Annex A

GRANT MONITORING REPORT

GRANT HOLDER DETAILS

Organisation name	Alway Amateur Boxing Club
Report author (contact name & details)	[redacted] Campaign founder [redacted]

PROJECT DETAILS

Project / service name	#Stop Stabbing Start Jabbing
Project start and end date	(01/01/2020 – 01/03/2021)
Reporting period covered	(01/01/2020 – 31/03/2021)
Total grant amount	£20,000
Total grant amount received so far	£10,000

PROJECT ACTIVITY AND OUTPUTS

Total number of individuals who benefitted from this grant?	250 Newport 224 Gwent

Provide a summary of activity undertaken by the project / service during the grant period.

- Describe what work / activity has been delivered, where and when it has been delivered, and who has delivered it.
- What work has been conducted to ensure that people know about the services you deliver? This can include staff training. Please explain your rationale and evidence for this being effective.

300 words max

#stopstabbingstartjabbing campaign was born on the streets of Newport, South Wales in 2017 to fight the impact of deprivation on the lives of young people. Arising from the Alway Amateur Boxing Club in inner-city Newport, we have grown to become a multiregional project using a pioneering approach that harnesses the power of boxing. We combine non-contact boxing and intensive personal support to challenge and inspire vulnerable young people to realise their unique potential.

The club has massive web of links with local partners, including the local crime commissioner, councils, schools, colleges, boxing governing bodies, foundations, local businesses along with social media platforms.

We use **Boxing** to mentor, educate, and to provide therapy and careers support. With us, young people do not access a 'service' but participate in sport and gain support in ways

that feel natural. As a result, young people turn up, trust us and make changes in their lives. We are proud to share our story of 2019 with you. During the past 12 months we have dramatically extended our impact on young people's lives. We increased the number of young people we support to 245, scaled up our pioneering 'Boxing Session ' and Mentoring programmes, and started to teach other organisations how to deliver our work within communities hit by deprivation.

Who we support

Most of the young people whom we see live in poverty, poor housing and workless households in Newport and Gwent. Exposed to toxic living conditions, they experience anger, anxiety, depression and other behavioural and emotional distress. More often than not, their mood is expressed in ways that can lead them into trouble – many have been excluded from school or involved in risky, anti-social and criminal behaviour. Their multiple, complex issues prevent engagement in education and employment. Most arrive at our doors after a series of failed interventions and are heading towards a life of poor health, unemployment, drugs, gangs, and prison.

What we do

We offer our services to young men and women aged 8 to 25 Non-contact boxing sessions: we facilitate engaging physical activities, such as speedball workouts, pad work and shadow boxing. We deliver one-to-one, group, female-only and family classes, always integrating personal development messages focused on improving physical and mental health •Training with the Champions: our flagship programme is a 20-week programme integrating non-contact boxing, psychological, education and mentoring. Designed by a psychologist, the programme features a structured physical activities and evidence-based messages to create healthier thinking, Education: we integrate education support into our boxing sessions that complements learning in school, such as remedial maths and English to support young people train to help them to manage their emotions and change negative ways of behaving

Our enjoyable and holistic approach transforms how young men and women think and behave. Despite the chronic adversity that they face, young people are returning to school, exiting gangs, finding employment and feeling healthier and happier. More widely, we are persuading policy makers and practitioners to use sports-based interventions within deprived neighbourhoods to tackle issues faced by young people.

We welcome young people from all backgrounds and abilities to our open-sessions in the evenings and weekends. We also run smaller groups throughout the week and sessions for girls and families. The sport attracts young people to our programme, teaches life skills such as work ethic and instils discipline, alongside improving physical and mental health. All while building trust with the coach or mentor.

Using psychological methods developed through years of on and off-field professional sports, we have found that young people are most open to personal development points while doing the things they enjoy

Our flagship mentoring programme is a 10-week programme combining non-contact boxing with mentoring and psychological education. Created by #stopstabbingstartjabbing in partnership with highly regarded sports psychologist the **Alway ABC *Training with the Champions*** programme features a structured selection of activities, with each week's session named after a famous boxer.

Our coaches intersperse physical activities with individual or group discussions, at targeted points of the session where the young person is in a receptive mind set, having just engaged in exercise they enjoy. Each week we communicate one simple, powerful lesson about the mind to create healthier thinking. Young people, for example, learn how to bounce back after failures and to control their anger.

Describe the main types of needs that service users engaging with your project / service have?

- Who are the main beneficiaries / service users?
- Tell us about their needs when they come to you for support e.g. low confidence, difficulty coping with experience, substance misuse issues, lack of understanding / information.
- Have there been any patterns / changes in the type of needs service users are coming with during the period of the grant?

300 words max

We target young people aged 8 to 25 from deprived communities. Poverty, poor housing and parental unemployment combine to create toxic social conditions for our target group.

We most certainly show our service users empathy with young people who are either referred to our programme at Always ABC or join voluntarily. The majority are from deprived backgrounds, have been involved in gangs, violence and drugs many have suffered trauma and exploitation and have mental health issues. Some males and females on the programme have been physically and/or sexually abused. #stopstabbingstartjabbing campaign has combined sport with the grant (principally boxing) with mentoring, counselling and education to raise young people's confidence and self-esteem, boosting life skills, social skills and employability, gradually getting young people to talk about their issues and guiding their process of rehabilitation

Young people arrive at our doors with a range of behavioural and emotional issues, including anger, anxiety, depression and low self-esteem. Their distress is often expressed in ways that can lead them into trouble rather than care and support. So many of the young people we see have been excluded from school or are involved in anti-social & criminal behaviour, including gang crime, drug abuse, aggressive behaviour and offending.

We target young men and women aged 8 to 25 from deprived communities. We have developed an approach that reflects the strengths and interests of young people. We use the street credibility of boxing to attract young people and weave in personal development activities while they participate in the sport. We listen, mentor, educate, challenge and inspire while young people box. So, with us, young people don't join a 'charity programme' they participate in sport and gain support naturally. As a result, they are much more willing to open up, trust us and listen to what we have to say.

Throughout lockdown, we have supported hundreds of young people. We are now thrilled to be back in the gym and in schools with the following changes.

Opening times:

We will operate our normal full gym timetable to ensure we spread the number of attendees to safe numbers.

We are delighted to be delivering our work within Schools and that we are now in a number of Primary, Secondary Schools and Pupil Referral Units within Newport and Gwent, We offer two main Programs of Delivery in Schools

Work Out and Mentoring:
This session is split between a work out with our coaches and the students are put through their paces. During this part of the session the students learn the technical skills of boxing, drills and combinations. This is then followed by a mentoring session where, students are given the opportunity to discuss their challenges, achievements and any issues they may have with the coaches. We have noticed that this is a very powerful part of the session, and we have received feedback that it is a good forum for students to discuss issues openly and together as a group.

Gym Areas

The gym has undergone a full Covid-19 risk assessment to ensure your safety returning to the gym. It has been deep cleaned and we will continue daily cleaning and regular sanitising of all surfaces.

The whole gym facility will be open and accessible as before with the two main boxing gym rooms along with the fitness studio. The gym will operate a one-way system and there are taped off areas to give users their own safe space to train. Sanitiser dispensers will be located all around the gym.

Detail any aspects of the project / service which have not yet been achieved:

- Provide a rationale/reasoning for this and give clarity on whether this work will still be done / when it is likely to be achieved.
- Document any additional issues which were not anticipated at the start of the project. Do you have a way to resolve them?

Detail key outputs which Demonstrate how your service is performing:

e.g. Number of referrals	76
#stopstabbingstartjabbing campaign (SCHOOLS KNIFE CRIME SEMINAR) [redacted] Secondary	1000 pupils 11-16 (Event Cancelled - Covid-19 restrictions) (Confident this will ahead awaiting school response)

OUTCOMES

What outcomes (changes or differences) has your project / service been able to deliver?

- Detail the main outcomes achieved
- Tell us who the outcome is for e.g. beneficiary / community / organisation
- Tell us about the change you made and how you made it. For example your beneficiaries – what they were like at the beginning when they were referred, tell us how you supported them and tell us what they were like at the end. Provide examples of big or small changes you can use quotes, stories anecdotes and short case studies to help demonstrate distance travelled
- If you have not achieved the intended outcomes, tell us why.

600 words max

Outcomes:

We use boxing to attract young people to our programmes and ensure that they turn up each week. Young people find learning to box enjoyable, while the sport has credibility among their friends, family and our community applying best behaviour at all times, “Thinking before you act”.

Boxing
overcomes the stigma associated with traditional support, for rather than accessing a service or seeing a professional, young people participate in sport and receive support naturally. Trust Young people will only listen to us if we have earned their trust. This can be difficult, as those we support often have a history of poor relationships with adults. We use boxing to gain young people’s confidence and to break down barriers to honest communication with our coaches. We have found that as young people focus on the physical activity, such as hitting a punch bag, they relax, drop their guard and open up.

Physiology

Our physical activities change young people's brain chemistry, leading to good mental health and wellbeing. Exercise releases the feel-good' chemicals serotonin, endorphins and dopamine, creating happier moods and reducing the risk of depression. The sport also reduces anxiety through improved regulation of cortisol, the stress hormone.

WHY IT WORKS

Boxing is central to our work. Our sports-based approach offers young people an enjoyable experience that they can be proud of telling their friends and family about. With us, young people participate in sport and gain support in ways that feel natural. Boxing is popular throughout the world and can be accessed by people from all walks of life, making our work very suitable for expansion. We have taken several of boxing's qualities and used them to shape what we do.

We use boxing to improve young people's self-esteem and self-confidence, building blocks for making changes to how they think and behave. As fitness and boxing skills increase, young people feel better about themselves and their abilities. More often than not, young people start their programme with their head down and finish it standing tall.

#stopstabbingstartjabbing campaign uses boxing as a vehicle for young people to make emotional and behavioural changes. Boxing helps young people to clear their mind and open it up to new possibilities. Gaps between physical activities present natural opportunities for us to weave in personal development activities

Making a positive difference to the lives of young people is the reason we exist and what drives us each and every day. We cannot change young people's challenging life circumstances. Instead, our work equips young people to cope with the difficulties and crises they will face during childhood and their transition into adulthood, and gives them the best opportunity to flourish.

We achieve this by supporting young people to make positive changes in how they think and behave. Our various programmes have been designed to achieve the following outcomes:

- Improved mental health and wellbeing
- Increased confidence and self-esteem
- Improved physical health
- Greater purpose, motivation and aspirations
- Improved relationships with family, friends and professionals
- Reduced risky, criminal and anti-social behaviour
- Improved attendance and behaviour at school
- Progression into further education, training and employment

Explain how you have measured or assessed the service users progress / outcomes and how the information was collected.

- What tools mechanisms have you used? e.g. surveys, case notes, verbal feedback.

300 words max

The current move towards bringing together services for young people has major implications for the delivery of our work. With the focus on integrated youth support and development services, youth workers are increasingly likely to work in locality-based teams bringing together staff from a range of disciplines.
This, however, is not a new role for youth workers. Our services have a track record of working in partnership with other agencies – such as social work settings, schools, housing, community safety initiatives, leisure and health - to develop and improve provision for young people. Working within multi-disciplinary teams, youth workers transfer and apply our skills in different contexts, for instance working alongside social workers in youth offending teams, teachers in schools and health workers in primary care trusts and hospitals. Experience has shown that this multi-agency approach works best when the distinctive contribution of each profession is recognised

While one of our favourite ways to gather customer feedback focuses on active listening during one-on-one sessions with members, customer satisfaction surveys provide an opportunity to poll users on questions that might otherwise go unanswered.

But here's the thing: Customer satisfaction surveys are only valuable if you ask the right questions, in the best way, at the perfect time. That's why building and deploying an effective and valuable customer satisfaction survey is no small feat.

Our customer satisfaction survey involves gathering feedback from current or past users. Normally we use a customer survey or user feedback form to ask about various aspects of our product or service. We do this to find out what our users/members think and say about us. This means we essentially understanding where we sit and what we are doing well and where we can improve.

Even large multinationals can no longer rest on their laurels, secure in the knowledge that brand loyalty will bring in a steady stream. Today's business landscape is more competitive than ever. This makes customer feedback vital to is us at #stopstabbingstartjabbing

We need to understand what our customers think of us. That includes both what they're happy with and where we fall short. And you need to act on those insights, maintaining our areas of strength and working on our weaknesses.

hose are the must-dos. But, used well, customer satisfaction surveys can go much further. Ve have can used them to ask our one-off or former users why they no longer use our ervices. They help us identify gaps in the market, which can lead to new product evelopment. They can provide us with some wonderful customer testimonials to use in your ur materials. They can give us an idea of key metrics to track and incentivise. And they can ven help you build customer loyalty

Provide an in-depth case study of a service user who has achieved one or more of the above outcomes.

- Your case study should be from the period that this grant report covers.
- Case studies should be service user focused – we want to know about the difference your service made to them and their life, not a timeline of services / actions delivered.

300 words max

Our community sessions are described as a fun place to be for young people aged 8-25. We believe in early intervention as well as long term intervention, that's why we work so closely with this specific age group. We deliver non contact boxing sessions alongside with mentoring and career support to local young residents in the community. We have a vision to scale these free community sessions nationally, allowing us to reach more young people in Wales who will benefit from it. Now running sessions at Always ABC following we welcome all those who meet the age criteria.

I have personally witnessed the impact boxing can have on complex and challenging individuals who are caught up in a cycle of crime. The sport is a profoundly powerful engagement hook that can help to turn lives around and ultimately make society a safer place. Carefully controlled boxing-based programmes can bring about huge improvements in offenders' levels of engagement, physical and mental wellbeing, motivation, discipline, respect and behaviour.

ALFIE'S STORY

Alfie (not his real name) is a 16-year-old male living in Newport who was feeling very unmotivated, experiencing low mood and self-harming and starting to engage in criminal behaviour. He was missing a lot of school owing to his struggle with mental health using drink and drugs as form of escape. When Alfie first came to us he was very shy, softly spoken and visibly anxious and uncomfortable in our gym at Alway Newport.

#stopstabbingstartjabbing campaign worked with Alfie every Tuesday over the course of 10 weeks, focusing on personal development messages relating to confidence and self-esteem to help with his behaviour. Owing to his hard work, Alfie learnt to regulate his emotions and went from being excluded from many classes to receiving the Alway ABC Award of the month Alfie continues to make progress and has become now a positive role models in the community.

Over the course of his weekly sessions, Alfie started to open up to his coach about his anxiety and struggles at school. During sessions Alfie learnt practical ways to deal with his stress and anxiety. Our coach helped Alfie to set goals in the months leading up to his GCSEs. Together they created revision and fitness plans, the latter featuring twice-weekly runs and limiting fizzy drinks to two a week.

Our coach started to notice a clear increase in Alfie's motivation. Alfie's nan noticed a huge difference when Alfie came out of his weekly session, as he was more confident, happier in himself and talkative spending more time with family. Alfie's mum told us that her son now opens up to his family, socialises with the right friends doing similar thing e.g. Gym, Boxing ect. and gets involved in new

activities. But the biggest change was in how Alfie managed his stress and coped with his anxiety, depression and mental health.

The whole family has been so impressed with how calm Alfie had been in the lead-up to his exams. Owing to his commitment, Alfie was the 'Champion of the Month' for October 2020. We spoke to Mum after Alfie received his GCSE results: two at grade 9 and the rest as passes. He is now trying to pass his electrician course to start an apprenticeship. "It's the best thing he's done and helps him cope better in stressful
situations like school."

We have now proved that our sports-based approach achieves positive results in multiple locations. Our vision is to take what we have created to thousands of young people across South Wales. In places near to our home city of Newport, we are delivering our programmes ourselves. In places further afield, we are scaling up through collaboration, training exceptional local organisations to deliver our programme.

South Wales
We successfully established ourselves in Newport South Wales. With the support of the Seetec Probation services we are now delivering our work in deprived neighbourhoods across 6 areas of Gwent and South Wales.

We now deliver for community orders and suspended sentence orders through:

Accredited programmes, addressing issues such as domestic abuse and drink-driving Rehabilitation activities, such as developing job search and social skills Supporting treatment for mental health issues Drug and alcohol treatment programmes Unpaid work (known as Community Payback) Weekend sessions at Always ABC, to provide structure and develop practical skills Enforcement of prohibited activity and exclusion areas which may be stipulated by the court.

Highlights in South Wales include:
• Supporting over 500 young people, with our results comparable to those achieved in Newport
• Building partnerships with multiple organisations, including 12 schools in Gwent, boxing clubs, local authorities, Gwent Police, along with partners, carers and guardian

EQUALITY

Explain what you did to make sure that everyone who could benefit from the project knew about it, was able to use it and / or get involved:

- What barriers did you know existed for some people to access your service?
- What did you do to help them overcome these barriers?

250 words max

#stopstabbingstartjabbing adopts this Equal Opportunities Statement and Policy, which supports our vision and values by setting out our commitment to:

Promoting equality of opportunity
Promoting good relations between people with diverse backgrounds and needs;
Eliminating harassment, unlawful and institutional discrimination and victimisation.
Alway ABC recognises that groups can experience inequalities in their lives, including:

- Black people and people from other minority groups
- Disabled people
- Lesbian, gay, bisexual and transgendered people
- Women
- Social class
- Religious beliefs
- Cultural practices
- HIV status.

#stopstabbingstartjabbing acknowledges that institutional structures, practices and procedures can be discriminatory. We are committed to complying with all United Kingdom (and European Community) anti-discriminatory legislation which can help the fight against disadvantage and discrimination. The company will examine the effects of legislation and directives to assess any impact on groups. Furthermore, we will not tolerate harassment, discrimination or victimisation on any ground

We have made huge progress towards a more equal society. Today the vast majority of us are studying, working or making friends with people from other ethnic backgrounds. Some outdated stereotypes about women have begun to fade. Minority ethnic groups which used to lag far behind in educational performance have begun to catch up. There have been huge changes in attitudes towards lesbian, gay and bisexual people. Disabled people also have more rights than ever before. The social model of disability proposes that barriers, negative attitudes and exclusion by society are the real factors defining who is disabled and who is not. For facts and research into equality in Wales.

Much harmful discriminatory behaviour, such as bullying, comes from a lack of understanding for diverse cultures, lifestyles, beliefs and differences between individuals. Educating young people about identities, diversity, equality and human rights helps them learn to respect, celebrate difference and help tackle prejudice and discrimination.
It is also important that they are aware of the laws that protect them from discrimination, and know how to speak out on issues of concern or how to get help so that every student has equal opportunity to reach their potential and make the most of their lives.
When making subject or career choices, accessing education, buying or using services, or making friends with their peers, equality is an important concept that affects young people's lives every day.

#stopstabbingstartjabbing is committed to promoting equality in boxing, and where it is possible to do so, eliminating unfair discrimination, including but not limited to sex, gender, race, disability, age, religious or political belief, sexual orientation, social background, ethnic origin, language, marital or civil partnership status or pregnancy. This policy will be reviewed annually to ensure it remains current and links appropriately to other policies.

USE OF WELSH LANGUAGE

Explain what use was be made of the language as part of the activities funded, including in service delivery, marketing and communication of service. Please provide details of research or evidence which informed the level of service which was offered through the medium of Welsh. If no Welsh Language services were offered, please provide evidence demonstrating that beneficiaries did not want to use the Welsh Language.

The Welsh Language (Wales) Measure 2011 introduced standards relating to the Welsh language and the Compliance Notice issued by the Welsh Language Commissioner to the Police and Crime Commissioner provides the standards that the Commissioner is required to implement across the organisation.

300 words max

Council services are available in English and Welsh and we welcome contact in either language. From 30 March 2017, the Welsh Language Scheme (developed under the Welsh Language Act 1993) has been superseded by **Welsh Language Standards** written by the Welsh Government in line with the Welsh Language (Wales) Measure 2011. The regulator - the Welsh Language Commissioner - has decided the specific standards to apply to the authority. The standards may be downloaded from the link below. Many people in Newport speak English and Welsh every day at home, with friends and in work. One in six residents speaks Welsh, many as their first language and interest in the language is growing. Dealing with people in their choice of language is a part of our equal opportunities policy. All children and young people study Welsh in school up to the age of 16. Many adults learn Welsh for social or work reasons. Many Welsh speakers who want to improve their language skills also attend classes.

It is important to us at that the public in Wales has a choice of language when accessing our services. So, we endeavour to ensure that as many as possible of our services are available in Welsh. We strive to ensure that the services provided in Welsh and English are of equal quality and are provided within the same timescale whenever it's possible to do so. There is guidance for the coaching staff on how to implement the Welsh Language Standards found on the internet. It sets out good practice when dealing with the Welsh speaking public, either through written, digital or telephone communication. It explains the procedure to follow to ensure that communicating or corresponding through the medium of Welsh does not of itself lead to a delay or impede quality of service.
#stopstabbingstartjabbing campaign makes it clear on digital platforms in correspondence and in publications and notices that invite persons in Wales to respond or correspond with us, that we welcome correspondence in Welsh and English. Our stakeholders in Wales receive bilingual correspondence from us, but when a reply is needed to any correspondence we receive in Welsh, we reply in Welsh only.

The contact for the stakeholder relationship management tool (SMART) that was proposed to capture and record language preference was not required, We are now using mail chimp to manage our database and communicate with our stakeholders.

RISK

Detail any risks or issues identified in relation to this project / service.

- Detail the risk and what was the impact?
- What are the mitigating actions?
- How will the risk be monitored?

300 words max

#stopstabbingstartjabbing campaign Risks

Schedule risk is the risk that activities will take longer than expected with Covid-19. Slippages in schedule typically increase costs and, also, delay the receipt of project benefits and dates, with a possible loss of competitive advantage. Therefore performance risk is a must for us, as the risk that the project will fail to produce results consistent with project specifications.

Other Types of Risks
There are many other types of risks of concern we considered on our project. These risks can result in extra cost as a result of Covid-19, schedule, or performance problems and create other types of adverse consequences for our campaign. For example:

Governance risk relates to board and management performance with regard to ethics, community stewardship, and company reputation.

Strategic risks result from errors in strategy, such as choosing a technology that can't be made to work.[6]

Operational risk includes risks from poor implementation and process problems such as procurement, production, and distribution.

Market risks include competition from competitors

Legal risks arise from legal and regulatory obligations, including contract risks and litigation brought against #stopstabbingstartjabbing campaign.

Risks associated with external hazards, including storms, floods, and earthquakes; vandalism, sabotage, and terrorism; Covid-19 restrictions, Government guidelines

As indicated by these examples, project risks include both internal risks associated with successfully completing each stage of the project, plus risks that are beyond the control of

the project team. These latter types include external risks that arise from outside the organization but affect the ultimate value to be derived from the project. In all cases, the seriousness of the risk depends on the nature and magnitude of the possible end consequences and their probabilities.
In addition to project risk, project deferral risk can be important. Project deferral risk refers to the risks associated with failing to do a project. Like project risk, project deferral risk can arise from any of the bulleted risk sources listed above (the second list). Project deferral risk can also occur if there is only a limited window of opportunity for conducting a project—if the project is not conducted now, there may be a risk that it might never be possible to effectively do it later.

Project Management Software
Project risks are best avoided and handled by choosing project management software that allows managers to see problems in advance and plan accordingly. The project management tools listed below help us with efficient project collaboration, task management, scheduling, and communication.

[redacted] is more than a project/portfolio management solution. It's advanced work management approach lets us connect the dots between how our campaign kicks off business initiatives; how we create plans to support goals; and how our staff collaborate to execute those objectives. [redacted] highly configurable solutions enable business agility so we can manage our entire work lifecycle, Drive Focus - Create a line of sight across the enterprise to share goals and increase accountability. Increase Effectiveness - Support different work methods to empower execution at the team level while also providing portfolio level progress across the enterprise. Respond Faster - Purposeful collaboration and real-time information highlights potential issues more quickly, helping us to realign and take action faster

LEARNING

Provide a summary of the project / service's key learning during the grant period.

- What's gone well and what hasn't gone well / what changes / trends have you noticed e.g. in service user needs / numbers etc.?
- How might what you have learnt change how you deliver the service / project in the future? Will you do something differently as a result?
- What does the future of your project / service look like?
- Can you share any lessons learned with similar service providers?

300 words

A sport with a purpose

To many, boxing starts and ends with the Anthony Joshua's, the Tyson Fury's and the other big names that draw big crowds. But we've learnt that the sport goes far deeper than the bright lights. It goes far deeper still than the blood and guts of low-level professional fights at York Hall, or any small hall around the world. The foundations of boxing are located in the local gyms, where most people training probably won't make a single penny fighting, and many probably won't ever make it through the ropes for a sanctioned fight. But for me, the justification for boxing as a sport comes in seeing these people working away, learning the sport, and learning from the sport.

In my time boxing, I've been through many gyms and met many different people, with lots of different reasons for taking up the sport. You meet the shy and retiring types, who need the sport to help their self-confidence, or the kid facing bullies daily who needs a way to defend himself, as well as plenty with rough upbringings who need the sport to stay on the straight and narrow. Many of the stories overlap, many of them compete, and all exemplify diverse and interesting backgrounds. For most, a boxing gym offers personal, physical and mental development that isn't as available or as effective elsewhere. It changes lives.

The project is a positive step in the right direction with our youth along with anyone in or around the criminal justice system pre-Covid our numbers were high around 50-60 participants in an average week, especially with media coverage across BBC Wales, WalesOnline and CNN world News we seen a surge demand and interest, but all in the boxing community should be aware that there remains a long way to before things return to any level of normality. Our priority remains the safety and wellbeing of our Membership – boxers, coaches, officials, volunteers – and staff, meaning that returning to full contact training and competition will be a gradual process and only when government regulation and advice permits.

By its very nature, given the close contact, boxing poses a greater risk from COVID-19 than most other sporting activities. This reality is reflected in international advice as well as in this country. We also have to recognise that some members of the boxing community are more vulnerable to this virus than those in other sports.

We ask that you bear with us during these challenging times and please observe the guidelines that have been put in place for the benefit of everyone.
Welsh Boxing, England Boxing and the BBBOFC has produced a guidance document to help indoor gyms reopen, called Off the Ropes: Guidance Towards a Full Return to Amateur Boxing, which can be downloaded via the link below. We will also provide further advice and documents as it becomes clarified and available.

Covid-19 key points are summarised here:
Indoor gyms / boxing clubs can reopen from Saturday 25th July, subject to them not being situated in an area where a local lockdown is in place and the appropriate procedures and guidelines are put in place.

Wherever possible, to minimise risk, training outside remains the preferred option.
A risk assessment, for which England Boxing will provide the paperwork in due course, must be carried out by those responsible for the running of a facility and securely kept. This will help calculate the maximum number of people inside an indoor gym at any one time and help in considering how to operate safely and minimise the risk.

A deep clean of a facility must be carried out before reopening, as well as ongoing cleaning before, during and after activities and individual use of equipment.
Social distancing of at least two meters must be maintained in all directions and at all times. For the avoidance of doubt, the one meter+ does not apply in gyms because of the extra risk of transmission presented by the physical exertion of training.

Training sessions should operate at a reduced capacity – taking into account social distancing guidelines – and be staggered with, preferably, each training group remaining in

the same training bubble. Facilities should contact boxers in advance to arrange sessions and only allow boxers to enter who have pre-booked to do so.
Due to social distancing and the increased risk of exertion, face-to-face and close contact pad work, sparring and competitive boxing of any kind is not permitted until advised otherwise by England Boxing.

Everyone attending the gym must leave their name and contact details (email, telephone number, address, session date and times) when attending each session. This is so cases of COVID-19 can be tracked and traced. The facility should then securely keep these details for 21 days before destroying them.

Everyone participating in a session should get changed at home beforehand and return home before showering. Wherever possible, changing rooms should not be used.
Boxers should bring their own water bottle and towel and not share them during a session.
Toilet facilities should only be used on a one in, one out basis, maintaining social distancing at all times. Appropriate hand Sanitiser should be provided and toilet facilities cleaned down after each use.

FEEDBACK

Please make any other comments that you feel are relevant, including any feedback to us on our processes.

DECLARATION

a) I confirm that to the best of my knowledge and belief that the information provided is accurate and true.
b) I confirm to the best of my knowledge that I have complied with the requirements of the Data Protection Act and the General Data Protection Regulation

Signed	[redacted]
Name (printed)	[redacted]
Date	27/11/2020
Position in the organisation	Campaign founder - [redacted]

OPCC Internal Use Only

Sign off by Line Management	Collate any feedback from multiple reviewing sources here (where approp)
Has the monitoring report been reviewed and due diligence checklist pointers considered (where appropriate)?	Yes
Note any additional observations / comments (where appropriate)	Good report, very detailed description of activity undertaken during period. The grant funds equipment rather than a specific project or intervention so the detail in this report is about their generic provision which has been supported by the additional equipment they have been able to purchase. Case study shows the difference being made to young people, however, would be good to see a case study more about a yp at risk / involved in ASB / crime.
Are you satisfied with the contents of the monitoring report?	Yes Date: 13/01/2021 Name: [redacted]
If No what needs to be addressed? If you have comments to send back to the project please add comments direct to the monitoring report so they can be clearly identified by the recipient and responded to in the same section.	Ask for next report to include case study of a yp who is at risk of or involved in crime / asb. Queries in relation to expenditure addressed on that report.