



BUILD PROGRAMME

Internal Evaluation Report
October 2023



CONTENTS

Background	3-4
Overview	5-6
Key Outputs	7
Approach	8-9
Activities.....	10-12
Impact of the Pandemic	13
Resources for Young People.....	14-15
Evaluative Methods	16-17
Evaluative Findings	18-22
Accreditation	23
Conclusion.....	24-25
Further Reading.....	26

BACKGROUND

Kazzum's Build programme began at a time of steady increase in the rates of school exclusion within the UK.¹ In 2018 there were 165 young people in pupil referral units in Tower Hamlets, making it the borough with the 5th highest level of permanent exclusions in London.²

Black and minoritised young people and those with Special Educational Needs were (and remain to be) over-represented in school exclusion figures within the UK. Enquiries into this have found that these increasing rates of exclusion among specific groups may be the result of schools seeking to protect academic performance targets, (by excluding young people perceived to be underachieving), and an attempt to relieve the financial pressure of supporting young people with additional learning needs.³

The impact of school exclusion on the life chances of young people is widely known, with 42% of the prison population reporting being permanently excluded from mainstream school.⁴ Young people excluded from mainstream school are likely to have a range of existing vulnerabilities, which put them at risk of negative life experiences, and becoming involved in the criminal justice system.



- 1 London Assembly: Preventing secondary school exclusions report – 2019
- 2 The Majors Office London Landscape Dataset – 2018
- 3 London Assembly: Preventing secondary school exclusions report – 2019
- 4 Prison Reform Trust Bromley Briefing – 2017

BACKGROUND CONTINUED

The World Health Organisation's seminal study into Adverse Childhood Experiences (ACEs) found a direct link between childhood trauma and negative outcomes later in life such as poor educational attainment, alcohol and drug misuse, chronic disease, mental ill-health and entering the criminal justice system.

Living in an area of social and economic deprivation, puts young people at a higher risk of adverse childhood experiences. For young people living in Tower Hamlets, the 10th most deprived borough in England (LSOAs average score), this is a significant risk factor.

However, it is possible to mitigate the impact of ACEs through protective factors employed before the age of 18, such as secure and emotionally available adults. Our hope for Kazzum's unique Trauma informed approach and collaborative, repeated engagement with the creative arts would provide a protective factor for young people participating.



OVERVIEW

Kazzum Arts **BUILD** programme seeks to increase the skills and address the risk of involvement in criminal activity for young people excluded from mainstream school in Tower Hamlets.

The programme has been delivered at **London East Alternative Provision (LEAP)** since 2017. LEAP is an educational provision based in Tower Hamlets providing schooling for key stage 3 and key stage 4 young people who have been excluded from mainstream school.

Initially running as a pilot scheme, the programme has now been delivered for a further 4 years between 2019-2023, thanks to funding from the East End Community Fund, Young Londoner's Fund and Tower Hamlets Council. The programme was intended to be delivered for 3 years initially, but was extended to 4 years upon receipt of continuation funding from Tower Hamlets Council and additional support from The Paul Hamlyn Foundation.

Using trauma-informed practice and creative processes, the programme aims to build the skills and address the poor life chances of young people excluded from mainstream schooling. Weekly arts workshops across the academic year support young people (YP) aged 13-16 to:

**Build confidence
and communication
skills**

**Increase emotional
literacy and self-
reflection skills**

**Improve their
sense of wellbeing**

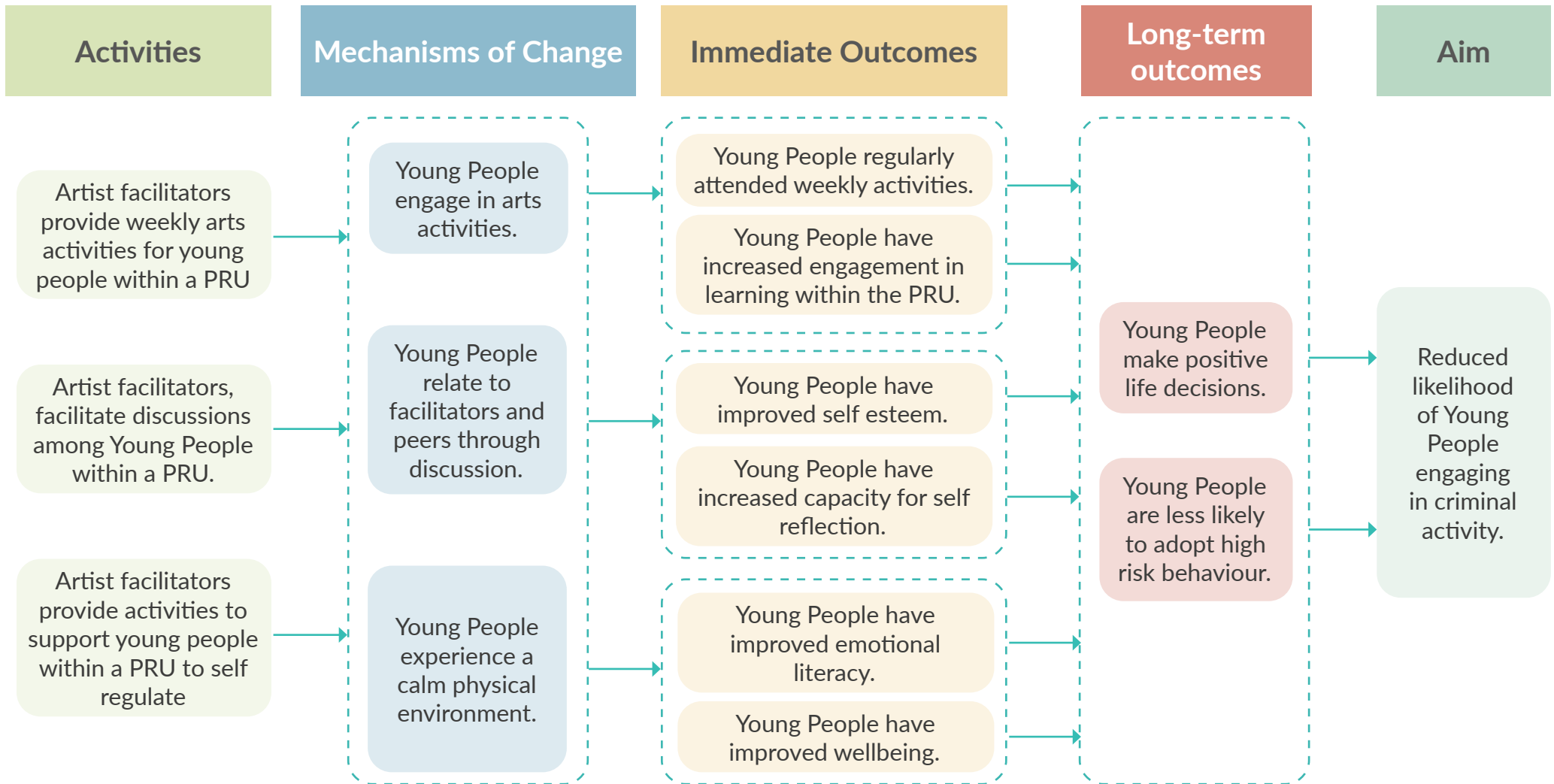
**Understand
and develop
relationships**

**Process the
experience of
school exclusion**

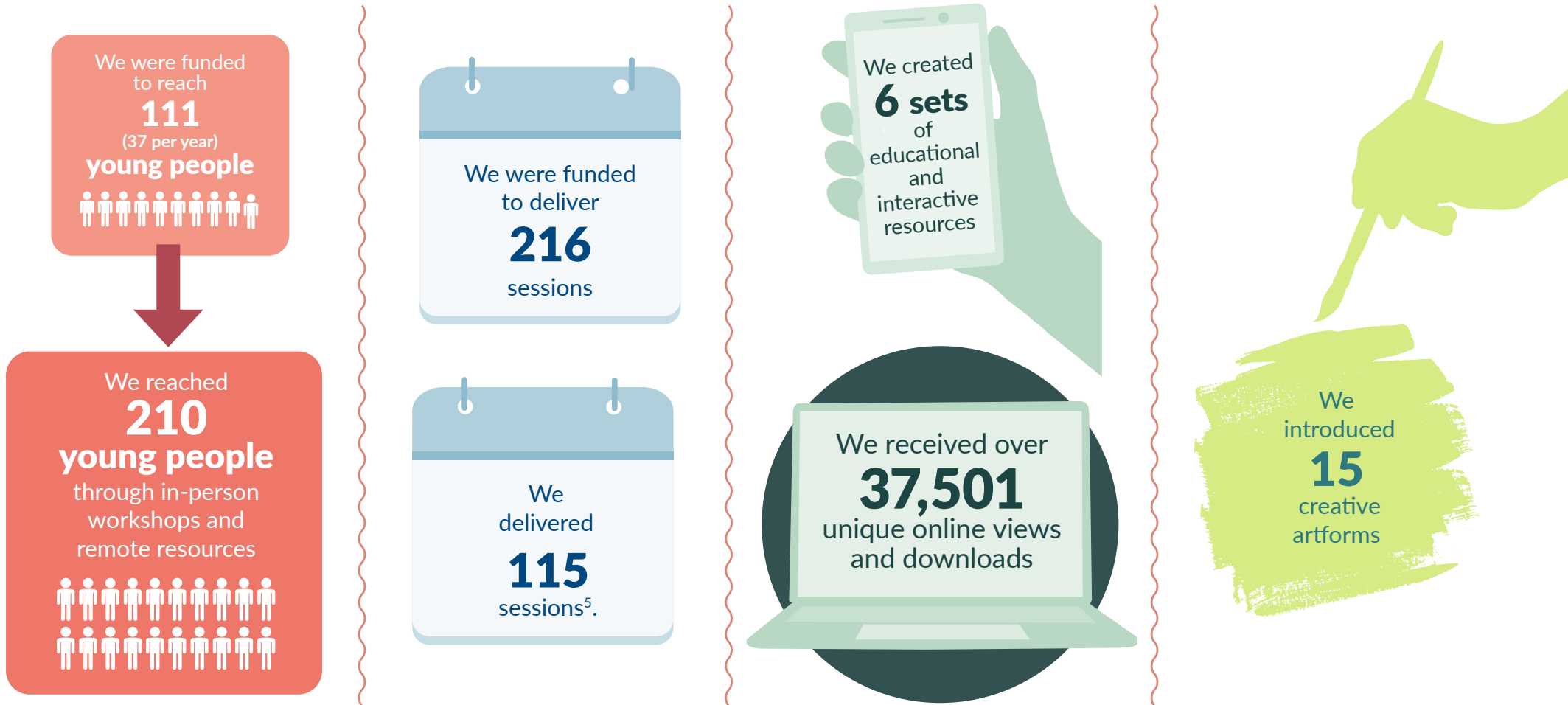
Through taking part in relaxed, fun and engaging small group activities, young people are provided with the opportunity to connect with other young people and Kazzum practitioners and improve their sense of belonging within the Pupil Referral Unit (PRU).

Our Theory of Change, created as part of our Young Londoner's funding (shown overleaf) illustrates the intention of the programme across the delivery period. The long-term goal is to reduce young people's likelihood in engaging in criminal activity as a direct result of the intermediate outcomes referenced above.

BUILD THEORY OF CHANGE 2019



KEY OUTPUTS



5 The National lock-down and school closures as a result of the Covid-19 pandemic resulted in this lower number of in person sessions.

APPROACH

We are aware that many young people at LEAP have experienced trauma and adversity. Relevant details regarding young people's life or family circumstances, as well as any access needs or SEMH requirements were discussed at referral meetings with staff ahead of each term. This allowed us to ensure that the activities, themes and facilitation style were accessible, responsive and appropriate to the needs of the young people.

Kazzum's unique trauma-informed approach

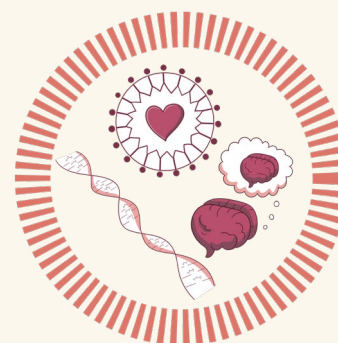
Uses the creative arts



Embodies relationships



Understands the impact of trauma



Recognises systemic and structural factors



This supports our understanding of the behaviours young people excluded from school may present. Young people impacted by trauma and adversity can find it challenging to let go of the defences that have protected them. They may be experienced as withdrawn, anxious or aggressive. Participating in creative activities can significantly support young people back into social connection with others and increase their sense of wellbeing and positive mental health over time. Our emphasis on creativity, relationship-building and meeting young people where they are at is central to our approach. The programme offered opportunities to participate in ways that are comfortable to each individual.

On the Build programme, the initial consultation session introduced young people to the creative process and allowed facilitators to build trust and find out about their interests. This supported engagement and relationship-building. This is particularly important among the young people at LEAP, many whom have encountered significant adversity and may be in a state of social defence as a result.

APPROACH CONTINUED

In offering a consistent presence across the academic year, with a familiar structure to each workshop and repeated games or activities the facilitators were able to build trust with the group, develop relationships and as a result the group were able to have fun, connect with their peers and share in a way that they were not able to in other lessons.

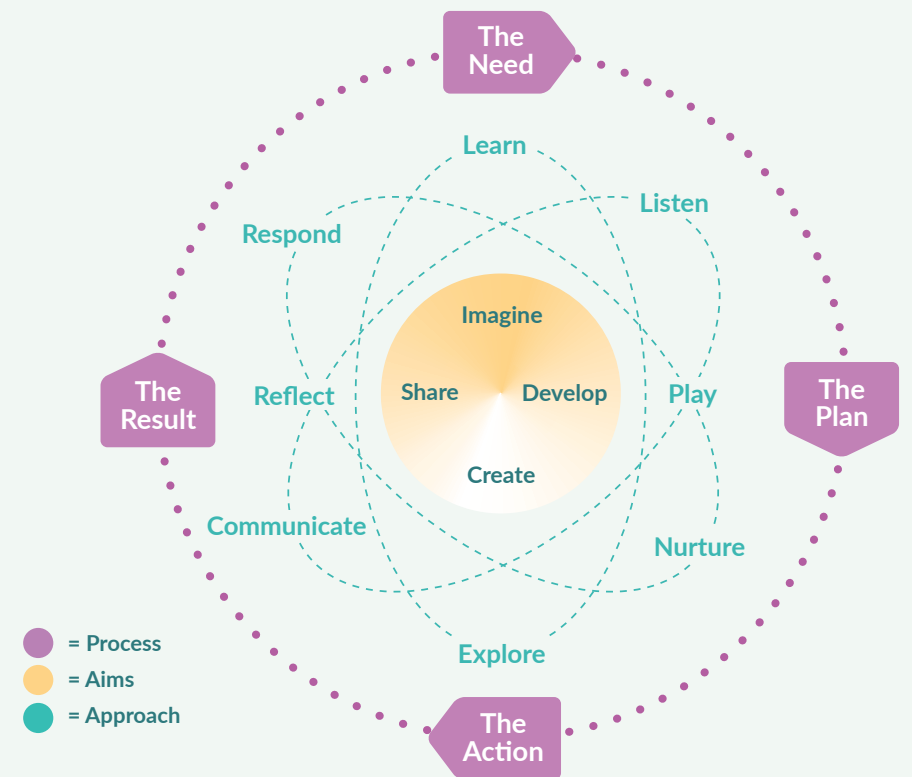
"It's been really great working with such a student focused group of people who are so creative. Kazzum really understand our cohort".

Head of Inclusion, 2023

Co-Production

Kazzum's workshops are co-produced alongside the young people who participate in the activities. Our cycle of co-production illustrates our trauma-informed collaborative approach when working with children and young people:

We involve young people at each stage of the workshop delivery, from an initial consultation to ongoing session-by-session reflection and feedback on the impact of the workshops. The evaluative consultation at the end of the academic year/project supports us to understand how the young people feel before and after their engagement with Kazzum Arts activity.



ACTIVITIES

Activity with Young People

Activities have ranged from drama e.g., role play to discussion, radio and podcast creation, mindfulness, self-reflection activities and visual arts activities, including colouring, collage, vision boards and drawing.

Being part of a group and engaging in fun interactive creative practices also allowed for natural relationship-building and development of interpersonal and social skills.

Over the course of the programme we have facilitated workshops with multiple groups, allowing us the opportunity to work with a range of young people across the student body:

**A key stage 3 (KS3)
mixed gender group**

**A key stage 4 (KS4)
girls' group**

**A KS4 boys'
group**

**A KS4 mixed gender
'communication' group**

**A KS4 mixed gender group
within the Inclusion Unit**

Each group served an identified need within the student body and the support required varied throughout the academic year.

The girls' group, for example, was created due to an emerging need for a safe, relaxed space for young women and female-identifying young people to be supported and to share their experiences. For the first few years of our work at LEAP young women and female-identifying young people were very much in the minority with 10-20 young women within the unit per year, to 60+ young men, (depending on the referrals from mainstream school). As such, female young women often shared with Kazzum Facilitators that they were the only girl in their class and how different this dynamic was from their mainstream school. The girls' group provided an opportunity to connect around issues specific to them as young women. Discussion and activity topics varied from identity and personal goals to relationships and sexism.

Likewise, the 'Communication' group was created to support young people with their speech language and communication skills. Staff had noticed that regular interpersonal conflicts were the result of misunderstandings between young people with identified Speech Language and Communication Needs (SLCN). Young people referred to this group had been identified as needing support with both their receptive and expressive language skills, with receptive skills an area of key concern. Kazzum worked with this group to use creative practices specifically drama, role play and group games to help them understand the nuances of language and how communication is more than just words. We explored facial

ACTIVITIES CONTINUED

expression, body language and use of voice through the activities to support development of communication and interpersonal skills.

Similarly, our work with the 'Inclusion' group began due to an identified need to support group cohesion and social skills for young people within the 'inclusion' unit. (The inclusion unit is a small provision within the PRU supporting young people who benefit from 1-2-1 or smaller group work due to neurodiversity or a social, emotional, mental health or medical need.)

Many young people who attended Kazzum's Build sessions had several barriers to overcome to be able to attend and be present within the workshop space. As well as some difficult home circumstances that we were made aware of, the young people were also tackling the stigma and uncertainty of exclusion from their mainstream school.

As the programme progressed particularly in the third and fourth year, there were a growing number of referrals of young people who were diagnosed with mental health conditions as well as young people with identified speech language and communication needs and neurodivergence. Some of these young people had missed substantial amounts of their primary school education, and many were identified by staff members as struggling with group dynamics and their social and communication skills.

As such, each group was intended to support the individual interests and the emerging needs of the young people (as highlighted above), and Kazzum's approach and activities gently supported engagement for young people who were sometimes reticent to engage.



ACTIVITIES CONTINUED

Training for Professionals

As part of this work, we factored in professional development for staff in the pupil referral unit to share our approach and develop a shared learning. We delivered an initial training session in year 1 of our funding period, around Trauma and Childhood Adversity. As part of this training session, we consulted with staff around what they would like to explore in further training sessions. Staff expressed a desire to learn more about exploitation and grooming of young people impacted by trauma and adversity. This became the focus of the second training session as a result. Feedback from both training sessions was overwhelmingly positive with 85% staff rating the training around trauma as excellent or good.

Educational animated videos were also created in house to support staff within the PRU and professionals within the wider sector.

Resources for Professionals

Animating Adversity

Comprises of 4 animated pieces to support professionals in developing an understanding of Adverse Childhood Experiences, the impact of traumatic stress upon children and young people and how to support them.



Grounded Educational Guides

Each of the 'Grounded' animations for young people, features a short guide for professionals and carers working with young people, to support them to take part, and encourage dialogue around the importance of self-care. We consulted with Jocelyne Quennell, Psychotherapist and Director of Wellbeing Faculty at the Institute for Arts in Therapy and Education in the creation of these to create a comprehensive guide for professionals.



IMPACT OF THE PANDEMIC

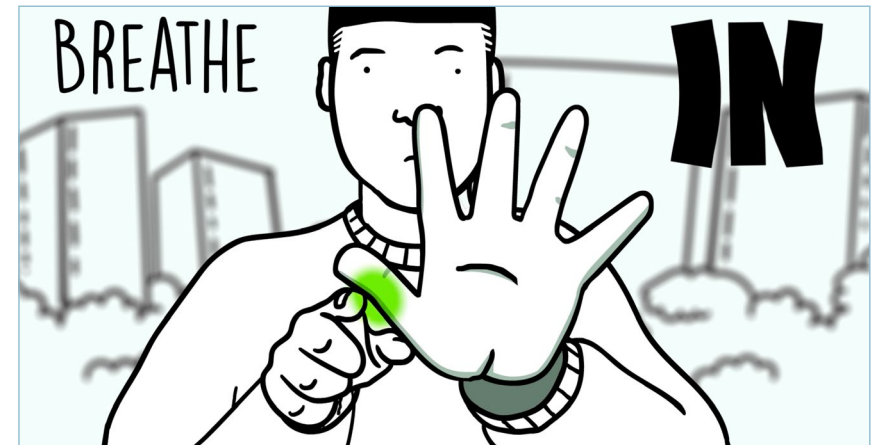
Due to school closures as a result of the Covid-19 pandemic we were not able to deliver all the scheduled sessions in person at the PRU. Between September 2019 and March 2020 we were able to deliver 36 of 48 scheduled workshops before activity halted. As a team, Kazzum were able to be responsive to this unique situation and we instead created remote resources and care packages that young people could engage with at home. These included digital but also printed resources, so that any young people who did not have access to a computer or the internet at home could still engage with the activities.

This new interactive, digital way of working extended beyond the pandemic and enabled Kazzum to adapt our overall working methods. The remote resources allowed us to reach a higher number of young people within the PRU engaging them both within the PRU and offering opportunities to be creative at home too. We also dramatically increased our engagement within the wider sector.

We are very proud that as a result of the Build programme and our adapted working method, we now have a way to support young people and professionals outside of our existing programmes of work and we have a wealth of remote activities available for free, via our website:

<https://www.kazzum.org/resources>

To date these remote resources have been viewed and downloaded **37,501** times.

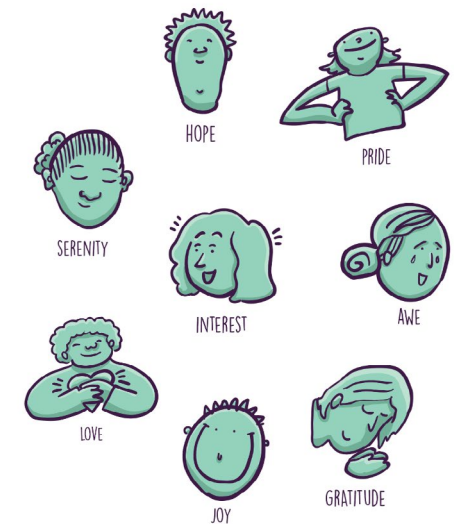


Our feelings

Draw some emoji faces that match your feelings this week, and colour them in...

You will need:

- Paper and a pen or pencil
- Colouring pens or pencils



RESOURCES FOR YOUNG PEOPLE

'Grounded' - Animated Resources -

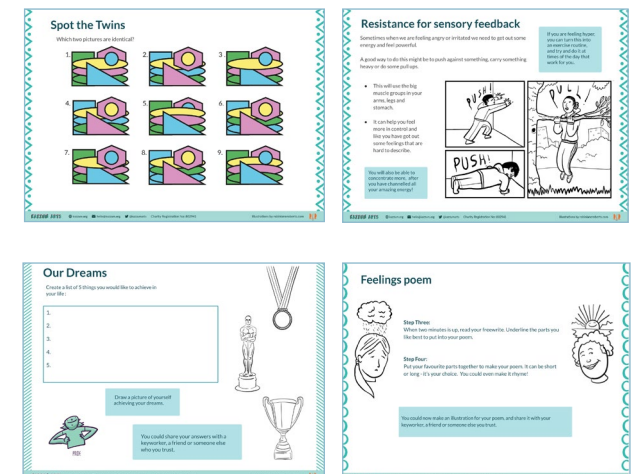
These 12 short, animated videos promote mindfulness, movement, relationships and relaxation. These animations were sent as messages directly to participants. The voiceovers for each of the animations was recorded by members of staff within the PRU, including the SENCO and Centre Managers maintaining a connection between staff and young people.



'Who Run the World?' - a 44-page colouring-in book for young women features inspiring patterns and designs to colour, inspirational quotes from female leaders and prompt discussion points to support their reflective thinking and enhance the learning. These colouring books along with coloured pencils were sent directly to young women, with a thoughtful message from facilitators.



'BUILD at Home' - For our work with young people in KS3 at LEAP we created a series of 36 interactive resources which include puzzles, creative arts activities and reflective worksheets to support young people to engage with learning and creativity. These are supported by short videos available on Google Classrooms which bring the activities into life and introduce DIY arts and crafts. The activities were uploaded to the wellbeing zone on the google classrooms portal for LEAP during the pandemic.



RESOURCES FOR YOUNG PEOPLE CONTINUED

Rights In Focus – These activity packs and animations focusing on the rights and entitlements of children and young people, were developed in response to sessions with young people at LEAP. A series of 14 broad themes were identified and related to Human Rights from both international and UK contexts.



CREATIVITY & ISOLATION

WHAT DID INSPIRE THIS ANIMATION?
Article 26: Everyone has the right to education. We should be helped to develop our talents, and be taught an understanding and respect for everyone's Human Rights. We should also be taught to get on with others whatever their ethnicity, religion, or country they came from.

Visit www.kazzum.org/rights
Click on Creativity & Isolation.

"Let's get used to other cultures. Portray the world for what it is and you will find the truth!"
John Bonga, British-Nigerian actor, producer and activist

WHAT DO YOU THINK?
What three words would you choose from the word bank (see page 3) to describe the animation?

FOLLOW THE YELLOW DOT
Follow the character of the yellow dot in the animation. What are some of the different emotions and concerns they might be experiencing? Write your answers in the thought bubbles below.

CONSIDER THE FOLLOWING QUESTIONS...

Do you think different groups of people are treated differently?

Have you ever felt that you've been treated unfairly?

Should all people be treated equally?

REFLECT
What actions would you give to a person who is feeling excluded?

You have completed this activity. Well done!

Switch On – This creative activity book is a legacy of our creative work with young people at LEAP. Designed for young people to experience creativity, increase wellbeing, develop reflective skills and build relationships. Our hope is that this resource and the accompanying educator guide enables young people to continue the creative and reflective activities we facilitated at the PRU over the course of our partnership with LEAP.



Make Your Fortune Teller:

1. Take your sheet of A4 paper and place it landscape on the table in front of you.
2. Turn your A4 paper into a square by diagonally folding it from corner to corner and cutting off the excess paper.
3. Lay your square paper out flat.
4. Fold each corner to the opposite corner.
5. Fold each corner into the middle.
6. Flip it over and do the same thing on the other side.
7. Fold in half and unfold. Then do the same thing the other way to further create the folds.
8. You can now put your thumb and forefinger inside the square pockets to move the 'teller'!

Step by Step instructions:

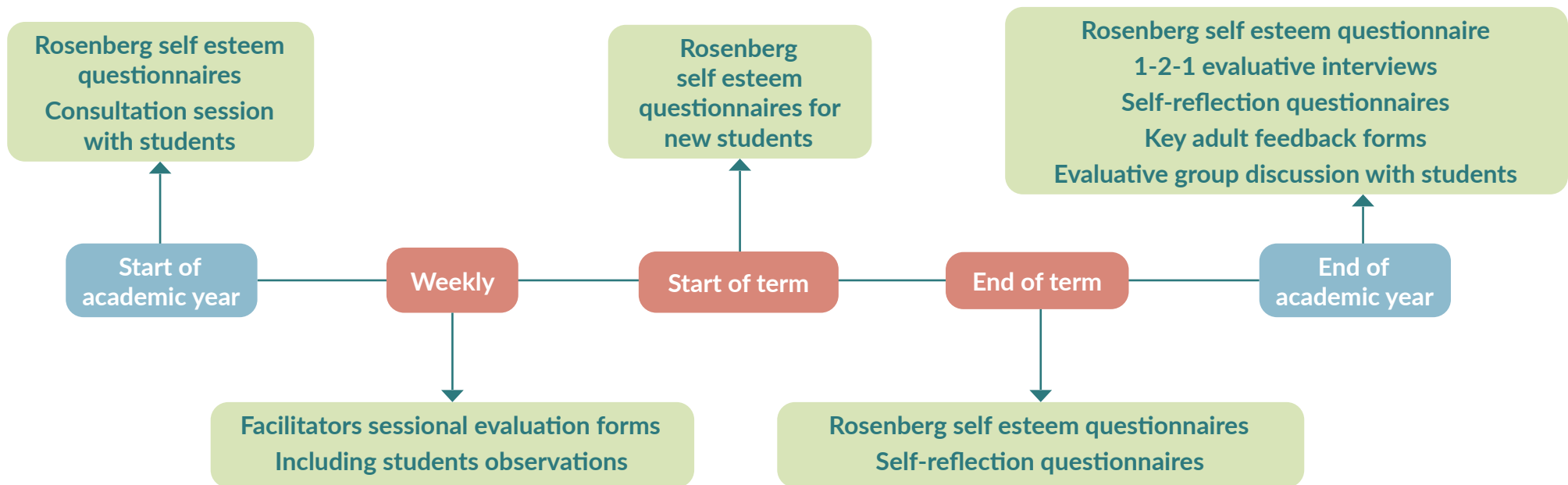
1. Once you're sitting or lying comfortably, start with your eyes open and take slow or three big deep breaths, breathing in through the nose and out through the mouth.
2. With the rest of your body close your eyes and allow the breath to take you to a calm space. Feel the weight of your body on your chair or the floor.
3. We are going to gently scan down from head to toe, noticing the different sensations in the body.
4. Start by noticing what your face feels like, your jaw and your neck.
5. Feel your shoulders and arms.
6. Be aware of your hands and fingers.
7. The feeling your chest, your back, your stomach and hip.
8. Feel the tops of your legs, down through your knees to your lower legs, reaching your ankles, feet and toes.
9. Notice where your feet are resting, and in your own time, gently open your eyes again.

EVALUATIVE METHODS

Throughout the course of the programme Kazzum have utilised a number of consistent evaluative approaches to assess the efficacy of the programme and measure outcomes. These were stipulated within our evaluative plans for Tower Hamlets and The Young Londoners Fund.

Process

As illustrated below, evaluative activity was conducted throughout the academic year. Feedback was gathered directly from young people at the start and end of each term as well as at the beginning and end of the programme. With group numbers fluctuating due young people returning to mainstream school or being placed on 1-2-1 tuition, these regular evaluative interventions meant we increased the opportunity to track young people's progress on the programme. During the pandemic when sessions came to an end our approach meant we still had evaluative data from the autumn term of activity (Sept-Dec) despite the programme coming an abrupt pause in the Spring.



EVALUATIVE METHODS CONTINUED

Tools

Using both written and verbal feedback methods as well as group, 1-2-1 interviews and self-reflective methods gave us a breadth of feedback and increased opportunity for young people to open up and share their honest opinions. Direct feedback from young people as well as observational feedback from key staff and facilitators allowed us to build a broader picture of the young people's experience on the programme.

The Rosenberg self-esteem questionnaire generated a score for each young person which we could then use as a comparative tool throughout the course of the programme, to assess whether there had been any increase or decrease in young people's self esteem as a result of the programme. When student attendance fluctuated the Rosenberg questionnaire became a less useful tool as it relies on regular attendance in order for the score to be truly indicative of the impact of the programme. Additionally, the format of the questionnaire reminded some young people of tools such as the Warwick Edinburgh mental wellbeing tool that they had encountered through their experience within CAMHS. This meant some young people had negative connotations attached to it. Others also found the standardised language less accessible than Kazzum's bespoke questionnaires.

1-2-1 interviews allowed young people the opportunity to share feedback they may not have felt comfortable sharing within a group context. This often allowed young people to feel more comfortable to reflect on their achievements. However, some young people were more open within a group context. As such, Kazzum reflected that a multi-faceted approach to the evaluative process was beneficial as it allowed us to reach individuals in ways that would best support them to engage and reflect.



EVALUATIVE FINDINGS

The findings outlined below are broken down into the outcome areas we were funded to deliver against.

Participation and engagement:

Across the four years of our recent funding period we were, for the most part, able to exceed our target for participant numbers. Our intention was to work with small groups to support accessibility, engagement and the reflective and creative processes.

We were funded to reach **111 young people** across the initial 3-year grant period. (37 young people per year, with 26 regularly engaging).

We reached:

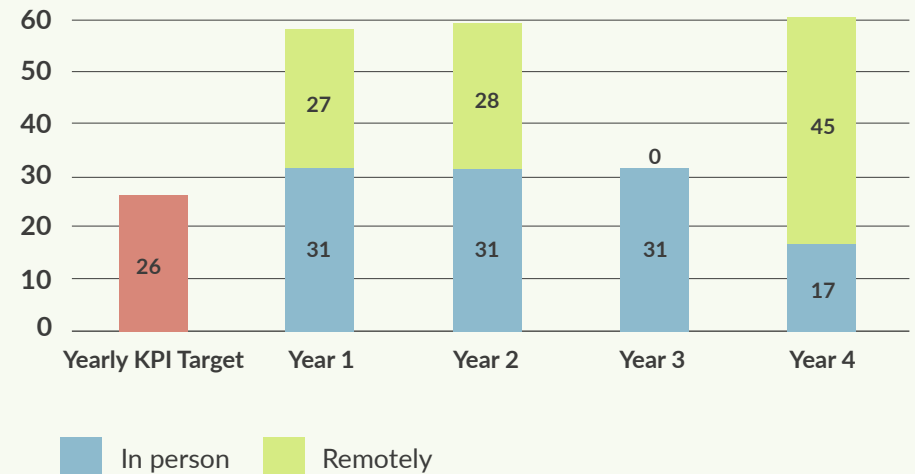
110
young people
through in person
workshop activity

100
young people
through remote
resources.

"I was surprised that some reluctant students were willing to join in. A few students observed at first, facilitators took the pressure away with a gentle approach."

LEAP Head of Inclusion

Participation Numbers



EVALUATIVE FINDINGS CONTINUED

Outcomes for Young People

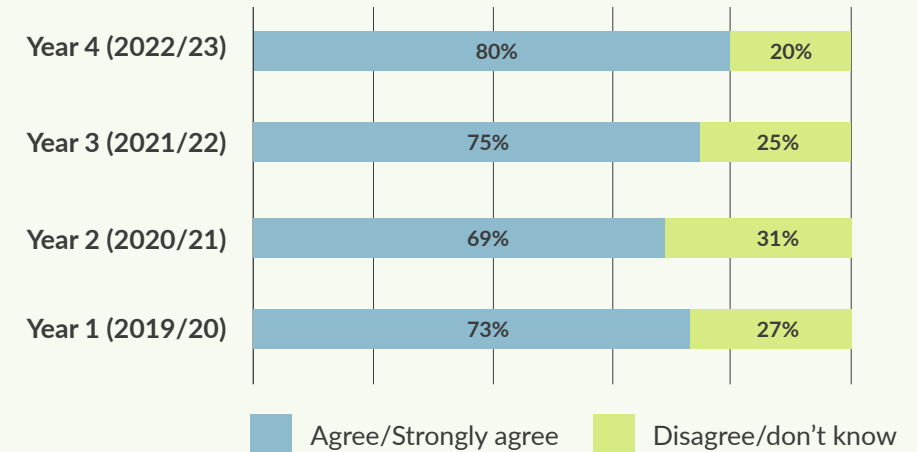
Of those attending sessions we were able to capture evaluative feedback from a smaller sample group of young people whose feedback we have utilised to reflect upon the outcomes of the programme, as shown below.

Confidence and Self-esteem:

Self-esteem and confidence were highlighted to us as key areas of growth for young people at the PRU, so we are pleased we were able to make this level of impact. The final year of the programme saw the highest level of reports of increased confidence from children and young people, which is reflective of our activity with young people in the inclusion unit, with 80% of these young people reporting the sessions had improved their confidence. This is a great achievement for the programme as these young people were identified by PRU staff as needing support with their social skills and confidence speaking in group settings.

74%
of young people reported improved confidence as a result of the programme.

Improved Confidence



“These sessions have helped our girls build their confidence”
Key adult – 2019

“Individuals that are quieter in normal lessons really found their voice in the Kazzum sessions. Students that are less confident, came out of their shell and made friends.”
PRU staff Member 2020

“Before Kazzum – I was puzzled and felt like something was missing, angry in the morning, not really confident. After Kazzum – I gained a lot of confidence and spoke more, more happy in the mornings, way more confident”
Young person – 2022

“Kazzum makes me more confident, less people in the group help you open up more. I feel more confident to be myself”
Young person – 2022

EVALUATIVE FINDINGS CONTINUED

Communication Skills:

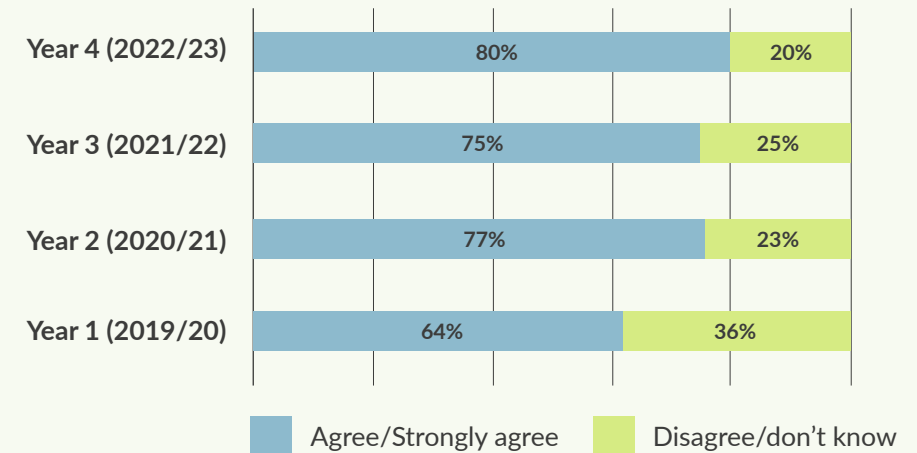
74%

of young people reported increased communications skills as a result of the programme.

PRU Staff also identified increased communication skills and highlighted that the girls in particular enjoyed the space where they felt valued.

Many young people also reported year-on-year, that they felt their communication skills had improved and we saw a steady increase in these reports as each year progressed. The lowest report of improvement to communication skills was in 2019/20 where we were only able to capture evaluative data from the first term of in-person delivery, due to the Covid-19 pandemic and subsequent school closure. We do know however, that social interactions were limited, and young people and adults alike became more isolated because of government restrictions.

Improved Communication Skills



"The girls loved the sessions... they felt that their voices were heard and that their opinions mattered."
Key Adult LEAP (2019)

"Student X has really come out of themselves and is more willing to speak to other students as a result of the positive experience they have shared together, in being part of the group"
Key adult LEAP (2023)

EVALUATIVE FINDINGS CONTINUED

Developed Peer Relationships:

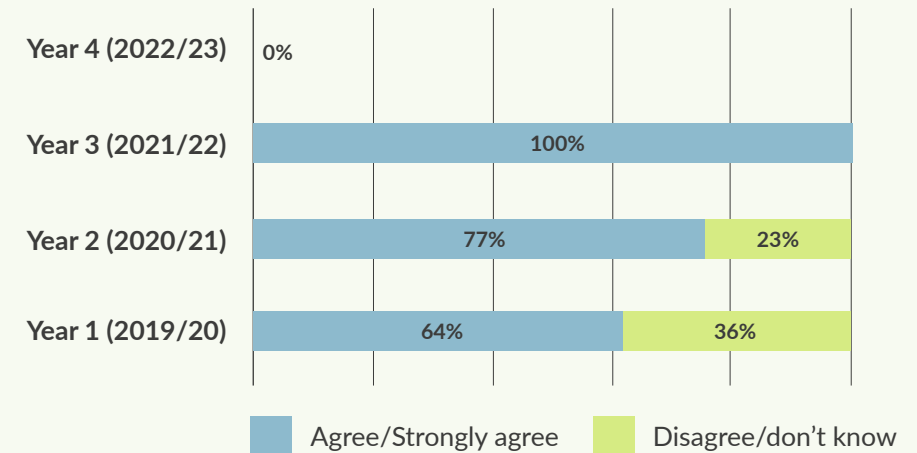
80%

of young people reported that they made new friends or developed friendships as a result of the programme.

In bringing small groups of young people together we offered a space for young people to develop their relationships with one another in a setting different to the classroom. For the inclusion group that we worked with, many of those were less familiar with group environments as they received 1-2-1 tuition and some had missed a lot of their primary education, so a group dynamic was even less familiar to them.

In year 4 young people did not report an increase in their peer relationships. We feel was this a result of the question being framed as “making new friends” this resulted in young people expressing that they already knew the other group members. This was also a point of reflection and learning for Kazzum around language usage during evaluative processes, to ensure it is as literal as possible to support young people with SLCN and neurodiversity.

Developed Relationships



“Kazzum has helped with group cohesion and social skills. Particularly among neurodiverse students.”

Head of inclusion 2023

“[Sessions] make people feel confident about them self, you get to know different people. There are activities for us and for the others to get to know us. It’s our own space”

Young person - Summer 2022

EVALUATIVE FINDINGS CONTINUED

Wellbeing:

We learnt through our interactions that ‘wellbeing’ was not a concept or word that the young people, we were working with were necessarily aware of. In our evaluative activity we instead asked if young people found the workshops, “fun” “enjoyable” and/or “did you enjoy the calm relaxing space”:

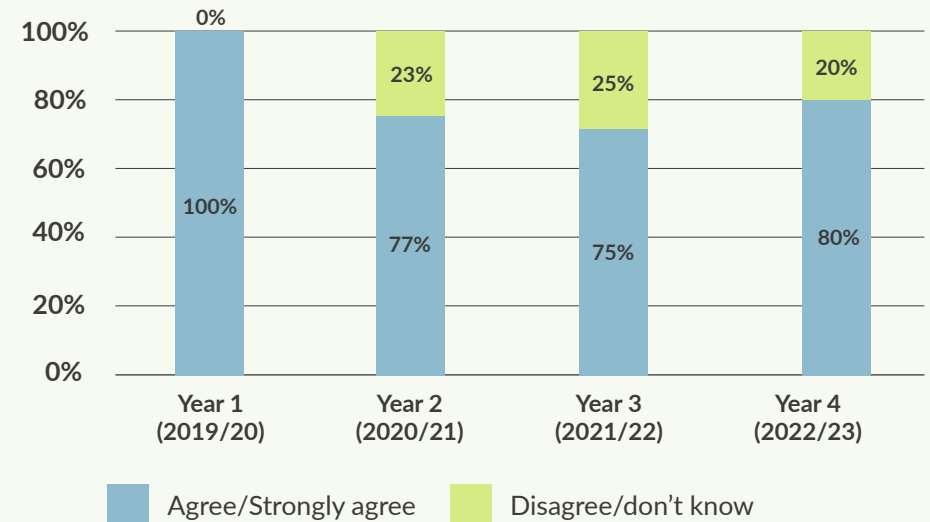
“They are nice staff. The games are fun to play together and its calm.”
Young person
2022

“I’ve never laughed so much at school”
Participant
Boys’ group
KS4 (2019)

“I loved that the sessions brought people together and playing games and talking about feelings was enjoyable”
Inclusion Group
Participant - 2022

The full extent of the impact of the Build programme on young people’s wellbeing is difficult to measure overall but increased engagement in the sessions and the creative activities, improvements in self-reflective abilities and young people reporting “having fun” and experiencing a sense of calm are good indicators. We know that when we are having fun and being creative with others, neurochemicals such as serotonin, oxytocin and dopamine are released in the brain and can help us to reduce anxiety and experience positive emotions and connect with others.

Improved Wellbeing



ACCREDITATION

Bronze and Silver Youth Quality Mark

As part of our funding from the Young Londoners we completed our Bronze Youth Quality mark. We subsequently went on to achieve our Silver Youth Quality mark too. The Quality Mark is London Youth's flagship Quality Assurance programme, and provides youth organisations with a badge of excellence that is recognised across the youth work sector. To achieve these quality marks there were multiple policy and practice level requirements that Kazzum were expected to meet.



Bronze Youth Quality Mark

Focused on policies and procedures to ensure organisations operate in a safe environment for young people and adhere to legal requirements.



Silver Youth Quality Mark

Examined the quality of the organisations youth service and the opportunities provided to young people. Including training and support provided to staff and volunteers.

Our Dreams

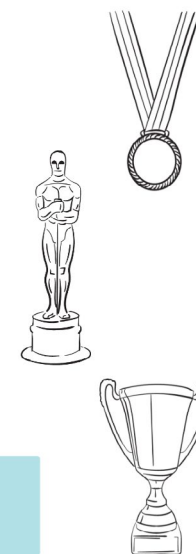
Create a list of 5 things you would like to achieve in your life:

- 1.
- 2.
- 3.
- 4.
- 5.

Draw a picture of yourself achieving your dreams.



You could share your answers with a keyworker, a friend or someone else who you trust.



CONCLUSION

Each year Kazzum were able to develop a greater understanding of the needs of the student body and insight into the fast-paced environment, which may be described as trauma-impacted. As a result, we were able to continually make required adaptations to the programme of activity, increasing the level of support we were able to offer.

The environment of the PRU required a high level of flexibility and responsiveness from a project planning and scheduling perspective as student attendance levels, school closures, as well as referrals from mainstream school were constantly in flux. As a small team this was sometimes challenging for us, but we are proud that we were able to develop our relationships with core staff members at Harpley to support communication and in our final 2 years at LEAP Kazzum were in a position of trust whereby we were granted access passes to the unit to support free movement around the building on delivery days.

For the four-year period Kazzum added value to the existing provision at LEAP and became an embedded offer alongside other therapeutic interventions. We are proud of our ability as a small team to remain agile and dynamic, able to adapt to the emerging needs of the young people and requirements of the PRU environment.

Through in-person and remote resources both digital and printed we were able to exceed our engagement targets and create a wealth of resources to support the wider sector in creative and wellbeing practices with young people in alternative provisions.

End of project evaluative and consultation processes with staff, facilitators and young people over the years revealed opportunities for growth that Kazzum would consider for ongoing activity at LEAP or other alternative provisions:



CONCLUSION CONTINUED

- Increased contact time with young people. E.g. a double period or 2 sessions per week to increase the opportunity for the programme to have a lasting impact on the young people.
- Intensive summer/winter holiday workshop – offering a provision to young people who accessed the unit during the winter or summer break to enable consistent contact and the opportunity to creatively engage new young people.
- Continued work with the Inclusion Unit – LEAP staff felt our work with the inclusion unit was particularly successful and the young people benefited from the creative approach, opportunities for sensory stimulus and support for the development of their social skills.
- Increased presence of Kazzum staff within the PRU – Kazzum were present at LEAP one day per week. However, we believe a more consistent presence within the unit would have supported relationship building outside of the sessions which would have deepened the partnership.
- Increased contact with key staff members –such as weekly post session meetings to support shared learning and include staff more consistently in the weekly reflection and evaluative process. This would allow us to further develop staff’s understanding of Kazzum’s intention and approach across the PRU.



In conclusion, Kazzum’s Build programme was able to support young people who may previously have been reluctant to engage in creative activities to explore artistic practices and through this find a sense of calm and connectedness with others. Through the regularity of the weekly sessions young people were able to build trust with facilitators and develop relationships with other young people in their year group. We are very proud of the relationships that we were able to build with staff members and the sense of community that was garnered around the Kazzum’s sessions. We hope our approach and legacy resources will continue to bring young people and staff members together to experience calm and connectedness through creativity.

FURTHER READING

The Children's Society – [Youth Voice: SEND and School Exclusions](#) – Nov 2022

Commission Young Lives – [All Together Now: Inclusion Not Exclusion: Supporting All Young People to Succeed in School](#) – April 2022

Wave Trust – [Primary schools are pivotal in reducing secondary school exclusions](#) – May 2021

Shropshire Government – [Permanent Exclusion Audit – Adverse Childhood Experiences](#) – Sept 2021

Children's Rights Alliance England – [Excluded, exploited, forgotten: Childhood criminal exploitation and school exclusions](#) – August 2020

London Assembly Education Panel: [Preventing Secondary School Exclusions](#) – April 2019

Institute for Public Policy Research – [Making the Difference: Breaking the Link Between School Exclusion and Social Exclusion](#) – October 2017

Break Through – [Break the cycle: ending school-to-prison pipelines in the UK](#) – 2017

East End
COMMUNITY FOUNDATION

phf Paul Hamlyn
Foundation



**CITY
BRIDGE
TRUST**

SUPPORTED BY
MAYOR OF LONDON