Early Intervention Through Schools and Education

Graham Robb

YJB Board member

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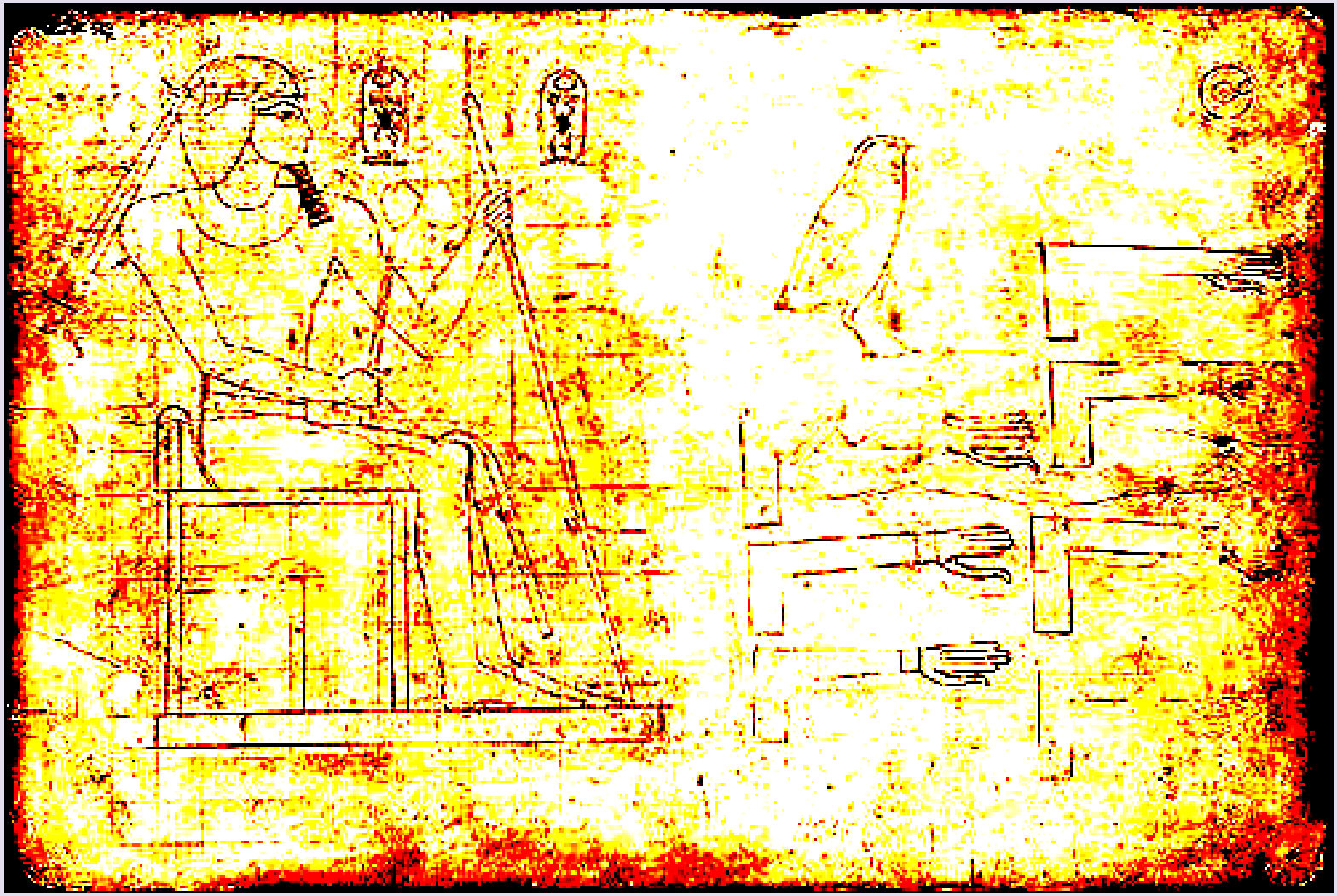
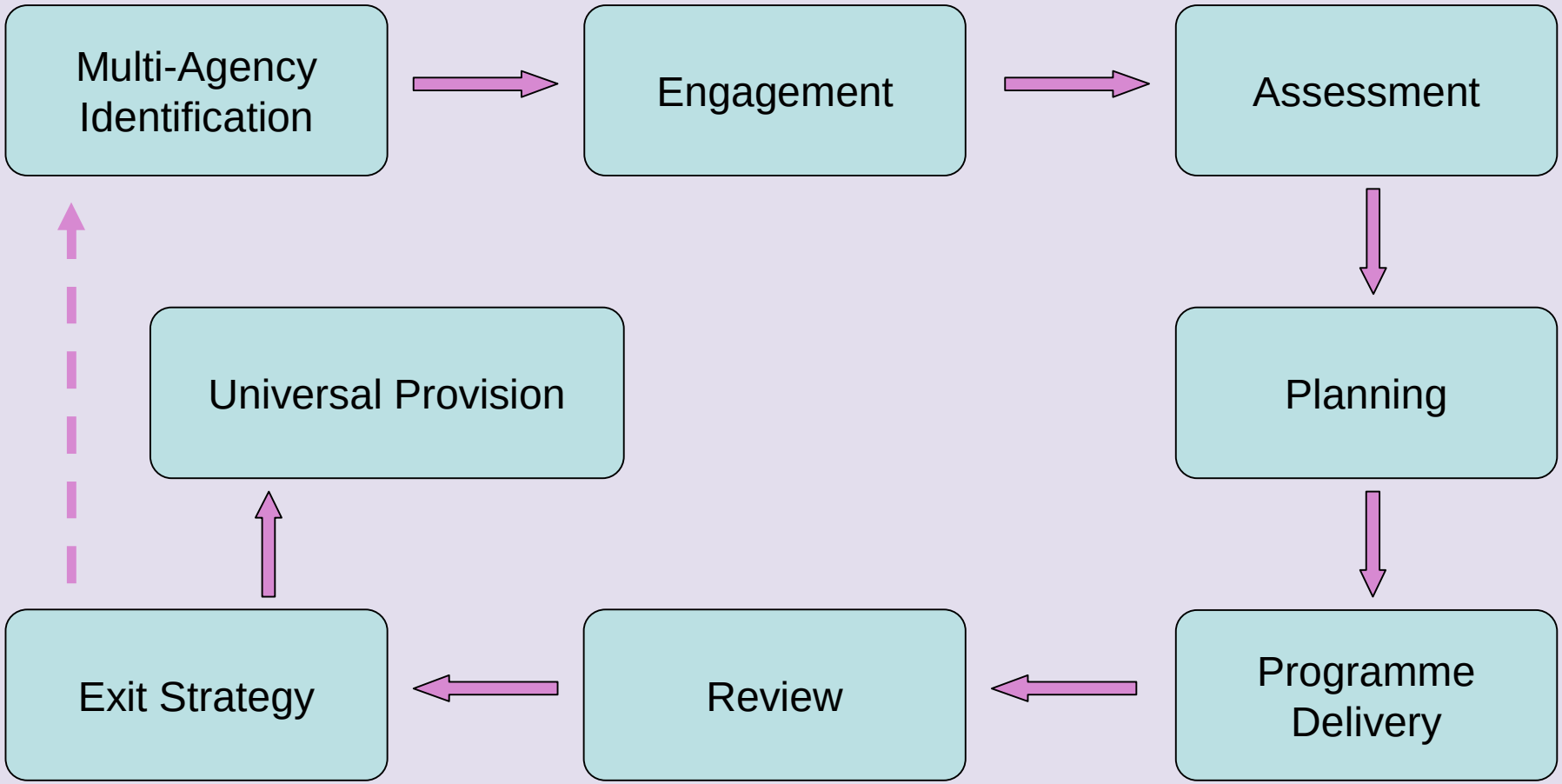
Youth Justice Board
Bwrdd Cyfiawnder Ieuenctid

Plus ca change



The Core Prevention Processes



What we know about risk and protective factors

What are the risk factors?	How prevalent in young offenders is this risk factor?
Aggressive Behaviour (including Bullying	**25%**
Low achievement starting in primary school	**24%**
Family history of behaviour problems	22%
Alienation and lack of social commitment	**22%**
Peer attitudes condoning problem behaviour	**21%**
Family conflict	21%
Lack of commitment to school (inc persistent absence)	**21%**
Friends involved in problem behaviour	**21%**
Availability of drugs	19%
early involvement in problem behaviour	**18%**
Community disorganisation	18%
Poor parental supervision and discipline	18%
School disorganisation (e.g. poor registration system to track attendance)	**17%**

Drivers (England)

- Schools
  - Every Child Matters
  - Duties : wellbeing, community cohesion, participation

- Children's Trusts

- LAA National Indicator set including
  - Anti Bullying ,
  - First time entrants,
  - Emotional and behavioural health (LAC)

- Police practice - Safer school partnership
  - Police Performance Framework
  - Youth Restorative Disposal

London Safety and Cohesion Framework and Award

Focus

Universal

At risk pupils

Process

'Excellence' mapped against OfSTED framework

School and Partners evaluate against 'Excellence' framework

Action plan

Outcomes

- Impact of improvement
- Effective partnership

Safer School Partnerships

Learning from SSP

What is it ?

Priority criteria

A changed landscape

Neighbourhood Policing

SSP Conferences : keeping pupils safe

Guidance

What is it for

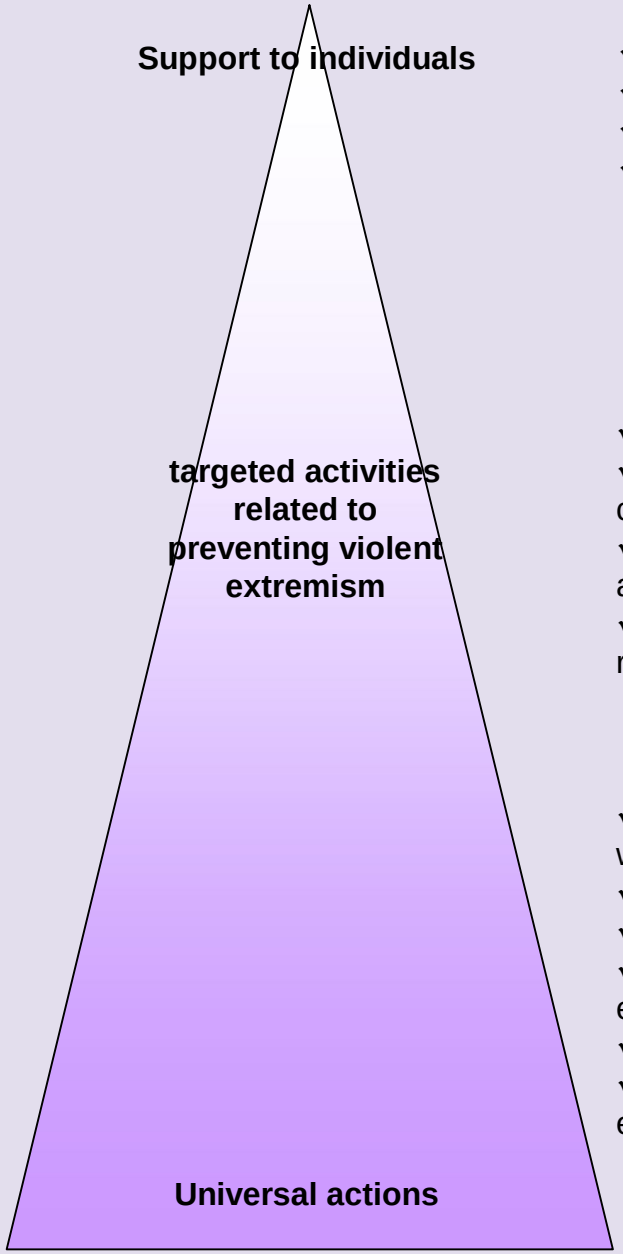
School – Police – LA esp YOT

Development process

Strands

- School behaviour strategies and anti bullying work
- Preventing Violent Extremism
  - DCSF Toolkit
- Gangs and weapons
  - DCSF guidance

http://www.teachernet.gov.uk/wholeschool/violentextremism/



✓provide effective pupil support processes
✓raise staff awareness on key issues
✓form good links with police and other partners to share information
✓access external support from statutory or voluntary organisations

✓use curriculum to challenge extremist narratives
✓allow space for debate and increase staff confidence in discussing controversial issues
✓understand local issues and tensions with help from local authority and police
✓develop network of community contacts and links with mentors and role models

✓promote ECM outcomes, community cohesion, equalities and wellbeing
✓implement effective anti-bullying policies
✓focus on narrowing the attainment gap for all groups
✓promote pupils' wider skill development in teaching and learning, e.g. SEAL
✓encourage active citizenship and pupil voice
✓links with families and local communities, including through extended schools

Schools and gangs / groups and offending

A. Are gangs a big problem for schools?

B. Understanding the issues:

C. Recognising the issues for an individual school

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

E. Tackling incidents:

Early Intervention

- Graham.Robb@yjb.gov.uk

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