



# Bradford Preventative & Inclusion Taskforce

Meet the team



**Richard Bottomley**  
Leader

I am the Headteacher at Bradford AP Academy, providing education for permanently excluded secondary students in Bradford, as well as short-term support for those at risk of exclusion. I have worked in education for 23 years across both mainstream and alternative provision. Following the Covid pandemic, a joint initiative by the DfE and Home Office was launched to reduce youth violence, which led to the creation of the Taskforce. While the Taskforce initially supported only permanently excluded young people, its development into a local authority group now allows 40% of resources to be used within mainstream schools for pupils vulnerable to exclusion. Our aim is to understand the root causes of behaviour, identify unmet needs, and put sustainable support in place for young people, their families, and schools. Through this work, we help stabilise behaviour, strengthen relationships, and support young people to succeed in school and beyond.



**Zoya Arshad**  
Youth Worker

Building a positive relationship with a young person via youth work to reduce the risk of expulsion, and to promote engagement with other taskforce members. As part of the taskforce, I work closely with colleagues to share updates and ensure each young person gets the tailored support they need. I also offer general youth support when needed, both in and out of school, by getting to know young people through introductory sessions, learning about their hobbies and aspirations, and connecting them with relevant local opportunities. My role includes delivering sessions on important topics like internet safety and weapon awareness, scheduling regular check-ins, and providing support to young people who come into BRI A&E by offering information about youth services, community activities, and mental health resources.



## **Jade Butterfield**

Youth Worker

I build positive, trusting relationships with young people through a youth-work approach, helping to reduce the risk of exclusion and supporting them to re-engage with education. Within the taskforce, I work collaboratively with colleagues to share updates, identify emerging needs, and ensure each young person receives personalised, coordinated support.

My role also involves providing general youth support both in and out of school. I spend time getting to know each young person through introductory sessions, learning about their interests, strengths, and aspirations, and using this to connect them with relevant local opportunities that can boost their confidence and wellbeing. By offering consistent, meaningful support and creating safe spaces for honest conversations, I help young people build resilience, feel heard, and develop a sense of belonging within their school and community.



## **Elizabeth Craven**

Youth Worker

Youth Work is the ability to work under many circumstances with the ability to build positive relationships in multiple settings and to advocate and support young people. As part of the taskforce, I collaborate closely with professionals from CAMHS, SALT, YJS, and NEET teams, contributing to assessments, meetings, and shared goals to help re-engage young people not currently accessing education or support. On my own, I work across schools, youth centres, homes, and healthcare settings, offering one-to-one sessions focused on important topics like exploitation and healthy relationships, while also signposting to other helpful services when needed.



**Libby Cotton**  
Youth Worker

Youth work prioritizes building positive and trusting relationships with young people. In my role I provide tailored support for young people helping them to navigate through any challenges and obstacles they may be facing and help them to re-engage with education. Working as a part of the taskforce promotes collaboration with other agencies to strengthen the support provided to a young person. Multiple agencies come together to provide updates and share ideas- supporting each other to provide the best support for young people. Before joining the taskforce, I have worked in schools providing 1:1 support to young people who struggle with their attendance. I am also based in the A&E department in Bradford Royal Infirmary where we use youth work as wellbeing and support young people who come through the department in making informed choices and building confidence. These young people may be experiencing a variety of circumstances from risk of exploitation, injuries from weapons, bullying and substance misuse.



**Sarah Jackson**  
Youth Worker

I am a dedicated youth worker with a passion for making a difference in young people's lives. I began my journey to youth work at just 13 years old as a volunteer and have continued ever since with unwavering commitment. For four years I have been a part of Breaking The Cycle working in the A+E department of the Bradford Royal Infirmary, helping to empower young people and guide them towards a brighter future.

I am known for being a patient and compassionate listener, building safe spaces for young people to be heard, supported and encouraged to help them grow in confidence and make positive life choices.



**Muhammed Ammer**  
Youth Worker

I'm Ammer, a Breaking the Cycle youth worker who supports young people both in school and out in the community as they navigate everyday challenges. I focus on building real, trusting relationships and creating safe spaces where youth feel heard, respected, and supported. My work includes helping improve school attendance, encouraging engagement in education, and supporting positive lifestyle choices. Through consistent mentorship, advocacy, and practical support, I aim to help young people build confidence, develop resilience, and break negative cycles as they move toward healthier, more stable futures.



## **Emerlech Samuels**

Youth Worker

My aim is to support young people in increasing attendance and reducing behaviours that could lead to exclusion, supporting them to stay engaged and achieve their full potential.

I am a Youth Worker within the Breaking the Cycles team, supporting young people across mainstream and alternative education settings; working closely with young people, schools, and families to build trusted relationships and create pathways that lead to positive, sustainable outcomes.

I work along side a dedicated teams of youth workers, mental health professionals, SEN specialists and SALTs assessors among others, which allows us to fast-track support and ensures young people receive the best possible provision. Together, we identify needs early to promote wellbeing engagement and a nurturing school experience.

I believe growth happens best when young people feel seen, supported, and empowered, and I bring compassion, positivity, and a grounded sense of purpose to everything I do!



**Rick Heddon**  
Youth Justice Worker

I work with pupils at Bradford Alternative Provision Academy who are involved with the Youth Justice Service, whether through Out of Court Disposals, Anti-Social Behaviour warnings, or Court-Ordered disposals like Referral Orders or Youth Rehabilitation Orders. I provide extra support to Youth Justice Case Managers, especially for Tier 3 pupils who've been permanently excluded from mainstream schools. My role includes delivering important preventative sessions on topics like weapons awareness, anger management, drugs, ASB, and misogyny. I also support school attendance through safeguarding work, home visits, and holiday activities. Additionally, I help with reparation work, music sessions at CommonSpace, and transport for interviews or appointments. Each week, I attend Monday morning Taskforce meetings with the wider team to help ensure young people receive the right support.



## **Talish Butt**

Youth Justice Worker

I make positive relationships with hard-to-reach students and families. I am able to do one-to-one and group work sessions with students on a wide range of topics to support engagement with education and other services. I deliver a range of programmes to help keep young people safe and supported, including Behind The Blade to prevent knife carrying, Managing Anger to build emotional regulation, and Prevent to raise awareness about criminal exploitation and county lines. As part of the taskforce, I work closely with colleagues from CAMHS, SALT, and NEET teams to carry out assessments, attend meetings, and re-engage pupils across BAPA who are not currently in education. I support young people through both one-to-one and group sessions to help them stay safe and improve their learning opportunities, while also working with parents to build their confidence and resilience. With over 25 years of experience in the local authority, mainly in youth services, I've focused on supporting vulnerable young people to develop their social and interpersonal skills.



## **Stef Turasz**

Family Support Worker

As part of the taskforce, I share updates in our weekly meetings and focus on supporting children, young people, and their families—often through home visits and one-to-one or small group work using ‘School Nurse Support Worker care packages’. I respond quickly to referrals or requests for help, making sure the right support is put in place as soon as possible. I can refer young people into the taskforce myself or help families connect with other services, using background knowledge to tailor the support to their needs. Likewise, the taskforce can refer cases to me if additional input from SNSW is needed.



## **Alexandra Thornber**

Mental Health Practitioner

I offer mental health support within school, helping families with CAMHS referrals and developmental histories, and liaising with staff to better support students' wellbeing. I also carry out assessments like ADOS and QB tests for ADHD and ASD, working closely with the CAMHS neuro team to explore possible diagnoses. When CAMHS isn't the right fit, I help young people access community support. Being part of a multi-disciplinary team makes it much easier and faster to get the right support in place—without long waits or endless referral forms. It also means fewer missed appointments, quicker access to professional input, and the chance to discuss cases regularly, gaining fresh ideas and updated insights that help me give the best possible care to each young person and their family.



## **Angela Rawnsley**

NEET Family Support Worker & Post 16

I support students' mental health in school while also helping Year 11s and post-16 students explore college courses, apprenticeships, and job opportunities. I guide them through writing CVs, completing applications, and even visiting colleges or employers. For vulnerable students, I provide tailored support and work closely with families, SEN teams, and services like Skillshouse and in communities to ensure a smooth post-16 transition. As part of the taskforce, I share regular updates, get quick advice or referrals, and collaborate with others to remove barriers and boost outcomes. This joined-up approach means I have access to background information, can respond quickly to referrals, and benefit from team knowledge and communication—unlike working alone, where delays, long waiting lists, and lack of follow-up can limit impact. I also work alongside the Careers Lead to embed long-term careers support for all BAPA students, especially those who have been excluded.



**Suzanne Parish**  
Mencap Caseworker

With over 30 years experience working with young people with learning disabilities, neurodivergence, or social, emotional and mental health needs. I have worked mainly in post 16 education but have also taught and supported in a variety of schools across West Yorkshire. I am a Trauma Informed Practitioner and a Mental Health First Aider. I have an excellent awareness of the barriers to learning that some people face and have successfully implemented programmes of support in a range of educational settings. I am totally dedicated to improving the lives of children and young people with additional needs, through successful educational outcomes.



## **Sarah Schute**

Mencap Caseworker

Over the last few years, I have worked in secondary schools supporting young people with SEND to make sure their voices are heard, and their needs are met. I have led both group sessions and one-to-ones, covering topics from travel training and independence to social skills and emotional regulation. I have also facilitated EHCP meetings and collaborated with a variety of professionals to secure a positive outcome for those learners. • I am passionate about supporting people with additional needs and about educating other to do the same. Being neurodivergent myself helps me to connect with and understand the learners I work with. • I am a Trauma Informed Practitioner, a Mental Health First Aider, and have CACHE Level 2 qualification in Counselling Skills.



## **Ella Waters**

Speech & Language Team Leader

I am Ella, a Speech and Language Therapist (SALT) and the SALT team lead in BAPA/BPIT. We are a small team and work closely with the wider SALT team in Bradford. We assess, diagnose and support speech, language and communication needs (SLCN) of students attending BAPA and who have been referred to BPIT from other schools, and we support other members of staff in BAPA/BPIT to understand and support SLCN. We are always happy to help where we can!



**Jodie Hopkins**  
Speech & Language

Speech and language therapy support children and young people with speech, language and communication needs (SLCN). If a student has unidentified needs or if their communication skills have been overestimated. As a team we complete assessments to identify needs and offer advice and support, intervention and training. We also work with families to support needs and contribute towards EHCPs to make sure students are being supported in the best way possible.



## **Charlotte Sutcliffe**

Admin Lead

I am the Admin Lead for the Task Force. I have worked in education for over five years, including within SEN settings, where I supported young people with behavioural and additional needs.

In my current role, I support the Task Force by managing administrative processes and ensuring systems and communication run smoothly. This work enables the team to focus on providing the care, structure, and education our young people need to thrive.

I am passionate about working behind the scenes to support staff and ensure every young person receives the best possible support and opportunities.



# Bridging The Way

Inspiring through Education

Bridging The Way is a service we work alongside to support students and their families.

They provide targeted support and guidance to schools, focusing on disadvantaged and disengaged students, with a particular emphasis on engaging Roma families in education.

The team has extensive experience across a range of educational settings, including mainstream and alternative provision, and is fluent in Czech, Slovak, and English, enabling effective work with diverse communities.

Committed to quality and integrity, Bridging The Way works closely with experienced educational leaders to deliver impactful services that prioritise pupil well-being and achieve measurable outcomes.