Infobuzz - Early Intervention Youth Funding (EIYF)

Project evaluation report

July, 2020

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Introduction

The purpose of the Early Intervention Youth Funding (EIYF) is to provide support for early intervention programmes with young people at risk of criminal involvement, as victims and/or perpetrators. Reflecting the EIYF funding guidance a multi-component project was devised in collaboration with key local stakeholders including schools and the fire service in order to deliver an inclusive project targeted at known local areas of need. Signposting to other services was provided when needed to support those engaged in the project and primary data concerning experiences was sought from a range of participants. The project began in December 2019 and completed in March, 2020. Some disruptions were experienced due to the COVID-19 pandemic.

Main findings

Overall, the project exceeded its targets for engaging school children (Year 6, 160% of target, n=240), met its counselling target (100% of 20 young people), and partially met its targets for engaging young people in additional safety activities (85% of 40, n=34), and parents (52% of 50, n=26).

Counselling

The project had a positive impact on the target audience across all components. Mean (all weeks) data for those young people receiving counselling support indicated that a relatively large proportion of young people *sometimes* felt nervous, confused, angry and sad (68.8% - 58.4%), and approximately 60% of young people reported *never* feeling lonely. 25% or less indicated *never* being scared, nervous, confused, angry or tired. Whilst there was insufficient data to make a detailed analysis of trends over time the results provided an indicative a positive move towards 'never' in respect of feeling nervous, sad and angry (>50.0% – 18.8%) which were accompanied by corresponding positive shifts away from 'sometimes' feeling this way following the counselling sessions.

School-based sessions

The majority of schools (Sites) were located in Gloucester district (young people n=161, 58.1%), followed by Cheltenham (young people n=73, 26.4%) and Stroud (young people n=6, 2.2%). Strongest overall agreement (on a scale from 1 to 6, 6 indicating stronger agreement) was reported for 'I have a good level of understanding about where I live and play' and 'I know what I can do to stay happy and healthy and how not to become involved in crime' (both = 5.41, SD = 0.99 and 1.15 respectively). The item with least overall agreement was 'I would like to be safer and happier where I live and play' (3.30, SD = 1.99). The sample means hid variations between schools whereby Site Nine (n = 28 young people) reported very low agreement (2.32, SD = 1.63) in comparison to Site 10 which reported more agreement with the statement (4.85, SD = 1.76). Assessing the data for differences between the sites, perceptions for 'I have a good level of understanding about where I live and play', 'I feel safe where I live and Play' and 'I would like to be safer and happier where I live and play' were statistically significant, suggesting that young people had widely different perceptions on these three aspects, possibly due to local and / or personal circumstances.

Skillzone

For those young people attending the Skillzone sessions, they were largely enthusiastic and really enjoyed the interactive nature of the sessions. Creating a safe space in which the young people felt confident and comfortable to talk to the project staff created a positive and trusting learning

environment. The small group sizes and practical nature of the session helped maintain interest and enthusiasm which was perceived as particularly important considering the ages of participants. The focus on individual choice within the context of personal safety allowed young people to explore the issues in ways that they could relate to which was supported by goal setting. This helped the participants link outcomes to the new knowledge and awareness they developed throughout the project.

Children were familiar with the concept of setting goals and the schools were both supportive and positive towards the project overall. Project staff perceived that young people left the project feeling better able to understand safety issues and their own feelings. This was supported by feedback obtained from the young people via the evaluation tools deployed. Possible improvements for future similar projects concerned increasing the amount of lead-in time to support the development of systems and inter-organisational relationships, and improvements in communication between stakeholders involved in the project's delivery. Greater time and therefore, flexibility, were also highlighted as a potential area to address so as to ensure all participants' needs are fully met. As supported by the limited feedback from the parent session, opening up the Skillzone opportunities to the entire project cohort would possibly have provided a useful means of reinforcing the learning that had taken place within the school sessions and would serve to demonstrate the uniqueness of the project.

Case studies

Trauma was a reoccurring issue that arose as a consequence of the sudden loss of a family member and the overall impact of dealing with a disrupted personal, domestic and working lives. Young people were exhibited behavioural challenges including aggression and anger which negatively impacted family life and schooling. For parents there was an underlying sense of fear and anxiety with respect to the influence and involvement of partners and ex-partners in their lives and the lives of their children. Fear and anxiety were also evident with respect to being able to cope without a significant other in terms of dealing with essential day-to-day tasks, such as paying bills, etc. To varying degrees poor mental health was evident across all case studies in terms lack of confidence and being unable to express or articulate emotions.

Rapid access to support allowed the participants to benefit from the intervention in a relatively short space of time meaning and facilitated the establishing trusting and communicative relationships. The project's educational emphasis for example, concerning the criminal justice system (CJS), helped contextualise the wider processes. The immediate outcomes of the project were evident in participants' abilities to understand, rationalise and accept their situations. This provided a basis on which to plan actions in respect of whatever challenges were being faced, with the support of the project staff and other stakeholder to whom participants were signposted. For young people in particular there were perceived improvements in being able to express feelings and emotions in more constructive ways. Being more informed and aware of oneself and the wider processes taking place helped to provide participants with a set of tools which they could use to help manage themselves and family units more positively. Over time, these aspects were manifest in a feeling of greater resilience, ability to cope and feeling more secure.

Recommendations

Practice

1. Collaboration with local appropriate stakeholders is essential for devising and delivering responsive projects. Identifying and maintaining communication with stakeholders during

planning stages is essential to ensure potential barriers and facilitators are mapped out and understood;

2. Young people responded well to the engaging and innovative activities, and those which presented a safe space in which to discuss feelings and concerns. Activities that help convey the positive aspects of similar projects for example, regular updates should be undertaken in order to secure the support of all relevant stakeholders, including parents and teachers throughout the duration of the project;

3. The importance of effective communication between key project staff is clear. Establishing clear communication processes and expectations is recommended to ensure all information that has a material influence on delivery is acquired in a timely manner e.g. between project manager, key delivery partners, support staff, parents and young people;

4. The EIYF benefited from flexibility with respect to the ways in which the respective components were delivered. Future similar projects should ensure flexibility is provided in respect of responding to young people's needs in the short term (i.e. day of delivery) and longer time (duration of the project), by providing practitioners with the scope to revise delivery plans whilst keeping the overall objectives in mind.

5. Opportunities that provide greater access and inclusivity e.g. 'mass participation' or a wider programme of education events should be identified in order to reinforce the longer-term learning delivered through the project.

Research

6. There were clear immediate or proximal outcomes arising from the project's activities. Future research should explore the mechanisms that explain young peoples' engagement, and non-engagement, and the ways in which these outcomes are played out over time;

7. Parents and teachers represent important stakeholders in the intervention process. Research should investigate the relationship between parents' perceptions of the safety issues considered in this project, the level of young people's engagement and longer-term outcomes in order to establish what works best, for whom and why;

8. Longitudinal research is recommended to investigate the long-term project outcomes for young people with respect to their attitudes to risk, personal and community safety, and level of education and understanding of factors relevant to these issues.

Acknowledgements

Recommended citation: Baker, C. (2020). *Early Intervention Youth Funding (EIYF) Project Evaluation Report.* Gloucester, University of Gloucestershire.

1.0   Introduction

The Early Intervention Youth Funding (EIYF) project provides support for early intervention programmes with young people at risk of criminal involvement, as victims and/or perpetrators. Finding efficient and effective ways to ensure the safety of citizens is a chief governmental concern and the Serious Violence Strategy (Home Office, 2018a) sets out ambitions to respond to increases in knife crime, gun crime and homicides.

The strategy outlines four main themes which include tackling county lines and misuse of drugs, early intervention and prevention, supporting communities and partnerships, and an effective law enforcement and criminal justice response. With a particular focus on early intervention and prevention these themes emphasise collaboration between local actors, including schools, health and social services, police and third sector organisations.

The Early Intervention Youth Fund (EIYF) was established in 2018 (Home Office, 2018b) to support organisations activities that align with the strategy, providing a total funding pot of £22m for the financial years 2018/19 and 2019/20. Funding was available to partnerships between organisations tackling serious violence by engaging in early intervention and prevention programmes with young people at risk of criminal involvement, as victims and/or perpetrators. It was also expected that the funding would increase resilience in young people by addressing the risk and protective factors common to a range of vulnerabilities.

The Infobuzz EIYF project was based on a partnership between local statutory services, including the police and fire service, together with a number of local schools (n=6). A multi-stranded intervention was devised focusing on developing young people's understanding of safety issues including alcohol and substance misuse, sexting, knife crime, online safety and neighbourhood risks.

Between December 2019 and March 2020, a comprehensive programme of individual counselling (for 20 children identified as being at risk of negative behaviours in the six target schools), workshops for children based in schools (ten classes, n=240, in addition to three sessions for a group of children at the local Skillzone, n=34), and an advice and support session for parents at the local Skillzone facility was delivered in order to educate and promote positive behaviours and attitudes to help participants make better life choices.

The University of Gloucestershire was commissioned by Infobuzz in September 2019 to undertake a summative evaluation of the programme in order to assess engagement with the project, perceptions of impact and experiences of those involved in delivery. The evaluation ran from December 2019 to March 31st, 2020.

1.1   Evaluation aims and objectives

The aim of the evaluation was to investigate:

1. numbers of young people and parents engaged in the EIYF intervention;
2. the impact of the EIYF programme in respect of young people's and parents' perceptions concerning safety issues.

To address the aims above the following objectives were established:

1. To assess young people's and parents' awareness of safety issues following engagement in the intervention;

2. To identify what works in practice for tackling risks factors concerning safety issues for young people, including multi-agency partnership working;

1.2   Purpose of this report

The purpose of this report is to:

1. Provide a summative review of progress against the evaluation aims
2. Outline recommendations for future similar projects

2.0   Evaluation framework

2.1   Introduction

A mixed methods approach was deployed (Table 2) which used qualitative and quantitative data to understand the impact of the project for beneficiaries, including the qualitative exploration of factors to help establish learning and development for future similar projects.

The target numbers for the EIYF project included:
- Six-week schedule of individual counselling = 20 children
- Awareness raising of violent crime and community awareness = 150 children (school-based)
- Three-day practical safety sessions at Skillzone facility = 40 young people
- Awareness raising of violent crime and community awareness = 50 parents

Table 1: Overview of data collection methods

Focus	Qualitative component	Quantitative component
Organisational	• A. Staff and stakeholder individual interviews	• C. Infobuzz EIYF programme data (pupils engaged; counselling; Skillzone; parent session); participant perceptions
Beneficiaries	• B. Case study data provided by Infobuzz and teacher feedback	

2.2   Procedures

This section outlines the main procedures for data collection and analysis for each component of the evaluation as detailed in Table 2.

2.2   (A) Staff and stakeholder interviews

Two individual interviews were undertaken, one with a member of the Infobuzz team and one with a representative of a partner organisation directly involved in the delivery of the project. The interviews were conducted via telephone and lasted approximately 45 minutes, and were recorded for accuracy and transcribed verbatim for analysis. The recorded interview data was analysed using a thematic approach (Braun and Clarke, 2006)[1]. This involves six main steps:

1. Data familiarity   Reading / re-reading and listening; note initial ideas.
2. Generating initial codes   Preliminary coding; interesting and meaningful data
3. Searching for themes   Interpretation; relationships between codes and themes
4. Reviewing themes   Review, combine, refine, discard themes; thematic 'map'
5. Defining and naming themes   Working definitions that capture the essence of each theme
6. Reporting   Interpretable; extract examples that relate to the themes

2.3   (B) Beneficiary case study analyses and teacher feedback

Case studies were created from a sample of participants in the project as means of establishing evidence concerning the processes and outcomes from beneficiaries' perspectives. For the purposes

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[1] Braun, V. and Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), pp.77-101.

of this report five case studies were provided by the EIYF project team. The case studies were analysed using a thematic approach loosely based on that outlined by Braun and Clarke (2006).

Teacher feedback was obtained via a standardised questionnaire which allowed them to highlight various aspects of the project with respect to expectations, usefulness and possible improvements. This provided additional data to augment that obtained within the broader evaluation framework.

2.4   (C) EIYF programme data

School sessions

Safety awareness-raising workshops (n=2) were conducted by Infobuzz staff in the six participating schools. Of those schools involved, three provided sufficient participants for additional groups to receive the intervention resulting in a total of 10 class groups across the six schools (n=240 young people in Year 6).

Two workshops were delivered, one at the beginning of the intervention and an additional workshop after approximately eight weeks. To assess the impact of the school-based workshops a variety of data collection tools were used including a personal goal setting exercise (Appendices A and B). Participant data concerning perceptions of safety and personal knowledge was collected from young people at the point of entry (baseline, workshop week 1) and exit (follow-up workshop) to the project (see Appendices C and D). This helped establish data concerning the impact of the workshops on their knowledge concerning what is, and what is not safe in the community including topics of alcohol and substance misuse, sexting, knife crime, online safety and neighbourhood risks. The bespoke data collection tools were devised internally by Infobuzz.

Counselling

The individual counselling component targeted those young people with complex needs who could benefit from the EIYF intervention. Counselling ran through the entire project duration, the majority of pupils receiving six weeks of counselling with three receiving an additional week, based on their needs. Young people were identified by Infobuzz staff and the school, via SENCO staff, during visits to the school sites and communications following these.

Children's parents were approached in order to discuss option of one-to-one counselling support for their child. If consent was obtained, children began a schedule of counselling in which the differences between safe and unsafe situations and behaviours were discussed. Sessions took place largely within private rooms at each school in which the sessions were delivered. Sessions were counted even if young people did not turn up. Counselling sessions were supported with a referral form (Appendix E), counselling assessment (Appendix F), counselling agreement (Appendix G), and a counselling action plan (Appendix H),

Young people were encouraged to set goals at the beginning of the sessions in order to provide a basis for action and point of discussion, and to reflect on how they felt at each session for example, tired, scared, nervous, excited and happy (Appendix I).

Skillzone sessions

Young people identified with the most complex needs, as indicated by unsafe behaviours, aggressiveness and violent behaviour, and those with conditions that affected behaviour for example,

ADHD, were selected from the intervention cohort to attend a three-day (run on three separate days) session at the local Skillzone facility.

Whilst each school provided one to two children on average, 14 children were recruited from two schools, based on their needs as identified by Infobuzz and school staff. The sessions included the presentation and discussion of safety awareness scenarios and practical sessions supported by the fire service for example, first aid and basic fire-fighting skills.

Parent session

The single parent session was hosted at the local Skillzone facility towards the conclusion of the project (March, 2020). This session focused on similar content to that introduced to the young people in order to create awareness and understanding of safety issues facing children form the parents' perspective.

3.0 Summary of findings and key actions

This section presents the main findings of the data in order to provide a basis for key actions.

3.1   Staff and stakeholder interviews

One participant worked for Infobuzz and was directly involved in the development and delivery of the EIYF project. The second participant was a manager at the Skillzone facility. This participant had been handed responsibility for the delivery of the project after its initial development had been completed, thus was not involved in the planning of the project.

The two participants were asked to consider what aspects of the project they perceived had gone well and those which had gone less well, in addition to other issues they felt important to discuss with respect to the outcomes of the project and issues relating to its implementation. The data are arranged according to these two main themes (Figure 1) with additional supporting data provided to provide an overview of the participants' perceptions.

3.1.1 What went well

Overall, both participants perceived that the project had a **positive impact on the target audience** and had met its objectives on the whole; '*From what I saw myself, from what I felt myself but also from the actual data that I've collected from the children I definitely think there's clear positive outcomes and there are obviously things to learn from everything, there's always things to learn but I think the basis of it absolutely works and yeah we've seen clear improvements in all of the children'*. Both identified that the young people they had engaged with were **enthusiastic and had really enjoyed their experience** in the project. Schools had been largely supportive and recognised the value of the project, and it was felt that participants had taken the messages on board very well and were able to comprehend these in terms of their own life situations.

Creating a safe space in which the young people felt **confident and comfortable** to talk to the project staff was essential for creating an environment in which learning took place. With respect to the workshops, the highly **interactive nature of the sessions** fostered a sense of fun and engagement which contrasted with more traditional school-based activities and in doing so created a unique and enjoyable experience; '*None of them wanted to leave and some of them actually were refusing to leave the building at the end of the day … they wanted to come back again and they wanted to engage. And for a lot of those children the teachers are telling us they aren't engaged in school, they hate school, they don't want to be in school and they don't want to be taught anything.'*

The **focus on individual choice** within the context of personal safety allowed young people to explore the issues under consideration in ways that they could relate to; '*…we weren't there to tell them "don't do this and don't do that", we were purely there to look at choices, look at consequences and look at them making safe choices themselves'*. **Goal setting** provided the principal mechanism for helping the participants link outcomes to the new knowledge and awareness they developed throughout the project. These were often very simple for example, being able to complete a new task or a technical skill in sport, and also more complex goals for example, managing emotions.

The opportunity to establish realistic and relatable goals that spoke to the interests of young people instilled a greater degree of **ownership and investment** which helped maintain interest for the duration. Children were seemingly comfortable with the concept of setting goals; '*I think children are really used to goals. They're set goals all the time in school, it's all about goals, milestones, children are very much aware of that. If you ask a six-year-old you'll probably get "Oh this is my goals, this is*

what I'm working towards." They seem to know it'. This helped to set up goals that were eminently achievable and in doing so facilitated discussion around future longer-term goals (i.e. beyond the life course of the project) to provide a positive behavioural focus for activity.

Figure 1: Overview of qualitative themes

Thematic overview

Things that went well

Interactive aspect of the intervention, contrast with day-to-day education and previous intervention experiences. Providing a safe space to discuss difficult subjects in a non-judgmental environment. Establishing trust and rapport in order to discuss concerns and realistic goals. Child-led discussions about worries, feelings and emotions. The sense that children were listened to without academic or other pressures getting in the way; somebody taking a genuine interest in their welfare.

Novelty

Trusting relationships

Fun

Goals

Safety

More time

Things that would make it better

Longer amount of time overall in order to help with administration activities and strengthening relationships with participants. Flexibility for more participants to receive a greater number of sessions if required. Lead-in time to allow for the consent process to take place (including discussions with parents regarding their concerns, if any), and for greater planning with schools in order to identify suitable times for visits. Creating opportunities for all participants to visit the Skillzone facility.

Flexibility

Opportunities

Attention was also given to much bigger goals for example, career ambitions or places to visit in the future. Practitioners used the goal formation process as a vehicle for engaging the participants in safety discussions and mapping these aspects against personal behaviours. This provided young

people with a more concrete connection between aspects of safety within the things around them and their personal behaviour.

The Skillzone sessions provided a particular means of **emphasising links between safety and behaviour**, *the focus being on fire, road and rail safety, and team building exercises with participants which focused on building personal confidence and resilience; '… the children weren't chosen from friendship groups, so a lot of the children didn't* [normally] *hang out together in school, and in some of the groups there was quite a lot of conflict and actual physical fighting at school between some of the members that came on. So, to see them working together activities where it's quite physical and they have to work as a team … and to see some of those children working together and giving ideas and finding strengths in each other …'.* These activities were perceived to be very beneficial and were based on revised formats taken from sessions aimed at older children; *'Skillzone is incredibly interactive and creative and so that mirrored in the counselling as well that we use, kind of* [look] *to help a child find words to express how they're feeling. So, I think that is a key factor of why the project as a whole worked was because it was really considered about what's the best way of them learning, how will they learn this…'*

The **small group sizes** and practical nature of the session helped maintain interest and enthusiasm which was perceived as particularly important considering the ages of participants; *'we did a lot of practical activities, it wasn't sat down reading and writing, it was loads of practical stuff. We changed it up a lot which is really part of my plan just to make sure that they weren't doing an activity for a really long period of time … we'd swap to another activity so that they were not spending too much time where they then became bored, distracted and disengaged with* it'. This ensured the sessions remained focused, fun and informative which helped to build relationships with the young people that facilitated the overall delivery of the project.

The Skillzone manager perceived that the participants had fully embraced the Skillzone sessions and were both open to and engaged with the opportunity to set goals and immerse themselves in the activities. These **contrasted sharply with 'normal' school experiences** and provided a real diversion from issues at home. Project feedback from the participants demonstrated that safety messages had been taken on board in respect of the answers being provided to safety scenarios that they had been presented with. This outcome was demonstrated within the Skillzone manager's account of a situation in which attendance certificates for the young people had mistakenly not been distributed to some participants. This resulted in visits at two schools to deliver the certificates at assemblies where; *'the school pulled out the students that had been on the project in front of the whole school assembly and asked them what they'd learnt on the project. And all six students stood at the front and repeated the most amazing things that they said and they could tell you exactly about first aid, the recovery position…'*

Both interview participants agreed that young people left the project **feeling better able to understand their feelings** and more aware of why they felt a certain way. Being more aware helped them understand how to respond and discussions concerning the range of support available to them provided a practical resource if and when this was needed. As such, the project helped foster **intrapersonal skills** but also knowledge of how and from **where to seek support** from to help deal with issues for example, their class teachers or appropriate websites.

3.1.2 What would improve the project?

Whilst relatively few issues were reported by the two interview participants some important observations were made which could serve to inform future similar programmes. The first issue concerned the amount of time available to deliver the project. It was understood and accepted that

the project was time-limited based on the funding requirements. However, practical challenges with respect to implementation increased the **sense of pressure** and provided a degree of stress and additional work that had not been anticipated.

With respect to the counselling sessions, the first issue concerned the **consent process** and engaging parents in discussion concerning the involvement of their child in the project. Some parents were much interested in their child participating in the project than others and it was sometimes difficult to establish rapport with them in order to discuss the project, its benefits and any concerns that the parent may have had. As such, the flow of information could be improved in terms of how information is presented and from whom it is received; '… *I wonder if counselling sounds a bit of a scary word, so some of my work was around, kind of, building that relationship or just, kind of, putting that at ease with the parents. [We need to be] mindful about the process in which they're being offered counselling as part of a project because of the way you could turn…they just receive a letter from school not even from us, how that might be received*.' It was accepted that it was difficult to find the right approach given the different ways in which people like to receive information and the added complication of a further stakeholder (schools) who managed their own communications. These issues sometimes served to slow down the process of engaging young people in the project and took up a lot of practitioner time to manage. Hence, liaising more closely with school would likely assist with overcoming some of the challenges posed by the constant process; '*you're a little bit in the hands of the school really as to how much …how proactive they are … I'm thinking about that element especially in kind of sharing that information.*'

The second (and related) issue related to a need for **greater flexibility** to accommodate young people's counselling needs. Although a limited number of children received additional sessions it was not always possible to provide these to all those who may have benefited due to the challenges posed by a combination of the consent process and school holidays, and missed session. Flexibility was also important in respect of balancing session management with the need to achieve the intended project outcomes. Here, it was apparent that; '*life happens, children bringing to a session something that's really upset them and you end up spending your session looking at that, but you're also very aware of you've got you've, kind of, set these goals for these children so you need to … it's about an ability to, kind of, be less focused, I guess*.' A longer-term project would assist in overcoming some of these challenges and possibly provide the opportunity to provide additional options, such as staggering delivery so that additional sessions or opportunities could be provided; '*because it was a six months project it was quite fact heavy as in when the referrals came they came in quite quick but they came, kind of, altogether and because it was a short timeframe you didn't have the time to, kind of, have almost two waves if that makes sense*?'. .

The third issue related to **communications** between the stakeholders involved in the project's delivery including Infobuzz, Skillzone (Fire Service) and schools. Both participants highlighted a number of issues relating to communication. For the counsellor it was sometimes difficult to find time slots to deliver the school-based sessions due to issues concerning curriculum delivery in which mornings were more important, and planned support sessions already being in place. For the Skillzone representative issues relating to the availability of pre-visit information were highlighted; '…*unfortunately I didn't get any pre-visit information from any of the schools that I requested. So, it was very much was taking the children as they came on the day which was really difficult*'.

There were also concerns regarding the support staff (e.g. Teaching Assistants) that accompanied young people to the Skillzone centre for in terms of their own health needs, that some young people were not well prepared, having attended the sessions without having had breakfast, and language issues; '*we had one young person who didn't speak English and they didn't send an interpreter. And we didn't speak the language that that child spoke … we adapted and I still think that child really got*

a lot out of it'. Based on these issues it is likely that there are opportunities to enhance communication processes between the various stakeholders and components of the project in order to ensure important information is received in a timely manner so that sessions are not disrupted or impacted negatively. Pre-implementation planning could provide one such opportunity in terms of bringing together stakeholders to ensure all possible barriers and facilitators to delivery are considered.

3.1.3 Additional comments

The two interview participants were invited to raise other issues they felt could usefully inform future projects. Firstly, the benefits of the multiagency approach were clear; '*I just think it was a really great project … the multiagency working with the fire service and obviously people we were working with those very different schools, I think worked really well*'. There was a genuine sense that the inclusion of diverse stakeholders had provided a more complete and impactful project than if one stakeholder had delivered it alone.

With respect to harnessing the **synergistic potential** of the partnership both participants both emphasised the need for flexibility and communication with respect to session management, responding to learning gained during the delivery of the sessions and flow of important information; '*There's loads of ways that we can adapt for any child that comes to us but only if we've got that information prior to them coming because on the actual day that was quite difficult*'. In this respect it is important to recognise and emphasise the different strengths and contributions of each stakeholder in order to sustain a supportive and collaborative relationship between those involved in delivering the project.

Secondly, it was felt by both participants (and further supported by anecdotal feedback from the project manager) that **opening up the opportunities** to the wider cohort, specifically with regard to the Skillzone sessions, would provide a powerful means of reinforcing the learning that had taken place within the school sessions for all the young people. Such was the perceived impact of the practical sessions, this would serve to demonstrate the uniqueness of the project and a provide greater equity for all year-group pupils in terms of the opportunity to attend the facility.

3.2   Beneficiary case study analyses and teacher feedback

This section provides the results of analyses conducted on the case study data relating to participants involved in the EIFY project and on feedback received from teachers at the sites in which the intervention was delivered.

3.2.1 Case study analyses

Five case studies were generated by Infobuzz staff which sought to illustrate the nature of processes and outcomes associated with the delivery of the EIYF project. These included a single parent of five children who was fearful of her ex-partner being released from custody, a single parent of a young child experiencing the shock of having her child's father arrested for a serious crime, a young person struggling a father's absence through a custodial sentence, a mother and child experiencing anxiety over the release from custody of the father, and a child experiencing issues due to multiple family members serving custodial sentences. The participants reflected both town/city and rural locations and varying backgrounds, including personal disability, domestic abuse and neglect, mental health challenges and family disruption. Where available, direct and anonymised comments from participants are paraphrased in order to help present the data and provide participants with a voice.

Four main themes were identified through the process of data analysis (Figure 2). These overlapping themes present a number of aspects that articulate the complexity of participant's lives and the perceived impact of the EIYF intervention. Within these themes are located a number of interrelated dimensions which qualify the ways in which these aspects were experienced or developed over time. The themes are presented sequentially as a means of explaining participants' journeys although it is recognised that each person would have experienced this journey in different ways and at different paces.

Figure 2: Case study themes

Personal factors	Intervention	Processes	Outcomes
1.Trauma			
2. Anger, frustration			
3.Fear and anxiety			
4.Mental health	1. Rapid access		
5. Isolation	2. Education		
	3. Prison visits		
	4. Advice	1. Acceptance	
		2. Expression	
		3. Talking	
		4. Knowledge & awareness	1. Resilience
			2. Coping
			3. Safety
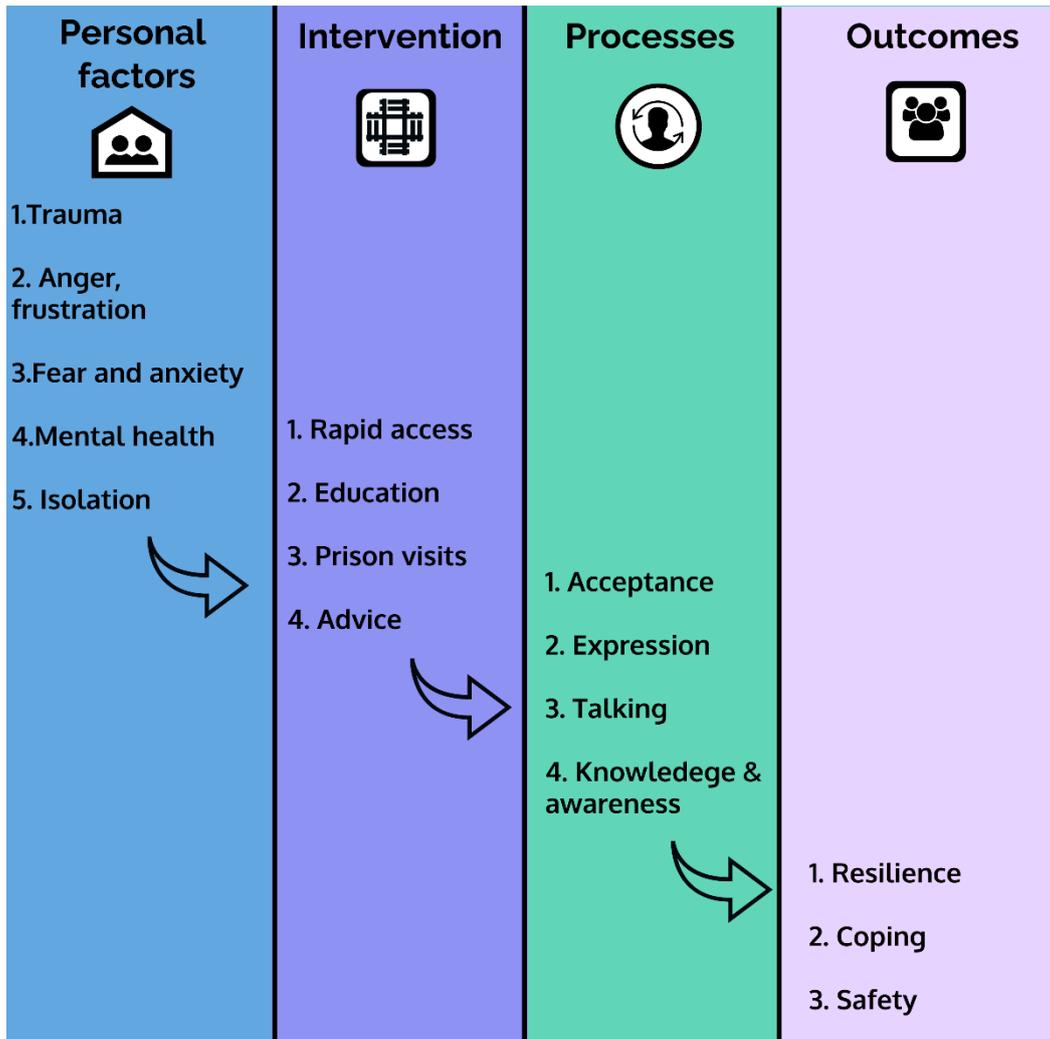
Personal factors

Trauma was a reoccurring issue that arose as a consequence of the sudden loss of a family member and the overall impact of dealing with a disrupted personal, domestic and working lives; '*The shock doesn't stop, every day I discover something that we did together, that I'm now doing on my own. I feel the shame of his crimes, people cross the street when they see me and I'm not the one that committed the crime*.' The consequence of this was felt in different ways. Young people were seen to exhibit behavioural challenges including **aggression and anger** which negatively impacted family life and schooling, some being under the threat of exclusion due to the level of disruption caused. For parents there was an underlying sense of fear and anxiety with respect to the influence and involvement of partners and ex-partners in their lives and the lives of their children. Negative prior experiences including domestic abuse were a principal cause of this. **Fear and anxiety** also related to

the notion of being able to cope without a significant other in terms of dealing with essential day-to-day tasks, such as paying bills, etc. To varying degrees **poor mental health** was evident across all case studies in terms lack of confidence and being unable to express or articulate emotions. This in turn led to a sense of **isolation** whereby parents had felt feeling cut off from the things with which they were familiar and the things they needed to support them. These aspects are understood to be common responses to losing a parent to custody (Kincaid et al., 2019). Consistent with the project's aims it is important to identify and support those affected in this way so as to minimise the impact of sentences in respect of entry to and exit from custody.

Intervention

This related specifically to aspects of the EIYF project which were perceived as important in supporting improvements in the personal factors identified above. **Rapid access** allowed the participants to benefit from the intervention in a relatively short space of time which provided a more immediate response. This meant that the process of establishing trust and communicative relationships was initiated much sooner than might have been expected and that responsive support was available as and when needed by participants.

Education concerned the project's educational emphasis for providing important information to enable participants to gain a greater understanding of their situation. For example, the focus on educating participants about the criminal justice system (CJS) provided a means of understanding the formal processes that were taking place and why, for example, family members had been placed in custody and families separated. This helped contextualise the wider processes and for participants to understand their location within these; *My project worker has … helped explain what will happen when he is released and how to keep safe. My children have also had 1-1 support and have said that they feel better having someone that can answer questions. We have felt that having the support has brought us together more and I now feel that we have an understanding around what fears we all have and how we can help each other, I don't feel so alone now*.'

Whilst **prison visits** were related to by only one participant, they serve to highlight the practical nature of the support provided by the project with respect to facilitating adaptations to new and confusing situations for young people and establishing a degree of continuity within the family unit. More general **advice** was readily on hand as per the needs of participants including how to communicate with young people, how to manage emotions and how to navigate the benefits system and access to other service.

Processes

Processes referred to the ways in which the intervention components were operationalised with respect to changes at the individual level. These can be considered as proximal, or immediate outcomes which resulted from the delivery of the project.

Acceptance related to participants coming to terms with the situations in which and their family they found themselves due to custodial sentences, both respect to recent sentencing and near-release. Through the dimensions highlighted in 'processes' participants were able to rationalise their situation via a greater understanding and appreciation of the processes that were taking place, who was involved in these and how, and how long these took. For young people in particular there were perceived improvements in being able to **express feelings and emotions** in more constructive ways for example, creative mentoring and talking more openly. **Talking** was also important for adults with respect to being able to share thoughts and concerns within a non-judgmental environment that left them with the sense of being listened to; '*Having someone to talk too during this time that is non-judgmental, understanding of the prison process and can listen to all of my worries has been such a*

huge help and has reduced my anxiety in coping alone.' Underpinning these aspects were increase **knowledge and awareness**. Extrapolating the case study data to a general level, being more informed and aware of oneself and the wider processes taking place helped to provide participants with a set of tools which they could use to help manage themselves and family units more positively.

Outcomes

The three identified outcomes express what it was that took place for participants due to the project's activities. Following on from the preceding three themes, participants had greater **resilience** in the face of complex challenges. It is implied that this resilience provided the means of being better able to adapt to adversity and stress that was felt in response to the challenges already identified. This supports the associated benefits detailed in the EIFY prospectus (Home Office, 2018b) which recognises the complex and overlapping influences of multiple extra familial factors. A related issue was **coping** which in the context of this analysis related to the ways in which participants were able to respond with respect to a calmer or more measured approach; *'I had several sessions with my project worker and she was able to share some coping techniques with me on how to cope with my panic attacks. I also found the knowledge she had about the criminal justice system so helpful as I often found this so overwhelming and now I feel that I can process this information about my partners crimes better.'* This was evident within young people with respect to decreases in negative behaviour including aggression and bed-wetting, and for adults with respect to feeling able to "stay strong" for their children, managing prison visits and better household management.

The final dimension **safety** related to the sense that participants felt more secure within themselves with respect to the imminent release of significant others whom which they were worried about and also (particularly for young people) in terms of understanding that family members within the CJS were being looked after and cared for.

3.2.2 Teacher feedback

Teacher feedback via a workshop delivery evaluation from was received from eight teachers from the ten classes involved in the project. A compacted version of this data is presented in Table 2 in order to provide a summative overview of the feedback received.

3.3   EIYF programme data

3.3.1 Counselling

In total, the six to seven-week schedule of individual counselling was successfully delivered to 20 children. Data were recorded by the counsellor using the assessment tools. While young people were seen for six to seven-weeks, some were offered a couple more sessions after a review to provide further support. Two young people were also referred to other live projects to provide additional support.

Table 3 provides an overview of the 11 items assessed in the weekly reflections exercise undertaken by counselling participant, using composite scores which reflect the sum total of all participants' feedback according to each week. Presenting the same data in graphical form (Figure 2) demonstrates a mix of perceptions across the cohort whereby approximately 50% of young people always felt safe and happy but a similar proportion indicated that they always felt scared.

It was also apparent that a relatively large proportion of young people sometimes felt nervous, confused, angry and sad (68.8% - 58.4%), and that approximately 50% felt excited and confident most

of the time. The chart also shows that approximately 60% of young people reported never feeling lonely and 25% or less indicated never being scared, nervous, confused, angry or tired.

Table 2: Summary of teacher feedback

Question	Summary of responses
Do you think the course met your needs?	Respondents were unanimous in their opinion that the EIYF project officer had been very informative and was able to maintain the engagement of the young people. There was active discussion that provided young people with the opportunity to debate safety issues. Young people were able to better recognise things that could make them feel unsafe in the community, with lots of useful subjects covered. Meeting a woman firefighter made a positive impression and the practical aspects of the project provided participants with the opportunity to reinforce their learning and understanding. The young people returned to school with these messages and discussed them with staff. One respondent highlighted that it helped demonstrate that some young people that had witnessed things that they as a school knew nothing about.
What other subjects would you find useful?	There were very few specific subjects mentioned. Drugs and knife crime were highlighted as a potential area although aspects of these were delivered. As such, a more concentrated focus or enhanced delivery around these subjects may be preferable to some sites or groups of children.
How much do you think your knowledge has increased as a result of the course?	There was broad agreement concerning the amount of knowledge gained through the sessions. It was reported by young people that they had a better understanding around what they should do in order to feel safer when out in the community. There was also mention that being able to keep the project booklets in addition to a goody-bag and useful information would help young people them to remember the information.
Which part of the course did you find most useful?	Respondents indicated that while grooming and online safety were a key focus, understanding the law around carrying knives was also useful.
Is there anything that you feel would improve the session?	Some respondents felt that for some children there was a lot of information to take on board. Splitting the sessions into shorter periods was suggested, as was providing greater opportunities for children to discuss issues more.
Any other comments?	The opportunity to identify children that could receive further counselling was a strong feature of the project. Respondents were impressed by the project's impact and that fact that young people continued to talk about it after its conclusion. Being able to facilitate difficult discussions was also highlighted as particularly beneficial for schools and young people.

Table 3: Weekly counselling reflections – all weeks

Item	Never		Sometimes		Most of the time		Always	
	n	%	n	%	n	%	n	%
Safe	0	0	13	16.9	21	27.3	43	55.8
Tired	12	15.6	28	36.4	29	37.7	8	10.4
Scared	37	48.1	38	49.4	2	2.6	77	100.0
Nervous	19	24.7	53	68.8	3	3.9	2	2.6
Confused	18	23.4	48	62.3	9	11.7	2	2.6
Lonely	49	63.6	26	33.8	1	1.3	1	1.3
Confident	0	0	14	18.2	38	49.4	24	31.2
Angry	19	24.7	45	58.4	11	14.3	2	2.6
Sad	29	37.7	46	59.7	1	1.3	1	1.3
Excited	1	1.3	25	32.5	39	50.6	12	15.6
Happy	1	1.3	14	18.2	19	24.7	43	55.8

To assess changes over time Table 4 provides an overview of the 11 items assessed in the weekly reflections exercise. To provide the greatest means of comparison weeks one and five are compared due to the uneven level of data being acquired over the duration of the programme[2]. This provides a crude means of comparing the perceptions of young people concerning how they felt during the course of the programme.

Table 4: Comparison of weekly reflections (%, weeks one and five)

Item	Never		Sometimes		Most of the time		Always	
	Week 1	Week 5	Week 1	Week 5	Week 1	Week 5	Week 1	Week 5
Safe	0.0	0.0	25.0	12.5	25.0	25.0	31.3	62.5
Tired	18.8	25.0	37.5	37.5	18.8	37.5	25.0	0.0
Scared	50.0	50.0	50.0	50.0	0.0	0.0	0.0	0.0
Nervous	0.0	50.0	93.8	50.0	6.3	0.0	0.0	0.0
Confused	18.8	25.0	68.8	62.5	0.0	12.5	0.0	0.0
Lonely	56.3	62.5	37.5	37.5	6.3	0.0	0.0	0.0
Confident	0.0	0.0	25.0	25.0	43.8	62.5	31.3	12.5
Angry	6.3	25.0	62.5	75.0	25.0	0.0	0.0	0.0
Sad	25.0	62.5	68.8	37.5	6.3	0.0	0.0	0.0
Excited	0.0	0.0	31.3	50.0	56.3	50.0	12.5	0.0
Happy	0.0	0.0	12.5	37.5	50.0	12.5	37.5	50.0

Whilst there was insufficient data to make a detailed analysis of trends over time the results provided an indicative view of some of the possible impact of the programme (Figure 3), including a positive move towards 'never' in respect of feeling nervous, sad and angry (+50.0% – 18.8%) which were accompanied by corresponding positive shifts away from 'sometimes' feeling this way.

There were also clear reductions in feeling nervous (sometimes), tired (always), and increases in feeling safe (always) happy and excited (sometimes), although overall, data concerning feeling excited and happy were less clear. Based on these data, perhaps the strongest programme impacts were visible within young peoples' feelings of nervousness and sadness which are further supported by positive shifts across a range of related items.

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[2] Number of responses for each week as follows (weeks 1-9); 16, 16, 11, 11, 8, 6, 4, 3, 2

**Figure 3: Graphical representation of weekly reflections data – all weeks**
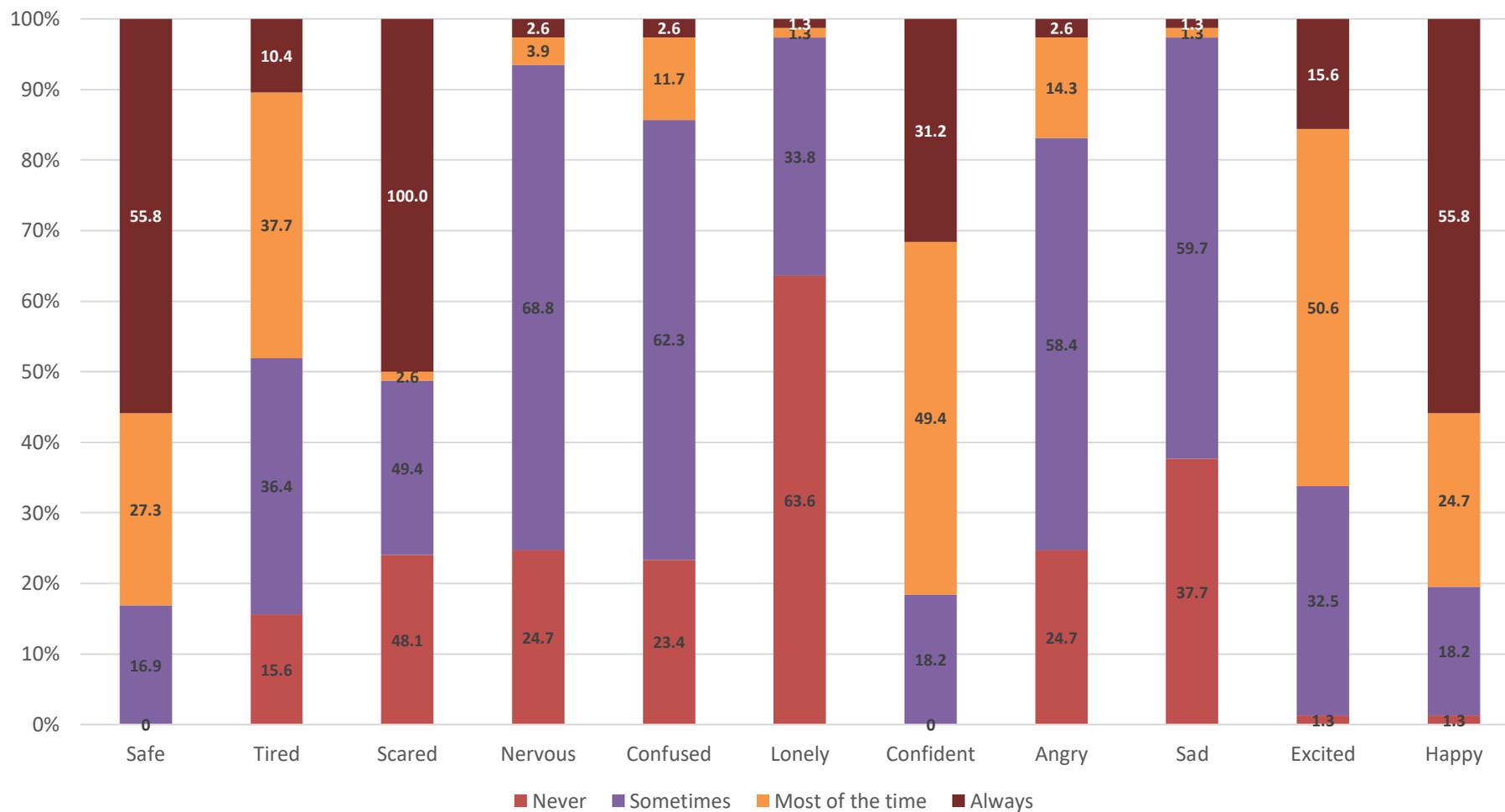
Figure 4: Comparison of weekly reflections data (%, weeks one and five)
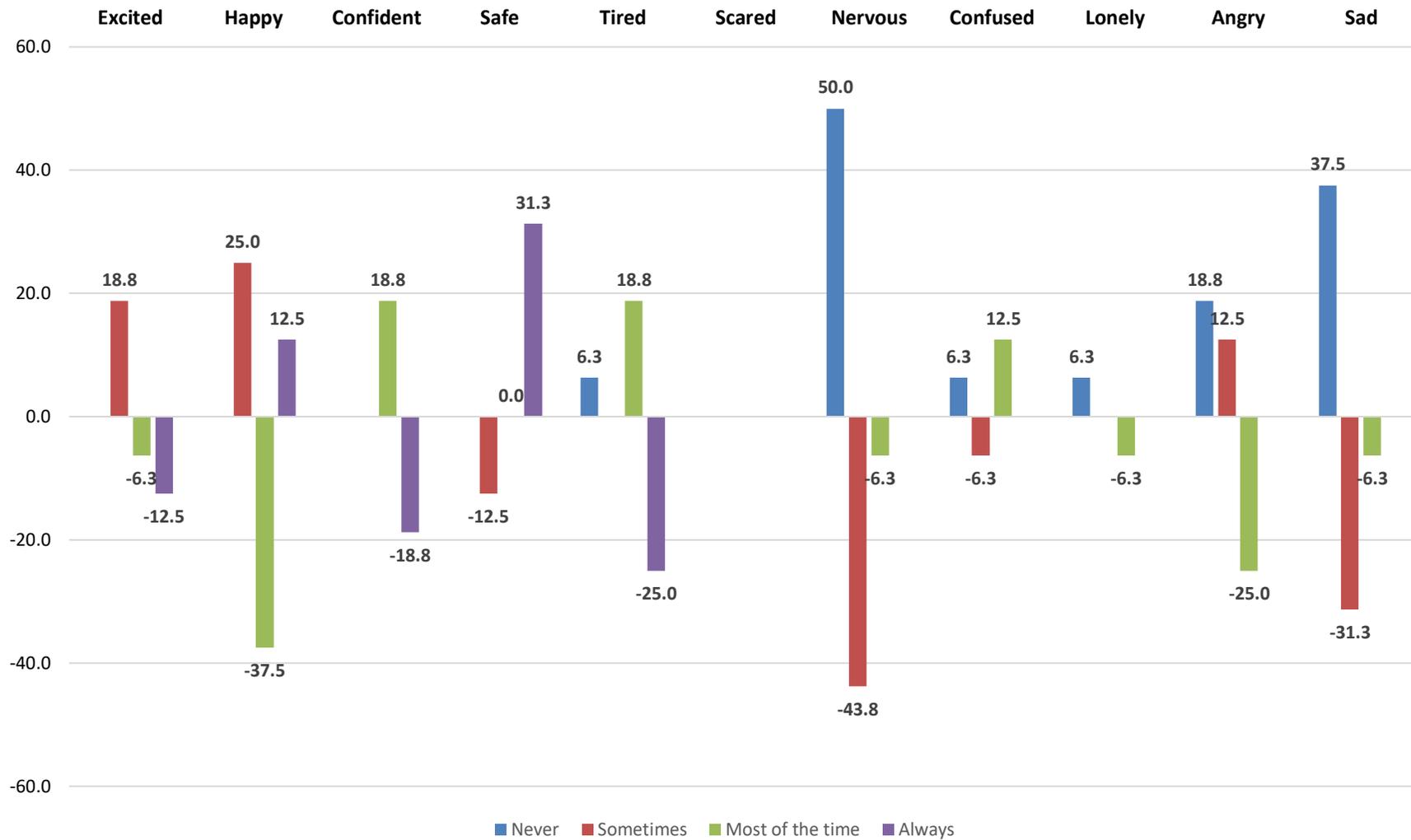
3.3.2 Parent session

The parent session was conducted at the SkillZone facility towards the end of the project. This sought to provide parents and their children with the opportunity to explore issues of safety within their communities and to discuss these with the project staff. In total, 26 parents attended the session. These parents were asked to volunteer feedback concerning the event with respect to its content and the learning opportunity provided. Although limited in number, the following quotes demonstrate some perceptions of those that attended:

1. *'The [two local charity organisations] that attended were perfect for helping to highlight some of the choices for getting involved in the community available to young people, regardless of their age.'*

2. 'Walking around the village [zone] with my children we were both scared of the dark alley; this certainly makes you think about dangers when out and about, and I'm really glad that we came.'

3. *'I really enjoyed the therapeutic arts section after the tour and scenarios…'*

4. *'It was nice to see that we can take our children on days out or introduce them to new hobbies at very little cost rather than them hanging around on the street – we really loved coming today.'*

This data indicated that parents appreciated the opportunity to experience scenarios that explored the idea of safety in the community and how these could be understood. Support from local charity organisations helped introduce opportunities for young people to become involved in, both in terms of leisure opportunities and volunteering. In this sense, the data suggest that such events are useful for showcasing a variety of local resources using community safety issues as a device for engaging parents and children.

3.3.3 School based sessions

A total of 240 children were engaged in the intervention from the six schools. Data for the six main starting questions that participants responded to are presented in Table 4. The majority of schools (Sites) were located in Gloucester district (young people n=161, 58.1%), followed by Cheltenham (young people n=73, 26.4%) and Stroud (young people n=6, 2.2%).

Overall, young people reported strongest agreement (on a scale from 1 to 6, 6 indicating stronger agreement) concerning 'I have a good level of understanding about where I live and play' and 'I know what I can do to stay happy and healthy and how not to become involved in crime' (both = 5.41, SD = 0.99 and 1.15 respectively), Site One (n = 30 young people) reporting agreement of 5.93 (SD=0.37), Site Seven (n = 25 young people) reporting the lowest agreement of 4.88 (SD=1.27).

The item with least overall agreement (and therefore greatest range of scores) was 'I would like to be safer and happier where I live and play' (3.30, SD = 1.99) suggesting that young people were less inclined to agree that they wanted to be safer and happier. The sample means hid variations between schools whereby Site Nine (n = 28 young people) reported very low agreement (2.32, SD = 1.63) in comparison to Site 10 which reported more agreement with the statement (4.85, SD = 1.76).

Assessing the data for differences between the level of agreement (one-way analysis of variance, ANOVA) across the sites it was evident that the differences were statistically significant[3] for 'I have a good level of understanding about where I live and play' ($p<0.05$), I feel safe where I live and Play' ($p<0.05$), and 'I would like to be safer and happier where I live and play' ($p<0.05$) as borne out in the assessment of the data above. Whilst it is not possible to state specifically the nature of relationships within the data, this suggested that young people had widely different perceptions on these three aspects in particular.

From a practical perspective it was clear that there were contrasts between the sites and reasons for this should be explored for example, the nature of family, social and built environments in addition to individual factors pertaining to the young people themselves for example, mental wellbeing. It is not possible to comment specifically on these issues within this report.

Due to the effects of the nationwide COVID19 pandemic and the ensuing lockdown it was not possible to acquire data from young people for the follow up phase of the school-based sessions. This precluded the ability to compare results from the starting and completion surveys.

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[3] Statistical significance refers to the likelihood that mean differences observed in the sample occurred due to sampling errors i.e. it helps quantify whether a result is likely due to chance or to some factor of interest. A statistically significant finding means we can feel confident that's it 'real', and not that we were lucky in choosing the sample.

Table 5: School session data (starting)

| Site	N	Mn SD	I have a good level of understanding about where I live and play	I have a good level of understanding about where I live and play	I feel safe where I live and Play	I know what to do if I feel worried where I live	I have an understanding of the consequences for people who take part in crime	I know what I can do to stay happy and healthy and how not to become involved in crime
All	240	SD	5.41	5.06	5.06	5.30	5.41	3.30
		SD	0.99	1.27	1.31	1.15	1.07	1.99
1	30	Mn	5.93	5.50	5.40	5.47	5.67	2.50
		SD	0.37	1.01	0.97	1.31	0.71	1.96
2	23	Mn	5.52	4.96	4.65	5.52	5.30	3.83
		SD	0.85	1.66	1.90	0.73	1.46	2.15
3	26	Mn	5.23	5.46	5.00	4.96	5.58	4.46
		SD	1.11	0.99	1.26	1.51	0.76	1.79
4	27	Mn	5.19	4.44	4.85	5.44	4.96	3.04
		SD	1.18	1.74	1.49	1.19	1.53	2.07
5	24	Mn	5.04	4.50	4.96	5.50	5.33	3.54
		SD	1.16	1.53	1.12	0.83	0.96	1.79
6	6	Mn	5.50	5.17	5.50	5.67	5.83	2.00
		SD	0.84	1.33	0.55	0.82	0.41	1.55
7	25	Mn	4.88	4.96	5.28	5.32	5.60	3.16
		SD	1.27	0.98	1.02	0.95	0.82	1.60
8	25	Mn	5.60	5.04	5.08	5.20	5.40	2.56
		SD	0.71	1.10	1.29	1.22	1.04	1.76
9	28	Mn	5.57	5.43	5.43	5.43	5.39	2.32
		SD	0.63	0.69	1.00	0.74	1.07	1.63
10	26	Mn	5.58	5.12	4.65	4.77	5.35	4.85
		SD	1.10	1.18	1.62	1.45	1.13	1.76

Note: Mn = Mean; SD = standard deviation

3.3.4 Skillzone

Those who attended the three sessions delivered at the local Skillzone rated their experiences favourably 88% (n=30) stating 'very good' (response options: very poor, poor, ok, good, very good) and 91% (n=31, (response options: yes, no, don't know) indicating that they felt they had learnt a new safety message. This was borne out in the safety quiz scores which, prior to the presentation of scenarios averaged 53% versus 92% after the completion of the scenarios.

The safety awareness scenario sessions were widely perceived as very good 72.3%, n=24), and equally for the two days doing practical activities (76.5%, n=26), with participants rating the overall activities as very good (88.2%, n=30). Participants reported positive feelings following the three days including a sense of happiness, feeling more aware and feeling safer, less positive feelings being much less reported. (Figure 5). There were very minimal issues due to disruptive behaviour and it was clear that participants enjoyed the stimulating activities which we were unique and exciting experiences (see Appendix J)

Figure 5: Proportional block diagram showing participant feelings
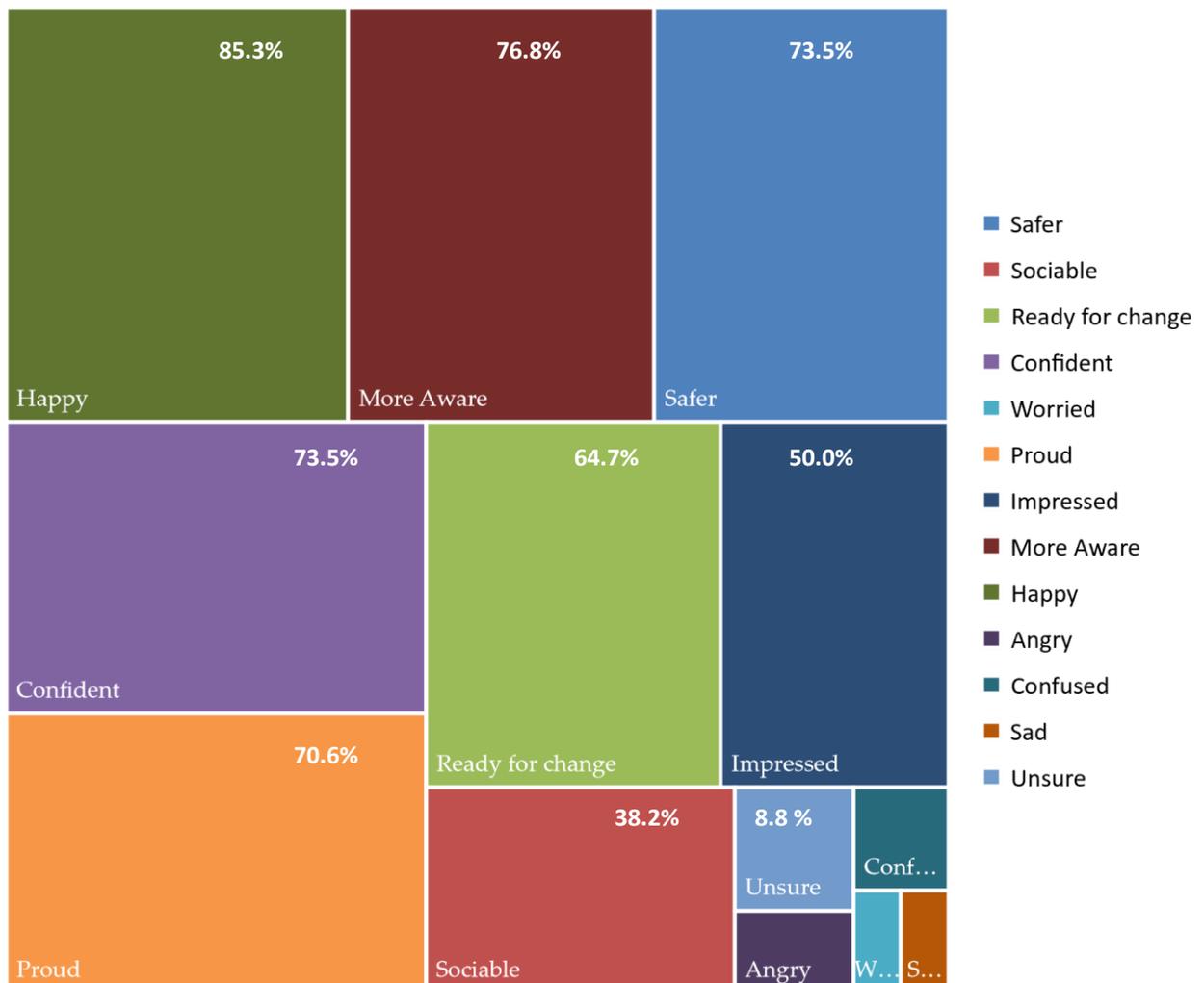
4.0 Summary and recommendations

Based on the evidence provided above the following actions are presented as suggested aspects to explore whilst the programme proceeds:

4.1 Summary

The EIYF was largely successful in reaching the target numbers. Numerically, the most successful component of the project was the school-based sessions (160% of target school children engaged) followed by counselling (100%). The Skillzone target was partially met (85%), with the parent session (52%) being the least successful component. Concerning the focus of the EIYF funding, the project successfully delivered a number of positive outcomes in respect of educating and supporting young people on issues concerning risk factors linked to violence and crime, identifying what works in practice for tacking these risks factors and building a multi-agency partnership approach.

4.2 Recommendations

Based on the empirical evidence presented above, the following recommendations are made:

Practice

1. Collaboration with local appropriate stakeholders is essential for devising and delivering responsive projects. Identifying and maintaining communication with stakeholders during planning stages is essential to ensure potential barriers and facilitators are mapped out and understood;

2. Young people responded well to the engaging and innovative activities, and those which presented a safe space in which to discuss feelings and concerns. Activities that help convey the positive aspects of similar projects for example, regular updates should be undertaken in order to secure the support of all relevant stakeholders, including parents and teachers throughout the duration of the project;

3. The importance of effective communication between key project staff is clear. Establishing clear communication processes and expectations is recommended to ensure all information that has a material influence on delivery is acquired in a timely manner e.g. between project manager, key delivery partners, support staff, parents and young people;

4. The EIYF benefited from flexibility with respect to the ways in which the respective components were delivered. Future similar projects should ensure flexibility is provided in respect of responding to young people's needs in the short term (i.e. day of delivery) and longer time (duration of the project), by providing practitioners with the scope to revise delivery plans whilst keeping the overall objectives in mind.

5. Opportunities that provide greater access and inclusivity e.g. 'mass participation' or a wider programme of education events should be identified in order to reinforce the longer-term learning delivered through the project.

Research

6. There were clear immediate or proximal outcomes arising from the project's activities. Future research should explore the mechanisms that explain young peoples' engagement, and non-engagement, and the ways in which these outcomes are played out over time;

7. Parents and teachers represent important stakeholders in the intervention process. Research should investigate the relationship between parents' perceptions of the safety issues considered in this project, the level of young people's engagement and longer-term outcomes in order to establish what works best, for whom and why;

8. Longitudinal research is recommended to investigate the long-term project outcomes for young people with respect to their attitudes to risk, personal and community safety, and level of education and understanding of factors relevant to these issues.

4.3 Evaluation limitations

This section briefly outlines the main limitations of the evaluation. These should be considered when reading the summary and recommendations of the report outlined above, and any conclusions that can be inferred.

4.3.1   Sample

The limited sample size means that it is not possible to generalise the findings i.e. that the experiences of those who took part in the evaluation reflect those of all individuals who were engaged in the various components of the evaluation. The process of data analysis seeks to establish a thematic overview based on the principle of abstraction which elevates data above the individual level, but it is recognised that certain viewpoints or experiences may not have been representative of the wider sample. It is not possible to rule out the possibility that those with views or experiences contrary to what is presented here were missed. Non-engagement with some of the activities (counselling) meant that data were inconsistent when looked at over time with respect to the level acquired. This limits its analytic potential.

Similarly, the interruptions posed by the nationwide lockdown as a result of the COVID-19 pandemic meant that not all data were obtained, specifically the school-based sessions, which precluded comparative analyses. As such, the data provided is indicative and provides only a snapshot of participant perceptions.

4.3.2   Evaluation focus

The evaluation provides data concerning the experiences of a range of participants including young people, adults and teaching staff. However, the data is time-limited and the limitations presented already make it difficult to state with any certainty what the long-term outcomes of the project were. As such, it is not possible to state with certainty the impact of the project on reducing levels of serious violence and crime.

However, it was clear that there were short term impacts felt by those taking part in the evaluation which indicate a positive effect of the project's components. The data failed to provide a full account of things that did not work for young people and why some young people disengaged, or were less

engaged, in the project. Future research and evaluation should look more purposefully to explore these issues in detail.

4.3.3 Bias

Whilst participants who engaged in the evaluation did so of their own volition the influence of peer pressure or of significant others cannot be excluded. Self-selection increases the likelihood that participants take part for a number of reasons which are not necessarily apparent. There is the risk that data represent certain and unseen motivations. The effects of these are potentially disproportionate given the small sample size.

5.0 Appendices

5.1   Appendix A – Goal setting sheet

Student Initials:

My Goal Record Sheet

Goal No: Goal Discription

1

2

3

Date:

5.2   Appendix B – Goal progress record

Initials of student: **Date:**

Today I would rate progress to this goal

Week
1, 3, 5, 7

5.3   Appendix C – Starting questionnaire

Starting Questionnaire – Safer In The Community

Name: _____

Date: _____

Please mark how strongly you agree or disagree with the following statements:

1. I have a good level of understanding about where I live and play.

    Strongly disagree 1 2 3 4 5 6 strongly agree

2. I feel safe where I live and Play

    Strongly disagree 1 2 3 4 5 6 strongly agree

3. I know what to do if I feel worried where I live

    Strongly disagree 1 2 3 4 5 6 strongly agree

4. I have an understanding of the consequences for people who take part in crime

    Strongly disagree 1 2 3 4 5 6 strongly agree

5. I know what I can do to stay happy and healthy and how not to become involved in crime

    Strongly disagree 1 2 3 4 5 6 strongly agree

6. I would like to be safer and happier where I live and play

    Strongly disagree 1 2 3 4 5 6 strongly agree

Many thanks for completing this questionnaire

5.4   Appendix D – Exit questionnaire

Evaluation Questionnaire – Safer In The Community

Name: _____

Date: _____

Please mark how strongly you agree or disagree with the following statements:

1. I have a good level of understanding about where I live and Play

    Strongly disagree 1 2 3 4 5 6 strongly agree

2. I feel safe where I live and play

    Strongly disagree 1 2 3 4 5 6 strongly agree

3. I know what to do if I feel worried where I like and play

    Strongly disagree 1 2 3 4 5 6 strongly agree

4. I understand the consequences for people who take part in crime

    Strongly disagree 1 2 3 4 5 6 strongly agree

5. I know what I can do to stay happy and healthy and how not to become involved in crime

    Strongly disagree 1 2 3 4 5 6 strongly agree

6. I have learnt something new that will help me to stay happy and safe

    Strongly disagree 1 2 3 4 5 6 strongly agree

THANK YOU!

Many thanks for completing this questionnaire

5.5   Appendix E – Counselling referral form and GDPR

REFERRAL FOR COUNSELLING

info
buzz

Childs Name………………………………………………….

Date of Birth………………………………………………….

Address……………………………………………………………

School…………………………………………………………

Following the classroom sessions Infobuzz recently delivered to your child's class, your child is being offered additional 1:1 sessions in school with our children's counsellor in order to explore how they can deal effectively with emotions and challenges. Please use this box to tell us about any behaviours you are experiencing outside of school that are causing you concern.

Please use this box to tell us about any difficulties your child is having in school.

These sessions are a valuable opportunity for your child to focus on managing their feelings and develop healthy and non – aggressive coping strategies.

Please sign your agreement below for your child to take part.

Name of Parent/ Carer………

Signature of Parent/ Carer……..

Date of Referral……..

YOUR GDPR CONSENT

info
buzz

STORING YOUR INFORMATION: Any personal information we collect will be stored and processed in accordance to the Data Protection Act 1998 and used for various administrative and health and safety purposes. Tick this box to confirm you understand how we will store your information: ☐
SHARING YOUR INFORMATION: We take your privacy seriously and will never sell your information to third parties. We may share your information within Infobuzz (IB), or within the same group as IB which includes our sister charity Young Gloucestershire (YG), as well as relevant companies and organisations so we can provide you with or offer you other support services. We are required by law to share information with relevant authorities if we become concerned about someone's safety. Tick this box to confirm you understand how we share your information: ☐
PHOTO CONSENT IB love to capture and share examples of our work with photographs and video images of the people working with us. These images can be adapted (including accompanying text) and used in our printed and online marketing and advertising material. Tick here to show you are happy for IB to use and own pictures/video images of yourself in this way: ☐
CONTACTING YOU Whilst working with IB we may need to contact you with information about the specific services you are involved in. We would like to use your mobile number and email address in order to get messages to you when you really need them. (For instance if a service is unexpectedly closed). Tick here to say you are happy to receive information about our services by: SMS/Mobile: ☐   Email: ☐   Letter: ☐
MARKETING IB would love to stay in touch with you. We won't send you tonnes of stuff but the types of things we might send include; information about our services, opportunities to get involved with the charity and relevant information about partner organisations. You can opt out of receiving information at any time. Tick here to say you are happy to receive marketing material from us by: SMS/Mobile: ☐   Email: ☐   Letter: ☐
We will regularly contact you to make sure you are still happy with all the choices you have indicated.

Full Name			
Parent/Guardian name (If under 16)			
Signature (Must be Parent/Guardian signature if under 16)		**Date**	
Full Address			
Contact number			
Email address			

5.6 Appendix F – Counselling assessment questionnaire

info
buzz

Children Counselling Assessment Questionnaire

Client Initial _____

Date _____

Counsellor Check list

Introduction

Explanation of what counselling is

Confidentiality

Motivation for counselling_____

Background

Who is in your family/family relationships?

Family Mental health Problems? Substance Misuse ?

The Work

Risk Assessment

Self-Harm

Past,

Present

Suicidal thoughts

Past?

Present?

Attempts?

Plan? If so what, where, how?

Counselling agreement _____

Goal Action Plan _____

Counselling Agreement signed with Parent/Carer_____

ACES Score_____

Additional notes

5.7 Appendix G – Counselling agreement

Counselling Agreement

Between

_ _ _ _ _ _ _ _ _ _ _ _ – Therapist & _ _ _ _ _ _ _ _ _ _ _ _ – Client/ Parent if under 16

Therapist Responsibilities

- To start and end sessions on time.
- To offer a quiet, appropriate and undisturbed space.
- To maintain safe, professional boundaries.
- To regard all contact and information as confidential unless they have reasonable doubt concerning actual safety of the client or others.
- To work within the BACP ethical framework for good practice, including regular and adequate supervision. A copy is available on request or at https://www.bacp.co.uk/ethical_framework/practitioners.php
- To review therapeutic work and relationship regularly.
- To provide materials for creative activities as required.
- The therapist will end sessions if any alarms go off or if anything else threatens our safety.
- In the unlikely event of the therapist cancelling, an alternative appointment shall be offered ASAP.

Client Responsibilities

- To attend punctually, please aim to arrive 5 minutes prior to your appointment so that the session may begin on time.
- Communicating with the therapist outside agreed counselling sessions to be limited to making, changing or cancelling an appointment unless by prior arrangement.
- To be respectful to the therapist, their property or any property belonging to Infobuzz.
- To agree to give permission to contact GP if the therapist has serious concerns about risk to self (client) or others, particularly children or vulnerable adults.
- To complete the process of therapy, it can involve the client taking responsibility for work between sessions. i.e. practicing relaxation techniques, writing, drawing, keeping a journal and/or any other agreed tasks.
- To discuss with the therapist when you feel you are ready to end therapy.
- To let the therapist know if you are in or are considering entering another therapeutic relationship.

Joint Responsibilities

- Mobile phones to be off (or on silent), excepting emergency situations which shall be discussed first.
- Therapy will take place normally at the client's school/college (or a suitable office accessible to the client if these options are not feasible), never at someone's home.
- To give 24 hours' notice of any change/cancellation of appointment. If the client does not attend a booked appointment, the therapist will make contact the by text/phone call. If 3 sessions are continuously missed with no contact from the client, we will assume that the client no longer requires therapy.
- The therapist and client will meet weekly during term times and school holidays if appropriate on .... (Day) at .... (Time). Sessions start at the appointment time and will last 45 minutes. If either of the therapist or client arrives late, the finish time will remain the same.
- If at any point it is felt that it would be more appropriate for the client to be referred to another therapist, professional or agency, this will be discussed before any decision is made. The client has the right to request a referral too.
- It is preferred that clients do not come to sessions under the influence of alcohol or substances as this may unhelpfully impact on the therapy. The session will be stopped in such an event and someone else may be contacted in order to keep the client safe.

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Confidentiality & Supervision

There are boundaries and limits to confidentiality in certain cases. If for any of the below reasons it is necessary to break confidentiality, and where possible, the client will be consulted beforehand

- The client or others, in the opinion of the therapist, seem to be in danger or at serious risk of being harmed.
- The client infers knowledge of or involvement in behaviours that may, in the therapists opinion, lead to harm or neglect to children and/or vulnerable adults.

The following reasons for breaking confidentiality are legal requirements and as such, the client may not be consulted beforehand:

- The therapist is required to do so by subpoena.
- The client infers involvement in or knowledge of an act of terrorism or of money laundering.
- The client infers knowledge of or involvement in drugs or human trafficking.

The therapist's practice is monitored for safety by attending regular supervision sessions with a BACP registered, clinical supervisor (in accordance with the BACP ethical framework) and with their Infobuzz line manager. The therapist is also committed their own continuing professional & self-development. There are times where aspects of your sessions together will be taken to supervision, to monitor the therapist's practice; at no time will the client's full name or any identifiable information be mentioned and the supervisor is also committed to your contracted confidentiality.

Records of Sessions/Data Protection

No personal notes are kept relating to clients or therapy sessions. The only notes kept on file are this document (the counselling agreement), the referral & evaluation forms, journal and the notes made at the end of each session (therapy record). The therapy referral information & agreement forms are stored confidentially on our electronic system as they contain the client's personal information. The evaluation form, therapy record and journal are only identifiable by initials and do not contain your personal details.

The client has the right to request their records at any time. All records are kept in accordance with the Data Protection Act (1988).

The Agreement

This is a contractual agreement between the counsellor and the client. It may be changed at any time by joint negotiation between them. Initially, this contract will be made for six weeks and can be extended or shortened. On the 6th session, or earlier if required, the therapist and client will review their work and decide if therapy needs to be continued for a further 2 sessions. If so, they will verbally re-contract and inform relevant parties i.e. parents, carers, school. If not, then a closing session will be arranged and the upcoming ending will be discussed. An evaluation questionnaire will be completed at the start of therapy and the goal of therapy will be agreed between the client and therapist. Progress will be reviewed and evaluated at week 6 and during the final session if the work is extended.

The client has the right to leave therapy at any time. Infobuzz also wish to highlight the importance of a therapeutic closing session where the client has the chance to review & celebrate their therapy journey and also explore the meaning of endings within relationships.

Signed Client or Parent/Carer (if client is under 16)... Date................................

Signed Counsellor... Date................................

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5.8   Appendix H – Action plan

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<u>**Counselling Action Plan**</u>

Name of the young person …………………………………….

Name of the counsellor……………. ……………………………

Agreed length of therapy …………………………………………..

Date …………………………………………………………………..

During the therapy sessions, we use Goal-Based Outcomes (GBO) to monitor the young person's goal progress during therapy. The young person has come up with goals to work towards that they feel will help their mental well-being. The young person gives permission for their parent and teacher to be aware of their action plan and their goals in order for them to feel fully supported.

Description of the action plan agreed with the young person:

5.9   Appendix I – Weekly reflections

What did we do in the session today?

What did you enjoy most about the session today?

What did you enjoy least about the session today?

Circle how you feel now at the end of your session today

Therapist Name: Date:

5.10 Appendix J – Feedback following Skillzone sessions

What could we have done to make these 3 days better?
Make it a month
Good lunchtime
Getting wet using the equipment
Make it a week
Nothing, just not so strict

What was your favourite bit of the 3 days?
Everything!
Alley [one of the zones within the Skillzone facility]
Water (fire service)
First aid training
House [one of the zones within the Skillzone facility]
Doing the commands, the village and squirting water
Entirety of Skillzone

References

Home Office (2018a). *Early Intervention Youth Fund Prospectus*. London: HMSO.

Home Office (2018b). *Serious Violence Strategy*. London: HMSO.

Kincaid, S., Roberts, M. & Kane, E. (2019). *Children of Prisoners - Fixing a broken system*. Crest Advisory and The Centre for Health and Justice, University of Nottingham, UK.