

# Get Community Youth Grant

**Started on:** 16/06/2016 10:06:46  
**ID** 318

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**Current Status:** Application Received

**1. Project title? (Max. 8 words Eg. Tinkleton Village Youth Transport Project)**  
**\*required field**

Lifeline - empowering youth against cyberbullying summer holiday project

**2. Project summary: (100 words) \*required field**

The charity Depression Alliance estimates that each year there are 19000 suicide attempts by adolescents in the UK 10 of which is due to bullying. An incredible 20 percent of young people in a survey of 10000 undertaken by Ditch the Label in 2014 experience Cyberbullying every day. This project empowers young people to employ social networking to address bullying by enable to understand these invisible intruders into their lives rebuild their shattered self esteem and create media that they can publish so that they have their own voice.

**3. Amount of funding required: \*required field**

- £0 - £1000  
 £1001 - £5000  
 Over £5000 (Please note - our grants will not normally exceed £5,000)

**4. Which Area Board are you applying to? Not sure? [-check on a map](#) \*required field**  
Royal Wootton Bassett & Cricklade

**5. What is the Post Code of where the project is taking place?(If the application is for something that will move around to different locations please insert the post code for where it will be based for the majority of the time.) \*required field**  
SN4 7HG

**6. Please tell us which theme(s) your project supports: \*required field**

- Informal education  
 Youth work/development  
 Sport/Leisure  
 Residential  
 Arts/Culture

- Employment or training
- 1:1/group work
- Community Project
- Community Safety
- Volunteering
- Environment
- Health
- Other

If Other (please specify)

Prevention of self harm and teenage suicide

### **7. About your project**

**Please tell us about your project (a strong application will address all of the following):**

**\*required field**

- How does your project support local needs and priorities?
- How have young people been involved in your project so far?
- How many young people do you expect to benefit?
- How will your project be accessible and affordable?
- How will you encourage volunteering and community involvement?
- How will you ensure your project is accessible to everyone (Disabled, low incomes, vulnerable, etc.)
- How will you ensure your project is inclusive?
- How will you work with other community partners?

In Summer 2015 Launch2learning undertook a media project in Calne which was designed to address an issue identified by the LYN as problematic. The issue was around adolescents and body image. During the analysis of the qualitative data for this project we discovered that for all the participants cyberbullying was consistently at the top of the list of problems connected with social media. analysis and report by Patrick Dolan of Quality in Life 2000 According to research by Ditch the Label body image and cyberbullying are intrinsically connected due to the visual nature of social media. This issue is not addressed at all in 43 percent of schools due to the constraints of the National curriculum and 44 percent of teachers in the schools that do teach it say that they dont know how to deal with it. Onepoll 2013 Traditional methods to tackle bullying for example tell an adult stand up and confront the bully ask for the support of your friendship group do not work in cases of cyberbullying. This is due to the hidden nature of the perpetrators of cyberbullying. Posting a video or a selfie on-line can result in thousands of cutting and cruel comments from an international platform of those intent on making themselves feel powerful at the expense of the self esteemed of a stranger. Telling a child to avoid the internet and social media is not only impractical due to the reliance by the education system on research and electronic submissions of coursework but is also the virtual world equivalent of telling a child who is being bullied to stay in the house and keep the curtains shut. So how do we deal with a bully who uses the internet to emotionally destroy the youth in our community and the child in our homes and schools. This project by Launch2learning enables 8 young people from our community to take the bullies on by analysing and breaking down the methods that they use and giving them an understanding of the faceless presences behind their screens. We then challenge the perceptions of body image

that are presented as perfect by the popular press and social media empowering the students to understand the falsity of these images and the people who are creating this world. We then guide them through the process of writing and making their own short film addressing the issues which they can publish on their own social media. This gives them a voice to confront the bullies in the virtual world which is the new platform for this type of behaviour. The costings were based on Designing planning and writing the programme Preliminary meetings with schools to present the programme Design of the qualitative research Implementation of this research throughout the programme Written report following the results of the research Technical editing and sound. Workshops in schools in advance with year 9 and 10 students Meetings with other agencies e.g. Home school groups and EWO. Delivery of 6 x 3 hour long workshops for 8 participants over a 2 week period. Organisation and meetings with past participants to act as mentors. Creation update and monitoring of group blogs before and after Presentation of the results at future area boards Project work to be completed between workshops. The results from last years project were astounding. In the evaluation by Quality of Life 2000 the participants comments regarding their use of social media post-project were significantly different to their initial responses. At the end of the programme they were interviewed about how their use of social media had changed and their future intentions. Examples of how they would use social media in the future after they had part in the programme included I would like to use it social media to describe and value myself and talk to my friends I would like to change the way that girls look at themselves. I would like to use it to not be boxed in by school popularity. I understand how people can be controlled by the media. One girl who was a school refuser and agoraphobic went from being accompanied to Launch 2 learning each morning at the start of the project to walking their on her own at the end of it and volunteering for maths and English tuition that was being run in a separate project in the afternoon. The participants from this project have been in regular contact throughout the year and are being involved again this August as mentors for the young people participating in this years project. They are being involved from the recruitment process right through the filming and editing and will help to distribute the end product on social sites. We are hoping to be granted the funds for this project from the Area Board so that we will not exclude any child through inability to pay. We can provide all of the equipment needed for the filming and editing. We are hoping to use a site in Royal Wootton Bassett that will have disabled access so that we are inclusive of all as this is one of our fundamental principals. The exact site is still to be confirmed. We are planning to do a series of talks at workshops at RWBA and Braden Forest school in order to let young people know that this project is available. We will work with the youth workers to identify people through the LYN so as to hopefully give opportunity to those who may find accessing mainstream school problematic and those who are Home schooled. We will also spread the message using social media. This project is an opportunity for the schools youth service and home school network to come together and address an issue that is vital to the safety mental health and wellbeing of the youth in our community.

## **8. Safeguarding**

**Please tell us about how you will protect and safeguard young people in your project (You must address all of the following): \*required field**

- Please evidence your commitment to safeguarding and promoting the welfare of children and young people.
- How do you make sure staff and volunteers understand their safeguarding responsibilities?
- Are staff and volunteers Disclosure and Barring Service (DBS) checked and do you hold a central record of this as well as details of staff references.

- Who in your organisation is ultimately responsible for safeguarding?
- How do you ensure that young people are kept safe online when accessing your services?

Safeguarding Premises Weekly premises check and log kept. Fire policies are completed and reviewed monthly First Aider on site Safeguarding policy documents issued to staff are signed by each tutor to show understanding of required action. Safeguarding course completed by Marie Wykes September 2014. All staff are fully DBS checked and numbers kept on the premises. All staff are insured through Norton Michael childcare specialist insurers. References are kept on site. Online Safety Permission from parents before publishing on line. Expectations are set up in advance on policy no photographs no phone used unless directly related to the project positivity and respect both on the premises and in any contact on social media Ratio low 12 for online research.

### 9. Monitoring your project

#### How will you know if your project has been successful? \*required field

Media Project journals kept by students. Pinterest boards are established by students for individual photographic and film work. Group Pinterest board for collaborative and group work. Reflections written by tutors at the end of each session. Publication and sharing of the project on social media having attained parent/guardian permission. An action research analysis will be undertaken from the initial organisation of this project with the Action research expert Patrick Donlan from Quality of Life 2000 in order to ensure that we are constantly monitoring the quantitative and qualitative effects of the project in a measurable way. We can then modify the project to ensure that we have the maximum effect as we are delivering the programme.

### 10. Finance: \*required field, if you are a new organisation and don't have accounts leave blank and tick box below

#### 10a. Your Organisation's Finance:

##### Your latest accounts:

Month  Year

##### Total Income:

£  Please enter in money format **with pence** but no pound sign or comma or p. Eg 15000.00

##### Total Expenditure:

£

##### Surplus/Deficit for the year:

£

##### Free reserves currently held:

£

#### Why can't you fund this project from your reserves:

All of the money that we have surplus is already allocated to projects that we are running until September including maths and English summer school for JBS film making project NEETS skills swap project and mentoring. The money has been received for these but as the projects are either only just underway or not started yet we have not yet paid the costs that will be accumulated in the running of these projects. The expected surplus by September 2016 after these projects have taken place will just cover staff wages for September.

We are a newly formed group and do not yet have published accounts:

## 10b. Project Finance:

### Part One: \*required

Total Project cost  Please enter in money format **with pence** but no pound sign or comma or p. Eg 15000.00  
[help](#)

Total required from Area Board

### Part Two: Please itemise your project expenditure and project income \*required

Quick tips:

1. List **ALL** expenditure in a general format eg. Materials 10.00, Tools 5.00
2. List **ALL** income **except the amount required from the Area Board** eg. Donations 20.00 [help](#)
3. Please enter in money format **with pence** but no pound sign or comma or p. Eg 15000.00
4. If your organisation reclaims VAT you should exclude VAT from the expenditure
5. Please ensure you **TOTAL** both columns correctly.
  - Expenditure column should equal Total project cost in Part One.
  - Income column should equal Total project cost **minus** Total required from the Area Board.
6. Here is an example layout, including how to display in kind contributions [help](#)

Itemised Expenditure eg Materials <a href="#">help</a>	£	Itemised Income eg Our reserves	£	Tick if income confirmed
<input type="text" value="Teaching wages"/>	<input type="text" value="£ 1075.00"/>	<input type="text" value="iPads"/>	<input type="text" value="£ 1000.00"/>	<input checked="" type="checkbox"/>
<input type="text" value="Theatre practitioner wa"/>	<input type="text" value="£ 1075.00"/>	<input type="text" value="Insurance"/>	<input type="text" value="£ 50.00"/>	<input checked="" type="checkbox"/>
<input type="text" value="Admin and auditing"/>	<input type="text" value="£ 250.00"/>	<input type="text" value="Transport"/>	<input type="text" value="£ 90.00"/>	<input checked="" type="checkbox"/>
<input type="text" value="Premises"/>	<input type="text" value="£ 400.00"/>	<input type="text" value="Music and sound pract"/>	<input type="text" value="£ 75.00"/>	<input checked="" type="checkbox"/>
<input type="text" value="Qualitative report"/>	<input type="text" value="£ 200.00"/>	<input type="text" value="Post project meetings"/>	<input type="text" value="£ 100.00"/>	<input checked="" type="checkbox"/>
<input type="text" value="Media materials"/>	<input type="text" value="£ 150.00"/>	<input type="text" value=""/>	<input type="text" value="£"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value="£"/>	<input type="text" value=""/>	<input type="text" value="£"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value="£"/>	<input type="text" value=""/>	<input type="text" value="£"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value="£"/>	<input type="text" value=""/>	<input type="text" value="£"/>	<input type="checkbox"/>
<input type="text" value=""/>	<input type="text" value="£"/>	<input type="text" value=""/>	<input type="text" value="£"/>	<input type="checkbox"/>
<b>Total</b>	<input type="text" value="£ 3150.00"/>	<b>Total</b>	<input type="text" value="£ 1315.00"/>	

(please ensure you total these columns even if values are 0.00)

**11. Have you or do you intend to apply for a grant for this project from another area board within this financial year? \*required field**

- Yes
- No

**12. Tick all the Area Boards to which you are intending to apply, including this one (You can apply to a maximum of 3 Area Boards for the same project in a financial year) \*required field, if Yes to Q11.**

- Amesbury
- 
- Tidworth
- Trowbridge
- Warminster
- Westbury
- Royal Wootton Bassett & Cricklade

### **13. DECLARATION**

**Supporting information - Please confirm that the following documents will be available to inspect upon request (You DO NOT need to send these documents to us):**

**Do you have the following (please tick any that apply):**

- Child Protection Policy
- Safeguarding Children
- Procedure for dealing with an allegation against a member of staff or a volunteer
- Complaints Procedure
- Public Liability Insurance
- Health & Safety
- Whistle blowing policy
- Internet use policy
- Constitution
- Annual Accounts
- Business/Project Plan (For projects where total project cost is over £50,000)

**Legal declaration \*required field**

- The information on this form is correct, that any award received will be spent on the activities specified.