**Positive Role Model**

**Cumbria Youth Alliance**

**Description**

The Positive Role Model Support Service is a pilot project that will work with young men aged 12 to 16 years, to build positive relationships, support their personal and social development, raise aspirations and build resilience.

Demonstrating that positive role model support can have a positive impact on the outcomes and life chances of young people in Copeland.

Male volunteers will be recruited and trained, who will then provide positive role model support. Cumbria Youth Alliance would like to encourage Positive Role Model volunteers from a diverse range of backgrounds to ensure that young men are matched to an appropriate role model.

Cumbria Youth Alliance will have an assessment process to ensure that young men are matched to an appropriate Positive Role Model volunteer.

Following training and support from Cumbria Youth Alliance the adult male mentor volunteer will support the young man best matched to them, based on the specific needs and interests of the individual.

Support may also be delivered to small groups in workshop-based sessions. Examples of support and benefit to the young man will include:

* Communication skills
* Emotional resilience
* Self-confidence
* Problem-solving
* Decision-making
* School attendance
* School attainment
* Taking part in mainstream activities

Young men on the programme will be aged 12-16 years and be experiencing at least one of:

* Not meeting their school predicted target grades
* Stepping down from children’s social care
* At risk of exclusion
* Poor school attendance record – 87% or less
* Social isolation
* Episode of Adverse Childhood Experiences (ACEs)

Can you help? Are you interested in helping a young man in your local community? This pilot project is open to anyone looking to support in the district of Copeland. Positive Role Model volunteers will:

* Have appropriate and up to date training
* Undertake Cumbria Safeguarding Children Partnership safeguarding training
* Understand the roles and responsibilities of schools, local authorities and other voluntary and statutory agencies
* Have sufficient knowledge of special educational needs, ACEs, emotional wellbeing (including self-harm and suicide alertness), and health and social care structures, including Early Help

Please contact [jamie@cya.org.uk](mailto:jamie@cya.org.uk) for more details.