

StreetGames: Safe, Fit and Well – Case Study Research

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Executive Summary

Introduction

StreetGames commissioned Brunel University London to conduct primary qualitative research to produce case studies of the 'Safe, Fit and Well' programme between February 2017- May 2018. Reflecting the established evaluation approach adopted by StreetGames, the aim of this research is to develop an understanding of the type of sport offer that can effect change and support young people (14-24 years) living in disadvantaged areas and in the process contribute to the evidence base and disseminate practical and insightful learning. The research focuses specifically on examining how Safe, Fit and Well pilot projects can enhance young peoples' mental health and wellbeing in the communities in which they live.

The findings of this study will contribute to the drive to improve the evidence base for the new DCMS strategic outcomes for sport in the UK; physical and mental wellbeing, individual development, social and community development and economic impact (DCMS, 2015). The commissioning of primary research to produce case studies of the Safe, Fit and Well programme is, thus timely, innovative and paramount in building the evidence base about the value of community sport to change lives and communities.

The Safe, Fit and Well Programme and Pilot Projects

The Safe, Fit and Well programme is a response to professional practice recognition of the need to effectively and expertly address mental health and wellbeing issues presented by young people taking part in StreetGames projects. Between February 2017 and May 2018, seven pilot projects delivered Doorstep sport to enhance the mental health and wellbeing of young people; Chapter 1 and the Salvation Army Housing Association (Salford), Fitness In Mind™ Brentwood, Leeds City College, Pat Benson Boxing Academy (Birmingham), Positive Futures (Wirral Borough Council), Tyne Metropolitan College and, Warrington Wolves Charitable Foundation. The Safe, Fit and Well programme provided a forum to discuss the design, delivery and evaluation of projects through an Action Learning Set, mental health and wellbeing training for sports deliverers and peer supporters, monitoring and evaluation training and bespoke one-to-one support from StreetGames' specialist health advisor.

Research Aims and Approach

The research aimed to examine how Safe Fit and Well pilot projects can enhance young peoples' mental health and wellbeing in the communities in which they live.

There were two research objectives:

1. Gaining a deeper understanding of the role of doorstep sport in supporting the mental health and wellbeing of young people through sport in disadvantaged communities;
2. Contributing to the evidence base and disseminating practical and insightful learning about the impact of doorstep sport in supporting the mental health and wellbeing of young people through sport in disadvantaged communities.

A three phased mixed-method qualitative case study approach was adopted consisting of: (1) Interviews with StreetGames central team members, pilot project leads, doorstep delivery staff and partner organisations; (2) site visits to Safe, Fit and Well pilot project locations to observe the sport offer in action and conduct informal conversations with participants and delivery staff and; (3) site visit to a four-day Young Health Champions residential to conduct observations and interviews with participants, StreetGames Young Advisors, the lead delivery expert and a StreetGames mental health and wellbeing tutor. Existing monitoring and evaluation data, provided by the pilot project was used to develop a holistic case study strategy of the Safe, Fit and Well initiative. Our case studies provide insights about individual projects as well as commentary about cross-case study similarities and differences.

Findings

Communities of Practice, Networks and Partnerships

An identifiable community of practice with a common interest and desire to share knowledge on the importance of sport for improving the mental health and wellbeing of young people from disadvantaged backgrounds was identified in the Safe, Fit and Well programme. Networks and partnerships between community sport, education, charity and local authority sectors underpin the successful delivery of sport for mental health and wellbeing goals through knowledge exchange, learning about the complexities in designing and delivering community sport to young people with mental health and wellbeing issues and developing robust evaluation strategies.

The Safe, Fit and Well Doorstep Sport Offer

There is potential for a diverse range of sport and organised exercise to have positive benefits for a range of mental health and wellbeing outcomes for young people. Community approaches are central in helping young people to realise the positive feelings that can be associated with sport participation including football, rugby league, boxing, boxercise, golf, foot-golf, boccia, dodgeball, volleyball, basketball, indoor cycling, road cycling, mountain biking, road running, table tennis, mixed martial arts, circuit training, gym-based fitness classes, pilates and yoga. Tailoring community sport to the needs of young people with mental health issues is important and involves designing and delivering to the needs and desires of the young people taking part, recognising the social context in which sport is being delivered, the expertise, facilities and funding available to delivery organisations and addressing the barriers of time, cost, and mental health stigma which are experienced by potential participants.

Workforce Training

A number of workforce personnel, located in diverse community settings have a role to play in designing, implementing and evaluating a doorstep sport approach which aims to improve the physical and mental health and wellbeing of young people including sports coaches, sports development officers, leisure service managers, community leaders, education specialists, counsellors, and young peer mentors and StreetGames advisors. To equip this community sport workforce with the knowledge and skills to design, deliver and build evidence on community sport for mental health and wellbeing and encourage and support young people from disadvantaged communities to take part in physical activity, the Safe, Fit and Well programme delivered a bespoke training package consisting of Mental Health First Aid (MHFA) to key personnel in each pilot project,

a four-day Young Health Champions residential and, a training webinar on using the Warwick-Edinburgh Well-Being Scale (WEMWBS) to evidence wellbeing improvements. In addition to these formal training sessions, StreetGames' Doorstep Sport Advisor – Health specialist offered bespoke on-call and on-hand support to the pilot project leads.

StreetGames Young Advisors, and Peer-to-Peer Learning and Support

Peer-to-peer learning and support has the potential to enhance the role of sport in improving the mental health and wellbeing of young people taking part in community sport. When young people are supported by peers they can relate to there are benefits in terms of improved self-esteem and confidence, positive feelings of enjoyment and a sense of belonging and de-stigmatisation of mental health. Formal or informal peer-support structure have the potential for successful delivery of community sport for mental health and wellbeing impacts. Peer leaders also have opportunities to develop leadership and communication skills and improve their confidence and take pride in their work.

Evidence Building and Knowledge Exchange

There is an identified need to build evidence about the role of community sport on mental health and wellbeing in diverse communities of young people. StreetGames has an established emphasis on programme evaluation and there is recognition of the need for rigorous monitoring and evaluation. The expertise and experience of monitoring and evaluation varied across pilot projects and impacted on the capacity for some projects to include a rigorous evaluation strategy in their work.

Five projects returned their WEMWBS data and reported follow-up scores that were an improvement on baseline scores of mental wellbeing; three with a significant improvement (Wilcoxon signed-rank test, $p < 0.001$). Focusing on percentage of participants indicating high wellbeing, all projects reported an increase from baseline to follow-up. The increase in percentage of high wellbeing ranged from 5% to 63%; where the project with the greatest increase in high wellbeing saw 11% of participants with high wellbeing at baseline and 74% at follow-up. Comparing the baseline scores to follow-up scores for low wellbeing the findings were mixed. One project reported no incidences of low wellbeing pre or post the sports sessions. Four projects reported reduced levels of low wellbeing at follow-up compared to baseline, with one project seeing a reduction to 0% of low wellbeing at follow-up from 26% at baseline. The greatest reduction in low wellbeing for a project saw low wellbeing drop from 49% at baseline to 14% at follow-up; a reduction of 35%.

The inclusion of Action Learning Sets provided a structured forum for small group discussion about complex applied issues in delivering sport for mental health and wellbeing and were particularly valuable for professional learning. The ALS provided an opportunity for project leads to share experiences, discuss challenges and potential solutions. The ALS provided an opportunity for personal development of project leads and setting standards and good practice in the programme design, delivery and evaluation of sport for mental health and wellbeing.

Case Studies

Pilot projects, delivering Doorstep sport for mental health and wellbeing differed in the precise nature of sport on offer, the context in which they were delivered, and the groups of young participants involved. Seven case studies represent each of the individual pilot projects in this

StreetGames programme; Chapter 1 and the Salvation Army Housing Association (Salford), Fitness In Mind™ Brentwood, Leeds City College, Pat Benson Boxing Academy (Birmingham), Positive Futures (Wirral Borough Council), Tyne Metropolitan College and, Warrington Wolves Charitable Foundation. Each case study provides details of project aims, participants, delivery strategy, and partnerships and includes an overview of key research findings. Four cross-case studies identify current and overlapping delivery models that have been successful in developing sport for mental health and wellbeing impact in further education, local authority leisure services, the voluntary and community sector, and community sports clubs. These cross-case studies identify the context and processes that have led to successful delivery of sport for mental health and wellbeing impacts in the StreetGames doorstep sport approach.

Conclusions

This qualitative case study research has shown the potential for community sport to enhance the mental health and wellbeing of young people living in disadvantaged communities. The context and mechanisms of community sport delivery that may lead to mental health and wellbeing benefits for young people are varied, reflecting the complexity of communities and diversity of young people themselves. Four active ingredients are identified in the StreetGames Doorstep approach for success in enhancing mental health and wellbeing for young people taking part; **(1) tailored provision** including sport activities selected by young people and delivered with consideration of the barriers of time, costs, accessibility, and mental health stigma, **(2) workforce training** on Mental Health First Aid for project leaders and the RSPH Level 2 Young Health Champion Award for young participants and peer leaders, **(3) partnerships** between community sport, mental health, education, local authority and the voluntary sectors to maximise effective delivery and address mental health stigma and **(4) strategies for high quality, credible research, monitoring and evaluation** to ensure a stronger evidence base for the contribution of community sport to improving young peoples' mental health and wellbeing.

Recommendations

Five recommendations provide a framework for the identification of key principles or best practice guidelines for practitioners who are designing, delivering and evaluating Doorstep sport to support the mental health and wellbeing of young people in disadvantaged areas. These emphasise: (i) promoting community sport partnerships, (ii) implementing the principles of Doorstep sport, (iii) raising awareness of young peoples' mental health and wellbeing, (iv) supporting high-quality opportunities for peer-to-peer support, and (v) improving the evidence base and opportunities for knowledge exchange.

Section 1: Introduction

StreetGames commissioned Brunel University London to conduct primary research to produce case studies of the 'Safe, Fit and Well' programme between February 2017- May 2018. The overall aim of Safe, Fit and Well research reflects the established evaluation approach of StreetGames; to develop understanding of the type of Doorstep sport offer that can effect change and support young people (14-24 years) living in disadvantaged areas. The research focuses specifically on examining how Safe Fit and Well pilot projects can enhance young peoples' mental health and wellbeing in the communities in which they live.

There are two objectives of the research.

1. Gaining a deeper understanding of the role of doorstep sport in supporting the mental health and wellbeing of young people through sport in disadvantaged communities;
2. Contributing to the evidence base and disseminating practical and insightful learning about the impact of doorstep sport in supporting the mental health and wellbeing of young people through sport in disadvantaged communities.

This report consists of 5 sections. *Section 1* presents the background to the project and introduces the rationale for the Safe, Fit & Well initiative. *Section 2* outlines the research approach, including the research design, methods and data collection activities. *Section 3* presents our research findings and the headline learnings. *Section 4* presents four preliminary and overlapping case-studies which illustrates the current contexts for the Safe, Fit and Well programme and identifies the key personnel and central mechanisms by which Safe Fit and Well is being designed, implemented and evaluated. We present our conclusions in *Section 5* and offer recommendations for the future.

1.1 Background

Community sport is being sanctioned for a range of outcomes in the UK including physical and mental wellbeing, individual development, social and community development, and economic impact (DCMS, 2015). Such focus is coupled with an overarching research-based approach to the evaluation of the sport sector's capability to effectively deliver sport services to identified outcomes (Mansfield, 2016). There is an established body of scientific evidence that increased levels of physical activity, including sport, can bring wide-ranging physical and mental health benefits (Priest et al., 2008). Not taking enough physical activity is associated with an increased risk of a number of chronic diseases including coronary heart disease, diabetes, and some forms of cancer (Foster et al., 2005). Physical activity is also associated with the effective risk reduction of developing and living with mild to moderate mental health conditions such as depression and anxiety (Davies et al., 2011; WHO, 2010). There is evidence that community engagement interventions can have a positive impact on health and wellbeing (O'Mara et al., 2013; South, 2015). In the UK the Moving More, Living More cross-government group recognises the role that sport can play in helping people to become more active for health and wellbeing benefits (Mansfield et al., 2015). Young people are a key target group for engagement in physical activity to enhance, health, wellbeing and personal development. Notwithstanding the existing evidence, there is a lack of rigorous and detailed qualitative research providing in-depth knowledge of the impact of community sport on the health and wellbeing of

young people. The commissioning of primary research to produce case studies of the Safe, Fit and Well programme is, thus, timely, innovative and paramount in building the evidence base about the value of community sport to change lives and communities.

The findings of this study will contribute to the drive to improve the evidence base for the new DCMS strategic outcomes for sport in the UK; physical and mental wellbeing, individual development, social and community development and economic impact (DCMS, 2015).

1.2 The Safe, Fit and Well Programme and Pilot Projects: Sport for Mental Health and Wellbeing

StreetGames is the national, youth, sport and anti-poverty charity launched in 2007 with the mission to *change lives, change communities and change sport* in disadvantaged areas. The charity focuses on developing and sharing knowledge and understanding of what works to bring about positive change. StreetGames works with young people (14-24 years old) in disadvantaged communities and supports a network of over 900 local, community-based organisations in the U.K. StreetGames' partnership approach focuses on sharing knowledge and resources across the sport and youth sector and seeks to better understand and strengthen the sporting infrastructure in the U.K. In April 2016, at their national conference, the StreetGames' network asked for help in responding effectively and expertly to mental health and wellbeing issues presented by young people taking part in StreetGames projects. Practitioners told StreetGames that they saw signs of mental health problems amongst young people on a daily basis, but lacked the confidence or knowledge to act. This acknowledgement, within professional practice, reflects wider policy on the importance of promoting, protecting and improving the mental health and wellbeing of young people (N.H.S, 2015; DH, 2017; DH/DfE, 2017). There is also emerging academic evidence on the relationship between sport participation and young peoples' mental health providing a timely foundation for StreetGames' developing work in the field (Jarvis-Beesley, 2018).

A recent scoping review identified limited but promising evidence about the effect of community sport interventions on improving young peoples' mental health and wellbeing (Hagell, 2016). Gender and socioeconomic status differences in the relationship between sport participation and positive mental health outcomes, and evidence of complex and diverse mechanisms for delivering organised sport activities to young people for mental health and wellbeing outcomes were found. Hagell (2016) recommended the delivery of sport and organised exercise for mental health and wellbeing outcomes in youth populations. Yet, like other reviews (see for example, Biddle and Asare, 2011) it was also noted that more evidence is needed to determine the effects of sport participation in the prevention and treatment of mental health conditions in young people and the processes by which such effects are derived. Furthermore, the current evidence base suggests the need for evidence on the impact of sport on promoting wellbeing in young people (Mansfield, Kay et al., 2018). The inception of the StreetGames' Safe, Fit and Well programme and this evaluation of it represents a response to academic, policy and practice recognition of the need to understand more about the context and mechanisms of sport delivery that may lead to mental health and wellbeing benefits for young people.

Between February 2017 and May 2018, seven pilot projects within the StreetGames network took part in the Safe, Fit and Well programme; Chapter 1 and the Salvation Army Housing Association (Salford), Fitness In Mind™ Brentwood, Leeds City College, Pat Benson Boxing Academy (Birmingham), Positive Futures (Wirral Borough Council), Tyne Metropolitan College and, Warrington Wolves Charitable Foundation. The Safe, Fit and Well programme provided a forum to discuss the design and delivery of projects through:

- an Action Learning Set approach
- training in Mental Health First Aid for coaches and volunteers
- Young Health Champion training and Level 2 qualification (Royal Society for Public Health) to create young peer champions
- Shared evaluation methods, including baseline and follow-up data using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)
- One to one support from the specialist StreetGames Mental Health Adviser
- Creation of local, referral and signposting pathways, into and out of the sports sessions

Section 2: Research Approach

2.1 Case study research

The research uses a case study approach; a method involving in-depth detailed examination of the Safe, Fit and Well pilot projects and the context in which they are designed, implemented and evaluated. The case studies include evidence from multiple sources of information. The work includes data directly collected through primary research with central and local decision makers, delivery experts, partner organisations and participants providing real-life knowledge from the perspective of those involved. Furthermore, existing monitoring and evaluation data available to us is used to develop a holistic case study strategy of the Safe, Fit and Well initiative (Stake, 1995; Yin, 2009). Our case studies provide insights about individual projects as well as commentary about cross-case study similarities and differences (Cresswell, 1998). Our knowledge building emphasises both experience and impact in informing the successful practice of the Safe, Fit and Well initiative.

2.2 Case study plan, design and methods

In order to research the Safe, Fit and Well programme, a three phased mixed-method qualitative case study approach was adopted consisting of:

The first phase consisted of 19 telephone interviews (circa 30 minutes) with StreetGames central team members (n=3) involved in the project; telephone interviews (circa 30 minutes) with key project leads (n=8) and a sample of doorstep sport delivery staff (n=3) and; telephone interviews (circa 30 minutes) with partner organisations (n=5). Interviews with StreetGames central team members focused on project design, aims and objectives in order to gain understanding of aspirations and logic underpinning commissioning, delivery and promotion of sport for health projects including national and local strategies/policy. Project lead interviews focused on the challenges and successes in designing, implementing and running the programme; detailing the operational mechanisms, including partnerships arrangements. The interviews with doorstep sport staff focused on direct experiences of planning and delivering Safe, Fit and Well and perceptions about the impact of the programme on protecting and promoting the mental health and wellbeing of the young people involved. Finally, interviews with selected partner organisations examined partnership arrangements – particularly referral routes - and partner aspirations for, and impact of, sport for health programmes with explicit emphasis on Safe, Fit and Well.

The second phase consisted of a site visit to six Safe, Fit and Well pilot project locations; it was not possible to visit one Safe, Fit and Well pilot project due to the time scale of the project. An observation of a doorstep sport programme in action was conducted at five of the site visits while a tour of the site and discussion with personnel involved in delivering the pilot project occurred during the sixth site visit. At each observation the researcher was introduced to participants and a brief overview of the purpose of the visit was given. The sport session was observed, and detailed notes recorded. Informal conversations took place between researcher and participants, and between researcher and project deliverer when there was an opportunity to do so which focused on experiences of being involved with the StreetGames sport projects. Brunel University London bespoke 'Have Your Say' postcards (available on request from first author) were distributed (n=51)

to participants at the end of the sessions which provided an opportunity for participants to indicate three elements of the project they enjoyed and make a suggestion for how the programme could be improved.

The third phase consisted of a visit to a 4-day 'Young Health Champions' residential to conduct observations and interviews. A participatory observation approach was adopted whereby the researchers joined in on some activities to build some rapport with the participants. Short one-to-one semi-structure interviews (5-15mins) were held with Young Advisors (peer promoters) (n=3), residential participants (n=16) and the lead delivery expert (n=1). In addition, a telephone interview (circa 30 minutes) with a StreetGames tutor with 8 years' experience of designing and delivering a range of established health and wellbeing education programmes in the sport and public health sectors.

2.3 Overview of data collection activities

The research undertaken during the three data collection phases generated substantial qualitative data from the research activities. Table 1 outlines the three data collection phases and activities within each phase.

Table 1: Safe, Fit and Well data collection plan

	Activity	
Phase 1	3 interviews with StreetGames central team members	Telephone interviews (circa 30mins) with StreetGames central team members involved with Safe, Fit and Well (Strategic Lead for Health; Doorstep Sport Advisor – Health specialist; Knowledge & Insight Manager). These semi-structured interviews examined key decision-makers' aspirations for the project and where it fits within broader StreetGames objectives and local/national sport for health strategies.
	8 project lead interviews	Telephone interviews (circa 30mins) with project leads. These semi-structured interviews examined the project leads' aspirations of leading Safe, Fit and Well; including strategies of delivery and promotion of sport for health and where this fits within broader local and national policy.
	3 interviews with doorstep sport delivery staff	Telephone interviews (circa 30mins) with doorstep sport delivery staff on a Safe, Fit and Well pilot project. These semi-structured interviews examined the design, delivery (successes and challenges), promotion, monitoring/evaluation and sustainability of the project located in each specific context.
	5 interviews with representatives of partner organisations.	Telephone interviews (circa 30mins) with relevant partner organisations (including referral partners and facility partners) examined the partnership arrangements, their aspirations and impact (real &/or potential) of Safe, Fit and Well.

Phase 2	6 Observations of Safe, Fit and Well pilot projects	Observations of Safe, Fit and Well influenced doorstep sport programmes – in action. Observations included informal conversations with participants and deliverers. In addition, 'Have Your Say' postcards were distributed at the end of the session to all participants.
Phase 3	Participatory observations of residential training course (6-9 November, 2017)	Observation of a four-day Royal Society for Public Health Young Health Champion residential for 14-24 year olds. The observation focused on the content and structure of the residential training course as well as engagement of the participants and delivery techniques of staff. Observations adopted a participatory approach to knowledge building whereby the researcher took an appropriate supporting role in the session in order to gain opportunities for informal conversations with participants and deliverers.
	3 interviews with Young Advisors (peer promoters)	Face-to-face interviews (circa 15mins) with a focus on experiences of becoming and being a StreetGames young advisor.
	16 interviews with residential course participants	Face-to-face interviews (circa 5-10mins) with a focus on experiences of training, successes and challenges of residential training and, application of knowledge to the role of a young community sport leader.
	Interview with 1 lead delivery expert	Face-to face interview (circa 20mins) with the lead delivery expert with a focus on the rationale for the Brathay Hall Trust approach and the significance of it for delivering training for young people.
	Interview with StreetGames Tutor	Telephone interview (circa 30mins) with a focus on experience of designing and delivering a range of established health and wellbeing education programmes in the sport and public health sector.

Section 3: Research Findings

Five headline learnings were identified through our research which focuses on; (i) communities of practice, networks and partnerships, (ii) the Safe, Fit and Well Doorstep sport offer, (iii) workforce training, (iv) StreetGames young advisors and peer-to-peer learning and support and, (v) evidence building and knowledge exchange. We discuss these below using our data and make reference to the gender, job role, job context and years of experience (YE) for each respondent comment. The headline learning informed the development of the case studies set out in section 4.

3.1 Headline Learning: Communities of Practice (CoP), Networks and Partnerships

There is an identifiable community of practice (CoP) in the Safe Fit and Well programme; a group of practitioners, connected by a common interest, who are interacting and sharing knowledge to develop a repertoire of resources to advance their work (Wenger, 2011). The Safe, Fit and Well pilot projects represent a community of practitioners recognising the importance of sport for improving the mental health and wellbeing of young people from disadvantaged backgrounds. Their work was developed through the opportunities for knowledge exchange in this programme where they could share their visions and approach to using sport to improve the health and wellbeing of young people. The networks and partnerships they formed through their work in the Safe, Fit and Well programme supported the development of their mental health and wellbeing goals. This approach reflects academic and policy evidence of the significance of partnership and collaboration in achieving public health goals (Bulloch and Taylor, 2001; Mansfield, 2016). The UK Department for Digital, Culture, Media and Sport (DCMS), in its Sporting Futures: A New Strategy for an Active Nation (2015), includes improving mental wellbeing as a priority area and recommends partnership working as a key approach for achieving this outcome. StreetGames' Head of Health explained that the Safe, Fit and Well programme is founded upon the notion that sport may contribute to a wider community of practice which aims to address youth mental health and wellbeing:

we're part of a movement that's saying we recognise young people's mental health needs action, needs support and can sport be part of that picture? We're not saying it's definitely the best way, there may be better ways, we don't know, but because it's what we do, we want to know whether or not that can help and if it can help, then what ... what are the special ingredients. (M, StreetGames Head of Health, 9YE)

Moreover, the Safe, Fit and Well pilot project leads all championed partnership working as a vital component of their operations and ability to achieve the enhancement of mental health and wellbeing through sport:

Within the student life team [of the college] we have welfare, counselling, careers, Get Active and the Student Union, so we all work quite closely together (F, Project Lead, Active Learning Environment, 7YE)

Well we have all the systems in place, you know, we've got the referral bodies, we have certain people who can refer in, we also have the anti-social behaviour team, we have the

police, we have the Fire Service, as suggested, as well as the Youth Service (M, Project Lead, Local Authority, 16YE)

using the profile and the reach and the brand of a professional sports club [partner], if you are going to go on to the rugby pitch, you have to be physically fit, but more importantly you have to be mentally fit (M, Project Lead, Charity, 10YE)

The partnerships allowed the projects to use expertise from a range of organisations to cope with issues that may be unfamiliar to the sports practitioners. Similarly, the sports experts were often in a position to offer advice and support to public health and wellbeing organisations:

We work on the national strategy with MIND on their Get Set to Go programme ... [and] Active Essex ... use us as one of their leading campaigners for mental health in the county and further afield ... We also work with external clubs, where we train their staff in ... Mental Health First Aid. (M, Project Lead, Local Authority, 5YE)

In some of the pilot projects, partnership working allowed for a structured referral process – either referral onto the Safe, Fit and Well pilot project or referral to expert mental health and wellbeing services:

[We] talked to Sport Birmingham, we also talked to England Boxing, our development officer from there. And when we got the...partners around the table from the Birmingham Wellbeing, from the council, the wellbeing director, MIND, England MIND, because they had a sport specific person there on wellbeing, mental health and sport, and linking that together, and the, a partnership officer with the City Council and sports...and what we actually started to do was to build a pathway... we started to build a referral pathway and get in contact with organisations who we knew would have their clients within mental health. (F, Centre Manager, Community Sports Club, 11YE)

And then we have like our safeguarding programme and protocol that we put into place, so if a learner is struggling or having, you know, struggling with stress or just you know there's something going on at home, then we can refer them to the counsellor and they can get the support that they need (F, Project Lead, Active Learning Environment, 11YE)

if there is a disclosure of ... suicidal thoughts or ... higher level mental health issues, what they (peer advisor) do is to then refer them immediately back into the counselling team (F, Project Lead, Active Learning Environment, YE unknown)

3.2 Headline Learning: the Safe Fit and Well Doorstep Sport Offer

There is potential for sport to have positive benefits for a range of mental health outcomes for young people. Sport and organised exercise are being promoted in addressing mental health issues and achieving better mental health and wellbeing for young people (Hagell, 2016; Mansfield, Anokye, Kay and Fox-Rushby, 2018 forthcoming). Community sport was identified by our respondents as significant in protecting young people from poor mental health and generating positive feelings and good mental health:

I do think it can be any sport that....puts people you know in a state of flow, lets them kind of transcend kind of day to day stresses and worries and all the rest of it andgives them an authentic or cathartic sort of release or ... just something that's highly engaging. Something, you know, the five ways to wellbeing thing, if I'm thinking about those, connecting, learning (M, Residential Delivery Expert, 25 YE)

we discussed how sport could help with that (mental health and wellbeing)...a new (sports) programme which the students are interested in doing. So it's (sport) focusing their frustrations in a more positive way for them (F, Partner organisation, Active Learning Environment, YE unknown)

Sport has the potential to provide a space for young people to socially connect with others like themselves, to experience positive emotions including joy, excitement, happiness, and a sense of belonging and it can provide an environment where young people can escape from aspects of their life they find difficult or feel comfortable to reflect on their difficulties.

I think sport's important, I think it's like a stress relief ... it has loads of benefits, it kind of takes you away from, out of like your normal environment (M, Project Lead, Active Learning Environment, 8YE)

we try and encourage that pop-up sport as a creative support session, so that the clients can open up more and discuss what's on their mind, what the issues are, so that a support worker then has got more information to work with to help them, because that's key (M, Project Lead, Charity, 9YE)

So I think it's kind of twofold in the sense they want to improve their confidence, their sense of achievement by getting a [boxing] award, but also provide a social environment to kind of bring them out of their shell, give a little more self-confidence and allow them to flourish hopefully in the sport of boxing (M, Project Lead, Community Sports Club, 6YE)

Some respondents highlighted the well-established idea that sport can produce more negative feelings of fear, exclusion and shame, however, such feelings were also dispelled through the expert delivery, care and support offered through the Safe, Fit and Well programme.

what I've found is that if we use the word 'sport', we don't get engagement, so we kind of use 'activity'.... An activity and wellbeing offer ...sport can sometimes be a barrier for those who don't really want to do it or don't have any previous engagement in it ...we try and avoid 'sport,' but we just slowly build it in ... (M, Project Lead, Active Learning Environment, 8YE)

the key ingredient for StreetGames is having fun, having a laugh, being inclusive ... motivate each other, support each other, and be active (F, Young Advisor)

[for delivery] you're right in a community where it's needed, because otherwise they'd be getting up to all kinds of mischief ... right style is how we approach it and ... it's very much informal, we don't, judge ... our coaches that we have are all experienced in how to work with your more sort of problematic young people. (M, Project Lead, Local Authority, 16YE).

The Doorstep sport offer varied in the Safe, Fit and Well programme. Multi-sport and single sport offers were employed and included football, rugby league, boxing, boxercise, golf, foot-golf, boccia,

dodgeball, volleyball, basketball, indoor cycling, road cycling, mountain biking, road running, table tennis, mixed martial arts, circuit training, gym-based fitness classes, pilates and yoga. Key features of the delivery were regular weekly sessions, delivered in accessible venues by expert staff with recognition of the value of peer support. The precise nature of each Doorstep sport offer was based on tailoring the projects to the needs and desires of the young people taking part, the social context in which sport was being delivered, and the expertise, facilities and funding available to delivery organisations:

we might do golf or boccia or basketball or volleyball and we just try and change it every week, and we give them ownership over that, so we actually ask them what activities they would like to do ... it's quite a bespoke programme (F, Project Lead, Active Learning Environment, 11YE)

[Ever since] we targeted mental health...we've gone female focused, so there's now 76% female participation [in our leisure centre]...and I'd say the average age is now sixty. We are [now] trying to attract more younger people. So this programme coming up now, we're focusing a little bit more on [certain] sports to try and attract younger males (F, Partner organisation, Local Authority, 20YE)

this is quite a working class town, and ... rugby league is massive, to a lot of people, and the fact that I'm there and I'm not one of the teachers in a suit, I'm in a tracksuit, and I'm talking about mental health issues; [so] we shape the sessions around rugby (M, Doorstep Sport Delivery Coach, Charity, 6YE)

the best way to describe it is a wish list of activities that they'd like to participate in, and within reason ... we will try and accommodate that. The main group activity we offer is football, because ... it's what the young people want in that area ... But we also offer boxing, boxercise, we offer golf, foot-golf, we offer classes which may include circuit training, aerobics, Pilates, yoga, whatever that may be. We offer swimming. We offer obviously the fitness suite ... that's more individual one-to-one support that, where they get the gym pass (M, Project Lead, Local Authority, 16YE)

In successfully tailoring sport for mental health and wellbeing enhancement the sport on offer is not the only important ingredient of a successful intervention. Sport can be a 'hook' for engaging people in physical activity for health and wellbeing. Important too is the place and space in which it is delivered, the style of delivery and instruction and the level and type of support on offer.

In the Safe, Fit and Well programme, the tailored Doorstep sport offers were delivered to address a wide range of mental health and wellbeing issues. Some focused on managing and addressing behaviours contributing to poor mental health:

it's (sport) improved sleep patterns, it's improved mood states, it's allowed them to become less socially isolated, integrate into social environments, it stops them from negative influences, you know the list is endless, especially with the groups that we're working with, who are more inclined to have mental health issues, who are more inclined to sort of commit crime, who are disadvantaged groups. So when we look at sport for good and changing lives, this is what this programme really is all about (M, Project Lead, Charity, 9YE)

And I think that team-building is really important because they get their social aspect, they're able to socialise, as well as occupy their minds ... [The] discipline, and the physical fitness aspect of it as well, and moving them off let's say cannabis, because that's another thing that we also do is try and divert them away from drug use (M, Partner Organisation, Community Sports Club, YE unknown)

So we normally run on a Thursday, Friday or a Saturday night, between the hours of half six and half eight, and they're normally, the times that we, we run on are the times that the police and the anti-social behaviour team core hotspot times or areas...we put a sporting activity on, to try and divert them away from that behaviour (M, Project Lead, Local Authority, 16YE).

Furthermore, some sports were identified as a way of managing anger and frustration through engagement in the discipline of physical activity:

And we found that boxing was a massive asset in terms of being able to sort of be engaged with young people, as well as giving them focus and discipline. And also, a lot of our clientele ... tend to be ADHD, or have some form ... emotional, mental health issues. And those that have anger management, they're able to unleash that whilst training, doing the circuit training and their excess energy, they're able to expend that on the bags (M, Partner Organisation, Community Sports Club, YE unknown)

Some pilot projects used sport as a vehicle for enhancing mental health and wellbeing through a focus on building self-belief, confidence, motivation and independence, an approach promoted by StreetGames and pilot project leads

I think when I work with StreetGames, the kind of things that you find with young people and their mental health and wellbeing is very much around they're being told that they're rubbish or they haven't been given support and encouragement, so it's always about sort of building them up and helping them believe in you know hope for the future if you like. And a bit more self-belief (F, StreetGames Doorstep Sport Advisor - Health specialist, 9YE)

And we use sport and physical activity... as a means to develop their motivation structure, so that they are then allowing themselves to develop their motivation to attend appointments, to develop their sort of self-esteem and really developing independently (M, Project Lead, Charity, 9YE)

The value of delivering sport to develop resilience was also identified as a potential way to protect the mental health of young people:

We talk, particularly within our primary school programmes, around this whole idea of resilience, and a lot of our programmes fundamentally are kind of underpinned by this whole idea that sport can help build resilience, if you're winning, if you're losing, if you're not successful, if you get injured, all of those types of concepts have a common theme that runs through to what we do as a rugby club. (M, Project Lead, Charity, 10YE)

Workforce training represented the mechanism through which pilot project leads developed sport activity for improving mental health and wellbeing.

3.3 Headline Learning: ‘Workforce’ training

A number of workforce personnel, located in diverse community settings have a role to play in designing, implementing and evaluating a doorstep sport approach which aims to improve the physical and mental health and wellbeing of young people including sports coaches, sports development officers, leisure service managers, community leaders, education specialists, counsellors, and young peer mentors and StreetGames advisors. There is potential for this workforce to be a resource for supporting young people to take part in sport for mental health and wellbeing outcomes (Mansfield, Anokye et al., 2018 forthcoming). Stigma and embarrassment about seeking help has been identified as a prominent barrier to help-seeking for mental health problems amongst young people. A key challenge for the mental health and wellbeing workforce is destigmatising mental health (Gulliver, Griffiths and Christensen, 2010).

To equip this community sport workforce with the knowledge and skills to design, deliver and build evidence on community sport for mental health and wellbeing and encourage and support young people from disadvantaged communities to take part in physical activity, the Safe, Fit and Well programme delivered a bespoke training package consisting of Mental Health First Aid (MHFA) to key personnel in each pilot project, a four-day Young Health Champions residential and, a training webinar on using the Warwick-Edinburgh Well-Being Scale (WEMWBS) to evidence wellbeing improvements. In addition to these formal training sessions, StreetGames’ Doorstep Sport Advisor – Health specialist offered bespoke on-call and on-hand support to the pilot project leads. We examined the views of those who engaged in this workforce training about their experiences and the impact of it on their role in the Safe, Fit and Well pilot projects.

3.3.1 Mental Health First Aid (MHFA)

Practitioner recognition of the prevalence of mental health and wellbeing issues in young people underpinned the inclusion of the MHFA in the workforce training in the Safe, Fit and Well programme:

A kind of lightbulb moment for me, if you like was delivering [physical fitness & nutrition training] ... and having young people talk to me about self-harm, suicide, eating disorders, anxiety and depression, so that kind of kick-started me to do mental health first aid training as well. (F, StreetGames Tutor, 8YE)

The significance of sport as a site for teaching and learning about mental health was also recognised:

Mental Health First Aid England ... asked me to join their national team because of the links to sport, because they ... keep on getting requests from people in the sports sector, saying we want a sport-specific version of your course... (actually) you don’t need a sport specific course, you need a sports background person who can deliver the MHFA training (F, StreetGames Doorstep Sport Advisor - Health specialist, 9YE)

The Safe, Fit and Well pilot project leads also identified the importance of mental health and wellbeing training; specifically the Mental Health First Aid (MHFA) qualification delivered through the Safe, Fit and Well programme:

the training provision has been honestly invaluable, especially the mental health first aid stuff (M, Project Lead, Charity, 9YE)

as part of [our] induction process ... we have to do a safeguarding course, so those kind of mental health issues or conditions are covered slightly within that safeguarding programme, but not in-depth. But since we've been involved in the [Safe, Fit and Well] project with StreetGames, we received a mental health first aid course ... And it was really beneficial and there was a lot that we learnt...especially the apprentices who are delivering and working with the learners and they're a similar age to the learners (F, Project Lead, Active Learning Environment, 11YE)

Recognising the importance of mental health training, some project leads highlighted the challenges of accessing relevant courses. StreetGames' support in providing this training was, therefore, deemed highly significant:

some of the free training that they (StreetGames) offer has been quite important to us, particularly with the mental health first aid ... So that really helps in cutting down our costs ... and that's really quite important to us (M, Project Lead, Community Sports Club, 6YE)

with us being a local charity, it's [financially] quite hard for us to ... send five or six young people on mental health first aid training... StreetGames offers that opportunity, and that's brilliant (M, Doorstep Sport Delivery Coach, Charity, 6YE)

Sport delivery staff who had completed the training and regularly deal with young people from disadvantaged background viewed the MHFA training as a core element in tailoring sport to enhance mental health and wellbeing:

the safeguarding is the biggest thing, making sure that there's an extra person in the room, whether it be a coach, whether it be ... my line manager ... you need to make sure the second person is mental health first aid [trained] as well, just to make sure ... if there's a disclosure within there, we're not going to panic ... To make sure that ... we're there to support each other as well, which is a big thing ... if you're dealing with mental health issues every day or once a week, every week, it does start to, to affect you personally, so it's still important to have that support network of just another person in the room just to have a chat with afterwards, like a de-brief, and then if [required] ... go to our safeguarding officer, just [to] have a chat with them and just say like this happened, I'm just letting you know, I just wanted to get it off my chest, it made me feel like this (M, Doorstep Sport Delivery Coach, Charity, 6YE)

As the significance of training emerged as important, and delivery and participation began, the Safe, Fit and Well programme developed a bespoke residential training approach at Brathay Hall, Ambleside (UK) for delivering the RSPH Level 2 Young Health Champion award to pilot project participants.

3.3.2 Brathay Hall residential

A four-day residential event for doorstep sport participants and young coaches was delivered at Brathay Hall near Ambleside in the Lake District between 6-9th November 2017. Nineteen participants (seven male and twelve female) from four of the pilot projects attended the training labelled '#MindOverMountain' by those who took part (StreetGames, 2017). The aim was to deliver the Level 2 Royal Society for Public Health Young Health Champion (YHC) award. Observations and

interviews were conducted at the residential training throughout the four-day event to explore the experiences of those delivering and taking part in the activities.

The location, a large estate at the head of Lake Windermere providing an outdoor activity environment for delivering training established a unique context for the RSPH YHC award. The delivery could be designed to meet the YHC learning objectives but in an innovative learning environment. The class based activities were organised informally, allowing flexibility in the need to write, discuss and take part in group activities in an informal yet productive approach.

The participants highlighted the blending of classroom and outdoor recreation including raft-building, tandem high ropewalking, morning Tai Chi and a night-time hill climb as key elements for creating opportunities to engage with, and learn from other young people in an inclusive and relatively informal setting:

the classroom, the activities, but the whole thing itself I found really good for like self-development...Because each day to just reflect on everything and you've got so much, you've got so many different sides to it [the training], you've got the social side, you've got the physical side, you've got the classroom side...You're out of your comfort zone (M, Young Health Champion)

I have mental health issues and they've (Tutors) been really supportive of that ... And so it really hasn't been a problem since I've been here at all. And I really appreciate that (M, Young Health Champion)

Participants reported the opportunity to learn in an environment quite different from 'the norm' as highly valuable to both their learning for the award and their own self-reflection about the meaning of mental health and wellbeing to them and others:

I feel like after I've done something like this, and I've met loads of new people and pushed myself out my comfort zone, like I'm doing a bit better sort of thing, and I can ... it gives me more confidence to go out and do stuff in the ... see about that job ... joining that club or whatever, something that was in the back of my mind beforehand but I was thinking, no, no, can't be bothered, why would I do that? And then you do something like this and it makes you think, well actually no, it highlights all the reasons why you should be doing that sort of stuff (F, Young Health Champion)

I think just the, the open discussions and things like that you know...Getting to know other people's problems and things and it being relatable to yourself is good...I think [the training has] opened my mind-set on people's health and ... just people's way of thinking and you know that we're all very similar on the inside. But people may hide that ... because of their own insecurities (F, Young Health Champion)

But to have that encouragement, and it's absolutely fine if you don't do it, but if you want to do it, that's really good... I think their approach is really good and one of the things that I take away from it is when I'm supporting people in my job ... I will try and give that same encouragement (M, Young Health Champion)

The aims of the YHC course are to develop an understanding of health improvement in young people, research health improvement facilities and deliver a health improvement message to peers. The content is intended to provide knowledge and practical skills to facilitate peer to peer education and mentoring about healthy and unhealthy lifestyle choices. The course delivered by StreetGames at the Brathay residential additionally focused on one of the optional outcomes of the course; understanding emotional wellbeing. An emphasis in the teaching was on reflecting on and addressing the stigma attached to mental health; this occurred through awareness raising and challenging stereotypes:

(I've learned) everybody has mental health ... it's the stigma behind that, whenever you talk about mental health, it's always associated with an illness or the bad side of it... and I think people spend too much time looking at the bad side of mental health, not enough time looking at the good side (M, Young Health Champion)

if I don't feel great, I won't tell people because I don't want to be judged. So if I'm not OK, I won't say nothing to people. But I've learnt that it's OK to not be OK all the time ... it's nice, it makes a difference if you talk to people (F, Young Health Champion)

The outdoor activities, including a night walk up a hill, raft-building, orienteering and a high wire activity were mechanisms to challenge the young people to overcome barriers and fears; and importantly to then reflect on the challenge:

relying on yourself [was a key learning], we sort of went up, and I was terrified of heights, and went up the mountain (in the dark), I thought it was going to be a nice little walk, it was near an edge and it was scary as anything! ... It was quite an empowering feeling afterwards to think that you trusted yourself with that responsibility (M, Young Health Champion)

In addition to the unique location and bespoke delivery approach, the involvement of StreetGames' Young Advisors in leading the activity sessions provided opportunities for peer-to-peer learning and support.

3.4 Headline Learning: StreetGames Young Advisors, and Peer-to-Peer Learning and Support

Peer support models for mental health benefits in young people vary according to delivery mode and context; and there is mixed evidence for their success. For example, the Mental Health Foundation (2018) claims that peer support improves self-esteem and social functioning of those being supported. In addition, some suggest that peer support workers are empowered through greater confidence and self-esteem and de-stigmatisation of mental health (Repper and Carter, 2011; Trachtenberg, Parsonage, Shepherd and Boardman, 2013). While Repper and Carter's (2011) review indicated a number of challenges associated with peer support models, including stress for the peer support worker, Trachtenberg et al (2013) explain that no evidence of a negative effect has been found in studies of peer support workers. Most recently, Coleman, Sykes and Groom's (2017) review of evidence has found that different approaches lead to variable success, but that peer support projects can potentially produce positive mental health outcomes for young people. The strongest evidence in Coleman et al.'s (2017) review was for one-to-one school-based and on-line peer support programmes. Whilst little evidence was found for mental health and wellbeing benefits

of community and group-based peer-to-peer projects this does not mean that these benefits do not accrue. As is increasingly being recognised in academic, policy and practice spheres, there is a need to build the evidence on the impact of community sport on mental health and wellbeing (see Mansfield, Kay et al., 2018). Our findings provide an important insight into the significance of small group peer support in community sport settings for mental health and wellbeing outcomes. Successful peer support for mental health and wellbeing outcomes in community sport settings reflected a journey from personal experience, through self-reflection and towards an understanding of and ability to support others.

Young peoples' personal experience of mental health and wellbeing issues and the tailored opportunities provided by the StreetGames experience to make sense of them without being judged appeared to provide powerful opportunities for self-reflection:

So basically looking at other people ... and seeing the different moods and stuff like that, I ... now know how to support them because I was in that space before (F, Young Advisor)

looking back on things that I've done and like seen and experienced and stuff, it makes you think, oh wow type of thing, like that's why they were doing this, this is why they needed to talk to someone and this, this and this wasn't in place ... (F, Young Health Champion)

Supporting other young people helped to develop skills and knowledge in peer leaders, providing opportunities for improved confidence and self-esteem, feelings of happiness, and a sense of meaning and purpose:

I have a lot of people saying ... I've seen you change so much in your past few years [since becoming a peer-supporter] and stuff, like coming out my shell a bit more and you know applying myself a bit more, and like just going for any opportunity I can get really (F, Young Health Champion)

[Being a Young Advisor] improved ... my confidence as well, like my confidence used to be rock bottom, like I used to be the most nervous, anxious person you'll ever meet (M, Young Advisor)

I've always been a respectful person ... but I've just stood too far back ... But just learning to kinda be confident in yourself I think has really, really changed stuff with me (F, Young Advisor)

The StreetGames Young Advisors were viewed as role models who were able to inspire their peers to follow in their footsteps:

the reason why I wanted to be a Young Advisor as well is because looking at the other young people was a big motivation for me, and especially like looking at ... at them, made me want to be a role model myself (F, Young Advisor)

I want to be a [Young] Adviser! ... [to be a] leader mainly ... I'd like a crew, like a team that if like you were having a bad day, they ... are, oh that's fine, you know, we can all have a bad day, but we can lift you up at the same time ... they all seem to work well together. They bounce off each other as well, their positivity as well (F, Young Health Champion)

But sometimes I do let it out, it do cry, but I just don't really talk about as ... [A Young Advisor has] been really close with me and sort of helped me like just get through it and I'm just, I'm really glad she did ... I think I want to be a young adviser next year (F, Young Health Champion)

There is evidence in the Safe, Fit and Well programme and the overall StreetGames approach of an on-going process of peer-learning which was both informally experienced and formally delivered:

what we do is we tend to run like an hour session, have a coffee, I think like half hour before and half hour after, we have a wellbeing class to see how people are feeling like mentally, physically and socially... We have signposting materials if they need further help, and yeah, we just sort of really encourage the community to have this peer support basis, so by the end of it, they don't really need us anymore, they've got each other (M, Young Health Champion)

you learn a lot of things, like, a bit like Mr Miyagi style, you don't realise you're learning it! (M, Young Health Champion)

Such informal processes of peer learning combined with formal mechanisms of peer-to-peer training provide an overarching framework of on-going peer support that StreetGames Young Advisors and Young Health Champions could take into the work they conducted for StreetGames but also into their daily lives:

I think, because obviously like everyone's like CVs and that, they'll put, oh I can do time management, I can do this, but like this has given me examples of it, like examples of, right, I've had a deadline of two weeks to put a whole evening together and you just get so much like positive feedback (F, StreetGames Young Advisor)

I think it's the qualification side of it as well. But as well you're getting experience at the same time (F, Young Health Champion)

(I've learned) a lot more knowledge on the mental health side of things that I can give to the girls on the project, and sort of pass over all the stuff that I'm learning about on these little courses (Young Health Champions course) and stuff (F, Young Health Champion).

[Now] I know more stuff about ... mental health ... So it's something that you need to know if you're going to go out doing the outreach sessions ... You know some [mental health] stuff but they go into more detail with it and it makes you understand more, so ...It helped me (M, Young Health Champion)

3.5 Headline Learning: Evidence building and knowledge exchange

The need to improve evidence on the ways that community sport impacts on health and wellbeing in diverse communities is being increasingly recognised as an important way to inform the design and implementation of appropriate and successful programmes (Cavill, Richardson and Foster, 2012; Mansfield, 2016). StreetGames has an established emphasis on programme evaluation employing internal mechanisms for doing so alongside the commissioning of independent research. The findings of this report represent a contribution to wider academic and sector calls for high quality, credible research on the role of community sport in enhancing mental health and wellbeing to

develop clear strategies for future work, and justification for resourcing them. It is also a response to the identified lack of rigorous and systematic qualitative research on the impact of sport on the mental health and wellbeing of young people (Mansfield, Kay et al., 2018).

Evaluation is central to StreetGames' approach and a focus on improving the strength and rigor of their evidence base was embedded into the Safe Fit and Well programme:

We know that physical activity works (to improve mental health), we know that our projects can attract young people ... it just seems to be so important now that we can start evidencing what impacts we can have to keep young people well and happy ... I think we need more evidence to be able to encourage [funding] commissioners to better understand [our projects] (F, StreetGames Doorstep Sport Advisor - Health specialist, 9YE)

Specifically, there is an emphasis on capturing the impact of the mental health training provided to the project pilots:

Actually (it's important) trying to capture some of the impact, because at the minute, you know, I'll just go out, deliver the two day [MHFA] course and then off I go kind of thing, and it kind of felt like we needed to start looking at what that legacy was (F, StreetGames Doorstep Sport Advisor - Health specialist, 9YE)

Some pilot project leads based their view of success in their work on their extensive experience but also recognised a need to build robust evidence for promoting the mental health, wellbeing and wider impact of sport:

Well I think as a college we know it works, like ... staff know that it has an impact on individuals' mental health and wellbeing and physical activity has a positive impact not just on that but also on their outcome at the college and their attendance, their attention, their retention and attainment. It's just having that proof or you know almost ... that ability to demonstrate the impact that it has ... hard facts and evidence to take ... to the senior leadership at the college (F, Project Lead, Active Learning Environment, 11YE).

We can tell that it has been a success because we know the students well, but also we want that to be a real reputable kind of monitoring process (F, Project Lead, Active Learning Environment, YE unknown)

it's just trying to grow what we monitor because ... I know from previous experience, public health look(s) at ... intervention ... impact...So I kind of want to increase what we monitor, so I can see if it is working, and if it's not working, I can change the programme (M, Project Lead, Active Learning Environment, 8YE)

Our observations and interviews revealed that expertise and experience of monitoring and evaluation in pilot projects varied which impacts on the capacity for projects to include rigorous evaluation strategies in their work. However, project monitoring and evaluation is embedded into the StreetGames approach and support was offered to the Safe, Fit and Well pilot projects for doing so.

3.5.1 Monitoring attendance, measuring wellbeing, action learning sets and participant voices

Monitoring Attendance

Recognising a need for a standardised approach to collecting participant data and measuring mental health and wellbeing, Safe, Fit and Well pilot projects were encouraged, by StreetGames, to monitor attendance using Views software (<http://www.substance.net/views/>). They were also supported in measuring wellbeing using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). Results of participation data from the seven pilot projects showed that between February 2017 and April 2018, 196 Safe, Fit and Well sport sessions were delivered to a total of 337 participants and 1,944 Safe, Fit and Well attendances were recorded. The available data showed that 67% of participants were male (101 male; 49 female) and 72% were white (108/150). Incomplete project reporting means that it is not possible to make conclusions about participation in the Safe, Fit and Well programme in its entirety. Some projects emphasised particular target groups such as young females and our observation data shows they were successful in their delivery although this is not reported in the Views data.

Using WEMWBS

The WEMWBS scale enables the evaluation of projects which aim to improve mental wellbeing (Taggart, Stewart-Brown, Parkinson, 2015; Tennant et al., 2007). It was promoted for use in the Safe, Fit and Well programme. Training and support in the use of WEMWBS was offered to pilot project personnel through a webinar on how to collect and analyse WEMWBS data. Two project personnel attended the webinar and five project leads were provided access to a recording. All projects were instructed to distribute the survey to participants at baseline (pre) i.e. before delivery of the sport sessions, and at follow-up (post) at least two weeks after the start of the sport sessions. Five projects returned WEMWBS data (see Figure 1). Baseline and follow-up time periods varied across the Safe, Fit and Well pilot projects with a range from 8-17 weeks adopted by projects as the duration between baseline and follow-up questionnaires, therefore it is not possible to compare the effects of pilot projects on mental wellbeing measures or to aggregate the data to make a conclusion about the Safe, Fit and Well programme overall. However, it is possible to represent the data for each individual project reporting data. We do so and provide comment below.

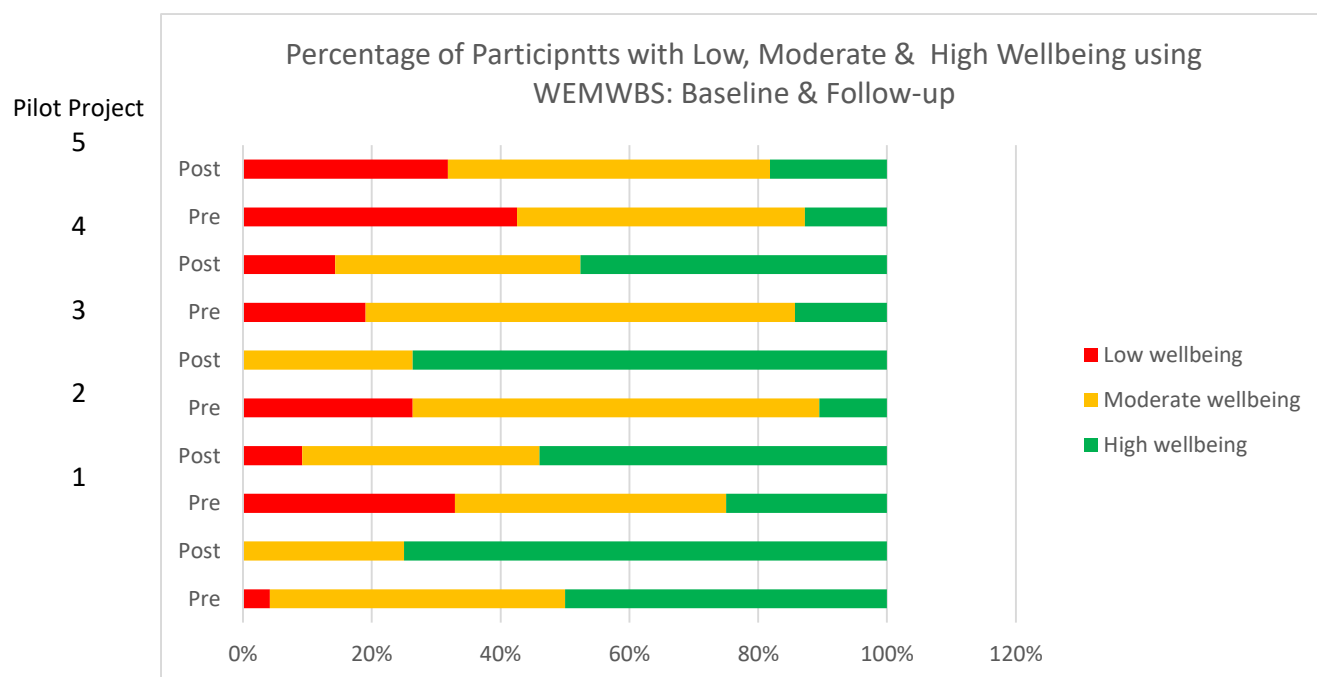


Figure 1: Safe, Fit and Well Pilot Projects WEMWBS Scores¹

Across the five projects that returned their WEMWBS data, 184 participants completed a baseline and follow-up questionnaire. All five projects reported follow-up scores that were an improvement on baseline scores of mental wellbeing. Focusing on percentage of participants indicating high wellbeing, all projects reported an increase from baseline to follow-up. The increase in percentage of high wellbeing ranged from 5% (pilot project 5) to 63% (pilot project 3); where 11% of participants reported high wellbeing at baseline and 74% reported high wellbeing at follow-up. Comparing the baseline scores to follow-up scores for low wellbeing the findings were mixed. All five projects reported reduced levels of low wellbeing at follow-up compared to baseline, with pilot project 3 seeing a reduction to 0% of low wellbeing at follow-up from 26% at baseline.

Three of the five projects indicated a statistically significant improvement in wellbeing change (Wilcoxon signed-rank test, $p < 0.001$). Moreover, a 'meaningful positive change' in wellbeing – determined by a WEMWBS score improvement of 3+ points from baseline to follow-up – was reported on 102 of the 184 participants who completed a WEMWBS questionnaire at baseline and follow-up.

While the project leads all advocated for a rigorous approach to evidencing their practice they also identified some of the challenges that exist for organisations with limited resources:

To be honest with you, it seems quite a lot of [work] ... we've got to put in all the [data] ... the participants and then we've got to measure the outcomes on all of that ... We're a small club

¹ The 14-item scores on the WEMWBS survey are aggregated to result in a total score which can range from 14-70; higher scores represent higher levels of mental well-being. A score of less than 42 is regarded as low wellbeing, moderate wellbeing for 42-58 and high wellbeing for a score greater than 58. WEMWBS has been included in the Health Survey for England since 2010 and the population mean score has varied from 51 to 53 (NHS, 2017).

and we're on a sudden growth steep! So monitoring and evaluation is going to be at the heart of it because we, you know, we know we're doing good but we've just got to prove it more to be honest with you (F, Centre Manager, Community Sports Club, 11YE).

it's [challenging] trying to train young staff, and our older staff, in how to use it (M&E) properly and effectively (M, Project Lead, Community Sports Club, 6YE)

Working with a vulnerable population can also result in challenges to the monitoring and evaluation processes:

some young people might be quite suspicious of completing things like that (surveys) (F, StreetGames Insight Manager, 18YE)

Notwithstanding these challenges, StreetGames are establishing a more rigorous approach to monitoring and evaluation which recognises the importance of a robust evaluation strategy overall as well as the need for in-depth qualitative understandings of the role of sport in enhancing mental health and wellbeing.

The Action Learning Set

In addition to the monitoring and evaluation methods outlined above, StreetGames hosted an Action learning set (ALS) to facilitate knowledge building and exchange. Action Learning Sets provide a structured forum for small group discussion about complex applied issues and are particularly valuable for professional learning. The project leads highlighted this opportunity as being beneficial for knowledge exchange and critical in developing different projects in diverse contexts:

the support from the other projects is good as well, [we] find out what they're doing and thinking, oh would that work in our environment? And you know just putting different ideas together (F, Project Lead, Active Learning Environment, 11YE)

We often feedback, yesterday we fed back about funding options, so we're already funded by the Police Crime Commissioner, these guys were looking in how to do it, and hopefully we've given them some best practice on how to do that (M, Project Lead, Local Authority, 5YE)

that aspect of us all getting together and sharing the good practice is crucial, because it allows us to talk about what's going right, what's going wrong, what can we learn from each other (M, Project Lead, Charity, 9YE)

Enabling a problem-solving approach to the complex task of designing and delivering community sport for mental health and wellbeing impacts, the ALS tasks provided opportunity for personal development of project leads and for setting standards and good practice guidelines in organisational thinking about sport for mental health and wellbeing.

Recording Participant Voices

As well as including participants in our research observations and interviews, participant views of the Doorstep sport projects were collected during our observations through 'Have Your Say' postcards. The postcards represented a pragmatic opportunity to briefly record participant responses to two questions: 1. What three things have you enjoyed about the StreetGames project? and 2. What



Figure 3: Participant Responses 'What I'd Like to See Improved in the Future'

Section 4: Case Studies (see Appendix 1)

StreetGames pilot projects, delivering sport for mental health and wellbeing differed in the precise nature of sport on offer, the context in which they were delivered, and the groups of young participants involved. Appendix 1 presents *seven* case studies representing each of the individual pilot projects in this StreetGames programme; Chapter 1 and the Salvation Army Housing Association (Salford), Fitness In Mind™ Brentwood, Leeds City College, Pat Benson Boxing Academy (Birmingham), Positive Futures (Wirral Borough Council), Tyne Metropolitan College and, Warrington Wolves Charitable Foundation. Each case study provides details of project aims, participants, delivery strategy, and partnerships and includes an overview of key research findings. Our cross-case analysis has also identified *four* current and overlapping delivery models that have been successful in developing sport for mental health and wellbeing impact in further education, local authority leisure services, the voluntary and community sector, and community sports clubs. These cross-case studies identify the context and processes that have led to successful delivery of sport for mental health and wellbeing impacts in the StreetGames doorstep sport approach.

Section 5: Conclusions

This qualitative case study research has shown that there is potential for community sport to enhance the mental health and wellbeing of young people living in disadvantaged communities. The context and mechanisms of community sport delivery that may lead to mental health and wellbeing benefits for young people are varied, reflecting the complexity of communities and diversity of young people themselves. Four active ingredients are identified in the StreetGames doorstep approach for success in enhancing mental health and wellbeing for young people taking part; **(1) tailored provision** including sport activities selected by young people and delivered with consideration of the barriers of time, costs, accessibility, and mental health stigma, **(2) workforce training** on Mental Health First Aid for project leaders and the RSPH Level 2 Young Health Champion Award for young participants and peer leaders, **(3) partnerships** between community sport, mental health, education, local authority and the voluntary sectors to maximise effective delivery and address mental health stigma and **(4) strategies for high quality, credible research, monitoring and evaluation** to ensure a stronger evidence base for the contribution of community sport to improving young peoples' mental health and wellbeing.

Section 6: Recommendations

This report offers five recommendations for supporting the development of community sport for improving mental health and wellbeing in young people. The recommendations provide a framework for the identification of key principles or best practice guidelines for practitioners who are designing, delivering and evaluating Doorstep sport to support the mental health and wellbeing of young people in disadvantaged areas.

In detail our five recommendations are as follows:

Promote community sport partnerships to support young peoples' mental health and wellbeing

Practitioners in community sport, education, local authority leisure services, and the voluntary and third sector recognise the importance of community sport for improving the mental health and wellbeing of young people from disadvantaged backgrounds. Partnership work between experts in these sectors is recommended to ensure opportunities for community sport to reach some of the most vulnerable young people in society in the prevention and treatment of mental health and wellbeing problems. We recommend opportunities for knowledge exchange where experts can share their vision and approach to using sport to improve the mental health and wellbeing of young people and to ensure inclusive opportunities for supporting good mental health and wellbeing through community sport.

Implement the principles of Doorstep sport in supporting young peoples' mental health and wellbeing

The principles of Doorstep sport are well established for ensuring young people in disadvantaged communities can engage in sport to develop an ability to take control of their lives, make appropriate lifestyle changes and improve communities. We recommend such principles are employed to provide the active ingredients in designing and delivering community sport for improving mental and health and wellbeing for young people. This will include a focus on ensuring sport is delivered at the right time, place and price and tailored to the needs of young people taking part. Doorstep sport also emphasises programme design that is accessible, inclusive and equitable and such an approach is recommended in producing an experience that supports young peoples' mental health and therefore should be harnessed.

Raise awareness of young peoples' mental health through the community sport sector

The positive relationships between community sport, physical activity and improved mental health and wellbeing should be a key message in programming and promotional work connected to Doorstep sport. A skilled and knowledgeable workforce is essential to designing, delivering, promoting and evaluating community sport for mental health and wellbeing and sport coaches and youth workers are a community-based asset in this work. Sport coaches and leaders would benefit from sector investment in training to develop skills and understanding pertinent to the delivery of community sport for mental health and wellbeing outcomes. Local authorities, further education institutions, voluntary sector agencies and sports clubs can act as centres for the delivery of mental

health and wellbeing focused training. Several established training products are appropriate and include Mental Health First Aid Training and the RSPH Level 2 Youth Health Champion Certificate. Bespoke workshops to develop skills and confidence in recognising the mental health needs of young people, challenging mental health stigma and being able to start a conversation about mental health and wellbeing are also central to knowledge development and knowledge exchange in the youth sport and mental health and wellbeing sectors.

Support high quality opportunities for peer-to-peer support in community sport for mental health and wellbeing

Young people are likely to turn to their peers for support for mental health and wellbeing concerns. Peer-to-peer support and learning has been found to provide a medium for supporting young people's mental health and wellbeing. We recommend the provision of high quality opportunities for peer-to-peer learning about mental health and wellbeing to include informal and formal opportunities for reflection about personal experience and to develop knowledge and understanding of an ability to support other young people.

Improve evidence building and opportunities for knowledge exchange about community sport for mental health and wellbeing

Doorstep sport is delivered in an established and cohesive organisational framework in the StreetGames network and is managed, led and delivered by experts in the field. We recommend that StreetGames works to determine key priorities in developing the evidence on the contribution of Doorstep sport in supporting and improving the mental health and wellbeing of young people living in disadvantaged communities and engages with a range of evaluation partners to incorporate collaborative approaches to monitoring, data collection and evaluation that can strengthen the evidence base. Research quality is the key to a robust evidence base. Methods of research will differ according to the questions being asked, and in relation to time, financial and human resources. It is recommended that monitoring and evaluation and knowledge exchange is embedded into Doorstep sport programme design and delivery at an organisational level and is both process and outcome focused. There is scope for a national level pilot study on using and analysing WEMWBS. Process evaluations might include focus group workshops and/or interviews with participants, coaches, and project managers. There would be scope to interview those in decision making positions in contexts in which doorstep sport could be delivered for mental health and wellbeing impacts for young people.

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Appendix 1: Case Studies



StreetGames Individual Case Studies



StreetGames Case Study

Brentwood Fitness In Mind™

Enhancing Young People's Mental Health and Wellbeing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on observations and interviews with the project leaders and participants of Brentwood Fitness In Mind. Brentwood Fitness In Mind, delivered at the Brentwood Leisure Centre, aims to improve mental, physical and social wellbeing through the promotion of physical activity.

Reaching & Engaging Young People

Local authorities, and those that deliver their service in partnership with local authorities, play a significant role in the delivery of community sport for young people from disadvantaged areas through their strategies for leisure provision and health and wellbeing services. The sport coach workforce represents a community asset in the design and delivery of sport for mental health and wellbeing. Their knowledge and skill and their direct involvement with communities living in disadvantage makes them well placed to reach young people and engage them in sporting activity to protect and improve their mental health.

Brentwood Fitness In Mind expert sports practitioners tailored the sporting offer to the needs of young people facing mental health issues. Close working relationships ensured that sports coaches and peer support workers understood the relationships between young people's mental health and their lifestyle behaviours. Successfully engaging these young people in sporting activity

involved delivering sports selected by young people themselves, offering one-one support where required and taking consideration of the barriers of time, cost and access to facilities.

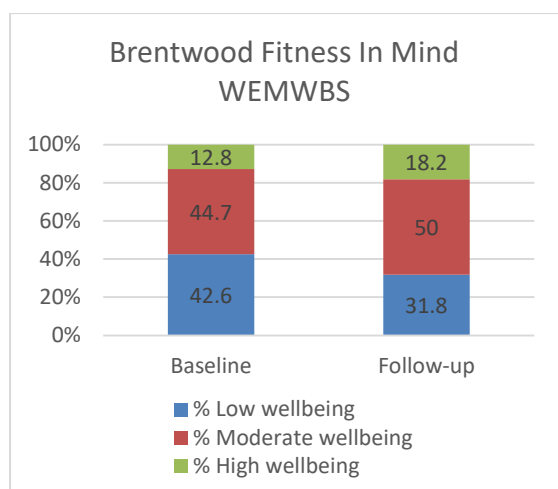
A range of sport and organised exercise were on offer including boxing, mixed martial arts (MMA), circuit training, yoga, pilates, tai-chi, basketball, netball, badminton, tennis, table tennis and gym-based fitness sessions.

Sport for Mental Health and Wellbeing

Sport and organised exercise was promoted by Brentwood Fitness In Mind as a way to build confidence, encourage social interaction and increase communication skills for those taking part. In addition, sport was considered to be a site for engaging young people in open discussions about mental health and wellbeing in order to signpost to support services or education and employment opportunities. Framed in this way, sport was seen by project leaders and participants to have potential in reducing depression, anxiety and stress in young people from disadvantaged areas.

How participants responded to the project

Participants completed 'Have Your Say' postcards allowing them to identify what they most enjoyed and provide suggestions for future programme development. Participants enjoyed "meeting new people", the "opportunity to try lots of different activities", "getting healthy", "feeling included as opposed to trying to access open classes – daunting" and the "support from team leaders and peer support". Participants felt that "more classes", "more opportunities for peer support" and "better marketing and promotion from NHS services (e.g. GP's)" would improve their experience and help develop the programme.



WEMWBS was used to measure positive change in wellbeing. The graph above illustrates the results of 24 participants with the follow-up measurement taken 11 weeks after a baseline measurement. Results indicate that participants' wellbeing improved over the 11 week period of the project; with those participants recording high wellbeing increasing to 18 percent from 13 percent and 32 participants recording low wellbeing at the follow-up, from 43 percent at baseline.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. The project lead recognised the importance of mental health and wellbeing training for frontline delivery staff to identify and support mental health and low wellbeing. Brentwood Fitness In Mind Staff had already received mental health training but used StreetGames' multi-sport activator training to upskill staff in their delivery of sport to young people with mental health or wellbeing issues.

The development of qualified experts in MHFA and sport delivery supported the wider impact of the work of project leaders in developing the education and skills of participants to enable them to be more prepared for seeking and gaining employment.

Peer-to Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their college peers who may be in a good position to understand their needs and causes of concern.

Through the StreetGames programme, a small group of Brentwood Fitness In Mind peer support workers attended a four-day residential at Brathay Hall in the Lake District where they were awarded the Royal Society for Public Health Level 2 Young Health Champions qualification. The accredited qualification was significant for the development of the peer-to-peer learning structure of the project.

The peer support offered by Brentwood Fitness In Mind peer support workers is based on experience, skill and knowledge for those facing mental health and wellbeing issues and can play a role in raising awareness about and destigmatising mental health.

Networks and Partnerships

The StreetGames programmes demonstrated the importance of being able to operate within a wider network of partners for funding and referral support. The Brentwood Fitness In Mind team engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing.

Brentwood Fitness In Mind is partnered with the Brentwood Leisure Centre and has received funding from Sport England. Brentwood Fitness In Mind is often involved in consultation work with MIND England, NHS England, local NHS services and Public Health England where Brentwood Fitness In Mind offer advice on mental health and wellbeing within the sports and leisure industry.

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StreetGames Case Study

Chapter 1 and the Salvation Army Housing Association

Enhancing Young People's Mental Health and Wellbeing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on observations and interviews with the project lead and participants at one pilot project; Chapter 1 and Salvation Army Housing Association (SAHA) located in Salford. Chapter 1 and SAHA aimed to improve the mental health and wellbeing of SAHA residents through the delivery of regular gym-based physical activity and pop-up sport (e.g. archery) as well as providing an opportunity for homeless clients to attend a nutrition and wellbeing education programme in combination with organised physical activity (e.g. a running club) to develop key employability skills such as discipline, time-management, and group interaction.

Reaching & Engaging Young People

Charities play a significant role in meeting the financial and delivery challenges faced in public health by providing expert healthcare, conducting research, raising awareness, supporting clients, and promoting mental health and wellbeing organisations. As trusted independent organisations, charities occupy a key position at the heart of their communities and are well placed to reach young people and engage them in sport activity.

Chapter 1 and the SAHA engaged with clients of the SAHA who were already on-site; using two gyms located at their supported accommodation to deliver physical activity. A homeless football

league - organised and run by the Chapter 1 and SAHA project lead - also served as a potent tool for recruitment of a population which had indicated sport as an appealing activity to be engaged in.

Sport for Mental Health and Wellbeing

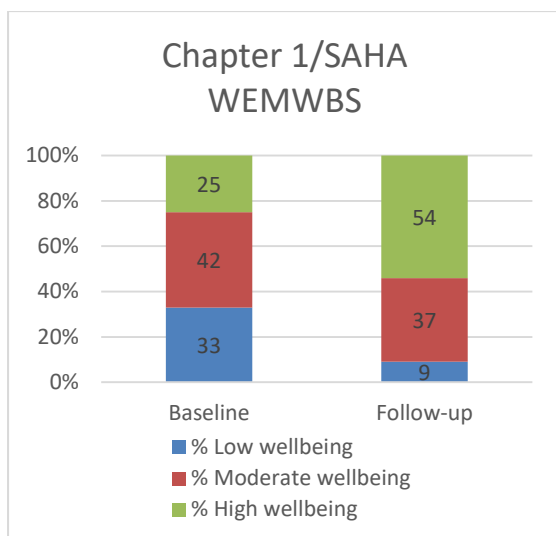
Sport has been identified as having the potential for developing employability skills and inspiring young people to achieve their potential. Sport development experts working at Chapter 1 and the SAHA viewed sport as important for building resilience, improving self-esteem, learning skills to be more independent, offering a counter activity to anti-social behaviours and providing opportunities for personal education and the development of employability skills.

Sport was also identified by the project lead as a unique space for young people to discuss their mental health and wellbeing.

How participants responded to the project

Participants completed 'Have Your Say' postcards allowing them to identify what they most enjoyed and provide suggestions for future programme development. Participants enjoyed opportunities for "training" and doing "archery" and cited the programme as positive because "it gets me motivated" and "it inspires me to keep fit". One participant felt that some "simple activities for those ... who are averse to traditional exercise" would have improved their experience while the others to complete the 'Have Your Say' postcard did not suggest any improvements.

WEMWBS was used to measure positive change in wellbeing. The graph below illustrates the results of 51 participants with the follow-up measurement taken 8 weeks after a baseline measurement.



Results indicate that participants' wellbeing improved over the 8 week period of the project; with those participants recording high wellbeing increasing to 54 percent from 25 percent and 9 percent of participants recording low wellbeing at the follow-up, from 33 percent at baseline.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. Mental Health First Aid (MHFA) qualification was specifically highlighted as providing staff with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA supported the design and development of sports activities and opportunities for participants in the projects.

Peer-to-Peer Learning and Support

Informal processes of peer-to-peer learning and support were evident. Opportunities for young people to volunteer and develop their leadership roles in the work of charity partners led to more formal knowledge exchange with other peers at a range of events. The provision of informal opportunities for peers to discuss mental health

through their participation in sport represented informal opportunities for peer-to-peer support and learning.

Networks and Partnerships

The StreetGames programmes demonstrated the importance of being able to operate within a wider network of partners for supporting students and enhancing their mental health and wellbeing through sport and physical activity. Chapter 1 and the SAHA engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing. Chapter 1 and SAHA partnered with other housing charities, Not in Education, Employment or Training (NEET) organisations, local NHS services and job recruitment services.

StreetGames Case Study

Pat Benson Boxing Academy (Birmingham)

Enhancing Young People's Mental Health and Wellbeing through Boxing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on observations and interviews with the project leader, sport deliverers and participants of a community boxing club. Pat Benson Boxing Academy (PBBA) in Birmingham deliver boxing to enhance young peoples' mental health through a dedicated MindFit programme. In partnership with Birmingham's Youth Offending Team, the MindFit programme targeted young people who have committed minor misdemeanours and/or are 'at risk' of receiving a criminal record or being sentenced to a juvenile facility.

Reaching & Engaging Young People

Boxing, targeted to hard-to-reach young people facing social isolation, opportunities for criminal behaviour, few positive role models and living in disadvantaged areas has been found to provide a physical and educational environment for changing behaviour, improving self-esteem and building resilience. Boxing coaches at Pat Benson Boxing Academy have developed the knowledge, skill and experience to reach young people experiencing mental health issues and engage them in boxing to enhance their mental health and wellbeing.

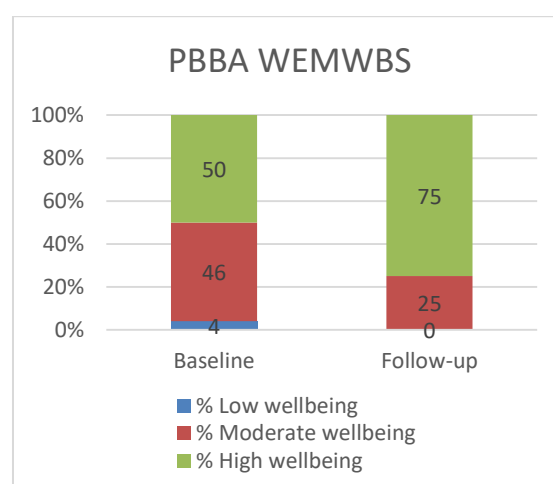
Boxing for Mental Health and Wellbeing

Sport, tailored to enhancing mental health and wellbeing is being recognised as important in

supporting young people in disadvantaged areas. The MindFit programme, which included regular weekly sessions of instruction, provided a sense of meaning and belonging for the young people in their communities. The opportunity for develop boxing skills is coupled with increasing confidence, improved communication and leadership skills, and anger management. Combining sport skill development with a sport governing body qualification provided the young people with a sense of achievement.

How participants responded to the project

Participants completed 'Have Your Say' postcards allowing them to identify what they most enjoyed and provide suggestions for future programme development. Participants enjoyed the "circuit training", "meeting new people" and felt that the programme "builds confidence" and "helps with discipline". Participants felt that "new equipment" and "more sessions" would improve the programme.



WEMWBS was used to measure positive change in wellbeing. The graph above illustrates the results of 24 participants with the follow-up measurement taken 16 weeks after the baseline



measurement. Results indicate that participants' wellbeing improved over the 16 week period of the project; with those participants recording high wellbeing increasing to 75 percent from 50 percent and zero participants recording low wellbeing at the follow-up, from 4 percent at baseline. The mean wellbeing score change improved significantly (3.88) from baseline (58.5 ± 8.4) to follow-up (62 ± 7.0) (Wilcoxon signed-rank test, $p < 0.001$).

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact through community sport clubs. The Mental Health First Aid (MHFA) qualification was specifically highlighted by the PBBA project lead as a way of providing staff with knowledge, skills and confidence to deliver boxing sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA supported partnership work between PBBA and local Young Offending Service professionals. The Young Offending service were able to make referrals into PBBA, avoiding referral into youth offending facilities.

Peer-to Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their peers who may be in a good position to understand their needs and causes of concern. PBBA has the capacity to dedicate their skills,

knowledge and time to supporting young people with mental health issues. Peer-to-peer support was formalised in this pilot project through a boxing club Youth Council to give young people a voice and as a vehicle to develop leadership and support skills for young peer mentors.

Networks and Partnerships

The Safe, Fit and Well programmes demonstrated the importance of being able to operate within a wider network of partners for funding and referral support. PBBA engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing.

In order to establish MindFit, PBBA consulted with Sport Birmingham, England Boxing, Birmingham Wellbeing Service (council) and MIND England. PBBA has built a referral pathway with key organisations, including a local school and Birmingham's Youth Offending Service and has worked with the boxing charity 'Fight for Peace' who offered management consultancy for establishing MindFit.

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StreetGames Case Study

Positive Futures (Wirral Sports Development Unit)

Enhancing Young People's Mental Health and Wellbeing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on observations and interviews with the project leader, a partner organisation and participants of Positive Futures' Wellness Programme (managed by the Wirral Sports Development Unit). Positive Futures is a social inclusion programme which engages with disadvantaged young people from the Wirral area that have offended, are at risk of offending or have substance misuse issues.

Reaching & Engaging Young People

Local authorities play a significant role in the delivery of community sport for young people from disadvantaged areas through their strategies for leisure provision and health and wellbeing services. The sport coach workforce represents a community asset in the design and delivery of sport for mental health and wellbeing. Their knowledge and skill and their direct involvement with communities living in disadvantage makes them well placed to reach young people and engage them in sporting activity to protect and improve their mental health.

Positive Futures' expert sports practitioners tailored the sporting offer to the needs of young people facing mental health issues. Close working relationships ensured that sports coaches understood the relationships between young people's mental health and their lifestyle behaviours. Successfully engaging these young

people in sporting activity involved delivering sports selected by young people themselves, offering one-one support where required and taking consideration of the barriers of time, cost and access to facilities.

A range of sport and organised exercise were on offer in an 'inclusive' programme which included football, cycling, boxing, boxercise, golf, foot-golf, circuit training, aerobics, pilates, yoga and swimming. In addition, to an inclusive sport offer at local leisure facilities, a bespoke fitness training programme and free gym access to a local leisure centre was offered to those youth referred from a range of agencies including crime, education and mental health services.

Sport for Mental Health and Wellbeing

Sport and organised exercise was promoted by Positive Futures as a way to develop self-control, change behaviour, build confidence, encourage social interaction and increase communication skills for those taking part. In addition, sport was considered to be a site for engaging young people in open discussions about mental health and wellbeing in order to signpost to support services or education and employment opportunities. Framed in this way, sport was seen by leaders, partners, and participants to have potential in reducing social exclusion, anti-social behaviour, depression, anxiety and stress in young people from disadvantaged areas.

How participants responded to the project

Participants completed 'Have Your Say' postcards allowing them to identify what they most enjoyed and provide suggestions for future programme development. Participants enjoyed opportunities to "socialise", "meet new people" and "play footy" and cited a "good atmosphere" which "built



confidence". Participants felt that having sport "twice a week" and on "bigger pitches" with "more participants" would have improved their experience.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. The project lead recognised the importance of mental health and wellbeing training for frontline delivery staff to identify and support mental health and low wellbeing. Mental Health First Aid (MHFA) was specifically highlighted as a course which had given Positive Futures' coaches the knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues.

In addition, the development of qualified experts in MHFA supported the wider impact of the work of project leaders in developing the education and skills of participants to enable them to be more prepared for seeking and gaining employment.

Peer-to Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their college peers who may be in a good position to understand their needs and causes of concern.

Through the StreetGames programme, a small group of Positive Futures young volunteers attended a four-day residential at Brathay Hall in the Lake District where they were awarded the Royal Society for Public Health Level 2 Young Health Champions qualification. The accredited qualification was significant for the development of the peer-to-peer learning structure of the project.

The Positive Futures young volunteers had the opportunity to deliver sessions to other young people. This provided them with their own opportunities for improving self-esteem through 'giving back' to the community as well as developing employability skills. The young volunteers offer peer support based on experience, skill and knowledge for those facing mental health and wellbeing issues and played a role in raising awareness about and destigmatising mental health.

Networks and Partnerships

The StreetGames programmes demonstrated the importance of being able to operate within a wider network of partners for funding and referral support. The Positive Futures team engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing.

Young people are referred to Positive Futures from a range of agencies including Response (substance misuse), Youth Offending Service, Child and Adolescent Mental Health Services (CAMHS). Positive Futures also maintains close links to the Fire Service and Police & Crime Commissioner for funding and advice. Positive Futures also received funding from the Merseyside Sports partnership.

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StreetGames Case Study

Tyne Metropolitan College (Newcastle)

Enriching the student experience through sport for Mental Health and Wellbeing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on observations and interviews with the project lead and participants at one pilot project; Tyne Metropolitan College (Tyne Met). Tyne Met's programme, delivered by the Sports Development Team, used sport to improve the mental health and wellbeing of Tyne Met students to enrich their experience in the further education setting.

Reaching & Engaging Students

Reports by the Association of Colleges (2015) and the NUS (2017) indicated rising numbers of mental health issues amongst students in further education. Sport is recognised for its potential to improve low-levels of mental health and wellbeing by acting as a stress relief and reducing depression and anxiety.

Tyne Met engaged students through an established counselling system and identified specific cohorts of students that could potentially benefit from a physical activity programme for mental health and wellbeing improvement and created a programme, which operated during the teaching day, for these students. A range of physical activities were on offer including boccia, dodgeball, boxing, football, running, volleyball, basketball, boxercise, clubbercise, and gym-based fitness classes or access to weights facilities.

Active Learning for Mental Health and Wellbeing

Taking part in physical activity, the students were able to reflect on and learn to develop a sense of wellbeing. Central to the success of the project was addressing the barriers associated with help-seeking; notably the stigma of mental health and some negative perceptions of traditional competitive sport.

Mental health stigma can serve as a barrier for some students to engage in traditional counselling services. The gym was viewed as a place free of stigma to improve physical and mental health. Free gym passes and weekly one-to-one fitness sessions were offered to individuals that were identified as more likely to engage in physical activity than mental health counselling.

For some students the term 'sport' presents a negative image of high skill and intense competition. Exercise or physical activity or dance, movement and activity are more likely to create a positive perception of the activities on offer. Females were specifically identified as viewing sport negatively. Female-only 'wellbeing' programmes that blended non-competitive physical activity with classroom-based activities involving discussions on wellbeing and healthy living were identified as important for this group.

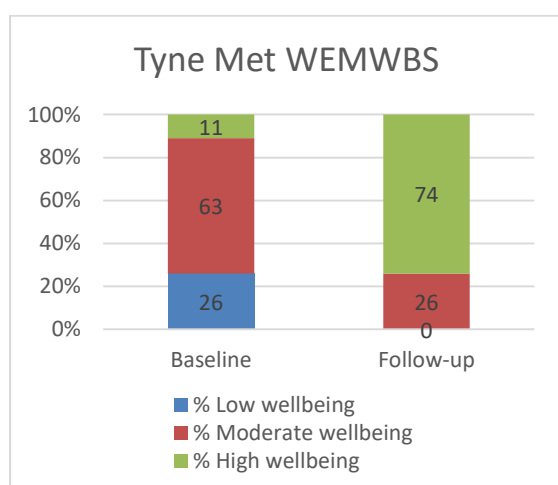
Engagement in sport and physical activity enabled participants to build confidence, teamwork, communication, independence and academic retention. Framed in this way, sport was seen by leaders and participants to have potential in reducing depression, anxiety and stress in students and for encouraging a healthy lifestyle.



How participants responded to the project

Participants completed 'Have Your Say' postcards allowing them to identify what they most enjoyed and provide suggestions for future programme development. Participants enjoyed opportunities to "access the gym", the variety of sports on offer including "running", "dodgeball" and "playing killer" and, the "challenge" associated with physical activity and sport. Participants felt that more "fast paced" and "team-based" activities would have improved their experience and cited the use of "music" as an additional development suggestion.

WEMWBS was used to measure positive change in wellbeing. The graph below illustrates the results of 19 participants with the follow-up measurement taken 12 weeks after a baseline measurement.



Results indicate that participants' wellbeing improved over the 12 week period of the project; with those participants recording high wellbeing increasing to 74 percent from 11 percent and zero participants recording low wellbeing at the follow-up, from 26 percent at baseline. The mean wellbeing score change improved significantly (13.21) from baseline (48.2 ± 8.7) to follow-up (61 ± 7.0) (Wilcoxon signed-rank test, $p < 0.001$).

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. Mental Health First Aid (MHFA) qualification was specifically highlighted as providing staff – including three young apprentices - with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA enabled a stronger connection to college counselling service and appropriate referrals of young people onto the 'sports' programmes.

Peer-to Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their college peers who may be in a good position to understand their needs and causes of concern. Through the StreetGames programme, a small group of Tyne Met students attended a four-day residential at Brathay Hall in the Lake District where they were awarded the Royal Society for Public Health Level 2 Young Health Champions qualification. The accredited qualification was significant for the future development of a peer-to-peer learning approach and for the development of personal and professional skills of young peer leaders.

When young health champions are established in further education contexts they are able to offer peer support to participants on sport for mental health and wellbeing programmes. They do this by building a rapport with other young people, supporting their needs, taking part in and delivering sport and physical activity sessions and signposting to other support services.

Networks and Partnerships

The StreetGames programmes demonstrated the importance of being able to operate within a wider network of partners for supporting students and enhancing their mental health and wellbeing



through sport and physical activity. The Tyne Met Sports Development Team engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing. The Tyne Met Sports Development team receives funding from Sport England and works in partnership with



the College counselling service and pastoral tutors. In addition, Tyne Met is a signatory on the Sport and Recreation Alliance Mental Health Charter.

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StreetGames Case Study

Warrington Wolves Charitable Foundation

Enhancing Young People's Mental Health and Wellbeing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on interviews with the project lead and a sport deliverer at the Warrington Wolves Charitable Foundation. Warrington Wolves Charitable Foundation emphasise developing emotional wellbeing as being an important facet of a healthy lifestyle and aim to use sport to increase the awareness of mental health and wellbeing as an approach to destigmatise mental health and teach coping strategies to young people with mental health or wellbeing issues.

Reaching & Engaging Young People

Charities play a significant role in meeting the financial and delivery challenges faced in public health by providing expert healthcare, conducting research, raising awareness, supporting clients, and promoting mental health and wellbeing organisations. As trusted independent organisations, charities occupy a key position at the heart of their communities and are well placed to reach young people and engage them in sport activity.

Warrington Wolves used the 'power of the badge,' their association with a professional rugby league club, to engage with young people. In partnership with a local FE college and State of Mind (a mental health charity), Warrington Wolves facilitated the delivery of weekly one-hour sessions to young people from a disadvantaged area.

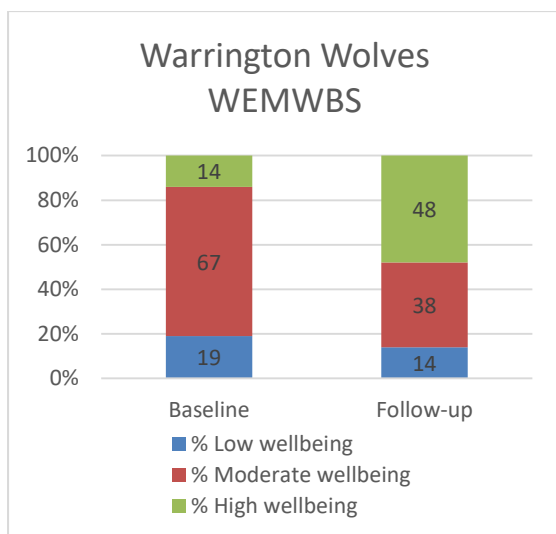
Sport for Mental Health and Wellbeing

Sport has been identified as having the potential for developing employability skills and inspiring young people to achieve their potential. Warrington Wolves experts working in the charity sector viewed sport as important for building resilience, improving self-esteem, learning skills to be more independent, offering a counter activity to anti-social behaviours and providing opportunities for personal education and the development of employability skills.

Sport was also identified by the project leads as a unique space for young people to discuss their mental health and wellbeing.

How participants responded to the project

WEMWBS was used to measure positive change in wellbeing. The graph below illustrates the results of 241 participants with the follow-up measurement taken 13-17 weeks after the baseline measurement.



Results indicate that participants' wellbeing improved over the period of the project; with those participants recording high wellbeing increasing to 48 percent from 14 percent. The mean wellbeing score change improved significantly (4.62) from baselines (49.6) to follow-up (54) (Wilcoxon signed-rank test, $p < 0.001$).

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. Mental Health First Aid (MHFA) qualification was specifically highlighted as providing staff with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA supported the design and development of sports activities and opportunities for participants in the projects.

Peer-to-Peer Learning and Support

Informal processes of peer-to-peer learning and support were evident in the Warrington Wolves programme. Opportunities for young people to volunteer and develop their leadership roles in the work of charity partners led to more formal knowledge exchange with other peers at a range of events. The provision of informal opportunities for peers to discuss mental health through their participation in sport represented informal opportunities for peer-to-peer support and learning.

Networks and Partnerships

The StreetGames programmes demonstrated the importance of being able to operate within a wider network of partners for supporting students and enhancing their mental health and wellbeing through sport and physical activity. Warrington Wolves Charitable Foundation engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing. Warrington Wolves partnered with a local FE College and 'State of Mind' charity to deliver the mental health and wellbeing workshops to young people.

Contact Details



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StreetGames Case Study

Active Body, Active Mind (Leeds City College)

Enriching the student experience through sport for Mental Health and Wellbeing

The StreetGames pilot projects delivered doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support were key features of the programme.

This case study draws on observations and interviews with the project lead and participants at one pilot project; Active Body, Active Mind (Leeds City College). Active Body, Active Mind, a programme delivered by the Get Active Team, uses sport to improve the mental health and wellbeing of Leeds City College students and to enrich their experience in the further education setting.

Reaching & Engaging Students

Reports by the Association of Colleges (2015) and the NUS (2017) indicated rising numbers of mental health issues amongst students in further education. Sport is recognised for its potential to improve low-levels of mental health and wellbeing by acting as a stress relief and reducing depression and anxiety.

Leeds City College engaged students through an established counselling system. Trained counsellors identified and supported students that may benefit from physical activity and social interaction. Students were referred to an Active Body, Active Mind mentor who developed a tailored physical activity and wellbeing programme for the student. A range of physical activities were on offer including boxing, boccia, yoga, table-tennis, self-defence and gym-based fitness classes or access to weights facilities.

Active Learning for Mental Health and Wellbeing

Taking part in physical activity, students were able to reflect on and learn to develop a sense of wellbeing. A peer-to-peer approach involving one-to-one interaction with an Active Body, Active Mind Ambassador was central to the success of the project. Tailoring the physical activities programme to the student's needs and wants was a key ingredient to enhancing wellbeing and mental health.

Engagement in sport and physical activity enabled participants to build confidence, teamwork, communication and independence. Framed in this way, sport was seen by leaders and participants to have potential to enhance health and wellbeing by reducing depression, anxiety and stress in students and encouraging a healthy lifestyle.

How participants responded to the project

Participants completed 'Have Your Say' postcards allowing them to identify what they most enjoyed and provided suggestions for future programme development. The participants enjoyed opportunities for "improving fitness", "driving" and "meeting new people". The participants felt that the programme could be improved with more "variety of activities", being able to "choose enrichments lessons" and access to better equipment.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. Mental Health First Aid (MHFA) qualification was specifically highlighted as providing staff with knowledge, skills and



confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA enabled a stronger connection to college counselling service and appropriate referrals of young people onto the 'sports' programmes.

Peer-to Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their college peers who may be in a good position to understand their needs and causes of concern. Through the StreetGames programme, a small group of Active Body, Active Mind Ambassadors attended a four-day residential at Brathay Hall in the Lake District where they were awarded the Royal Society for Public Health Level 2 Young Health Champions qualification. The accredited qualification was significant for the development of the peer-to-peer learning approach and for the development of personal and professional skills of young peer leaders.

When young health champions are established in further education contexts they are able to offer peer support to participants on sport for mental health and wellbeing programmes. They do this by building a rapport with other young people, supporting their needs, taking part in and delivering sport and physical activity sessions and signposting to other support services.

Networks and Partnerships

The StreetGames programmes demonstrated the importance of being able to operate within a wider network of partners for supporting students and enhancing their mental health and wellbeing through sport and physical activity. The Get Active Team engaged in a StreetGames facilitated Action Learning Set which provided the opportunity for projects to develop a community of practice by sharing experiences, discussing challenges and potential solutions as well as setting standards and good practice in programme design, delivery and evaluation of sport for mental health and wellbeing. The Get Active Team operates within the Student Life Team and works in partnership with college welfare, counselling, and Student Union organisations. In addition, Leeds City College work with the local council and sit on the Leeds Sport Board to improve physical inactivity across the city.

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StreetGames Cross Case Studies



StreetGames Case Study

Sport for Mental Health and Wellbeing in Further Education

Enriching the Student Experience through Sport for Mental Health and Wellbeing

The Safe, Fit and Well pilot projects deliver doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-to-peer learning and support characterise the Safe, Fit and Well programme.

This case study draws on observations and interviews with project leaders and participants at two pilot projects; Active Body, Active Mind (Leeds City College) and Tyne Metropolitan College based just outside Newcastle upon Tyne. They represent Active Learning Environments (ALE) in which sport is designed, delivered and evaluated to improve the mental health and wellbeing of students and to enrich their experience in the further education setting.

Reaching & Engaging Students

Reports by the Association of Colleges (2015) and the NUS (2017) indicated rising numbers of mental health issues amongst students in further education. In the ALEs sport, education and welfare leads engage students in sport. Sport is recognised in these settings for its potential to improve low-levels of mental health and wellbeing by reducing stress, depression, anxiety and addressing substance misuse.

Engagement occurred through established counselling referral systems which identified tailored physical activity and wellbeing programmes to individuals and groups. A range of physical activities were on offer including dodgeball, golf, boccia, basketball, volleyball and gym-based fitness classes. It was also possible to include sport for mental health and wellbeing in

the curriculum of some courses where students with mental health and wellbeing issues were identified and there was tutor support. Both word of mouth and peer-to-peer recruitment mechanisms supported the referral process although issues of stigma created some barriers to participant engagement.

Active Learning for Mental Health and Wellbeing

Stigma surrounding mental health has been found to be a main barrier to youth seeking support. Central to the success of ALE pilot projects was addressing this stigma as well as some negative perceptions of traditional competitive sport. Mental health stigma can serve as a barrier for some students to engage in traditional counselling services and for some, sport activities provided opportunities to develop confidence and experience positive emotions. Free gym passes and weekly one-to-one fitness sessions were offered to individuals that were identified as more likely to engage in physical activity and accrue mental health and wellbeing benefits than mental health counselling.

For some students the term 'sport' presents a negative image of high skill and intense competition. Exercise or physical activity or dance, movement and activity are more likely to create a positive perception of the activities on offer. Females were specifically identified as viewing sport negatively, as such, a female-only 'wellbeing' programmes were identified as important. These blended physical activity such as fitness classes, gym circuits and non-competitive sports with classroom-based activities involving discussions on wellbeing and healthy living.

Sport or physical activity was promoted for building confidence, teamwork, communication and independence. Framed in this way, sport was



seen by leaders and participants to have potential in reducing depression, anxiety and stress in students and for encouraging a healthy lifestyle.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. Mental Health First Aid (MHFA) qualification was specifically highlighted as for providing staff with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA enabled a stronger connection to college counselling service and appropriate referrals of young people onto the 'sports' programmes.

Peer-to-Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their college peers who may be in a good position to understand their needs and causes of concern. Through the Safe, Fit and Well programme, a small group of students from both Active Learning Environment pilot projects attended a four-day residential at Brathay Hall in the Lake District where they were awarded the Royal Society for Public Health Level 2 Young Health Champions qualification. The accredited qualification was significant for the development of peer-to-peer learning strategies in Active Learning Environments and for the development of



personal and professional skill of young peer leaders.

When young health champions are established in further education contexts they are able to offer peer support to participants on sport for mental health and wellbeing programmes. They do this by building a rapport with other young people, supporting their needs, taking part in and delivering sport and physical activity sessions and signposting to other support services.

Networks and Partnerships

The Safe, Fit and Well programmes demonstrated the importance of being able to operate within a wider network of partners for funding and referral support. Tyne Metropolitan College partnered with Sport England for funding, and the college counselling and welfare services and pastoral tutors for referrals. Leeds City College partnered with the Leeds College Student Life Team which included student counselling, welfare, career and student union for referrals. Leeds City College also sit on the Leeds Sport Board to help improve inactivity across the region.



StreetGames Case Study

Sport for Mental Health and Wellbeing in Local Authority Leisure Services

Community Sport, Local Authority Leisure Services and Supporting the Mental Health and Wellbeing of Young People

The Safe, Fit and Well pilot projects deliver doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-to-peer learning and support characterise the Safe, Fit and Well programme.

This case study draws on observations and interviews with project leaders, sport deliverers and participants at two pilot projects that deliver sport through local authority leisure services. Positive Futures is managed by the Wirral Sports Development Unit and Brentwood Fitness In Mind deliver their programme at the Brentwood Leisure Centre. Programmes delivered by, or through, local authority leisure services represent one context in which sport is designed, delivered and evaluated to improve the mental health and wellbeing of young people living in disadvantaged areas.

Reaching & Engaging Young People

Local authorities play a significant role in the delivery of community sport for young people from disadvantaged areas through their strategies for leisure provision and health and wellbeing services. The sport coach workforce represents a community asset in the design and delivery of sport for mental health and wellbeing. Their knowledge and skill and their direct involvement with communities living in disadvantage makes them well placed to reach young people and engage them in sporting activity to protect and improve their mental health.

Expert sports practitioners are able to tailor the sporting offer to the needs of young people facing mental health issues. Close working relationships ensured that sports coaches understood the relationships between young people's mental health and their lifestyle behaviours. Successfully engaging these young people in sporting activity involved delivering sports selected by young people themselves, offering one-one support where required and taking consideration of the barriers of time, cost and access to facilities.

Sport for Mental Health and Wellbeing

Sport and organised exercise was promoted in community sport and local authority leisure contexts as a way to develop self-control, change behaviour, build confidence, encourage social interaction and increase communication skills for those taking part. In addition, sport was considered to be a site for engaging young people in open discussions about mental health and wellbeing in order to signpost to support services or education and employment opportunities. Framed in this way, sport was seen by leaders and participants to have potential in reducing social exclusion, anti-social behaviour, depression, anxiety and stress in young people from disadvantaged areas.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. The Mental Health First Aid (MHFA) qualification was specifically highlighted as a way of providing staff with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA supported the wider impact of the work of



project leaders in developing the education and skills of participants to enable them to be more prepared for seeking and gaining employment.

Peer-to-Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their college peers who may be in a good position to understand their needs and causes of concern. Through the Safe, Fit and Well programme, a small group of young people from Positive Futures and Brentwood Fitness In Mind attended a four-day residential at Brathay Hall in the Lake District where they were awarded the Royal Society for Public Health Level 2 Young Health Champions qualification. The accredited qualification was significant for the development of peer-to-peer learning strategies in Local Authority Leisure contexts and for the development of personal and professional skill of young peer leaders.

Youth volunteers have the opportunity to deliver sessions to other young people in these contexts. This provides them with their own opportunities for improving self-esteem through 'giving back' to the community as well as developing employability skills. Youth volunteers offer peer support based on experience, skill and knowledge for those facing mental health and wellbeing issues and can play a



role in raising awareness about and destigmatising mental health.

The peer supporters used their role to gain valuable volunteering experience and highlighted the benefit of this to their own mental health and wellbeing (increased self-esteem associated with 'giving something back to the community') and regarded the experience as a significant enhancement of their CV.

Networks and Partnerships

The local authority Safe, Fit and Well programmes demonstrated the importance of being able to operate within a wider network of partners for funding and referral support. Young people are referred to Positive Futures from a range of agencies including Response (substance misuse), Youth Offending Service, Child and Adolescent Mental Health Services (CAMHS). Positive Futures also maintains close links to the Fire Service and Police & Crime Commissioner for funding and advice. Brentwood Fitness In Mind is partnered with the Brentwood Leisure Centre and is often involved in consultation work with MIND England, NHS England, local NHS services and Public Health England where Brentwood Fitness In Mind offer advice on mental health and wellbeing within the sports and leisure industry.



StreetGames Case Study

Sport for Mental Health and Wellbeing in the Voluntary and Community Sector

The Voluntary Community Sector: Raising Awareness and Promoting Understanding of Young Peoples' Mental Health

The Safe, Fit and Well pilot projects deliver doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support characterise the Safe, Fit and Well programme.

This case study draws on observations and interviews with project leaders, sport deliverers and participants at two pilot projects delivering sport through charity organisations; Warrington Wolves Charitable Foundation and, Chapter 1 and Salvation Army Housing Association (SAHA) located in Salford. They represent the charity sector which is one context in which sport can be designed, delivered and evaluated improve the mental health and wellbeing of young people living in disadvantaged areas.

Reaching & Engaging Young People

Charities play a significant role in meeting the financial and delivery challenges faced in public health by providing expert healthcare, conducting research, raising awareness, supporting clients, and promoting mental health and wellbeing organisations. As trusted independent organisations, charities occupy a key position at the heart of their communities and are well placed to reach young people and engage them in sport activity.

The work of charity organisations in delivery sport to young people in the Safe, Fit and Well programme was targeted to particular populations

including young people in further education and those who were homeless. Partnership work was central to the charity delivery model and collaborations with educational organisations, professional sports teams, local authority leisure providers and housing / hostel associations provided support for charity-based experts in mental health to reach and engage young people through sport.

Sport for Mental Health and Wellbeing

Sport has been identified as having the potential for developing employability skills and inspiring young people to achieve their potential. Experts working in the charity sector viewed sport as important for building resilience, improving self-esteem, learning skills to be more independent, offering a counter activity to anti-social behaviours and providing opportunities for personal education and the development of employability skills.

Sport was also identified by the project leads as a unique space for young people to discuss their mental health and wellbeing.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact. The Mental Health First Aid (MHFA) qualification was specifically highlighted as a way of providing staff with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA supported the design and development of sports activities and opportunities for participants in the projects.



Peer-to-Peer Learning and Support

Informal processes of peer-to-peer learning and support were evidence in the Charity Partnership model. Opportunities for young people to volunteer and develop their leadership roles in the work of charity partners led to more formal knowledge exchange with other peers at a range of events. The provision of informal opportunities for peers to discuss mental health through their participant in sport represented informal opportunities for peer-to-peer support and learning.

Networks and Partnerships

These Safe, Fit and Well programmes demonstrated the importance of being able to operate within a wider network of partners. Warrington Wolves partnered with a local FE College and the mental health charity State of Mind to deliver the mental health and wellbeing workshops to young people. Chapter 1 and SAHA partnered with other housing charities, Not in Education, Employment or Training (NEET) organisations, local NHS services and job recruitment services.



StreetGames Case Study

Sport for Mental health and Wellbeing in Community Sports Clubs

Community Sports Clubs, Young People and Enhancing Mental Health and Wellbeing.

The Safe, Fit and Well pilot projects deliver doorstep sport to enhance young peoples' mental health and wellbeing in the communities in which they live. Organisational knowledge exchange, workforce mental health training and peer-peer learning and support characterise the Safe, Fit and Well programme.

This case study draws on observations and interviews with the project leader, sport deliverers and participants of a community boxing club. Pat Benson Boxing Academy (PBBA) in Birmingham deliver boxing to enhance young peoples' mental health through a dedicated MindFit programme. Community sports club represent one context in which sport can be designed, delivered and evaluated to improve the mental health and wellbeing of young people living in disadvantaged areas.

Reaching & Engaging Young People

Boxing, targeted to hard-to-reach young people facing social isolation, opportunities for criminal behaviour, few positive role models and living in disadvantaged areas has been found to provide a physical and educational environment changing behaviour, improving self-esteem and building resilience. Boxing coaches working in community clubs have the knowledge, skill and experience to reach young people experiencing mental health issues and engage them in boxing to enhance their mental health and wellbeing.

Sport for Mental Health and Wellbeing

Sport, tailored to enhancing mental health and wellbeing is being recognised as important in supporting young people in disadvantaged areas.

The use of organised programmes of sport like boxing including regular weekly sessions of instruction can provide a sense of meaning and belonging for young people in their communities. The opportunity for developing skills in sport is coupled with increasing confidence, improved communication and leadership skills, and anger management. Combining sport skill development with a sport governing body qualification provides young people with a sense of achievement.

Workforce Training

Capacity building, including staff training and knowledge exchange is significant in delivering successful sport activities for mental health and wellbeing impact through community sport clubs. The Mental Health First Aid (MHFA) qualification was specifically highlighted as a way of providing staff with knowledge, skills and confidence to deliver sports sessions to young people with mental health and wellbeing issues. In addition, the development of qualified experts in MHFA supported partnership work between community sports clubs and local Young Offending Service professionals. The Young Offending service were able to make referrals into the community boxing club in this Safe, Fit and Well pilot project, avoiding referral into youth offending facilities.

Peer-to-Peer Learning and Support

Young people with mental health or wellbeing issues respond to the encouragement of their peers who may be in a good position to understand their needs and causes of concern. Community sports clubs like PBBA have the capacity to dedicate their skills, knowledge and time to supporting young people with mental health issues. Peer-to-peer support was formalised in this pilot project through a boxing club Youth Council to give young people a voice and as a



vehicle to develop leadership and support skills for young peer mentors.

Networks and Partnerships

The Safe, Fit and Well programmes demonstrated the importance of being able to operate within a wider network of partners for funding and referral support. In order to establish MindFit, PBBA consulted with Sport Birmingham, England Boxing,



Birmingham Wellbeing Service (council) and MIND England. PBBA has built a referral pathway with key organisations, including a local school and Birmingham's Youth Offending Service and has worked with the boxing charity 'Fight for Peace' who offered management consultancy for establishing MindFit.

Appendix 2: Ethics, research governance and risks

This study complied with Brunel University London's ethical procedures and clearance for empirical studies. Key principles included ensuring informed consent was obtained from all research participants; ensuring anonymity for participants; and implementing robust data protection procedures. Ethical clearance (references 6338-LR-Apr/2017-7011-1 & 6840-MHR-Aug/2017-7997-1) was obtained from Brunel University London's College of Health and Life Sciences Research Ethics Committee and all procedures adhere to the Data Protection Act (1998) and the Freedom of Information Act (2000).

Appendix 3: Raw data from the 'Have Your Say' postcards

Leeds City College	
Things enjoyed about the project	Desired improvements
Working out	Give students more orders
Free gym	A variety of activities e.g. boxing, bowling
Meeting new people	More enrichment options
I enjoy doing something new	Do the same activity again after we have tried them all
I like pushing myself	Driving was a bit boring
Getting to go to the gym in college time	If we could choose the lesson such as cooking (choose our own enrichment lessons)
Improve fitness	Choose our own enrichments to do
Helps with health and fitness unit on my course	Equipment!
Introduction to fitness	Recommendation: Life fitness
Volunteer (sic)	Equipment
Driving	
Fitness (sic)	
Voluntary	
Drivining (sic)	
Theory test	
Gym lesson	
Dancing	
Driving test	
Gym work out	
Driving	
Fitness	
Another chance to go to the gym	
girls	
The fitness	
Something new/different	

Fitness In Mind Brentwood	
Things enjoyed about the project	Desired improvements
Meeting people	The program would be in more places
Being able to try a variety of activities	Perhaps more engagement with the 'MIND' - as a talking group?
Enjoying exercise more	Sometimes changes may be useful
Improved health & fitness	Opportunity to continue as like gym e.g. groups for those who have finished 12-week course
Something to look forward to	Better marketing and promotion from NHS services e.g. GP's and practice managers
Opportunity to improve as learn new skills	Opportunity to try sports that are equipment heavy
Support from team leaders and peer support	More classes
Feeling included as opposed to trying to access open classes - daunting	More opportunities for peer support
Having a safe environment, stigma free	More funding for them
Sessions are fun, not competitive	More funding
Sessions are adapted around the users' abilities	
Opportunity to try lots of different activities	
Meeting new people	
Socialising	
Getting to try new & different sports	
Getting healthy	
Trying new things	
Meeting people	

Pat Benson Boxing Academy	
Things enjoyed about the project	Desired improvements
Meeting new people	New gloves
Circuit training	Lockers in changing room
I enjoyed the pad work	New stuff
Keeps me active	More time
Helps my discipline	More coaches being paired up with people
Helps me focus	Have more sessions
Builds confidence	Sponsor new equipment
Free for certain young people	More training sessions
Sharpens your boxing	New stuff
Improves you fitness	More boxing bags
The environment	
Socialising	
The circuit (sic)	
Build confidence	
Circuit training	
Confident	
I enjoyed meeting new people	
I enjoyed the circuits	
I enjoyed the boxing	
Meeting new people	
Going to the gym	

Tyne Metropolitan College	
Things enjoyed about the project	Desired improvements
Quality of gym machines	Longer session
Likes the challenge	More games
A challenge, get stronger and better	Perfectly fine with it
Access to the gym	It's fine (?) the way it is
Access to equipment, thoughts for the future	More fast paced activities
New opportunity/own pace	More team-based activities
Fun	Bigger games
Challenging	Music
Benchball	Music
Botcher	Music
Burger build	Bigger games
Running	More sports
Got to be fit	Nothing
Dodgeball	Don't see any improvement
Basketball hoops	
Fitness	
Playing killer	
Playing dodgeball	
Running	
Boxing	
Football	
Playing killer	
Running	
Running	
Killer	
Dogikball	
I enjoyed basketball	
I enjoyed benchball	
I enjoyed running	
Basketball	
Football	
Bocha	
Bench ball	
It's fun hockey	
The killer game	
Benchball	

Chapter 1 and the Salvation Army Housing Association (Salford)	
Things enjoyed about the project	Desired improvements
Training	'definitely' *
It gets me motivated	Nothing to do with the streetgames project, I just want to improve my body
Association	Similar simple activities for those of us who are averse to traditional exercise
Boxing & Kick boxing	More activities
The workouts	
The support from John and Dean	
A good relationship with John while doing my workouts	
Simple skills for future use and development	
Includes hidden exercise	
Archery, easily accessible to all levels of (un)fitness	
Weekly appointments	
It Inspires me to keep fit	
It gets me out of the house	
Archery	
Archery	

Positive Futures (Wirral Borough Council)	
Things enjoyed about the project	Desired improvements
It's 1 pound	For it to be on longer
Football	Extended to 2 hours
See mates	More time
Fun	twice a week
Football	Bigger pitches
More socail	Bigger football pitches
Exasize	2 a week
Play fottie	More Participants
Play footy	Longer sessions
Meet new people	Nothing
Meet new people	
Socializing	
It gets me out the house	
Exercise	
Good venues	
Good venue	
Good atmosphere	
Good atmosphere	
Stay healthy	
It's a laugh	
Playing Sports	
Building confidence	
Mates social	
Its fun	
On xbox if wernt here	

Gets me out the house	
Playing football	
Its fun	
Meeting people	
Its cheap	
Fun	
Playing football	