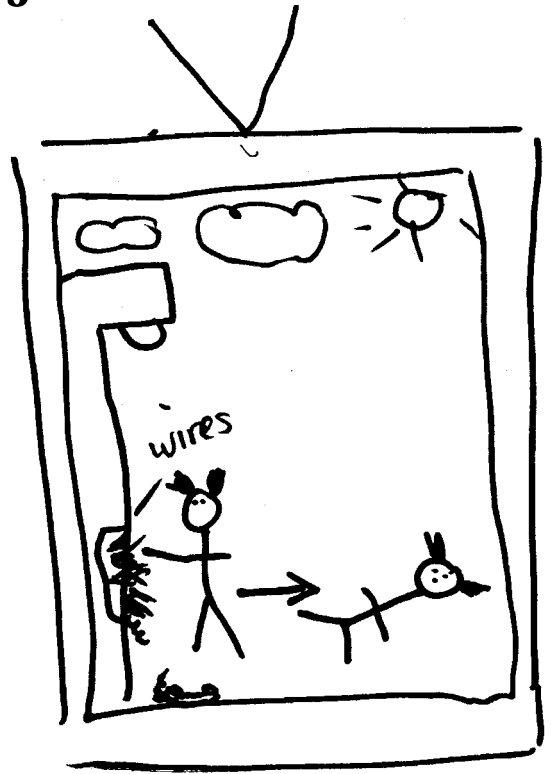


EDUCATION FOR CHANGE

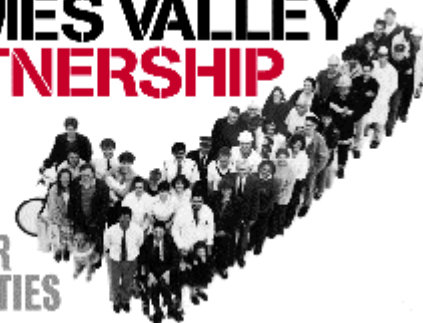
An Evaluation of Milton Keynes Youth Safety Project



on behalf of
The Youth Justice Board
By The Thames Valley Partnership
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Education for Change

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Education for Change

An evaluation of the Milton Keynes Youth Safety Project's impact on understanding and attitude towards theft and vandalism among Year 3 and Year 6 pupils.

Prefatory Note

The evaluation of this **universal preventative** project with Year 3 and Year 6 pupils in Milton Keynes schools concerns itself with indications of change in the children's **understanding of the consequences of theft and vandalism** along with indications of changes in **attitude**.

Given the remit of the project, this evaluation makes no reference to **re-offending or risk factors** (the universal nature of the project precludes the assumption of previous offending and the intervention has not been targeted on the basis of risk factors).

Further, it must be acknowledged that we are on insecure ground if we assume an absolute or simple correlation between short-term changes in understanding from children and long-term reduction in criminal activity.

That being said, it continues to be necessary to make a conceptual link and proceed on the basis that effective educative initiatives **are** capable of bringing about substantial change in the medium and long term and that they are most likely to succeed where universal delivery fosters peer reinforcement. The recent establishment of a Citizenship Curriculum relies on such a belief and the Youth Safety Project provides an opportunity to consider the effectiveness of a brief intervention, which combines focused objectives with universal delivery.

1. Summary of Findings

Project Delivery

Having established a delivery plan at the outset (autumn 1999), setting targets for participation by schools, the Youth Safety Project implemented and sustained an effective rate of delivery throughout the period of funding. Schools previously not involved were actively targeted and the project ultimately carried out crime reduction work with **81** out of **84** relevant Milton Keynes schools (**96%**). The project worked with **8812** pupils in total over the period of Youth Justice Board funding.

In terms of its relevance as a preventative strategy, it should be noted that this approach, maintained on an ongoing basis, would represent delivery of a consistent **brief** intervention to approaching 100% of school pupils.

The high rate of uptake by schools can be partly attributed to the proactive stance adopted by the project. A successful experience by schools (see Teacher Feedback in this report, which is supported by a wider sampling from project administered teacher questionnaires) is also likely to encourage future participation. However, it must be recognised that funding is a critical factor here – the high take up is not likely to be maintained if costs fall to individual schools (access and transport to the Safety Centre were free to schools during the period of evaluation).

Indications of Impact on Understanding and Attitude

- Pupils demonstrated an increased understanding of the effects and consequences of theft and vandalism. The visit to Hazard Alley provided the headline impact (the ‘hook’ for the learning) with specific learning points from the follow-up sessions in school being recalled and specified at the time of evaluation. Some approaches to follow-up work were indicated to be more effective than others (see ‘Indications of effective learning interventions’ – below).
- The learning indicated by Year 3 pupils tended to be quite narrow and specific, being limited to a specified context rather than transferable to other situations. (So, a fire, however limited, would be immediately recognised as dangerous, whereas the prospect of precipitating a major road traffic accident through a seemingly minor act of vandalism was less easy to grasp. This is to define the limits proper to these children’s stage of development, not to dismiss the significance of raising awareness at an early stage.)
- Year 6 pupils were able to apply their learning to the wider society (eg vandalism costs taxpayers money). In addition they were able to see the application of what they had learned as having quite direct consequences for themselves (eg a criminal record could have substantial long-term impact on job prospects). This ability of the older pupils to understand and apply more abstract concepts offers an increased prospect of a change in attitude as well as understanding.

- There was a noticeable shift in the sophistication of understanding of some issues (among Year 3 and Year 6 pupils). For instance, while graffiti continued to be seen as less serious than physically dangerous activities, there was a much more wide ranging discussion of consequences – ranging from degradation of the environment through to provoking of racial and community conflict.
- It was indicated that changes in understanding and attitude are more effectively achieved where the specific intervention forms part of a wider and sustained educational approach. (Although it falls outside the specific remit of this evaluation, there were indications that pupils’ understanding developed more quickly and in a more sophisticated way where the school already took an active approach to citizenship and pastoral development. A particular instance of this was where the negative consequences of vandalism for the whole school community were made clear to all pupils). Similarly, it can be proposed that a universal initiative is more likely to achieve a shift in attitude by providing a common, raised level of peer knowledge and understanding.
- Year 6 pupils argued their need for specific support in protective strategies to cope with peer pressure in order to **avoid** involvement in crime (see Further Observations below).

Indications of Effective Learning Interventions

- The initial visit to Hazard Alley Safety Centre provided the stimulus and hook for further learning and those experiences were the most vividly remembered aspect of the intervention. The children experienced the Safety Centre as a new and positive version of learning. The effectiveness of the scenarios is explicitly linked, not only to how interactive they are, but also to how realistic they are considered to be – the **quality** of the scenarios is critical.
- Delivery of the follow-up sessions by a teacher experienced with the age group was crucial. Class teachers recognised and valued this competence and were therefore confident about the sessions. It was evident from observation that, in addition to responding positively to an outsider, the children immediately knew where they stood and maximum benefit could be gained from two quite time limited sessions. The specialist (crime reduction) knowledge of the project worker was also valued but I believe that this factor was secondary to her experience as a teacher.
- Where follow-up sessions were both delivered on the same day, or to a very large group of children, the impact seems to have been greatly diminished.
- The two follow-up visits (delivered by the same project worker) adopted quite different styles. The shop theft follow-up, employing elements of role-play, was widely experienced by pupils as more memorable than the more passive vandalism session.

- A quote from one Year 3 pupil relates both to the visit to Hazard Alley and to the follow-up sessions: *'Children learn quickly because they tell you in fun ways and let you do things.'*

Further Observations

It has already been observed that Year 6 pupils (unsurprisingly) indicated a more universal comprehension of the consequences of theft and vandalism. They were also able to recognise and acknowledge that the prospect of offending behaviour was looming larger in their own lives. These young people anticipate coping with **peer pressure** as a major challenge during their adolescence. Exposure to criminal activity and to drugs are significant aspects within this. They see themselves approaching a high-risk time of their lives and **don't** believe in easy or simplistic answers. They do believe that they will need to take responsibility for themselves and would welcome help **at this stage** (ie prior to maximum exposure to offending) in thinking realistically about how they can keep themselves safe.

This suggests that interventions developing realistic protective strategies with this age group could have a significant crime reduction impact.

2. The Youth Safety Project

Antecedents and Set-up of the Project

The project grew from the earlier Milton Keynes Youth Crime Reduction Project, which had Home Office funding. This project encompassed a number of initiatives, working with young people aged between 5 and 19 in Milton Keynes.

One aspect (the Primary stage) was a programme of visits to Hazard Alley Safety Centre with follow-up in schools. There were some staff recruitment and delivery problems in the early stages but the project eventually delivered a crime reduction programme to 1,650 year 3 and year 6 pupils in Milton Keynes schools by the end of September 1999.

The response to this programme was sufficiently promising to prompt the successful bid to the Youth Justice Board to achieve more comprehensive delivery of a crime reduction programme to pupils throughout Milton Keynes (see 3. Project Delivery, below for details of the original objectives and how they were refined in implementation).

A multi agency steering group was established to include representatives of Hazard Alley Youth Safety Centre [Management and Trustees], Milton Keynes Police, Milton Keynes Youth Offending Team, Milton Keynes Learning and Development Directorate, Milton Keynes Council Community Safety Partnership, Milton Keynes Schools and Thames Valley Partnership (as evaluators). This Steering group would report to Milton Keynes Chief Officers Steering Group. Day to day Line Management of the project worker would be undertaken by the safety Centre Manger.

An Outline of the Project

This is a universal preventative project, intended to reach all Year 3 pupils (**ie those aged seven or eight**) and all Year 6 pupils (**ie those aged 10 or 11**) in Milton Keynes. The project runs from September 1999 to March 2002 with financial support from The Youth Justice Board. It develops and extends the work of earlier phase, which had Home Office funding.

The Project's activities are based on two linked elements, supported by a project worker with considerable relevant teaching experience.

Stage 1 – Children experience a half day visit to Hazard Alley Safety Centre where they take part in 12 interactive indoor educational activities. All the scenarios are designed to encourage community safety and citizenship, with five being designed to tackle the issues of vandalism and theft more specifically:

- a) Vandalism – A cinema scenario where children watch a video which highlights the effects of vandalism on the local Milton Keynes community.
- b) Theft – In the first stages of the project this consisted of a house theft scenario. This was later converted to a video shop theft scenario, considered to be more relevant for the

target group of school age pupils. Although the pupils were well able to identify with the victim perspective of the burglary scenario, they were less likely to apply the understanding of their own behaviour. In contrast, the temptation/peer pressure to participate in shoplifting can be quite immediate for this age group and the lessons learned can be readily applied to the pupils' own lives. A sweet counter was added to the scenario to bring it even closer to behaviour in which the pupils might realistically become involved. The project experienced considerable trouble attracting retail sponsorship for this development but did, nonetheless, eventually succeed in creating a convincing scenario.

- c) The Railway – a vandalised fence presents behavioural choices at the railway line.
- d) The Dark Alley – emphasises personal safety and the effects of peer pressure and bullying in a potentially dangerous situation.
- e) The Vandalised Telephone box – highlights the effects of criminal damage to telephone kiosks and the consequences when there is a need to call the emergency services.

Stage 2 – two follow-up visits by the project worker to the children in school, normally taking place between two and six weeks after the children's Hazard Alley visit.

- a) Session 1 – Vandalism – Concentrates on the effects of vandalism (arson, graffiti, defacement and destruction of community property).
- b) Session 2 – Theft – Children are involved in role-play activity and discussion to investigate the consequences of theft.

(The content of follow-up sessions was the same in outline for year 3 and year 6 pupils, although the detail and emphasis of delivery would be tailored in each case to the needs and maturity of the group. See appendix 5 for an outline of the two follow-up sessions.)

Future Plans for the Project

A Continuation Strategy Group has been established from the steering group to consider the future development of the Youth Safety Project.

Ideas to incorporate a drug safety aspect into both the Hazard Alley Scenarios and the follow-up visits to schools are under consideration. Such developments would be likely to differentiate between year 3 and year 6 pupils. A basic drug awareness message, linked to personal safety could be incorporated for the year 3 pupils, whereas the older children might benefit from an interactive C.D. ROM at the Safety Centre and a follow-up session dealing explicitly with drug awareness and coping with peer pressure and bullying.

3. Project Delivery – Numbers of Schools and Pupils Participating in the Youth Safety Project

The target established was to work with Year 3 pupils and Year 6 pupils in each Milton Keynes school during the lifetime of the project. The original ambition was that, by working with all year 3 and year 6 pupils, the project would encompass the entire 7 to 11 population of Milton Keynes over a three year period. The capacity of the Youth Safety Centre, as well as that of the Youth Safety Project made this unfeasible. A more realistic target was established; to work with year 3 and year 6 pupils in each relevant school, but not necessarily to work with all of them during each year.

The numerical target for participation was clarified in the early stages of delivery and verified in the initial project interview (March 2000) and Evaluator's report (September 2000) as **8,333 pupils**. The original target (which proved unrealistic in practical application] had been to work with 15,471 children over a three year period. The eventual period of funding was 30 months.

The eventual total of pupils expected to participate in the Youth Safety Project during the period of Youth Justice Board funding is **8812** – significantly exceeding the numerical target for delivery. (This figure is derived from the actual number of pupils booked to take part by the end of the funding period – March 2002).

During the period of funding the project worked with **96%** of relevant Milton Keynes schools (**81 out of 84 schools**). The three remaining schools are all small, indicating effective coverage closer to 98%. This high level of participation is partly a result of access and transport to Hazard Alley Safety Centre, as well as the follow-up visits, being free to schools during the period of funding. The extent of participation by schools is unusually high nonetheless and this may be attributable to the proactive stance taken by the project. A number of factors contributed to this:

- The project worker was well known as a fellow professional by staff in many of the participating schools.
- The simple fact that the project worker was an experienced teacher made her better able to negotiate school systems and structures, as well as establish credibility within the school setting.
- The project was promoted among his peers by a head teacher who was also a member of the steering group.
- The project worker was persistent in following up schools and targeted her efforts in the latter stages of the project towards those schools which had not yet taken part.

(See Appendix 4 for details of project delivery by term and by year.)

4. An Explanation of the Evaluative Group Work

Evaluative group work was carried out with groups of Year 3 and Year 6 students on a 'before and after' basis. The intention was to gauge the impact of the intervention on the pupils' understanding of the consequences of theft and vandalism and their attitudes towards it, rather than simply quiz them about the content of the sessions.

72 pupils were involved in the group work.

Pupils involved in the evaluation came from a First School, a Middle School and two Combined Schools in different areas of Milton Keynes.

Work was carried out with each group of six pupils on two occasions; once before their visit to Hazard Alley Safety Centre and again after they had visited the centre and experienced the two crime reduction follow up sessions in school.

The same basic group work structure was applied to the initial and return visits:

- a) Six instances of **criminal damage** were outlined to the group, each instance being given a pictorial as well as a written indicator to allow for different levels of literacy (see fig 1).
- b) Working on their own the pupils were asked to grade the instances with a coloured dot as follows:
 - Red Really bad!
 - Orange Bad
 - Green Not so bad. Just a giggle really.

These individual sheets were placed in an envelope for later collation.

- c) Working as a group the children were asked to prioritise the offences putting the most serious at the top.

(Note – this exercise was primarily intended to provide a structure to initiate discussion – it was not assumed that the children would always reach a consensus)

- d) The group was asked to explain **why** each instance was considered to be more or less serious than the others

The evaluator recorded responses for each instance.

- e) The group was then provided with three sample **theft** situations (see fig 2)

The group was asked to consider the possible consequences for each situation. (The term 'consequence' having been considered and its meaning teased out already).

The evaluator recorded the responses.

In addition, on the return visit, the groups were asked for their responses to the visit to **Hazard Alley** and to the two follow up **crime reduction** sessions in school. In some cases (particularly with year 6 pupils) a more open-ended discussion ensued and comments are recorded here which give added value to the evaluation.

Fig 1



Fig 2

<u>Theft – Consequences</u>	
<u>School</u>	<u>Date</u>
<u>Group</u>	
Take sweets from a shop	
Eat sweets your friend took from a shop	
Take sweets from another pupil's lunch box	

A Note on the Statistical Data Arising From the Evaluative Group Work

Given that its purpose is to investigate indications of change in **understanding** of the consequences of theft and vandalism and, where possible, indications of changes in **attitude**, this evaluation mainly concerns itself with the discursive elements of the children's responses (ie their expression of what they thought and why).

The data which is amenable to statistical tabulation (ie individual and group grading of the seriousness of given incidents of vandalism) was intended as a structured starting point for discussion. Where aspects of this data are felt to be indicative or helpful, reference is made in the ensuing text. A summary of all the statistical data can be found in Appendix 1 with a fuller breakdown of the results for Year 3 pupils in Appendix 2 and for Year 6 pupils in Appendix 3.

A Note on the Presentation of the Discursive Elements of Group Work

Even over the period of a couple of hours, groups of Year 3 and Year 6 pupils have a lot to say for themselves! Where possible and appropriate I offer the children's own words (as

accurately as I can from notes). In doing this it has been necessary to carry out a radical consolidation of what the children said in order to produce a report of manageable proportions.

With this in mind, it is important to understand that what follows is a report of **change** in the children's understanding and attitude and that I am focusing on evidence of **new understanding** at the time of my second visit.

A Reflection of the Significance of Different Responses From the Groups

The section above leaves me with a sense that I may not be 'doing justice' where a group showed particularly sophisticated understanding from the outset, since I am trying to measure '**distance travelled**' rather than give value to an absolute level of knowledge and understanding. We do need to remember that children's prior experience varies considerably (both at school and at home and also in the wider community) and that this can significantly alter the impact of the Youth Safety Project intervention. The aggregate results run the risk of masking the difference in response from different groups.

To take a specific case: in one school the groups of Year 6 pupils arrived with an already evolved concept of wider consequences of specific acts of vandalism. From what I could identify, this prior knowledge could be attributable to three factors:

- The school had been subjected to a spate of vandalism – so that the topic was immediate and relevant.
- The school had actively worked with these incidents – making it explicit that the damage would have a real impact on school's ability to purchase sports equipment or fund trips. In a very immediate sense, vandalism could no longer be seen as a victimless crime.
- The school specified that the Youth Safety intervention corresponded precisely to its own response to the new emphasis on Citizenship in the PSHE curriculum. Personal and social responsibility, responses to peer pressure and personal safety were evidently already active themes in the school before the visits and would continue to be so afterwards.

At the time of my initial visit, it seemed possible that these children might indicate relatively little gain from the intervention, simply because they demonstrated a high level of understanding at the outset. In fact, their response on my return visit ran quite contrary to this. These were the groups who drew the widest societal consequences from vandalism and who were most clearly able to identify a concept of a 'chain of consequences' (both interpersonal and material) applying to both vandalism and shop theft.

The enhanced ability of these groups to embrace broader conceptual ideas provides an indication that significant value is added when crime reduction initiatives take place within a wider, sustained educational context, rather than as an isolated item of delivery.

5. Findings from Group Work with Year 3 pupils

In over view, the single most striking aspect of the Year 3's response was that they continued to grade the incident designated '**Set fire to a litter bin**' as the most serious, both individually and working as a group. On average this was given higher status than both '**Smash a 'phone in a 'phone box**' and '**Throw a brick off a bridge into a road**' – both of which might be seen, from an adult perspective, as liable to have more far reaching consequences.

It should be recognised that this was not entirely a naïve perception – the Year 3s distinguishing between the location of the litter bin in a way that I as evaluator had not anticipated (I had envisaged a litter bin on a street corner or play area but had not specified this. The children were alert to the much greater potential danger of a fire in a litter bin at home etc).

Nonetheless, I do believe that this demonstrates a fundamental point regarding the impact of preventative interventions – people will assimilate the learning, which applies and has relevance to their own frame of reference. So, Year 3 pupils understand **directly** that fire is dangerous and know that it is damage, which **they** could both cause and suffer from. In contrast, they don't comprehend in the same way their own ability to cause a major road traffic incident or foul up emergency services communication. Because these things are less immediately within their control and understanding, they become **abstract** and Year 3s are less able to take responsibility for them.

It was also notable that, although graffiti continued to be graded as the **least** serious instance of vandalism (due to the lack of physical danger), the children did express a wider range of views, and demonstrate a more sophisticated understanding on the return visit (this also applied to the year 6 pupils).

Indications of change in the understanding and attitude of Year 3 pupils with regard to the specified instances of vandalism:

- **Smash a window at school**

On my return visit one group had reached a new understanding that this could result in arrest and/or having to pay for the window. More significantly, two groups had become aware that this would cost the school money and one group had understood that this could have a damaging knock-on effect to the whole school community.

- **Smash 'phone in a 'phone box**

One group was now concerned about being stranded far from home and needing help while another was worried that the person seeking help might be blamed for the damage. One group arrived at a wholly new understanding that this could cause problems contacting the emergency services whereas two groups arrived at a more

explicit understanding of problems created by not being able to contact the **whole range** of emergency services.

One group specified access to mobile 'phones as a mitigating factor.

- **Spray paint on a wall**

Two groups recognised that this might 'really upset people', although they didn't specify how, whereas another two were concerned that 'something rude about a person could hurt their feelings'. Two groups plainly stated that it would be 'a mess'.

Further points raised were:

- the owner of the wall has a right to be annoyed , therefore it is vandalism,
- spray point could obscure real (ie useful) information
- people wouldn't want to live there
- children might copy swear words
- the offender could be required to clean it off

- **Throw brick off a bridge into a road**

One group had a new recognition that this had the potential to cause a multiple collision and major road traffic accident (another group had already grasped this on the first visit) whereas the other four groups continued to be unaware of this possibility.

- **Break some bottles in an alley**

Understanding of the dangerous, but localised and therefore relatively limited, impact of this incident remained pretty much the same.

- **Set fire to a litter bin**

This continued to rank very (unrealistically?) high as a source of physical danger, being considered the most dangerous incident by four groups. This was explained to some extent by two groups who specified the danger of fire spreading from one house to another (this may also relate to the evident impact of the house fire scene at Hazard Alley - see below).

Indications of Change in Year 3 Pupils' Understanding of the Consequences of Shop Theft

In general there was greater recognition of the personal and inter personal consequences of theft: ie that your parents would be upset, that friendships could break up as a consequence or that parents would prevent you playing with certain friends. Two groups were also concerned about the impact of stealing from a lunch box on that child's mother.

More specifically three groups specified a new or increased awareness of a range of security devices (ie alarms or hidden cameras). One group had a new awareness of the concept of a criminal record and another group was concerned about the long term / career implications of having a criminal record. Two groups now felt that you could be arrested from any age over four. One group specified the 'unfair' consequences for the shopkeeper.

Year 3 Responses to the Visit to Hazard Alley

(This feed-back relates to the whole experience rather than the specific crime reduction aspects. It is included here as an indication of what is effective about the 'scenario' approach to educative / preventative work with young people.)

This was almost universally positive.

- **'Likes'** were specified as follows (in order of frequency):

- Smoke in the house (& grandpa) x 5
- (*'My heart was beating fast – it was scary!'*)
- Alley & spider in the alley x 3
- Building site x 2
- Shop – alarm going off when trying to walk out with CDs x 2
- Girl in pond
- Recovery position
- Phone

Further comments:

- *'It was best where you had to **do** something.'*
- *'They looked like real people'*
- *' I learnt about why smoke alarms are important – but I'd still take the batteries out if they annoyed me!'*
- *'The coach trip was best – it's the first time I've been on one.'*

- **Dislikes** were specified as follows:

- Train (*'boring' 'too loud'*)
- *'The smoke made me choke'*
- Video – *'a bit too long'* (only for part of group)
- Garage – *'not much to do'*

- **Response to guides:**

- *'Some were nice'*
- *'Some moaned and were a bit bossy – they threatened us to go and sit on the coach.'*
- *'Fine – kind – really good at their jobs'*

Year 3 Responses to the Crime Reduction Follow-up Visits

- **Theft follow up**

This was generally preferred (15 individuals specifically saying so).

The reasons given were that they enjoyed the acting/plays, that it helped them understand consequences and that the question and answer session worked well.

- **Vandalism follow up visit**

This was preferred by 3 individuals with 'the pictures of what could happen' being specified as very good.

The less favourable view was expressed as follows:

'It wasn't as interesting – the video was the same (as at Hazard Alley) and then it was OHP and paper.'

Year 3 Quotes on Learning:

*'We remember from **doing**.'*

*'If you **do** the 'phoning you remember the phoning'*

'Children learn quickly because they tell you in fun ways and let you do things.'

'They put it in a clear understanding way – not like on most trips where there's usually just people jabbering on and we don't even understand a word they say'

6. Findings From Group Work With Year 6 Pupils

It was noticeable that the Year 6 pupils' existing comprehension of the possible far reaching consequences of **'smash a 'phone in a 'phone box'** was strengthened (being graded higher both individually and by the groups).

In contrast to the Year 3 pupils, **'Set fire to a litter bin'** was given reduced status (again, both individually and by the groups).

Some groups indicated an awareness of wider societal consequences of vandalism (both in terms of financial / material consequences and also degradation of a local environment). Consequences and costs were seen in a much wider light (eg *'It's going to cost to clean the wall / clean up the alley etc – that's paid by the taxes our mum and dad pay – that means other stuff won't get bought'*)

The Year 6 pupils had an increased awareness of the potential damaging long term consequences of **shop theft** (specifically that a criminal record can stay with you and damage your long term prospects).

Indications of Change in the Understanding and Attitude of Year 6 Pupils With Regard to the Specified Instances of Vandalism:

- **Smash a window at school**

Three groups showed an increased awareness that this would have a financial cost the whole school community (two of these (from the same school) had already shown some concern for this on the first visit).

Two groups stated that 'everyone/a large number of people suffer' and two groups took a different angle – 'It could backfire on you – you could be the loser.'

One group was concerned that this would 'waste taxes' (ie that it would waste resources on a wider scale). This group continued to apply a similar concept to all the instances of vandalism

- **Smash 'phone in a 'phone box**

Two groups specified that this could backfire (ie that your own family could suffer). One group specified that taxes would be wasted (on repair) and another group referred to a 'chain reaction' of possible far reaching consequences.

One group had arrived for the first time at an explicit recognition that a vandalised 'phone would prevent contact with the emergency services.

- **Spray paint on a wall**

Some Year 6 groups had already indicated a quite sophisticated understanding on the first visit – eg racist overtones of some graffiti and the devaluing consequences on the local area. What follow are the new observations.

Two groups stated that this would ruin the environment and cause visual pollution. Two groups felt that that the existence of graffiti was a bad thing because it gave a message that it is an OK thing to do and one group went further and said that this could also be seen as sanctioning other sorts of criminal damage.

Different groups made the following points:

- Taxes would be wasted in cleaning it off
- Offensive words could start trouble / violence
- It could make (old) people feel uncomfortable & not use underpasses and therefore be in more danger
- It 'Hurts inside'

- **Throw brick off a bridge into a road**

Most Year 6 groups had already grasped the possibility of a major road traffic accident during the first visit. The remaining two groups specified the danger of a multiple crash during the return visit.

Taxes and the cost to the community were also specified by one group.

- **Break some bottles in an alley**

The only new observation was that this would '*put you off going to that place again*'.

- **Set fire to a litter bin**

The seriousness of this incident was specifically related to the location of the bin but all the groups eventually decided that it was **relatively** less dangerous than throwing a brick into a road.

Two groups specified that taxes would be wasted (repair / replace / clean up etc). Two groups specified the simple truth that '*Everything falls through the bin!*'

One group felt that this could '*backfire on you*' and another said that it '*ruins the environment*'.

Indications of Change in Year 6 Understanding of the Consequences of Shop Theft

The second visit yielded different and more detailed conversations about shop lifting/theft. In part this was about practical consequences for the individual but also about inter-personal repercussions.

Four groups specified that, If you don't know the thing is stolen you are still handling stolen goods (*'I used to think you wouldn't get in trouble for it'*).

Three groups discussed the ways that theft can ruin relationships – ie that it can lead to suspicion/loss of trust (parents)/being suspected in future (eg in school).

Three groups were concerned that a conviction would have long-term consequences and prevent you from getting a job in the future. Two groups specified that a criminal record '*lasts for*' (or, '*goes after*') 5 years.

Two groups felt that you would be considered responsible from the age of four. Two groups were concerned that being caught would get your parents into trouble and cause them hassle (time off work etc.).

One group was discussed the chain of consequences – '*steal – shop loses profit – shop closes down – no shop locally – every one loses out.*'

Year 6 Responses to the Visit to Hazard Alley

(This feed-back relates to the whole experience rather than the specific crime reduction aspects. It is included here as an indication of what is effective about the 'scenario' approach to educative / preventative work with young people.)

The Year 6 students almost all felt very positive about their visit to Hazard Alley.

A particular theme can be typified as follows; '*You didn't just get told – you actually did it*'.

- **Likes** were specified as follows (in order of frequency) :
 - Telephoning x4 (in particular the impact of the broken 'phone, doing it for yourself and realising that you have got it wrong).
 - Fire in house x4 (in particular the realism of the smoke under door and the impact of granddad in the attic).
 - Recovery position (doing it) x2
 - Special effects were really good –x2 – esp train & skid marks of police.
 - Building site & farm – '*It was interesting how dangerous it was*'.
 - Child at risk in car
 - Shop – realistic (this was from a later group – when the new video shop scenario was more established)
 - Dark alley – realistic/spider/'feelings' x2
 - Guess how many people – bright clothes

- Danger of bike at car tyre pump
- Lady in canal
- Child at risk in car

Quotes:

- *'Some children were quite shocked in our group.'*
- *'I look out for my little sister more now when we cross the road.'*

Dislikes were specified as follows:

- Farm – *'needs something happening'* x3 (*'.....but I liked the farmer getting sucked down!'*)
- Shoplifting – *'a bit boring & not so well presented'* x 2 (this scenario was new in place and not properly completed at time of these group visits).
- Some didn't like (vandalism) video
- Crossing road – too juvenile
- Dangers in house – *'at our age we know a lot of that'*
- The (real) gift shop should be open more
- River was scene not so interesting / convincing
- *'We couldn't go into the alley – we wanted to.'*

Response to guides

- *'Our one was really funny/fun'* x2
- Nice of them to do it / appreciation of voluntary work x2
- *'They weren't like teachers'*
- Calm, polite, kind
- *'It's a good and important service – they could save a person's life'*
- *'Ours was good – quiet – let us ask'*
- *'We liked ours – they were really good'*
- *'Some of them could lighten up a bit / too strict'* x2
- Some guides wouldn't turn on certain equipment (eg cement mixer) or did so for less time – feeling of unequal treatment
- *'Ours went on a bit'*
- Suggestion – *'Perhaps the guides should go round as if they were the children to see what it is like sometime?'*

Year 6 Responses to the Crime Reduction Follow-up Visits

It was noticeable that some groups, particularly towards the end of the summer term were hazy about the follow up visits. It may well be that several students had not been present but it is also possible that delivery of the follow up to a (large) whole year group reduced

the impact. It was also indicated that the delivery of **criminal damage** and **shop theft** follow up session together tended to reduce impact.

- **Theft follow up**

This was preferred by 20 pupils. Broadly, this was considered to be more interesting/fun because of its interactive aspects.

- *'Pupils playing parts was good' x 2*
 - *'Acting the scenes got through to our heads – when you're bored you don't listen – doing the play means you learn without even noticing!'*
 - *'Wasn't it funny when Those 2 kids had to be married ... and they don't even like each other!'*
- *'They were real stories – they made the point'*
- *'It was good when she got people to stand up and say stuff'*
- *'It was good when she asks questions and lets you answer – she is good at giving you the chance to answer'*
- *'It was more realistic – I could really feel the situation'*
- *'It was more like our lives' (specific identification of child trusting money to teacher and then it being stolen)*
- *'Hidden cameras!'*
- *'Even kids can be security guards.'*
- *'I was amazed at consequences' x 3*
 - *'The bit where people had cards for different roles was really good it showed all sorts of consequences'*
 - *'I didn't know you could get in so much trouble – even at four!'*
 - *'You can get arrested – even for small things!'*
 - *'A criminal record can stick with you'*
 - *'You could end up in prison'*
 - *'People wouldn't trust you'*
 - *'You might not get a job'*

- **Vandalism** follow up was preferred by four pupils.

- Some pupils liked the video
- Other pupils thought the video was too much second time (x3)
 - *'Don't show the same video – use a different one or do something more active (like plays)' x2*
 - *'Change the video – the music is a bit old'*
- Alexei Sayle (presenter of video) was vaguely familiar – considered *'funny but a bit stupid.'*
- *'There was more listening and overheads in this session – so it was less fun than the other one.'*
- *'Good information – what you can get arrested for and what not.'*

Year 6 Quotes on Learning:

- *'It was brilliant'*
- *'It was fun to learn – which was a surprise'*
- *'It's not what I expected – I expected it to be boring just like a museum'*
- *'Hazard Alley was not what I expected - I thought it would be people telling you stuff – but instead you got to **do** stuff'*

- (minority view – *'Boring – just walking round – I knew that stuff already'*)

- The biggest impact (applied to both follow up visits) was about the consequences and knock on effects of theft and vandalism (*'how you can get a bad reputation and how it harms you in the long run'*).

7. Additional Points Arising From Extended Discussion With Year 6 Pupils

Some of the Year 6 pupils were willing and able to extend our discussion beyond the immediate focus of the specific evaluation. These comments seem relevant to targeting effective preventative work with young people approaching adolescence and so are included here.

The year 6 pupils seemed very aware of being on the brink of a big change (ie being teenagers) and specifically saw this as heralding a new phase of vulnerability to offending behaviour. In particular there was recognition of peer pressure as a major factor to be dealt with (exposure to drug use / users was seen as integral to this).

The following is an amalgam of the comments from the various Year 6 groups:

In general:

- *'We think it (vandalism) is a waste of your time - but it gets harder when you are a teenager'*
- *'We (age 10 – 11) think it is silly – it's like Kevin and Perry (ref Harry Enfield – TV) – one day they go from being a nice keen lads to being silly teenagers'*
- *'It's mostly teenagers do the vandalism'*

Comments on why teenagers do it:

- *'Act hard'*
- *'Show off'*
- *'Because others dare them'*
- *'Because of being with a group'*
- *'It's addictive'*
- *'When you're a teenager you think you can get away with these things – (well you don't really **think** at all!).'*
- *'Friends make you'*
- *'Hanging out with druggies'*

Year 6 regard themselves as being at risk:

- *'It happens when you get older'*
- *'But maybe we would?'*
- *'Although we're young we could get involved'*

- *'We might get in with the wrong group'*
- *'You have to be careful of the friends you chose'*
- *'If you won't take something you will get called names and stuff'*

How Year 6 pupils think they could be supported to avoid getting involved in crime:

- *'You need to be able to walk away – make an excuse'*
- *'Choose the right friends'*
- *'Walk away'*
- *'Lie – say you'll do it then make an excuse'*
- *'To not get involved you have to not listen – ignore them'*
- *'Now is the right sort of age to have those conversations about keeping safe – how you can really tackle those difficult ones – like when your friends are all going to do it. How do you **not** do it?'*

Drugs were presented by some groups as a specific (but not exclusive) case in point:

- *'Tell us about drugs and what they do'*
- *'We see it – we know it happens'*
- *'We need to know the places to avoid'*
- *'We need to know how to keep safe'*

In summary, these young people anticipate coping with **peer pressure** as a major challenge during their adolescence. Exposure to criminal activity and to drugs are significant aspects within this. The young people see themselves approaching a high-risk time of their lives and **don't** believe in easy or simplistic answers. They do believe that they will need to take responsibility for themselves and would welcome help **at this stage** (ie prior to maximum exposure to offending) in thinking realistically about how they can keep themselves safe. Possible approaches to achieving this could include training by external agencies, focusing on drug awareness and coping with peer pressure and bullying, (one such proposal is under consideration as part of the continuation strategy for The Youth Safety Project). However, it is also probable that an effective response would also depend on regular supportive contact with familiar adults (most often teachers) and this might bring with it its own implications for training and support.

8. Teacher Feedback During Evaluative Visits to Sample Schools:

All the teachers were appreciative of the quality and opportunities offered by the Hazard Alley visit and, in particular, of the quality of the follow-up sessions. That these sessions should be conducted by an experienced and competent professional (teacher) was evidently central to their confidence in the project.

When pressed to indicate a preference, the teachers tended to opt for the **vandalism** follow-up visit - in distinct contrast to the pupils' overwhelming preference for the **shop theft** follow-up. This may reflect the higher risk (and therefore higher stress) style of delivery involved in the drama based **shop theft** session. However, my observation of the follow-up work in school indicated that the role-play aspects were introduced in a very skilful and controlled way by the project worker. This would seem to be a case in point where the particular experience of the project worker is crucial to the credibility of the project - a practitioner less experienced in classroom management would risk losing the confidence of the teaching staff.

Comments on the Hazard Alley Visit

- *'Although the video shop scenario is not finished yet, it is a really good development'*
- *'The huge advantage is it being **funded** - it wouldn't happen at £5 a head - we wouldn't be able to go'.*
- *'It is important that they keep changing and updating the scenarios'.*

Comments on the Crime Reduction Follow-up Visits

- *'The follow up is vital - it needs to happen in some form and this is very good'.*
- *'It is crucial that the follow-up be delivered by teacher - and one with relevant KS 2 and local experience'.*
- *'The delivery by the project worker was very effective'*
- *'It all fits into precise themes of curriculum now - PSHE and Citizenship which have come much more to bear in last 18 months'*
- *'The theme of Peer pressure is consolidated the PSHE themes this term.'*
- *'Very pertinent (and specific) to the Milton Keynes setting'*
- *'The follow-up work sheets were not so useful. They were too broad based - they need to be more specific to crime and vandalism. A 'starting point' scenario to write a story might be better. It needs the **hook** of knowing that someone (the project worker), an outsider, is interested in what the pupils have done'.*
- *'The delivery is crucial - the project worker provides the right level of freedom to open up discussion but also control to keep on focus'.*
- *'..... but expertise and specialist knowledge which teachers wouldn't have are also vital (eg about age of criminal responsibility etc)'.*
- *'For various reasons both follow-ups were on the same day (which was too long) and with big (combined class) groups. This meant the groups were too big so there was no chance for the quiet ones to get to talk and they are the ones (some of them) doing the vandalism who are the ones you need to reach.'*

- *'We have done a lot of work already about difficult circumstances - this is different though because it is real life and gives them chance to consider and apply what they have learnt'.*

One teacher drew a significant distinction:

'You get different things from going with different age groups - with younger ones (yr 3s and 4s) you are just raising awareness. With these year 6s you are getting something different - these older ones are applying skills and getting ready to take them into adult life'.

Appendix 1. Summary Data for Year 3 Groups (x6) and Year 6 (x6) Groups

(In each case 'initial' indicates group work **prior** to youth safety intervention and 'return' indicates group work **after** youth safety intervention)

A grading of 1 indicates an incident considered most serious – 6 indicates least serious

Incident	Yr 3 initial individual rankings	Yr 6 <i>initial individual rankings</i>	Yr 3 return individual rankings	Yr 6 <i>return individual rankings</i>)		Yr 3 initial average group rankings	Yr 6 <i>initial average group rankings</i>	Yr 3 return average group rankings	Yr 6 <i>return average group rankings</i>
Smash a window at school	4	4	4	3		2.4	3.3	3.5	3.8
Smash a 'phone in a 'phone box	3	=3	2	2		4	3.8	2.5	2.3
Spray paint on a wall	6	6	6	6		5.8	6	6	5.8
Throw a brick off a bridge into a road	2	1	3	1		2.2	1.2	2.8	1.3
Break some bottles in an alley	5	5	5	5		4	4.5	4.7	4.5
Set fire to a litter bin	1	=3	1	4		2.6	2.5	1.8	3.8

Appendix 2. Collated group work data for Year 3s (x 6 groups of 6)

Individual gradings

Initial visit

Item	Red (score 2)	Orange (score1)	Green (score 0)	Total score	Rank
window	19 (38)	13		51	4
phone	20 (40)	13	3	53	3
spray	2 (4)	7	26	11	6
brick	25 (50)	8	2	58	2
bottle	5 (10)	25	6	35	5
bin	26 (52)	7	2	59	1

Return visit

Item	Red (score 2)	Orange (score1)	Green (score 0)	Total score	Rank
window	16 (32)	13	3	45	4
phone	23 (46)	8	2	54	2
spray	1 (2)	10	20	12	6
brick	20 (40)	10	2	50	3
bottle	4 (8)	19	10	27	5
bin	28 (56)	5		61	1

Average of group rankings (1 = most serious/6 = least serious)

(Note: 5 groups agreed a ranking on visit 1

4 groups revised that ranking

6 groups agreed a ranking on visit 2

3 groups revised that ranking)

Item	1 st visit	(1 st visit revised)	2 nd visit	(2 nd visit revised)
window	2.4	2.3	3.5	4.3
phone	4	2.5	2.5	3
spray	5.8	6	6	5
brick	2.2	2.3	2.8	1.3
bottle	4	5	4.7	5
bin	2.6	2.2	1.8	2.3

Appendix 3. Collated Group Work Data for Year 6s (x 6 groups of 6)

Individual gradings

Initial visit

Item	Red (score 2)	Orange (score1)	Green (score 0)	Total score	Rank
window	18 (36)	17	1	53	4
phone	23 (46)	12	1	58	=3
spray	2 (4)	18	12	22	6
brick	29 (58)	6		64	1
bottle	4 (8)	21	11	29	5
bin	26 (52)	6	4	58	=3

Return visit

Item	Red (score 2)	Orange (score1)	Green (score 0)	Total score	Rank
window	12 (24)	22	2	46	3
phone	28 (56)	7		63	2
spray	1 (2)	14	20	16	6
brick	33 (66)	2		68	1
bottle	6 (12)	23	6	35	5
bin	14 (28)	15	6	43	4

Average of group rankings (1 = most serious/6 = least serious)

(Note: 6 groups agreed a ranking on visit 1)

4 groups revised that ranking

6 groups agreed a ranking on visit 2

0 groups revised that ranking [although one group was divided girls / boys – an aggregate was taken for that group])

Item	1 st visit	(1 st visit revised)	2 nd visit	(2 nd visit revised)
window	3.3	3.5	3.8	
phone	3.8	3.8	2.3	
spray	6	6	5.8	
brick	1.2	1	1.3	
bottle	4.5	4.8	4.5	
bin	2.5	2.3	3.8	

Appendix 4. Summary of Milton Keynes School Participation

Youth Safety Project Figures September 1999 – July 2000

Autumn Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	5	332
Year 6	2	181
<hr/>	<hr/>	<hr/>
Total	7	513

Spring Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	16	851
Year 6	3	174
<hr/>	<hr/>	<hr/>
Total	19	1025

Summer Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	8	269
Year 6	14	819
<hr/>	<hr/>	<hr/>
Total	22	1088

Totals:	Schools 48	Pupils 2626
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Youth Safety Project
Figures October 2000 – July 2001

Autumn Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	15	673
Year 6	6	429
<hr/>	<hr/>	<hr/>
Total	21	1102

Spring Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	6	359
Year 6	0	0
<hr/>	<hr/>	<hr/>
Total	6	359

Summer Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	18	929
Year 6	17	945
<hr/>	<hr/>	<hr/>
Total	35	1874

Totals:	Schools 62	Pupils 3335
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Youth Safety Project
Figures October 2001 – April 2002

Autumn Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	14	760
Year 6	13	779
Total	27	1539

Spring Term

<u>Year</u>	<u>No of Schools</u>	<u>No of Pupils</u>
Year 3	18	757
Year 6	8	555
Total	26	1312

Totals:	Schools 53	Pupils 2851
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Appendix 5. Follow-up Sessions

Session One – Vandalism. School Delivery

Introduction

1. Who remembers where they met me before?
2. Which two scenarios at the Safety Centre are to do with reducing crime?
3. Can anyone tell us something about the vandalism video?
4. Is there anyone who can tell us what vandalism is?

Definition: When something belonging to someone else, gets damaged, defaced or destroyed
When it's done deliberately or on purpose

5. I am going to play the video again to remind you and for those of you who didn't see it

PLAY VANDALISM VIDEO (10 minutes)

The following questions to be used to reinforce the message put across in the video

1. What were some of the messages given to us in the video?
2. How many of us sometimes feel angry or annoyed?

At the Safety Centre we say that feelings are not good or bad, but when we let our feelings get out of control, that's when sometimes bad things can happen (that is where the harm is)

3. What sorts of things could happen if we did not control our behaviour?
4. What did the video suggest we should do to try to stop these things happening?

Talk to adult: remind about helping hand use OHP for reinforcement
Leave worksheet for class follow-up

Discussion about vandalism in the school/local area

Who is responsible for keeping your school clean, tidy and vandal free?

'IT'S BROKEN' EXERCISE (20 minutes)

An activity to help explore the sort of things that could happen when things are vandalised and the people who could be affected

CONCLUSION

Reinforcement of vandalism definition

Reinforcement of responsibility as young citizens to prevent/report vandalism

Thanks to class/teacher etc. Leave follow up sheets for class completion

Session Two – Shop Theft Scenario

Introduction

1. Who remembers how old you have to be to be arrested?
2. What do we mean by 'being arrested'?
3. Can you be arrested for stealing for somebody else, ie if someone tried to bully you?
4. Can you be arrested for taking something from someone else, if they have not paid for it?
5. Does it matter if just one item is stolen from a shop?

WHO WOULD BE AFFECTED?

1. How much does one CD cost?

Introduce maths activity: - cost to shop if one CD is stolen every day of week, every week of year etc. Leave activity for class to complete as follow up.

2. What might happen if shop loses this amount of money over a year/two/three or more years?
3. Let's look at what shops do to try and prevent shop theft

ROLE PLAY

Ask class teacher to help select individual children to take the parts of some of the people (illustrated by the pictures on display in the shop scenario) affected if a young person is arrested for shop theft. Ask someone to play shopkeeper first.

CONSEQUENCES

Discussion about what happens when young person is arrested

To cover:	When police are called	Take to station, inform parents etc
	At the station	Information required, parental involvement etc
	Caution plus	Parents, shop manager, prison staff etc
	Police record	Kept for five years, info into school

CHOICES

What would you do (choices) if you were out with some friends and one of them decided to steal from a shop? Discuss choices, consequences, effects on individual and rest of the group.

Refer to helping hand 'network'

Reinforce – remember you always have a choice

CONCLUDING ACTIVITY: DOES IT MATTER