TACKLING THE CAUSES OF THE CAUSES OF CRIME
Welcome

Nick West-Oram - Head of Development and Insight, Get Berkshire Active
Nick is responsible for developing strategic relationships and developing the organisation to tackle issues in social and community agendas.

Cheri B. Torres, Ph.D. - Cheri’s passion is helping people use everyday conversation to create positive dynamics in their relationships, organisations, and communities. In particular the use of Appreciative Inquiry and Experiential Learning.

Cath Marriott - Thames Valley OPCC
Cath manages the relationship between the PCC and CSPs, including the approx. £3m of grant funding they receive annually.

Dave Evans, Reading FC Community Trust Manager
Dave Evans has been a Community Trust Manager for 23 years working in all 4 divisions of the league. The Trust’s activities are hugely diverse and by working in partnership they are able to have a real positive impact in the local and surrounding areas.

Chelsea Piggott, Programme Delivery Officer, Get Berkshire Active.
<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Lead</th>
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<tr>
<td>0930</td>
<td>Networking</td>
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<td>GBA Intro</td>
<td>GBA</td>
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<tr>
<td>1010</td>
<td>Ice breaker</td>
<td>MTC</td>
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<td>1015</td>
<td>Keynote &amp; Q&amp;A</td>
<td>CT</td>
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<td>RFC</td>
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<td>Break</td>
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<td>MTC</td>
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<td>Addressing Youth Violence</td>
<td>OPCC</td>
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<td>1330</td>
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Introduction

Aim
Bring together those involved in the reduction and prevention of crime in Berkshire to share knowledge of the current situation and of what works in reducing criminal behaviour.
Series of forums to provide practitioners with skills, understanding and networking opportunities

Objectives
• Increase knowledge of techniques/ capability in the SPA / 3rd sectors to tackle offending such as Appreciative Inquiry and Experiential Learning
• Improve partnership working/ knowledge between Police and Sport Physical Activity / 3rd sectors
• Improve awareness of issues and where to target interventions at a local level
Get Berkshire Active

Vision

Get more people, more active, enjoying the benefits of more and better physical activity and sport in Berkshire
Get Berkshire Active

Physical Wellbeing  Mental Wellbeing  Individual Development  Social and Community Development  Economic Development

Lead
We are the leading voice in Berkshire raising awareness of the benefits of PA and Sport and bringing partners together to increase impact

Commission
We provide funding for others to deliver programmes

Support
We help others to improve and thus deliver more and better outcomes

Deliver
We deliver programmes through local and national commissioning and funding
Crime Prevention Strategy

Aims

• Tackle social outcomes / reduce crime
• Satellite Clubs
• Estate Level
• Employability
• Schools
• Strategic Work
Supporting the Individual

- Personal Development
- Emotional Control
- Mental Health
- Motivation and Hope
- Peer Group
- Mentoring
- Diversion

Quality Coaching
The 10 ACE Categories from the Kaiser Study:

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Domestic Violence
- Parental Incarceration
- Mental Illness in Household
- Household Substance Abuse
- Parental Separation or Divorce
Compared with people with no ACEs, those with 4+ ACEs are:

<table>
<thead>
<tr>
<th>Number</th>
<th>Likelihood</th>
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<tbody>
<tr>
<td>4</td>
<td>times more likely</td>
</tr>
<tr>
<td>6</td>
<td>times more likely</td>
</tr>
<tr>
<td>6</td>
<td>times more likely</td>
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<td>6</td>
<td>times more likely</td>
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<tr>
<td>11</td>
<td>times more likely</td>
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<tr>
<td>14</td>
<td>times more likely</td>
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<tr>
<td>15</td>
<td>times more likely</td>
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<tr>
<td>16</td>
<td>times more likely</td>
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<tr>
<td>20</td>
<td>times more likely</td>
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Adverse Childhood Experiences

Preventing ACEs in future generations could reduce levels of:

- Early sex (before age 16) by 33%
- Unintended teen pregnancy by 38%
- Smoking (current) by 16%
- Binge drinking (current) by 15%
- Cannabis use (lifetime) by 33%
- Heroin/crack use (lifetime) by 59%
- Violence victimisation (past year) by 51%
- Violence perpetration (past year) by 52%
- Incarceration (lifetime) by 53%
- Poor diet (current; <2 fruit & veg portions daily) by 14%

Protective Factors - Sport and Physical Activity
BERKSHIRE CRIME PREVENTION FORUM

Wednesday 3rd July 2019, 12 noon – 4.30pm
Learn about Sport as a Crime Prevention tool

Behavioural and Attitudinal Change Specialists
Funding for Youth & Community Projects

Street Gangs
Hate Crimes
Knife Crimes
Youth Projects
Community Regeneration
“Thank you for submitting a bid to the Knife Crime Community Fund 2018-19. All bids were assessed against the criteria set out in the invitation to bid and I am pleased to inform you that your bid has been successful.”

Nick Hunt
Head of Serious Violence Unit
St Margaret’s Church was funded to produce eight outcomes which are detailed below. The anticipated demands outlined in the original bid, compared to the actual demand with the set timescale took us by surprise which has led to significant variances which are shown below and detailed in the following text.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Anticipated Number</th>
<th>Actual Number</th>
<th>Variance</th>
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<tbody>
<tr>
<td>1</td>
<td>Engage young people in schools</td>
<td>8645</td>
<td>21,631</td>
</tr>
<tr>
<td>2</td>
<td>Teachers trained in conflict management</td>
<td>59</td>
<td>155</td>
</tr>
<tr>
<td>3</td>
<td>Volunteers trained in Mobile Team Challenge</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Young People Engaged in Mobile Team Challenge</td>
<td>72</td>
<td>128</td>
</tr>
<tr>
<td>5</td>
<td>Volunteers trained in mentoring</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Young People engaged in mentoring</td>
<td>125</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Young people involved in knife crime mentored</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Parents engaged through training and information events</td>
<td>500</td>
<td>246</td>
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In total the anticipated reach of people engaged with the project was 9466 (young people, professionals and parents). The total number of people reached was in fact 21,978 within the timescale of the project. This is 79.5% increase on anticipated numbers mainly due to the overwhelming uptake on the assemblies by primary schools. Please see narrative below for each outcome:
Are you Fearless?
Speak out against crime

Get info/give info about crime 100% anonymously at fearless.org
This project has developed a partnership between St Margaret’s Church and the three Universities in Medway. Together we will be holding a conference on knife crime on Friday 13th September 2019 with key speakers from across the country. Again this would not be taking place if it wasn’t for this initial project.

Finally, our work has led to us investigating the shape of kitchen knives and are working with Dr Mike Beckett and Prof Sarah Hainsworth to see if we can develop a proposal for Government to consider regarding the legislation surrounding the production of domestic kitchen knives.

This was raised on the 30th April 2019 at the Home Affairs Select Committee.
“10 pupils went on to get a Youth Achievement Award, directly, through the interventions in the Medway Area”

Roy Smith Operations Manager Medway Youth Service
I’ve recently announced a further £35m funding boost for work to combat knife crime through 18 Violence Reduction Units which will allow them to continue their vitally important work tackling Street Gangs, Hate Crimes, Knife Crimes, Youth Projects, and Community Regeneration.
Behaviour-Changing Games delivering Game-Changing Behaviour
Behaviour-Changing Games delivering Game-Changing Behaviour

➢ 15 Female Prisoners starting their 6 month re-settlement period before being released

➢ A British Psychological Society Emotional Intelligence Profile
When Personal Intelligence meets Emotional Intelligence

**Decisiveness**
The capacity and preparedness to take decisions, accept responsibility and take the initiative. Provides clarity on issues and is prepared to be assertive.

**Motivation/Drive**
Wants to achieve, has energy, drive and enthusiasm, is ambitious, is optimistic and positive about things, less likely to become demoralised, is not cautious or hesitant.

**Influence**
Is able to persuade others, gets own views across, can get others to do things for them or to do what they want, is able to lead and likes to, likes a position of authority.

**Adaptability**
Responds well to change, is flexible and adaptable, keeps an open mind, likes variety, accepts others' input, likes novel and creative approaches.

**Empathy / Compassion**
Team orientated, sensitive to others needs and can see their perspective, tactful, sympathetic, patient, get on with others, is tolerant of other people, approachable.

**Conscientiousness**
Meets deadlines, is punctual, is tidy, works hard, is reliable, dependable, conscientious, self-disciplined, good at organising and can tend to conform and follow the rules.

**Stress Resilience**
Copes with the day-to-day pressures of life, can control themselves e.g. can control temper when provoked.

**Self-Awareness**
This scale gives an index of the extent to which your rating of yourself is likely to correspond with the way that others would rate you.

On a Scale of 1-10
Empathy Scores were 2 or 3 out of 10
15 Female Prisoners starting their 6 month re-settlement period before being released

- A British Psychological Society Emotional Intelligence Profile

- Bi-monthly interventions through “games” to develop Empathy

- After 6 months of interventions and just prior to release, the Prisoners repeated an Emotional Intelligence Profile and Empathy Scores, previously 2 & 3 out of 10 – were now 7’s, 8’s and 9’s out of 10

- In 2019, the Home Office called us to advise that they had been tracking the prisoners since their release following our interventions and 3 years since their release

“none of them have re-offended…what did you DO to them?!”
BERKSHIRE CRIME PREVENTION FORUM

Wednesday 3rd July 2019, 12 noon – 4.30pm
Learn about Sport as a Crime Prevention tool

The Behavioural and Attitudinal Change Specialists
MTC

Experiential Learning Activity
A Deeper Dive Beneath the Causes of Causes
Recall a critical or destructive conversation you were in.

Notice how this feels in your body.
Recall a great conversation.
Notice how this feels in your body.
What percentage of your work day is spent in conversation?
The BioChemistry of Behavior . . .

and the body’s addiction to negative emotional patterns
We Know When We’re In a Conversation Worth Having

• **Positive Tone:** Inviting & uplifting
• **Engagement:** Inclusion & respect
• **Energy:** Openness and curiosity
• **Positive Direction:** Moving forward
• **Positive Emotions:** Joy, worthiness, self-efficacy
Appreciative
Add value or value people, situations, and the best of what is.

Inquiry
Get curious, wonder, and search for what generates life, possibility and emergence.
Organizations Using Appreciative Inquiry
Organizations Using Appreciative Inquiry in the UK

NHS
Bupa
ASHRIDGE
Mars
JAGUAR
LAND ROVER
Slough Borough Council
Lywodraeth Cymru Welsh Government
HM PRISON SERVICE
G4S
Sodexo
Youth Offending Team
SURREY POLICE
Sodexo
ROYAL NAVY
ROYAL AIR FORCE
Unite the Union
Durham University
University of Reading
Home Office
Kent County Council
BBC
McAfee
Disney
Winchester City Council
Medway Council
THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA
Kent County Council
LUTON Borough Council
Bournemouth Borough Council
Suffolk County Council

www.winchester.gov.uk
What conversations are you having?

- Affirmative Conversations
- Destructive Conversations
- Conversations Worth Having
- Critical Conversations

Adapted from: Conversations Worth Having, Table 1.2, page 29
Two Simple Practices

Positive Framing

Conversations Worth Having

Generative Questions
Generative Questions:

What contributed to your success?

What strengths did you use?

What might be possible now?

What is one small action that would make a difference?

• change the way people think.

• stimulate compelling images for people to act on.
Generative Questions . . .

• Build connection & understanding
• Make the invisible visible
• Identify strengths and best practices
• Create possibilities & shared outcomes
Talk about what you want . . . for the person, relationship, team, organization.
Create a Positive Frame
Flipping

Name It
• Problem or complaint
• Negative results or impact

Flip It
• Positive opposite
• What you want more of

Frame It
• Positive impact of the flip
• Desired results or impact

Conversations Worth Having, page 53.
Daniel’s Story

Working with troubled young men from the Mi’Kmaw Nation
Daniel’s Frame

Name It

Young men with no leadership or teamwork skills

Flip It

Young men with leadership and teamwork skills

Frame It

Bringing out inherent leadership and teaming ability
Cycles of Collaborative Learning

Activity

Positive Framing

Imagining the Future

Generative Questions

Reflection & Insight

Grounding the Feeling

Your inherent capacity for teamwork!

How did you all manage to stay on the narrow bridge so the team could succeed?

What did you have to be willing to do?

How did that feel in your body? What did it allow you to do?

What three things can you do to make that happen?

What might be possible if you could feel that way in life?
Pause
Breathe
Get Curious!
Experiential Learning + AI = Transformation

Protect Body-Mind
- Survival
- Stress
- Contraction
- Fear – anger – sadness
- Low energy
- Separate
- Closed, limited possibilities
- Incoherent

Connect Body-Mind
- Creativity
- Higher order thinking
- Expansion, regeneration
- Love – joy – trust – gratitude
- High energy
- Connected, collaborative
- Open, growth, opportunity
- Coherent

Through Cycles of Collaborative Learning
Example of FRAME THIS!

**Name It:**
The kids are rude and disrespectful.

**Flip It:**
The kids are polite and respectful.

**Frame It:**
We all have a mutual sense of respect for one another.

**Generative Questions:**
1. How can I best show my respect for you?
2. What would it take for all of us to have a sense of mutual respect?
3. How might we make that happen?
Let’s Try It!
Start a Conversation Worth Having!

1. Form triads
2. Choose your scenario
3. Create a Positive Frame
4. Craft 1-2 Generative Questions

1. You can see a young person’s behaviour starting to change because of the ‘friends’ they have outside of your setting; they are a huge negative influence.

2. No matter what you try the group you are working with are apathetic and do not want to do anything besides play computer games or sit on their phones.

3. Your team is having difficulty engaging their group of young people and they are becoming disillusioned.

4. You are concerned because you notice the behaviour of one young person has become insular - a complete contrast to the fun-loving outward-going character that they used to be.

5. The person you are working with has re-offended.
Empowered to Have Conversations To Shift the Cause Beneath the Causes Of Causes

1. The biochemistry of behavior and changing behavior
2. The all-important power of our words . . . and curiosity
3. Appreciative Inquiry’s two simple practices
   • Positive Framing
   • Generative Questions

Download your free Conversation Toolkit @ ConversationsWorthHaving.today
Do you have a Curious George sticker in your handout?
Reading FC Community Trust

Charity 1125817

Dave Evans
Reading FC Community Trust Manager
Reading FC Community Trust – Four Main Pillars of Activities – Sports Participation, Education, Social Inclusion, Health

Activity programme – 11,095 participants

- Soccer schools – 200 per week
- PPA – In school coaching – 265 participants
- Tournaments/Competitions – 2,000
- PL Primary Stars – 400 participants

- After school clubs – 800 participants
- Breakfast and lunch time clubs – 150 participants
- Coaching centres – Development, Elite and Advanced – 750 participants

- PL Primary Stars
- Tournaments/Competitions
- PPA – In school coaching
- Soccer schools

MISPERS

- Football Programme
- PL Kicks
- DIVERT
- Reading college
- Reading Alternative Provision

Employability Course

Social Inclusion

- Coaching centres
- Tournaments/Competitions
- PPA – In school coaching
- Soccer schools
Reading FC Community Trust – Four Main Pillars of Activities – Sports Participation, Education, Social Inclusion, Health

- Kids in Care
- Walking football
- Advisory groups
- Sensory room

- Others
- Talking tactics – Mental Health
- Dementia café
- Friends of the Elderly

- 6th Form football programmes – JMA, Denefield
- College sessions
- Inclusive sessions
- College

- Girls Programme/Disability programme
- After school clubs
- Training centres – Development and Advanced
- Games Day
- SEN Traineeships
- Deaf team – Adult

- Denefield Girls – 16 – 19 yrs
Reading FC Community Trust – RAP impact report

Nurturing and supportive learning environment

Enhanced life skills

- Improved education
- Increased career readiness
- Reduced school drop-out
- Reduced risky behaviour
- Higher ambitions
- Better social relations
• NURTURING AND SUPPORTIVE LEARNING ENVIRONMENT

• It’s an environment I like to be in, because they can have it with us (banter). Like, we bounce off each other a lot and, like, they’re mature about it. Like, they’re not just going to go off the wall at us for stuff like that. They know how difficult it is, and then all they really want to do is help us [...] They know about our backgrounds, how stuff is, and they do have close bonds with our family as well, through it. [...] [At school] it didn’t really seem like they cared. But here, they got to know us personally. Instead of just doing their job, they built that bond with us. (Gordon, RAP Participant).
• **ENHANCED LIFE SKILLS**

• It doesn't feel like I'm out alone, I know that people here, it doesn't really matter to them where you come from, they know they will, like, comfort you and support you any way possible. (Harry, RAP participant).

• Probably because where they are, where the staff are nice and when I probably first came here I thought people would be more strict. I didn’t know, but now I know they’re all nice it’s made me more confident; [it's] encouraged me to get to know more and different types of people. (Jonny, RAP participant).
• IMPROVED ACADEMIC SKILLS AND EDUCATIONAL SUCCESS

• Because at the school I’m with all my mates there, so I’d like to act more cool instead of doing the actual work. […] They just said to actually succeed in life you have to just keep your head down and do learning, and stuff like that. (Jonny, RAP participant).

• Without that (RAP), he wouldn’t have gone onto where he’s got to (full-time employment). So English and maths, he never wanted to do, it was just something not on his radar, but they got him to understand that, actually, you do need to do this in order to get to where you want to get to. So yes, in terms of academic progress, he wouldn’t have even engaged with that if it wasn’t for them. (Robert, wider stakeholder).
INCREASED EMPLOYMENT READINESS - REDUCED SCHOOL DROPOUT

HIGHER ASPIRATIONS - BETTER INTERPERSONAL RELATIONSHIPS

WIDER SOCIAL IMPACT

REDUCED HARMFUL AND RISKY BEHAVIOURS

I used to sell drugs often. I went through a stage of, like, “Oh, I’m not going to get anything out of anything, so I might as well go down that route.” […] I used to come here, I used to smell of weed and I used to have lots of money on me. […] From [coming] here, I’ve realised what those drugs have done to people and, like, I can’t go down that path and do something like that to someone. […] The consequences are a 30-year prison stretch, and I’m not really looking to do that. So, that, kind of, put me off it as well. I can remember saying, “I don’t want to do it anymore. I want to find something I can do, that’s legal,” and then we, kind of, built on stuff. (Gordon, RAP participant).
Break
MTC

Appreciative Inquiry Activity
Cath Marriott
Partnerships & Performance
Office of the Police & Crime Commissioner

Serious Youth Violence - How local provision and sports offerings can help
Berkshire Crime Prevention Forum

Addressing Youth Violence:
How local provision and sports offerings can help
February 2020

Cath Marriott
Partnerships & Performance
Office of the Police & Crime Commissioner
Let’s get started…

AHHA.... GOTCHA!

........ JUST KIDDING!!!
How many more innocents must die?

Epidemic of knife crime in schools

Put 20,000 police back on streets now!

War zones on our streets

Knives used to attack 1 in 100 school pupils every week for attacks with weapons

Time to end knife crime

We’re on a knife edge

Source of blades
What do the numbers suggest?
National Priorities

1. Tackling county lines and misuse of drugs
2. Early intervention and prevention
3. Supporting communities and local partnerships
4. Law enforcement and criminal justice response
Contextual Safeguarding
A “towards” Journey...

Hope

Ambition

Love

Opportunity

Support
The power of YOU

1. Don’t just accept the data, media, popular voice
2. Seek to understand and not to fix
3. Recognise your place in their context
4. Don’t just be a holiday from their life; recognise you are a part of their life
5. Decide, *with them*, how you can help them on a “towards” journey
6. Help them see (and articulate!) their strengths, even in their weakness
7. Visible $\rightarrow$ Tangible $\rightarrow$ Believable $\rightarrow$ Sustainable
Nick West-Oram, Chelsea Piggott

Get Berkshire Active

Case Studies
How Sport Contributes

Experiential Learning
Conscious Awareness
Emotional Development
Sense of Identity
Voluntary Engagement
Psychological Safety

Individual factors
Healthy Standards
Social bonding

Self esteem
Personal Development
Pro-social beliefs
Belonging
Structure
Values
Diversion (time)
Utilising Your Toolkit
Get Berkshire Active- Chelsea Piggott
What tools are needed when using sport to prevent/reduce offending?

The evaluation undertaken by Loughborough University identified ten critical success factors underpinning effective sport-based projects - they are:

- Right Staff
- Right Young People
- Right Style and Right Place
- Rewards/Rewarding Activities
- Attractive Offer
- Clear Ethos
- Sustained Delivery
- Multi-Agent Partnerships
- Personal Development Opportunities
- Positive Pathways
Not just sport but developmental activities...

- Respect
- Openness
- Emotional Regulation
- Trust
- Goal-Setting
- Communication
- Resilience
- Perseverance
- Valuing Diversity
- Leadership
- Self Awareness
- Feedback
- Openness
- Trust

- Empathy
- Conflict Resolution
- Communication
- Critical Thinking
- Decision Making
- Bouncing back from adversity
- Confidence
- Motivation
The only person that can make the change is... YOU!

Self-Serving Bias

“Failure is External and Success is Internal”
Your attitude reflects how a young person feels about themselves

Expectancy Value Theory

See, Hobbes, we shouldn't need accomplishments to feel good about ourselves. Self-esteem shouldn't be conditional.

That's why I've stopped doing homework. I don't need to learn things to like myself. I'm fine the way I am.

So the secret to good self-esteem is to lower your expectations to the point where they're already met?

Right. We should take pride in our mediocrity.

Remind me to invest overseas. I think this snowman is good enough, don't you?
“...has found some way of making my son WANT to do as he's told and get involved...”

“...It’s helped me a lot through how tearful I’ve been...”
Sometimes, the thing that stops growth is impatience

You wouldn't plant a seed and then dig it up every few minutes to see if it has grown.
So why do you keep questioning yourself, your hard work and your decisions?
Have patience, stop overthinking and keep watering your seeds.

- It’s not Young People VS Adults
- You cannot expect young people to do things that most adults won’t do without the appropriate support
- We need to be the one’s that persevere!
- Give yourself time “to make a difference”- these things need more time and less pressure.
Encourage young people to find their ‘inner child’
The best person for the job

No such thing as a ‘Hard to Reach’ community

Think outside the box and take a risk!
Questions
Table Groups

Use Logic Model layout to map a sport programme response

1. Police colleagues explain your offending issue in your area
2. Sport colleagues identify if your offer can help tackle issue
3. If so follow the logic model process to work through how your response works

[Use Flip Chart]
Plenary and Next Steps
Thank you for coming!