a lot for me and I got confidence from that. I gained a lot from Khulisa.”

Having been on the programme, Saul now worries less about making friends and teachers have noticed an improvement in his confidence.

I gained a lot from Khulisa - I’ve got confidence and can say ‘no’. I was always worried about not making friends before, but I don’t worry about that anymore. - Saul