



EMPLOYABILITY AND MENTAL WELLBEING REPORT



Loughborough
University

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November 2020



Greenhouse
Sports

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VISION

Every child has a fair
chance to succeed

MISSION

Using the power of sport
and mentoring to develop
the life skills of children
and young people

Greenhouse
Sports

FOREWORD BY BÉATRICE BUTSANA SITA

Greenhouse Sports CEO



‘Every child should have a fair chance to succeed’ – is the powerful mission statement that was the reason I wanted to lead this brilliant charity.

In order to achieve their potential young people need both opportunities to demonstrate what they are capable of and people around them that teach them, help them to push themselves, pick them up when things are tough and challenge them when they are stepping out of line. It is excellent to see how this research captures not just the impact Greenhouse Sports has on mental wellbeing and the development of employability skills but also the uniqueness of the Greenhouse Sports coach.

The researchers have identified the values that underpin our approach - of ensuring there is respect and discipline, inclusion and understanding of each individual

child’s needs and always ensuring a child-centred approach. They also outline how the promotion of developing resilience and the way our coaches promote positive integration of young people from all backgrounds and particularly those with disabilities is at the core of our model.

I personally wish to thank Lord Sebastian Coe and his Foundation for the deep and continuing support. As we navigated our charity through the pandemic in 2020, Sebastian didn’t hesitate in offering advice and in particular meet with me the Greenhouse Centre under the challenges of strict Covid protocols to offer his personal input and endorsement for the work that Greenhouse does. All in support of the launch of our Greenhouse 2.0 strategy, that stems from this research.

We are pushing forward with our Greenhouse 2.0 vision to work with young people earlier in their lives, reach more young people and to have an even deeper impact on them. I hope that if you are reading this, you might be persuaded to join us on the journey to give young people across the country the life changing opportunity to have a Greenhouse Sports Coach.

“

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1.0 EXECUTIVE SUMMARY

Greenhouse Sports is a London-based charity, committed to using sport and mentoring to develop the life skills of children and young people, to help them realise their full potential. Greenhouse Sports coaches provide a predominantly extra-curricular high-quality sports offer supplemented by additional enrichment opportunities.

Sport is widely recognised as being a valuable medium for delivering positive outcomes for young people which include the development of transferable life-skills, promoting mental wellbeing and enhancing future employability.

Schools continue to be recognised as important sites for promoting and protecting young people's mental health (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Weare & Nind, 2011). The role of schools in developing students' transferable life skills and enhancing their future

employability has also received growing attention due to factors including high levels of youth unemployment and the need for a more flexible labour market with the reduction of lifetime job security (Comic Relief, 2018).

This report presents a summary of research undertaken in Spring 2019 which explored the impact of Greenhouse Sports programmes on participants' employability skills and their mental wellbeing.

Whilst this data was collected before the pandemic began, the importance of the findings are amplified by the lack of contact time between pupils and Greenhouse coaches and the often unstable environment the previous 12 months has provided. Sport England (2021) reported that there has been an unprecedented drop in individual development levels amongst young people since the beginning of the pandemic. Whilst this does not come as a surprise, it does help us to realise Greenhouse Sports role is more significant than ever.

“ Sport is widely recognised as being a valuable medium for **delivering positive** outcomes for young people

”



It is as a result of these seismic changes in the lives on young Londoners that areas such as mental wellbeing, employability, and mentoring support from adults have become increasingly important, both during the lockdown but also on the return to school, as teachers and coaches navigate ways of playing catch up and making up for lost contact time.

“My gratitude for these sessions cannot be explained in words alone and will never be enough. The basketball sessions and contact that has been provided has helped me as a single parent bringing up a young man They have helped my son to maintain and grow in confidence, respect, academic achievements and with his mental health and wellbeing. I believe these sessions have kept my son from hanging around on the street, which in turn prevents any drug taking, smoking, and helps with weight management, healthy eating, and bad behaviour.”

Parent of Greenhouse
Sports Participant

“Students attendance at 7.30am even in the dark winter months is astonishing and shows their passion and commitment for the clubs they attend. They not only improve in sport but also in attendance and academic progress due to the mentoring and skills they learn via the programmes.”

Head of PE - East London
Partner School.

“The benefits are enormous and as a whole school we can engage with a group of boys who now have a place to belong. The programmes offered and opportunities available are vast. The boys now make clear links with increased attendance, better grades and more focus in school to their involvement with Coach Ash and the Greenhouse programme”

Deputy Head Teacher - East
London Partner School

About The Research

This report presents the findings from qualitative and quantitative research conducted by Loughborough University across seven secondary schools where Greenhouse Sports programmes are offered. The criteria utilised to select the schools were:

Schools must have been involved with Greenhouse Sports for a minimum of five years

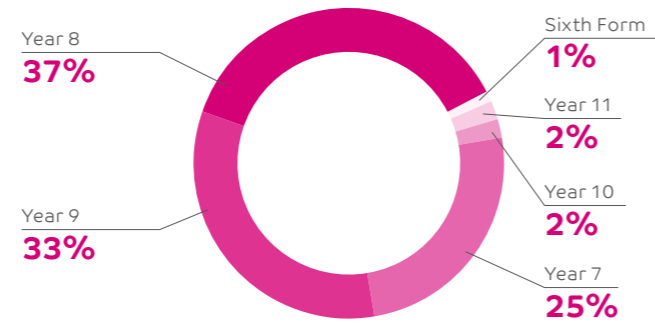
Schools must not have experienced any significant changes in leadership within the previous year and the leadership team needed to be supportive of the research

Schools that were experiencing unique external challenges (e.g. Ofsted visits, uncertain futures) were excluded from the selection process

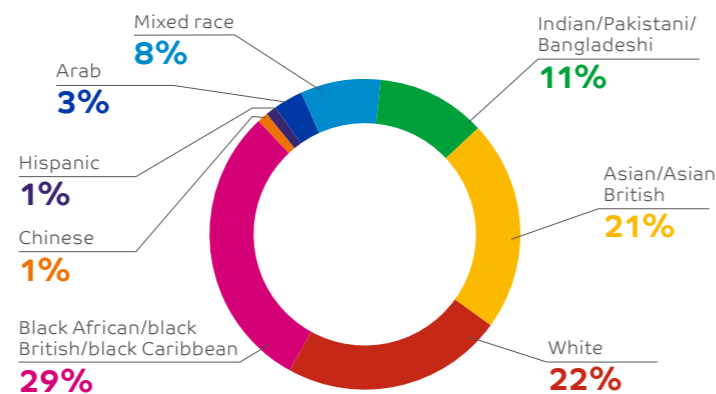
Qualitative data was collated via four focus groups with Greenhouse participants and interviews with Greenhouse coaches.

In addition, an online survey was completed by 379 students during April 2019. 186 students were Greenhouse participants who reported on the transferable skills they might have developed and the impact on their mental wellbeing. The survey was also completed by 193 student that have either not participated in Greenhouse Sports sessions or have dropped out of these sessions. This was to explore the reasons behind this drop off or lack of involvement. There were a range of ages, ethnicities and genders who completed the surveys.

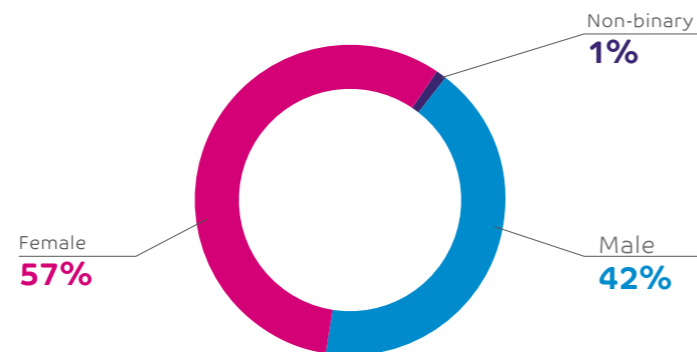
About The respondents



The students that completed the survey were from a variety of year groups, with over two thirds of the students were in Year 8 (37%) and Year 9 (33%).



The students were predominantly of black African/black British/black Caribbean (29%), white (22%) and Asian/Asian British (21%) ethnic backgrounds.

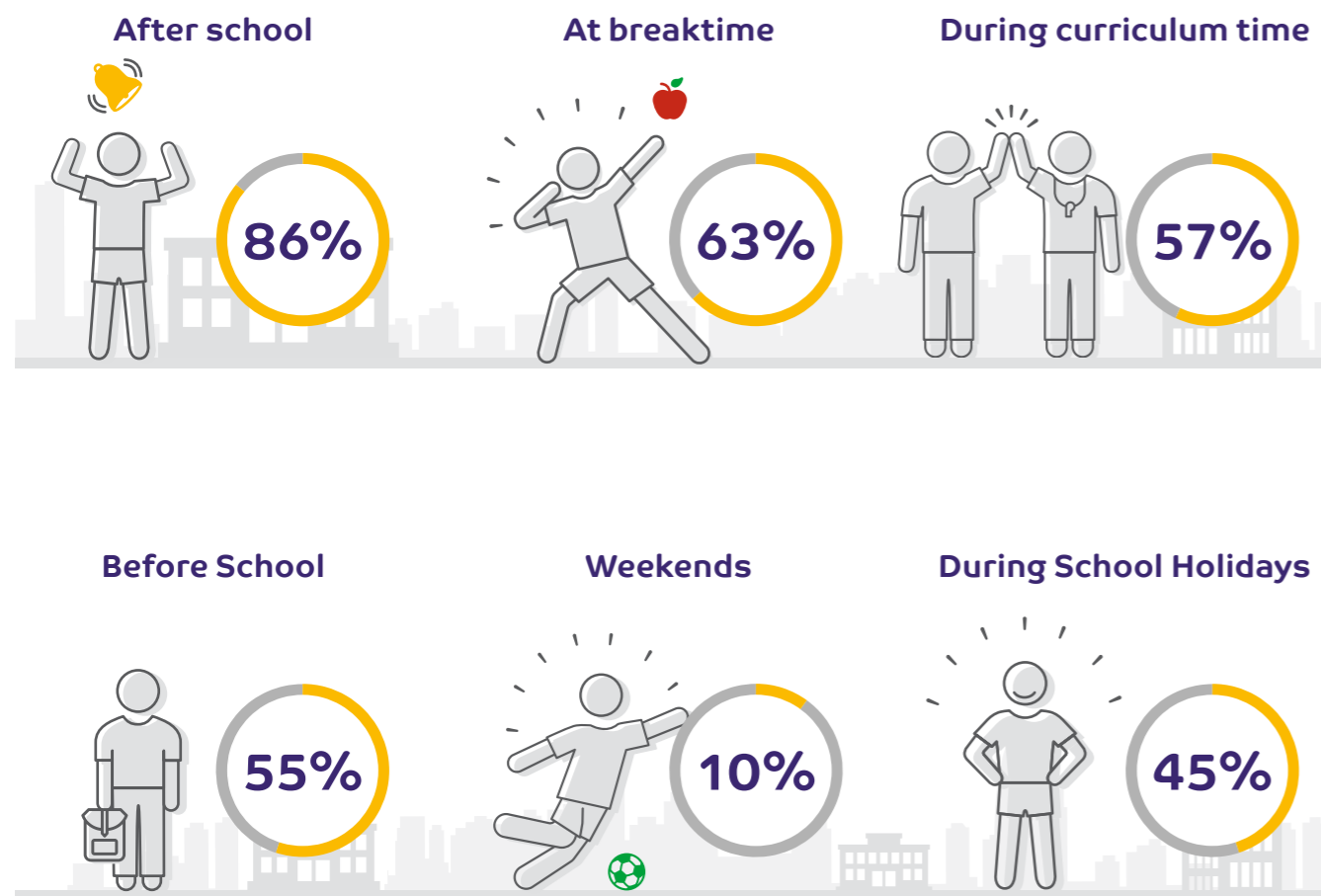


Approximately 57% of the students that participated in the survey were female, 42% were male, with non-binary students making up around 1% of the respondents.



2.0 ATTENDANCE AT GREENHOUSE SPORTS SESSIONS

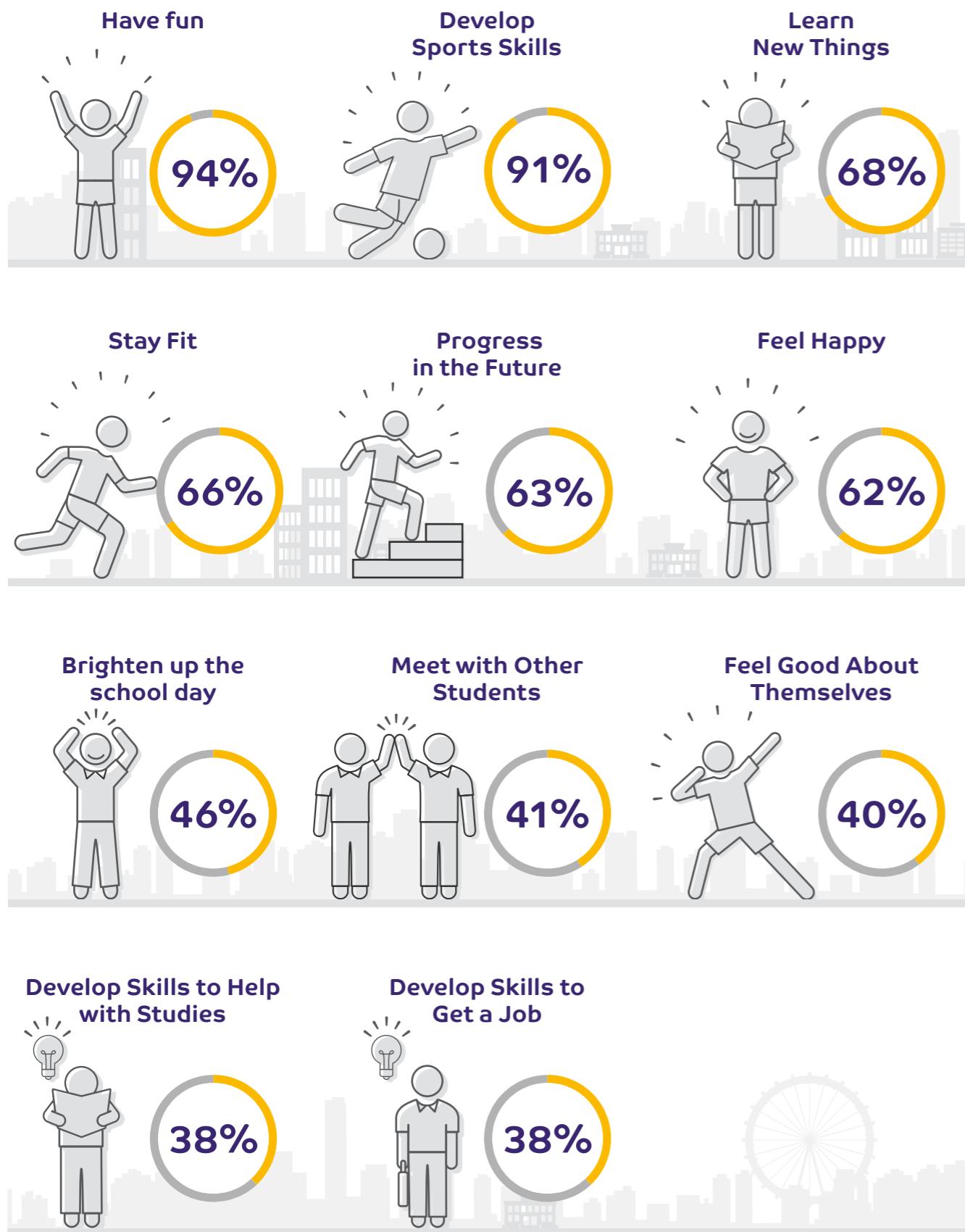
How Students Participate in Greenhouse Sports Sessions:



Students also confirmed that they have attended enrichment trips (33%), residential trips (15%) and/or have volunteered (12%). Around 8% of the students also confirmed that they have completed qualifications such as refereeing courses.



Why Young People Take Part in Greenhouse Sports Sessions:



3.0 HOW GREENHOUSE SPORTS IMPROVES MENTAL WELLBEING

“
12.8% of
children aged
five to 19,
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least one
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mental
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when
assessed
in 2017
”

Introduction

Rates of concern around mental health amongst young people are at an all-time high, with the World Health Organisation (2020) estimating that mental health conditions account for 16% of the global burden of disease and injury in people aged 10-19 years. Meanwhile, within the United Kingdom, 12.8% of children aged five to 19, had at least one diagnosable mental disorder when assessed in 2017 (ONS, 2017).

Research conducted by YoungMinds (2018), indicates that 94% of teachers have seen a rise in pupils presenting with mental health issues over the last five years. Additionally, 95% of schools indicate that they frequently face issues relating to stress and anxiety amongst their students, with 58% of teachers stating that they deal with mental health problems at school 'at least monthly' (Parent Zone, 2016).

Risk Factors and Effects

Whilst there are a host of risk factors impacting on mental illness in young people, on an educational level, academic pressures - especially in the context of limited employment opportunities for school leavers - have been found to be one of the greatest risk factors for suicide and poor mental health (Andrews, Hall, Teeson & Henderson, 1999). Furthermore, the failure of schools to provide an appropriate environment to support attendance and poor attainment levels has also been found to impact upon mental health amongst adolescents (Patel, Flisher, Hetrick & McGorry, 2007).

Evidence has shown a causal relationship between poor mental health and absenteeism at school (Ingul, Klockner, Silverman & Nordahl, 2012; Kearney & Albano, 2004). Thus, it is no surprise that mental health also has an impact on educational achievement (Patel, Flisher, Hetrick & McGorry, 2007). In light of evidence that demonstrates rising levels of need, together with reductions in the provision of specialist child and adolescent mental health services (YoungMinds, 2013), schools across the United Kingdom are increasingly highlighted as key sites for mental health and wellbeing support (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Weare & Nind, 2011). However, with teaching staff already under pressure due to an extensive workload it is unfair to expect all responsibility to sit with them. Thus, the role of non-profit organisations willing to bridge the gap in mental health provision is becoming increasingly important.

Greenhouse Sports and the Promotion of Mental Wellbeing

The Office for National Statistics (ONS) regularly collate national data on wellbeing and quality of life. The ONS data revealed that younger people (mainly aged 16 to 24) were more likely to report higher ratings of satisfaction with their health and to engage in physical activities. The same data revealed that the main challenges for younger people include



Table 1: Four measures of personal well-being

Measure	Question (answer on a scale of 0 to 10, where 0 is “not at all” and 10 is “completely”)
Life Satisfaction	Overall, how satisfied are you with your life nowadays?
Worthwhile	Overall, to what extent do you feel that the things you do in your life are worthwhile?
Happiness	Overall, how happy did you feel yesterday?
Anxiety	On a scale where 0 is “not at all anxious” and 10 is “completely anxious”, overall, how anxious did you feel yesterday?

Source: Office for National Statistics (2018)

“11 year old’s from the lowest income families are 4.5 times more likely to experience severe mental health problems when compared to those from the highest income families.”

(Guttman et al, 2015) Millennium Cohort Study 2012.a

unemployment, loneliness, having someone to rely on and a lack of sense of belonging to their neighbourhood (ONS 2018a).

As part of this survey, the students that participate in Greenhouse Sports sessions were asked the four standardised ONS subjective personal wellbeing questions (Table 1). The students also provided insight into the impact of Greenhouse Sports involvement on their mental wellbeing during the qualitative phase of the research. The sessions were found to make the young people feel valued, have made them feel part of a community and have reduced their stress levels. The findings from the survey and the wider qualitative conversations around mental wellbeing are presented below.

Life Satisfaction

In the Greenhouse Survey 89% of participants ranked their satisfaction as 5 or above which compares favourably to figures published by the Department for Education (DfE, 2019). The DfE (2019) stated that the majority of children aged 10-15 in England report being happy with their lives with 84.9% reporting being relatively happy with their lives overall (life satisfaction score of 5 or above).

Worthwhile

The findings were similar to those of the life satisfaction scores. The average score was calculated to be 7.3 out of 10 and almost one quarter (24%) of the students scored themselves 10 on this measure. ONS data published in 2019 found the mean score for this dimension for young people aged 16-18 years was 7.8 in England.

Happiness

Findings relating to the average happiness of the students were also positive overall. The students were asked how happy they felt yesterday as part of the survey. The average score was 7 out of 10, with more than one quarter (26%) of students scoring themselves 10. ONS data published in 2019 found the mean score for this dimension for young people aged 16-18 years was 7.63 in England.

Anxiety

The students were asked how anxious they were yesterday, as part of the wellbeing measures. The average score was 3.8 out of 10. ONS data published in 2019 found the mean score for this dimension for young people aged 16-18 years was 2.76 in England which is lower than the score for Greenhouse participants.

“It encourages me to do well in life. It gives me great opportunities. I achieve things and get more confident.”



Positive Emotions

Participating in the Greenhouse Sports sessions was found to create positive emotions amongst many of the students. This is highlighted in the following quotes:

- “Greenhouse makes you feel good.”
- “When you get down, it picks you up.”
- “You feel good... the sessions are fun.”
- “It’s fun. You feel happy.”
- “It keeps you happy and active.”

Social Connections and Sense of Community

Loneliness is known to be an increasingly concerning issue for children and young people. ONS (2018b) data revealed that younger adults aged 16 to 24 years reported feeling lonely more often than those in older age groups. The students expressed feeling supported by their peers in a team environment through the Greenhouse Sports programme. They also shared how meeting new people and socialising with others has improved their mental health:

“Greenhouse has provided me with a large group of friends and has made me feel a part of a bigger community.”

“You’re part of a team, treated equally and everyone supports each other. We work together and help each other to learn and achieve new things.”

Sense of Accomplishment

The students shared examples of how Greenhouse Sports sessions have boosted their confidence through a sense of accomplishment.

“Greenhouse helps me achieve in life not just in sport.”

“It encourages me to do well in life. It gives me great opportunities. I achieve things and get more confident.”

Reducing Stress

Some of the students expressed how Greenhouse Sports sessions have been helpful in reducing stress and anxiety.

“It’s a way to relax and just have fun without having to worry about anything else in life.”

“I play to stop my stress.”

4.0 GREENHOUSE SPORTS & THE DEVELOPMENT OF TRANSFERABLE & EMPLOYABILITY SKILLS

“
Sports
programmes
have been
shown
to offer
opportunities
to foster
positive
relationships
with leaders
”

The Role of Sport in Developing Life Skills and Employability

Sport has become an increasingly popular tool to engage with young people and support them into work and training – especially those from disadvantaged backgrounds who may otherwise not engage with traditional routes into work. Research has demonstrated the positive impact that sport can have in developing employability skills. The Sport Industry Research Centre (SIRC, 2013) explored the impact of engagement in sport on graduate employability and employment. It was found that graduates, employers and universities viewed sport as a sound investment. It was viewed as providing ‘added value’, especially via students undertaking voluntary roles in the leadership and management of sport. Engagement in sport was described by employers as providing graduates with a wide range of positive attributes, especially team working, communication skills, motivation, competitiveness and resilience. Employers specifically described involvement in volunteer roles as demonstrating leadership skills.

Sports programmes have been shown to offer opportunities to foster positive relationships with leaders and move away from the view of adults as distant authority figures (Bradford, Hills, and Johnston, 2016). The characteristics of coaches that

seem to foster positive relationships include mutual respect, informality, professionalism, and friendly environments. Part of this is providing young people with a context that is characterised by opportunities for self-determination, decision-making and responsibility (Eley & Kirk, 2002).

Why are Employability Skills Important Amongst Young People?

In 2019, research carried out by the CBI found that 40% of employers think that school leavers do not have the required character, behaviours or attributes required in the workplace (CBI, 2019). Newton et al. (2012) found that successful programmes involved introducing employability skills as well as providing opportunities for young people to raise their aspirations, increase positive behaviours, and enhance self-confidence.

Greenhouse Sports and the Development of Transferable Skills

The online survey and focus groups sought to understand students’ views on the transferable life skills that they may have developed through Greenhouse Sports sessions.

The survey asked students to provide feedback on the extent to which they agree or disagree that their





Table 1: Skills developed through Greenhouse Sports participation

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Perseverance	2%	2%	7%	27%	62%
Feeling motivated	2%	2%	4%	33%	59%
Respect for other people	1%	2%	7%	36%	54%
Teamworking	1%	2%	8%	36%	53%
Positive attitude	2%	3%	6%	36%	53%
Commitment	1%	3%	8%	37%	52%
Responsibility	1%	4%	12%	33%	51%
Ability to work under pressure	3%	1%	10%	39%	47%
Resilience	2%	1%	12%	40%	45%
Self-reflection	3%	3%	19%	33%	41%
Good Communication	1%	2%	12%	44%	40%
Leadership	2%	4%	18%	40%	36%
Flexibility	3%	8%	16%	39%	36%
Creativity	2%	11%	20%	33%	34%
Ability to take own initiative	2%	5%	15%	47%	31%
Planning/organisational skills	3%	7%	19%	41%	30%
Time-management	2%	4%	27%	39%	27%
Problem-solving	3%	8%	26%	38%	25%

involvement in Greenhouse Sports sessions has helped to develop good communication, leadership, confidence, teamwork skills, commitment, time-management, problem-solving, planning skills, perseverance, ability to take own initiative, responsibility, creativity, resilience, ability to work under pressure and respect. The students' views are summarised below:

I didn't really know them. Then I started doing (Greenhouse) and (classmates) did it as well so we started being friends, we started talking. It helped increase my confidence. Throughout school I think I could definitely say that it helped me because now I talk to people, I'm very open and more confident."
Participant, Basketball East London

Confidence

Students reported a boost in confidence from Greenhouse participation and coach support. This included both confidence in their ability to participate in their chosen sport and general confidence to make friends and engage with others in the school environment and beyond.

"I started this school in year 8 and I wasn't so sure how it was going to be, for me I was a very nervous person and I didn't really talk that much. I didn't really talk to many people in my form because

Supportive Environment

The Greenhouse participants emphasised that they feel supported by their coaches both within the sporting environment and in a personal capacity. They found their coaches to be approachable and helpful which had a big impact on how they responded to the programme and the relationships they built with their respective coaches. They also mentioned that their academic performance had been positively impacted upon due to the supportive environment created by the coaches.

“It’s the fact that they don’t only help you when you play, they, they’re there for you like when you need someone.”

Participant, Table Tennis East London

“We have a school therapist but I’d rather talk to the coaches.”

Participant, Table Tennis East London

“Everyone is really supportive and the coaches help us reach our goals. They make sure we are working to the best of our abilities.”

Participant, Table Tennis East London

Improved Behaviour

Some students confirmed that they had experienced a stark change in their behaviour since joining the Greenhouse programme at their school. Many were on the brink of exclusion or were involved in gang setups and have used the programme as a means of staying away from trouble.

“Most of us could have been associated with the wrong people after school, like because when you go home you have nothing to do, so you’ll probably go out and hang with the wrong crowd, but like when you, when you have something to do like training, you’re improving in something rather than just going out with your friends.”

Participant, Table Tennis East London

“I never used to like coming to school that much, because I hated it, I hated coming to school, and then I joined the programme and Maria said I could go to her in the morning times and after school, and I’d go there and my brain would be ready to learn and grow and everything, and I’d be so happy knowing that I’m going to a happy place in the morning, happy place in the afternoon and then I’d be happy to go home.”

Participant, Basketball East London

Life Skills

The Greenhouse programme has been found to facilitate development of participants and harness new skills in participants. These skills include social skills, responsibility, discipline, accountability, independence and perseverance. The coaches play a big role in this process as they mentor the students and encourage them to develop life skills that can be used both on and off the sports field.

“From the sports I’ve learned a lot of applicable life skills, like discipline and working hard, and it’s helped me in a lot of other things, and they will carry on helping me with other things for the rest of my life.”

Participant, Table Tennis East London

“It all kind of links together in a way, because the skills that you learn in the sport is what you need to learn for the outside life, like how to meet new people, talk to new people, like be confident about yourself as a person.”

Participant, Table Tennis East London

“If you had a job interview tomorrow, they (coach) would help you a lot, and they would try to put you into the position of the actual interview. They’d do their best to help you get the job.”

Participant, Basketball South London

Qualifications

Some of the Greenhouse Sports participants confirmed that they have undertaken training courses and have gained qualifications through the programme.

“Well some people have now got a Level 1 coaching course, we’ve taken a Level 1 umpiring course for table tennis with Greenhouse.”

Participant, Table Tennis East London

“The best thing is the coaching course I have done. It makes me want to coach more in future.”

Participant, Table Tennis East London

Greenhouse coaches also noted that enabling participants to complete refereeing qualifications and coaching courses has resulted in them being offered part-time work when leaving the programme and going on to University as demonstrated by the following comment:

“We’ve had people that have come here and done refereeing courses, and they’re getting paid as sixth formers, or they’re getting paid now as being at university to referee games and ... that sense of you know even though I might be young, I can be in a position of authority because I know what I’m talking about, and they’re confident in those scenarios, and they impress people, you know, they speak well and they feel like they’ve had a good base of knowledge and they can then deliver that, showing their kind of confidence to other people and ... even in like interview sessions for universities ... I think the kids on the Greenhouse programme have had a bit of a head start above some of the others.”

Coach, Basketball North London

Enjoyment

The Greenhouse coaches create a fun environment for the students that participate. This has led to participants expressing enjoyment and excitement for the sessions. It also allows them to live in the present and block out negative emotions.

“Greenhouse like does set up a lot of really fun activities for the people that play the sport to do, and I quite enjoy all those activities.”

Participant, Tennis East London

“It feels like everything’s controlled when I’m playing table tennis ... It’s under control, like everything that I was thinking about that was making my head hurt just like goes, like I’m having so much fun that I’m not even thinking about it.”

Participant, Table Tennis East London

“
Everyone is really supportive and the coaches help us reach our goals. They make sure we
are working to the best of our abilities.”



5.0 THE CORE CHARACTERISTICS OF THE GREENHOUSE COACH



Respect and Discipline

The Greenhouse coaches strive to create a family-type environment for the students. They aim to be approachable, trustworthy and friendly but maintain a level of respect and authority.

“I think we really reinforce that it’s the effort that we’re looking for, the effort and commitment, we really ... you know that... if we can see that, then we’re going to be delighted with your, with any of the outcomes ... Because hard work, dedication, that’s going to get you a lot of places, that’s the big employability skill that people want to see.”

Coach, Basketball North London

Child-Centred Approach

The Greenhouse coaches aim to maintain a child-centred approach. They also keep track of small changes that the students might display and adapt their coaching and mentoring style to each student.

“I’m very careful about any girls that I feel that there is a difference in their behaviour suddenly or how they look, asking, did you have breakfast today, and sort of just reinforcing the message that you know that whole healthy ... if you treat your body with respect, you’re going to feel a bit better about yourself and ... So it might just be little subtle conversations, but it’s not like I coach a unit on it or anything, it might just be checking as and when.”

Coach, Basketball North London

High Quality Sports Coaching

While Greenhouse encourages participation at a variety of different levels, the coaches believe it is imperative to offer high quality coaching and behave as if they work in a professional sports environment.

“These kids ... put a lot of passion and they dream a lot about tennis. But it’s very difficult due to the age they start. Doesn’t mean it’s impossible because there’s always exceptions but statistics tell us that it’s better to start a bit earlier than at the age of eleven ... So my main job is to create that environment here, with all of ... like everything that a professional player does, with some adjustments, I do it here ... Starting by sign contracts for example, they, all of them sign their sports development contracts, which they are very proud of!”

Greenhouse Coach

“They have to make mistakes, if they don’t make mistakes, they’re never going to learn... But if they don’t push themselves to make those mistakes... So the first thing is the concentration and effort.”

Greenhouse Coach

Positive Integration into School Environment

The Greenhouse coaches have improved communication between staff members and the students and speak regularly with school staff themselves in order to share information about the participating students. They work closely with Special Educational Needs staff and Behavioural Units to integrate students with different backgrounds and needs and provide regular feedback on these students.

“One of the teachers from the SEN department came here and she was struggling with one of the students, he wouldn’t communicate at all ... Actually for two, three months nobody would have heard his voice ... He would just say yes or no with his face. And she asked him at some point if he wanted to play table tennis. He said, he did like ... maybe yes, maybe no. Not very sociable. He has a form of autism ... And this was preventing him or stopping him from communicating. So I said, OK, we can start slowly with our lunch clubs, which is our session that is more designed to socialise. ... And I’ll keep an eye on him for one month. But again, communication with him was really, really difficult. But by the end of the year, amazingly or not, after all the strategies that we’ve used, I think we still have some of the strategies there to communicate with him and to get everybody involved, I had to tell him to shut up.”

Coach, Basketball East London



Understanding and Inclusion

The coaches provide regular support for the students and respect their individual backgrounds while promoting teamwork and integration amongst all participants.

“It’s very much about respecting that everyone is coming with their own experiences and backgrounds and not everyone’s going to play the same kind of role within the team, they’re going to have their own little niche. Some people come and ... kind of work out then that they don’t even want to play, they just want to be at training ... And then they might do sort of officiating roles or leadership roles that are nothing to do with actual running up and down, but they’ve somehow sought you out and you just find a little position for them to still be a part of it all. And I think the other girls can also see and appreciate that those girls are needed, you know that there’s always jobs to be done.”

Coach, Basketball North London

“I really kind of reinforce that you might not see where someone’s skillset is, but everyone in here has got something, and we can you know learn from and benefit from.”

Coach, Tennis North London

“When you care about the person that is on the other side of the table working with you, you will stop working more for you and start working for the other person and vice versa.”

Coach, Basketball South London

Resilience

The Greenhouse programme promotes the development of resilience amongst participants. The coaching staff analyse each match with the students and use this opportunity to teach them how to bounce back from negative situations both on and off the sports field. They also use their regular mentoring sessions to encourage the students to problem-solve and learn from mistakes.

“In a game situation, or even training, we’ll try and take that learning experience, you know, what positive can we take from this, even if we didn’t win today or you know, if you’re able to give feedback on what we could have done differently, or what we could work on to have a different outcome. It’s kind of just getting them to look at the solutions rather than really get bogged down... you’re wanting to switch that way of thinking to be something that’s going to help them develop.”

Coach, Basketball North London

Accountability

The students gain self-reflection skills through regular contact with the Greenhouse coaching staff who query their academic progress, assess their personal growth and ask them about their behaviour both in and away from school. This way the students are encouraged to make more responsible choices.

“I have a good relationship with them, I can talk to them about something. Some girls have been put on report to me, so I get to see how they’re doing throughout the day and we talk about the sort of decision making that has led to them being on report, or if they’ve had a bad lesson, how did that happen? Right, tell me from the start, and what do you think you could have done differently and ... just kind of ... it’s phrasing the questions but giving them the time to reflect and be a bit more accountable about some of the decisions that they are choosing to make. And you know some of them have got difficult, challenging situations, where they’re not coming into school with necessarily the right tools, but it’s about kind of empowering them to say, you know, you can change that. ... And it might not be as easy for you as someone else, but this is your opportunity to ... to kind of change that because as you get older, people are not going to see that background, they’re just going to see you and you are the person that we now need to kind of really look at changing you and ... some of them it seems to work with, some of them it doesn’t.”

Coach, Basketball North London

Transferable Skills

Both the students and coaches at Greenhouse expressed many benefits associated with participation. These include transferrable skills acquired, social benefits and enhanced employment opportunities.

“You know people want people that have been in teams, because they’re the ones that are going to be working in teams in the future at big companies.”

Coach, Tennis North London

“I can see that they’re making friendship groups and they’ve got their own little crew carved out within the school now, and they’re fine, I’m not worried about them sitting on their own at lunchtime.”

Coach, Basketball North London



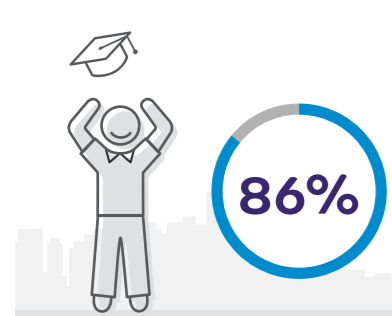
Student Views

The students shared their views on their relationship with their Greenhouse Sports coaches as part of the online survey and their views support the reflections of the coaches.

The majority of students agreed or strongly agreed that **their coach:**



Helped them achieve academically



Furthermore, 91% of the students that completed the survey confirmed that they have a positive relationship with their coach.

These findings demonstrate the wider impact that the Greenhouse Sports coaches have had on the students and their contribution to offering a safe space, where the students feel valued, are encouraged and can approach their coach for support.



| 6.0 SUMMARY

Greenhouse Sports provides a high-quality and unique experience for young people to engage in sport in school where they are supported and able to develop socially, emotionally, cognitively and physically.

Coaches provide opportunities in school, and beyond, that enable young people to connect with peers and with adults. These opportunities create chances for students to experience success and progression first-hand. The implications of these experiences for each individual student will vary but collectively the coaches are supporting students to:

- Engage in school-life
- Be seen in a positive light by others
- Achieve their own goals
- Be physically active
- Engage in health-promoting activities

All of these activities support young people to be engaged in positive activities that promote the development of pro-social identities which provide some protection against dropping out of school, being inactive, lacking aspiration and underachieving.



7.0 LOOKING TO THE FUTURE WITH GREENHOUSE SPORTS

Whilst these findings help to show that Greenhouse Sports has a meaningful impact on young people's employability skills and mental wellbeing, there is now a place to further embed this learning into our programme delivery. In our new strategy that was announced in November 2020, areas such as employability and mental wellbeing are amongst our priorities list, alongside growth across both our secondary and primary programmes

Greenhouse Sports are currently exploring potential partners such as the Duke of Edinburgh charity to explore how we can combine programmes to enhance the experience of our young people, further developing their STEP skills whilst also helping them achieve recognised awards to assist their future employability.

A new strategy for the Greenhouse Sports Youth Advisory Board was developed in Spring 2021, with the core focus on positively empowering our young people to be a representative voice and become more influential with decision-making and social change impact at the local level of the charity.

Greenhouse Sports are currently investigating developing a qualification alongside Sports Leaders UK, designing sport specific content so all our participants have access to gaining a nationally recognised certificate during their journey with Greenhouse Sports. Additionally we are looking to build on our National Governing Body (NGB's) offering and in the long run we would like to offer level one coaching or officiating

accreditations to any pupil with an interest, becoming direct partners with NGB's.

Greenhouse Sports are looking to build upon our existing mental wellbeing offering by exploring the potential of working with partner providers to support further on mental health and specialist mentoring where needed. Throughout 2020, we worked in partnership with Place2Be to share physical activity and mental health resources for our collective beneficiaries during the first year of the pandemic. Additionally, all of our Coaches have completed a training course to better understand youth mental wellbeing, causes and symptoms of poor mental health and behaviours that can result from it. Furthermore, select groups of Coaches have attended CPD sessions with Street Games Training Academy and The Nicola Lester Psychological Trauma Consultancy to better understand our young people and be prepared for the new challenges that the pandemic has brought.



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