

one-eighty

▷ TURNING LIVES AROUND



Annual Report

Promoting mental wellbeing
in young people and families

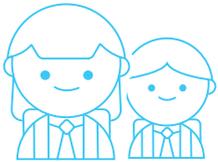


2017/18

Our year in numbers

Impact of our work*

94



Young people received One-to-One support

12



Average age of young people

42



Hours of External Supervision delivered by One-Eighty

360



Young people reached through Make Me Smile

64



One-Eighty Conference delegates

311



Training recipients

35



Young people took part in the Summer Project and Transitional Summer Project

£495,000 (est.)

Income generated

£469,400

Expenditure on direct support

The need for our work*

1 in 10 children

have a diagnosable mental health condition. That's roughly 3 children in every classroom

50% of all mental health conditions

are established before the age of 14

Nearly 1 in 4 young people

show some evidence of mental ill health (including anxiety and depression)

1 in 3 adult

mental health conditions relate directly to adverse childhood experiences

3 in 4 children

with a diagnosable mental health condition do not get access to the support they need

Only 0.7% of the NHS budget

is spent on children's mental health and only 16% of this is spent on early intervention

*Mental Health Statistics collated from www.youngminds.org.uk



High morale and great commitment



Mike Simm

Chair of Trustees, One-Eighty

When I assumed the role of Chair of Trustees late last year, I found an organisation that had undergone substantial growth in the previous months and was addressing new demands. I also found staff with high morale and great commitment to improving the opportunities of vulnerable young people. Their achievements speak for themselves and One-Eighty has continued to receive a high level of demand for its services.

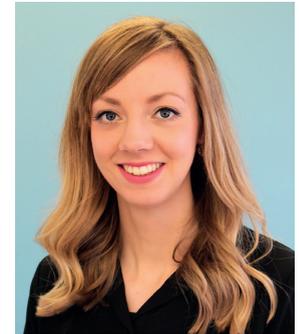
Children and young people’s mental health is now a government priority with a commitment to improve and invest in services that may have increasingly struggled to meet the demands confronting them. While this initiative of course has to be welcomed, we await with interest how further developments will be funded, at a time when, for example, local authority support services are being inexorably diminished.

As One-Eighty Trustees, we have needed to address significant financial pressures to ensure that any expansion is fundable.

Our financial and business systems have been overhauled and our priority in the coming year must be to begin to build up reserves to ensure our continuing capacity to respond to opportunities that may arise from the Green Paper.



Continuing to focus on young people



Susie Besant

CEO, One-Eighty

Our 7th year as an established charity has been yet another exciting and prosperous period as we reflect back on those young people we’ve supported, opportunities we’ve been given, growth and stability we’ve maintained, and partners we’ve gained.

To date, One-Eighty has supported over 3,500 young people, families and professionals. This has been achieved through: One-to-One interventions; group work; family-centred interventions; innovative mental health awareness projects; and a varied menu of training courses. Our focus for the year has been to utilise our Charity of the Year (OCVA) status to raise awareness of the importance of understanding mental health across the ages we support, particularly with the knowledge that there is an increase in mental health issues across the nation yet a decrease in available support.

We have achieved this, and will continue to meet the Governments Agendas in our upcoming year, by partnering with local groups to deliver mental health training to professionals. We have also developed our primary school mental health awareness project, Make Me Smile, to promote healthy wellbeing an understanding for a topic which is essential for everyone.

As we look ahead to the next year, our work remains evidence-based, with our strategic direction continuing to focus on young people; with their safeguarding and wellbeing at the forefront of our charitable aims. We strive to support more young people, make more partner connections, make more of an impact and meet more people where they are at. We want to continue - turning lives around.

What we do

Read on to hear from a young person, professional and One-Eighty case lead about their intervention, how it impacted on each person and the outcomes we delivered.



I was in Year 6 at my school and was finding it very difficult to control my anger. I didn't really understand why I was getting so angry but I couldn't control my behaviour and would shout, swear and even turn tables over.

YEAR 6, OXFORDSHIRE PRIMARY SCHOOL



This young person was at an important stage in their life where they were preparing to transition to secondary school. We knew they didn't want to be displaying the behaviour that they were as they were always really remorseful after an episode but we knew that something needed to be done now.

YEAR 6 TEACHING STAFF - OXFORDSHIRE PRIMARY SCHOOL

A YOUNG PERSON'S VIEW

I started to get angry on a regular basis but each time couldn't understand why it had got so bad, or why I had behaved in the way I did. I felt really unhappy afterwards as I didn't want to shout and swear and upset my teacher and my class, but I really couldn't control it.

Sam and the team were great, I really liked working with him. He didn't assume anything about me but took time to get to know me and what was going on in my life and how I was feeling. We set some targets for what I wanted to achieve from the work with One-Eighty and I really wanted to stop being angry.

He got me to focus on looking at what happens when I get angry - from feeling happy and joking with my friends to feeling slightly annoyed to my worst behaviour when I was swearing, shouting and throwing furniture or kicking doors. We then worked on what things I could do at each stage to turn the situation around. I started to understand how I could help the situation by trying to explain how I was feeling rather than just lashing out. We created an 'anger iceberg' and I started to understand what I might be feeling inside at different times - worried, tired, sad, excluded. It really helped me to understand my feelings and behaviour.

A SCHOOLS' VIEW

At the referral stage, there was a lot of concern that if the young person wasn't able to change their behaviour and aggression during their final year of primary school, then it was going to make their secondary school life very difficult.

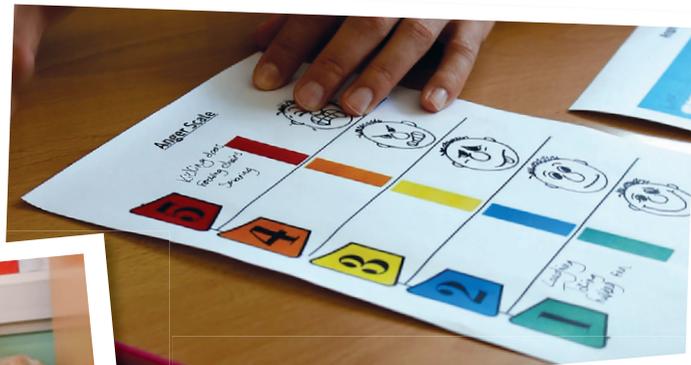
Their behaviour also had a big impact on the class, their teachers and the other people around them. In some instances, it was quite a frightening scenario to witness, particularly for their classmates. Not only that, it also made way for other young people to copy their behaviour and take advantage of the situation at the same time.

We had identified that once the young person reached a certain point in their anger, there was no going back.

This was despite the fact that their anger and the behaviour they were displaying was not something they wanted to do. The worst part was always when they had been able to calm down, they were always very sorry - it felt like they didn't really understand why they had behaved in that way.

They immediately engaged with the One-Eighty team in a positive way and took on board the target setting and strategies that were put in place. It was good to better understand their hidden feelings and worries and what things they might be thinking when their behaviour escalates.

It has also been great to see them continue to display positive behaviour most of the time since the intervention has finished and finish their time at this school successfully.



ONE-EIGHTY'S VIEW

Our focus during the sessions centred around emotional regulation and getting the young person to understand their emotions. They were very excited at the prospect of working with One-Eighty and would always attend sessions with a beaming smile, ready to participate in whatever activities we had planned for the session.

We used techniques such as an anger scale, working with them to identify the different stages of their anger, the feelings associated with each stage and the physical things they did at these points such as shouting, throwing tables etc. We were then able to discuss the type of support they felt they needed at the different stages of their anger and share this with the professionals working with them so they felt supported and not excluded from class activities.

After our assessment period and meeting this young person, we wanted to equip them with strategies that they could use to manage their anger and behaviour in the future, so that they could avoid becoming aggressive and move forward in their education and friendships.

SAM, INTERVENTION SPECIALIST

At the end of just six weeks, we were able to see a young person who was able to understand their anger better. They could identify the things that were making them angry, where it came from and the impact this behaviour was having on relationships with those around them and on their education.

They completed their intervention at the end of December and were able to maintain their behaviour throughout the next term with only a few minor blips which were resolved quickly. They are now looking forward to transitioning into Secondary School and feel well equipped to do so successfully.

One-Eighty was really helpful. It helped me to stop swearing and stop taking my anger out on people who had nothing to do with me or the situation. I'm so much happier now.

Year 6, Young Person –
Oxfordshire Primary School

The steps that have been put in place has made a big difference. We are all aware of where to work from, how to read the signals and everyone is now working together

Year 6, Teaching Assistant

The transformation has been incredible. But he is just one of many, many young people that we work with that are making these changes – it's amazing!

Sam
Intervention Specialist at One-Eighty

01 Oxfordshire, Buckinghamshire & Swindon team

NINA BAWDEN



Nina heads up the Oxfordshire, Buckinghamshire and Swindon teams, having worked at One-Eighty for five years. She has a degree in Psychology and specialises in Dialectical Behaviour Therapy (DBT).



INTERVENTIONS

The core of our work is short-term intensive One-to-One interventions that re-engage young people with learning. Young people struggle to engage with education for a wide range of reasons. Non-attendance or risk of permanent exclusion are typical reasons for referral to us, with a wide range of underlying challenges including:

- Anxiety (including social anxiety, separation anxiety)
- Attachment difficulties
- Autism
- Anger management and violent behaviour
- Un-met learning needs
- Difficult home circumstances

Our interventions typically consist of a thorough assessment of the young person's needs followed by 6 weeks or 4 sessions per week. Casework usually includes family sessions to help parents and carers support and sustain change.

We also have some young people and families who we are supporting over a longer period of time, where the young person may have been disengaged from education for a year or more and/ or have more complex needs.

The staff put in the work before to get to know the young person through talking/meeting with professionals and parents who knew them best. The sessions were then personalised to the young person... They achieved the objective set out at the start of the intervention and improvements have been seen in school and home. I would recommend this service to anyone that has a child with complex, social, emotional and mental health needs.

Children and Families Office, Community Primary School



TRAINING

During 2017/18, we undertook 23 different training courses to support professionals working with vulnerable young people. This included courses such as CBT+, Mindfulness, Emotional Regulation and Inside I'm Hurting. We also partnered with Oxfordshire Youth to deliver Young People's Mental Health Training.

Following Emotional Regulation training, a TA from a secondary school working with a group of volatile girls said:

I was able to teach them how to regulate their emotions, to remain calm and consider the consequences of their actions before reacting. Since using these techniques with this social group, we have seen a, 80% decrease in incidents

I have been given different insights, perspectives into a variety of SEMH challenges

It was a well put together day, with a wide range of speakers giving insightful and thought provoking talks.

CONFERENCE

In October 2017, we partnered with The Art Room to deliver a conference to local schools and professionals working with young people focusing on emerging innovative practice. Each session aimed to provide tools and techniques that could be used to improve mental wellbeing and behaviour in children and families.

PRIVATE REFERRALS

One-Eighty also takes referrals directly from parents and carers. If you would like to discuss how we could support your young person, please get in touch with the team. Our contact details are on the back of this report

01 Oxfordshire, Buckinghamshire & Swindon team



Could you be a One-Eighty Trainee?

The One-Eighty Traineeship Programme is a challenging 12-month scheme that will offer continuing training and development opportunities. You will make a valued and worthwhile contribution to all aspects of the organisation. You will build skills in order to design and deliver interventions for young people and their families. For further info or to receive an application form, please contact:

traineeship@one-eighty.org.uk



THE SUMMER PROJECT

Our Summer Project is aimed at young people who may be at risk of losing momentum in their learning over the summer period. We had 30 placements for our standard Summer Project which involved two trips and two One-to-One sessions per young person.

It has been the best! I wish we could rewind the day so we could do it all again.

Young person on a Summer Project trip

Learning outcomes from the Summer Project included:

- The young person is able to demonstrate one strategy for managing their worries about starting a new school.
- The young person is able to practise three strategies that will support the increase in their understanding and ability to follow instructions.

In addition, during the summer period, the Oxfordshire team have been trialling a 'Transitional Summer Project' with the Oxford Virtual School. Our work focused on children in care (looked after children) who were transitioning to secondary school. As well as the trips and One-to-One sessions over the summer period, it also included One-to-One sessions at the end of the summer term and into the autumn term of their new school.

COMING IN
2019/20



MAKE ME SMILE

Make Me Smile is a mental health awareness project, delivered to the Year 6 students which allows them the chance to explore their thoughts and worries in a safe environment.

It gives them a sense of empowerment to share their skills and coping strategies with other children in the school through peer-to-peer mentoring to the Year 3 students and with the whole school Make Me Smile day. The project encourages children to think of caring for their mental health and wellbeing in the same way that we look after our physical health, linking to the Healthy Schools curriculum and the Governments Green Paper on Children's Mental Health.

Thanks to ongoing support from the Tambour Foundation, we are continuing to roll-out this project to primary schools across Oxfordshire.

I think one of the fantastic things about it is that the session is delivered in such an age appropriate way, with the right language and the right sort of approach to it that it is empowering a lot of them to feel that they can share this and use it.

Year 6 teacher, Ewelme C.E. Primary School

Subject to funding, we are very pleased to be developing our primary school group project **Kick Start** alongside secondary school group work - **Behavioural Education (BE)**. In addition, we have been providing external supervision to local professionals working with vulnerable young people and will be extending this offering next year.

02 West London team

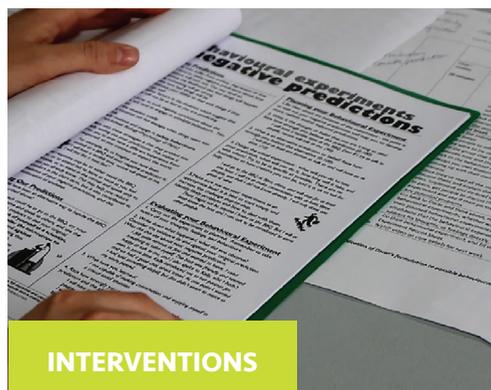
MARK KEEP



Mark has managed the West London team for three years. Mark is a BPS qualified Sports Psychologist and focuses on Growth Mindset and Rational Emotive Behaviour Therapy (REBT).



TRAINING



INTERVENTIONS

The West London team focuses on short-term, intensive interventions, typically six to eight weeks in length. During 2017/18, nearly 80% of our interventions were with young people of secondary school age. Over a quarter of our intervention work involved family sessions to provide further support to the young person.

We have an experienced and highly skilled intervention team who come from a wide range of backgrounds (teaching, psychology, social work, youth work) and each will have their own experience of different psychological approaches. When undertaking an intervention, we are able to put case teams together with a mix of skills, experiences and approaches.



SUPERVISION

Partnering with a secondary Academy School we have provided 24 External Supervision sessions to staff working with vulnerable young people.

I feel this has allowed me to be more reflective in my daily practice which has had a directly positive impact on me as a professional and a practitioner allowing me to work at the best of my ability with my students and families. I believe that clinical supervision has given me the space to grow personally and professionally.

Assistant Head Teacher,
All Through School, Feltham

COMING IN
2019/20

Subject to funding, we are pleased to be developing to group programmes for primary schools - **Make Me Smile** and **Kick Start**, alongside **Behavioural Education (BE)** for secondary schools

Resilience
Inset-day training
Adult Mental Health Training
Mindfulness
Emotional Regulation
Young People's Mental Health
Inside I'm Hurting
Raise the Bar (Behaviour, Attitude and Respect)
CBT+
Adult Mental Health Training
GROWTH MINDSET
Foster Care Training



THE SUMMER PROJECT

The West London Summer Project involved 9 young people and included trips to IMAX Waterloo, Bowling and London Museums.

Learning outcomes included:

- The young person is able to demonstrate their ability to mentor young people and model positive choices and behaviours.
- The young person is able to demonstrate forming and maintaining a positive friendship.

Engaging
Make Me Smile
Other training courses
Cost-effective
Think differently
Behaviour
Peer support
Positive Psychology
Feelings
Innerviews
BE
Enabling
Transitional Summer Project
Group work

03 Development team

REBEKAH SAMMUT



Rebekah is One-Eighty's Development Manager, responsible for income generation which supports the development and rollout of our Group Projects and Group Work. This allows One-Eighty to reach more young people at an earlier stage in their journey through awareness raising and early intervention group projects.

Rebekah also oversees One-Eighty's branding, marketing and communications.

GRANT MAKING TRUSTS AND FOUNDATIONS

We are incredibly grateful to the Trusts and Foundations who have supported our work this year. With this support, we have been able to set-up and roll-out our flagship mental health awareness raising project, Make Me Smile, across Oxfordshire primary schools, pilot our Transitional Summer Project and strengthen the team with a mental health lead practitioner.

We are also very proud to have received a grant from the Oxfordshire Step Change Fund to create a new Traineeship Programme allowing us to widen our reach. The Traineeship Programme will introduce a new approach to the training and induction of support professionals, bringing junior trainees on board with relevant experience and gradually introducing them to group interventions and then to One-to-One case work. This will allow us to future proof our intervention team, with anticipated progression into more senior roles for the trainees as we continue to grow. We look forward to showcasing this project next year.



AMBASSADORS

Our Ambassadors provide support and assistance with many aspects of One-Eighty's development, helping to spread the word about our work. We would love to hear from like-minded individuals who would like to become an Ambassador and get more involved with our work.



CORPORATE

This year we welcomed support from: Co-op Isleworth staff and customers who helped to raise money for a Raise the BAR (Behaviour, Attitude and Respect) programme in the Autumn.



Pamoja Education donated funds to our 2018/19 Summer Project and we are pleased that they have become a Corporate Partner for 2018/19. We look forward to developing the partnership further over the coming year and sharing further updates next year.



If your organisation would like to support our work during this year, please get in touch with Rebekah to discuss fundraising and partnership opportunities



OUR FUNDRAISERS

Thank you to our individual fundraisers who have baked, run, cycled, shopped and donated their time and money to support our work.



This year our highlights have included a team running the Blenheim 10k, a duo cycling the Cobble Classic, and volunteers overseeing our annual bake sale at the United Reform Church in Summertown.

COMING IN
2019/20

We look forward to building new partnerships during 2019/20 as we are looking for funding to support the design and development of **Kick Start**, **BE** and **Make Me Smile**.

The BE Programme - an early intervention group work project that combines collaborative learning techniques with one-to-one sessions.

Make Me Smile - we hope to be able to extend our reach to primary schools in West London with a view that the programme can become part of the 'healthy school's curriculum' across Oxfordshire and West London in the future.

04 Finance team

ANGUS FOOKES



Angus is Director of Business and Finance and joined the team in September 2017. Angus is responsible for the financial management of One-Eighty to ensure we grow in a sustainable way.



Where every child can enjoy a positive and flourishing relationship with education.



One-Eighty exists to connect vulnerable children & young people with a positive learning experience by working on patterns of thinking, behaviours and emotions to enhance learning.



68%

Interventions

20%

Grants & donations

8%

Training

4%

Other



83%

Service delivery Staff costs

12%

Service delivery Support costs

5%

Marketing and fundraising



THE FUTURE

As well as meeting the increasing need for One-to-One work, we hope to be able to:

- Develop our secondary school group project - the BE programme
- Build new partnerships with local corporates and grant making trusts
- Create a bespoke training package for school inset day training
- Provide corporate volunteering opportunities through our group work, such as Make Me Smile
- Design and roll-out our Traineeship Programme
- Increase our individual fundraisers and donors

In doing so, we will continue to raise awareness of young people's mental health and turn more young people's lives around.



TRY IT OUT!

At One-Eighty, we are focused on promoting healthy mental wellbeing both internally in our teams and externally in the work we deliver. Here are a few short exercises and tips that may help you to better look after yourself:

- If you are feeling anxious or stressed, take a few moments to observe your breathing. Count 4 breaths in (1-2-3-4) and 5 breaths out (1-2-3-4-5). Repeat 4 or 5 times to calm your nervous system.
- To help with feelings of being overwhelmed: decide on your overall objectives for the day, then break up your day into achievable chunks that work towards your objectives. Keep things SMART (Specific, Measurable, Actionable, Relevant, Time-bound.) It can help to work backwards from what you'd like to achieve by the end of the day.
- Try a 'STOP, FEET, BREATHE and BE': Stop what you're doing, feel your feet on the ground, take some deep breaths (as above), and be aware of how you are feeling in this moment. This can help with decision-making.
- It may sound simple, but taking regular breaks from tasks is very beneficial - walking away from a task, going outside, then approaching it refreshed can work wonders.
- Take a moment to notice three things for each sense (three things that you can see, hear, smell, taste, touch). Alternatively, label something you can see for each letter of the alphabet. These can help take your mind away from troubling thoughts.
- If you find yourself over-worrying, take some time out to think about something that makes you feel happy (this could be an activity that you love to do, a place you have visited or a person you love). Focus on what it is about your image that brings you happiness and picture yourself doing the activity, visiting the place or spending time with the person. This can help you re-focus and feel calmer and refocused.



Online

one-eighty.org.uk

and go to our **'Support Us'** page



Post

Please send a cheque made payable to **'One-Eighty Ltd'** along with your contact details to our address:

Unit 20, Kings Meadow, Ferry Hinksey Road, Oxford, OX2 0DP



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Give as you Live

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one-eighty

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🐦 @180Charity

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📍 Oxfordshire, Buckinghamshire, Swindon and West London

📘 /OneEightyCharity