

Candle Community Trust

Operational Plan 2022



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ORGANIZATIONAL

Overall Aim:

To ensure that Candle Community Trust is an organization rooted in best practice governance, policies and service provision, delivered in a professional, safe and trauma informed environment for all. To monitor, develop and enhance the organizational aspects of Candle.

Needs of the young people:

Young people, and their families, need to have confidence that Candle Community Trust is a place and an experience to be trusted; a place where each person’s dignity and rights are respected and honoured; a place of learning, enrichment and care; a place where each person is welcome, equally cherished for the gifts they bring to our community.

1	Governance	
	OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities)</i>
	<p>Governance</p> <ul style="list-style-type: none"> • To work with the Candle Board of Trustees in providing good governance practices for the organization • To support the Board in the governance and strategic direction of the Candle organization • To ensure all relevant policies and procedures are in place, particularly in relation to Covid 19, Child Safeguarding, Health and Safety Finance and Trauma Informed practices • To work towards completing all requirements of the Charity Regulator in relation to Good Governance • Organization of AGM, Annual Trustees meeting • To produce the Annual Report for 2021 	<ul style="list-style-type: none"> • Good governance and best practice policies and procedures • Full compliance with Charity regulator Code of Governance • Ensuring that a strong management structure is in place to support all aspects of Candle organization • Accountability and transparency throughout • To ensure that there is a clear direction for the organization into the future in accord with the objects of the charity • To encourage responsibility for service delivery throughout the organization • Meaningful collaboration with funding agencies and the realization of Business Plans/Service Level Agreements

<ul style="list-style-type: none"> • To lead the implementation of Candle 4 Year Strategic Plan 2020-2023 • To lead the evolving of Candle as a trauma informed organization in all aspects of various functions • To develop, implement and review the Annual Operational Plans in collaboration with Programme Co-ordinators • To develop further service provision in accord with the Strategic Plan/Operational Plan • To agree contracts with funding agencies as required on behalf of the Board of Management • To oversee the implementation of Business Plans agreed with Funding Agencies and to implement funding agreements • To develop additional business plans for funding agencies as required • To complete all monthly/quarterly and annual reports to Funding Agencies as required • To provide regular Reports to Board of Management, particularly in relation to service provision and best practice policies and procedures • To monitor on an ongoing basis that the culture and ethos within the organization is in accord with strategic objectives • To ensure compliance with best practice governance procedures • To review requirements in relation to any new work-related legislation 	<ul style="list-style-type: none"> • The Board of Management is fully informed and empowered to discharge their responsibility 	
Sessions per week: N/A	Participants: N/A	Responsibility: Brian Johnston
Candle Strategic Goals /Objectives: Goal A 4 Goal B 2,3,6		

2	Strategic Planning and Communications		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities)</i>	
<ul style="list-style-type: none"> • To lead the implementation of Candle 4 Year Strategic Plan 2020-2023 • To lead the evolving of Candle as a trauma informed organization in all aspects of various functions • To develop, implement and review the Annual Operational Plans • To collaborate closely with Funding Agencies in a cooperative and dynamic partnership • To further develop the profile of the organization through networking, social media platforms, programming underpinned by research and benchmarking • To ensure ownership of strategic plan and its implementation by all key stakeholders • To place the needs of the young people at the heart of our dynamic vision and processes • That the newly redeveloped Centre (internally/externally) is fully utilized, maintained to a high standard and provides opportunities for best practice enhanced service provision 		<ul style="list-style-type: none"> • A clear direction and agenda for the organization • Fidelity to the core ethos, vision and objectives of the Trust • The relevant needs and requirements of stakeholders i.e. funders, young people, funders, board, staff, community • To respond to the ever-changing needs of young people today • Accountability, clarity of direction and lines of responsibility are in place • Productivity of all concerned • To enable appropriate measurement of Project performance • Best practice services are being delivered • To allow for Candle to be a place of research and a model of successful interventions in the area of young people and offending behaviour 	
Sessions per week: N/A		Participants: N/A	Responsibility: Brian Johnston
Candle Strategic Goals /Objectives: Goal A 1,2,3, Goal B 1,4,5,6			

3	Health and Safety		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities)</i>	
<ul style="list-style-type: none"> To work with EMS consultants, Candle Covid19 Response Team and Candle H&S Working group to place Health and Safety at the centre of our work in Candle To implement the Candle Covid 19 Response Plan and review same as the situation requires To support robust health and safety practices throughout the service To review Health and Safety Procedures on an on-going basis Risk assessment is placed at the heart of all service delivery Staff induction includes significant health and safety training and focus 		<ul style="list-style-type: none"> The Candle Centre is a safe environment in relation to Covid 19 challenges and health and safety practices Ensure proper standards of health and safety are in place throughout the Centre and as part of all programming Ensure that staff and young people are aware of health and safety policies and procedures That risk assessments ensure the safety of all programming involving young people, staff and the wider community To support a healthy working environment Trauma informed approaches underpin health and safety policies, protocols and guidelines 	
Sessions per week: N/A		Participants: N/A	Responsibility: Brian Johnston
Candle Strategic Goals /Objectives:		Goal A 1,4 Goal B 1,4	

4	Child Safeguarding		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities)</i>	
<ul style="list-style-type: none"> Fully comply with our statutory obligations under the Children First Act 2015 and other relevant legislation Relating to the protection and welfare of children. Fully co-operate with the relevant statutory authorities in 		<ul style="list-style-type: none"> Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations. Ensure the safety of all children attending Candle 	

<ul style="list-style-type: none"> relation to child protection and welfare matters Adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect. Develop a practice of openness with parents and encourage parental involvement in the education of their children; and fully respect confidentiality requirements in dealing with child protection matters 		<ul style="list-style-type: none"> A proactive approach to supporting the welfare and safety of children Meet all statutory and legal requirements regarding child safeguarding Place trauma informed approaches at the heart of child safety and well-being
Sessions per week: N/A	Participants: N/A	Responsibility: Brian Johnston
Candle Strategic Goals /Objectives: Goal A 1,2,3,4 Goal B 4,5		

5	Resources: Staffing and Facilities	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities)</i>	
<ul style="list-style-type: none"> To support staff team in delivering a comprehensive best practice service in line with Strategic Plans/ Operational Plans To provide leadership through example and encouragement To support the Associate Director/Project Leaders to motivate, support and lead staff teams in their individual areas To constantly reflect on staff role development in accord with the requirements of the organization and the skill/interest of individual staff To monitor staff provision and recruit as necessary To ensure appropriate vetting procedures of all staff 	<ul style="list-style-type: none"> Staff team, as our most important resource, feel supported and valued Staff have a sense of ownership of the project and feel acknowledged in their contribution Staff feel respected, challenged and acknowledged Staff are supported to deliver a best practice service Staff are clear about expectations and receive feedback in a supportive manner A respectful working environment is created for all Staff resources are maximized to greatest effect so that the goals of the organization can be achieved 	

<ul style="list-style-type: none"> To oversee all HR issues in relation to staff in collaboration with Line Managers Staff Care & Development: Reflective Practice for all frontline staff to continue in 2022; Ongoing training; self-care opportunities for staff; team building events Staff training: A focus on upskilling and training in Restorative Practice. Training in management skills for Project Leaders. Training inhouse and/or external in TRM and Trauma informed approaches for newly recruited staff to continue establishing Candles vision of being a trauma informed organisation. To manage the facilities in a manner that develops the building further as a trauma informed space To ensure that facilities reflect our goals of safety, warm environment, supportive and respectful space. 	<ul style="list-style-type: none"> Facilities are conducive to learning and personal/social growth of young people Facilities and staff have trauma informed principles underpinning their roles 	
Sessions per week: N/A	Participants: N/A	Responsibility: Brian Johnston
Candle Strategic Goals /Objectives: Goal A 1,2,3 Goal B 1,2,5		

6	Operations	
	OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities)</i>
Operations - 1	<ul style="list-style-type: none"> To monitor the implementation of the Operational Plan 2022 and to review inputs and outcomes on a quarterly basis with Operations Director and Project Leaders Scheduled meetings with Operations Director re Operational Planning Scheduled meetings with Project Leaders to review workplans, timetables and direction of the service 	<ul style="list-style-type: none"> Operational Plan is being implemented and reviewed in a spirit of responsibility and accountability To ensure the smooth and efficient running of the Centre To ensure best practice is followed daily To ensure that services are being delivered to young people daily

<ul style="list-style-type: none"> To oversee the implementation of all policies and procedures with focus on health and safety, child safeguarding, covid 19 Weekly staff meetings, including periodic reports from each Programme area. <p>Operations - 2</p> <ul style="list-style-type: none"> Management of operational issues daily To oversee the implementation of the timetable and to co-ordinate the daily programme planning in collaboration with Programme Co-ordinators In collaboration with Project Leaders to co-ordinate staff rosters and ensure implementation of all protocols by staff in relation to programme delivery To deal with disciplinary matters in relation to young people in collaboration with relevant trainers/teachers Ensure that all relevant policies are being implemented in relation to operational matters, particularly health and safety & child protection/safety and trauma informed practices Line-management function in relation to CE & JI Scheme 	<ul style="list-style-type: none"> The realization of all targets/goals for young people in relation to their educational (QQI) and developmental progression The implementation of all policies and procedures is monitored and reviewed <ul style="list-style-type: none"> To ensure the realization of the Operational Plan and to foster a spirit of responsibility and accountability To ensure the smooth and efficient running of the Centre To ensure best practice is followed daily To ensure that services are being delivered to young people daily To monitor and support the realization of all targets/goals for young people in relation to their educational (QQI) and developmental progression To monitor the implementation of all policies and procedures 	
Sessions per week: N/A	Participants: N/A	Responsibility: Brian Johnston/Dervella McNee
Candle Strategic Goals /Objectives: Goal A 1,2,3, Goal B 4,5		

7	Inter-Agency Involvement	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities)</i>	
<p>Candle will be involved in the following inter-agency work:</p> <ul style="list-style-type: none"> Community Support Hub – A therapeutic response to meet the wellbeing needs of young people in the wider community (Dervella) D 10 Be Well Committee (Dervella McNee) 	<ul style="list-style-type: none"> Real and meaningful inter-agency involvement is achieved Community response to important needs of young people and families Gathering and sharing experience and wisdom to allow for greater impact within the community 	

<ul style="list-style-type: none"> • St Dominics School Completion Committee (Brian Johnston) • Ballyfermot/CherryOrchard Restorative Practice Committee (Andy Doyle) • Educational Task Force Interagency Committee (Brian Johnston) • Educational Task Force Interagency sub committees: <ul style="list-style-type: none"> ➤ Supporting Young People at Risk (Martina Galvin) 		
Sessions per week: N/A	Participants: N/A	Responsibility: Brian Johnston
Candle Strategic Goals /Objectives: Goal A 2 Goal B 4,5		

FINANCE

Overall Aim:

Finance department plays a critical role in the effective management of Candle. It performs transactional duties to ensure Candle’s receipts, payments, banking, taxation, reporting, legal and compliance obligations are adhered to. Its aim is to provide accurate, timely information to project leaders, Management and the Board of Trustees to facilitate operational and strategic planning and decision making.

Needs of the Young people:

Every role in Candle has the wellbeing of the young people at it’s core. Finance plays an important role adhering to standard accounting practices, adhering to the finance and reporting requirements of all stakeholder’s and funder’s, adhering to governance, taxation and company law requirements procedures to ensure continued funding for the programmes provided for the young people at Candle.

Staff Responsible: Finance Administrator (Linda Hayes)

1	Accounts Receivable	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> - Daily Reconciliation with Banking online, recording all receipts from funders, doners, social welfare, returns or refunds - Invoicing Funders for expense reimbursement - Monthly reconciliation of funds received to funds owing - Monthly reconciliation of funds received to funds deferred 	<ul style="list-style-type: none"> - Ensures timely receipt of funds - Maintain accurate and timely Debtors listing - Maintain accurate realtime cash flow position - Effective budgeting 	
Sessions per week: N/A	Participants: N/A	Responsibility: Linda Hayes

2	Accounts Payable		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> - Daily processing of Supplier invoices: - Comparing the Purchase order with the Supplier invoice to ensure accuracy - Posting supplier invoice to the Accounts Payable System - Payments of supplier invoices on a bi-weekly basis via EFT - Recording payment of the invoice in Accounting software - Communication with signatories re approval of supplier payments - Monthly Supplier Statement reconciliations - New Supplier Account Setups - Correspondence with Suppliers 		<ul style="list-style-type: none"> - Proper purchasing controls ensures tighter budget controls - Efficient processing and payment of suppliers maintains Candle's good credit rating - Processing of EFT Summary Documents ensures the signatories and management have control over payments made - Timely and accurate processing of invoices ensures more effective budgeting and prevents expenditure overrun or underspend - Good Relationship with suppliers enhances Candle's reputation in the Community 	
Sessions per week: N/A		Participants: N/A	Responsibility: Linda Hayes

3	Payroll		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> - New Employee Setup - Contact Employee and line manager to get all pertinent information regarding the new employee - Submit information to Revenue to obtain the up to date tax status of the employee - Bi-weekly verification of Staff hours and any changes in working or holiday hours with Management 		<ul style="list-style-type: none"> - All staff are paid correctly and timely, keeping in line with Candle policy and fulfilling all legal obligations - Adherence to all government and taxation regulations ensuring Candle is fully compliant. 	

<ul style="list-style-type: none"> - Payroll is processed and staff are paid biweekly and approved by signatories - Payslips are emailed to staff biweekly - Payroll Returns are submitted to Revenue at the end of each payroll cycle - Pension Contributions are tabulated in a spreadsheet - Pension Contributions are paid within 2 weeks of the month in which the contributions were made - Salary Scales are monitored throughout the year with the opportunity for increments annually - Vacation Pay recorded - Monthly processing and payment of Payroll Taxation Returns - Monitor payroll legislation and taxation regulations and keep the software up to date at all times - Annual returns to Revenue - 		
Sessions per week: N/A	Participants: N/A	Responsibility: Linda Hayes

4	Banking and Cashflow	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> - Daily Bank Reconciliation of all bank accounts online - Processing of all receipts and payments into the accounting software - Monthly reconciliation of bank accounts per management accounts cycle - Weekly vouching of Petty Cash transactions and balance 	<ul style="list-style-type: none"> - Ensures timely accurate information is available for planning and budgeting on a monthly basis - Accurate accounting records are maintained - New Bank account setup allows for complete transparency for particular funding streams - Prevents over/ underspend 	

<ul style="list-style-type: none"> - Reconciliation of banking funds to deferred income - Account setup with proper account restrictions and approvals 		<ul style="list-style-type: none"> - No unauthorised personnel have access to funds 		
Sessions per week: N/A		Participants: N/A		Responsibility: Linda Hayes
5	Management Accounting			
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>		
<ul style="list-style-type: none"> - Maintain daily records through accounts payable, accounts receivable, payroll and banking - Monthly Nominal ledger account reconciliation, verification and analysis - Comparison to Budget - Produce Management Accounts within the Accounting Software - Produce Comprehensive Management Accounts for presentation to Management and Board of Trustees - Expenditure breakdown given to each department 		<ul style="list-style-type: none"> - Ensures timely, accurate financial information is made available to Project Leaders, Management and Board of Trustees to facilitate decision making - Provides accurate information for tabulation into Funder monthly and quarterly returns - Allows for close monitoring of income and expenditure to prevent and over/ under spend - Provides information for programme planning 		
Sessions per week: N/A		Participants: N/A		Responsibility: Linda Hayes

6	Budgeting			
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>		
<ul style="list-style-type: none"> - Review and analysis of current years income and expenditure - Meet with Management to review and plan next years actual and projected income stream - Project all payroll related costs and standard overhead costs - Meet with Project Leaders and management to discuss the new years programmes and match with resources available 		<ul style="list-style-type: none"> - Allows for close monitoring of Income and Expenditure at project and board level - Maintains control over the financial activity of the organisation - Compliance with Charities Governance Code - Funder Confidence in financial control at Candle 		

<ul style="list-style-type: none"> - Budget for programme costs and all other variable costs - Prepare total Candle budget in Excel format - Prepare Departmental Budgets for each project Leader - Approval of Budget by Management and Board of Trustees 		
Sessions per week: N/A		Participants: N/A
7	Fixed Assets	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
<ul style="list-style-type: none"> - Follow proper purchasing protocols and policies as outlined in Candle’s Financial Procedures Manual when purchasing fixed Assets - Vouch quotations, purchase orders and invoices for fixed Asset purchases - Vouch Delivery of Fixed Asset - Log the Fixed asset on the Asset Register - Depreciate Fixed asset per Depreciation policy 		<ul style="list-style-type: none"> - Transparency in the procurement of fixed assets - Compliance with proper accounting principles - Accurate record of Candle Fixed Assets Register
Sessions per week: N/A		Participants: N/A
8	Financial Audit	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
<ul style="list-style-type: none"> - Audit Meeting to agree date of audit and terms of reference - Preparation of Audit reconciliations and worksheets for all major expense categories including payroll - Prepare annual bank account reconciliations for verification - Provide all SLA’s for income streams - Provide sample Employee contracts for verification - Provide Debtors and Creditors listings - Provide sample invoices for testing 		<ul style="list-style-type: none"> - Management letter with no findings - Confidence in Candle’s financial management - Compliance with Charities Governance - Compliance with CRO regulations - Compliance with Company Law - Compliance with SLA requirements of all state funders

<ul style="list-style-type: none"> - Provide Trustee information on request - Fixed Asset Register and all relevant documentation on the acquisition or disposal of any fixed assets - Assist Auditors with all questions - Prepare Notes to the Accounts - Prepare Supplemental Income and Expenditure for the Financial Statements - Review Audited Financial Statements - Submit Draft Audited Statements to Funders to allow for questions and changes - Preparation of Audited Financial Statements for approval at AGM - Signed Audited financial Statements submitted to all funders 		
Sessions per week: N/A	Participants: N/A	Responsibility: Linda Hayes

9	Governance	
	OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
<ul style="list-style-type: none"> - Review and advance Candle’s Charitable purpose - Maintain and communicate proper code of conduct for staff, volunteers and trustees - Review and maintain a strong functional organisation structure within Candle, clearly defining the role of staff, management and trustees. - Review Candle legal form and structure 		<ul style="list-style-type: none"> - Candle stays relevant to the young people and their needs - Staff, Volunteers and Trustees are clear on the integrity and code of conduct required at Candle - Staff, Volunteers and Trustees are aware of their specific role within the organisation therefore avoiding conflicts - Compliance with all statutory, legal and regulatory obligations - State Funders maintain confidence in the operations of Candle - Board of Trustees works effectively

<ul style="list-style-type: none"> - Review Candle policies, procedures and internal controls annually or as situations arise to assess whether they are fit for purpose - Review the skills and competencies of staff, volunteers and trustees to ensure the needs of the Organisation are satisfied. - Provide Board of Trustees with timely accurate information to facilitate informed effective decision making - Communicate any changes to the CRO - Submit all legal and regulatory filings in a timely manner - Annual Charities Compliance Record Review 	<ul style="list-style-type: none"> - Management and Board of Trustees make informed operational and strategic decisions - Compliance with Charities Regulator Governance Code 	
Sessions per week: N/A	Participants: N/A	Responsibility: Linda Hayes

10	Ad hoc Responsibilities	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> - Assist in the completion of funding applications for project specific funding streams as they arise throughout the year - Miscellaneous reporting on new funding streams - Attendance at Weekly Careteam meetings 	<ul style="list-style-type: none"> - Successful funding applications resulting in funding being awarded - All staff are informed on activities in the organisation 	
Sessions per week: N/A	Participants: N/A	Responsibility: Linda Hayes

Training & Education Programme

Overall Aim: The principle aim of the Educational Programme is to enable the learner to develop the relevant knowledge, skill and competence to use a range of skills and tools, under direction and self-directed, related to seeking employment or in employment. To empower the learner to develop personal qualities and strengths to make informed choices to pursue a range of employment opportunities or to progress to further education or training. This is complemented by a range of approaches including developmental, therapeutic and socialisation programmes.

1	Individual Education Plans	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Trauma Recovery Model Education Assessment. 2 week initial assessment:</p> <ul style="list-style-type: none"> • Literacy and numeracy assessment (National Assessments of Mathematics and English Reading, NAMER 2020) • Assessment of educational history and background • Identification of individual learning styles (VARK Model) • DAST Assessment <p>Leading to creation of an Education Statement of Needs Report.</p> <p>Identify a tool for incorporating IT skills assessment into initial assessment. Incorporate IT skills assessment into initial assessment.</p> <p>6 week assessment through observation- leading to contribution to TRM for the young person.</p>	<ul style="list-style-type: none"> • To provide a comprehensive picture of the young person’s educational abilities, interests and learning styles. • To ensure that the young person is supported in following a programme that best suits their educational and developmental needs. • Appropriate and timely response to educational needs and issues as they emerge. • Young people supported to feel more confident with literacy and numeracy. 	

<p>3, 6 and 9 month reviews of young person's educational progress with additional interventions identified and implemented as required.</p> <p>Provision of resource teaching support as needed, with a focus on literacy and numeracy.</p>		
<p>Sessions per week: As needed</p>	<p>Participants: All new entrants and all Trainees</p>	<p>Responsibility: Martina and Clare</p>
<p>Candle Strategic Goals /Objectives: C1, C2, C4, D2,</p>		
<p>Needs of the young people: To receive a high-quality education that meets their needs. An adaptable programme that promotes inclusion, equality, motivation and engagement and is based around individual education needs and goals. To build resilience in our young people so that they have the skills and self-belief to become active citizens in work, the community and society.</p>		

2	Pedagogy and Classroom Management		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>To operate an effective and appropriate trauma informed pedagogy across the Training Programme using: trauma informed education techniques, opportunities for reflection, relationship building, support with regulation.</p> <p>To create a safe and predictable learning environment by consistently applying Candle’s classroom policies.</p> <p>Professional development for educators.</p> <p><u>Forums:</u> Weekly meeting with young people and teachers to discuss and resolve issues and share ideas.</p>		<ul style="list-style-type: none"> • Use of trauma informed teaching to build relationships, create an appropriate classroom environment and teach effectively. • Delivery of an education programme underpinned by the TRM, Empowerment Model and Restorative Practices. • Facilitation of academic achievement for the young people. • Education programme that builds skills, increases confidence, encourages creativity and social and emotional development. • Young people encouraged to reach their potential in a supportive and inclusive educational environment. • Young people are active participants in their own education. 	
Sessions per week: During all classes and activities	Participants: Trainees	Responsibility: Education Team	
Candle Strategic Goals /Objectives: A1, A3, C1, C2, C5, C6			

3	Major and Minor Awards at QQI Levels 3 and 4		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p><u>Employability Skills, Major Award, QQI Level 3 (3M0935), 60 credits</u> <i>(Delivered as needed, based on Individual Statement of Needs)</i></p> <p>Minor Awards: Communications, Personal Effectiveness, Computer Literacy, Application of Numbers, Career Preparation, Art, Woodcraft, Health Related Fitness.</p> <p><u>General Learning, Major Award, QQI Level 4 (4M2010), 90 credits</u></p> <p>Minor Awards: Core Modules- Communications, Work Experience or Career Planning and Preparation, Personal Effectiveness, Functional Maths, IT Skills. Elective Modules- Woodwork, Health Related Fitness, Painting, Graphic Design.</p> <p>Accreditation in February and June.</p>		<ul style="list-style-type: none"> • Accreditation at QQI Levels 3 and 4, both Minor and Major Awards. • Development of transferable, vocational skills appropriate for progression to further education or employment. • Young person supported to develop skills in personal learning, time management, study skills and self-awareness. • Young people experience academic success and increased confidence in their capabilities. • Young people gain the entry requirements to their chosen progression routes. • Young people encouraged to reach their potential in a supportive educational environment. 	
Sessions per week: During all classes and activities	Participants: Trainees	Responsibility: Education Team	
Candle Strategic Goals /Objectives: C1, C2, C5,			

4	Major and Minor Awards at QQI Level 5		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Community Development, Major Award, QQI Level 5 (5M3050), 120 credits</p> <p>Minor Awards: Core Modules- Understanding Community Development, Community Development Practice, Working with Groups. Elective Modules- Communications, Personal Effectiveness, Social Studies, Work Experience or Personal and Professional Development, Community Arts.</p> <p>1 year course delivered over 2 semesters. Recruitment and enrolment in February and September. Accreditation in February and June. Support with progression planning (to further education or employment).</p>		<ul style="list-style-type: none"> • Accreditation at QQI Level 5, Minor and Major Awards. • Participants introduced to the theory and practice of Community Development. • Participants enabled to develop leadership skills to facilitate community groups. • Participants gain an understanding of working in a multicultural society, ensuring equality and diversity. • Young person supported to develop skills in personal learning, time management, study skills and self-awareness. • Young people experience academic success and increased confidence in their capabilities. • Young people gain the entry requirements to their chosen progression routes. • Young people encouraged to reach their potential in a supportive educational environment. 	
Sessions per week: During all classes and activities	Participants: 3-6	Responsibility: Education Team	
Candle Strategic Goals /Objectives: A2, C1, C2, C3, C5, F5			

5	Education in context of Wrap Around Supports and Developmental Programmes		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p><u>Therapeutic interventions</u> and engagement in the Therapeutic Space available to all Trainees (Psychotherapy, counselling, acupuncture, yoga, mindfulness).</p> <p><u>Key Working:</u> Young people facilitated to participate in key working. Collaboration with Key Worker on progression options for young person.</p> <p><u>Socialisation Programmes:</u> Day Centre gathering with healthy breakfast options (5 sessions per week). Lunchtime Socialisation programme (5 sessions per week). Summer and Winter programme outings (social, cultural and educational opportunities). Including a planned sailing trip.</p> <p><u>Developmental Programme</u> (1 session per week): Delivered within class timetable covering a range of topics (including, mental health, sustainability, sexual health and consent).</p> <p><u>Bronze Gaisce Award:</u> 28 hours of Personal Skills (painting) 14 hours of Community Involvement (Horticulture) 14 hours of Physical Activity (Sports Programme) Adventure Journey (April 2022)</p> <p><u>Sports Programme:</u> Friday sports programme delivered for 1 hour per week by professional sports coaches.</p>		<ul style="list-style-type: none"> • Young people provided with a range of therapeutic supports to address their needs and support their participation in education. • Young people supported to set goals, address challenges, identify and improve skills and plan for the future. • Young people provided with opportunities for reflection and discussion. • Promotion of physical, mental and emotional health and wellbeing. • Improved engagement with peers and staff. • Young people empowered to take on challenges and increase their confidence. 	
Sessions per week: see above		Participants: available to all Trainees/ as needed	Responsibility: Education Team in collaboration with other programme areas.
Candle Strategic Goals /Objectives: A1, A2, C1, C5, C7, D1, D4, E2, E3, E4, F1			

8	Youth Employability Support	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Delivery of a 'Jobs Hub', aimed at young people aged 15-24 (from Ballyfermot and the wider area) who; are not currently in education, training, or employment; are experiencing economic disadvantage; are marginalized or isolated in their communities.</p> <p>Outreaching and engaging young people in a range of methodologies and evidence-based interventions including group workshops, one to one support and mentoring.</p> <p>Promoting personal and social developmental outcomes for young people to provide them with the confidence and skills to enter education, training, or employment.</p>	<ul style="list-style-type: none"> • Young people supported to develop key personal competencies and soft skills necessary to access employment, training, and education. • Encouragement of young people, hope for the future and belief in their capabilities and potential. • Development of the young person's communication skills, self-esteem, confidence, sense of agency, emotional intelligence, teamwork skills, resilience, and determination. • Practical skills & knowledge in job seeking will be developed among participants. • Hands on support with individual job documentation and job seeking processes. • Detailed needs assessments and psychometric testing outlining individual strengths and areas for development undertaken for all participants. • Concrete links with local businesses established and fostered to enable ongoing work experience placements. 	
Sessions per week: As needed	Participants: 100 young people Jan-Dec 2022	Responsibility: Clare and Youth Employability Support Worker
Candle Strategic Goals /Objectives: A2, A2, A4, C1, D1, D6, E3, E6, F1, F2, F4, F5, G1		

9	Coordination of Programmes	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Management and development of timetable to allow for successful programme delivery.</p> <p>Curriculum Development, including review of Minor Awards delivered at QQI Level 4.</p> <p>Planning and Review of Terms 1, 2 and 3.</p> <p>Overseeing of programme budget (for materials, programmes and activities)</p> <p>Weekly Team Meetings.</p> <p>Overseeing setting and achievement of targets.</p> <p>Recruitment, induction and support of team members.</p> <p>Assessment of QQI through Internal Verification and External Authentication process.</p> <p>Research suitable CRM or other IT system.</p>	<ul style="list-style-type: none"> • Smooth delivery of all programmes. • Routine and consistency for young people. • Ensure accountability and best practice, in order to meet the needs of the young people. • Programmes flex to meet the needs of the young people. • Effective use of resources and staff time. • Programme design and delivery meets the needs of the young people. • Evidence of planning, outcomes and record keeping. • Best practice models used across programmes. • Fair and consistent assessment of learners. • Programme delivery in line with QQI and NFQ standards. • Accurate records maintained and statistics readily available. 	
Sessions per week: n/a	Participants: n/a	Responsibility: Clare and QQI Coordinator (Martina)
Candle Strategic Goals /Objectives: A3, B2, B4, B6, C2, C6, E6		

Connect

Overall Aim: To provide a service to young people which is underpinned by theoretical practice (Trauma Recovery Model) that meets the young persons' holistic needs, through the development of tailor-made programmes that include developmental, educational and therapeutic aspects. To engage and motivate young people to positively participate in an educational setting using a strengths-based approach. To encourage and support progression to the full-time training programme within Candle or to employment when the young person is ready.

Needs of the young people:

A high quality programme that provides educational and social opportunities in a safe environment where stability, structure and routine are core elements. Development of self confidence, self belief, motivation and engagement through open and honest relationship building that promotes acceptance, belonging and feeling valued.

1	Social Pedagogy	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Continuing development of holistic education encompassing cognitive knowledge, practical skills and development of emotional capacity using:</p> <ul style="list-style-type: none"> • Wide variance of programming and teaching methodology • Reflective practice • Training and Development • Therapeutic interventions 	<ul style="list-style-type: none"> • Young people experience a diverse range of programming that recognises different learning abilities. • Young people have a calm space that is supportive and conducive for learning leading to increased educational attainment. • Interventions tailored to meet the social and emotional needs of young people. • Development of practical and technical life skills 	

<p>Implementation of trauma sensitive environment to encourage learning and development within the Connect programme:</p> <ul style="list-style-type: none"> • Detailed initial assessment – holistic assessment of educational, social and emotional needs. • Trauma Recovery Model implementation – use of indepth assessment and model overview. • Empowerment Model • Weekly key working sessions • Restorative practice basis 	<ul style="list-style-type: none"> • Young people engage in local community and society through educational and developmental activities becoming more confident and creating links to their culture and community. • Educational teaching and interventions which are in line with their needs. • Young person receives in depth assessment and tailored education plan with additional support where needed. • Young people are supported by a named individual staff member to advocate on their behalf and assist them to achieve their potential. • Young person receives consistent and appropriate responses to any conflict or concerns that may emerge utilising a restorative approach. 	
<p>Sessions per week: 5</p>	<p>Participants: 5 per session</p>	<p>Responsibility: Alison</p>
<p>Candle Strategic Goals /Objectives: GOAL C: OBJ 1,5</p>		

2	Developmental Modules	
<p>OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i></p>	<p>OUTCOMES <i>(Impact of Actions/Activities on young people)</i></p>	
<p>A wide variance of developmental modules and programming delivered once per week to all participants each quarter including:</p> <p>Crime Awareness Programme - Choice & Challenge</p> <p>1x8 participants 5 sessions</p>	<ul style="list-style-type: none"> • Address offending behaviour using a restorative approach • Challenge offending behaviours and support behavioural change • Provide a forum to discuss offending behaviour and explore reasons behind offending behaviour. 	

Drug and Alcohol Awareness Programme

Sexual Health and Relationships

- Develop self-awareness and ability to reflect on their offending behaviour
- Demonstrate an awareness of moral reasoning and empathy for the victim
- Increase self-confidence to voice one’s opinion within the group

- Demonstrate a better understanding of drug/alcohol use
- Develop an awareness of the effect of drug/alcohol misuse on family and wider society and be able to discuss this.
- Demonstrate self-awareness and understanding of own drug/alcohol use and impact of this
- Introduce healthy attitudes to alcohol misuse.
- Ability to articulate own views and challenge and be challenged in a safe space.
- Develop awareness of harm reduction and able to articulate this
- Knowledge of services and supports and ability to access these if required.

- Develop and demonstrate an understanding about appropriate relationships and sexual health
- Demonstrate and understanding of consent and safe relationships
- Indicate knowledge of services and support to access if required.
- Display awareness of symptoms and effects of sexually transmitted infections and illnesses.

<p>Positive Mental Health</p>	<ul style="list-style-type: none"> • Create awareness of current issues and trends regarding sexual health and relationships. • Demonstrate an understanding and awareness of mental health issues and how it affects individuals, communities and society • Young people able to challenge stigma and negative thinking regarding mental health. • Promote openness and discussion about various feelings and emotions that can affect emotional well-being • Participants able to identify how emotions affect them and potential patterns of behaviour. • Participants aware of importance of self-care • Participants able to identify effective coping strategies and healthy choices to improve mental well-being • Participants demonstrate knowledge about services and pathways to appropriate supports if required • Display awareness of therapies offered in Candle to promote emotional well-being 	
<p>Sessions per week: 5 sessions quarterly</p>	<p>Participants: 5 per session</p>	<p>Responsibility: Alison</p>
<p>Candle Strategic Goals /Objectives: GOAL E: OBJ 2, 3</p>		
<p>Socialisation Programme/Team Building Activities/Seasonal Outings 2 x 5 participants</p>	<ul style="list-style-type: none"> • Demonstrate positive relationships with peers and staff • Displaying positive team building skills • Demonstrate an ability to communicate within a team • Demonstrate listening skills and developing communication skills • Encourage positive social interaction in the community • Develop social etiquette. 	

		<ul style="list-style-type: none"> • Demonstrate social skills whilst engaging in activities. • Introduce fun and interactive team-based activities • Demonstrate leadership skills within a group • Demonstrate development of problem-solving skills • Build confidence and self esteem • Displaying relaxation and ease in different social situations, decrease in social anxiety. • Willingness to experience new activities and places. <p>Cross programme learning</p>
Sessions: 1 per week	Participants: 5 per session	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C: OBJ 1, GOAL F: OBJ 1		
Civic, Social Engagement/ General Knowledge		<ul style="list-style-type: none"> • Improve and enhance the young person’s general and civic knowledge • Young person able to demonstrate knowledge and awareness • Increase self-confidence through learning • Demonstrate links to community and society • Develop and demonstrate feelings of social responsibility in interactions • Young person able to debate and discuss current affairs • Young person open to being challenged regarding views • Young person’s critical thinking skills developing • Introduce an understanding of the rights and responsibilities of the individual in society • Foster young person’s curiosity and interest in current affairs. • Young person demonstrating cultural awareness and inclusivity
Sessions: Quarterly	Participants: 5 per session	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C: OBJ 1, GOAL F: OBJ 1		

Safer Driving Programme		<ul style="list-style-type: none"> • Develop awareness of road safety and driving regulations • Demonstrate understanding of safe driving and importance of same • Demonstrate understanding of driving in Ireland. • Develop understanding of consequences of dangerous driving and driving with appropriate documentation. • Challenge behaviours around dangerous driving incidents and offences among the young people <p>Preparation for participants applying for their driving theory test</p>
Sessions: Quarterly	Participants: 5 per session	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C		

3	Education Modules	
	OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
	<p>QQI Level 3 Award in following areas: 1x5 participants per session</p> <p>Major subjects: Communications Application of Number</p> <p>Minor subjects: Health and Fitness (weekly practical based session with instructors from BLC) Career Preparation Computer Literacy</p>	<ul style="list-style-type: none"> • Accreditation in QQI Level 3 Award • QQI Level 3 and 4 support work (to be included in participants portfolio if/when progresses to full time training programme within the centre or to an alternative training centre) • To equip the young person with the knowledge, skill and competence to use a range of skills in familiar social and work or public contexts in one-to-one or in a small group. • To equip the young person with knowledge, skill and competence in a range of numerical skills. • Identify and enhance the young person skills and ability across all subjects

		<ul style="list-style-type: none"> • Increase self-confidence through learning how to communicate effectively and appropriately in a group setting • Improve ability to actively engage in a learning environment which is safe, structured and challenging • Develop young person's knowledge of different career pathways and qualities expected in employees and develop confidence and skills to progress to employment. • Develop young person's attitude to promotion of healthy lifestyles through food nutrition, health and fitness. • Develop young person's awareness of application of computer skills and terminology used in everyday life. • Achieve relevant learning outcomes
Sessions per week: 2	Participants: 5 per session	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C:OBJ 1,2,5 GOAL E: OBJ 2		
Literacy Support One to one support as and when required		<ul style="list-style-type: none"> • Improved literacy skills • Demonstrate improved confidence • Demonstrate ability to work from own initiative on tasks as knowledge grows. • Increased positive attitude to literacy and numeracy • Whole-centred approach to numeracy and literacy. • Provision of literate environment: library, newspapers, magazines and computer access.
Sessions per week: 1	Participants: 5 per session	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C		
Art and Design/Painting		<ul style="list-style-type: none"> • Develop creative skills and enhance their ability to use a range of Art & Design elements and media • Build confidence and self-expression

		<ul style="list-style-type: none"> • Engage in a therapeutic programme • To build levels of motivation, confidence and problem solving skills in Art & Design • Acquire the skills and techniques required to complete pieces of art and complete portfolio work <p>Preparation in QQI Level 3 or 4 Art & Design/Painting (if/when progresses to full time training programme within the centre or to an alternative training centre)</p>
Sessions per week: 1	Participants: 5 per session	Responsibility: Andy
Candle Strategic Goals /Objectives: GOAL C		
Woodwork		<ul style="list-style-type: none"> • Skills sampling and development • Ability to use the skills and techniques learned to create pieces of furniture and craft items • Ability to actively engage in a learning environment which is safe, structured and challenging • Increased levels of motivation, confidence and problem solving • Operate hand and machine tools in a work setting with due regard for the safety of self and others • Preparation in QQI Level 3 or 4 Woodwork (if/when progresses to full time training programme within the centre or to an alternative training centre)
Sessions per week: 1	Participants: 5 per session	Responsibility: Harry
Candle Strategic Goals /Objectives: GOAL C		

Short Courses Certification <ul style="list-style-type: none"> e.g. Safe Pass, Manual Handling, First Aid (Budget providing) 		<ul style="list-style-type: none"> Introduce key life skills Improve young person's employability through certification Expand their knowledge in specific areas
Sessions: as and when required	Participants: 5 per session	Responsibility: Alison
Cooking Programme <ul style="list-style-type: none"> Cooking sessions Nutritionist visit 		<ul style="list-style-type: none"> Demonstrate ability to plan and prepare healthy meals Demonstrate knowledge of importance of healthy eating and a healthy lifestyle Demonstrate positive attitude to healthy eating and encourage healthy relationships with food. Demonstrate confidence when cooking and meal planning Encourage cultural awareness when cooking.
Horticulture Programme <ul style="list-style-type: none"> Educational programme in horticulture and activities based in the garden to increase knowledge about horticulture, plants and gardens One day per week Young people will be exposed to a new programme which promotes new knowledge and the love of the outdoors. 		
Sessions per week: 1	Participants: 5 per session	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C		

4	Pathways	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Young people will be afforded opportunities to develop their skills and be supported to consider future careers through:</p> <p>Work Experience options Support young people to identify work experience options.</p> <p>Workshops Identify guest speakers in different careers to attend Connect and speak with young people about potential career options.</p> <p>Dublin IT Pre -apprenticeship pathway Link young people whom are interested with the DIT Pre-apprenticeship course for apprenticeship taster.</p>	<ul style="list-style-type: none"> • Young people supported to explore work experience opportunities in line with career preparation. • Young people enabled to experience different areas of work and develop skills for employment. • Young people to experience practical employment opportunities alongside educational component. • Improve young person’s progression pathways and career plan. • Expand young person’s knowledge of different career areas and opportunities. • Increase motivation and work towards a shared goal. • Young people gain a better understanding of expectations of different careers. • Young people supported to access apprenticeship course as option for future progression. 	
Sessions per week:	Participants: 10	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C, GOAL E		

5	Additional Programmes as required.	
	OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
	<p>Specialised Programmes as requested by Probation Service – referral led.</p> <p>Restorative Programme Community Service/Community Return Sexual Offender Programme Prison Visit Day Centre Orders Holistic approach utilised</p> <p>Youth Programme – 14+</p> <p>Specialised trauma informed programme for young people under 16 years, referred via Probation. A mix of developmental programming, keyworking/mentoring, therapeutic supports and youth work engagement. Meeting relational, developmental and emotional</p>	<ul style="list-style-type: none"> • Young people receive interventions tailored to their needs, restorative approach utilised • Develop sense of self-awareness and ability to reflect on their behaviour • Young person takes responsibility for their behaviour • Young person develops understanding of empathy • Increased community awareness • Individual restorative work including letter writing and wood/art project work for donation • Ability to understand impact of crime on individual and community • Experience of reparative work • Developing and maintaining relationships whilst young person is in detention thus ensuring consistency in care. • Young person maintains connection with Candle and can resume programme on return to community. <ul style="list-style-type: none"> • Young people engaged in trauma informed programme which recognises impact of early life trauma on offending behaviour. • Young people engaged in early intervention programme with a specific focus on offending behaviour.

needs. Support to maintain school attendance and to encourage re-engagement with education. Interagency approach.

Candle Outreach Mentoring Programme – Probation clients

Outreach mentoring programme aimed at probation clients who are hard to reach and in need of support. Referred from Probation a project worker will link with young people where they are at to assess needs and provide appropriate interventions in line with their wishes and probation supervision. Young people will be linked with support specifically to engage them and target offending behaviour.

- Young people will feel connected in their community and can identify ways to make a positive contribution to their community.
- Reduction in offending behaviour and engagement in criminality.
- Demonstrate knowledge and skills to improve their mental well-being.
- Develop communication and social skills to improve their relationships in their lives.
- Identify strategies to regulate their emotions.
- Demonstrate improved participation in education or training.
- Identify positive social support in their lives.
- Identify and engage in positive hobbies and pastimes in their lives.
- Identify and work towards positive goals in their lives.
- Feel empowered to advocate for themselves and identify what supports they may require.

Sessions per week: As and when required

Participants: 10

Responsibility: Alison

Candle Strategic Goals /Objectives: GOAL E: OBJ 2,3,5

6	Summer Diversion Programme - As Required		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Summer Diversion July-August</p> <p>Music Programme</p>	<ul style="list-style-type: none"> • Young person engaged in diversionary programme whilst on holidays from mainstream school. • Address offending behaviour using restorative approaches • Young people develop a knowledge of Candle services and support • Young people engaged in an array of programming including educational trips and socialisation opportunities. • Young people's self confidence and self esteem improved • Develop relationships between staff and young people. • Young people will be supported to partake in a music programme exploring their creative and artistic abilities. • Young people will experience song writing and music production. • Young people will be supported to utilise music as a form of therapeutic creativity. 		
Sessions per week: Once yearly	Participants: 5 per session	Responsibility: Alison	
Candle Strategic Goals /Objectives: GOAL E			

7	Connect Administration	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Connect Programme Meeting Weekly meeting	<ul style="list-style-type: none"> • Smooth and efficient running of the Connect Programme for young people. • Programme well planned and developed to meet needs of young people. • Care plans for young people implemented. • Adherence and reviewing of policies & procedures • Staff supported and thus ensuring a good quality service to young people. • Young people's contribution from forum. Review outcomes and progression for young people	
Probation Statistics <ul style="list-style-type: none"> • Monthly 	Provide accurate statistics to Probation Board regarding participants at Candle on a monthly basis. Collation of yearly statistics for ongoing funding application.	
Other Admin <ul style="list-style-type: none"> • Operational Plan • Operational Term Plans • Board of Management Reports - Monthly 	Preparation of operational plans, board of management reports, preparation of probation statistics for funding meetings.	
Sessions per week: Weekly/Monthly	Participants: Staff only	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL C, GOAL E		

Youth Service

Overall Aim:

Candle Aims to deliver a high-quality Youth Service to Young People ages 10-25 Years, offering a range of out of school supports. Young People participate on a voluntary basis and the Youth Service provides fun and engaging programmes. The Youth Service works in partnership with Young People based on their individual needs and their interests. Programmes provided to Young People in Candle Youth Service aim to develop personal and social skills to support Young People to overcome adversity and reach their full potential. Candle Youth Service aims to engage with the most marginalized Young People using Trauma Informed approaches across all programme delivery and supporting Young People to access therapeutic supports using a wrap-around philosophy.

Primary Target Groups- UBU

- Young People experiencing economic, social and cultural disadvantage.
 - Young People Experiencing Marginalization
 - Young People who are at risk of not flourishing

1	Youth Café	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Provide a weekly Youth Café to Young People in 2 nd /3 rd Year & Young People 16 +. Youth Café 2nd/3rd Year <ul style="list-style-type: none"> • 15 Young People 2 Hour 15 minutes a week. • Provision of a recreational space & social space 	The Young People will be provided with a service that is safe, supportive, and welcoming. There are provided with a Youth Work Team who will be non-judgemental in their approach and offer information, advice and guidance to the Young People. General Socialisation	

<ul style="list-style-type: none"> • Working to support Young People and the dynamics of the group to ensure that the environment is welcoming, warm and comfortable. • Responding to the current needs of the group and the prevalence of Trauma in the Young People’s lives using Trauma-Informed Approaches. • Building relationship’s with the Young People which are Trauma Informed and provided pathways to Candle’s Therapeutic Services for the Young People. • Taster sessions Acupuncture • 1 X Drama Facilitator • Including and supporting Young People engaged in the Community Hub to access the Youth Service. • Beauty Therapy course for girls (6 weeks) • Arts Activities that support developing the Young People’s identity <p>Youth Café 16 +</p> <ul style="list-style-type: none"> • 12 Young People 2 Hour 15 minutes a week. • Provision of a recreational space & social space • Young People are encouraged to use this space to grow and develop leadership abilities. • Candle Youth Work Team to develop an effective Leadership Programme which can be delivered each year. The Target group for this programme this Year will be the Youth Café 16+ • Leadership Programme • Employability Support 	<ul style="list-style-type: none"> • Develop the existing peer and staff relationships. • Seek support from staff to manage interpersonal conflict within the group, so that relationships can be maintained, and learning promoted. • Interact and function in a group setting outside of the normal Candle building and it’s programmes through the summer and winter programmes. <p>Personal and Social Development Outcomes- UBU</p> <ul style="list-style-type: none"> • Young People will be provided with opportunities in which they can learn to reflect on and recognize their own feelings as well as recognising and understanding others emotions. • Young People will be provided with opportunities in which they can learn communication skills, this will be an essential tool for Young People for a successful transition to work or training and will support them in accessing a range of life opportunities. • Young People will be providing with opportunities in which their voice is heard and valued. The Young People will recognize that they can make a difference and will be provided with opportunities that promote agency. • Young People will be provided with opportunities in which they can explore their own individual creativity and Imagination, resulting in a positive impact on both self esteem and overall achievement. • Young People will develop relationships with the Youth Work Team and their peers, this will serve as a mechanism for getting Young People involved in positive activities.
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<ul style="list-style-type: none"> • Exam Stress Reduction – Therapeutic Space • Drugs & Alcohol Education • Sexual Health Education • Structured Programmes and Opportunities for Young People which support the following Personal & Social Development Outcomes <ol style="list-style-type: none"> 1. Emotional Intelligence 2. Communication Skills 3. Confidence 4. Planning & Problem Solving 5. Creativity and Imagination 6. Relationships 7. Resilience and Determination 	<ul style="list-style-type: none"> • Young People will develop the skills to problem solve, which will support them in their ability to cope with the stresses in life and provide them with a ‘Protective Armour’ against negative outcome associated with risky life events. • Young People will be provided with opportunities in which they can grow and develop despite adversity, promoting resiliency and agency in the Young People’s lives. 	
Sessions per week: 2	Participants: 30	Responsibility: Aoife
Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4 Goal B- 1, Goal C-7, Goal D- 1, 2, 3, 4, 6, 7, 8, Goal E- 2, 3, 6, 7 Goal F-1,5,6 Goal G- 1, 2,		

2	Afterschool’s Groups	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Link in with Principals in Primary School to offer space to sixth class Young People who are not engaged with any other out-of-school supports. 	The Young People will be provided with a service that is safe, supportive, and welcoming. There are provided with a Youth Work Team who will be	

<ul style="list-style-type: none"> • Provision of a recreational & social space • Provision of Homework support if they Young Person would like this • Ensure that the youth group environment is welcoming, warm and comfortable. • Engaging Activities on Bullying allowing for conversations • Provide a service that is trauma informed that young people feel comfortable and safe. • Create effective responses to y/p expression of need. • Ongoing use of restorative practice, trauma informed and relational practice to foster positive working relationships with y/p that promote their development. • Take part in sports activities that include football, basketball, table tennis, badminton. • Structured Programmes and Opportunities for Young People which support the following Personal & Social Development Outcomes <ol style="list-style-type: none"> 1. Emotional Intelligence 2. Communication Skills 3. Confidence 4. Planning & Problem Solving 5. Creativity and Imagination 6. Relationships 7. Resilience and Determination • 	<p>non-judgemental in their approach and offer information, advice and guidance to the Young People.</p> <p>Transition into secondary School</p> <ul style="list-style-type: none"> • The young people will be prepared going into secondary school. • The young people will be equipped with the skills for moving into secondary school. <p>General Socialisation</p> <ul style="list-style-type: none"> • Develop the existing peer and staff relationships. • Seek support from staff to manage interpersonal conflict within the group, so that relationships can be maintained, and learning promoted. • Interact and function in a group setting outside of the normal Candle building and it's programmes through the summer and winter programmes. <p>Personal and Social Development Outcomes- UBU</p> <ul style="list-style-type: none"> • Young People will be provided with opportunities in which they can learn to reflect on and recognize their own feelings as well as recognising and understanding others emotions. • Young People will be provided with opportunities in which they can learn communication skills, this will be an essential tool for Young People for a successful transition to work or training and will support them in accessing a rang of life opportunities. • Young People will be providing with opportunities in which their voice is heard and valued. The Young People will recognize that
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		<p>they can make a difference and will be provided with opportunities that promote agency.</p> <ul style="list-style-type: none"> • Young People will be provided with opportunities in which they can explore their own individual creativity and Imagination, resulting in a positive impact on both self esteem and overall achievement. • Young People will develop relationships with the Youth Work Team and their peers, this will serve as a mechanism for getting Young People involved in positive activities. • Young People will develop the skills to problem solve, which will support them in their ability to cope with the stresses in life and provide them with a 'Protective Armour' against negative outcome associated with risky life events. • Young People will be provided with opportunities in which they can grow and develop despite adversity, promoting resiliency and agency in the Young People's lives.
Sessions per week: 2	Participants: 30	Responsibility: Aoife, Louise, Bianca
Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4, Goal B- 1, 4, Goal C- 7, Goal D- 1, 2, 4, 7, Goal E- 2, 3, 7 Goal F- 5, 6, Goal G- 1, 2, 3,		

3	Targeted Programme: First Years Group	
	OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
	<ul style="list-style-type: none"> • A Group Session for 1.5 Hour Each week • Young People from the afterschool's programs are joined together for First Year Group • Young People are supported to Transition from Primary to Secondary School. 	<p>The Young People will be provided with a service that is safe, supportive, and welcoming. There are provided with a Youth Work Team who will be non-judgemental in their approach and offer information, advice and guidance to the Young People.</p>

<ul style="list-style-type: none"> • Interactive teambuilding activities. Creating a group that fosters inclusivity and belonging. • Sports programme: such as football, badminton, • To take a trauma informed approach to develop a caring and safe environment where young people feel safe to express themselves. • Bullying programme • Sports activities around the centre such as football volleyball • Comedy Workshop's- Garden Gigs • Swimming • Explore issues that the Young Men in the Travelling Community face and seek positive male role models to support this group and provide aspiration to the Young Men. <ul style="list-style-type: none"> • Structured Programmes and Opportunities for Young People which support the following Personal & Social Development Outcomes <ol style="list-style-type: none"> 1. Communication Skills 2. Confidence 3. Planning & Problem- Solving 4. Creativity and Imagination 5. Relationships 6. Resilience and Determination 7. Emotional Intelligence 	<p>General Socialisation</p> <ul style="list-style-type: none"> • Develop the existing peer and staff relationships. • Seek support from staff to manage interpersonal conflict within the group, so that relationships can be maintained, and learning promoted. • Interact and function in a group setting outside of the normal Candle building and it's programmes through the summer and winter programmes. <p>Personal and Social Development Outcomes</p> <ul style="list-style-type: none"> • Young People will be provided with opportunities in which they can learn to reflect on and recognize their own feelings as well as recognising and understanding others emotions. • Young People will be provided with opportunities in which they can learn communication skills, this will be an essential tool for Young People for a successful transition to work or training and will support them in accessing a range of life opportunities. • Young People will be provided with opportunities in which their voice is heard and valued. The Young People will recognize that they can make a difference and will be provided with opportunities that promote agency. • Young People will be provided with opportunities in which they can explore their own individual creativity and Imagination, resulting in a positive impact on both self esteem and overall achievement. • Young People will develop relationships with the Youth Work Team and their peers, this will serve as a mechanism for getting Young People involved in positive activities.
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		<ul style="list-style-type: none"> • Young People will develop the skills to problem solve, which will support them in their ability to cope with the stresses in life and provide them with a 'Protective Armour' against negative outcome associated with risky life events. • Young People will be provided with opportunities in which they can grow and develop despite adversity, promoting resiliency and agency in the Young People's lives.
Sessions per week: 1	Participants: 10	Responsibility: Aoife, Louise, Bianca
Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4, Goal B- 1, 4, Goal C- 7, Goal D- 1, 2, 4, 7, Goal E- 2, 3, 7 Goal F- 5, 6, Goal G- 1, 2, 3,		

4	Targeted Programme: LGBTI + Group Support	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Young Person Focus Groups to take place to hear the voices of Young People and identified areas of support. • Recruitment of Young People through Outreach Processes to include Schools, Existing Connections with Young People and detached Youth Work in the Community. • Establish Groups (2 per weeks)- Facilitated Youth Groups- being part of a supportive and empowering developmental programme. • Guest Speakers from BelongTo & TENI 	<p>The Young People will be provided with a service that is safe, supportive, and welcoming. There are provided with a Youth Work Team who will be non-judgemental in their approach and offer information, advice and guidance to the Young People.</p> <ul style="list-style-type: none"> • Young People who are LGBTI+ experiencing intersectional discrimination will have an environment in which they will feel heard, seen and supported to develop agency. • Young People will be empowered with knowledge and education from specialist services and a pathway will be formed for Young People to these agencies. 	

<ul style="list-style-type: none"> • Support from the Therapeutic Service – 6 X weeks of Acupuncture & 6 X weeks of Drama Therapy • Young People will be involved in developmental activities and socialisation programme. • Candle Home Liaison to support Family members of Young People this may be done 1:1 or through a group work medium depending on the needs of the Parents. • A Group Support Program that will focus on the challenges the Young People face, and provide them with additional support to deal with any stress as a result of the challenges. • Candle’s Trainee’s to participate in an educational programme focused on LGBTI+ Inclusion. 		<ul style="list-style-type: none"> • Young People will be empowered in this group to have their own voice and will be supported to find a platform to have their voice heard. • Young People will be supported through Candle’s Therapeutic Space to learn alternative coping mechanisms to deal with stress. • Young People will be offered to partake in Drama Therapy. • Young People will have a safe space in which they belong and can explore their own identity with their peers in a inclusive and supportive environment. 	
Sessions per week: 2		Participants: 10	
Responsibility: Bianca, Aoife			
Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4, Goal B- 1, 4, Goal C- 7, Goal D- 1, 2, 4, 7, Goal E- 2, 3, 7 Goal F- 4, 5, 6, Goal G- 1, 2, 3,			

6	Targeted Programme: Friday’s @ Candle	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Provision of a Youth Service in Candle on Friday Nights • Start Date: March 2022. Age 17 + • Recruitment of Young People- Through Detached Youth Work, Social Media & Existing Relationships with Young People already engaged in the service and Training Programme. • Recruitment of Volunteers to support the delivery of a service on Friday nights. 	<p>The Young People will be provided with a service that is safe, supportive, and welcoming. There are provided with a Youth Work Team who will be non-judgemental in their approach and offer information, advice and guidance to the Young People.</p> <p>Personal and Social Development Outcomes</p>	

<ul style="list-style-type: none"> • Take away Friday once a month to promote and support engagement. • Work with the Group to improve participation in the session, listen to the Young People’s Voice and shape the service delivered as a response to this. • Facilitators to provide 6 Week Programme based on needs and wants of the group. • Structured Programmes and Opportunities for Young People which support the following Personal & Social Development Outcomes <ol style="list-style-type: none"> 1. Communication Skills 2. Confidence 3. Planning & Problem- Solving 4. Creativity and Imagination 5. Relationships 6. Resilience and Determination 7. Emotional Intelligence 	<ul style="list-style-type: none"> • Young People will be provided with opportunities in which they can learn to reflect on and recognize their own feelings as well as recognising and understanding others emotions. • Young People will be provided with opportunities in which they can learn communication skills, this will be an essential tool for Young People for a successful transition to work or training and will support them in accessing a rang of life opportunities. • Young People will be providing with opportunities in which their voice is heard and valued. The Young People will recognize that they can make a difference and will be provided with opportunities that promote agency. • Young People will be provided with opportunities in which they can explore their own individual creativity and Imagination, resulting in a positive impact on both self esteem and overall achievement. • Young People will develop relationships with the Youth Work Team and their peers, this will serve as a mechanism for getting Young People involved in positive activities. • Young People will develop the skills to problem solve, which will support them in their ability to cope with the stresses in life and provide them with a ‘Protective Armour’ against negative outcome associated with risky life events. • Young People will be provided with opportunities in which they can grow and develop despite adversity, promoting resiliency and agency in the Young People’s lives. 	
Sessions per week: 1	Participants: 10	Responsibility: Aoife, Louise
Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4, Goal B- 1, 4, Goal C- 7, Goal D- 1, 2, 4, 7, Goal E- 2, 3, 7 Goal F- 5, 6, Goal G- 1, 2, 3,		

8	Key-working		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • The youth work service will provide keywork sessions to six young people. • Ensure that interaction with the young people is welcoming, warm and comfortable. • Provide a service that is trauma informed that young people feel comfortable and safe to hang out and express themselves. • Create effective responses to y/p expression of need. • Ongoing use of restorative practice, trauma informed and relational practice to foster positive working relationships with y/p that promote their development. • Youth workers will socialise with young people during their break times and also take part in health and fitness programmes. • The youth worker will act as a mentor throughout the trainees education in candle and will help to support any issues as they arise • Support young people in their progression when leaving candle. 		<u>Keywork Sessions</u> <ul style="list-style-type: none"> • Identify ways to address issues in their lives. • Develop plans in partnership with the youth worker to overcome challenges in their lives. • Support young people to get their best potential out of their education while in Candle. • Relationships built with Young People through key-working can be further supported through the Youth Service, both while the Young People are attending the Training Programme and when they have completed. • Young People who are on the Level 5 Training Programme and who are interested further studying Youth Work will be supported to gain experience through the Youth Service. 	
Sessions per week: 6		Participants: 6	Responsibility: Aoife, Louise
Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4, Goal B- 1, 4, Goal C- 7, Goal D- 1, 2, 4, 7, Goal E- 2, 3, 7 Goal F- 5, 6, Goal G- 1, 2, 3,			

9	Detached Youth Work		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Structured, Timetabled and outcome focused detached youth work. • Reporting Template for Detached Youth Work and approach will be used to measure outcomes . • Take a trauma informed approach to detached youth work. • To connect with young people that are not engaged in youth services. • To take a trauma informed approach while on outreach. • To work restoratively while on outreach. • Engage with marginalised young people that are aligned with the targeting priorities of the targeted youth service UBU fund. • To carry out home visits with parents to check in or discuss the welfare of their child. • Structured Programmes and Opportunities for Young People which support Personal & Social Development Outcomes: <ol style="list-style-type: none"> 1. Communication Skills 2. Confidence 3. Planning & Problem- Solving 4. Creativity and Imagination 5. Relationships 6. Resilience and Determination 7. Emotional Intelligence 		<ul style="list-style-type: none"> • Build Professional relationships with the Youth Work Team in which they feel safe and supported. • Access a professional point of contact if they need support or advice. • Build relationships with candle youth workers. • Gain employment support. • Identify educational courses • Access information • Gain support and advice from staff. • Identify support for mental health. • Have a laugh and a chat with friendly adults in the community. • Acknowledged by youth workers in the community. • Find a safe space to socialise in the community. • Feel listened and understood 	
Sessions per week: 1		Participants: 5+	
Responsibility: Aoife			
Candle Strategic Goal/Objectives: Goal A- 1, 2, 3, 4 Goal B- 4, 6 Goal C- 1, Goal D- 1, 2, 7, Goal E- 2, 3, 4, 7 Goal F- 1, 2, 4, 7 Goal G- 1, 2, 3, 5			

10	Community/ Interagency Work		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Build and Develop Professional Relationships with existing Community Organisations and seek opportunities in which Candle Community Trust Youth Service can work in partnership. • Provide a pathway for Young People from CMS & The Caroline Centre to build relationships with Candle Community Trust. • Engage with Young People who are most marginalized and most in need by developing relationships with Direct Provision & Homeless Services in the area. • Seek to Promote the Positive Mental Health of Young People in Ballyfermot through a Wellness Day. • Hold a 5 a side Event Day for Young People and invite Young People from other Youth Services in the Area to attend. • Identify opportunities within the Community in which Young People can become involved in become active citizen's. 		<ul style="list-style-type: none"> • Young People are provided with a network/blanket of support from all agencies • Young People who may progress onto the Training Programme become familiar with the service through an approach which is based on Voluntary Participation. • Young People most in need are supported and services are made available to them. • Young People become aware of their own mental health and supports that are available to them within their own community. • Candle Youth Service will strengthen its relationship with other CDYSB projects in the Dublin 10, Dublin 12 and Dublin 8 area. • Young People's participation increases and they are given opportunities in which they can become active members of their community. Young People develop a voice and agency as a result of their involvement. 	
Sessions per week:		Participants:	Responsibility: Aoife
Candle Strategic Goals /Objectives: Goal A- 1, 2, 4, Goal B- 6 Goal C-7 Goal D- 1, 2, 6, 7, Goal E- 2, Goal F- 1, 2, 4, 5, 6, 7 Goal G- 1, 2, 4, 5			

11	Targeted Programmes: Barista/ Drivers Theory Test/ Self Care/ Explore/ Swimming Lessons	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>6 Week Programmes to be run in the Youth Service during 2022:</p> <p>Explore:</p> <p>Youth Service to secure funding to Provide a 6 Week Programme to bring Young People most in need out of their community and explore Ireland during the summer months.</p> <ul style="list-style-type: none"> • 6 Locations- Republic & Northern Ireland • Link in with Co-Operation Ireland- Youth Network for Peace to arrange a cross border learning experience. • Evaluation of project at completion to hear Young People’s Experience under the seven personal and social development outcomes of UBU. <p>Drivers Theory Test:</p> <ul style="list-style-type: none"> • To work with Young People and support them to gain Driver’s Theory Test. This will be done over a 6 week period targeting Young Men from the Travelling Community. • Recruitment of Young People through Outreach work, and existing connections within the Travelling community. <p>The Me Project</p> <ul style="list-style-type: none"> • Young Women age 16 + 	<p>Explore:</p> <ul style="list-style-type: none"> • This programme aims to support the development of Emotional Intelligence in Young People. • Give the Young People greater confidence in interacting with others and the world around them. • To build resilience and determination in Young People and take them out of their comfort zones; To allow for the young people to develop relationships with peers and others. <p>Drivers Theory Test</p> <ul style="list-style-type: none"> • Young People will be supported to attain a driver’s license • Young People will gain confidence by completing their drivers theory test • Young People will build relationships with the Youth Work Team and have the opportunity to seek support, advice and guidance. <p>The Me Project</p> <ul style="list-style-type: none"> • Develop an awareness of self care and participate in group related activities. • Be able to articulate and identify what self is Esteem is. 	

<ul style="list-style-type: none"> • Exploring issues such as body image, self-esteem, and identifying what positive communication and relationships look like. • Taster sessions for Young People of acupuncture/Mindfulness • Link in with Community Hub/ Schools and provide the 6 week course to Young People who would benefit. <p>Barista Training Course</p> <ul style="list-style-type: none"> • Enhance the employment opportunities of Young People through a 6 week Barista Training Workshop. • Provide Young People with the skills needed to gain employment in a coffee shop. • Support Young People to apply for jobs in the related field (CV support, interview Prep) <p>Swimming</p> <ul style="list-style-type: none"> • Swimming Programme for Young People • Young People who do not know how to swim will learn a life skill and be supported to develop a better understating of water safety. • Young People will partake in Sea Swims during the Summer Months with the Youth Service once they have completed the programme. 	<ul style="list-style-type: none"> • Explore and develop self care routines and practices • Enhance Young People’s self-esteem and resiliency. <p>Barista Training Course:</p> <ul style="list-style-type: none"> • Young People will develop in confidence • Agency is promoted in Young People • Young People gain independence • Young People will learn a life skill which is transferable and will be an opportunity for employment. <p>Swimming</p> <ul style="list-style-type: none"> • Young People learn a life skill • Young People will be able to increase their confidence and the water and participate in future fun recreational sport activities • Barriers are removed for the Young People and they are free to participate in activities will support their growth and development. 	
<p>Sessions per week: 1 (6 Week Period for each initiative)</p>	<p>Participants: 6-8</p>	<p>Responsibility: Aoife, Louise</p>
<p>Candle Strategic Goals /Objectives: Goal A- 1, 2, 3, 4, Goal B- 1, 4, Goal C- 7, Goal D- 1, 2, 4, 7, Goal E- 2, 3, 7 Goal F- 4, 5, 6, Goal G- 1, 2, 3,</p>		

THERAPEUTIC SPACE

Overall Aim: To respond to the significant emotional stresses and trauma affecting our client group through therapeutic interventions across all programme areas within Candle while expanding our therapeutic services and methodology to relevant external agencies for those assessed as needing additional support and counsel.

Needs of the young people: Young people who are experiencing significant emotional stresses and trauma; some of whom are presenting with poor self-esteem, anxiety, depression, grief, addictions, eating disorders and suicidal tendencies, relationships and struggles/trauma resulting from adverse childhood experiences.

1	PROGRAMME OF THERAPEUTIC SERVICES	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Individual psychotherapy/ drama therapy and counselling sessions provided by 4 qualified therapists (both day and evening times available)</p>	<ul style="list-style-type: none"> • The significant mental health needs of very vulnerable young people are being addressed • A reduction in suicidal feeling and ideation among client group • Normalizing of the idea of “accessing support” among young people • Improved self-care and overall wellbeing • Calmer space within themselves and their surroundings • Development of important life skills and supports which help to reduce anxiety and address depression • Greater ability to focus and participate in educational and developmental programmes • Improved attitude to drug and alcohol use • Reduced outbursts and improved anger management 	
<p>Sessions per week: 35</p>	<p>Participants: 35</p>	<p>Responsibility: Dervella McNee</p>
<p>Candle Strategic Goals /Objectives: Goal D/ Obj: 1,2,3,4,6,8 &9 Goal E/ Obj: 2&6</p>		

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
Group work and communal acupuncture/mindfulness in collaboration with Candle's youth service and CHLP parent group		<ul style="list-style-type: none"> • Providing group therapy as an appropriate intervention or as an aftercare programme, in response to issues presenting in young people accessing Candle services and their parents. • Calming of the nervous system to treat stress, anxiety, and insomnia. • Empowering, building resilience and confidence in participants
Sessions per week: 3	Participants: 18 (3 groups)	Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal D/Obj 1,2,3,4,6,7,8 &9 Goal E/Obj 2&6		

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
Acupuncture and mediation practice		<ul style="list-style-type: none"> • Improved self-care and overall wellbeing • Calmer space within themselves and their surroundings • Development of important life skills and supports which help to reduce anxiety and address depression • Greater ability to focus and participate in educational and developmental programmes • Calming of the nervous system to treat stress, anxiety, and insomnia. • Reduction of pain and inflammation for aches pains and headaches
Sessions per week: 2 days and 1 evening	Participants: all services	Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal D/Obj 1,2,6,8 &9 Goal E/Obj 2&6		

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Yoga and meditation/ mindfulness		<ul style="list-style-type: none"> • Calming of the nervous system to treat stress, anxiety, and insomnia. • Calmer space within themselves and their surroundings • Developing an awareness and being 'in the present' in body and mind 	
Sessions per week: 4 classes	Participants: Trainees & Connect	Responsibility: Dervella McNee	
Candle Strategic Goals /Objectives: Goal D/Obj 1,2,4,6,8 &9 Goal E/Obj 2&6			

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Nutritional therapy		<ul style="list-style-type: none"> • Individual consultation with a dietitian providing the young person with a customised diet and nutrition plan plus a review 6 weeks later • Improved self-care and overall wellbeing • Development of important life skills and understanding of foods importance in supporting positive mental health • Greater ability to focus and participate in educational and developmental programmes. 	
Session per term: 1	Participants: 12	Responsibility: Dervella McNee	
Candle Strategic Goals /Objectives: Goal D/ Obj 1,2,6,8 &9			

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
Direct Provision Adult Support Group Communal acupuncture, mindfulness practice and cooking programme		<ul style="list-style-type: none"> • Responding to significant emotional stresses and trauma experienced by people living in Direct Provision in our community. • Creating a sense of community, solidarity and belonging • Improved self-care and overall wellbeing • Calmer space within themselves and their surroundings • Development of important life skills and supports which help to reduce anxiety and address depression • Calming of the nervous system to treat stress, anxiety, and insomnia. • Reduction of pain and inflammation for aches pains and headaches
Sessions per week: 1	Participants: 6	Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal D/ Obj 1,2,3,4,5,6 &9		

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
Youth Service Young Adult Support Group Communal acupuncture, mindfulness practice and art		<ul style="list-style-type: none"> • Responding to significant emotional stresses and trauma experienced by young parents who are accessing Candle's youth service. • Providing creche facilities to enable parents better access to the therapies offered • Improved self-care and overall wellbeing and in turn being in a place to respond to the needs of their child • Calmer space within themselves and their surroundings • Development of important life skills and supports which help to reduce anxiety and address depression

		<ul style="list-style-type: none"> • Building of self-confidence and self-expression through a range of creative medians
Sessions per week: 1	Participants: 6	Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal D/Obj 1,2,3,4,5,6 &9 Goal E/ Obj 2&6		

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
Staff support & well-being: though access to weekly yoga, communal acupuncture, and mindfulness practice. 6 Reflective Practice sessions in the year.	<ul style="list-style-type: none"> • Staff feel supported in their general well-being by the organisation. • Greater awareness and motivation towards self-care. • Recognition of the importance of good physical and emotion health when working with trauma.
Sessions per week: weekly	Participants: All staff
Responsibility: Dervella McNee	
Candle Strategic Goals /Objectives: Goal A/Obj 1 Goal D/ Obj 1 &6	

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
Establishing meaningful use of sensory garden and establishment of horticulture programme	<ul style="list-style-type: none"> • Engage young people further with the outdoor space especially during the COVID 19 pandemic. • Therapists using the outdoors as a therapeutic space to engage with clients • Facilitator with social horticultural experience employed for a day per week. • Learn and develop an understanding of plant life, growing plants and vegetables from seed, and making use of our potting shed. • Growing and maintaining an organic vegetable raised beds

	<ul style="list-style-type: none"> • Have an awareness of biodiversity and in turn advocacy for the environment and climate change. • Nurturing positive engagement with plant life and engaging the senses in a therapeutic manner. • Engagement of young people and staff with the garden, and in turn contributing to the maintenance and upkeep of the space. 	
Sessions per week: 1 day	Participants: Trainees and Connect	Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal D/Obj 1,4,6,8 &9		

2	CONTINUOUS DEVELOPMENT & ESTABLISHMENT OF THERAPEUTIC SPACE	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Continued embedding of therapeutic services into all programme areas within Candle with a greater focus on the Youth Service. • Promotion of therapies available to all the young people and their families by staff, keyworkers, and Candle Home Liaison Person (CHLP) • Provision of the most relevant therapeutic interventions • Further establish the Candle Community Support Hub(CSH) 	<ul style="list-style-type: none"> • Greater number of young people being supported in accessing a variety of therapies and the benefits of each through our unique ‘wrap around’ approach. • Young people being exposed to new, appropriate, and diverse therapies. • Increased access to therapies by parents through the support of CHLP • Supporting the mental health of young people in the wider community through the CSH 	
	Responsibility: Dervella McNee	
Candle Strategic Goals /Objectives: Goal A/Obj 1 &4 Goal B/Obj 5&6 Goal D/Obj 1,2,3,4,5,6,7,8 &9 Goal E/Obj 6 Goal F/Obj 1,4&5 Goal /Obj 1&2		

3	CONTINUANCE AND GROWTH OF THE VISION OF THERAPEUTIC SPACE	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> Establishment and delivery of the Community Support Hub (CSH) for external referrals (i.e., Probation, TUSLA, EWO, schools & youth services) that is aligned with the philosophy of the Therapeutic Space while collaborating with relevant external agencies to promote access to therapy for specific groupings. Creating a referral pathway and providing therapeutic interventions for young people engaging in Candle Outreach Mentoring (COMP) 	<ul style="list-style-type: none"> Increase of numbers referred by the Probation Service, TUSLA, Social Services and the wider community. The mental health and well-being of the most vulnerable and marginalised young people in community being addressed through access to Candle’s therapeutic service. Increased access to therapies by parents through the support of CHLP Grant applications for continuous and once off funding Promoting the services to funding agencies through presentations and networking Lobbying for funding from relevant Government Departments Training for staff and therapists in trauma and becoming a trauma infused organisation. Expansion of the service and numbers accessing therapies. Greater awareness in the service and response to young people presenting with trauma and adverse childhood experiences. Therapeutic service informing the best practice in the educational programmes and youth service. 	Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal A/ Obj 1 &4 Goal B/ Obj 5&6 Goal D/ Obj1,2,3,4,5,6,7,8 &9 Goal E/ Obj 6 Goal F/Obj 1,3,4&5 Goal G/ Obj 1&2		

4	MONITOR AND EVALUATE BEST PRACTICE OF SERVICES	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Good Governance of the organisation in accord with the Charity Regulator • Internal evaluation of therapeutic services and the impact on young people accessing our services. • Initiate and participate in research in the areas of trauma recovery, trauma informed organisations, adverse childhood experiences and therapeutic interventions. • Management of the service and therapists 	<ul style="list-style-type: none"> • Policies and procedures reviewed regularly. • Service contracts with therapists and practitioners. • Garda Vetting of all therapists. • Referral process and consent forms for service users. • Management of client notes/files in accordance with GDPR guidelines. • Management and staff Meetings. • Reporting to Board of Management and funders. • Candle becoming and being recognised as a trauma responsive organisation. 	
		Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal A/Obj 1,3 &4 Goal B/Obj 2,4,5&6 Goal D/ Obj 6 &9 Goal E/ Obj 6		

5	MANAGING THE REFERRAL PROCESS	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> • Established referral pathway for young people who engage in Candle services and their families. • Promotion of Candle’s therapeutic services to external agencies in support of the most vulnerable young people in community and further establish referral pathway to the Candle Support Hub. 	<ul style="list-style-type: none"> • Increase in numbers accessing the Therapeutic Space. • Engagement with parents and or referring agencies. • Referral form for service users. • Registration and consent forms (Data protection) • Request for continuance of services form. • Documentation of attendance. 	
		Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal A/Obj 1,2 &3 Goal B/Obj 5 Goal D/Obj1,2,3,4,6&7 Goal E/Obj 6 Goal F/Obj 1,3,4&5 Goal G/ Obj 1&2		

6	MANAGING THERAPEUTIC STAFF	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<ul style="list-style-type: none"> Line management of therapists Schedule for individual sessions Contact with clients & parents to support good attendance. 	<ul style="list-style-type: none"> Service contracts with therapists and practitioners. Copy of documentation of indemnity insurance (renewed annually) Copy of CV and relevant qualifications. Garda Vetting Therapeutic Space Calendar 2021 Inclusion in Candle staff training/professional development Quarterly meetings 	
		Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal A/Obj 1,3 &4 Goal B/Obj 2,5&6 Goal D/Obj 1,2,3,4,6,7,8 &9 Goal E/Obj 6		

7	INTERAGENCY INVOLVEMENT	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Interagency Involvement <ul style="list-style-type: none"> Working in partnership within the community towards better outcomes for all service users. Build on existing links with other agencies in Ballyfermot/ Clondalkin area to contribute towards providing a more integrated and comprehensive response to suicide and youth mental health. 	<ul style="list-style-type: none"> Membership of the D10 be Well steering committee, Ballyfermot Partnership youth mental health initiative. Delivery of a programme for external referrals through the CSH, that is aligned with the philosophy of the Therapeutic Space while collaborating with relevant external agencies to promote access to the Therapeutic Space for specific groupings. Increase in numbers of vulnerable children and young people living in our community being supported in accessing vital therapeutic interventions. 	
		Responsibility: Dervella McNee
Candle Strategic Goals /Objectives: Goal A/ Obj 1&2 Goal B/Obj 6 Goal D/Obj 1,2,3,6&7 Goal G/Obj 1&2		

Candle Outreach Mentoring Programme

Aim: Support young people in care, or on the cusp of care, to grow and develop in their educational, social and developmental needs: working within trauma informed and restorative frameworks to facilitate effective engagement, collaboration and learning.

OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
<ul style="list-style-type: none"> • Targeted 1:1 sessional work in domestic, outdoor or centre based settings, meeting young people where they are at. • 14 weekend activity based sessions to create new and creative ways of engagement. • Provide a service that is trauma informed that young people feel comfortable and safe to hang out and express themselves. • Build positive working relationships with individual young people that recognises that they are the “experts in their own lives”. • Design and implement Individual Action Plans, in close collaboration with young people, to ensure that their needs are highlighted and honoured. • Design and Implement specialised developmental programmes to meet individual need and promote personal and social growth. • Utilise empowerment and strengths-based methodologies to promote resilience, independence and motivation. • Build and foster working links with local and community-based support services and organisations to widen support, promote inclusion and a sense of belonging for the individual young person. 	<p>The young people will be able to:</p> <p><u>Trauma informed</u></p> <ul style="list-style-type: none"> • Voice their views, life experiences and concerns in a respectful and safe environment. • Take the lead in raising topics and issues that are pertinent and pressing for them. • Be allotted sufficient time (duration and frequency of session) to maximize the positive development of adult/young person relations. • Work to their own developmental capacity and comfort level, so as to ensure a humane and equitable working relationship is formed. • Engage in Individual Action Planning whereby they are the driving force in addressing need, along with relevant stakeholders. • Be accepted for themselves: with past life experiences and behaviours explored and not critiqued, to promote self-awareness and learning. • Accept support and guidance from COMP staff in relation to the management of their mental health.

- Complete quarterly operational reviews that ensure the efficacy of the programme is maintained and that identified outcomes are reached.
- Use variety of mediums to support creativity and expression of individual young people.

- Identify their inner strengths and positive qualities, as well as the positives in the environment around them to facilitate pro-active growth and empowerment.
- Pro-actively seek emotional support from staff ranging from the individual chat to requesting & receiving therapeutic intervention.
- Where possible and appropriate, link in with other Candle Community Trust services to support the maintenance of their mental health or promote educational or career pathways (eg: Training Programme, therapeutic space)
- Be aware and understand the services and supports available to them; as well as being open to getting support in making connections with these services (recreational, social, educational, etc.)
- Engage in review and evaluation processes of the service and its impact; to be a part of shaping and upgrading practices to maximise positive outcomes.

Interpersonal Programming

- Engage in interpersonal programming focusing on identity, resilience and emotional awareness & regulation,
- Express their “story” and illustrate their feelings and thoughts in various mediums that are most comfortable to them (eg: vocally, written, art, technology)
- Reflect on past life experiences and behaviours with compassion as well as realism.

- Identify their inner critical voice and begin to formulate a more supportive and positive inner voice.
- Develop self-awareness and self-reflection skills to explore areas of themselves that require change and development.
- Develop their emotional intelligence to become aware of their feelings; and in times of upset, devise coping strategies to deal with challenging emotions.
- Develop effective strategies, that are true to them, in dealing with emotion in times of upheaval or conflict.

Communication and Integration

- Practice interpersonal and communication skills in the ongoing relational work with COMP staff.
- Engage in the designing and implementation of their Individual Action Plan and the subsequent roll out of it to relevant people in their lives.
- Express and relay how they feel to relevant and significant people* in their lives in an appropriate manner to maximise being listened to. (**family members, carers or professionals working with them*)
- Openly explore various topics that are relevant to their ongoing development & life transitions.
- Engage in specific and adapted communication workshops/sessions to highlight existing communication capabilities and develop new strategies to support effective communication and pro-social interaction.

- Explore potential pro-social interaction within their locality that is of benefit to their sense of connection and belonging, as well as social development (eg: linked to local youth groups, sports, hobbies).

Life Transitions & Further Progression

**Can be any general adolescent life transitions (eg : primary to secondary), or more individualised transitions (eg: care to aftercare).*

- Talk through any pending life transitions: with emphasis on how they feel, their wishes and concerns.
- Express and validate feelings/concerns they have of making the milestone transitions.
- Plan and strategize for these life transitions: identifying inner capabilities, outward supports and positive environmental infrastructure.
- Pinpoint gaps in support for the smooth traversing of life transitions.
- Explore educational and career pathways that interest them (age appropriate).
- Identify areas for development that builds confidence in actively engaging along these pathways. (practical life skills, information, career guidance, etc.)

Parental/Family Liaison

Aim: Fostering and promotion of the essential contribution of parents and/or significant and relevant family members/care givers, through trauma informed and restorative practices, in supporting and enriching the planning, assessing and implementation of ongoing service provision.

<p align="center">OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i></p>	<p align="center">OUTCOMES <i>(Impact of Actions/Activities on young people)</i></p>
<ul style="list-style-type: none"> • Introductory meeting with parents/guardian to outline the service, ensuring to capture views and ideas from parent/guardian. <i>(where applicable)</i> • Provide a service that is trauma informed, so that parents/guardians feel included and comfortable to express themselves. • Connect with parent/guardian before or/and after 1:1 session with young person to keep updated and build working relationships to form effective partnerships. • Maintenance of regular phone contact with parent/guardian to keep pathways of communication open, relay updates and information and build on existing working relationships. • Use strength-based methodologies to recognise and utilise the experience and insight of parents/guardians in relation to their child and facilitate openings for collaboration. • Design and implement Individual Action Plans, in collaboration with young people, that is communicated with parents/guardians where applicable. 	<p>Parents/Guardians will be able to:</p> <p><u>Trauma informed</u></p> <ul style="list-style-type: none"> • Raise topics and issues that are pertinent and pressing for them in relation to their child. • Be allotted sufficient time to maximize the positive development of working relationships with COMP staff. • Get the opportunity to voice their thoughts, concerns and/or day to day challenges, before exploration into altering behaviour or devising coping strategies. • Receive validation on their role, knowledge and care of their child, coupled with an acknowledgement of their feelings. <p><u>Collaboration & Support</u></p> <ul style="list-style-type: none"> • Participate in discussion around action plans to meet young persons need where their voice is listened to and respected. • Recognise the vital role they have in the reinforcement and support of the young person’s Individual Action Plan. • Understand the importance of interagency collaboration as a powerful method of support to them and their child.

<ul style="list-style-type: none"> • Create opportunities to explore gaps of support and learning for parents/guardians, exploring referral options to local support agencies. • Create opportunities to refer to the Candle Family Liaison Service where applicable. • Complete quarterly operational reviews that ensure the efficacy of the programme is maintained and that identified outcomes are reached. 	<ul style="list-style-type: none"> • Engage in review and evaluation processes of the service and its impact; to be a part of shaping and upgrading practices to maximise positive outcomes. • Be open to support & advice offered by COMP, once working relationships are established. • Explore options for further support and learning through linking in with Candle Family Liaison or with local community support organisations and programmes. <i>(where appropriate)</i>
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Professional Collaboration	
Aim: Creation of effective, collaborative relationships with relevant professionals* to inform, support and enhance ongoing service provision through trauma informed practices and joint learning.	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>
<ul style="list-style-type: none"> • Introduce the new Candle Outreach Mentor Project to social work teams and other relevant professionals as the opportunities present. • Maintenance of regular phone contact with relevant professionals to keep pathways of communication open, relay updates and information and build on existing working relationships. 	<p>Relevant Professionals will be able to:</p> <p><u>Trauma informed Interagency Collaboration</u></p> <ul style="list-style-type: none"> • Be allotted sufficient time to maximize the positive development of working relationships with COMP staff. • Contribute the formation of needs based action plan for the young person through the referral processes and interagency collaboration.

<ul style="list-style-type: none"> • Design and implement Individual Action Plans, in collaboration with young people, that is communicated with all relevant professionals, where applicable. • Create opportunities for interagency exploration and learning in relation to trauma informed practice, through regular communication of ongoing work, shared work experiences and joint professional meetings and workshops. • Interagency dissemination of quarterly reviews and ongoing evaluations of the COMP Project, to illicit any learning and to maximise the level and type of support provided is meeting the individual need. 	<ul style="list-style-type: none"> • Raise topics and issues that are pertinent and pressing for them in their ongoing work with the child and family. • Supported in their trauma informed and strength-based practices through smooth maintenance of communication channels; relaying information and pertinent observational knowledge and experience. • Be invited to explore other methods of interaction with young people that are effective and relevant to the engagement needs of the individual young person. • Enrich their ongoing work with the young people/families with access to Individual Action Plans that exude the “voice of the young person”. • Gain greater understanding of trauma informed practice through ongoing interagency discussion and interaction and the creation of joint learning forums (<i>eg: COMP staff partial presence @ residential care meetings to share work experiences of individual young person</i>) • Engage in review and evaluation processes of the service and its impact; to be a part of shaping and upgrading practices to maximise positive outcomes.
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Candle Strategic Goal Alignment

Goal A - OBJ 3: Goal C -OBJ 1 : OBJ 6 DEVELOPMENTAL GOAL-OBJ 2, OBJ 6: COMMUNITY RELATIONS- OBJ 1: OBJ 4:

GOAL G:

Candle Home Liaison Programme

Overall Aim: To support young people in engaging in Candle’s services through the provision of a programme of supports to their families; via a Home Liaison programme encompassing; outreach, group and individual supports, advocacy, communication, information provision and developmental programming.

Needs of the young people: To be supported to fully participate in Candle services, including through facilitation of a supportive home environment, in order to achieve better outcomes in their education, development and wellbeing.

1	Candle Home Liaison Programme: Development	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Continuous development and further establishment of a programme of parent and family liaison and support</p> <ul style="list-style-type: none"> • Further planning of CHLP in consultation with Candle Management • Promotion and Integration of CHLP role into all programme areas • Promotion of programme to parents of all young people who attend Candle services • Development of a continuum of support based on needs of parents and families 	<ul style="list-style-type: none"> • Plan developed for the CHLP in line with Candle Strategic Plan • Clear sense of purpose and identity for the CHLP programme; awareness and understanding of this across all programme areas • Awareness among parents and families of the CHLP and supports available • Parents feel reassured that supports are available through the CHLP and confident about accessing these supports • Good communication between CHLP and other programme areas; including referrals and identification of ‘target families’ 	

			<ul style="list-style-type: none"> • Range of supports/ methods available through CHLP to meet complex needs
Sessions per week: ongoing	Participants: As above	Responsibility: CHLP	
Candle Strategic Goals /Objectives: Goal A/ Obj: 1, 3 Goal E/ Obj 6 Goal F/ Obj: 3			
2	Candle Home Liaison Programme: Co-ordination		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Administration of CHLP <ul style="list-style-type: none"> • Reporting on CHLP to Management and Board as required • Documenting of parent/ family contacts and attendance at programmes • Tracking of expenditure within agreed budget Interagency Involvement <ul style="list-style-type: none"> • Build strategic alliances and collaborate with relevant external agencies • Referral of families to services delivered by other agencies, where appropriate 		<ul style="list-style-type: none"> • Home Liaison programme adheres to best practice, policies and procedures • Transparency within Candle relating to the work of the CHLP • Reliable data generated and available to include in reports and to assist with future planning, analysis and evaluation • Evidence of impact of programme generated <ul style="list-style-type: none"> • Range a referral pathways identified to meet needs of families • Service duplication avoided • A more integrated and comprehensive response provided to families • Families are empowered to access supports available in the community • Families build links with services who can continue to provide support after the young person progresses on from Candle 	
Sessions per week: ongoing	Participants: As above	Responsibility: CHLP	
Candle Strategic Goals /Objectives: Goal B/ Obj: 4 Goal D/ Obj: 7 Goal F/ Obj: 7 Goal G/ Obj: 1, 2			

3	Communication & Information	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Communication and Information: Regular communication with all parents, of young people attending Candle services, established and information on supports/ services provided</p> <ul style="list-style-type: none"> • Initial meeting with parents during assessment process • Resources and information available (research to be carried out on services and supports available in the community) • Regular social media posts (information for parents on services/ events, external/ internal) • Phone calls to parents (check in calls and re areas of specific relevance/ need/ interest) 	<ul style="list-style-type: none"> • Expectation of contact, communication and positive relationship established • Parents familiar with role of CHLP • Proactive start to relationship building • Parents feel comfortable visiting the centre • Parents and families are up to date and informed on activities within Candle and relevant external supports • Parents supported to be active in supporting the young person's placement 	
Sessions per week: ongoing	Participants: As above	Responsibility: CHLP
Candle Strategic Goals /Objectives: Goal C/ Obj: 1 Goal F/ Obj: 3, 4, 6		
4	Contact & Support	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Contact and Support: Ongoing and needs based communication with identified families and individual supports provided</p> <ul style="list-style-type: none"> • Schedule of phone calls to parents • Home Visits • Offsite meetings 	<ul style="list-style-type: none"> • Additional support offered to families experiencing significant trauma and complexity • Establishment of strong communication and good relationship • Practical supports offered to parents and families, with a focus on social justice 	

<ul style="list-style-type: none"> • Meetings in Candle • Accompanying to appointments • Advocacy offered; support with accessing rights and entitlements 		<ul style="list-style-type: none"> • Working with parents to support young person's engagement and better outcomes for young people 	
Sessions per week: ongoing		Participants: As above	
Responsibility: CHLP			
Candle Strategic Goals /Objectives: Goal A/ Obj: 2 Goal D/ Obj: 6 Goal F/ Obj: 4			
5 CHLP & Therapeutic Space			
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>		OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
Link between CHLP and Therapeutic Space <ul style="list-style-type: none"> • Promotion to parents of the supports available • Referrals from CHLP to Therapeutic Space • Group/ Taster/ Self-Care sessions of the available therapies for parents • Support provided by CHLP to Candle Support Hub as needed/ appropriate 		<ul style="list-style-type: none"> • Parents aware of the supports available through the Therapeutic Space • Parents feel more confident and supported to access the space • Foster communication, relationships and exchange between parents through their engagement • Work in collaboration with Therapeutic Space to respond to parental emotional stress and reduce it with appropriate therapies and consequently reduce emotional stress and trauma affecting the young person. 	
Sessions per week: ongoing		Participants: As above	
Responsibility: CHLP			
Candle Strategic Goals /Objectives: Goal C/ Obj: 5 Goal D/ Obj: 1, 5 Goal E/ Obj: 6 Goal F/ Obj: 5			

6	Parent Group & Talks		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>		
Parent Groups and Talks <ul style="list-style-type: none"> • Exploration of demand/ need for continuation of Solihull Approach Parents Group • Hosting of themed talks/ sessions for parents 	<ul style="list-style-type: none"> • CHLP forms part of wrap around support provided to parents already engaged in groups • Response provided by CHLP to parents and family is needs led and strengths based • Parents are supported to be actively involved in Candle; both through supporting the engagement of the young person and through offering of programmes for parents 		
Sessions per week: as needed	Participants: As above		Responsibility: CHLP
Candle Strategic Goals /Objectives: Goal C/ Obj: 7 Goal D/ Obj: 6, 7 Goal G/ Obj: 4			
7	Events & Community		
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>		
Events and Community: Identification of opportunities to host parents and family members in the Candle building and to foster a sense of community. <ul style="list-style-type: none"> • Creation of a timetable of events; seasonal (e.g. end of term, Christmas) and topic based (e.g. Mental Health, well being) • Collaboration across programme areas around events; both planning and participation 	<ul style="list-style-type: none"> • Parents and family offered opportunities to visit Candle and engage with activities • Parents supported to be partners in young person's education, development and wellbeing • Positive and supportive relationships between parents and young people fostered through mutual participation and working on shared goals • Parents and families of young people feel that they are part of the Candle community 		
Sessions per week:	Participants: As above		Responsibility: CHLP
Candle Strategic Goals /Objectives: Goal A/ Obj: 2 Goal C/ Obj: 7 Goal D/ Obj: 4 Goal G/ Obj: 4, 5			

Care-planning/Developmental

Overall Aim:

To offer a wide range of care planning and developmental supports that are informed by individual needs of young people, to monitor and support progression by successfully addressing relational and developmental needs and emotional well-being. Developmental programming focus on and encourages pro social behaviour

Needs of the young people:

Young people provided with a safe, secure and nurturing environment which seeks to build resilience and encourage a sense of belonging through relational connection. Young people are cared for, respected and listened to in order for their opinions and experiences to be heard, understood and supported and furthermore to inform service provision.

Young people are enabled to learn in a supportive environment which sees their potential and works to help them achieve this. Interdependence is promoted alongside exposure to new experiences to support young people to build their capacity as they progress towards adulthood.

1	Care-planning	
OUTPUTS <i>(Actions/Activities used to achieve the outcome)</i>	OUTCOMES <i>(Impact of Actions/Activities on young people)</i>	
<p>Referral Pathway</p> <p>Interagency collaboration Referral form Initial meeting</p>	<ul style="list-style-type: none"> • Interagency working, discussion of potential referrals in line with young person’s needs and referral to service • Initial meeting with young person and referrer, suitability of place considered. Comprehensive initial needs discussed, and 	

<p>Progression to initial assessment if deemed appropriate</p>	<p>programming offered. Young person aware of service and whether it is suited to their needs.</p> <ul style="list-style-type: none"> • Commencement of placement and initial assessment with Connect. • Progression to Training Programme or Connect when detailed assessment in completed in line with young persons needs. Young person involved and part of process. • Awareness of professionals working together to facilitate programming which meets needs and addresses presenting issues.
<p>Keyworking</p> <p>Initial Assessment Weekly key-working sessions with young people. Identification of needs. Specific programmes to address arising needs. Wraparound linkage with Therapeutic Space Intervention and sessions utilising Trauma Recovery Model assessment and plan. Progress monitored Plan in place for progression following completion. Restorative and Trauma Informed Practices informing all interactions.</p>	<ul style="list-style-type: none"> • Demonstrate and awareness of role of allocated keyworker • Positive relationship between young person and keyworker observed • Observed increase in confidence and connection with Candle. • Holistic assessment of young people utilising Trauma Recovery Model. • Goal setting utilising outcome star alongside young person. • Young person working in partnership with keyworker to achieve their plan. • Care Plan monitored and reviewed – progression planning with young person. • Challenge certain behaviours and support behavioural change • Address personal issues including emotions and feelings, drug & alcohol misuse and mental health issues • Encourage and improve educational motivation • Young people actively engaging in key working sessions. • Young people engaged with therapeutic space to address issues • Young people progressing in all aspects within Candle
<p>Careplanning/Case Management</p>	

<p>Monthly key worker meetings Monthly keyworker supervision Key worker reports and notes Keyworker presentations Pathway progression plans Care Team Meetings</p>	<ul style="list-style-type: none"> • Ensure keyworkers are supported and clear about their roles and responsibilities thus providing a high-quality service to young people. • Young people’s needs are at the forefront and they are supported to remain focused on reaching their goals. • Young people receive appropriate responses and interventions as and when needs arise and this is informed by our knowledge of the young person. • Educational targets are monitored closely thus ensuring better educational outcomes for the young people.
<p>Trauma Recovery Model Assessment and report</p> <p>Initial 2 week assessment followed by a 6 week continuous assessment of young person’s educational and developmental needs. Assessment and report shared within the care team forum, discussion and formulation agreed. Staff are responsible for ensuring interventions to meet young people’s needs are implemented in their various roles. TRM review held within care team forum to monitor progress</p>	<ul style="list-style-type: none"> • Young people supported throughout their time in Candle in line with their presenting needs and appropriate needs led interventions put in place • Young people supported to address any underlying trauma and seek support, in order to resolve issues and prevent barriers to engagement in educational and developmental aspects of their lives. • Young people and their plan remain the focus.
<p>Outcome Star and Action Plans</p>	

<p>Outcome Star: Personal Reflection of life between young person and keyworker over several sessions, identifying areas for support/development, formulation of goals and plan, promoting change.</p> <p>Collaboration with other relevant stakeholders who may contribute to the plan.</p> <p>Underpinning TRM and trauma informed approaches utilised in each interaction</p> <p>Interventions implemented incorporating restorative practices and trauma informed approaches.</p>	<ul style="list-style-type: none"> • Young people supported and encouraged to consider their life and areas for development • Young people empowered to improve specific areas of their life and take ownership of their plan • Young people enabled to set goals and supported to reach goals. • Process reviewed to ensure a focus on young people’s targets. • Young people supported by relevant professionals and staff to achieve goals.
<p>Progression Planning and Support</p> <p>Young people will receive ongoing support to meet their educational targets. There will be continuous monitoring of their educational and developmental plan and a focus on progression to further education or employment as they come to the end of their course.</p> <p>Young people will be supported to explore further education courses and employment opportunities and make informed choices about their future plans. Young people provided with interview preparation support or supported to attend further education open days or college induction.</p> <p>Young people will have a transition plan when they leave Candle. This will involve contact with their keyworker and other supports (Therapeutic Space) where appropriate for a six-month period.</p>	<ul style="list-style-type: none"> • Young people have a clear pathway during their time in Candle. • Young people engaged in their plans and accountable for their progress. • Young people supported to identify areas of interest for further study or employment. • Young people supported to research and engage with career options. • Young people feel confident in their choices and their abilities to engage in further education/employment. • Young people continue to receive support as they transition from Candle.
<p>Developmental Programming</p>	

<p>Young people in all programme areas engaged in developmental programmes which seek to educate and promote behavioural change.</p> <p>Developmental programming may include: Crime Awareness Programme - Choice & Challenge Drug and Alcohol Awareness Programme Sexual Health and Relationships Positive Mental Health</p> <p>Young people involved in identifying areas that they wish to explore or discuss in an informal and formal developmental programme. Developmental programming explored in keyworking and key messages delivered.</p> <p>Young people engaged in programmes that are deemed appropriate for their group.</p> <p>Young people engaged in group discussions.</p> <p>Young people engaged in developmental programming which addresses cultural and societal issues.</p> <p>Young people engaged in holistic developmental programming to promote positive well-being.</p> <p>Developmental programmes reviewed and programmes added where appropriate.</p>	<ul style="list-style-type: none"> • Young people engaged in discussion and debate around issues that affect them. • Young people develop a greater understanding of a range of topics, supported to explore their views and feelings, development of their self reflection, self concept and life skills. • Improved seeking support skills and positive coping strategies • Development of sense of self. • Increased self confidence and belonging. • Development of communication skills. • Greater understanding of societal and wider cultural issues.
<p>Monitoring of young people’s engagement</p> <p>Attendance, time keeping, absence, appointments and sick leave. Assessment Meeting and Care Team Meeting</p>	<ul style="list-style-type: none"> • Promote attendance and engagement • Monitoring of young people who struggles with attendance, interventions discussed with team.
<p>Professional Meetings</p>	

Representation from Candle at: Family Meetings Case Conferences Multi-professional meetings Probation meetings	<ul style="list-style-type: none"> • Engagement with families, professionals to promote young people's engagement and provide support • Participant in professional meetings to promote well-being of young people and better outcomes. • Clear and open communication between professionals, staff and young people 	
Sessions per week: 20	Participants: 20	Responsibility: Alison
Candle Strategic Goals /Objectives: GOAL E: OBJ 2,3,4,5,6		