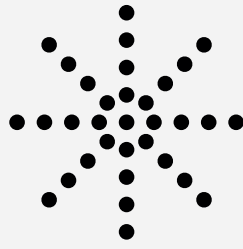

SAFE IMPACT REPORT



JANUARY 2026 - AUGUST 2026



For You. By You.

THE PROVIDER - M.A.D BIRMINGHAM

ABOUT US

The Make a Difference (M.A.D) Birmingham project is a youth development initiative by Sport Birmingham, offering open-access programmes to young people. Collaborating with community partners, residents, parents, and schools, M.A.D Birmingham has evolved from traditional youth clubs and outreach services into a dynamic, sports-focused mentoring program for young people aged 10-25. The programme is designed to provide sustainable, impactful support tailored to the needs of each individual.

VISION

To empower and inspire young people by creating lasting change in their homes, schools, and communities. We aim to build confidence, resilience, and a sense of purpose, helping young people thrive and contribute positively to the world around them.



MISSION

Through a foundation of mutual trust and respect, we aim to empower young people by supporting them to:

- Enhance their educational achievements
- Develop life and employability skills that promote self-efficacy and resilience
- Harness the power of physical activity, wellness initiatives, and mentoring for positive change
- Foster a sense of civic responsibility within communities and neighbourhoods

VALUES



EMPATHY



INTEGRITY



PASSION



RESPECT



PARTNERSHIP

PROJECT SUMMARY

The SAFE Programme, commissioned by Birmingham City Council's SAFE Taskforce and delivered by Sport Birmingham through M.A.D Birmingham, provided targeted early intervention and prevention support for young people across Birmingham schools.

Working closely with each school, young people were identified who would benefit from additional support with areas such as confidence, emotional wellbeing, behaviour, relationships and engagement with education. Rather than taking a one-size-fits-all approach, support was shaped around the needs of each young person and their school, combining targeted interventions with positive opportunities to support their wider personal development.

119

**YOUNG PEOPLE
REFERRED INTO SAFE**

5

**SCHOOL
SETTINGS REACHED**

12

**SOCIAL SKILLS
COHORTS DELIVERED**

797

**TOTAL ATTENDANCES
IN SESSIONS**

100%

**OF SURVEYED YOUNG
PEOPLE WOULD
RECOMMEND SAFE**

97%

**SAID SAFE HELPED
THEM OVERALL**

84%

**REPORTED INCREASED
CONFIDENCE**

WHO DID WE SUPPORT?

Schools referred young people who they felt would benefit from additional targeted support. Referrals reflected a range of needs, including:

- Confidence & Self-Esteem
- Emotional Wellbeing
- Behaviour
- Relationships
- Communication
- Anxiety
- Attendance & Engagement

SAFE recognised that young people's needs are rarely limited to one area. Support was therefore tailored to the individual, giving young people access to the intervention and opportunities most relevant to them.

**"Way more better in education. I try to stay calm
in school and outside of school."
Reynash, Year 9, Arena Academy**

OUR SAFE SCHOOLS

ARENA ACADEMY



Arena Academy is a secondary school in Great Barr, Birmingham, supporting pupils aged 11–16. The school has 969 pupils on roll, with 41.5% eligible for free school meals. Around 14% of pupils receive SEN support, reflecting the range of additional needs across the school community.

GEORGE DIXON ACADEMY



George Dixon Academy is a secondary school in Edgbaston, Birmingham, supporting young people aged 11–18 from a diverse local community. The school places a strong emphasis on inclusion and narrowing the achievement gap, with a particular focus on supporting disadvantaged pupils. Its ethos centres around empowering young people to achieve their potential and become the best version of themselves.

LIFT GREENWOOD ACADEMY



Lift Greenwood is a secondary school in Castle Vale, Birmingham, supporting pupils aged 11–18. The school has approximately 942 pupils, with around 22.6% receiving SEN support and 65.9% having been eligible for free school meals within the previous six years, highlighting the level of additional need and disadvantage within the school community.

ARK VICTORIA ACADEMY PRIMARY & SECONDARY



Ark Victoria Academy is an all-through school in Small Heath, Birmingham, providing education from Nursery through to Year 11. Serving a diverse local community, the academy places a strong emphasis on knowing every child, supporting emotional wellbeing and helping pupils to develop confidence, resilience and positive relationships. SAFE worked across both the Primary and Secondary phases, allowing targeted support to reach young people at different stages of their education and development.

HOW WE WORKED WITH SCHOOLS

SAFE was designed to work with schools, not simply deliver a set programme to them. From the outset, we worked closely with each school to understand their pupils, priorities and existing support, allowing delivery to be shaped around local need.

UNDERSTANDING EACH SCHOOL

Before delivery began, we met with DSLs, pastoral teams and senior leaders to understand the challenges affecting their young people, including attendance, behaviour, wellbeing, confidence and engagement with education.

These conversations helped us understand where SAFE could add the most value and complement the support already available within each school.

PLANNING SUPPORT TOGETHER

Schools played an active role in shaping how SAFE worked within their setting. Together, we:

- Identified young people and priority cohorts who would benefit from support.
- Agreed referral and triage processes.
- Planned mentoring and Social Skills around school timetables.
- Agreed suitable spaces and times for delivery.
- Adapted support around the needs of individual young people.

Although each school received the same core SAFE offer, delivery was flexible and looked different in each setting depending on the needs of the school and its pupils.



ONGOING COMMUNICATION

Partnership working continued throughout delivery. Regular contact with school leads allowed us to share progress, respond to emerging needs and make changes where needed.

Mentoring notes and updates supported communication between SAFE and schools, while parents and carers were involved where appropriate.

WORKING IN PARTNERSHIP

By combining the school's knowledge of its pupils with the skills and relationships of SAFE mentors, we were able to provide support that was targeted, flexible and responsive.

This collaborative approach helped SAFE complement existing school provision while ensuring young people's needs remained at the centre of delivery.

CO-DESIGN & MOBILISATION



For You. By You.

From the outset, delivery was co-designed with each school to ensure support met local need.



Meetings with DSLs, pastoral teams and senior leaders.



Bespoke delivery models for each setting.



Identification of priority cohorts and referral pathways.



Ongoing communication through mentoring notes and school updates.



Flexible timetabling around school requirements.



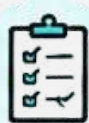
This collaborative approach ensured support complemented existing school provision and responded to emerging needs throughout delivery.



WHAT THIS LOOKS LIKE IN PRACTICE



We listen to schools and understand local challenges.



We plan support together around what will make the biggest difference.



We deliver flexibly within your setting.



We review progress and adapt where needed.



We work in partnership for better outcomes for young people.

WHO WE REACHED



119

YOUNG PEOPLE
SUPPORTED



93%

ATTENDED AT LEAST
ONE RECORDED
SESSION



65%

MALE*



32%

FEMALE*

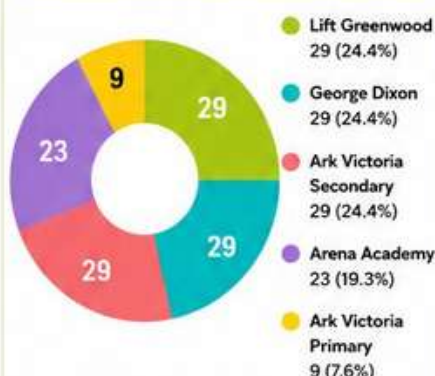


3%

PREFERRED
NOT TO SAY*

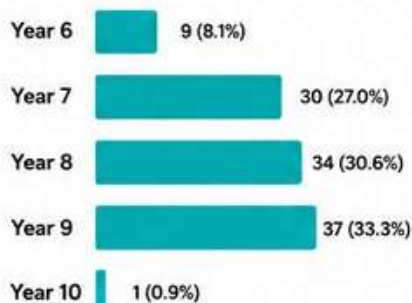
*Gender data available for 109 young people

YOUNG PEOPLE BY SCHOOL SETTING



5 SCHOOL SETTINGS
4 SCHOOLS ENGAGED

YEAR GROUP (111 YOUNG PEOPLE)*



64% WERE IN
YEARS 8-9

(71 OF 111 YOUNG PEOPLE)

*Year group data available for 111 young people

ATTENDANCE & ENGAGEMENT



797

TOTAL RECORDED
ATTENDANCES



6.7

AVERAGE ATTENDANCES
PER YOUNG PERSON

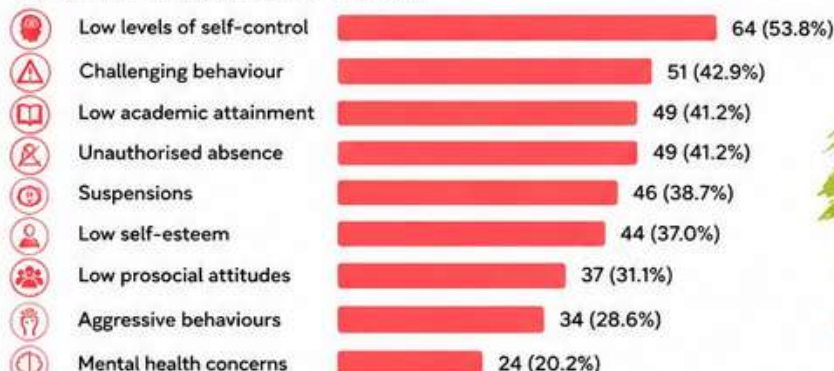


111

YOUNG PEOPLE (93%)
ATTENDED AT LEAST
ONE SESSION

WHY WERE YOUNG PEOPLE REFERRED?*

Schools referred young people for a range of overlapping needs.
The most commonly identified needs were:



*Referral reason data available for 119 young people.
Young people may have more than one identified need.

“

SAFE reached young people with a wide range of overlapping educational, behavioural and wellbeing needs.

Our support was shaped around each individual, tackling more than one challenge at a time.

”



SAFE successfully reached young people across Birmingham who were facing multiple challenges. Our data shows we engaged young people from Year 6 to Year 10, with the highest proportion in Years 8 and 9, and provided consistent support across all five school settings.

THE SAFE MODEL

MAD Birmingham combined targeted support with positive opportunities, recognising that young people's needs often overlap. The model was designed to provide consistent, relationship-led support while helping young people develop the confidence, skills and connections needed to progress.

OUR APPROACH

SOCIAL SKILLS

Six-week group programmes combined discussion, practical activities and sport to help young people develop key personal and social skills.

Sessions focused on:

Communication • Confidence •
Self-Awareness • Resilience • Wellbeing

1:1 MENTORING

Young people received individual support from a trusted mentor, providing a safe and consistent space to talk about challenges, set personal goals and develop strategies to move forward. Mentoring covered areas including confidence and self-esteem, emotional wellbeing, behaviour, relationships, anxiety, attendance, aspirations and engagement with education.



POSITIVE OPPORTUNITIES

SAFE extended beyond the classroom by connecting young people with positive activities and experiences.

These included after-school activities, holiday provision, workshops, celebration activities, trips, careers experiences and opportunities delivered alongside local partners.

OUR AIMS

Through SAFE, we aimed to help young people:

- Build confidence & self-esteem
- Improve communication
- Develop resilience
- Better manage emotions & behaviour
- Improve well-being
- Strengthen relationships
- Increase engagement with education
- Raise aspirations

"I learnt how to handle my emotions better and use calming strategies like star breathing."
Carmen, Year 9, George Dixon Academy



For You. By You.

SOCIAL SKILLS OVERVIEW

The M.A.D Social Skills Programme is a six-week group intervention designed to help young people develop key life skills, build confidence and strengthen positive relationships. Delivered by trained M.A.D mentors, the programme combines group discussion, practical activities, guest speakers and leadership opportunities in a supportive environment where young people can learn from both mentors and their peers.

Each week focuses on a different theme:

Week 1 – Communication:

Developing listening, teamwork and positive communication skills.

Week 2 – Confidence:

Building self-belief, self-esteem and willingness to take on new challenges.

Week 3 – Self-Awareness:

Understanding emotions, behaviours, strengths and personal values.

Week 4 – Resilience:

Learning how to overcome setbacks, manage challenges and stay motivated.

Week 5 – Wellbeing:

Exploring healthy habits, mental wellbeing and self-care strategies.

Week 6 – Celebration:

Reflecting on progress, celebrating achievements and recognising personal growth.

Each three-hour session includes icebreakers, group discussions, themed workshops, team challenges, games, reflection activities and sports activities.

The programme provides a safe space for young people to build social and emotional skills, form positive relationships and develop the confidence needed to succeed both in school and in everyday life.



	Number of Mentees	Number of Attendances
Arena Academy	23	109
Ark Victoria Secondary	29	63
George Dixon Academy	29	99
Greenwood Academy	29	92
Ark Victoria Primary	9	31

"My confidence and wellbeing have improved."
Aria, Year 8, Arena Academy



For You. By You.

1:1 MENTORING OVERVIEW

The M.A.D One-to-One Mentoring Programme provides young people with personalised support through weekly 30–60 minute sessions delivered across a school term.

Mentors use a trauma-informed, person-centred approach, taking time to build a positive and trusted relationship with each young person. Sessions provide a safe and supportive space where young people can talk openly about their experiences, challenges and goals without judgement.

From the first session, the young person is involved in shaping their own mentoring journey. A mentoring workbook is used to guide conversations, activities, goal-setting and reflection, while allowing sessions to respond to the individual needs of each young person.

Through mentoring, young people are supported to:

- Better understand their behaviour, emotions and choices
- Identify challenges and barriers that may be affecting them
- Develop practical strategies to manage and overcome difficulties
- Set achievable goals and explore their future aspirations
- Recognise their strengths, skills and positive qualities
- Build confidence, resilience and self-awareness
- Develop healthier ways of managing relationships, school and everyday challenges

At the beginning of the programme, the mentor and young person complete a mentoring agreement, setting out expectations and creating a shared commitment to working together positively.

Progress is recognised and celebrated throughout the programme. Where a young person would benefit from further support, mentoring can continue beyond the initial term with agreement from the young person, mentor and school.

School	Number of mentees	Number of interventions offered
Arena Academy	23	138
Ark Victoria Secondary	29	174
George Dixon Academy	29	174
Greenwood Academy	29	174
Ark Victoria Primary	9	54



"I can now explain how I feel more clearly."
Raif, Year 6, Ark Victoria Primary

OVERALL IMPACT

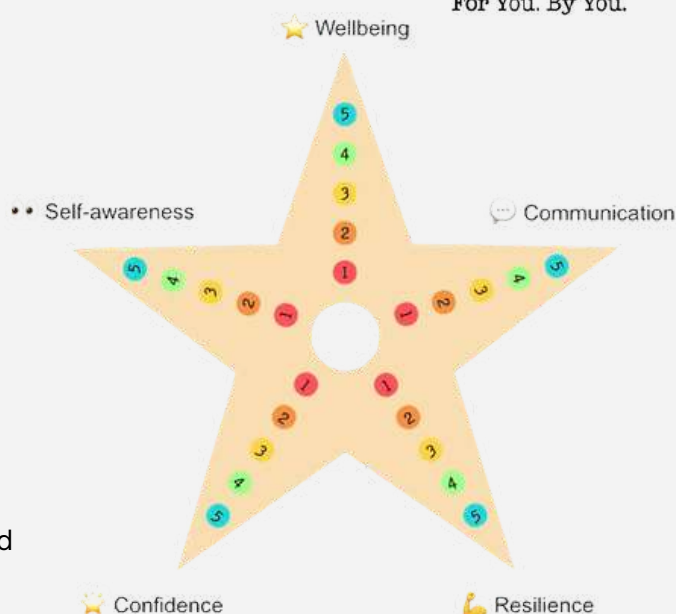
MEASURING IMPACT WITH OUTCOME STARS

Building on learning from the pilot, Outcome Stars were used throughout SAFE delivery to help measure the progress young people made and identify the areas where they needed the most support. Different Stars were used depending on the intervention, allowing progress to be measured against themes directly linked to the support young people were receiving.

For **Social Skills**, young people completed a Social Star, exploring five key areas: **Communication, Resilience, Wellbeing, Confidence and Self-Awareness**. This provided a starting point and enabled us to measure changes across the skills developed during the programme.

During **1:1 Mentoring**, young people completed My Star, covering **Physical Health, Where You Live, Being Safe, Relationships, Feelings & Behaviour, Friends, Confidence & Self-Esteem, and Education & Learning**. The Star helped mentors understand each young person's strengths and areas of need, shape mentoring sessions around what mattered most to them, and track progress over time.

By completing the Stars at the beginning and end of the intervention, we were able to compare young people's starting points with their end results and better understand the impact of the programme across different areas of their lives.



"I am better at communicating with people and I'm not late for lessons anymore."
Sara, Year 7, George Dixon Academy

OUTCOME STAR RESULTS



For You. By You.



SOCIAL STAR

Social Skills Sessions

Measured progress across 5 key areas:

Communication, Self-Awareness, Confidence, Resilience and Wellbeing.



86%

IMPROVED THEIR
OVERALL SCORE



3.06 → 3.89

AVERAGE SCORE
START → END



+0.82

AVERAGE OVERALL
IMPROVEMENT



**BIGGEST IMPROVEMENT:
COMMUNICATION +1.21**

AVERAGE SCORE CHANGE BY AREA
(START → END)



Communication +1.21



Self-Awareness +0.88



Confidence +0.83



Resilience +0.64



Wellbeing +0.55



Young people showed positive progress across all areas, with the greatest improvement in **Communication**.



MY STAR

1:1 Mentoring Sessions

Measured progress across 8 key areas:

Where You Live, Being Safe, Relationships, Feelings & Behaviour, Friends, Confidence & Self-Esteem, Education & Learning, Physical Health.



91%

IMPROVED THEIR
OVERALL SCORE



3.56 → 4.14

AVERAGE SCORE
START → END



+0.58

AVERAGE OVERALL
IMPROVEMENT



**STRONGEST AREAS OF IMPROVEMENT:
FEELINGS & BEHAVIOUR +0.79 | EDUCATION & LEARNING +0.74**

AVERAGE SCORE CHANGE BY AREA
(START → END)



Feelings & Behaviour +0.79



Education & Learning +0.74



Confidence & Self-Esteem +0.68



Relationships +0.60



Physical Health +0.53



Where You Live +0.51



Friends +0.47



Being Safe +0.36



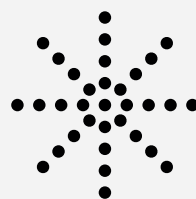
Young people made positive progress across all areas, with the strongest improvements in **Feelings & Behaviour** and **Education & Learning**.



Impact analysis is based on matched assessments (young people who completed both a start and end assessment). Where an end assessment was unavailable, this was primarily due to young people being absent when final assessments were completed.

ARENA ACADEMY

DELIVERY OVERVIEW



At Arena Academy, M.A.D delivered support across two cohorts, working with 23 pupils in total. Cohort 1 consisted of 9 pupils, against an intended referral of 10, while Cohort 2 consisted of 14 pupils, against an intended referral of 15.

For Cohort 1, pupils initially took part in the Social Skills Programme, followed by one-to-one mentoring. M.A.D worked closely with the school to schedule sessions around pupils' individual timetables, avoiding core subjects wherever possible. Timetables were also rotated to minimise the amount of lesson time pupils missed and make delivery work effectively alongside the school day.

For Cohort 2, the same flexible approach was used, but delivery was adapted so that Social Skills and one-to-one mentoring ran alongside each other on different days of the week. This allowed both interventions to be delivered efficiently while continuing to work around pupils' academic commitments and the operational needs of the school.

STAR Outcomes Overview

Arena Academy pupils demonstrated positive progress across both assessment tools. The Social Star average increased from 3.08 to 4.02 out of 5, with the strongest improvements seen in communication, self-awareness and confidence. Communication showed the greatest change, increasing from 2.94 to 4.35, with 77% of pupils recording an improved score.

The My Star results also showed improvement across all eight areas, with the overall average increasing from 3.16 to 3.92 out of 5. Particularly positive progress was seen in relationships, feelings and behaviour, education and learning, confidence and self-esteem, areas which were among the lower-scoring areas at the beginning of the intervention.



These results suggest that the support provided at Arena Academy had a positive impact not only on pupils' social skills and confidence, but also on their wider wellbeing, relationships, emotional regulation and engagement with education.



"I feel like I can bring up anything to him and he would tell me the best answer possible."
Zakaïel, Year 9, Arena Academy

ARENA ACADEMY



For You. By You.

VOICES FROM ARENA ACADEMY



“

Think before acting.

– Will, Year 8



“

Way more better in education.
I try to stay calm in school and
outside of school.

– Reynash, Year 9



“

Less detentions.
I stopped giving cheek
to my teachers.

– Amelia, Year 7



“

Dan made me believe
in myself.

– Reynash, Year 9



“

I feel like I can bring up anything
to him and he would tell me the
best answer possible.

– Zakaiel, Year 9

STRONG SUMMARY QUOTE

“

I reflect back on my behaviour
and calm myself down and don't
take my anger out on people.

”

WHAT YOUNG PEOPLE SAID



FROM ARENA: **100%** WOULD RECOMMEND
THE SAFE PROGRAMME TO ANOTHER STUDENT.



100% felt comfortable talking to their mentor.



100% felt listened to and supported by their mentor.



89% reported feeling more confident
following the programme.



89% said the programme had helped
them overall.



89% scored themselves 4/5 or above
for making positive choices.



78% scored themselves 4/5 or above
for communication skills.



89% scored themselves 4/5 or above
for confidence.



82% of young people improved their Social Star
score between their start and end assessments.

- Average Social Star score increased from **3.08** to **4.02**, demonstrating strong progress in social and personal development.
- Communication showed the greatest improvement, increasing by an average of **1.41** points across participants.



91% of young people improved their My Star
score, highlighting significant personal growth
and increased resilience.

- Average My Star score increased from **3.16** to **3.92** over the course of the programme.



Relationships and Feelings & Behaviour
recorded the strongest areas of improvement,
with positive gains also seen in Confidence &
Self-Esteem and Education & Learning.

LIFT GREENWOOD ACADEMY



DELIVERY OVERVIEW

At Lift Greenwood Academy, M.A.D delivered support across three cohorts, working with 29 pupils overall. Cohort 1 initially began with 10 pupils; however, numbers reduced during the programme due to pupils being managed moves, exclusions and changes in individual circumstances.

One pupil chose not to continue with the Social Skills Programme. At the school's request, M.A.D offered one-to-one mentoring as an alternative, but the pupil did not consistently engage with the sessions and was more comfortable continuing with the established one-to-one support already provided by a member of school staff.

When Cohort 1 reduced to three pupils, M.A.D worked with the school to identify seven additional young people who would benefit from support. These pupils began with one-to-one mentoring before progressing onto the Social Skills Programme, enabling them to complete six weeks of both interventions.

Further pupils were introduced across the remaining cohorts, bringing the total number of young people supported at Greenwood Academy to 29. This flexible approach allowed M.A.D to respond to changes in the pupil group throughout delivery, maintain effective use of the available intervention time and ensure that places were offered to other young people who could benefit from the programme.



STAR Outcomes Overview

Greenwood showed particularly strong progress in Social Skills, with all 6 young people who had matched Social Star assessments improving their overall score. The average increased from 2.57 to 3.60, with Communication showing the greatest improvement (+1.67), followed by Resilience (+1.33) and Self-Awareness (+1.00).

My Star outcomes were also positive, with 80% of the 15 young people with matched assessments improving overall. The average increased from 3.41 to 3.84. The strongest improvements were seen in Relationships (+0.67), Feelings & Behaviour (+0.60) and Physical Health (+0.60).

Key message: Greenwood's results indicate particularly strong development in communication and resilience, alongside wider improvements in relationships and emotional wellbeing.

"It's good to be able to come in and speak to someone before starting the day."

Kai Rickus, Year 8, Greenwood Academy

LIFT GREENWOOD ACADEMY



VOICES FROM GREENWOOD ACADEMY



“It’s good to be able to come in and speak to someone before starting the day.”

– Year 8 Mentee



“It helped me feel more confident and less stressed in school.”

– Year 9 Mentee



“I understand my feelings better now and how to manage them.”

– Year 7 Mentee



“The sessions made me realise I can achieve whatever I put my mind to.”

– Year 8 Mentee



“I’ve learned how to communicate better and listen to others.”

– Year 9 Mentee

STRONG SUMMARY QUOTE

“SAFE gives me the chance to talk, feel supported and start the day with a positive mindset.”

”

WHAT YOUNG PEOPLE SAID



FROM GREENWOOD ACADEMY: **100%** WOULD RECOMMEND THE SAFE PROGRAMME TO ANOTHER STUDENT.



100%

felt comfortable talking to their mentor.



100%

felt listened to and supported by their mentor.



93%

reported feeling more confident following the programme.



93%

said the programme had helped them overall.



87%

scored themselves 4/5 or above for making positive choices.



87%

scored themselves 4/5 or above for communication skills.



93%

scored themselves 4/5 or above for confidence.



Overall, young people reported high levels of support, increased confidence and development in communication, resilience and positive decision making.

GEORGE DIXON ACADEMY



DELIVERY OVERVIEW

At George Dixon Academy, M.A.D delivered support across three cohorts, working with 29 pupils overall. George Dixon was the first school to begin delivery, allowing the first full cohort of 10 pupils to complete the Social Skills Programme before delivery began across the other schools.

From the outset, communication and partnership working with the school was strong. School staff held informal mini-interviews with M.A.D mentors to understand their different approaches and identify the mentor they felt would be the best fit for their pupils and school environment.

As delivery progressed, M.A.D and George Dixon maintained regular communication and adapted the approach together. It was agreed that one-to-one mentoring would work best on a flexible basis, allowing mentors to work around pupils' timetables and make use of available session time. Where a pupil was absent or unavailable, mentors worked closely with school staff to identify another pupil who could receive their mentoring session, helping to maximise engagement and minimise lost delivery time.

Across the programme, Cohort 1 supported 10 pupils, Cohort 2 supported 9 pupils and Cohort 3 supported 10 pupils. This collaborative and flexible approach enabled M.A.D to respond to the day-to-day needs of the school while ensuring pupils had consistent access to both targeted and personalised support.

STAR Outcomes Overview

George Dixon demonstrated positive progress across both assessment tools. 84% of the 19 young people with matched Social Star assessments improved, with the average score increasing from 3.20 to 3.85. The strongest improvement was in Communication (+0.89), followed by Confidence (+0.84) and Self-Awareness (+0.74).

My Star results were particularly strong, with 95% of the 19 young people with matched assessments improving their overall score. The average increased from 3.61 to 4.23. The greatest improvements were in Confidence & Self-Esteem (+0.89) and Education & Learning (+0.89), followed by Feelings & Behaviour (+0.79).

Key message: George Dixon showed strong and consistent progress, particularly in confidence, communication and engagement with education.



"My anxiety has gotten better, and I do my best to go to lessons when I can now."

Amenti, Year 8, George Dixon Academy

GEORGE DIXON ACADEMY



For You. By You.

VOICES FROM GEORGE DIXON ACADEMY



“

My anxiety has gotten better.

— Amenti, Year 8



“

I be calmer with problems.

— Iyanna, Year 8



“

I stopped fighting.

— Armani, Year 7



“

Instead of being late or rude,
I think about why I'm doing it
and that it's not worth it.

— Alberto, Year 7



“

I came out of my comfort zone
and talk to more people.

— Tanisha, Year 9

STRONG SUMMARY QUOTE

“

The SAFE programme helped me
handle my emotions, become calmer
and more confident, and talk to
more people.

”

WHAT YOUNG PEOPLE SAID



FROM GEORGE DIXON ACADEMY: 100% WOULD
RECOMMEND THE SAFE PROGRAMME TO
ANOTHER STUDENT.



100% felt comfortable talking to their mentor.



100% felt their mentor listened and
supported them.



100% said the programme helped them in
school (a lot or a little).



95% said the programme has helped them
overall (a lot).



95% feel more able to make positive choices.



85% feel more able to communicate with others.



85% feel more able to feel confident in
themselves.



85% feel more able to deal with challenges.



80% feel more able to ask for help when needed.

PROGRESS & OUTCOMES



84% of 19 young people with matched
assessments improved their Social Star score.

- Average score increased from 3.20 to 3.85,
a positive increase of +0.65 points.
- The strongest improvements were in
Communication (+0.89), Confidence (+0.84)
and Self-Awareness (+0.74).



95% of 19 young people with matched
assessments improved their My Star score.

- Average score increased from 3.61 to 4.23,
an increase of +0.63 points.
- The greatest improvements were in
Confidence & Self-Esteem (+0.89) and
Education & Learning (+0.89), followed by
Feelings & Behaviour (+0.79).



Young people reported improvements in managing
emotions, confidence, communication, behaviour,
friendships, resilience and making positive choices.



Young people highlighted better relationships, improved
self-belief, calmer responses to challenges and greater
willingness to ask for help.



Young people built stronger trust with their mentors
and feel better equipped to overcome challenges
in school and in life.



DELIVERY OVERVIEW

M.A.D entered the SAFE programme at Ark Victoria Secondary Academy with an established relationship with the school, having previously delivered an Eveson Trust-funded Social Skills programme with 20 pupils. This provided a strong foundation for SAFE delivery, as staff were already familiar with M.A.D's approach and the support available.

Following the previous programme, the school identified 10 pupils who would benefit from progressing onto one-to-one mentoring, forming Cohort 1. This provided continuity of support and allowed mentors to build on the work pupils had already completed through Social Skills.



Delivery was then expanded through Cohorts 2 and 3, with a further 19 pupils receiving Social Skills and one-to-one mentoring. Regular communication with school staff helped coordinate delivery and identify pupils who would benefit most from the different interventions.

STAR Outcomes Overview

My Star outcomes were strong. Of the 20 young people with matched assessments, 90% improved their overall score, with the average increasing from 3.80 to 4.28. The greatest improvement was in Feelings & Behaviour (+0.85), followed by Education & Learning (+0.80) and Relationships (+0.60).



Key message: Despite already relatively high starting scores, young people continued to make measurable progress, particularly in emotional regulation, education and relationships.

"They gave me confidence and told me I can achieve my dreams."

Isaura, Year 7, Ark Victoria Secondary



DELIVERY OVERVIEW

Delivery at Ark Victoria Primary Academy required a different approach. Unlike Secondary, M.A.D did not have an existing relationship with the Primary staff, meaning additional time was needed to establish contacts, understand the school's needs and coordinate the programme.

During initial discussions, the school advised that they would prefer delivery to begin after the Year 6 SATs to avoid disrupting pupils during an important academic period. M.A.D accommodated this request; however, the later start significantly reduced the amount of time available before the end of the school year.

As a result, it was not possible to complete the full planned programme of sessions. M.A.D worked within the remaining time available to deliver as much support as possible, adapting the programme to ensure pupils could still benefit from the intervention despite the shortened delivery window.

STAR Outcomes Overview

100% of the 9 pupils with matched My Star assessments improved their overall score, with the average increasing from 3.69 to 4.42. The largest improvement was in Confidence & Self-Esteem (+1.11), followed by Physical Health (+0.89), with Being Safe, Feelings & Behaviour and Where You Live each increasing by approximately +0.78.

Key message: Despite the shorter delivery period at Ark Victoria Primary, the available matched assessments show positive progress across every My Star area, with particularly strong improvement in confidence and self-esteem.



"Normally I don't talk to anyone, now I do."
Momiza, Year 6, Ark Victoria Primary



For You. By You.

VOICES FROM ARK VICTORIA



“Normally I don’t talk to anyone, now I do.”

– Year 6, Ark Victoria Primary



“Feeling more confident when talking to people and adults.”

– Year 6, Ark Victoria Primary



“I can now explain how I feel more clearly.”

– Year 6, Ark Victoria Primary



“Used to go to lessons late but now I go early.”

– Year 9, Ark Victoria Secondary



“I used to feel bad about myself and now I don’t. I feel more confident.”

– Year 9, Ark Victoria Secondary



“They [gave] me confidence and [told me] I can achieve my dreams.”

– Year 7, Ark Victoria Secondary

STRONG SUMMARY QUOTE

“SAFE has helped me believe in myself, control my emotions and make better choices every day.”

WHAT YOUNG PEOPLE SAID



FROM ARK VICTORIA: 100% WOULD RECOMMEND THE SAFE PROGRAMME TO ANOTHER STUDENT.



100%

felt comfortable talking to their mentor.



100%

felt listened to and supported by their mentor.



90%

reported feeling more confident following the programme.



90%

said the programme had helped them “a lot”.



88%

scored themselves 4/5 or above for making positive choices.



88%

scored themselves 4/5 or above for communication skills.



92%

scored themselves 4/5 or above for confidence.



80%

scored themselves 4/5 or above for dealing with challenges.



80%

scored themselves 4/5 or above for asking for help.



Overall, young people reported high levels of support, increased confidence and development in communication, resilience and positive decision making.

EXTRA PROVISION

Alongside mentoring and Social Skills interventions, M.A.D extended the SAFE offer through holiday camps and girls' football sessions, giving young people additional opportunities to stay active, socialise and engage in positive activities outside of the classroom.



HOLIDAY CAMPS

Across the academic year, four SAFE-funded holiday camps were delivered and opened to the wider school community, not only pupils participating in SAFE interventions. Engaging over 50 young people, each camp provided a safe and inclusive environment, with a minimum of two hours of physical activity each day to support physical health, wellbeing, confidence and social development. Free healthy meals were also provided daily, helping to remove barriers to participation and support young people and their families during the school holidays.



GIRLS' FOOTBALL CLUBS

M.A.D also delivered five girls' football sessions across participating schools, engaging more than 60 girls in regular sport and physical activity. The sessions created a welcoming environment for girls to develop their football skills, build confidence and enjoy being active with their peers, while encouraging continued participation in sport beyond the SAFE programme.



"Before, I would give up. Now I try again."
Surkhab, Year 8, George Dixon Academy

SOCIAL SKILLS CELEBRATION TRIPS



To celebrate completing the Social Skills Programme, young people took part in a range of end-of-programme experiences, including go-karting and laser tag at Teamworks, Ninja Warrior UK, Ackers Adventure, AirHop and school-based celebrations.

The trips recognised pupils' commitment and achievements, while giving them an opportunity to have fun, build relationships and create positive memories with their peers and mentors.



SOCIAL SKILLS - GUEST WORKSHOPS



For You. By You.

As part of the Social Skills Programme, M.A.D brought in guest speakers and specialist organisations to give young people opportunities to learn from positive role models and take part in practical, engaging workshops.



STREETDOCTORS

StreetDoctors delivered four practical workshops across the SAFE programme, teaching young people essential lifesaving skills through their "What to do when someone is bleeding" and "What to do when someone is knocked out" sessions.

The workshops gave pupils practical knowledge and confidence to understand how to respond in an emergency, get appropriate help and take potentially lifesaving action.



DAN SMITH – FIT FAST ACADEMY

Dan Smith joined the Social Skills Programme to speak with young people about fitness, wellbeing, entrepreneurship and building a positive future. Drawing on his own experience of developing a business in the fitness industry, Dan encouraged pupils to think about their future aspirations, career opportunities and the mindset needed to achieve their goals. The session also explored discipline, motivation and making positive lifestyle choices.

SAFE CELEBRATION EVENT

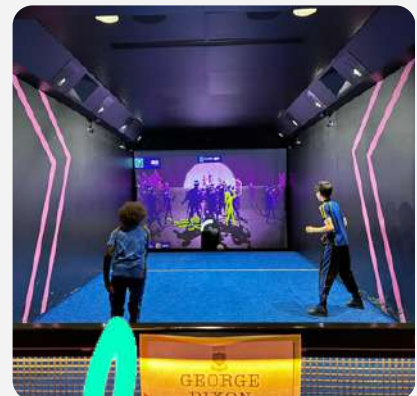
TOCA SOCIAL



The SAFE Celebration Event provided a valuable opportunity to bring together schools from across Birmingham to share learning, celebrate successes, and reflect on the impact of the programme. By creating time and space for school staff, partners, and stakeholders to connect, the event encouraged the exchange of best practice, strengthening relationships across the network and helping schools identify opportunities to further support young people. These discussions also helped raise awareness of wider system offers and support pathways available across the city, ensuring schools can continue to access resources, partnerships, and interventions that contribute to positive outcomes for children and young people.



A key strength of the event was the opportunity for young people from different schools to meet, interact, and build new connections in a positive and engaging environment. Through shared activities and informal conversations, participants were able to learn from one another's experiences, develop new friendships, and recognise that they are part of a wider community of young people striving towards similar goals. This helped to build confidence, strengthen social connections, and create a sense of belonging, while giving young people a platform to celebrate their achievements and feel inspired by the journeys of others within the SAFE programme.



TOCA Social



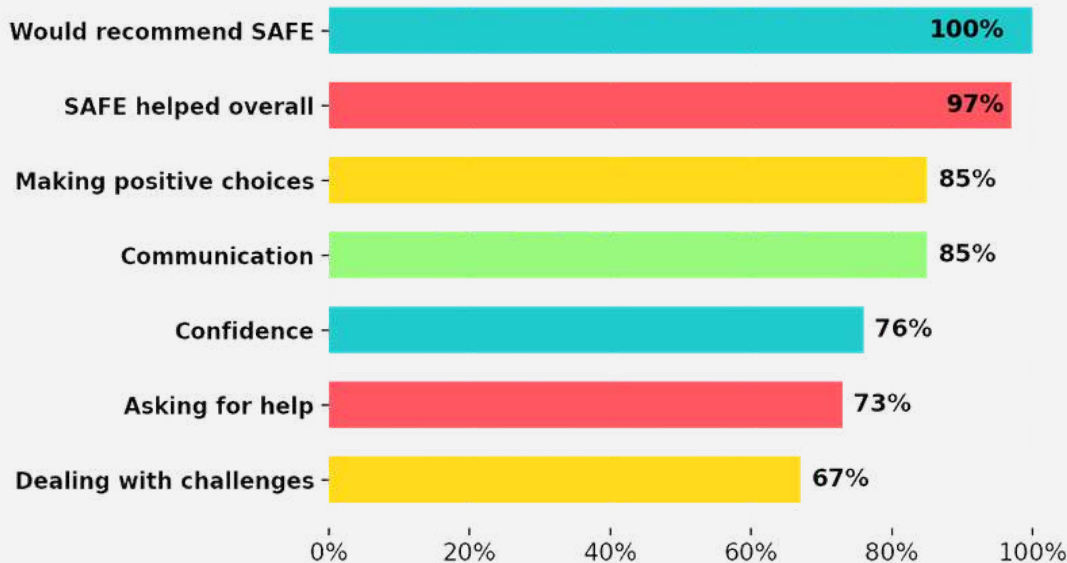
YOUNG PEOPLE'S VOICE

FEEDBACK RESPONSES



At the end of their SAFE intervention, young people were invited to complete a survey to share their feedback and reflect on the difference the programme had made. A total of 33 pupils completed the survey, with the results below highlighting their experiences and the impact they felt SAFE had on them.

OVERALL OUTCOMES



100%
WOULD RECOMMEND
SAFE TO ANOTHER STUDENT

"Being able to talk about my worries and getting feedback on how to deal with them."

"I feel like I can bring up anything to him and he would tell me the best answer possible."

"My anxiety has gotten better."

"I stopped fighting."

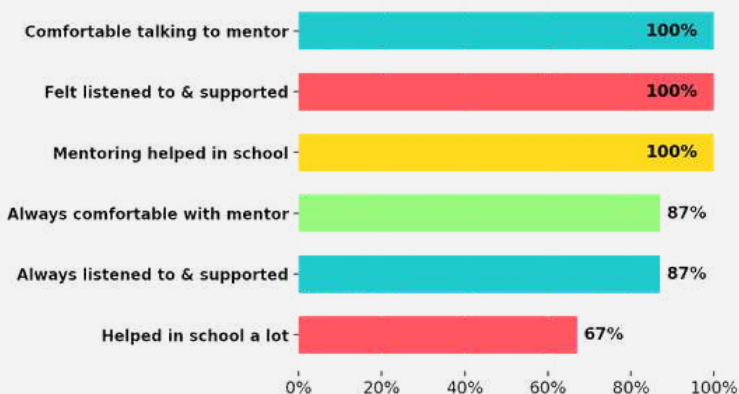
"I reflect back on my behaviour and I calm myself down and don't take my anger out on people."

"Instead of going late to lessons or being rude to teachers, I now stop and think about why I'm doing it and realise it's not worth it."

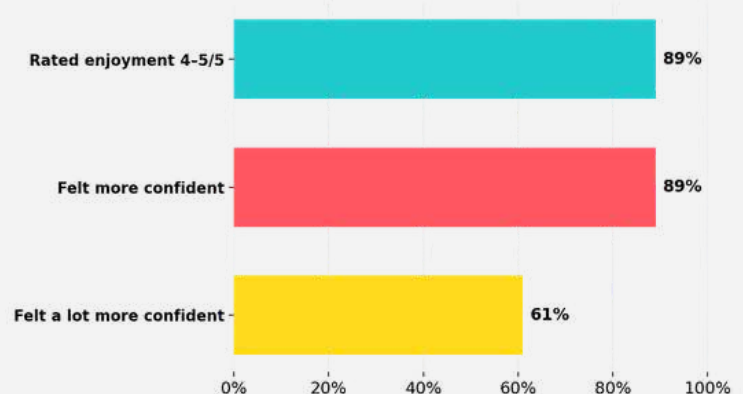
"Not being late for lessons anymore."

"Me giving up, but now I try again."

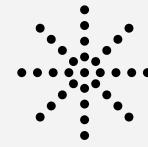
1:1 MENTORING EXPERIENCE



SOCIAL SKILLS EXPERIENCE



ALL SCHOOL IMPACT MY STAR 1:1 MENTORING RESULTS



Outcome Area	Avg. Start	Avg. End	Avg. Change	Improved
Physical Health	3.64	4.17	0.53	52%
Where You Live	3.97	4.48	0.51	44%
Being Safe	3.83	4.19	0.36	39%
Relationships	3.68	4.27	0.6	52%
Feelings & Behaviour	3.16	3.95	0.79	61%
Friends	3.78	4.25	0.47	47%
Confidence & Self-Esteem	3.39	4.06	0.68	58%
Education & Learning	3.01	3.75	0.74	57%
My Star Overall	3.56	4.14	0.58	91% improved overall

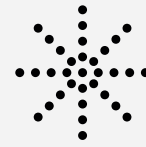
FINAL MY STAR ANALYSIS

My Star results demonstrate positive progress across all eight outcome areas, with 91% of young people improving their overall score. The average increased from 3.56 to 4.14 out of 5.

The greatest improvement was in Feelings & Behaviour (+0.79), followed by Education & Learning (+0.74) and Confidence & Self-Esteem (+0.68). These results indicate particularly positive progress in emotional regulation, confidence and young people's engagement with education.



ALL SCHOOL IMPACT SOCIAL SKILLS STAR RESULTS



Outcome Area	Avg. Start	Avg. End	Avg. Change	Improved
Wellbeing	3.48	4.02	0.55	48%
Communication	2.71	3.93	1.21	79%
Resilience	3.19	3.83	0.64	45%
Confidence	3	3.83	0.83	52%
Self-Awareness	2.93	3.81	0.88	67%
Social Star Overall	3.06	3.89	0.82	86% improved overall

FINAL SOCIAL STAR ANALYSIS

Social Star results show strong overall progress, with the average score increasing from 3.06 to 3.89 out of 5. 86% of young people improved their overall score. Communication demonstrated the greatest improvement, increasing by 1.21 points, with 79% of young people improving in this area.

Strong gains were also seen in Self-Awareness (+0.88) and Confidence (+0.83), suggesting positive development in young people's ability to communicate, understand themselves and feel more confident.



LEARNING & ADAPTATION

Delivery across five different school settings provided valuable learning about how targeted interventions can be successfully embedded within the school day. A key strength was the ability to adapt delivery in response to individual pupils, school timetables and changing circumstances throughout the programme.

MOBILISATION & PLANNING

What worked well

- M.A.D and school leads worked together to identify suitable delivery days and minimise disruption to pupils' core lessons.
- Flexible and rotating timetables helped interventions fit around individual pupil schedules.
- Regular communication allowed delivery plans to be adapted when circumstances changed.

What we learned

- Earlier co-design with each school would allow timetables, rooms, referrals and delivery expectations to be agreed before interventions begin.
- Pupil timetables and room availability should be confirmed before mobilisation and regularly reviewed.
- Allowing sufficient mobilisation time is particularly important where schools have competing priorities, such as exams and SATs.



WORKING IN PARTNERSHIP WITH SCHOOLS

What worked well

- Strong relationships with school staff enabled M.A.D to understand different school cultures, behaviour policies and pupil needs.
- Partnerships developed beyond the core interventions, resulting in holiday provision, after-school activities and additional opportunities for young people.
- Regular communication allowed M.A.D to respond flexibly to absences, exclusions, managed moves and changing pupil needs.

What we learned

- A clear Memorandum of Understanding (MOU) would strengthen expectations around referrals, rooms, communication, debriefs and staff involvement.
- More time at the beginning of the programme should be used to introduce schools to M.A.D's approach and establish shared expectations.
- School involvement throughout delivery is important, not only during the initial referral process.

LEARNING & ADAPTATION

DELIVERING EFFECTIVE INTERVENTIONS

What worked well

- 1:1 mentoring was particularly effective for young people who benefited from individual attention and a trusted adult relationship.
- Social Skills sessions provided a positive environment to explore communication, confidence, resilience, wellbeing and conflict resolution.
- Flexibility was important. Where group dynamics or pupil needs changed, mentors were able to adapt their approach and provide more individualised support.

What we learned

- Consistency of mentors and sufficient time to build relationships are important for achieving deeper outcomes.
- Some young people require longer-term support than a single intervention block can provide.
- Assessment and feedback should be built directly into delivery sessions to improve completion of start and end measures.

WORKING WITH THE SAFE TEAM

What worked well

- Contract review meetings provided constructive feedback and opportunities for collective problem-solving.
- Open communication supported M.A.D to strengthen delivery as the programme progressed.

What we learned

- Providers would benefit from more opportunities to share impact, challenges and effective practice with the wider SAFE partnership.
- Clearer and more consistent reporting systems would make it easier to monitor progress throughout delivery.



KEY LEARNING

The strongest outcomes were achieved when schools, mentors and young people worked together flexibly. SAFE reinforced that successful intervention is not simply about delivering a set number of sessions - it is about building trusted relationships, responding to individual need and creating an approach that works within each school's environment.

LEGACY & WHAT HAPPENS NEXT

SAFE has created a legacy that extends beyond the funded delivery period. Alongside the progress made by individual young people, the programme has strengthened relationships between M.A.D, schools and community partners, creating opportunities for continued collaboration and support.

STRONGER PARTNERSHIPS

Working closely with schools throughout SAFE has strengthened relationships and increased understanding of each school's pupils, priorities and support needs. In several schools, this developed beyond the core SAFE interventions into holiday provision, after-school clubs, enrichment activities and additional opportunities for young people.



LASTING SKILLS & OPPORTUNITIES

Through mentoring and Social Skills, young people developed strategies around confidence, communication, resilience, emotional regulation and positive decision-making that they can continue to use beyond SAFE. Wider activities, including girls' football and holiday provision, also created routes for young people to remain engaged in positive activities.

CONTINUED OPPORTUNITIES & CONNECTIONS

SAFE connected young people with sport, physical activity and positive experiences beyond the classroom, including holiday camps and girls' football. The programme also strengthened links between schools and community partners, increasing awareness of the wider opportunities and support available to young people.



BUILDING ON SAFE

The experience and learning gained through SAFE will help shape M.A.D's future mentoring, Social Skills and school-based provision. In particular, we will build on the importance of consistent trusted adults, flexible delivery, early co-design with schools and support tailored to individual need.

THE LEGACY OF SAFE

SAFE leaves more than completed interventions – it leaves stronger relationships, better-connected schools and young people with skills, strategies and positive experiences they can continue to build on.

SAFE – FINAL IMPACT



SAFE has demonstrated the value of combining trusted relationships, targeted interventions and positive opportunities to support young people who may be facing challenges in school and beyond.

Across the programme, M.A.D worked with 119 young people, delivering Social Skills and 1:1 mentoring alongside holiday camps, after-school activities, enrichment opportunities and celebration experiences. Delivery was adapted around individual needs and school environments, ensuring support remained flexible, person-centred and relationship-led.



MORE THAN THE NUMBERS

The strongest evidence of SAFE's impact can be seen in the changes experienced by individual young people – returning to lessons, managing emotions differently, communicating more confidently, making more positive choices and beginning to see new possibilities for their future.

For some, progress was significant. For others, SAFE provided an important first step and identified areas where longer-term support is still needed.

Most importantly, young people were given access to consistent adults who listened, built trust and created a space where they could talk openly without judgement.



SAFE has shown that when young people are given the right relationship, the right opportunity and the right support, positive change is possible.