

GANGS AND GROUP OFFENDING GUIDANCE FOR SCHOOLS

Why will this guidance be helpful for this school?

Pupils in the school are already affected by gangs
or

Pupils in the school are not yet affected but the school wants to
minimise future impact

*The aim is to tackle gangs issues and so:
Promote pupil wellbeing, community cohesion,
Every Child Matters outcomes for all pupils
Build school and community networks of support and action*

What is the nature of gangs and group offending?

*(Getting the terms right, not glamourising groups, recognising the
changing nature of gangs)*

Nationally

*What are the patterns of
gang and group activity?*

In the school and area

*Who can help the school
find out what is happening?
What to look for
and what support is available?*

Prevention

*A whole school approach
Pupils
Curriculum
Families
Partners*

Tackling incidents

*Legal powers
Tackling individuals and groups
Emergency planning*

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A. Are gangs a problem for your area?

Key Points

What can this guidance help schools and their partners do?

The purpose of this guidance is to help schools in areas where 'gangs' or offending by groups of young people may be of particular concern. It provides:

- information on the prevalence and characteristics of gangs and finding out about local patterns of gang and group offending;
- advice on prevention: how to create a safer school environment, identification and intervening with pupils at risk;
- advice on what to do if an incident occurs, including emergency planning;
- working with external partners and agencies; and
- examples of good school practice resources.

The guidance is for any school, including pupil referral units, concerned by such issues. There is no requirement to follow the guidance, which is offered, rather as a source of reference and a resource for schools to draw upon, as they feel appropriate.

Many young people go through a period when being in a group is a key part of forming their sense of identity, building social skills and support networks. Being part of a group is a powerful and positive part of the school experience.

Sometimes however the group progresses to causing harm, even crime. The use of the term 'gang' can be misleading, and unintentionally and unhelpfully glamourise or reinforce the group identity. This guidance focuses on the signs and behaviours that may be indicators of gangs. School staff, by listening to young people, parents and families, will be able to judge how significant the signs are as indicators of more serious gang activity.

The Practitioners' Group on School Behaviour and Discipline (2005) noted:

"incidents of serious misbehaviour, and especially acts of extreme violence, remain exceptionally rare and are carried out by a very small proportion of pupils"

Nonetheless, it is crucial that schools feel able to understand and as appropriate deal with such issues insofar as they impact on the orderly running of the school or on the safety of staff or pupils.

Dealing with gang issues in a neighbourhood is a shared responsibility for the community and agencies. Schools affected by gang issues will need to work with partners such as the police and youth offending or other local authority teams, including drawing as appropriate on the work of local Crime and Disorder Reduction Partnerships (CDRPs). Separate guidance is available for schools on dealing with specific problem behaviours such as drug taking or bullying; procedures to use in searching for weapons or restraining individual

pupils; and on issues of school discipline. Relevant hyperlinks are in [Section E](#).

Separate, parallel guidance to support local partners in working together and for parents and carers is available from the Home Office.

Using this guidance can help a school to promote:

- pupil and community confidence that the school understands the issues and knows what it can do to help;
- staff and parent confidence by using clear principles and processes;
- partnership support work with other services including Youth Offending Teams (YOTs), police, Local Authority (LA) gang intervention and anti social behaviour teams.

B. Understanding the issues

Key Points

What does "gang" mean?

What are the characteristics of gangs/offending groups?

1. What does "gang" mean?

Joining friendship groups is a normal vital part of growing up. But under pressure of conflict or events, some friendship groups can take action that is criminal or anti social. This guidance focuses on groups for whom crime, nuisance and violence are an intrinsic part of their day-to-day identity.

There are many peer groups of young people who simply hang out together. These should be distinguished from those groups of young people for whom crime and violence are an integral part of their identity, some of which will use the label "gang" to promote affiliation and identity. At the other extreme are organised crime groups, composed principally of adult men. Both these types of group (peer groups and organised criminal gangs) are largely outside the scope of this guidance, which focuses on street gangs and group offending.

Why do pupils join gangs?

*Many pupils would not see themselves in a gang but 'with friends'
Gangs may mobilise in response to conflict or events.*

Fear and intimidation: sense of identity: friendship: food and shelter; "street family" support: notoriety: social recognition: alternative source of status and 'success': family precedent: personal protection: lifestyle 'brand' linked to culture: visible wealth

What language should we use?

Groups, gangs, or friends: pupils will usually not say that they are in a gang – will be described as a group of friends and may indeed be that for much of the time.

Group offending:

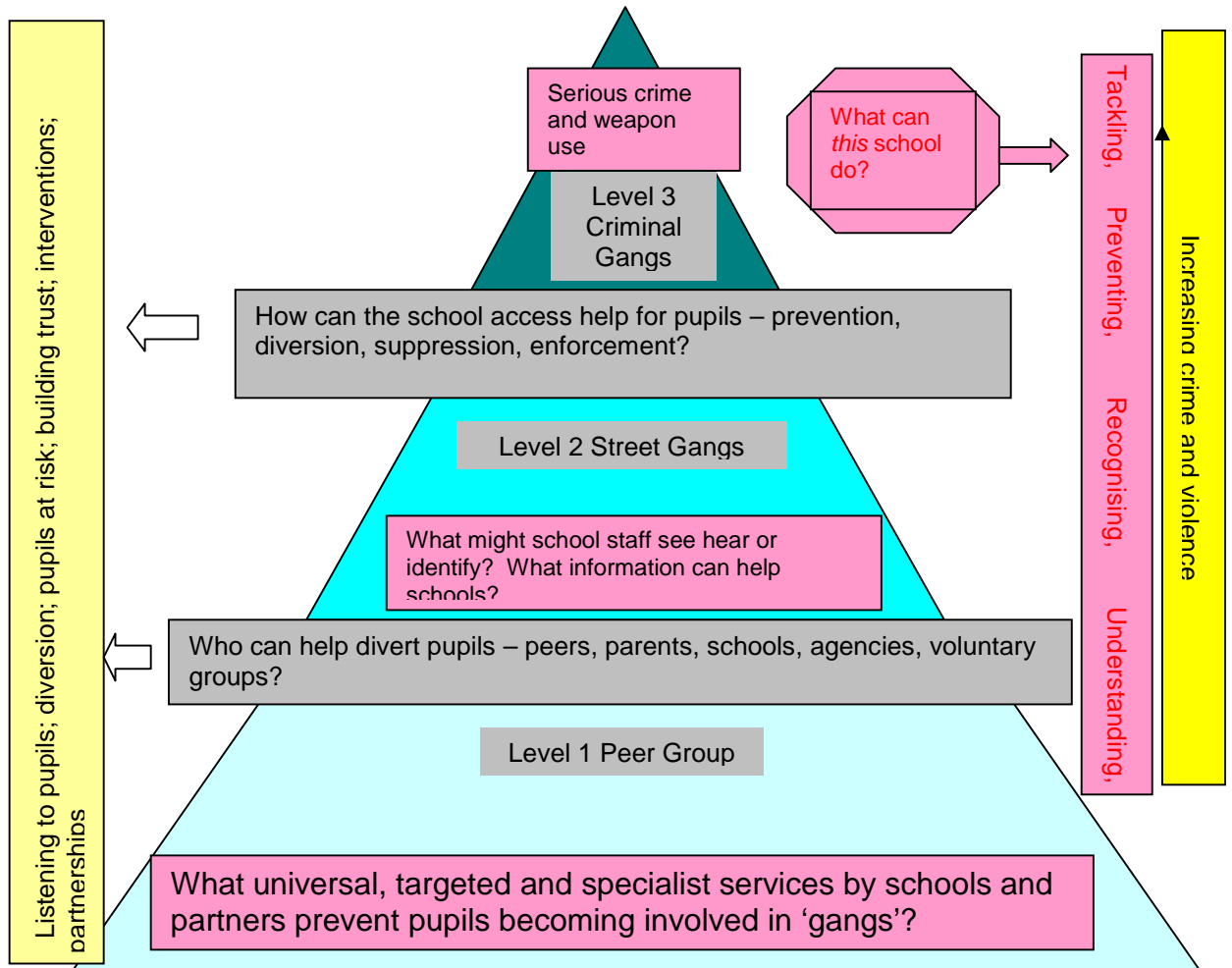
What roles do pupils take?

A hierarchy: note that individuals move up **and** down. Terms vary in different areas.

Gang leader, Core members, Wanabees, Associates, 'Youngers' / 'tinys', Fantasy member, Cliques.

A study into gang issues in Lambeth undertaken in early 2008 found that the term "gang" was rarely used locally, with young people describing the groups they were involved with as 'family', 'breddrin', 'crews', 'coz' (cousins), 'my boys' or simply 'the people I grew up with'.

Understanding and Managing Risk: Gangs and Schools



Source: Simon Hallsworth, Dept of Applied Social Sciences, London Metropolitan University: *A Strategic Response To Violent Gangs*

2. What are the characteristics of gangs/offending groups?

Most pupils have no contact with gangs. For those that do, the characteristics vary significantly around the country and over time. The following are *potential* indicators but usually multiple indicators are a safer indication than single indicators. A key task of schools is to be clear what is happening in their community. Then schools can be clear about the right balance between safeguarding, prevention, interventions to divert pupils from gang involvement and legal enforcement.

Prevalence: There are few organised crime gangs involving young people (YJB research 2007), but in a number of cities and some rural areas, there may be groups of young people who use the label gang to promote affiliation or notoriety.

Territories: Gangs are usually territorially based – with a particular postcode or group of streets which may define the name or the tag (graphic marker) used. A report by NASUWT on gangs and schools (April 2008) noted that “it may well be that a school finds itself located within a particular gang’s turf. As such, it may become a symbol of the territory and therefore a site of contention between rival gangs. Similarly, it may be viewed as a fruitful recruitment site for new members.”

Colours: A sign of group identification might be wearing a specific colour or particular item of clothing or jewellery.

Ethnicity: Sometimes based on a particular ethnicity, though that may reflect the predominance of a particular ethnic group in the particular geographical area where the gang is based.

Religion: In some cases, membership may appear to be based on religion but the cultural and political drivers to criminal behaviour usually dominate over issues of observance of faith.

Transience: Young people may be involved in more than one ‘gang’, with some cross-border movement and may not stay in a ‘gang’ for significant periods of time. In other areas, fear drives much more exclusive and sustained membership.

Gender: Predominantly male. There are a few female gangs, but more often girls are subservient in the male gangs and even submissive - sometimes used to carry weapons or drugs, sometimes using their sexuality as a passport or being sexually exploited e.g. in initiation rituals in revenge by rival gangs or where a younger group of girls sexually services older male gang members. Safeguarding principles are a priority in such cases.

Age: There is local evidence of some young children (including of primary age) engaged in gang activities. In some areas the groups may be relatively formalised into age groups, for examples ‘tinys’ who can progress to

'youngers' then 'elders' usually through symbolic acts of crime. The terms vary around the country.

Weapons: Most young people who admit to carrying a weapon say they do so for self-protection, though there is also a perception that others carry weapons for reasons of fashion. Evidence shows that those carrying weapons are more likely to be a victim of weapon attacks. Commercially available weapons can include apparently harmless plastic items that may include blades – the message is to be suspicious and cautious.

C. Recognising the issues for an individual school

Key Points

How can a school find out about local gang/group patterns? What signs should schools look for in and around the site?

1. How can a school find out about local gang/group patterns?

- Hear and see what pupils, siblings, and families say and do about what is going on.
- Engage with professional and community partners who will have insights, data and strategies which can assist schools.

School systems for dealing with gang issues are the same as for any vulnerable pupil – identification, assessment, team support around the child and family monitored interventions. There is a spectrum of actions required from low level/routine, through use of the Common Assessment Framework (CAF) to working with the police on enforcement and gang disruption actions.

This work requires a school leadership style that is honest and open to the issues and sustains active partnership with other schools, LA, police, YOTs and community groups.

The outcome of this work is for the school to refine continually their assessment of risk of gang impact in general and for specific pupils.

Who	What	Action by school
The school community		
Pupils, staff	The most likely source of information about group/gang offences.	Review how all pupils can share confidential information/seek assistance.
Parents	Parents may see signs and want help. Parents and siblings may also be part of the gang.	Promote Home Office advice to parents to individuals or groups. Ensure home-school workers/parent support advisers are aware.
Sure Start, extended school staff and providers	Staff may be aware of signs, behaviours, and information not available to school.	Ensure communication routes are open and build common approaches.
School or public transport providers	Transport staff may identify signs and, particularly in some urban areas, have safety strategies.	Engage with transport providers to share information and strategy.
Agencies likely to work closely with the school		

Who	What	Action by school
School partnerships for improving behaviour and tackling persistent absence	Local groups of secondary schools sharing intelligence, individual data, strategies and working with local partners.	Agree partnership protocols for information sharing, analysis and action. Developing shared contingency plans including for gang issues across school.
Children's Services and links to local Children's Safeguarding Board.	Will hold relevant analysis and strategy. May offer training, and interventions. Casework involvement including through specialist services and CAMHS.	Identify relevant lead staff and processes within LA ,YOTs. Ensure that safeguarding processes are used for gang members and siblings as appropriate.
Police including Safer School Partnership officers.	Local patterns of behaviour and crime, plus policing priorities.	In school or via local neighbourhood police team /police commander.
Youth Offending Team (YOT) Service.	The team responsible for prevention work, supervising young offenders serving community sentences, and resettlement/rehabilitation for young people in the criminal justice system.	Information about patterns of gang/group offending in the local area. Access to prevention / resettlement programmes and court ordered diversion actions.
Targeted Youth Support Services.	Coordinated tailored support coordinated by a lead professional for those at risk of not achieving, whose needs cannot be met solely by either specialised or universal services.	Identify at risk young person. Refer young person initially to most appropriate support service for needs assessment and if required, coordinated support through a lead professional who can bring in other relevant support.
Other possible sources of support		
Crime and Disorder Reduction Partnership (CDRP).	Statutory agencies meet to review priorities and actions at district council, borough, and unitary authority level. In some areas this drives regular tactical planning and operations.	Some CDRPs have a Head teacher representative or a Head representing the behaviour partnership. LAs will advise. Home Office website holds crime audit for school neighbourhood.
Youth Inclusion Programme (YIP).	Prevention programme for young people aged 13-17 on the cusp of offending and requiring targeted interventions.	Information about pupils engaged in YIP and schools role.
Youth Inclusion and Support	Multi agency identification, assessment and	Information about pupils engaged in YIP and schools role.

Who	What	Action by school
Panel (YISP).	commissioning arrangements for young people aged 8-13 requiring targeted interventions.	
Voluntary community and faith groups	Directory of Voluntary and Community Sector (VCS) and faith groups.	Identify which VCS and faith groups run prevention and intervention programmes for young people.

2. What signs should schools look for in and around the site?

Pupils may behave in any of the ways set out in the table below, without being in gangs or crime related groups. The key factor here is the relationship between staff and pupil that lets the staff member notice any behaviour or changes in behaviour that may indicate gang involvement, assess this for significance and then know what action to take in their school setting.

Key questions for the school and partners:

How reliable are these as signs of gang activity?

How significant are these signs of gang activity?

Some of these (e.g. wearing colours) have cultural significance separate from gang engagement that could lead to over reporting for specific cultural groups. Multiple indicators are therefore more reliable than single indicators, which **by themselves** may be completely innocent. These are however, the more common signs of gang activity.

What might school staff see?	What might school staff hear?	What might school staff identify?
Tags (graffiti symbols) e.g. of postcodes, neighbourhood street names on schoolbooks, clothing or building surfaces. Tags crossed out.	Threats of actual or verbal violence.	Internet sites including social networking sites.
Wearing standard colours or particular items of jewellery or clothing such as bandanas.	Use of terms and nicknames to exclude others includes pupils from other schools.	Rise in individual absence, sometimes coordinated with other pupils.
Wearing clothing for protection against weapons.	Extortion for money or goods, robbery.	Overly sexualised behaviour or assault.

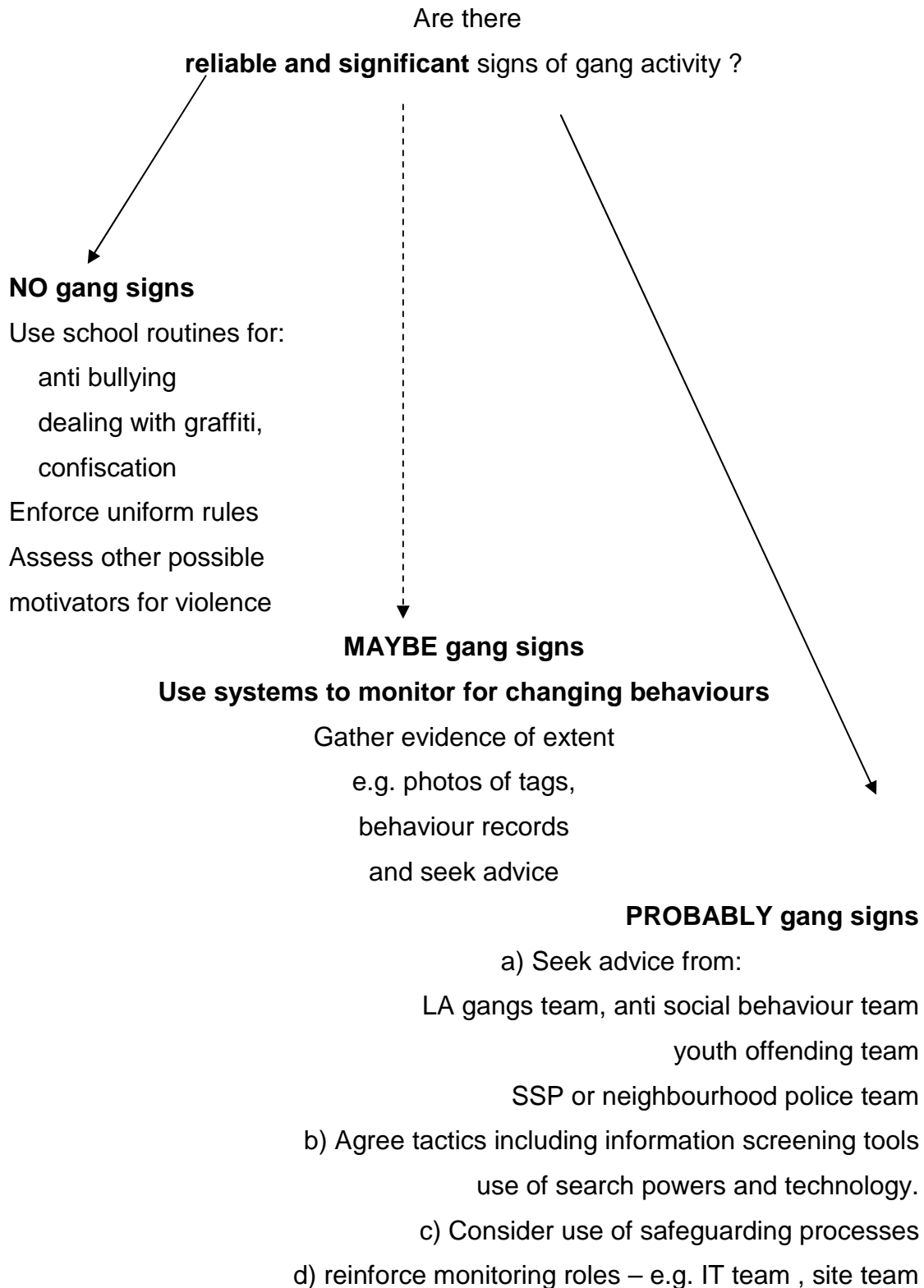
Use of hand or other signals.
Use of extremist language or materials.
Sudden change in friendship groups, behaviour or secretive behaviours.
Sudden acquisition of expensive possessions e.g. designer clothes and top of the range mobile phones and trainers.
Carrying weapons including replicas or items that can be used as weapons.

Pupils being given detailed instructions by other pupils/outsideers.
Trading of illegal substances, gaming.

Suspicious use of mobile phones, internet, Bluetooth.
Use of extremist language or materials.

How might a school respond to these signs?

Schools can develop their capacity to identify and respond to signs by working up protocols with partnerships of schools and with LA Children's Services and police.



D. Preventing the impacts of gangs and group offending on schools

Key Points

Prevention : a whole school approach

Pupils

Curriculum

Families

Working with partners, including the police

Prevention

	Pupils	Curriculum	Families	Other Partners
Specialist - individual focus	Personal Protection for the most vulnerable	Challenge and support for pupils as gang members or crime victims	Parenting contracts and orders	Neighbourhood groups, school partnerships for improving behaviour and tackling persistent absence, FE, LA Children's Services, CAMHS, YOT, police (including SSP), voluntary community and faith groups
	Restorative approaches	Mentoring including peer mentoring	YOT parenting programmes. Family Intervention Programmes	
Targeted - group focus	Information sharing, Common Assessment Framework , safeguarding and screening systems	Working with partnerships, voluntary community, and faith groups	Parenting support programmes	
	Positive Activities for Young People, mentoring and confidential support	Single theme programmes on gang issues	Parent Briefing events	
Universal	Inclusive ethos and pupil support systems	Whole curriculum promotes community cohesion, managing risk, diversity and resolving conflict	Clear, timely information about issues and access to support	

Leadership : at all levels : listening to pupils and families ; openness, analysis, challenge, support , sharing

Approaches: assessing risk , problem solving , conflict resolution, building trust, promoting wellbeing and cohesion; repairing harm

Staff: professional development (including NPSL-BA): listening and watching, assessing and managing risk, knowing routes and thresholds for engaging support.

1. Prevention of risk: a whole school strategy

The following principles apply to all aspects of pupil wellbeing and community cohesion as well as contributing to achieving the *Every Child Matters* outcomes. By developing capacity in each of these, a school not only builds its capacity for prevention of a range of risks but also its capacity to manage incidents that may arise:

- the way pupils learn to feel part of the school community and responsible for community and individual wellbeing;
- the way all adults in the school work to support pupils, especially those at risk, to hear their needs, show respect, and model conflict resolution and problem solving skills;
- leadership at all levels which focuses on the needs of pupils and staff, which confronts issues, holds to account but also works to repair harm and rebuild relationships;
- staff structures and processes which ensure that all staff are confident in their role to assess potential gang behaviours and take necessary actions themselves, with other staff and with partners; and
- a curriculum that takes all opportunities to promote positive social learning, minimises risky behaviour and promotes the rights and responsibilities of all citizens.

Then a school can provide and direct pupils staff and families to **targeted provision in school or community** to meet the needs of individuals and groups:

- easily accessible personal support for pupils in fear;
- specific curriculum programmes targeted at groups at risk;
- targeted youth support services co-ordinated by a lead professional offering personalised services for young people at risk (and their families when appropriate);
- swift and easy access to extended schools services;
- positive diversion activities at high risk times; and
- support and challenge projects for families facing the most difficult circumstances.

Finally, there may be the **specialist provision** available through the school partnership, LA, police, YOT or other services:

- restorative approaches to resolve conflict;
- individual support for the most at risk pupils through safeguarding and protection strategies;
- health, including mental health support; and
- crime prevention and law enforcement with police and YOTs.

2. Pupils

Schools could assess the readiness of their systems for dealing with gang and group offending issues.

School Systems	Purpose
Common Assessment Framework	To assess children's needs for services earlier and more effectively - ensuring a holistic, joined up approach.
Pupil support systems	To ensure that systems for behaviour and attendance improvement - including use of Pastoral Support Plans, fixed term and permanent exclusions and managed moves - are assessed against risk of gang impact.
Personal protection	If a pupil is targeted, are there agreed strategies with pupils and parents between school and agencies to protect the child in school and while travelling to and from school?
Safeguarding	Siblings or gang members and especially those at risk of sexualised behaviours may be referred into the safeguarding processes.
Screening systems for referral to other agencies	Place 'markers' of gang activity on behaviour systems and set up transfer thresholds to police or YOT systems.
Information sharing with the police and YOT	Under the principle of 'what protects the child', agree how information (soft and hard) will be collected, used and shared.
Self-referral systems	Confidential systems for pupils, parents to seek assistance. Some police, LA and extended schools have set up such phone, e-mail or web based systems. Junior Crimestoppers may also play a role locally. A case study of a self-reporting system for schools can be viewed here .
Home- school liaison	What family support systems are there for victims? Be aware if families are the recruitment route to gang

School Systems	Purpose
	membership. An example from a school in Birmingham of an event to engage parents can be viewed here .
Peer support / mentoring	Personal support strategies to keep children clear of harm. A case study of an extended schools project in Manchester, involving trained mentors working with primary age children and their families can be viewed here .
Restorative approaches	Have restorative approaches available (e.g. through YOT, police or LA) for informal and formal conflict resolution. A case study from Lambeth of use of a restorative approach can be viewed here .

3. Curriculum

A. The whole curriculum

This includes the learning which pupils undertake through the ethos of the school as well as the taught curriculum. Approaching gang issues through the curriculum requires careful handling to ensure that gangs are not inadvertently glamourised, or gang membership reinforced.

Assemblies, group time and circle time are all opportunities for learning and especially for reflective learning on school or local issues.

Throughout the curriculum, there are opportunities for effective teaching and learning about gang issues. The purpose is:

- to promote understanding and support for well being and community cohesion;
- to develop skills to identify risks and avoid them;
- to build knowledge of resolving conflict; and
- to set out clear routes for personal and group support.

An explicit understanding of gangs can be part of:

- Citizenship – knowledge of the justice systems;
- PSHE: well being – identifying risk, resisting negative pressures, safe and healthy behaviours in and out of school;
- Social and Emotional Aspects of Learning (SEAL) - developing self-awareness, empathy and motivation, managing feelings and resisting peer pressure;
- 14-19 Diplomas include specifications for personal development, which will offer continuing learning opportunities.

B. The targeted curriculum

Schools may also choose to undertake one-off themed curriculum activities on gang issues sometimes using the national curriculum framework or resources developed or supported by LA or voluntary groups:

- using agency or published curriculum materials;
- using expertise from the police, YOTs or other criminal justice resources;
- theatre groups;
- using those who have been victims of crime;
- drawing on the experience of those who have been in prison;
- linking to anti weapon or gang crime public campaigns.

Unless these are carefully designed, they may have limited long-term impact or can inadvertently cause more harm than good.

Schools will recognise the potential power and impact of such activities and, as in all curriculum activities, will want to ensure:

- The validity of the approach is assured for example by LA Children's Services, reliable research evidence.
- clear learning objectives are defined;
- any external group is clear about the values which underpin the school and agrees to work within these;
- that references and evidence of previous work with school age children reassure school leaders about the validity of the proposed work;
- that external adults are, as necessary, CRB checked;
- the target group of pupils is carefully described to meet personal learning needs – general 'awareness raising' is not enough;
- support is provided for 'vulnerable' pupils during the activity – not necessarily those who express emotion or concern on the day;
- parents and other school/community stakeholders are informed and as relevant engaged;
- that the desired learning is sustained within the curriculum – and not just a 'one off';
- that a focus on the positive contribution of the majority of young people is maintained;
- that the experience is monitored and evaluated against the designed learning outcomes.

C. The specialist curriculum: individual or group work

Many schools use small group learning sessions with young people at risk:

- as potential or actual victims of crime – to learn protective behaviours perhaps taught by police or other groups;

- as potential gang members – to understand both the emotional draw to the gang and the potential consequences;
- to promote positive options using mentors as role models to divert pupils from the gang brand.

Some schools use restorative approaches with those who have directly suffered harm. At the most formal level this can be a restorative conference aimed at acknowledging and repairing the harm caused. In some cases this may be used as an alternative to pupils becoming involved in the criminal justice system. This is a very powerful form of specialised learning.

4. Families

There are a number of ways that schools can work to engage parents or carers in order to reduce the risks to their children becoming involved in or intimidated by gangs and other groups of offenders. In the majority of cases schools and parents/carers would share a common interest in this, though there will be some parents/carers who are reluctant to acknowledge or tackle the problem – particularly if they themselves are involved in such activity.

Support for parents / carers as a whole

The Home Office has produced guidance for parents and carers on gangs. This aims to help parents, carers and families get advice on how to stop young people becoming involved in gangs, including the carrying and use of guns or knives. It includes information about gangs, why young people join them, how parent and carers can prevent children becoming involved and whom to contact for advice or help. Schools in areas where issues around gangs and group offending are a concern may wish to draw this guidance to the attention of parents and carers of pupils in the school, by way of a universal resource.

A number of schools also have Parent Support Advisers to provide support for children at the first sign of social, health or behavioural issues.

Targeted support

Schools can benefit from targeted parenting and family support interventions for pupils at risk of negative outcomes, including pupils at risk of being involved with or targeted by gangs:

- an early intervention project for 8-13 year olds to ensure parents receive a coordinated package of support to help with their child's behaviour – being expanded by 2011 to most local authorities;
- family intervention project – for identified young people and their families at highest risk;
- targeted youth support coordinated by a lead professional including family support when appropriate;
- a YOT parenting programme;

- support from parenting advisers – every LA will have at least two, working through extended schools and across the LA, and individual schools may have a parent support adviser;
- parenting contracts – a voluntary instrument drawn up between the parent and either the school or LA. Parenting contracts help parents or carers improve their parenting skills (e.g. by enabling them to attend parenting classes, counselling or one to one sessions) so as to improve their child's behaviour and attendance.

5. Other partners including the police

A. Police

It is vital that all schools work closely with local police services. There are varied models of school-police working. These include Safer School Partnerships (SSPs) - a form of provision that is structured and well-evaluated. Schools should discuss developing the school-police joint working strategy with LA Children's services. For further information see <http://www.everychildmatters.gov.uk/resources-and-practice/IG00050/>

The Government is keen to promote active local partnership working between schools and police through SSPs as they have been shown to be highly effective.

A case study of how an SSP officer dealt with gang problems in a particular school can be viewed [here](#).

B. Other partners

There are a number of other partners that can support schools in tackling gang and group offending issues. Key questions for schools:

- which statutory and voluntary partners can support the school in the local and wider community? Is there an LA directory?
- How does your school system manage contacts with these partners (who are the gatekeepers? How is contact recorded and analysed?)
- How is information about these groups made available to staff, pupils, parents/carers?

Potential Partners	What can they do to help the school? What can the school do to help them?
<i>Neighbourhood</i>	
Residents groups, shopkeepers, transport	Information sharing, crisis management, prevention work. Police-Community forum may

providers	provide opportunity for more school engagement with local community.
Local Authority Agencies/ Providers	
LA gang / anti social behaviour teams	These teams are based in some LAs to coordinate strategies.
Child and Adolescent Mental Health Services (CAMHS)	Assessment and treatment of pupils with underlying mental health problems requiring specialist service. Other targeted local services may be accessed, probably via the school's SEN Coordinator.
Youth Offending Teams (YOTs)	Access to prevention work, information sharing and support with resettlement into education/training/employment for young people supervised by the youth justice system. Support for restorative justice processes in school and community.
Housing Association	Information sharing about tags, behaviours, tensions and prevention work.
Other Schools / FE Alternative Education	
School partnerships for improving behaviour and tackling persistent absence	Coordinating overall behaviour strategies, shared training support. Coordinating managed moves - where appropriate.
PRUs and other alternative education providers.	Thorough planning monitoring and evaluation of pupil moves. Mainstream schools may be able to draw on their expertise to deal with gang issues.
FE Colleges	These are significant providers of post-14 education and training – including in some cases for the most at risk pupils. Liaison over strategy, information sharing and work with other agencies is vital to develop both prevention and response strategies.
Voluntary Community and Faith groups	
Funded programmes	Groups may be commissioned to run intervention and prevention programmes by LA (including YOT), police, or others. Helpful for information sharing with schools about individuals, families and programmes. Further information on the kinds of group working in this field and how they might contribute can be viewed here .
Voluntary programmes	May support individuals and groups outside boundaries of normal LA service times and structures. An example from Newham of a service level agreement involving a school, YOT and 3 rd sector organisation can be viewed here .

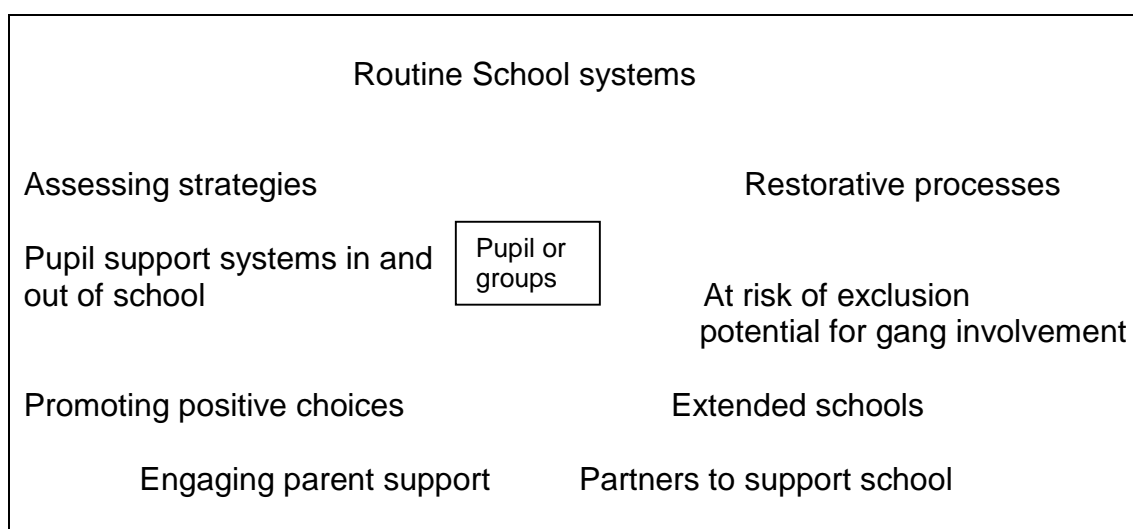
E. Tackling incidents

Key Points

Dealing with Individuals and Groups What are your legal powers and duties? Emergency Planning

1. Dealing with individual pupils or groups at risk of being involved in gangs

Schools may wish to review their work in the following areas in order to manage down the risk or impact of gang engagement.



Actions	Purpose
Processes mainly in school	
Personal support for pupils.	To develop the support and protection for a child as victim, sibling or member of gang in school and on travel to and from school.
Incorporate screening tool within school behaviour monitoring system.	To identify and flag behaviours causing gang concern and where relevant share with partners – LA teams, police. An example of a screening tool can be viewed here .
Review the use of the attendance recording and reporting system for gang impact.	Monitor lesson, daily, weekly attendance to identify patterns and limit risk behaviours.
Develop Pastoral Support Programme (PSP) process to assess risk for gang involvement.	If a PSP is being developed for a pupil at risk of exclusion liaise with YOT or police to minimise risk of exclusion.
Review school exclusion procedure to ensure that possible gang contact is	If fixed term exclusions, permanent exclusions or managed moves are used, assess the risk with partners of gang

Actions	Purpose
assessed to minimise further risk.	involvement. Particularly be aware of the possible gang impact of a managed move of a pupil to another school.
Review safeguarding information to staff and processes against gang related risks.	Consider use for gang members, their siblings, girls at risk of sexual exploitation, and those with serious substance misuse or mental health issues.
Review the school multi agency group processes.	To ensure multi agency knowledge of cases and agreed allocation of tasks for individuals and groups.
Processes mainly with partners	
Ensure parents of pupils at risk of gang involvement are engaged with information, support and challenge.	Use home-school staff as information and support routes as vehicle for engagement with other parenting services. A range of YOT, LA and other programmes operate in some areas.
Identify and build partnership with local groups - LA antisocial behaviour, anti gangs teams, Targeted Youth Support service, YOTs - to minimise youth crime or gang impact.	Voluntary community and faith sector groups may provide anti gang work for example in mentoring programmes.
Promote a more attractive 'brand' than gangs to pupils – music, sport, enterprise. Positive Activities for Young People (PAYP) may be available in time of school vacation or during term time.	Promote programmes that offer more attractive options for personal success. LA or voluntary community or faith groups may offer these. Mentoring programmes may have a key preventative role. An example of use of "midnight sport" as a positive and diversionary school activity can be viewed here .
<p>Direct at risk pupils to extended schools provision – these offer attractive and safe positive activities at times that are high risk for youth crime/gang actions - before or after school.</p> <p>Extended schools core offer of services can also provide swift access to specialist services.</p>	<p>Some developing strategies include:</p> <ul style="list-style-type: none"> part-time crisis intervention hotline for parents and children; awareness raising sessions on group / gang related issues for young people, parents, and staff; structured integration of pupils from different schools to undertake gang related interventions; development of a specialist team within a school; community partnerships delivering interventions / residential programmes.
Referral to Targeted Youth Support services.	Through the lead professional provide personalised support packages using the

Actions	Purpose
	Common Assessment Framework.
Referral to CAMHS.	To access mental health interventions for the most vulnerable pupils.
Assess small groups work on crime, weapons, and gangs.	Some small group work with gang members may have the effect of reinforcing gang membership. Seek specialist advice from LA gangs lead before undertaking this sort of work.
Identify local support to develop restorative approaches.	Processes to hold pupils to account for behaviour recognise the harm caused and repair harm. This requires careful training and monitoring which may come from LA, YOT, police or other sources.

2. Legal powers available to schools

Schools have a duty through Governors and Headteacher to establish a behaviour policy which can be reviewed to ensure that it covers actions relevant to preventing and tackling gang impact.

Legal Power	Tasks related to gangs / group offending
Legal powers of schools	
Exclusions and other sanctions.	Ensure that behaviours promoted by gang membership are covered in the exclusions processes. This includes processes such as fixed term and permanent exclusions, managed moves.
Screening for weapons.	Possibility of using wands or arches directly or with police. This can include random searching. Be aware that weapons may be undetectable plastic.
Searching for weapons.	Search without consent: there must be grounds for suspicion.
Confiscation.	Mobiles, weapons, clothing signs, colours.
Enforcement of uniform code.	School is enabled to ban items of clothing against school uniform rules – for example gang colours.
Regulating conduct of pupils off school premises.	Pupils can be punished on return to school e.g. for intimidating pupils on the way home.
Other legal powers which Schools LA or Police may apply	
Parenting contracts and orders.	The LA or school can apply to the court for an order to enforce cooperation by parents to improve their child's behaviour or attendance. Includes requirements to engage in e.g. a parenting class, counselling or one to one session.

Penalty notices.	May be used by the LA (or school) as an alternative to prosecuting a parent in court, either where the parent has failed to ensure that the child attends school regularly or where an excluded pupil is found in a public place during school hours.
Anti Social Behaviour Orders and Acceptable Behaviour Contracts.	Pupils may be the subject of Anti Social Behaviour Orders, Acceptable Behaviour Contracts or a range of other orders. The Youth Offending Team or link police officer will be able to advise on the use of these orders – and the impact on the school of a pupil being on an order – for example being banned from certain areas or subject to curfew.

For hyperlinks to relevant guidance, please see Section F below.

'Dealing with troublemakers' this DCSF guidance identifies powers available to protect school from intruders:

<http://www.teachernet.gov.uk/docbank/index.cfm?id+9232>

3. Emergency planning

Schools should review their existing emergency plans in the light of possible scenarios relevant to their community, for example if:

- there is immediate threat of gang conflict on site or immediately off site; or
- there is credible information about a pupil/adult carrying a weapon with serious intent to do immediate harm.

Key questions for schools:

- Is there an LA protocol already in place between schools, the local authority and the police?
- Are key staff clear about their roles in an emergency?
- Is there a protocol for informing parents, with up-to-date contacts?

Item	Issue	Action
Identification	Any staff member, pupil, parent or external agency might identify that a crisis is about to happen or is taking place.	Do staff know what to do to report a crisis? Who would pupils, siblings or parents contact with information about an impending crisis? Do parents know an emergency contact point in case of emergency?
Assessment	Who decides that a situation requires an emergency response?	Leadership team needs to identify who can activate emergency actions – is it all the SLT or only the Head

Item	Issue	Action
		and Deputies? Police, through safer neighbourhoods or Safer School Partnership officers, may be crucial here.
Risk Assessment for staff	The professional response of staff is usually to intervene in a situation of threat or danger to pupils.	Schools should review the risk to staff in intervening and reach agreement on what actions staff should take based on the need for an instant analysis of threat to themselves, risk to pupils and other staff.
Intervention	Priorities: to protect staff and pupils from harm; and to witness actions for potential criminal charges	a) ISOLATE and CONTAIN the incident as feasible. b) REASSURE and PROTECT other pupils. c) GET SUPPORT from law enforcement for personnel affected – pupils and adults.
Internal Management	Managing the site including 'lockdown' Managing other pupils Managing information Managing mobile phone usage inside and outside school	Site staff may need to close off internal or external access especially with any potential weapon threat. Directing other pupils away from an incident and as far as feasible to continue normal procedures. Ensuring quick and accurate information and reassurance gets to other pupils. Trying to prevent further escalation.
External support	Calling for police and medical support	Be clear who in school has a code word to activate immediate police response. What are the core messages that must be given – location, incident nature, contact person?
Follow Up	The site Staff Pupils and parents	Part of the school may become a crime scene and will need to be protected. Information for all and personal support for those directly affected. As above.

Item	Issue	Action
	Media	Working with emergency services and LA media teams to get simple clear messages across.
	Evaluation	While still fresh in the mind, evaluate how school systems handled the incident.

General guidance on emergency planning for schools is available at:
<http://www.teachernet.gov.uk/emergencies>.

F. Finding out more

1. Websites

DCSF school behaviour policies guidance:
<http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviour/policies/>

DCSF “Dealing with Troublemakers” guidance:
<http://www.teachernet.gov.uk/docbank/index.cfm?id=9232>

DCSF parental responsibility guidance:
<http://www.dfes.gov.uk/publications/guidanceonthelaw/dfeepub/jun00/050600/index.htm>

DCSF anti-bullying guidance:
<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>
<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

DCSF cyber bullying guidance:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00685-2007>

DCSF weapons searching guidance:
<http://www.teachernet.gov.uk/docbank/index.cfm?id=11454>

DCSF drugs guidance:
<http://www.teachernet.gov.uk/wholeschool/behaviour/drugs/>

DCSF Violence reduction guidance:

www.teachernet.gov.uk/doc/12187/ACFD89B.pdf

www.teachernet.gov.uk/.../behaviour/npslba/modules.cfm?moduleID=AddressingPoorAttendance§ionID

DCSF guidance on the use of force to control or restrain pupils:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12187>

DCSF Safer School Partnerships guidance:

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00050/>

DCSF Extended Schools guidance:

<http://www.teachernet.gov.uk/wholeschool/extendedschools/>

<http://www.everychildmatters.gov.uk/ete/extendedschools/>

DCSF statutory guidance on the duty to secure positive activities for young people. Positive Activities for Young People guidance:

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=13319&categoryID=75&subcategoryID=106>

DCSF guidance on Targeted Youth Support Services:

www.ecm.gov.uk/deliveringservices/tysemergingpractice

DCSF guidance on school travel and transport:

[Home to School Travel and Transport Guidance](#)

DCSF guidance on community cohesion:

www.teachernet.gov.uk/wholeschool/communitycohesion/

DCSF guidance on emergency planning:

<http://www.dcsf.gov.uk/localauthorities/index.cfm?action=subsubject&subjectID=7&subsubjectID=105>

Police: <http://www.met.police.uk/>

Youth Justice Board: www.yjb.gov.uk/

Home Office: Crime and Disorder Reduction Partnerships (CDRP):

<http://www.crimereduction.homeoffice.gov.uk/regions/regions00.htm>

Home Office guidance on multi agency working on gangs:

www.homeoffice.gov.uk/rds/pdfs05/dpr45.pdf

Home Office guidance for parents and carers on gangs:

For young people: www.teenissues.co.uk/saygoodbyetoschoolgangs.html

<http://www.teenissues.co.uk/SayGoodbyeToSchoolGangs.html>

NASUWT guidance on gangs and schools:

<http://www.nasuwt.org.uk/Templates/Internal.asp?NodeID=75798>.

[Gangs and Schools Research Report - PDF 222KB](#)

2. Terms from the youth justice system

The Youth Justice Board website (www.yjb.gov.uk) can give detailed information. The following is a summary only.

Term	Meaning
ABC	Acceptable Behaviour Contract: may be court order or agreement between school, family and police.
ASBO	Anti Social Behaviour Order.
ISO	Individual Support Order.
MAPPA	Multi Agency Public Protection Arrangements – for supervision mainly of sex offenders.
PPO	Persistent and Prolific Offender – label may drive intensive police and YOT action.
Prevention programmes	Run by YOTs and part of Children’s Services.
SSP	Safer School Partnership – collaborative arrangements between school and police. May include basing a police officer in a school or group of schools.
Targeted Youth Support	Coordinated delivery of personalised help for young people with additional needs that cannot be met by specialist universal services and are at high or growing risk of poor outcomes.
YOTs	Youth Offending Teams/Service – part of LA, running prevention programmes and with a statutory role for those young people to age 18 in courts of custody system.

3. Working with pupils already in the criminal justice system

Youth Offending Teams (YOTs) are services that combine staff from children's services, police, probation and other key services. Their key objectives are to reduce youth crime, protect the public and achieve better outcomes for young people in the youth justice system. A description of the youth justice system is at www.YJB.gov.uk

Item	What is it?	What does a school need to know?	What does a school need to do?
Pupils in Youth Offending Prevention programmes.	Various activities usually at evenings/weekend with the most 'at risk' young people to minimise chance of offending.	1. Which pupils are involved? 2. School information to identify and support pupils. 3. How to refer pupils to such programmes. 4. What actions by the school will contribute to prevention work and reintegration work for a pupil?	1. Information sharing with YOT. 2. School / YOT agreement on information and casework. 3. Multi agency case working meeting. 4. What the school can do to get best outcomes from prevention and reintegration work.
Pupils in court process.	Pupil has been charged and is to attend court.	School information and analysis informs the reports to the court.	Training the staff lead on assessment reports to ensure fullness, timeliness and consistency.
Pupil sentenced to community order.	Pupil has been found guilty by a court and sentenced to a community order.	What are the terms of the order as they affect the school?	Ensure relevant staff know about conditions on an order and can take necessary steps to support the young person, the parents/carers, and YOT.
Pupil sentenced to custody.	The average length of custody is about four months but will be much longer for serious crimes that may have extended remand periods before sentence.	Length of sentence. How to help continuity of learning into custody (for example GCSE coursework, SEN analysis).	What support can a school give to the young person, via the YOT, to ensure that prior learning is built upon. What support is available to the school on the

Item	What is it?	What does a school need to know?	What does a school need to do?
		<p>Role of school on release.</p>	<p>young person's release?</p> <p>If a pupil goes to custody for less than four months the school should keep the pupil on the role.</p> <p>Liaise with YOT/ custody team at start of sentence, and during processes to prepare for release and ensure continuity of learning journey for young person.</p> <p>Plan with YOT/ custody team/ parents/carers and continuing learning programmes in advance of the young person's release to minimise impact on other pupils.</p>
Support work for schools.	<p>YOT, police and voluntary / community groups in local areas offer support to schools e.g. curriculum input, restorative approaches, personal mentoring, positive activities to keep young people safe and out of trouble.</p>	<p>What support is available to the school, pupils and parents / carers?</p> <p>How does this support align with school policies, ethos and processes?</p>	<p>Strategic planning with partners to achieve partnership working.</p>

GANGS AND GROUP OFFENDING GUIDANCE FOR SCHOOLS

SUPPORTING DOCUMENTS

CASE STUDY OF THE SHARP (SCHOOL HELP ADVICE REPORTING PAGE), MERSEYSIDE

Self-reporting system for schools

The Opportunity

Messaging services, texting, and social networking sites offer access for an ICT literate generation to seek help report problems and concerns and become informed about local issues.

What is it?

Merseyside Police worked with a local web company to produce a school-based system being piloted in five Liverpool schools. For a fixed payment of £250, the system offers a school-badged suite of pages that provides:

- a) Clear messages about which adult in school monitors and deals with the reports;
- b) A 24/7 confidential reporting system for pupils under the banner “help is just a click away ... make a difference today” – and once clicked a secure email goes to the school staff member;
- c) Chances to monitor types of behaviour causing concern to pupils in school or their community – gangs, weapons, bullying, hate crime;
- d) Chance to quickly upload information about local issues affecting young people e.g. conflict between groups or weapons use. Police can then get information accurately to young people about what is happening and what will be done to make the community safe.

Other examples

Some LAs have also tested out confidential reporting systems for young people for example:

- Brighton and Hove: a web based reporting system of bullying issues;
- Tackling Gangs Pilot areas: confidential phone helpline.

CASE STUDY: ENGAGING PARENTS TO ENSURE A SAFE SCHOOL ENVIRONMENT – Example from HOLTE SCHOOL BIRMINGHAM



**HOLTE
SCHOOL**

Whoolet Street, Lozells,
Birmingham B19 2EP
Tel: 0121-523 7321
Fax: 0121-523 0321
Email: enquiry@holte.bham.sch.uk

February 8th 2008

*"Dedicated to
Learning as the
Foundation for Life"*

Dear Parent / Carer,

We would like to invite you to an event at Holte that may be of some interest to you.

Many of you worry about the safety of your children when they are not in your direct care and we hope that you know that this is a priority for us at school as well. Therefore, on **Tuesday February 26th from 4-6pm** we are hosting an information event for parents in the Main Hall at Holte Visual and Performing Arts College. The focus of the meeting will be the effect and impact of gang culture. The aim of the event will be to provide information, reassurance, advice and support to parents.

There will be short presentations from guest speakers from West Midlands Police and also from members of our local community who are committed to addressing the gang culture issue and supporting potential victims. There will also be an opportunity for you to ask any questions that you may have on this topic. Also present will be a number of local voluntary, statutory and community support groups who will provide information about their service and be available to advise you during the course of the event. Translators will be available to assist any parents if required during the evening.

At the end of the evening you will be given a small directory containing the contact details and information of a range of agencies and how they can offer friendly guidance and support if you have any future concerns.

Can I remind you that this is an **adult only parent event**. However, we will provide a crèche facility at school for any pre-school children that you may need to bring to the meeting. Please make every effort to attend this event. I am sure that you will find it both informative and interesting. I am available on the telephone number above if you would like to discuss any aspect of this letter.

Yours faithfully,

G.C. Higginson
Deputy Headteacher – Inclusion.

Headteacher: Mrs P.S. Walters



Birmingham City Council
Education Department



HOLTE VISUAL AND PERFORMING ARTS COLLEGE cont'd

Parent Information Event

Tuesday February 26th 2008 4-6pm

The Effect and Impact of Gang Culture

Programme:

- 4pm: Arrival and Refreshments
- 4.30pm: Introduction - Deputy Head teacher, Holte Visual and Performing Arts College
- The Gang Scene “Witness” – Rap Musician and Mentor through Music
- The Local Police Perspective – DCI, West Midlands Police
- Community Empowerment – Operation Malva Sgt ***** West Midlands Police
- The Parent Perspective Mr/s***** New Year Shooting Memorial Trust
- The Holte Perspective WPC ***** Schools Based Officer – Holte Cluster
- Families for Peace Mr/s***** Awarded Life time Achievement for Service to the Community
- Questions and Closing remark – Deputy Head teacher
- 5.30pm Networking, translation and distribution of agency directory information

CASE STUDY of MENTORS WORKING WITH PUPILS AND THEIR FAMILIES: example from MANCHESTER

The “8 ‘til Late Project” is a collaborative project involving the Manchester Multi-Agency Gang Strategy Team, the Extended Schools Team, Manchester Youth Service, and nine primary schools. The project involves trained mentors working with primary school children (aged eight plus) and their families who are known to have links with gangs in Manchester. The mentors spend time with the children and their families, provide information, guidance, and advice, help ensure they attend school on a regular basis, and get to and from school safely. The mentors get to know the children, find out what they are interested in, and encourage them to participate in a range of diversionary activities during term time and holidays, delivered as part of the extended schools programme, as well as participate in wider community activities. Evaluation of the project to date has shown improved school attendance, self-esteem, confidence, behaviour, and communication skills amongst the participating children.

CASE STUDY of RESTORATIVE APPROACHES IN SCHOOLS from LAMBETH

Sharing good practice in Lambeth schools.

Question 1: What happened?

Two rival gang members got into argument, which then escalated into a serious fight, involving a weapon and another gang members also getting involved. One of the students involved in the fight was injured and needed hospital attention.

Question 2: How was the incident referred to you?

The incident was referred to the RJ team because it was an exclusion incident. The incident was referred to us by management. The RJ Team was given incident sheets, witness statements and reports.

Question 3: What preparation do you have to do?

The incidents sheet and witness statement was read then phone calls were made to all students involved in the incident to notify them of the RJ procedure. The RJ team then made external visits to the students involved that were not available to attend internal meetings. These meetings were designed to find out the students side of the story and explain the RJ process and procedures to the student again. Parents were not notified in this case. An RJ conference was then set up with the consent of all the students involved in the incident.

Question 4: What restorative approach did you use?

The restorative approaches used were; A restorative justice meeting to resolve the conflict and an RJ contract which was made with the contribution of the students.

Question 5: What happened at the meeting?

At the RJ meeting, the RJ team and the deputy head were present along with the students involved in the incident. At the RJ meeting ground rules were made and then all parties involved gave their side of the story and what they wanted to get out of the meeting. Once all the issues surrounding the incident had been sorted, the student's apologies for their behaviour and contributed to the content of their RJ contract, which consisted of rules that the students have and will oblige by. The students also acknowledge that it is important that they should acknowledge each other

around the Campus which would hopefully create a calmer atmosphere.

Question 6: Did any key moment happen to bring the parties together or keep them apart?

The parties came together most probably because of the seriousness of the offence and maybe the fact that they had a chance to calm down and analyse their behaviour, plus they were taking exams at the time and did not want to ruin their exams. We also believe that the quick actions of the RJ team and how we approached the students also helped to bring everyone together.

Question 7: Did the meeting find a resolution? If so what was it?

In this case we believe that the meeting did find a resolution. The aim of the meeting was to get them to meet and iron out their issues as well as keeping them in school and both those objectives were met. The year 11 students that were put on a RJ contract due to the incident never broke their contract till the day they left school.

Question 8: How have things been since the meeting?

Since the meeting all has been well, all parties that were involved in the incident are now speaking and one of the students in particular realised that he was given a final chance and really knuckled down and was a model student after that.

Question 9: What benefits were there of using this approach for the people involved?

The approach used benefited the students involved greatly as all students were facing a permanent exclusion from the school, plus the fight had the potential to escalate into a serious incident outside of the school walls. The RJ approach allowed the students to express themselves and see the error of their ways and the repercussion their negative action(s) have on themselves and others. The RJ approach gave the students another chance were in any other school setting they would have been excluded, plus the majority of the students involved in the incident were about to take their exams and being kicked out of school at this time of the year would have been disastrous for them. The RJ approach also helps to heal and mend a few bridges. The RJ approach also allowed other students who saw and knew about the fight that differences can be settled in a peaceful and positive manner.

Question 10: What benefits were there for the school?

The school benefited from the RJ approach because it allowed us to firstly keep our students in school rather than have them excluded, it also gave the school another method of conflict resolution which allows the students to take control and express what they are feeling and express why they used the negative actions they did . The RJ approach also allows the students to see that conflict can be resolved peacefully.

Question 11: Would you do anything differently next time

On this occasion we believe that the whole process was carried out excellently and which resulted in a positive outcome. We believe the RJ approach is the best way forward.

Question 12: Is there anything else you would like to add?

The RJ approach has been a success at the Park Campus and can be an excellent tool when dealing with school conflicts.

CASE STUDY of SAFER SCHOOL PARTNERSHIPS (SSPs)

Multi-agency partnership working

A school in London had serious problems with violence between pupils involved in two rival gangs (each gang associated with a particular postcode) and this included violence inside and outside the school.

The school's Safer School Partnership (SSP) officer contacted Leap Confronting Conflict - a national voluntary youth organisation and registered charity providing opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflicts in their lives – and asked them to work with him to reduce violence between the two gangs.

Leap trained the SSP officer and school staff over a number of days at their base in Islington. The SSP officer then identified 20 key members from each gang in years 9 and 10. Each gang then attended four seminars with the officer at a community café and young people's centre, each seminar lasting three hours.

The SSP officer then took each gang away for three nights to a residential centre where they took part in further conflict resolution programs. Both gangs were subsequently brought together for a one-day workshop. This was so successful that the SSP officer now takes the entire group out of school one day each term for team building exercises. Their old rivalries have now been set aside after four years of conflict. The Head teacher stated that it has had a significant impact on the school.

The SSP officer organised all these events including venues, food, transport, staff and risk assessments and organised funding from three different sources.

CASE STUDY of SCHOOLS WORKING WITH VOLUNTARY, COMMUNITY AND FAITH SECTORS

There is a wide range of groups offering programmes to support schools

- Charities set up after tragedies involving the death of young people such as the *Damilola Taylor Trust* – part of which is an invitation to make a personal pledge not to use weapons;
- Groups supporting programmes for all young people on personal safety such as *Miss Dorothy.com* – offering web based pupil activities as well as school programmes;
- Groups working with groups of young people to understand how to deal with negative group pressures such as *Leap Confronting Conflict* – offering programmes for school staff as well as group work;
- Groups working to bring home the impact of violent crime on the individuals and families – such as *Mothers Against Murder and Aggression* – setting out the personal cost to families;
- Groups working to persuade pupils that taking part in violence is a bad life choice – such as “*Prison me? No way!*” – which gives pupils an experience of what prison might be like;
- Groups offering personal support and challenge out of formal school settings such as the *Street Pastors* and “*From Boyhood to Manhood*” often supporting pupils who do not succeed in the formal school system and giving them hope of future success;
- Theatre groups funded by health or community safety groups focus on specific themes around personal choice and consequences.

These are a few of the well-known groups but there are also many local groups and communities, including faith communities, willing and able to take a part in supporting pupils.

The key questions in considering using such a group for a school are:

What precisely do we want the programme to achieve?

What is the evidence of the impact of a particular approach?

Is it a universal, targeted or specialist approach that is needed?

How will we monitor and evaluate the learning that has taken place?

What are the risks of using any particular approach and how will we minimise them?

CASE STUDY FROM NEWHAM OF A SERVICE LEVEL AGREEMENT INVOLVING A SCHOOL, YOT AND 3RD SECTOR PROVIDER.

Newham Youth Offending Team: Y-Pac Service Level Agreement for provision to schools 2004/06

1	<p><i>Service level agreement between</i></p> <p><i>London Borough of Newham Youth Offending Team and ... School)</i></p> <p>Project start date:</p>
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2	Name of main contact person within Project/Organisation-	Contact at Youth Offending Team
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3	<p>General purpose/Aims of project – Y-Pac (Young People Affected by Crime/Confidence) is a project co-ordinated by Newham Youth Offending Team. Y-Pac has a three tier aim:</p> <ul style="list-style-type: none"> • To support YP who are victims of crime/bullying- reduce the victim/offender cycle. • To prevent YP at risk of becoming involved in ASB/crime, offending. • To prevent YP who are low level Offenders, re-offending, issued with reprimands, final warnings and referral orders. <p>Y-Pac works in partnership supporting pupils with the following:</p> <ul style="list-style-type: none"> • Poor attendance levels at place of education. • Display challenging behaviour at place of education, home or community. • Predicted low education attainments. • At risk of becoming involved in crime/ASB, due to high risk factors. • Engaged with YISP/YIP. • Victims of crime/bullying. At risk of becoming victims of crime/bullying.
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4	<p>Organisation's main activities and aims:- The following key Human Curriculum is covered over the 8 week workshop:</p> <ul style="list-style-type: none"> • Learning to become an effective team member. • Understanding, appreciating and working with diversity. • Understanding, minimising and resolving conflict. • Enhancing communications skills and in particular becoming aware of how to develop rapport and use body language effectively. • Increasing self-confidence, empathy and self-esteem, with peer acceptance/support. • Exploring explicit and implicit patterns and how they can be re-learned in order to adopt new healthy patterns. • Adopt new coping strategies, with which to have individual needs be heard and met effectively in a non-violent or aggressive manner. <p>Y-Pac's vision statement:</p>
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Provide young people with opportunities for personal development, encourage self-discipline, self-respect and self-confidence; enable them to communicate more effectively with a range of people and work effectively in a team.

5

Description of the service to be provided

Principle aim of the service:

Preventing crime and the fear of crime by ensuring that services are targeted at children and young people at low risk of offending, and meet the needs of Victims and communities.

The project is guided by two components of 'Every Child Matters' outcomes: - Stay Safe, Enjoy & Achieve.

The focus of engagement with a young person should be the reduction of risk. To actively involve young people in risk assessment and management.

Promotion of equality principles is integrated in everything the project does

Y-PAC staff- including Criminal Records Bureau (CRB) checks on staff and those stipulated in the Children & Young Person Act 1989, the Crime & Disorder Act 1998, Equal Opportunities and Health & Safety legislation meet all legislative requirements.

6	<p>Quantitative description of service to be provided:-</p> <ul style="list-style-type: none"> ▪ Identification of YP (Yr7-Yr9) made through school lead- Inclusion manager, Learning Mentor or Pastoral lead. ▪ Initial Assessment completed with YP, highlighting current needs and confidence levels- information shared with school lead. ▪ School to notify parent/carer of project and authorisation obtained. ▪ One session (one school period) per week for eight weeks. ▪ After each session, YP are required to complete an evaluation sheet. This information is recorded on to our information system- YOIS. ▪ Once session four has been experienced, a post card is sent to the YP home address, highlighting their achievements and noted improvements. ▪ On going feedback to school lead is provided and any concerns addressed. ▪ YP are provided with the opportunity to be sign posted to various other agencies, such as YISP, local YIP, alternative interventions and sports facilities. ▪ Overall evaluation completed by YP at the end of the project measuring distance travelled and client satisfaction. Feedback to school lead- full access to information sharing. ▪ Alternative hand over solutions explored with YP, school and Parent/Carer. <p>Service Targets -:</p> <ul style="list-style-type: none"> ▪ Achieve a 70 to 80% attendance and project completion. ▪ Achieve at least 10% improvement in attendance at school. ▪ Improvement in behaviour at school evidenced via post evaluations completed by school. ▪ Exclusion pattern decreased. ▪ Acquire positive feedback from teachers and Pastoral team. ▪ Achieve an increase of minimum two points in confidence level. ▪ Engage in alternative internal/external interventions. ▪ Demonstrate positive attitude towards diversity. ▪ Reduction in incidence of bullying or being bullied in school. • Improved quality of the relationships between parent/child/teacher
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7	<p>Outcomes</p> <p>The success of the programme will be measured by the following outcomes:</p> <ul style="list-style-type: none"> ▪ Reduce the involvement of children in the registered crime categories of vehicle crime by 30% by 2006 and robbery and violent crime by 14% by 2006. ▪ Reduce the incidence of school-based violence and anti social behaviour. ▪ Reduce the proportion of all aged 8 – 13 receiving final warnings, reprimands, re-convictions and referral orders by 5%. ▪ Reduce the number of children referred aged between 11 – 17, to the YOT for the first time – 5% by 2006. ▪ Increase by 20% the number of victims of crime & bullying undertaking supportive programmes.
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NB other contractual elements will be required – the extracts here focus on the nature of the programme and the outcomes.

CASE STUDY of SCREENING TOOL for ADAPTATION INTO SCHOOL BEHAVIOUR INFORMATION SYSTEM

Signs for onward referral to LA team YOT or Police

Surname		First name(s)	
Other names/ street tags used by pupil		Gender Date of birth	
*UPN			
*Address		*Postcode	
Suspected gang involvement			

Ethnic classification	
Preferred language (other than English)	

Immediate reason for school action	
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Possible gang indicators linked with the pupil:

STRONG INDICATORS	EVIDENCE
Young person has offended/been involved in crime or anti social behaviour with other known gang members	
Third party agency reports (police; Local authority teams, partner agencies) of possible gang involvement	
Siblings/family members are known to be have been involved in gangs. Siblings may also report young person being gang-involved.	
Has been charged with / or reasonable suspicion by police of "possession with intent to supply drugs" or carrying or possessing offensive weapons	
Total /4	

If one or more of the above statements apply, the school should liaise with LA gang team, police or YOT according to local protocols.

Which of the following apply to the young person? Is each a *reliable* and *significant* indicator for THIS young person?

Possible Indicator : a combination of these <i>may</i> indicate gang involvement	Is the indicator reliable	Is the indicator significant
Uses known gang signs on possessions or places gang related graffiti on school property		
Wearing gang related colours, clothing, jewellery or protective clothing		
Claims to be victimised by other groups or gangs		
Has access to/claims ownership of/ known to own knives/firearms		
Sudden change in friendship group ,behaviour or attendance		

Reports of trading of items		
Sudden acquisition of expensive items		
Reports or evidence of giving /receiving gang related task instructions		
Has been excluded or is persistently absent from school		
Uses threats of actual violence / significant verbal aggression		
Display's inappropriate and or aggressive/sexualised behaviour		
	Total /11	

If one or more of the above statements apply, the school should liaise with LA gang team, police or YOT according to local protocols.

completed by		Date completed	
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CASE STUDY of EXTENDED SCHOOLS

Midnight Sports – Sports after school hours

The issue

The maximum time for youth crime, and by extension gang activity, is 4pm onwards, evenings, weekends, and holidays. Provision can be targeted to those pupils most at risk of engagement by understanding their interests and needs.

The analysis

Providing alternative activities, which appeal to young people, can play an important role in diverting from gang activity.

The Origins

Building from pilot schemes including in Burnley, Mansfield, and Manchester, sports facilities and support are laid on at school and LA sports facilities sometimes running till late into the evening under the banner of 'Midnight basketball'. Similarly, Midnight Soccer is a community football programme developed in areas such as Burnley for young people aged 14 to 17 years that contributes to community relations, youth provision, and crime diversion. In Northern Ireland, experience shows that the model works with young people from 8 year olds.

The Benefits

Extended schools provision targeting at risk young people after school hours can provide high adrenalin sports and other activities in safe environments, while also making sure trained specialist staff are available to supervise, support and link pupils to other services if they need specialist support. Although Extended schools provision is specified for at least two hours after school, imaginative use of partnership funding for prevention work and work with Voluntary and Community sector groups can significantly extend the time when the activities can be available.

The experience of schools including in Oxfordshire, Manchester, and London show that not only do pupils enjoy the sport but also pupils learn routes to seek help if they need it. Parents are pleased to know that their children are in a safe location, while the community and police response is that there are real benefits in reducing both reports of crime and anti social behaviour and residents' fear of crime.