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1 Introduction

1.1 Inspira Consulting was commissioned by Lambeth’s Young and Safe programme in August 2010 to undertake an external evaluation of the programme.

1.2 This report provides an overview of the work that has been commissioned by Young and Safe, presents feedback from young people and project staff, and reports on interviews with professionals in key agencies who work alongside Young and Safe and refer young people to them.

1.3 The approach taken to the evaluation is that it should be formative, contributing to the development and improvement of the programme. Therefore we have focused here on the qualitative evidence from interviews, drawing out issues which can help shape the future direction of this work.

Programme outline

1.4 The Young and Safe programme grew out of Lambeth’s determination to reduce the level of serious youth violence in the borough. The programme was established in 2009, with its role and approach evolving since then as understanding of the issues and potential responses has developed.

1.5 The programme’s action plan for 2010-2013, Help if you want it, consequences if you don’t, sets out the approach currently adopted. As well as emphasising the message conveyed by the title, the plan has as its core strands: a focus on young people involved in gangs and violent offending along with a first point of contact role in prevention and early intervention; targeted use of Young and Safe resources, avoiding duplication with other agencies; and a recognition of the vulnerability of their target group.

1.6 The programme works with young people aged 8-19 who are at significant risk of involvement or are involved with criminal activity, gangs and violence. The various interventions it supports are intended to help individuals avoid future involvement or to withdraw if they are already engaged.

1.7 The programme has become increasingly sophisticated in identifying which young people it should prioritise for support and the role that the programme should take in working with them. The programme has devised a risk and vulnerability framework, reflecting its experience of work with young people, and directs its support to those at high or medium risk against these criteria.

1.8 The programme has also spelt out how its role fits in alongside other agencies, especially the Youth Offending Service, children’s social care and anti-social behaviour teams. In summary, this is based on the following approach:
i) Young and Safe takes responsibility for the assessment, supervision and provision of services to young people who have entered the criminal justice system but do not have a current community supervision order.

ii) Young and Safe provide access to its services for other young people who have entered the criminal justice system and are under the supervision of the Youth Offending Service, as well as to young people who are the responsibility of children’s social care either as child looked after, child in need or having a child protection plan.

iii) Young and Safe also provides access to its services for young people who are identified as at significant risk of entering the youth justice system and are at medium / high risk on the vulnerability criteria.

This model is set out in a route map in the Young and Safe action plan.

1.9 The importance of this approach is in clearly identifying the responsibilities of agencies for the different elements of support for young people and identifying how Young and Safe’s role differs from that of other services.

1.10 The delivery mechanism used by Young and Safe has been primarily to provide services that are commissioned from voluntary sector providers including both smaller Lambeth-based organisations and national social care organisations (these projects are described in more detail below).

1.11 The programme also has a small staff team that:

- undertake the contract management of these commissioned services,
- manage the referral process and liaise with referring agencies
- undertake key working with a limited number of the most high risk young people in the programme.

The latter has become a growing aspect of the programme’s work and, as seen later in this report, is one that is particularly valued by other agencies.

1.12 Organisationally, the programme sits within the targeted services division in Lambeth Council’s Children and Young People’s Service. The programme also works closely with the Metropolitan Police, whose youth crime reduction team are based in the same building as Young and Safe. Regular reports on the results of the programme are made to Lambeth’s children’s trust partnership and local strategic partnership.

1.13 The programme forms an important part of the way in which Lambeth addresses government guidance on Safeguarding Young People Affected by Gang Activity and the supplementary guidance to Working Together to Safeguard Children 2010. There is now a formal protocol between Young and Safe and Lambeth’s Local Safeguarding Children Board which sets out the referral and assessment responsibilities for young people identified as at risk as a result of gang-related activities. This makes clear that in Lambeth the lead agency with responsibility for assessing and coordinating the safeguarding interventions for young people at risk through gang involvement is the Young and Safe
service, except where the young person is already the subject of child protection activities. In the latter cases, the referral goes to the allocated social worker.

1.14 The programme has a series of overall performance measures which are regularly reported within the Council, including the rate of serious youth violence in the borough and the re-offending rate for young people being supported by the programme. The performance measures also track service performance data, such as the proportion of assessments carried out to time and the allocation of cases to each category of provider.

1.15 More recently, the Council has considered how to sustain Young and Safe’s activities with resources significantly reduced following the 2010 Comprehensive Spending Review. The approach taken has been to support the development of Young and Safe as a social enterprise. This is consistent with the Council’s promotion of a “co-operative council” (The Co-operative Council - Sharing power: A new settlement between citizens and the state Lambeth Council 2010)

1.16 Under this arrangement, Young and Safe will continue to deliver a core service of referral, assessment, action planning, key working and signposting. This would be on a contractual basis with the Council, with funding for this agreed now for 2011/12 and 2012/13. Further services would be commissioned from third sector agencies after summer 2012 where funding was available, but without on-going commitments. The programme will also seek opportunities to raise income through providing services and products, and will try to develop new products and services that meet needs identified with the community and partner agencies.
2 Evaluation methodology

2.1 The method of evaluation has been adjusted to suit the timeframe of the Young and Safe initiative. The original intention was for the evaluation to span a two year period; this would have made it possible to observe longer-term impacts. As it is the timing met Young and Safe’s need to review its operation in time for the 2011-2013 phase of the action plan, with an initial evaluation report presented in December 2010.

2.2 Information has been collected from a number of sources in order to provide a review of the existing Young and Safe service, its achievements and direction for the future. A flexible and evolving approach was adopted for this study with interviews, observations and existing documentation being utilised as appropriate.

2.3 The sources for this report have included:

- interviews with young people participating in Young and Safe activities
- commissioned providers, including evaluation material they have provided
- staff from referring agencies
- school staff working with commissioned providers or who refer to Young and Safe
- community safety and youth offending lead officers in a sample of other boroughs
- research literature and policy papers.

Interviews with young people

2.4 Interviews with 58 young people were carried out for this evaluation; 14 were of primary school age and 44 were older (tables 1 to 3 show the distribution of these amongst the various projects). The intention was to interview young people at the start and end of an intervention, but in practice this proved difficult to arrange for most programmes due to changes in start dates and longer settling-in periods than expected. For this analysis the cases have therefore been categorised as those at an early stage in their intervention, and those at a later one.

2.5 The full questionnaire, including the attitude survey, was piloted with two young people at a youth centre, and was altered to reflect their views on the clarity of questions and language used.

2.6 A small number of interviews were carried out by telephone, but a majority were carried out in person. Interviews consisted of three sections: open-ended questions regarding the value of the programme; an attitude survey providing a measure of conformity with social norms; and data-gathering on the key characteristics of the young person. Telephone interviews tended to be briefer than those carried out in person, and did not include the attitude survey: although these proved useful in the interim evaluation, the responses have not been included at this stage of the analysis.

2.7 A concern was the veracity of interviewees. Interviewees were informed that they did not need to answer any questions that they felt uncomfortable with, and a small number did indeed decline to answer some questions. Some refrained from answering certain parts of
the attitude survey indicating that they were reluctant to provide what would appear to be the “wrong” answer to the interviewer. There were two cases in which the interviewees, after discussion with their key worker, were found to have been dishonest in denying gang membership. This indicates that, in general, the young people in this evaluation were disposed to provide truthful responses.

2.8 Disparity in time and intensity between different programmes, with multiple interventions occurring in some cases, made it difficult to use an attitude survey as a reliable tool for measuring the progress made by young people and attributing it to any one intervention. Numbers of young people interviewed varied from 2 to 9 per programme. With such small sample sizes it is not possible to draw general conclusions about individual programmes in Lambeth, but reference has also been made to the body of literature on this topic which provides a context for a study of the Lambeth experience.

Table 1 Number of interviews for primary-age programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>No of young people interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentivation services</td>
<td>5</td>
</tr>
<tr>
<td>Youth Scene K-Artz</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Table 2 Number of interviews for group programmes for 12-19 year olds

<table>
<thead>
<tr>
<th>Programme</th>
<th>No of young people interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnardo's: You-Turn</td>
<td>4</td>
</tr>
<tr>
<td>Brathay Trust: 2XL</td>
<td>4</td>
</tr>
<tr>
<td>Mentivation Services: Fix-Up</td>
<td>4</td>
</tr>
<tr>
<td>Young People Matter</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
### Table 3 Number of interviews for individualised programmes

<table>
<thead>
<tr>
<th>Programme</th>
<th>No of young people interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s Society: Safer Choices</td>
<td>2</td>
</tr>
<tr>
<td>Education Impact Consortium</td>
<td>4</td>
</tr>
<tr>
<td>Shaftesbury Young People: Exclusion</td>
<td>4</td>
</tr>
<tr>
<td>Young People Matter: Career Development</td>
<td>2</td>
</tr>
<tr>
<td>Youth Scene: Into Adulthood</td>
<td>7</td>
</tr>
<tr>
<td>Young and Safe: Key workers</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

#### Providers

2.9 All providers, those working with Young and Safe in 09/10 as well as those in 10/11, have been interviewed in order to clarify each project’s aims and activities and to make arrangements for interviews with young people.

The organisations interviewed were:

- Barnardo’s: Young men’s health project
- Brathay Trust: 2XL
- Children’s Society: Young women’s project
- Family Intervention Project
- Impact Consortium: Education
- Mentivation Services: Fix Up!
- Shaftesbury Young People: Back on Track
- Tomorrow’s People
- Young People Matter
- Youth Scene: K-Artz
- Youth Scene: Into Adulthood

The key themes for provider interviews were:

- Aims of projects
- Indications of change in attitude and behaviour
- Challenges faced
- Relationship with Young and Safe team
Referring agencies and professionals

2.10 Interviews were also carried out with staff from Lambeth’s children social care, the youth offending service and the Metropolitan Police, along with staff at Park Campus, Lambeth’s pupil referral unit.

2.11 The focus of these interviews was on identifying the added-value provided by Young and Safe, the input each service was seeking from Young and Safe and whether this was achieved, and identifying opportunities for improvement and greater impact.

Comparator boroughs

2.12 In order to assess the differences in approaches used, interviews were arranged with lead youth offending and community safety staff in three other London boroughs which have had experience of responding to significant levels of gang-related offending.
3 Participants in Young and Safe activities

3.1 This section provides overall information about the profile of young people taking part in the Young and Safe programme and assesses the information gathered through the evaluation about their views and attitudes.

Participant numbers and profile

3.2 There have been some 530 referrals to Young and Safe from April 2009 to February 2011, including those from youth offending, social care, the police, schools and other agencies, and from contacts made on the ground by providers. The majority of the young people were aged 14-17 and male. A Young and Safe service was offered to almost all of these, with around 5% referred on to other agencies such as the YOS or the Anti Social Behaviour service. Tables 4 and 5 give further details about the age and gender of these young people (where this has been recorded on the data we have received).

Table 4 - Age of young people referred to Young and Safe (n = 396)

<table>
<thead>
<tr>
<th>Age (as at 1st Sept of academic year referred)</th>
<th>Percentage of young people</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>14</td>
<td>13%</td>
</tr>
<tr>
<td>15</td>
<td>28%</td>
</tr>
<tr>
<td>16</td>
<td>20%</td>
</tr>
<tr>
<td>17+</td>
<td>24%</td>
</tr>
</tbody>
</table>

Table 5 - Gender of young people referred to Young and Safe (n = 434)

<table>
<thead>
<tr>
<th></th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>83%</td>
</tr>
<tr>
<td>Female</td>
<td>17%</td>
</tr>
</tbody>
</table>

Risk factors

3.3 In the evaluation questionnaire young people were asked to indicate factors that would make them eligible for involvement in the Young and Safe programme; these risk factors are based on those that make them eligible for the Young and Safe programme. A comparison of the 09/10 and 10/11 cohorts suggests improved targeting of resources onto those with greatest needs, as the number of participants with 3 or more of the risk factors has increased by approximately 75%, as shown in Table 6. This indicates that targeting of provision onto those in need of intervention appears effective.
### Table 6 Comparison of 09/10 and 10/11 programmes

<table>
<thead>
<tr>
<th>Risk factors associated with participants</th>
<th>09/10</th>
<th>10/11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nos</td>
<td>%</td>
</tr>
<tr>
<td>temporary exclusion</td>
<td>6</td>
<td>53.6</td>
</tr>
<tr>
<td>permanent exclusion</td>
<td>6</td>
<td>54.6</td>
</tr>
<tr>
<td>any form of exclusion</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>in trouble with the police</td>
<td>6</td>
<td>54.6</td>
</tr>
<tr>
<td>has been to court</td>
<td>3</td>
<td>27.3</td>
</tr>
<tr>
<td>in a gang</td>
<td>2</td>
<td>18.2</td>
</tr>
<tr>
<td>victim of physical violence</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>none of the above</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>1 risk factor</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>2 risk factors</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>3+ risk factors</td>
<td>4</td>
<td>36.4</td>
</tr>
</tbody>
</table>

3.4 The data is likely to indicate lower levels of risk than is actually present in the Young and Safe group for the reason that respondents may not wish to admit to some of the risk factors. It is also possible that those that were interviewed have fewer risk factors associated with them than those that were not contactable; these could be in custody or merely unwilling participants in any intervention.

**View and attitudes of young people**

3.5 The attitude survey was designed to measure attitudes of young people at the start and end of an intervention. The score recorded was a measure of the young person’s acceptance of social norms and the change in score an indicator of the impact of a programme. It was not possible to carry out the survey twice in each case so instead the attitude survey result was compared between those young people who had participated in the survey at the start and those close to completing a programme. The mean of the score for the group who were interviewed near the start of an intervention of an intervention was 18.3, and that for those nearing the end or having completed an intervention was 19.3 (see table 7). There is a small change of 5.5%, but with such small group, it is not possible to infer statistical significance.
Table 7 Comparison of the means of attitude scores for groups at different stages of their intervention

<table>
<thead>
<tr>
<th></th>
<th>measure of attitudes near the start of the intervention</th>
<th>measure of attitudes near the end of the intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>18.278</td>
<td>19.294</td>
</tr>
<tr>
<td>Variance</td>
<td>23.859</td>
<td>20.971</td>
</tr>
<tr>
<td>Observations</td>
<td>18.000</td>
<td>17.000</td>
</tr>
<tr>
<td>Pooled Variance</td>
<td>22.459</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-0.634</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.530</td>
<td></td>
</tr>
<tr>
<td>Percentage change</td>
<td></td>
<td>5.5%</td>
</tr>
</tbody>
</table>

3.6 Before-and-after scores were obtained for 4 young people on the K-Artz project, and these all demonstrated a positive change in score. Again the small numbers involved in this exercise make generalisation unfeasible, but these results indicate that the questionnaire, with some adaptation could be adopted as a monitoring tool by Young and Safe.

**Attitudes held by participants**

3.7 Although the attitude survey did not provide conclusive evidence of a change in attitudes through participation in Young and Safe programmes, further analysis of individual questions did provide interesting insights into the impact of interventions.

**Value of education**

3.8 The questions relating to the value of schooling showed the greatest degree of agreement within the group, with a large majority, 89%, indicating that they recognised the value of education (Figure 1). This is to some extent unexpected since the majority of respondents have been excluded from school at some stage and might as a result have developed negative feelings about schooling. The response was even more marked with regard to college (Figure 2); it was clear from other parts of the interviews that enrolment on a course at college or with a training provider was a significant milestone in turning a young person away from offending and gang affiliation.
Figure 1

School teaches things that will help you in life

mostly disagree | maybe | sometimes | mostly agree
--- | --- | --- | ---
3 | 1 | 14 | 17

Figure 2

It is worth going to college even if there are no jobs out there

mostly disagree | maybe | sometimes | mostly agree
--- | --- | --- | ---
1 | 1 | 3 | 30

Breaking the law

3.9 Another question which showed little variation between the respondents related to drug dealing. Research in this area, such as the study for Waltham Forest Council by John Pitts\(^1\), describes a strong link between gangs and drugs. NHS data indicates that those that have been excluded from school are more likely to be frequent drug users\(^2\). The response rate of 86% believing that drug dealing is wrong (Figure 3) was therefore surprising: likewise the 83% that would try and stop a member of their family from breaking the law.

---

\(^1\) Reluctant Gangsters: Youth Gangs in Waltham Forest, John Pitts, University of Bedfordshire, 2007

\(^2\) Smoking, drinking and drug use among young people in England in 2009, Health and Social Care Information Centre, 2010
the law (Figure 4). It is possible that Young and Safe interventions and personal experience of the consequences of offending are responsible for fostering this outlook.

3.10 In contrast to these law-abiding views, there appears to be some hostility towards the police, with a number of respondents volunteering their opinions without prompting by the interviewer. Negative comments were made on the use of stop and search, and the targeting of young people in certain areas.

**Figure 3**

*Dealing drugs is not OK, even if you need the money*

- mostly disagree: 3
- maybe: 2
- sometimes: 3
- mostly agree: 27

**Figure 4**

*You would try to stop a family member doing something that would get them into trouble with the police*

- mostly disagree: 3
- maybe: 3
- sometimes: 9
- mostly agree: 20

Opinions were split on whether police help should be sought if their mother was threatened (Figure 5), with a number feeling that this course of action could exacerbate a situation, and indicating it was preferable to seek a solution themselves.
3.11 Most young people chose responses that reflected socially acceptable norms on the majority of questions, and there were few examples of very low scores over the whole survey. Where there were exceptionally low scores this often occurred because respondents had declined to answer several questions and were therefore awarded a score of 0 for each such answer.
4 Group-based interventions: overview and feedback from young people

4.1 Young and Safe commissioned a series of projects in 2009 and early 2010 to provide a range of options for intervention. All these projects, bar one, were further commissioned to continue activities through to March 2011. In addition, a number of new projects were commissioned to start in Autumn 2010, in order to meet additional needs identified in 09/10.

4.2 The information presented here is based on interviews with lead staff at these projects and with young people participating in the commissioned programmes. In some instances it has been relatively straightforward to organise interviews because young people had maintained contact with projects workers, even though the programme had been formally completed. Other young people have left contact phone numbers, and where these are current it has been possible to conduct telephone interviews.

4.3 The projects range from relatively large scale group programmes promoting awareness and “gang exit” to much more targeted work with individuals who have been specifically referred by another agency. Two projects focused on earlier interventions, working with children coming to the end of primary schooling who were identified as at risk by their schools. In this section, we look separately at these three types of programme.

4.4 Other reports have shown the importance of having a breadth of interventions to address gang-related issues. For instance, the Centre for Social Justice’s (CSJ) report, Dying to Belong, argues that over the past decade gangs have become entrenched in some of the most deprived neighbourhoods nationally, with the age group of gang members getting progressively younger. It was found that those making up the core of gangs involved in criminal activities are: predominantly male; in their teens or early twenties; from fatherless families; and have been either officially excluded or self-excluded (truanting) from school. The latter characteristic is common amongst young people interviewed as part of this evaluation, with 91% of those of statutory school age reporting that they had been excluded from school, and some passing from one school to another and then a pupil referral unit.

4.5 Dying to Belong also acknowledges that although gang members are mainly male, girls and young women can be drawn into gang activities as carriers of weapons, as girl-friends and as sexual objects and that the needs of this group should be considered in any strategy addressing youth crime and gang affiliation. Most local initiatives are focused on young males in their approach and the Young and Safe programme is one of the few to be commissioning specialist support for young women.

4.6 The recommendations made in the CSJ report included: personalised support being given to individuals seeking to exit gangs; raising the aspirations of young people living in areas affected by criminal gang activity, including the use of mentors; and funding of
organisations that transform the mindsets of young people. Many of these elements can be found in the work commissioned by Young and Safe.

**Group-based interventions with 12 -19 year olds**

4.7 **Barnardo’s: You-Turn:** You-Turn is a programme aimed at changing the attitudes and behaviours of young men through a focus on health and well-being issues. Topics include communication, sexual violence and homophobia. The sessions take place on a weekly basis over 10 weeks. Barnardo’s first delivered the programme at a community centre on the Stockwell Gardens Estate. This community centre is the base for an organisation established by local people, called Young People Matter. They have been able to recruit a group of 7-9 people, most with a history of offending, to the You-Turn programme. Barnardo’s are also delivering this programme in a secondary school to a group of 18 pupils. The programme has been adapted for the younger age range and, due to the large group size, school staff are being utilised to facilitate smaller break-out groups.

4.8 Four young people from the Stockwell Gardens Estate area were interviewed. All had had previous involvement with Young People Matter activities and were now attending college or other training. They were pleased there was a programme at the centre that they could engage with and, though still in its early stages at the time of interviews, were positive about the content and style of the workshops and declared them interesting and thought-provoking.

<table>
<thead>
<tr>
<th>Comments from young people included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“People are coming because it is fun and interesting. We talk about how to deal with hard situations.”</td>
</tr>
<tr>
<td>“Reminds you about what you should and should not be doing.”</td>
</tr>
<tr>
<td>“It is showing me options in life and keeping me off the roads.”</td>
</tr>
<tr>
<td>“P explain things well, it is done in an interesting way, that is why people keep on coming.”</td>
</tr>
</tbody>
</table>

This offers a good example of collaboration between organisations with different areas of expertise. The You-Turn programme is building on prior work with a group of young people in this instance and challenging them to question attitudes and assumptions that may place limits on their personal growth and aspirations.

4.9 **Brathay Trust/ 2XL:** The 2XL programme has been delivered in Lambeth for a number of years. Outreach workers target estates that are known to have high levels of gang activity and establish a youth group in the area. These are generally located in youth clubs or community centres.

4.10 The programme consists of approximately 12 weekly sessions which focus on themes such as identity and culture, goal-setting, peer pressure and the law. Young people attending are encouraged to take up opportunities relating to career development that have been made known to the Brathay Trust. To complete the programme the group spends a week at a residential activity centre in the Lake District. The centre provides a
range of challenging physical activities and further workshops encouraging self-reflection and personal and social development.

4.11 Brathay Trust has offered the programme in 6 localities during the financial year 10/11. They are offering a leadership course to those who are interested and young people completing can become mentors to other youth groups. The leadership programme is being delivered in two localities; Mentivation Services are contracted to deliver this programme so that it is sufficiently differentiated in content from the basic 2XL programme.

4.12 Four young people from one locality were interviewed and 40 evaluation forms received from the Brathay Trust were analysed. All respondents gave positive feedback on the programme and thought that it had made an impact on their behaviour and attitude. 2XL is a voluntary programme and the young people who attend do so because they enjoy the sessions and feel they are learning about themselves. The four interviewees all expressed interest in taking up the leadership course. The responses from evaluation forms regarding progress onto the leadership course were also largely positive, and amongst those expressing ambivalence was a concern that the programme might conflict with work or college commitments.

Table 8 Responses to the question "Are you interested in taking part in the Advanced Leadership Project?"

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>don’t know / not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

The Brathay Trust workers regard the residential as the major attraction of the programme they offer and believe that it serves to maintain attendance at weekly sessions. Interviews and evaluation forms reveal that whilst for many the residential is a highlight of the programme, the locally-based sessions are also regarded as of intrinsic value.

Comments from young people included:

“Before I was not going to school and was getting up to no good. Now I am attending again. There should be more programmes in place, especially with these guys.”

“I was not doing anything, had not been going to school since I was 15/16. The first meeting opened my eyes, it changed how I was behaving.”

“Talking to people helps, helps build confidence.”

“I set my own goals, like to challenge myself ….. on the residential we come together like a family.”

“Would be stupid to go on a residential with people I don’t know. It wouldn’t work.”

“…Having time to think to myself and reflect. Looking at what I want out of life.”

“I learned that I can be a leader, not a follower.”
4.13 Young people clearly believe they have benefitted from the programme, and participants who are over 16 have either started college as a result or are making plans for future training or education.

4.14 The social aspects of the programmes are frequently emphasised, with one young person describing the group as family. Evaluation forms from one of the groups indicated that there can sometimes appear friction between those finding a programme useful and others who are less fully engaged.

4.15 The Brathay Trust had hoped to bring groups from different localities together for the residential, but this has not been possible. Interaction between local centres and the breaking down of territory that restricts young people movements may need to be a longer-term goal. Group members appear to derive strength from each other, but are still suspicious of outsiders, and it is a credit to the outreach workers that they have been able to gain the confidence of these young people.

4.16 The aim of the leadership programme is to develop a new generation of mentors and group leaders who can provide an example to those that are younger. The CSJ report indicates that the use of ex-offenders and reformed gang members on prevention programmes has proved effective as they are perceived as knowledgeable regarding the environment that leads to gang-formation and criminal activities. The model that Brathay Trust is seeking to develop can empower local young people to play a role in changing their communities.

4.17 Brathay Trust is working with Mentivation Services to deliver the leadership programme, and it is commendable that two third-sector organisations are collaborating in order to utilise each other’s strengths.

4.18 **Mentivation Services / Fix-Up:** The Fix-Up intervention developed for 14-19 year olds is a gangs and crime-awareness programme consisting of weekly sessions that centre on an audio-visual presentation and are interspersed with activities and discussion. Mentivation Services are well known in Lambeth and are regularly invited to deliver programmes in youth clubs and schools.

4.19 Mentivation Services have successfully adapted their programme for: primary age pupils; Black History month; and the 2XL leadership programme. For the evaluation, five 13-15 year olds from a school-based group of twelve were interviewed. The group consisted of young people who have been excluded from school at some point and were thought to be involved in gangs or at risk of doing so. Members of this group were interviewed at an early stage in the intervention, and already all were finding the programme helpful.

**Comments from young people included:**

"The people that run it know what they are talking about."

"I thought about my mum and how it would affect her if something happened to me."

"If you live in one area, being in a gang makes it difficult to go into another."
“I hope I will stay off the roads, Mentivation Services advise us on how to do this.”

“Things will get better, and I will learn how to control my anger.”

“Don’t all have the same problems, but it’s OK, we all understand each other.”

“It will help to change my behaviour. I want to live my life differently …… but they don’t know how it is, these people come round to where you live and they don’t leave you alone.”

4.20 Mentivation Services appear to be sending out a powerful message to young people and have created a strong impression on those interviewed. It is clear that for some young people the pressures are great and they need continuing support in order to distance themselves from crime-related gang activity. The school is aware that inter-gang violence poses a threat to their pupils and has put in place measures to address this issue. It has appointed a mentor with responsibility for gang-related issues, set up another group that is participating in Barnardo’s You-Turn programme and is seeking to provide a similar support programme for girls.

4.21 **Young People Matter / group mentoring:** Young People Matter is a programme established on the Stockwell Gardens Estate by local people. In 09/10 they delivered a career development programme for 16-19 years olds that were NEET (not in education, employment or training). During the 10/11 financial year they have been working with Lambeth secondary schools, running workshops and lunchtime activities. At the secondary pupil referral unit they have delivered a group mentoring programme lasting over 10 weeks, ending with a one-to-one session for each participant. Seven young people from this group have been interviewed. One approach used by the facilitators was to spend some time at the start of a session reflecting on any incidents that had occurred during the previous week in school. The group was asked to describe the triggers for these and consider how a peaceful resolution could be reached.

**Comments by young people include:**

“Has taught me to listen, have manners, think before you do stuff.”

“Talk about …….. how to put yourself back on track, how easy it is to get involved in a group and how to get back out of it.”

“Has made me settle down more … I am better behaved at home and at school.”

“If I hadn’t changed I could end up in prison. The project has saved me from that.”

“Has changed the way I think, like when I am about to do things.”

“Best thing we’ve ever had. It’s not boring.”

“I have bonded with others in the group, would carry on with it (the programme) if I could.”

4.22 Many of the young people reported changes in their behaviour and in that of their peers. They felt a sense of solidarity had developed within the group and that they could now rely on each other for support.
4.23 The group perceived the facilitators as coming from a similar background to theirs, able to identify with the challenges faced by them, and demonstrating that these challenges could be overcome. The project illustrates how community groups with a good understanding of their local area can have more credibility with young people than professionals such as teachers or social workers: they may therefore exert more influence in changing mindsets and encouraging young people to have raised aspirations.

**Overall assessment of 12-19 group programmes**

4.24 The group programmes commissioned by Young and Safe targeted different groups of young people and varied in their aims and approaches. The “You-Turn” and “2XL” groups interviewed were based in community centres and attracted a slightly older age group, many attending college or training or intending to start. “You-Turn” interviewees had only just embarked on their programme, whilst those from “2XL” were due to start an advanced leadership course: it is likely in these cases that interviewees had not yet identified what the benefits of participation might be. “Fix-Up” and YPM group mentoring were school-based programmes and, although selected, there was no compulsion for pupils to remain on these programmes. In effect, all were attending voluntarily, expressed their satisfaction at participating in these programme and no drop-out was evident.

4.25 A comparison of the rates of mentions, shown in Table 9 indicates where the strengths of different programmes may lie.

**Table 9 Themes that emerged from interviews of young people participating in group programmes**

<table>
<thead>
<tr>
<th>Themes</th>
<th>No of mentions (2XL, 4 interviewed)</th>
<th>No of mentions (You-Turn, 4 interviewed)</th>
<th>No of mentions (Fix-Up, 5 interviewed)</th>
<th>No of mentions (YPM group mentoring, 7 interviewed)</th>
<th>Total no of mentions (of 20 interviewees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating self-awareness</td>
<td>2 (50%)</td>
<td>4 (100%)</td>
<td>2 (40%)</td>
<td>6 (86%)</td>
<td>14 (70%)</td>
</tr>
<tr>
<td>Managing anger, calmer</td>
<td>0</td>
<td>0</td>
<td>1 (20%)</td>
<td>4 (57%)</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>Raising aspirations</td>
<td>3 (75%)</td>
<td>2 (50%)</td>
<td>1 (20%)</td>
<td>5 (71%)</td>
<td>11 (55%)</td>
</tr>
<tr>
<td>Realising consequences of offending/gang affiliation</td>
<td>0</td>
<td>0</td>
<td>4 (80%)</td>
<td>1 (14%)</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>Improving social skills/confidence</td>
<td>2 (50%)</td>
<td>0</td>
<td>0</td>
<td>2 (28%)</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>Keeping out of trouble</td>
<td>0</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
<td>1 (14%)</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>Lack of activities for young people</td>
<td>2 (50%)</td>
<td>1 (25%)</td>
<td>3 (75%)</td>
<td>5 (71%)</td>
<td>11 (55%)</td>
</tr>
</tbody>
</table>
4.26 The “Fix-Up” programme appears to have been particularly effective in communicating the message of the consequences of involvement in gangs and crime, and the “YPM group mentoring” in impacting on behaviour. In all groups there are indications that interviewees are reflecting and re-thinking their attitudes and that facilitators are encouraging young people to have higher aspirations.

4.27 Many young people identify group dynamics as a key motivator in these activities and success in developing a cohesive group must surely be attributed to the skills and experience of facilitators. Interviewees feel comfortable with others in a group, indicating that special bonds have been formed and relationships of trust and support established. It is worth considering whether these relationships can survive the lifetime of the project and be supportive in the longer term.

4.28 A concern that emerged in a number of interviews was the lack of activities to engage young people after school hours and of safe places where you could meet friends. The importance of structured activities is valuable in directing young people’s energy into positive tasks, and away from the dramas created by crime and gang activity.

4.29 Young and Safe have selected organisations to work with specific needs and have successfully matched them with schools and community centres that are able to recruit appropriate groups. They have addressed some of the CSJ report’s recommendations by raising aspirations, making use of mentors, transforming the mindsets of young people and mobilising the community to address problems associated with gang culture. The programmes are reaching young people who are in or on the peripheries of gangs and attempting to prevent activity that will lead to offending and involvement in the criminal justice system.

**Group based interventions with under-12s**

4.30 The Youth Scene’s K-Artz and Mentivation Services’ Fix-Up programme have focused on readiness for secondary school and developing age-appropriate social and emotional skills.

4.31 A recent Review of Early Intervention by Graham Allen points to the importance of intervening early in the lives of children in order to forestall social problems that can be transmitted from generation to generation. The report focuses on the importance of the 0-3 years age range as being key to the development of a child, but also considers strategies that can be introduced at later stages. The review emphasises the cost-effectiveness of earlier interventions in relation to the reductions in welfare and criminal justice expenditure that can result. Information on such savings is not provided in the review as Graham Allen

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3 Early Interventions: The Next Step, Graham Allen MP (2011)
believes that new software currently being developed can be used by projects in the future to evaluate the costs and benefits of their approach.

4.32 The review mentions favourably the SEAL (Social and Emotional Aspects of Learning) and PATHS (Promoting Alternative Thinking Strategies) programmes, although it suggests that further evidence needs to be collected to establish the success of these programmes. In comparison, the LST (Life Skills Training) developed in the United States, is praised for the rigour with which evidence has been provided to establish its effectiveness. The K-Artz and Fix-Up programmes are the type of activities recommended in the review.

4.33 Mentivation Services/Fix-Up: This gang-awareness programme has been delivered to 2 primaries in 09/10 and a further two in 10/11.

4.34 The programme considers gangs, crime and the impact on communities, but themes of bullying and behaviour towards others are added when delivering to a primary age group. Sessions revolve around PowerPoint presentation with strong visuals and video inserts, followed by group discussions and activities. Interviewees revealed that the programme has altered their attitude and behaviour at school, and they appear to be reflecting more broadly on how their lives might develop. Three of the five children interviewed expressed concern about secondary school and felt they would need further support at the point of transition. The group interviewed attend a primary pupil referral unit, and their awareness that they have previously behaved poorly in school may compound anxieties about coping in a new environment.

Comments from young people included:

“I am more polite with teachers and pupils, I used to push the door, now I hold the door and let other people through.”

“It changed my life, I got bullied and took it out on others …… [the worker] explained why this was not right.”

“I have learned how to be a good friend.”

“My friends have changed - they do not disturb lessons now.”

“I want to get into a nice secondary school and then uni. Then I will find a job, wife, children, house, car, dog.”

Staff who have been present at sessions report that they had not previously appreciated the extent of knowledge young children possess regarding issues such as crime, violence and drug use, and that this awareness comes from the milieu in which they live. The experience of these members of staff indicates that it would be useful to provide more opportunities for training of those who work with children and young people on how to identify and support young people at risk of gang affiliation.

4 Social Research Unit (forthcoming) UK translation of Washington State Institute of Public Policy (WISP) Economic Model.
4.35 Youth Scene: K-Artz: This is a programme aimed at the top years of primary school. Three schools are involved in each term’s programme with four pupils attending from each. The programme consists of 10 weekly sessions during school hours of arts-based activities at Youth Scene, and visits outside school hours to a go-karting centre. The purpose of the intervention is to encourage children to make friends with those from other schools, so breaking down the tribal nature of social interaction that can occur on transition to secondary school. All the children benefitting from this programme were proud to have been selected, were enjoying the programme and believe it has made a difference to their behaviour. Teachers selected pupils on the basis that they might have difficulty in transferring to secondary school and noted that in some cases there has been an improvement in behaviour at their current school.

Comments from the young people included:

“Everyone is serious when they are working, not mucking around as in school.”
“I do not feel as angry here.”
“….helps me work with others, because I find that difficult.”
“I would like more sessions like K-Artz where children can get together and talk.”
“Now I don’t talk over other people, because I know I wouldn’t like it.”
“I noticed kindness, the people at K-Artz are kind.”
“I have become more confident, I used to give up, but now I give things a go.”

4.36 Four before-and-after pairs of the attitude survey have been obtained from the K-Artz projects and all these cases show a positive increase in their score. The results, given in Table 10, show the results for this sample and indicate a positive trend in the achievements of the programme.

Table 10 Attitude scores for children doing K-Artz

<table>
<thead>
<tr>
<th>Case no</th>
<th>Initial score (max. 24)</th>
<th>Final score max (24)</th>
<th>Change in score</th>
<th>% change in score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17</td>
<td>19</td>
<td>+2</td>
<td>+12</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>18</td>
<td>+4</td>
<td>+29</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>14</td>
<td>+4</td>
<td>+40</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>21</td>
<td>+1</td>
<td>+5</td>
</tr>
</tbody>
</table>

The workers at Youth Scene have developed a programme with a clear set of aims that is understood by schools and their pupils. They have been able to recruit fully to all programmes of K-Artz they are contracted to deliver and there were high levels of satisfaction expressed by all teachers and pupils interviewed.
Overall assessment of group based programmes for younger children

4.37 Analysis of the interviews carried out reveals some of the themes arising from primary school programmes:

Table 11 Themes that emerged from interviews of pupils taking part in primary-age programmes

<table>
<thead>
<tr>
<th>Themes</th>
<th>No of mentions (K-Artz, 7 interviewed)</th>
<th>No of mentions (Fix-Up, 5 interviewed)</th>
<th>Total no of mentions (of 12 interviewees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better at working in groups</td>
<td>5 (71%)</td>
<td>0</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>Improvement in behaviour</td>
<td>4 (57%)</td>
<td>4 (80%)</td>
<td>8 (67%)</td>
</tr>
<tr>
<td>Helped them make new friends</td>
<td>4 (57%)</td>
<td>0</td>
<td>4 (33%)</td>
</tr>
<tr>
<td>Has helped prepare for secondary school</td>
<td>4 (57%)</td>
<td>1 (20%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>More confident</td>
<td>2 (28%)</td>
<td>2 (40%)</td>
<td>4 (33%)</td>
</tr>
<tr>
<td>Better able to deal with bullying</td>
<td>1 (14%)</td>
<td>4 (80%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>Will need support on transfer to secondary school</td>
<td>2 (28%)</td>
<td>3 (60%)</td>
<td>5 (42%)</td>
</tr>
<tr>
<td>Awareness of gangs / peer pressure</td>
<td>0</td>
<td>3 (60%)</td>
<td>3 (25%)</td>
</tr>
</tbody>
</table>

Interviewees claim that the interventions effected positive changes in their behaviour, not just in the classroom, but also with friends and in some cases with family, and schools also noticed positive changes in behaviour. The aims and approaches of the two programmes differ so it is not surprising that different themes feature strongly in each.

4.38 Children participating in the Fix-Up programme appear to have a better understanding of what causes bullying and feel better equipped to deal with it. They were also prompted to consider how peer pressure can lead to gang membership and involvement in crime: only one interviewee in this group talked at some length on the issue of gangs, though others mentioned peer pressure and independence in decision-making.

4.39 The Youth K-Artz programme through encouraging young people to work in groups and make new friends, appears to make the idea of secondary school transfer less daunting, as evidenced by the number feeling better prepared for this move. This is the only programme within the Young and Safe initiative that attempts to bring young people from different areas together; it aims to tackle the mindset that leads to gang rivalry and postcode wars without explicitly referring to gang membership. It may be that this phase of education holds the key to addressing the issue in Lambeth, as organisations working with older age groups consider the bringing together of young people from different areas as very problematic.
Both programmes seem to be developing social skills in children that encourage reflective thinking and questioning of attitudes and behaviour that can impact adversely on a young person’s life chances. Lambeth schools are encouraged to integrate the SEAL programme into their PSHE (Personal, Social and Health Education) curriculum, but the input of external agencies appears to have more impact, possibly due to the experience of facilitators as well as the novelty value of departing from the regular timetable.
5 Interventions with individual young people by commissioned projects

5.1 As well as the group-based programmes, Young and Safe has also commissioned a number of programmes that intervene with and support individual young people. These young people have generally been referred by other agencies, but have also included some recruited through the projects who meet Young and Safe’s criteria for support.

5.2 The projects initially contracted in 2009/10 had a focus on supporting young people who were not in education or training, both under 16s and those over the school leaving age. Additional projects commissioned in 2010/11 take account of other issues and provide support for those in danger of school exclusion, provision for vulnerable young women and awareness-raising of health issues for young men.

5.3 Youth Scene / Into Adulthood: Youth Scene offers a full-time programme of academic tuition, physical exercise and personal, social and career development. Although some of the teaching takes place in groups, young people are referred individually to the service on a continual basis throughout the year. The programme has in the past been offered to 16-19 year old NEETS, but young people excluded from mainstream schools and pupil referral units are also being referred.

Comments by young people include:

“I want to go into the army as soon as I am 16. The skills I am learning at Youth Scene will help me. There is a good atmosphere there.”

“S knows about young kids, he made me feel like some-one….now I am ambitious for the future.”

“It changed my life a great deal. I learned historical stuff about communities and more about myself. Now I am studying electronics at college.”

“It educated me as to what I can do and what I should do in certain circumstances. I realised there are things I can do. I am at college now and want to go to uni.”

“I like everything here, I have been coming about a month. I want to be a chef and Youth Scene are looking up colleges and qualifications that I need.”

5.4 Young People Matter/ Career Development Programme: This programme was originally established for 16-19 year old NEETs and a large group was recruited in 09/10 from the Stockwell Park area. Group sessions took place, but participants also received two individual sessions a week, which focused on planning for the future. The 10/11 contract commissioned additional group programmes from Young People Matter, and their workers have recently been delivering workshops in schools. However, they still maintain contact with the 09/10 cohort and have been mentoring individuals identified by the Young and Safe team.
Comments by young people include:

“YPM gave me a focus. The relationship with my mentor was important. They found me a place to live and I am now going to college.”

“I could talk to my mentor whenever things got bad. Without that I would still be on the roads, but now am talking to my mum and living with her.”

5.5 **Children’s Society /Safer Choices:** This programme is targeted at young women, particularly any that have been in violent relationships, and weekly meetings focus on considering what constitutes a healthy relationship. The problems faced by young women involved with gang members is rather different to that faced by young men. The specialist help accessed appears to have brought benefits to two young women interviewed.

Comments by young people include:

“I enjoy completing the worksheets, it does not feel like a waste of time……. I now know what is good in a relationship.”

“We talk about how to be safe and wise in a relationship. I know about this, but for someone who didn’t it would be an exploding experience.”

“The things (the facilitator) is doing should be taught in schools.”

Two young women were interviewed. Both said they would have liked the opportunity to meet with others that the facilitator was seeing, as they would have welcomed an exchange of views with those in a similar situation.

Some schools have expressed interest in group programmes equivalent to those being offered to boys, and the two interviewees expressed support of this idea. Much of the research into gangs and youth crimes acknowledges that young women and girls become involved in gang-related crime, largely through relationships with gang members. Most crime-related programmes focus on young men, and Young and Safe have taken a broad view of the problems created by youth crime and gangs by establishing a programme that caters for young women.

5.6 **Education Impact Consortium:** This project consists of a group of 5 local organisations with a range of specialisations. Every young person referred to the Consortium is interviewed and a programme is devised around their academic and vocational needs and interests. The Education Impact Consortium is one of a range of organisations that is providing education for young people who have been excluded from school; however setting up meetings with young people and their families was not always straight-forward and achieving regular attendance was an issue in some cases.

5.7 Three of the four young people interviewed have been excluded from a secondary pupil referral unit and on the whole are satisfied with the arrangements that have been made for them.
Comments by young people include:

“It’s easier at NACRO, people don’t provoke you….. Everything is good here, I can get my work done.”

“I would like to get my GCSEs, but the work I get here isn’t demanding enough.”

“Good so far, I will learn how to sell stuff.”

“I like doing this. It is better organised and I am learning more. I want to get qualifications.”

The Consortium provides an important service for young people at a critical stage of their lives by ensuring that they continue to receive full-time education. Most of the young people in this programme are in their final year of statutory education and it is likely that they will remain on the programmes to the end of the academic year in order to gain qualifications that will enable them to progress at 16 to further education or training.

5.8 Shaftesbury Young People/Exclusion: This project also works with young people who have been excluded from school, although in one instance they are providing in-school support to prevent exclusion. Shaftesbury provides four hours of personal tuition and on average ten hours of mentoring support for each referral. The aim is to maintain young people in education or to prepare them for return to school if they are excluded.

5.9 One young person preparing to return to school has been found a full-time place in a tuition centre for 6 weeks in order to ease him back into full-time learning. Safety is an issue for three of the young people interviewed; they avoid certain localities or are escorted when they do go out. Mentors engage young people in sport and leisure activities in an attempt to establish normal routines in their lives.

5.10 Two of the three interviewees who have been excluded from school expressed a desire to be back in mainstream education; the key benefit of the project was perceived to be the tuition they receive that ensures that they keep abreast of core school subjects.

Comments by young people include:

“I like 1-2-1 because if I get distracted the tutor pulls me back in again. My YOT worker is keeping me off the streets.”

“I like the project, but would rather be in school. My mentor makes it easier to go out and do things, otherwise I would get bored.”

“I learnt something from C and D ….. about slave trade and black power.”

A core group seem to be responding well to the support they are receiving, although some of the referrals are proving difficult to engage with and establish regular attendance. The strength of this project is the two-pronged approach of providing academic support alongside personal and social development.

Overall assessment of individualised programmes

5.11 Most of these projects have had fewer than 10 referrals to date. Interviews were carried out with those who had established regular attendance patterns; the discussion therefore
is based on small numbers of interviews for each project, along with those supported by Young and Safe keyworkers (see section 7).

Table 12 Themes that emerged from interviews of young people on individualised programmes

<table>
<thead>
<tr>
<th>Themes</th>
<th>No of mentions (Safer Choices: 2 interviewed)</th>
<th>No of mentions (Impact Consortium: 4 interviewed)</th>
<th>No of mentions (Shaftsbury: 3 interviewed)</th>
<th>No of mentions (Young People Matter: 2 interviewed)</th>
<th>No of mentions (Youth Scene, 5 interviewed)</th>
<th>Total no of mentions (of 20 interviewees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating self-awareness</td>
<td>1 (50%)</td>
<td>0</td>
<td>0</td>
<td>1 (50%)</td>
<td>2 (40%)</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>Managing anger, calmer</td>
<td>0</td>
<td>1 (25%)</td>
<td>1 (33%)</td>
<td>0</td>
<td>0</td>
<td>2 (10%)</td>
</tr>
<tr>
<td>Raising aspirations</td>
<td>1 (50%)</td>
<td>2 (50%)</td>
<td>2 (66%)</td>
<td>2 (100%)</td>
<td>5 (100%)</td>
<td>17 (85%)</td>
</tr>
<tr>
<td>Realising consequences of offending/gang affiliation</td>
<td>2 (100%)</td>
<td>0</td>
<td>1 (33%)</td>
<td>0</td>
<td>0</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>Improving social skills/confidence</td>
<td>0</td>
<td>1 (25%)</td>
<td>0</td>
<td>0</td>
<td>1 (20%)</td>
<td>2 (10%)</td>
</tr>
<tr>
<td>Keeping out of trouble</td>
<td>0</td>
<td>1 (25%)</td>
<td>1 (33%)</td>
<td>2 (100%)</td>
<td>2 (40%)</td>
<td>4 (67%)</td>
</tr>
<tr>
<td>Lack of activities for young people</td>
<td>1 (50%)</td>
<td>0</td>
<td>2 (66%)</td>
<td>0</td>
<td>0</td>
<td>6 (30%)</td>
</tr>
</tbody>
</table>

5.12 The table shows that the theme most frequently mentioned was the raising of aspirations (85% of interviewees) and this was often linked to actions such as enrolling on courses, which also served to establish a regular routine in the young person’s life. Another frequently mentioned theme was keeping out of trouble; with post-16s this was linked with education or training and in school-aged cases with engaging in new sport and leisure activities. Practical help with courses, accommodation or liaising with other services helps to cement the relationship between the young person and the project worker and they become one of the few stable influences in a young person’s life.
5.13 This approach has been recommended in research carried out by the Police Foundation and the National Centre for Social Research\(^5\) on the views of young people of the justice system. Young people in this study, who were no longer offending, identified key factors that triggered their desistance from crime. These involved:

- A critical event in their lives such as being badly injured
- Developing stability in their lives through having secure accommodation and some meaningful occupation
- Having a positive role model and support in their life
- Young people developing self-awareness, aspirations and goals for the future.

5.14 Analysis of interviews with young people in this evaluation indicates that individualised programmes commissioned by Young and Safe do address the latter three bullet points and although there was no specific question in the framework regarding a critical event in the young person’s life allusions to such events were made by some interviewees. Almost every young person spoke warmly of the relationship and support they received from their worker and their stable presence provided a model of positive adult behaviour in the young person’s life.

\(^5\) Engaging with the views of young people with experience of the youth justice system – Police Foundation and the National Centre for Social Research (2010)
6 Young and Safe Key Working

6.1 The key working role has become an increasingly important part of the Young and Safe programme. The target group are higher risk young people referred to Young and Safe, who are assessed as needing more intensive support or intervention than can be provided by commissioned projects. Key work support generally lasts from 2 to 12 weeks depending on case requirements; it can last up to six months in exceptional cases.

6.2 The flexibility to undertake work with young people when needed, rather than determined by the stage of the criminal justice process reached at a particular time, is important. Cases show key working being undertaken, for instance, when a young person has been on bail and not subject to a court order, as well as after community supervision orders have finished and YOS involvement ceases.

6.3 The key work team initially had two staff, and has grown to three supported by a further part-time assistant. Key workers have active case loads of 10-15 young people each. Support is provided for up to 4 hours each week per case.

6.4 There were 66 young people allocated to this team on the database up until the end of January 2011. More than 85% appeared to have co-operated with the key worker team, with only 7 identified as not engaging. The key workers

   1) use existing assessment or do their own CAF if no other assessment is available
   2) draw up an action plan
   3) maintain a contact sheet, recording what has been done in each contact with a young person
   4) do a closure report when case exits key worker / is signed off.

Young people may be referred additionally to one of the commissioned projects as well being key-worked if that is thought appropriate.

6.5 At the time this report was being written, there appeared to be a growing number of new referrals for this type of support; staff believe this has been prompted by increasing awareness amongst other Lambeth services of Young and Safe provision and financial pressure on these services. In order to manage the case load, some contracted providers are being asked to play a mentoring role with a young person.

6.6 A review of individual case files held on the Young and Safe database showed the range of issues that emerged. One case was a young man aged 16 who had been both involved in an attempted robbery and a stabbing victim. His assessment identified that although he had friends who were involved with offending and were part of gangs, he was trying to avoid becoming further involved in these activities. The key work intervention focused on helping him with his CV, referring him to one of the commissioned education programmes and helping him find other diversionary activities such as boxing at a gym. The key worker
was also active in helping him through the college enrolment process, making sure he had appropriate clothes to go to college and ensuring that he felt safe attending. Subsequently, the key worker continued to provide “light touch” support once the young person had started at college, helping to maintain motivation, whilst moving from face-to-face to telephone support. The Young and Safe intervention appeared to make a significant impact in this case, in particular by focussing support from May through to October, which was the crucial time in the college enrolment process.

6.7 A number of young people being supported by this team were interviewed for this evaluation. All those interviewed had developed strong relationships with their key worker; they likened the bond between them towards that of a close relative, like an uncle or big sister. Key workers had supported young people in all areas of their lives; encouraging them back into education, repairing family relationships, career planning and arranging housing and finances for those not living with a carer or guardian. Attending court hearings and appointments with social workers is also an important part of the role; key workers are fully aware of a young person’s situation and can therefore liaise with other agencies on their behalf.

Comments made by young people include:

"I haven't been in trouble since I have started meeting with A.... Without him, I would have ended up in prison.........I dropped out of college and he has helped me back in."

"A. has helped me accomplish a lot of things, my housing is sorted out, he helps deal with my social worker......... He has helped me move out of the area and stay out of trouble."

"I can call him if something is wrong, and he will come and talk to me. He is like an uncle."

"She has helped me with lots of things, showed me there is another way. She has made me see the bigger picture, that there is a world outside Brixton and Streatham."

"If I didn't have N., I might not be confident enough to come out of a gang. I might still be in."

"She sees something in me like no other youth worker. She gives me confidence."

6.8 Meetings between some young people and key workers take place at least once a week and there appears to be almost daily phone contact with those cases that are most in need of support. Keywork input is most intensive at the start of a new case, but the time commitment is reduced as a young person’s need of support decreases.

6.9 Our assessment of case files confirms the feedback gained from interviews. The files show key workers providing important support to individuals on housing needs, retaining college places, as well as providing on-going support at the end of a community supervision order. A further area of work which key workers are undertaking is the drawing up of plans for young people completing custodial sentences; although an important (and statutory) role it may be drawing them away from some of their other tasks.

6.10 There is strong positive feedback from referring agencies about the impact of key workers; this emphasises the importance of their hands-on approach in addressing practical issues.
(eg benefits / housing / school places). This has an impact that cannot be achieved through an "office based" approach.
7 Views from referring agencies

7.1 The agencies that work most closely with Young and Safe in terms of referrals are the police, children’s social care and the Youth Offending Service. Interviews were carried out with senior staff in these agencies and individual case workers.

7.2 Overall, these relationships are now well established and the referral process is working effectively. For instance, the Metropolitan Police work closely with Young and Safe, with the Inspector with responsibility for youth crime reduction and his team based on the same office-floor. There is an information sharing protocol allowing Young and Safe to have police information about individual young people referred to them and about gang developments in order to undertake risk assessments. Similarly, the Youth Offending Service, although not physically located with Young and Safe, also reports a close working relationship.

Referral process and feedback to agencies from Young and Safe

7.3 The process adopted by Young and Safe involves referral to them by agencies of young people who are identified as meeting the criteria agreed for the programme and likely to benefit from one of the services that can be offered. The referral process works well, both formally and in the way in which advice is provided by the Young and Safe operations team to colleagues in other services prior to referral. For instance, for social care services, referrals generally come from their Risk Management Panel which Young and Safe are represented on. From the youth offending service, referrals tend to come from individual case workers. Police referrals come from individual officers, such as in the Safer Neighbourhoods and Safer Schools teams. There is a simple referral form used which is emailed to a Young and Safe mail box with agreed turn-around times for responses by Young and Safe.

7.4 The chair of the Risk Management Panel estimates that 8 to 10 young people are considered by the panel each month, with the majority suitable for support from Young and Safe. In addition, he judges that a further 10-15 young people are referred to social care each month with lesser degrees of concern but that could also potentially benefit from the type of support being offered through Young and Safe. The risk issues relate to the actions, or likely action, of the young person themselves which put them at risk, rather than the actions of others, which would trigger a child protection response. He also believes that the numbers of young people being referred by agencies and parents for this type of support had been growing significantly over the last 12 months.

7.5 Case work staff in the youth offending service find that the referral process to Young and Safe works well, and that they receive a speedy and good quality response to referrals, with referrals accepted where they meet the Young and Safe criteria; they also receive other helpful suggestions about approaches that could be taken to meeting young people’s needs if they do not meet the criteria.
7.6 The interviews show that referring agencies particularly welcome the existence of a single route they can use which gives access to a range of projects for young people. The interviews indicate that this is underpinned by close working relationships between the agencies, which enable informal discussions on suitability prior to referrals and for Young and Safe to receive early knowledge about young people likely to be referred in the future.

7.7 It also emerged from the interviews that although the referral system is working well, there is no agreed process for feeding back to the referring agency information about the progress made by an individual. For instance, social care has received feedback where a social worker has asked for information or where a Young and Safe staff member initiated this, but there is no established system in place. Introducing this is likely to be beneficial both in terms of case management and in services having a better overall understanding of the impact of the programme.

Providing a tailored and flexible response

7.8 All the agencies interviewed value Young and Safe’s capacity to provide a tailored and flexible response to individual young people and not fixed to, say, the length of a court order.

7.9 An important aspect of this is the scope for the Young and Safe key workers to be able to be more pro-active in working with other agencies in problem-solving for young people on issues such as homelessness and access to education. Young people are not in a position to resolve these issues themselves and often lack family support; Young and Safe’s intervention is crucial in addressing these risk factors, when staff from the referring agency are not in a position to do so.

7.10 The range of commissioned services that Young and Safe has now built up is also welcomed. The opportunity to be able to refer young people to agencies that can provide education support, mentoring and, in some cases, access to employment and training-focused programmes is seen as the most important.

Building relationships with young people

7.11 Agencies feel that young people’s perception of Young and Safe as not “official” is very important in its success. The staff working with young people are not “badged” as, for instance, social workers are and it is felt that this enables them in some cases to build a more effective relationship, and that this contributes to their effectiveness.

7.12 Interviews with young people also identify the importance of Young and Safe key workers as role models to whom they can relate, as well as providing challenge and support.

Savings to other services

7.13 Interviewees were asked about savings to their services as a result of the work of Young and Safe. This is most obviously the case where intervention changes the dynamic of the home situation for some young people, enabling them to stay with their families or to do so on better terms. When this happens, it means the young person does not need to be
accommodated by the authority; if they were to be accommodated they are likely to be hard-to-place because of their age and would generate high social care costs.

7.14 It has also been identified that having a single referral route to commissioned services for these young people eliminates the need for the case workers in other agencies to source support for individuals from the voluntary sector themselves. This does lead to a saving in their time, enabling them to focus on other aspects of work more effectively.

**Overall assessment from other agencies**

7.15 In overall terms, the feedback from other agencies is very positive. The police believe that Young and Safe are working with the young people who present the most serious risks, and the target group is aligned with the information they have from their intelligence sources.

7.16 The key-working is seen by some as the most crucial element of Young and Safe's work, because it has helped to motivate young people and provide intensive tailored intervention that other services are not in a position to offer.

7.17 The knowledge Young and Safe staff have built up about gang issues in the borough, and the way in which this can inform responses and service development is also valued.

7.18 Some case work staff in youth offending have visited commissioned services to gain a better understanding of how appropriate they will be in individual cases and this places them in a better position to promote participation to young people. It appears from the interviews that there is scope to develop this further and ensure that more staff from the referring agencies have this understanding.

7.19 The interviews also identified that there is scope for improved strategic linkage between children’s social care and Young and Safe, with a requirement to consider Young and Safe options in appropriate cases and formalised feedback on the outcomes for young people referred. The latter could be extended to referrals from other sources, too.
8 Approaches in other boroughs

8.1 Developing an effective approach to gang membership and activity is an issue not just for Lambeth but for a number of other London boroughs and urban areas elsewhere in the country. In order to consider the similarities and differences in approaches used, interviews were also carried out with lead youth offending and community safety staff in three other London boroughs where there was experience of responding to significant levels of gang-related offending.

8.2 Borough A: This south London borough had developed a range of programmes both to respond to higher-risk cases and to deliver preventative programmes. In this authority, the youth offending service was part of the community safety division. There is a Serious Youth Violence Board as part of its Community Safety Partnership; this was police-led but has now developed wider partnership involvement including the local college, youth services, probation and housing providers. This provides a route to share information both on individual cases and broader gang issues.

8.3 Individual intervention with higher risk cases is undertaken through a specific team based at a local police station. This team is made up of two resettlement officers and two police officers, who mainly provide intelligence, along with a number of mentors. Case loads are around 10 per resettlement officer. There is particular emphasis on interventions working with young people at key points when there are opportunities to end their involvement in gangs, such as when key individuals have been arrested.

8.4 Other work in this borough includes the piloting of a Youth MARAC (Multi-Agency Risk Assessment Conference), which focused on young people who were at the very highest risk of being victims or suffering retribution. This has begun to have some useful results and has confirmed the expectation that these victims are often also perpetrators. The process has good links with the courts service, the local hospital’s accident and emergency centre and has followed-up on police reports where there are repeat incidents of young people going missing.

8.5 The service has also developed its own gang exit programme, with targeted groups of young people in community settings; it is delivered by its own staff along with the police and probation service. This is believed to have proved effective, with consideration being given to adding a residential element to the programme.

8.6 One challenge identified by this borough (and also identified in Lambeth) is the practical difficulty in relocating young people and families outside of the borough for their own protection.

8.7 This authority was looking to build on their existing model if resources permit, both in terms of early intervention in primary schools and further targeted preventative work.
8.8 There are many similarities here with the approach being taken in Lambeth, although much more of the delivery is through in-house staff, which reflects different corporate approaches between authorities.

8.9 **Borough B**: This borough has established two partnership-based initiatives that are making an important contribution to its successful work to reduce the impact of gang-related activity.

8.10 Firstly, it has a partnership triage model for assessing referrals and identifying the approach to be taken with young people at risk of involvement. This is a co-located team from children’s social care, education, youth services, YOT and the police, led by a social work manager. Individuals in the team can extract information from their own home organisation databases, allowing fully informed decisions to be made about the response. Complex cases are considered by a Partnership panel, with follow up work often through professionals already working with the young people.

8.11 Secondly, since 2009 direct work with individuals thought to be involved in gang-related activities has been through a second co-located team from the police, YOT, probation and housing staff. This work is with individuals, generally aged from 13-30.

8.12 As far as young people in this group are concerned, the team aim to find effective ways of communicating with the individuals and offering a range of appropriate intervention and support including through third-sector groups, and ranging from diversionary programmes to rehousing. The intention is that a consistent message is being communicated to that young person by all professionals who work with them.

8.13 For other young people on the fringes of gang activity, the borough has a range of preventative work, including outreach, reparation, restorative justice, peer mentoring and detached youth work.

8.14 The authority believes that its partnership approach has been very important in the reduction of youth violence, with all the major partner agencies taking part in the triage seen as playing an important role in this.

8.15 **Borough C**: This is a third borough where gang-related crime has been a major issue, making up a large majority of the court work involving young people. The approach to gang-related activity was part of the borough’s overall strategy to reduce violent crime, which includes an emphasis on early intervention aimed at those most at risk of involvement and having exit programmes that enable people to make decisions about moving away from involvement in this activity.

8.16 One aspect of this is that the borough is developing an increasing focus on preventative work with children aged 10-12 because of a concern that the age range for involvement was getting younger. There is a particular emphasis on the younger siblings of people currently involved. Work is taking place thorough schools, with further engagement of parents and social care staff planned.
8.17 The youth offending service also delivers its own structured programme with young people referred to them as being involved in gang-related activities; this aims to raise their awareness about the consequences of criminal behaviour and gang involvement. There is a large volume of referrals for this support—more than 100 per month—with risk assessments undertaken to identify the individuals where the approach is delivered. Contact with the family is made where possible at the outset, followed by around 7 to 8 sessions delivered to young people on the programme by YOT staff. The YOT staff work closely with lead professionals involved with the young people to ensure consistent messages are reinforced by all of those working with the young person.

8.18 This shows another approach taken to addressing individual issues, this time within the context of the youth offending service’s work, as part of a broader approach to addressing serious violence as a whole.

8.19 Our interviews with other boroughs show that although a range of different approaches were being taken to addressing gang-related activities some common themes emerged. The importance of personalised interventions with high-risk young people is increasingly recognised. Services which have the capacity to be opportunistic and respond speedily where there is the chance to persuade an individual young person to change their lifestyle appear to be an important component of an effective approach. These boroughs were also taking steps to work with younger children, especially children coming towards primary/secondary transfer, as there was a concern about the age at which children were being drawn into these activities. The strong partnership basis of work through community safety structures also appears to be crucial, especially in ensuring that there is a consistent approach from all the agencies who may be working with a particular young person.
9 Conclusions and recommendations

9.1 Around 500 young people have received one of the forms of support offered by Young and Safe since its inception in 2009. We interviewed all the providers, referral agencies and just over 10% of the individual young people for this evaluation.

9.2 Our interviews with this sample indicated that the programme was working with many young people with multiple risk factors, and that the proportion with three or more risk factors had increased in 2010/11. Our attitude survey indicated positive attitudes amongst young people we interviewed. However, we were unable to carry out sufficient “before and after” interviews in the time available for the evaluation to produce statistically significant results about the change over time. We would suggest that Young and Safe continue to use an attitude survey, and consider fine-tuning our version and seeking agreement with providers to use it regularly as a measure of impact.

9.3 Our analysis of these interviews shows that Young and Safe does appear to be fulfilling a crucial role with young people in the 13-17 age range, where there is still the opportunity to lever them away from criminal and violent activities but where the need for intervention is urgent if the chance is not to be missed. The feedback we have obtained does show that many young people do perceive the programme as distinct from other statutory services and are prepared to engage more effectively with projects and workers as a result.

9.4 Projects such as Mentivation Service, Young People Matter and 2XL have reached young people who are in or on the peripheries of gangs and show how to engage and work with these young people. The range of services offered complement each other well, enabling packages of support to be compiled which address the multiple needs of the young people. They also help to identify young people who need more intensive support, but might otherwise not be identified.

9.5 More than 120 of the young people on the Young and Safe database are girls and young women and it is important that dedicated support was commissioned as part of the 2010/11 programme. The impact of gang-related activity on young women is often hidden but it is important that this should be part of the programme as it evolves in the future.

9.6 The work appears to be most successful in engaging with individual young people and achieving positive outcomes where there has been continuity of support and staff who can build positive relationships and provide effective role models. This is apparent both in commissioned support for individuals and in Young and Safe’s own key working. Where young people are making progress through one of the services, they often seem to be seeking contact over a longer period with providers once the initial contracted programme has been completed. Although this is offered informally in some cases at present, Young and Safe may need to consider how this can be built into its contracts in the future to make it more likely that improvements are embedded.
9.7 Practical support and problem-solving that helps take a young person through the process of, say, college enrolment and initial attendance, can make a huge impact where there are few sources of family support or experience available. **Other agencies do not appear to be in a position to provide the type of “hands-on” intervention that is being offered through Young and Safe, particularly through its key working activities.**

9.8 A related strength of Young and Safe is that it is able to intervene with young people at the point when it is most likely to have an impact, rather than be bound, say, by the particular stage their case has reached in the criminal justice process.

9.9 The **group-based awareness-raising programmes** for young people in schools and youth clubs also appear to be helping some young people re-examine their attitudes to crime and violence. Young and Safe does provide some resources to continue support for those young people who need further help, but in addition the “host” organisation needs to ensure that they have the structure and strategies in place that will build on these fixed-period interventions.

9.10 One of these programmes appears to have been particularly effective in communicating the message of the consequences of involvement in gangs and crime, and that was impacting on behaviour. In all groups there were indications that interviewees were reflecting and re-thinking their attitudes and that facilitators were encouraging young people to raise aspirations and beliefs in what they could achieve.

9.11 The early stage intervention, such as that with specific primary age children who may have difficulty in integrating at secondary school, appears to be a good working model and an approach which engages young people. It also tries to directly address the “territoriality” of young people by buddying them with a child of the same age from another area of Lambeth. The impact of this work is unlikely to be demonstrated until after this evaluation is completed. There may be a case, though, for ensuring that school staff themselves take on some of this work as part of the transition process, which would allow it be extended beyond the limited number of places that can be supported by Young and Safe.

9.12 **Young and Safe is gaining experience of working with a range of different providers, both larger organisations and local community-based organisations.** The work to date on the evaluation shows how the locally-based organisations have demonstrated their flexibility and their capacity to use their community networks to promote participation; larger agencies bring other skills sets and organisational capacity. **There is likely to be scope for actively promoting the co-operation between these agencies, as is happening in some parts of the programme, to get maximum value from Young and Safe's investment.** There may also be the opportunity for Young and Safe encouraging further direct commissioning of these providers by schools, youth centres and others, particularly in terms of their role in developing awareness of gang-related issues amongst other professional staff.

9.13 Some of the community groups commissioned by Young and Safe, such as Young People Matter, have been able to develop their own expertise as a result and are now better-
placed to make applications to other accreditation and funding bodies for related work, which is to be welcomed.

9.14 There is scope for **more systematic feedback from Young and Safe** to referring services about the progress made and outcomes for individual young people once they begin to receive support. Alongside the obvious good practice in doing so, it would probably also help staff who make referrals be better able to identify which young people are likely to benefit and increase the number of case workers who take up this opportunity. In order to do this, **Young and Safe should consider establishing progress milestones for young people**; these could be recorded on their database, giving a clear indication of steps being made by the young person as well as providing a clear format for reporting back to referral agencies. This may also help to be clear about the progress made with the proportion of young people who are not willing to engage with providers initially, but may prove more receptive in the future. It would also **help to chart where young people need different types of intervention over time** in order to maximise the impact of Young and Safe’s work with them.

9.15 **One issue that has surfaced frequently in the evaluation is the high proportion of young people on Young and Safe’s caseload who have spent prolonged periods not attending school.** It was not always clear whether this is a result of a formal exclusion, but the end result appears to be a situation where the young person comes to the notice of Young and Safe through their criminal behaviour or gang participation and has to be found a place for alternative education. Young and Safe’s initial approach has been to provide a fixed length of support on the basis that the young person will subsequently be re-integrated into a school. However, re-integration proves difficult in practice once it appears that responsibility for finding suitable education provision had shifted to Young and Safe. It is to be welcomed, therefore, that a decision has been made that from summer 2011 all alternative education will be commissioned by Park Campus (the PRU), with Young and Safe providing “knowledge transfer” to this process. It is also **important to stress that the young people interviewed express a strong belief in the importance of education and for most, the opportunity to continue their education was highly-valued.**

9.16 Our interviews with other boroughs show the range of different approaches being taken to address gang-related activities. It is clear that work with high-risk young people does require the individualised approach, with the type of flexibility available through the key working model used in Lambeth. The partnership-base also appears to be crucial, especially in ensuring that there is a consistent approach from all the agencies who may be working with a particular young person.
Appendix 1
Framework for interviews with young people who completed intervention in 09/10

Intervention ____________

1. How did you come to take part in this project?
2. Are you happy that you attended the project?
   Yes
   No
3. What did you hope to get out of the project? You may provide more than one answer.
   A Stop me from getting in trouble with the police
   B Find work
   C Try and change the people I hang out with
   D Get on better with my family
   E Become a stronger person
   F Give anything else you hope to get out of the programme
4. What was your attendance on this project like? Did you attend:
   A every session
   B most sessions
   C half of the sessions
   D a few of the sessions
   E no sessions
5. What happened if you didn’t attend any session:
   A It was a condition of my community supervision order
   B My family would get angry at me
   C Project staff would ring me up
   D Project staff would come round to find out what I was doing
   E List any other things that might have happened
6. If you missed any of the sessions you were supposed to attend, click on the reasons below that explain why you did not attend. You can click on more than one answer.
   A I didn’t enjoy the sessions
   B I found the sessions boring
   C I didn’t see the point of the sessions
   D I didn’t like the other people that attended
   E I didn’t like the people running the sessions
   F I was ill
   G It was too difficult to get to
   H I had to get up too early to get there
   I My friends thought it was a waste of time
J My parents or carers thought it was a waste of time
K If other give any other reasons why you did not attend all or any of the sessions

7. Overall would you say the programme was:
   A Excellent
   B Good
   C OK
   D No good

8. To what extent do you think the project has made a difference to your life?
   A A great deal
   B A certain amount
   C A small amount
   D None at all
   E I did not attend at all

9. Can you give any examples of how the project has changed your life? Has it changed any of your ideas, or the skills you have?

10. Has being on the project made it less likely that any of the things listed below would happen to you?
    You may click on more than one answer.
    A Be temporarily excluded from school
    B Be permanently excluded from school
    C Get into trouble with the police
    D Get to court
    E Be in a gang
    F Be attacked by young people in a gang
    G I did not attend at all

Is there anything that you can suggest that would have made the project better or more useful?

**Could you provide us with some initial information about yourself?**

11. Tick those below which apply to you. You may tick more than one answer.
    A I have been temporarily excluded from school
    B I have been permanently excluded from school
    C I have been in trouble with the police
    D I have been to court
    E I have been in a gang
    F I have been physically attacked by other young people

12. Age

13. Sex

14. Ethnicity

15. Are you in school, college, training, unemployed
Appendix 2
Framework for interviews with providers offering intervention in 09/10 and/or 10/11

1. Introduction
2. Aims of project
3. Description of operations
4. Reflection on 09/10: what was effective, what wasn’t, changes to approach, responses of different groups of young people
5. Attitudes: how do you change attitudes so young person is less likely to offend
6. Behaviour: how can behaviour indicate that offending is less likely to occur
7. Gangs: what are the issues raised by gangs for the work you do
8. 09/10 data collection: what information was collected, what did this show you
9. What is the best way to contact yp from your 09/10 programmes and how from 10/11 programmes to conduct before and after interviews?
10. How can we best contact parents or carers?
11. What is the biggest challenge faced by your organisation in carrying out this work?
12. What was the relationship you had with the Young and Safe team?
13. Would you like to see any changes in the way Lambeth is working to reduce youth crime?
Appendix 3
10/11 programmes: Interview 1, young person’s questionnaire and survey

**Intervention:** __________________________________________________________

1. How did you come to be on this project?
2. What do you like or dislike about this project?
3. What do you think the project will do for you?
4. Do you know anyone else on this project? How does that work out for you?
5. What do your parents or carers think about the project?
6. Do you have plans for what you will do when this project finishes?

**Young person’s survey**

*Choose one answer that most closely reflects your views*

1. Schools teach you things that will help you in life:
   - A Mostly yes
   - B Sometimes yes
   - C Maybe
   - D Mostly no

2. It is worth going to work even if it does not pay very much:
   - A Mostly yes
   - B Sometimes yes
   - C Maybe
   - D Mostly no

3. Dealing drugs is OK because it helps you buy things:
   - A Mostly yes
   - B Sometimes yes
   - C Maybe
   - D Mostly no

4. Being in a gang means you have friends that help you out if you’re in trouble:
   - A Mostly yes
   - B Sometimes yes
   - C Maybe
   - D Mostly no

5. It is OK to get into a fight with someone who is rude to you:
   - A Mostly yes
   - B Sometimes yes
   - C Maybe
   - D Mostly no
6. If someone hurt my friend I would pay back the people that did it:
   A  Mostly yes
   B  Sometimes yes
   C  Maybe
   D  Mostly no

7. It is worth going to college, even if there are no jobs out there:
   A  Mostly yes
   B  Sometimes yes
   C  Maybe
   D  Mostly no

8. If someone threatened your mother, you should tell the police:
   A  Mostly yes
   B  Sometimes yes
   C  Maybe
   D  Mostly no

9. If some-one in your family is planning to do something that could get them into trouble with the police, you would try to stop them doing it:
   A  Mostly yes
   B  Sometimes yes
   C  Maybe
   D  Mostly no

**Background information**

1. Age
2. Sex
3. Ethnicity
4. Click on those below which apply to you. You may click on more than one answer.
   A  I have been temporarily excluded from school
   B  I have been permanently excluded from school
   C  I have been in trouble with the police
   D  I have been to court
   E  I have been in a gang
   F  I have been attacked by other young people
5. Are you officially enrolled anywhere for education, training or work?
   A  I am enrolled at a secondary school
   B  I am enrolled at an alternative education centre
   C  I am enrolled at college
   D  I am enrolled with a training provider
   E  I have a permanent job
   F  I have a casual job
   G  I am not enrolled anywhere for education, training or work
Appendix 4

10/11 programmes: Interview 2, young person’s questionnaire

Intervention: ________________________________

1. How did you first get involved with the programme?
2. Can you describe the kind of activities you have been involved in?
3. What do you think the people running the project are trying to achieve?
4. What difference has this project made to you?
5. Has the project made any difference to your relationships with parents/friends/teachers/lecturers?
6. What did you like/dislike about the project?
7. Do you think other people on the project feel the same way as you? If no, how was it different for them?
8. Has the project helped you get back into school / learning / college / work / make plans for your future?
9. Are there still things you would like more help or support with?
10. What kind of facilities or activities would you like to see in your area for young people?
Appendix 5

Evaluation form for 2XL (Brathay Trust)

1. What was the best part of the project and why?
2. What was the worst part of the project and why?
3. If you could change any part of the project, what would it be and why?
4. What did you learn whilst on the project?
5. What support do you require from youth workers now?
6. Were your expectations met?
7. Are you interested in taking part in the Advanced Leadership Project?
8. Further comments.