The Reach Programme

Leicester City Council in conjunction with;
Violence Reduction Network (VRN), Sheffield Hallam University &
Leicestershire County Council

VIOLENCE REDUCTION NETWORK

LEICESTER, LEICESTERSHIRE & RUTLAND

Leicestershire County Council

Leicester City Council

Context

- To build upon the Prevention offer established in 2020

- Police Data

- Early identification of young people

- Significance of relationship with key education partners

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What our young people and parents tell us..

"Things are a lot better.. I've built a relationship with my Dad which was damaged before"

"it has helped 'M' gain confidence with him talking to someone new"

"I liked having someone to talk to and build a good relationship"

"Dread to think of where he would be if they didn't have the support with the services"

"Very helpful and supportive, always there and flexible to try and meet our needs. Listened and understood our needs and helped us"

"Since working with the Prevention team I have had fewer arguments"

"A positive impact on 'R', done her good to get out. Made her realise who is good/bad to hang around with"

"I enjoyed being able to talk and express myself"

FEEDBACK

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Theory of Change

Evidence-based assumption

1. Until 2019/20, rates of exclusions have been rising, particularly in secondary school
2. Some groups have substantially higher exclusion rates including those who have SEN or receive SEMH support/free school meals, are a child in need, or have a child Protection plan in place
3. Outcomes of excluded children are often poor (e.g. just 7% of children permanently excluded achieved good passes in GCSEs)
4. The rate of fixed term exclusions in Leicester and Leicestershire has been increasing year on year (15/16-18/19)
5. The most common reason for fixed term exclusion in Leicester and Leicestershire in 18/19 was physical assault on another pupil, followed by persistent disruptive behaviour

Evidence-based need

1. Evidence shows that children excluded from school are overrepresented in young offender populations.
2. School exclusion is considered a 'marker' for increased risk of both victimisation and perpetration
3. The areas of Leicester and Leicestershire (East of the City and Charnwood in the County) which have the highest rates of fixed-term exclusions, also have the highest rates of serious violence
4. The peak age for involvement in serious violence as a victim or perpetrator is 15-19 years old, and for fixed term exclusion it is 14 years old

Evidence-based assumption

- Young people aged 10-17 years old who are at risk of or have received a fixed term exclusion and have three indicators of vulnerability (e.g. looked after, domestic violence or substance misuse in the home)
- Six schools (four in the East of the City and two in borough of Charnwood in the County) with the highest rates of fixed term exclusions in Leicester and Leicestershire

Intervention

- Six month intervention offering intensive and flexible mentoring support and recreational activity at 'critical moment' – young people who are at risk of or who receive FTE
- 2-3 sessions p/w for first eight weeks, 1-2 sessions p/w for next ten weeks, and 1 session/every other week for remainder
- Extensive phase (4-6 weeks) of relationship-building between youth worker and young person involving fun recreational activities (e.g. sports, art, music)
- Flexible delivery in the spaces that young people feel safe and comfortable (e.g. neighbourhood, home, school, youth centre)
- Sessions on core components which are linked to the risk/cause of expulsion and indicators of vulnerability for future involvement in serious violence:
  - Social Skills Training (Cause/risk factors: impulsivity, inability to manage/regulate emotions and behaviours)
  - Confidence, Wellbeing and Resilience (Cause/risk factors: mental ill-health, self esteem)
  - Family, Peer and Community Relationships (Cause/risk factors: negative peer influences, conflict/DV in the home)
  - Identifying and Achieving Aspirations (Cause/risk factors: low attendance/achievement at school, unemployment)
- Facilitating access to and encouraging participation in purposeful and sustainable recreational activities
- Sign-posting/facilitating access to additional support services for the parents/carers and young person (e.g. housing, benefits, parenting)

Evidence-based short-term outcomes

- High rates of attendance and participation in sessions
- Development of a positive and trusting relationship with Youth Worker
- Improved understanding of the causes/drivers for problem behaviours (e.g. individual, familial, school, peer, and contextual factors)
- Increased awareness of and ability to label emotions
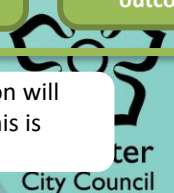
Evidence-based medium-term outcomes

- Improved social skills
- Reduction in negative behaviours at school
- Increased confidence
- Improved understanding of negative peer influences
- Improved communication between young person and their family
- Parents/carers uptake of support if needed (e.g. with housing, employment, parenting)
- Increased engagement in positive recreational activities

Evidence-based long-term outcomes

- Improved emotional regulation and behaviour management
- Reduction in exclusions or problem behaviours
- Increased self-esteem and emotional wellbeing
- Improved attendance at school
- Improved relationships with family and reduction in conflict in the home
- Increased aspirations
- Sustained engagement in prosocial recreational activities
- Increased network of positive peers and trusted adults

WHY is the intervention needed

WHO the intervention is for

WHAT the intervention is and **HOW MUCH** participants will receive

WHAT the intervention will achieve and **WHY** this is important

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Programme Characteristics

Teachable moments

Reachable spaces

24hr response time

Matching profiles

Set Core Components

Sustainable change

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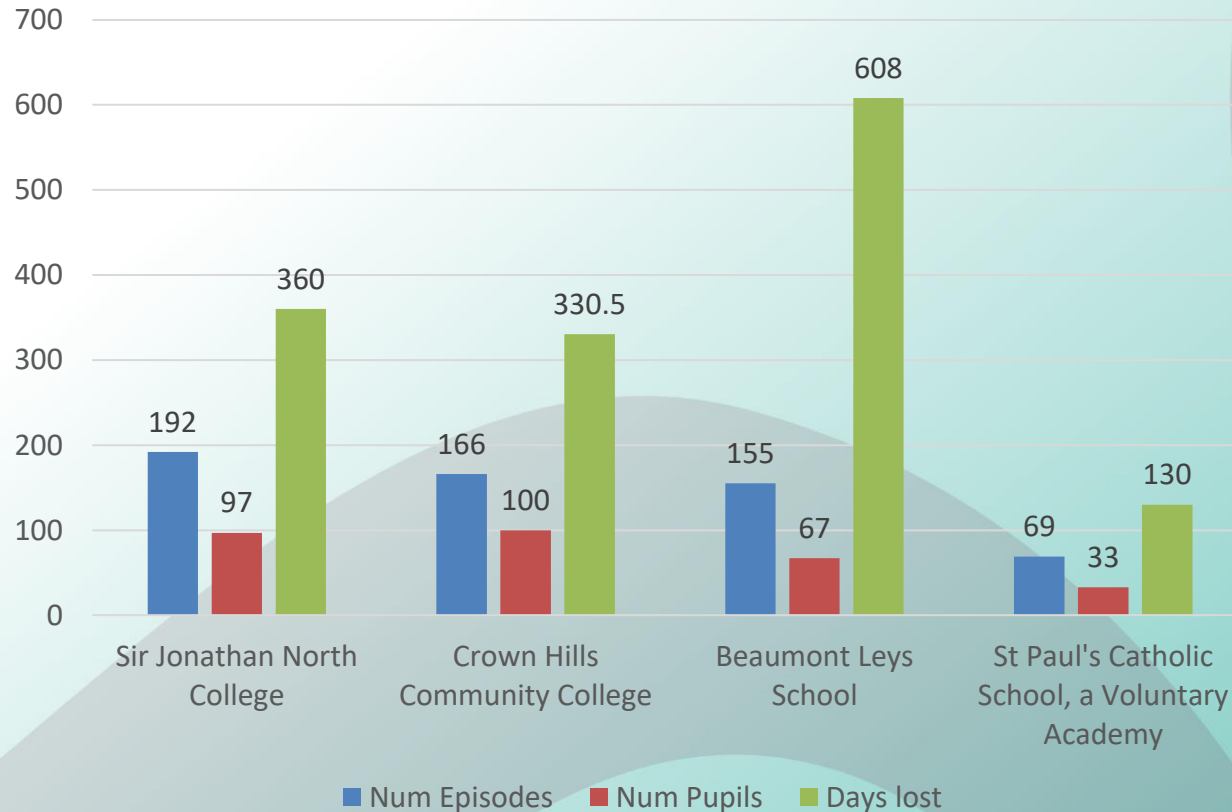
The Reach Programme Structural Chart

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Leicestershire County Council

Team Manager
1 FTE

Team Manager
0.5 FTE

Project Co-ordinator
Works across City and County to engage
schools and mobilise project

Youth Worker
6 FTE

Project Officer
1 FTE

Youth Worker
2 FTE

Project Officer
0.5 FTE

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Referrals and Onboarding

Young Person identified as being at risk of suspension following an incident

School staff member (such as Designated Safeguarding Lead) completes online referral

Project Officer undertakes triage of referral to assess eligibility

If eligible, Duty Youth Worker will call parents within 24 hours to arrange visit to undertake assessment

Based on assessment, Duty Youth Worker and Team Manager match Young Person with Youth Worker

Youth Worker contacts Young Person within 3 days to arrange first session

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Core Elements - Intensive 24 week Programme

Relationship Building

Mentoring: Sustaining Positive Change

Mentoring: Understanding Behaviour

Recreational activities

Social skills training

Mentoring: Identifying and Achieving Aspirations

Mentoring: Positive Family, Peer and Community Relationships

Mentoring: Confidence, Wellbeing and Resilience

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Intended Impact

Reduction in behaviours associated to serious violence

Reduction in exclusion from school

Increase in school attendance

Reduction in knife crime

Reduction in Serious Violence

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Impact Evaluation

INDEPENDENT EVALUATION BY SHEFFIELD HALLAM UNIVERSITY.

TO UNDERSTAND THE EFFECTIVENESS OF THE PROJECT.

TO ENSURE KNOWLEDGE OF THE MOST EFFECTIVE APPROACH AND INTERVENTION DELIVERY.

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