

School-based prevention initiatives to protect children from crime

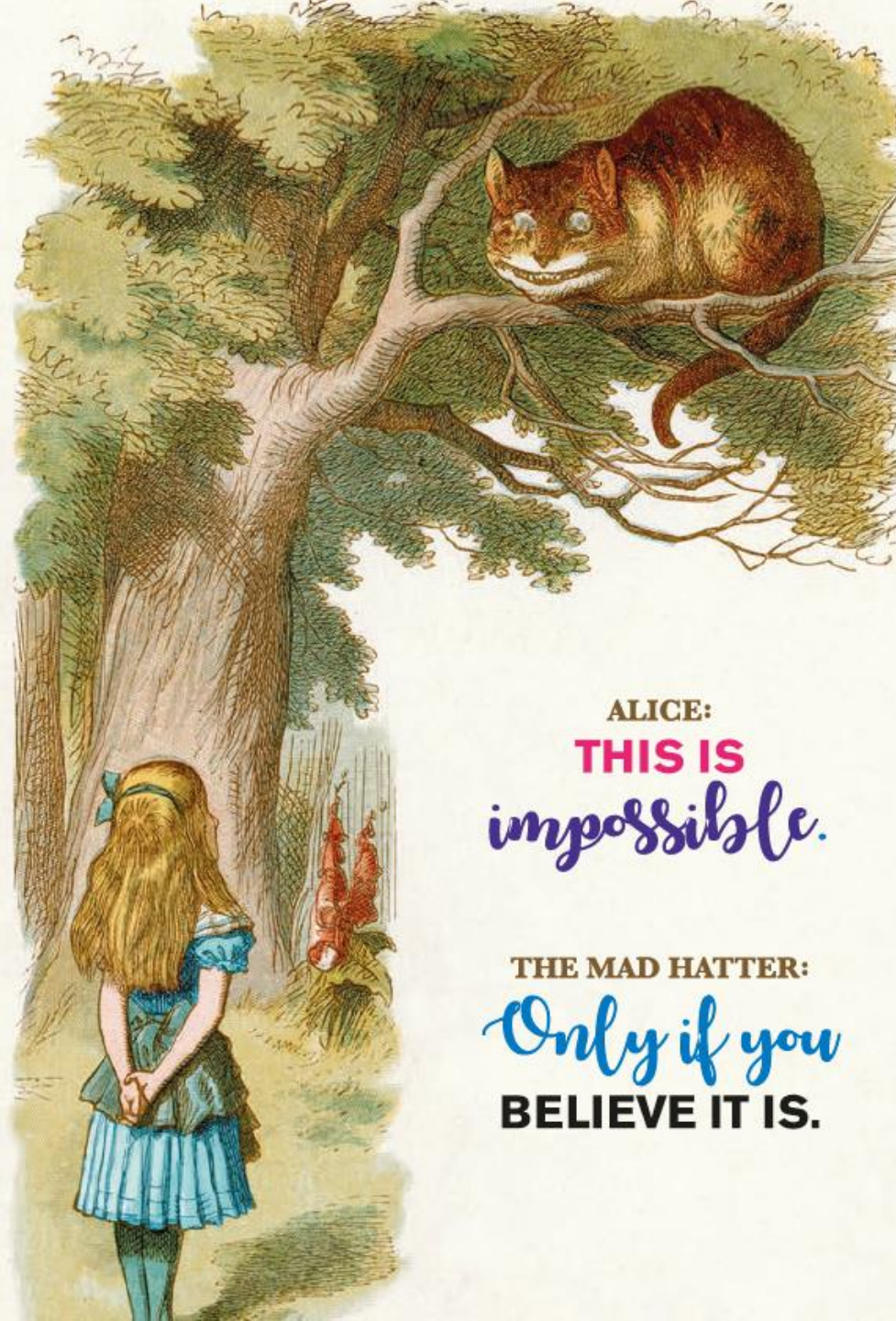
Steven Baker

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Andrew Poole

Targeted support for vulnerable young people at risk of exploitation in serious violence hotspots across 21 new areas

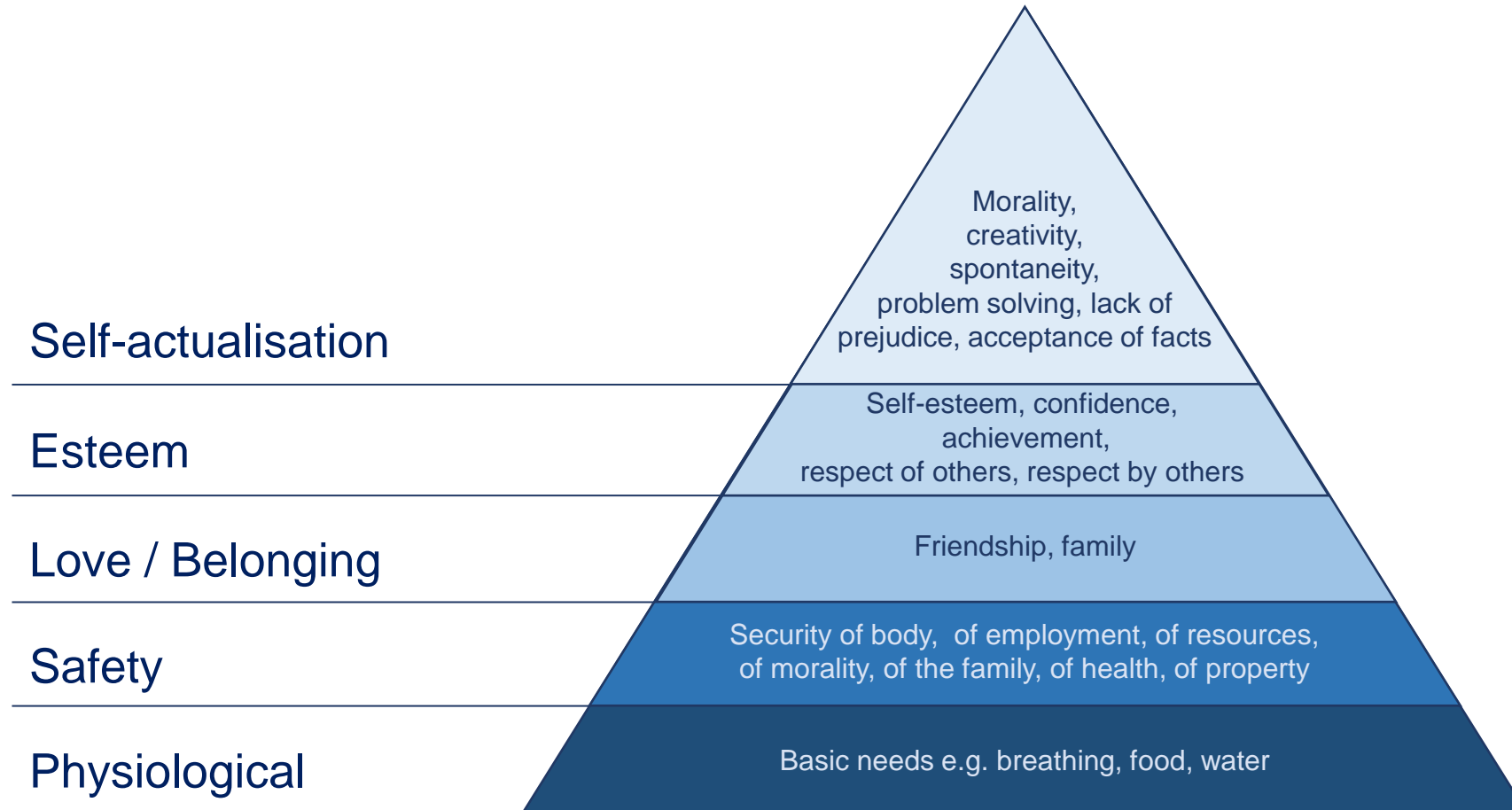
Backed by £15 million, awarded from the Treasury's shared outcomes fund, this 2-year programme aims to keep pupils in alternative provision, including those who have been excluded from school, engaged in education, getting them back on track with their studies and preventing them from being drawn into gang activity or becoming involved with serious crime.



ALICE:
THIS IS
impossible.

THE MAD HATTER:
Only if you
BELIEVE IT IS.

Maslow's 'Hierarchy of needs'



Punishment doesn't work

'callous
unemotional'
traits

social
communication
difficulties

a combination
of ADHD and
SEMH

secondary
behaviours

wellbeing

Punishment doesn't work

30%
estimated rate
of ADHD

88% excluded
from school

38% <14
when last at
school

20% identified
learning
disabilities

60%
estimated rate
of SLCN

43% - 57%
estimated rate
of dyslexia

Prisoners' Education Trust 2016

Punishment doesn't work

Recidivism costs the UK £18.1 billion yearly

34.1% young people <18 years old reoffended

Neurological conditions are 3x more prevalent in CJS than general population

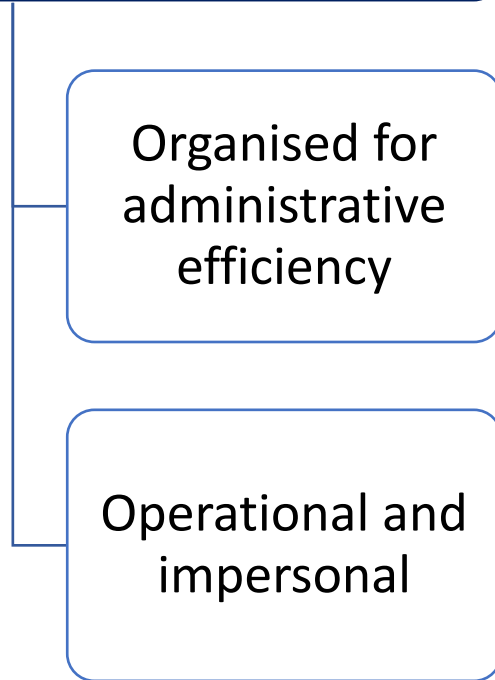
39% adults in police custody have different neurological or mental health conditions

Suggested that 60% young people in custody experienced a TBI

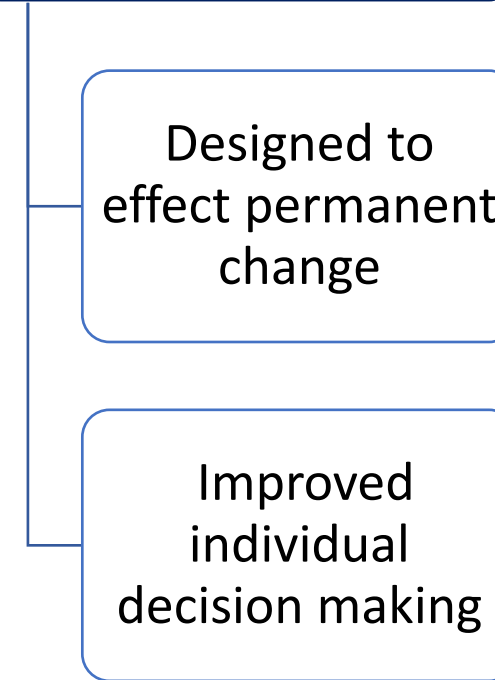
Young people with ASD present as 0.6-1.2% in general population but 15% in custody

Neurodiversity and the CJS, 2022
Merseyside VRP & The Brain Charity

Management



Modification

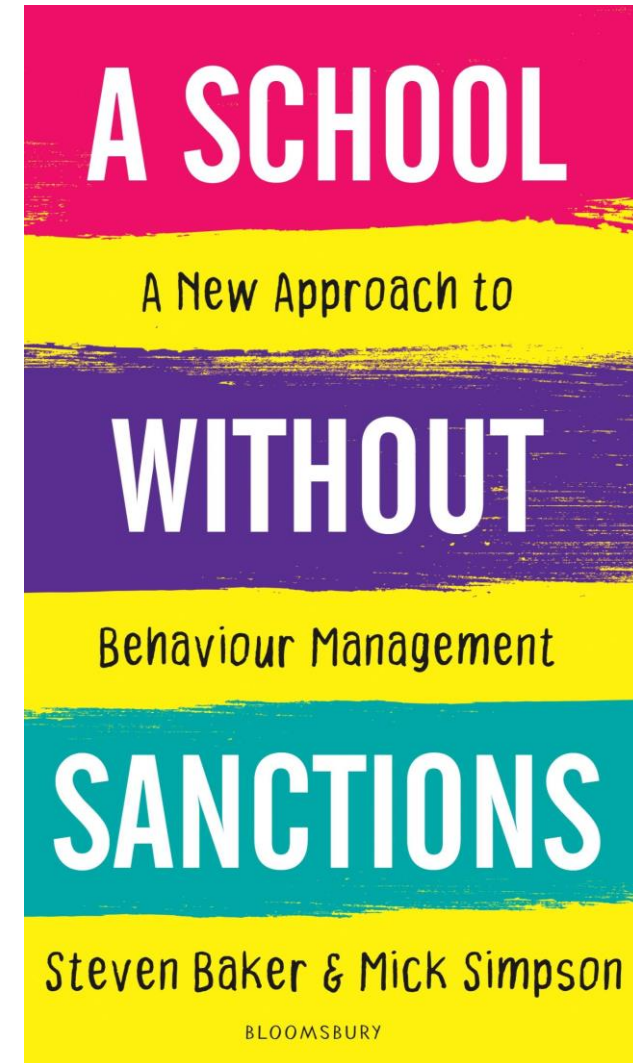


Behaviour modification

An analysis of over 800 studies looking at behaviour management suggests that there are three key pieces of behaviour management strategy:

- Social Skills training
- System-wide behavioural interventions
- Curricula modifications

Prof. Alice Jones



**‘Relationships
are the key to
success...’**

**‘Your pupils and their families are of the opinion that
your school transforms lives.’**

**‘Parents...are
effusive in
their praise’**

**‘...staff buy in to the vision and
ambition that leaders have for
the school’**

**‘Record-keeping is
meticulous’**

**‘Pupils are
exceptionally
well cared for.’**

**‘You have established
innovative partnerships
in international research’**

**‘... pupils behave
exceptionally well’**

**‘You go to great
lengths to understand
what might be causing
worry or anxieties for
your pupils.’**

**‘... there is a sense of calm around
the school’**

**‘For many
pupils...
starting here
has been a
‘game
changer’**

**‘... extremely high morale within
an exceptional atmosphere.’**

What we do – DfE 2022

At Lilleshall, meeting Prince William prior to representing England at the Street Child World Cup in Qatar



Which specialists are part of the taskforce?

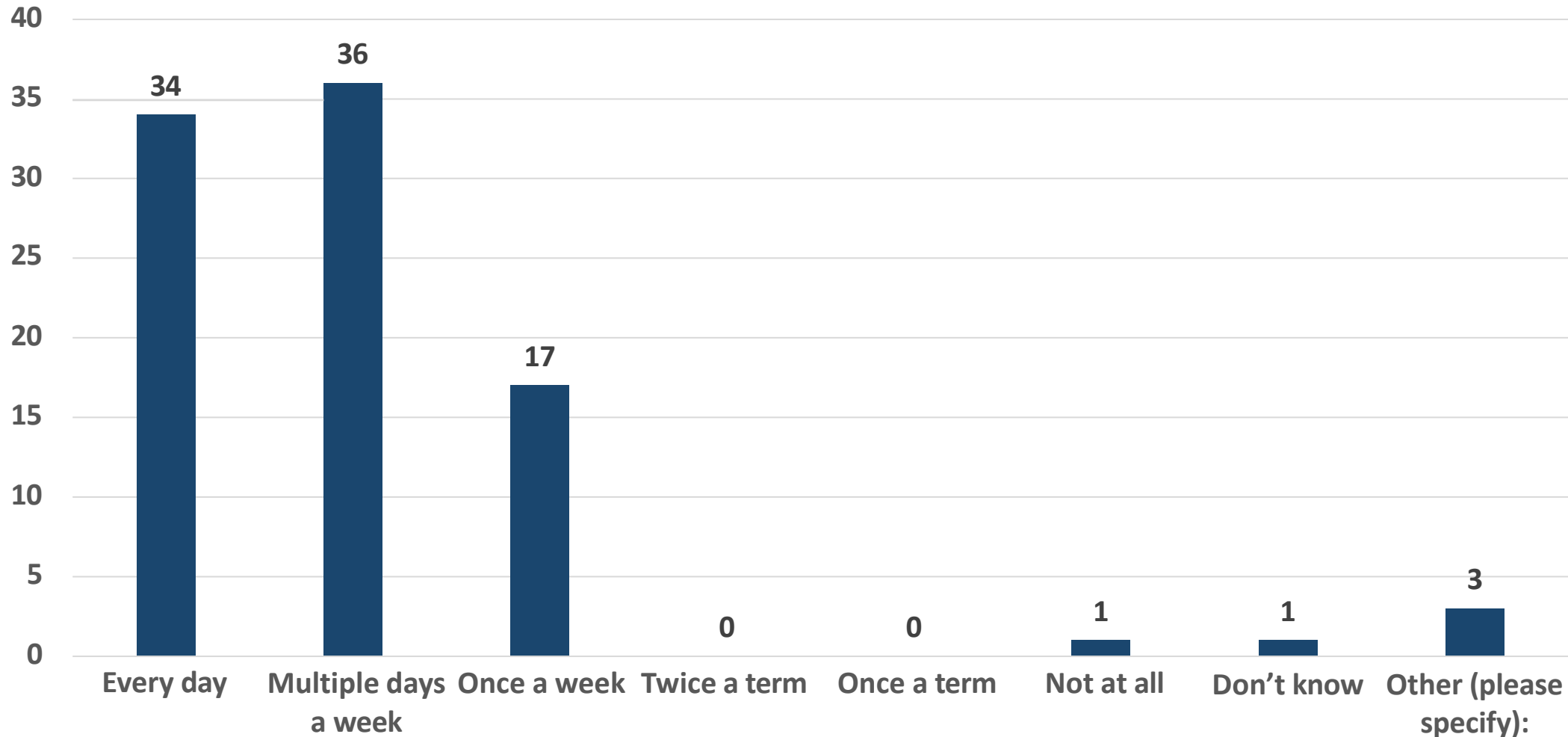


RAND Europe has been appointed to evaluate APST

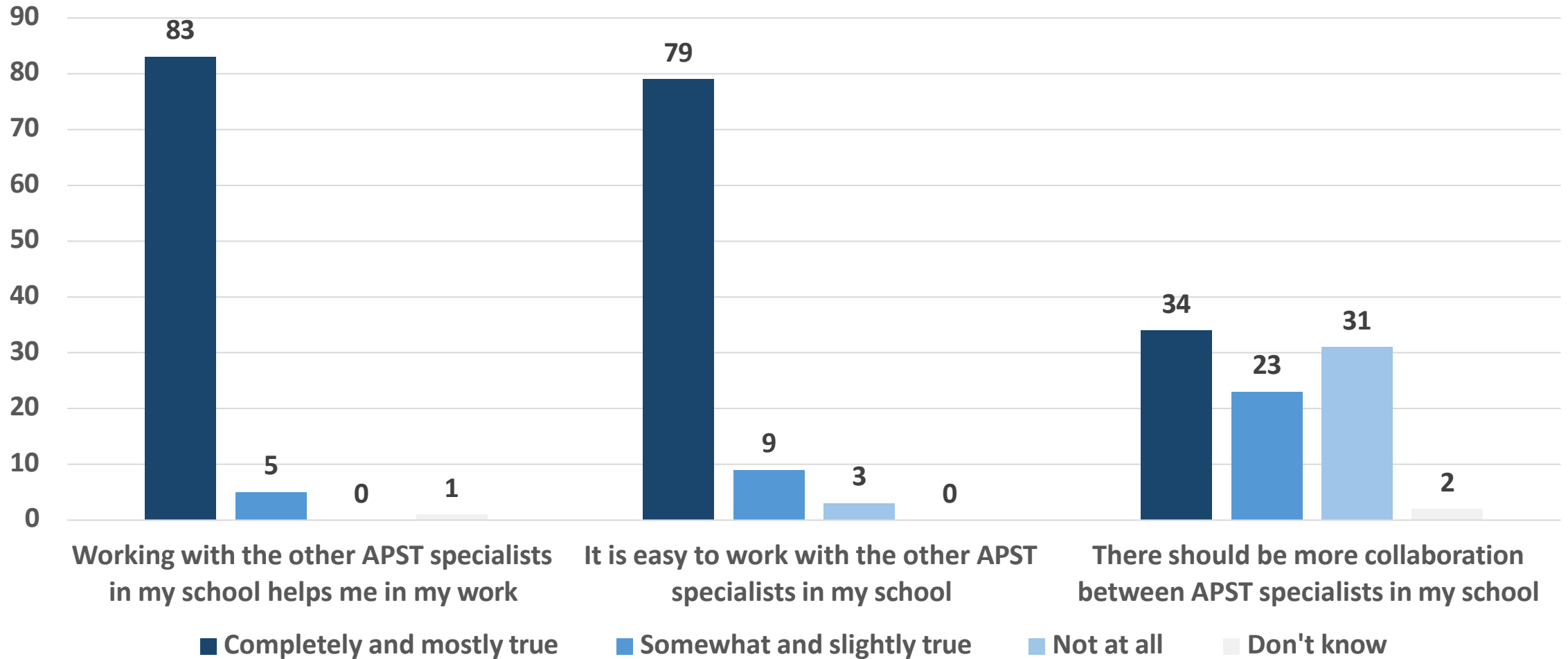
- **RAND Europe** is a not-for-profit research institute that helps improve policy and decision-making through research and analysis
- Funded by the Youth Endowment Fund
- Independent from the Department for Education
- Research is empirical, objective and non-aligned to political or special interests
- Comprises an interdisciplinary team of 80 researchers



Most APST specialists reported that they work with each other every day or multiple days each week



APST specialists were overwhelmingly positive about their experience of working together



Many specialists regarded engaging with students and families as both one of their key successes, and main challenges, to date

What seemed to work when engaging with students and families:

- **Incremental approach and unstructured time is important:** e.g. specialists walking about during break and lunchtime and moving around schools
- **Engaging pupils through activities outside of the usual school experience:** examples include taking students to a café for discussions, using sports (climbing, boxing, gym) to build engagement and relationships
- **Avoid pupils feeling like they are being targeted for support**

"The eight students who came today have blown us away - we are so impressed with their maturity levels. We are so impressed with how they all engaged with the session, and how well behaved they all were, they really are a credit to the fantastic work you do."

"My son isn't a bad kid but has had problems with the police in the past because he's bored. I have always tried my best to keep him occupied but as a single Mum with four other children it's hard for me to afford to do these things as much as I'd want to do them."

"I hope you don't mind but we're going to feed this back to our partners at Merseyside Violence Reduction Partnership and Liverpool Safeguarding Children's Partnership to discuss what other opportunities we can source for the students in your school."

K (student) "Nice one for sorting these days out, it's been well better going to all mad places I've never been before rather than going out on Scotty (Scotland Road) being all moody. Nice one for organising everything. It's been boss"

LB Mum "I can't thank you enough for everything you have done for my daughter I haven't had any trouble at all over the Easter break which never happens, not that she is a bad kid but she doesn't like being told what to do. Every day she has come home and can't wait to tell me what she's done with you all and has even asked if she can cook tea. I'm blown away. Thank you so much for everything. She's a different girl".

"All I can say is thank you so much for everything you do for him and for me. The help and support you give to each and every child that walks through your doors you make such a difference."

"This is the first time we have ran MVP in an alternative provision and we're grateful it is with you."

CC Mum "Thank you so much, I'm overwhelmed with how much you and the school have helped us out this year, you've gone above and beyond for us all. I honestly really appreciate it so much. The family days out have been a God send. Thank you so much. You've changed my daughter's life for the better because of these experiences."

LJ Mum "L's home and has the biggest smile on her face, she actually said she had a good day during the summer holidays and isn't feeling so low, whatever you've done with her over the summer has worked. Thanks - she's smiling for the first time in ages."

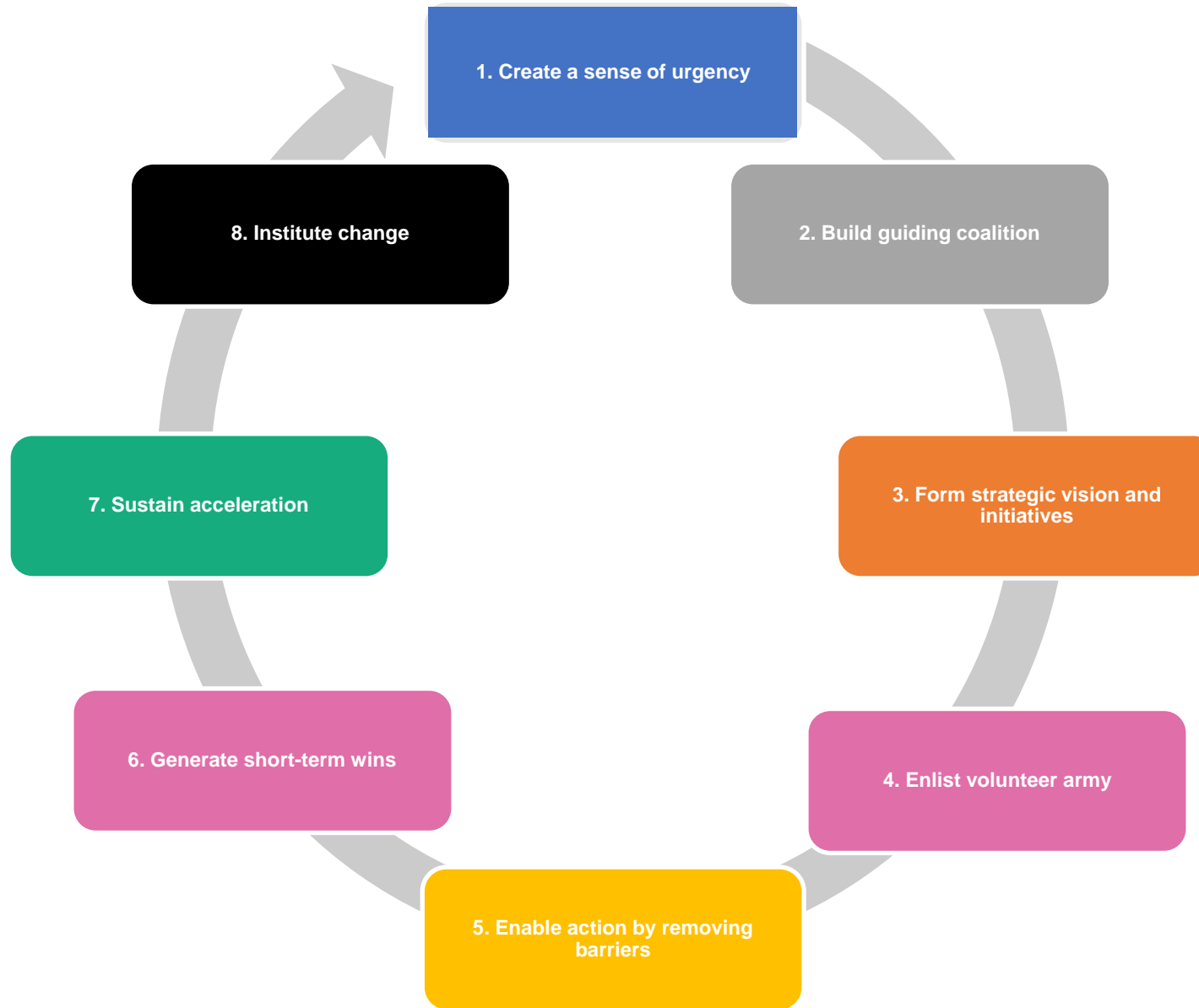
LS Mum "My son went on several activities throughout the summer break, I thought this was a fantastic idea; as a working mum I knew my son was very safe and well looked after by the staff at Everton free school. Since starting the school I have seen many positive changes in him and I can only thank the amazing staff at Everton for all their hard work and dedication. To keep these kids busy even during the holidays, I honestly would be lost without these activities and opportunities. It is nice to see my son being treated like an individual for a change, being able to make life decisions without being told what he has to do, being treated like a growing adult and giving him such life changing experiences which we can't afford to do with him. "

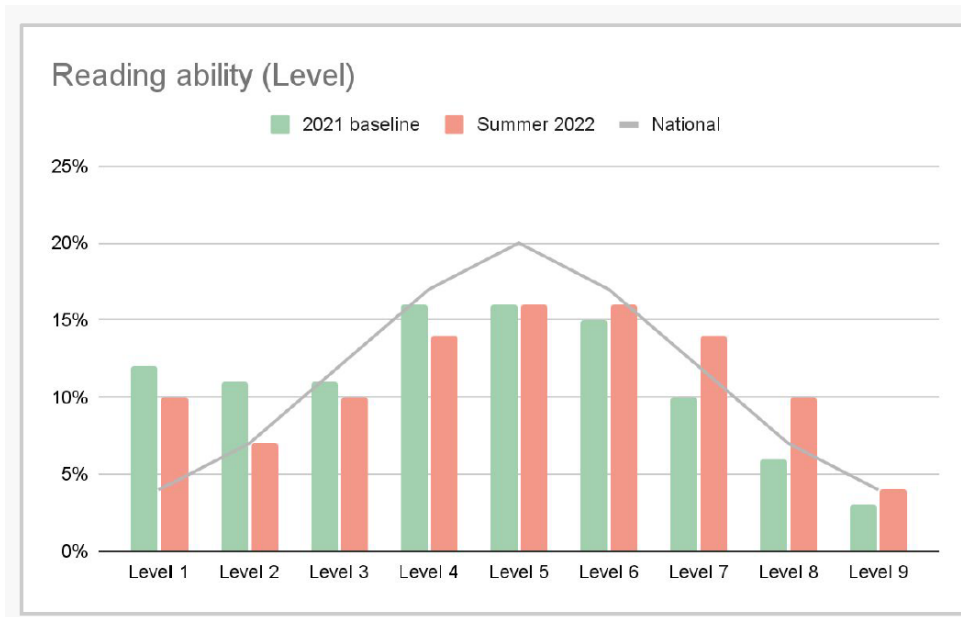
How individual specialists work:

The **youth justice specialist** works with those at risk of offending. They aim to use sports-based activities to push young people out of their comfort zone, increase confidence, and encourage fitness – as well as encourage relationship-building and engagement.

The **family support specialists** focus on delivering interventions to young people and families experiencing conflict, domestic abuse and mental health conditions, building relationship with the student and family

The **CAMHS worker** engages students and families using (or at risk of using) cannabis; they discuss their reasons for using and provide individualised support, often focusing on mental health issues.





+50%

increase in the number of high-ability readers

-26%

decrease in those with the highest reading support needs



METROMAYOR
LIVERPOOL CITY REGION

£5m plan to extend pioneering community programme to Liverpool City Region's most deprived areas

- Region-wide roll-out of successful Cradle to Career change programme piloted in North Birkenhead and managed by Right to Succeed
- Regional programme aims to improve access to opportunities in five of the city region's most deprived areas
- Long-term approach focused on the needs of children and young people locally

Apr 21 - Sep 21 (Y1)	Cradle to Career	Wirral-wide	Oct 21 - Mar 22 (Y2)	Cradle to Career	Wirral-wide
Social care step-down rate*	62 per 10,000	20 per 10,000	Social care step-down rate	43 per 10,000	24 per 10,000
Social care case closure rate*	307 per 10,000	225 per 10,000	Social care case closure rate	206 per 10,000	253 per 10,000
Social care referrals*	224 per 10,000	239 per 10,000	Social care referrals	264 per 10,000	243 per 10,000
Social care repeat referrals	78 per 10,000	48 per 10,000	Social care repeat referrals	50 per 10,000	56 per 10,000

Practical Tips

- Being co-located with each other
- Having a weekly meeting with each other
- Knowing each other already / having good working relationships
- Role of the Project Coordinator – “lynchpin”
- Having shared and relevant systems in place
- Common goals
- Understanding each others’ roles

“Coming from a mainstream background, it is so much easier to have other professionals who I can contact immediately. In the past, if I needed to speak with Educational Psychologists/Family Support workers etc, it took time to arrange meetings whereas now, I can arrange a meeting instantly.”

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