

# Serious Youth Violence and the work of the Youth Justice Service

October 22  
Angie Fuller

**Barking &  
Dagenham**

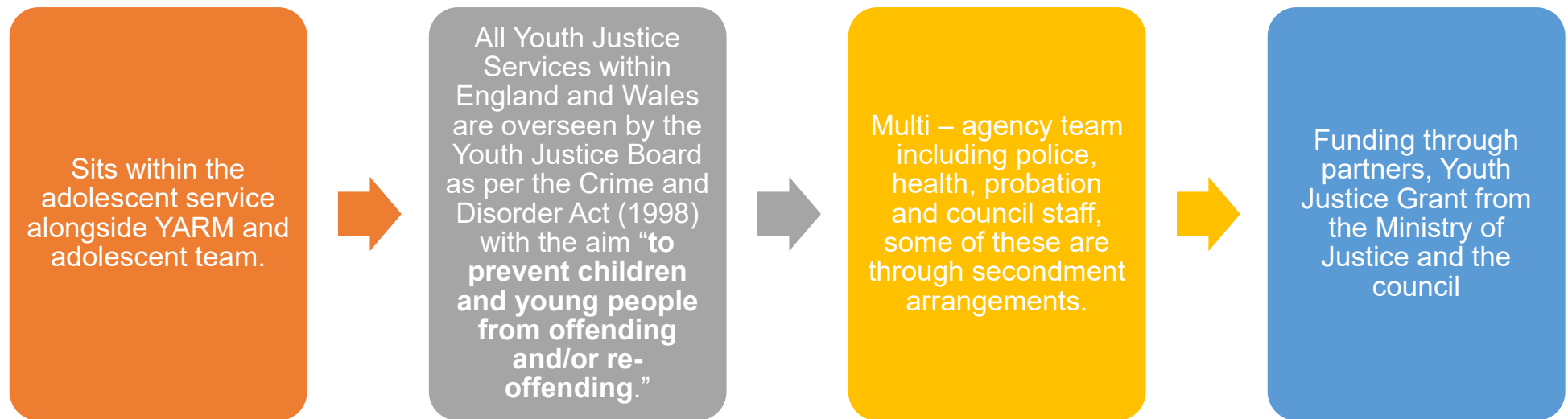
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# What do we know?

1. How many children do you think entered the criminal justice system in 2021?
2. What do you think is the most common offence that young people are arrested for?
3. What do you think are the top three offences that young people are convicted for?
4. Who do you think works in the service?
5. How many children does LBBD have in custody currently?
6. Who oversees our work?
7. What are we measured on? What are our performance indicators?

# Youth Justice Service



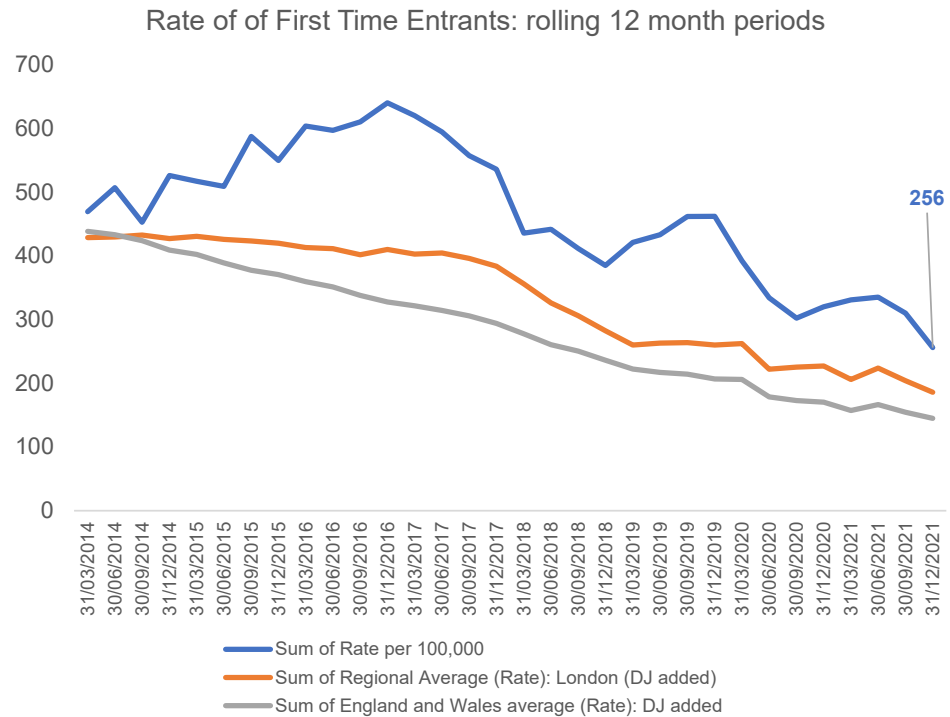
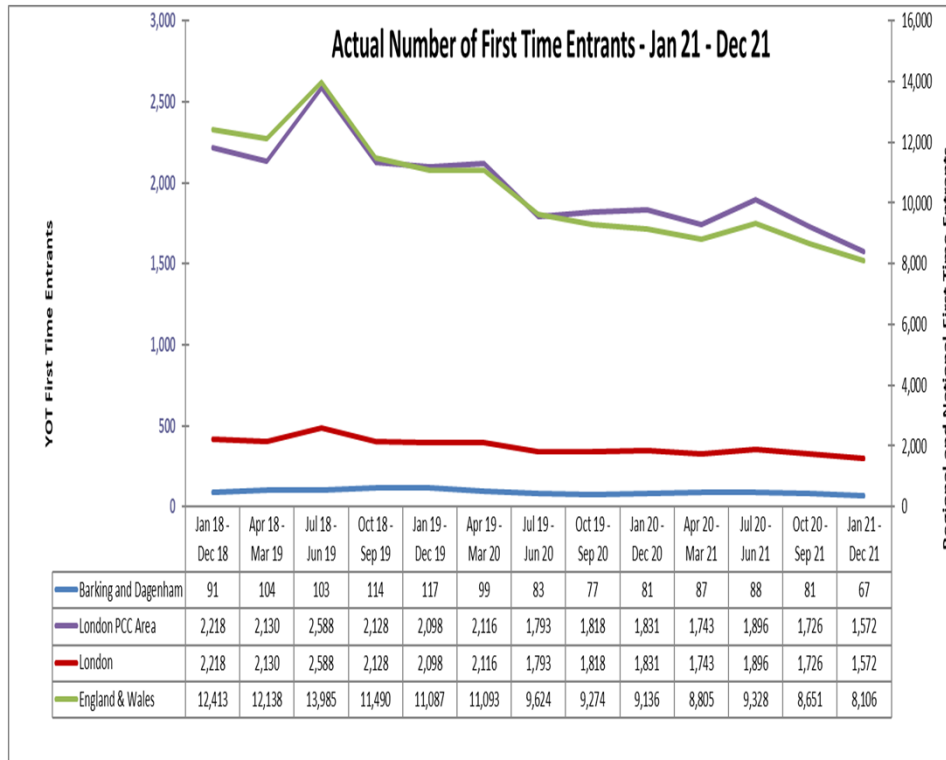


# Youth Justice Service

Three National Performance Measures set by the Youth Justice Board (YJB)

- Reduce first time entrants into the criminal justice system (FTEs)
- Reduce re-offending
- Reduce the number of children entering custody

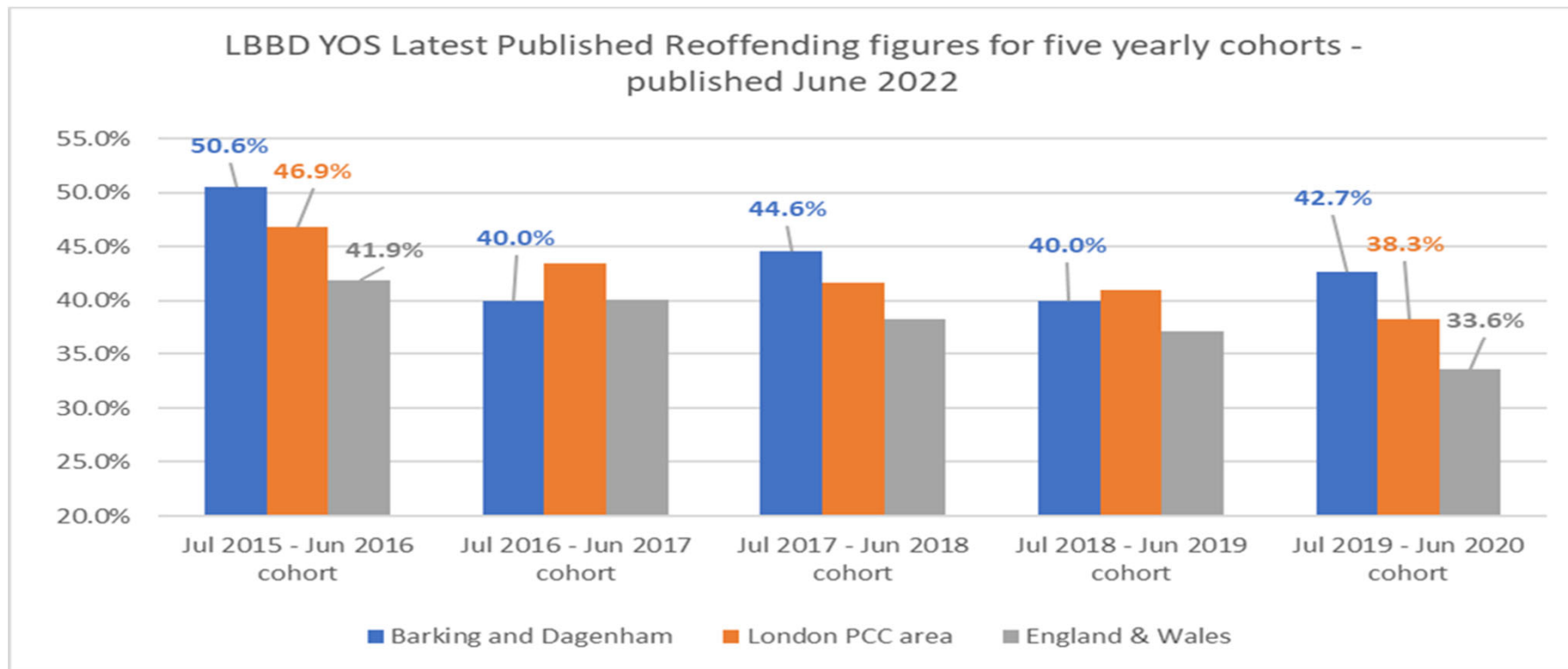
# How are we performing? FTEs



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# How are we performing? Re-offending

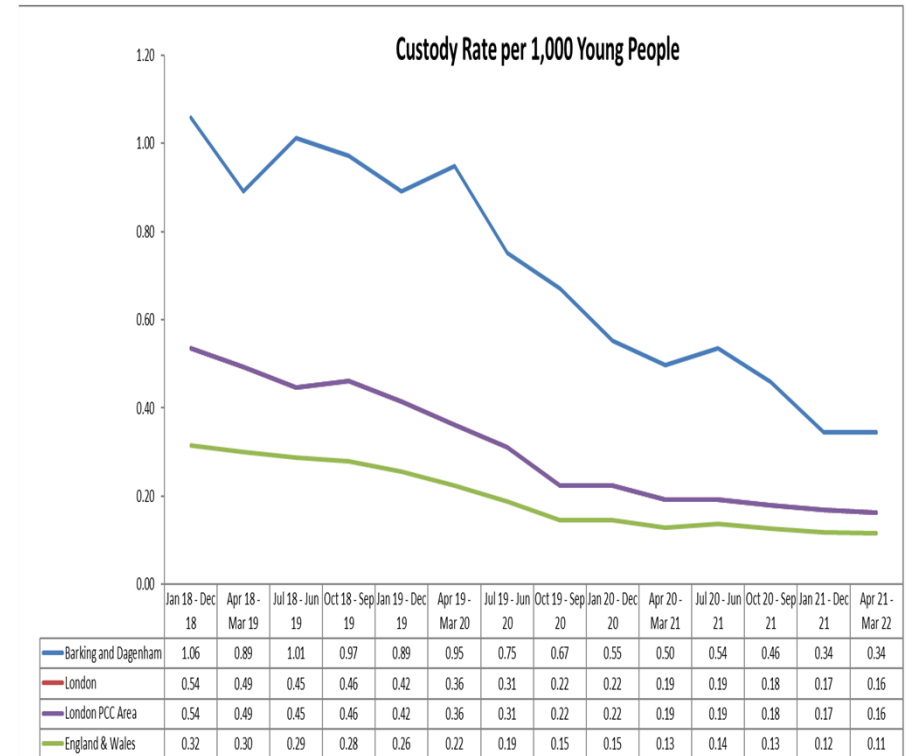
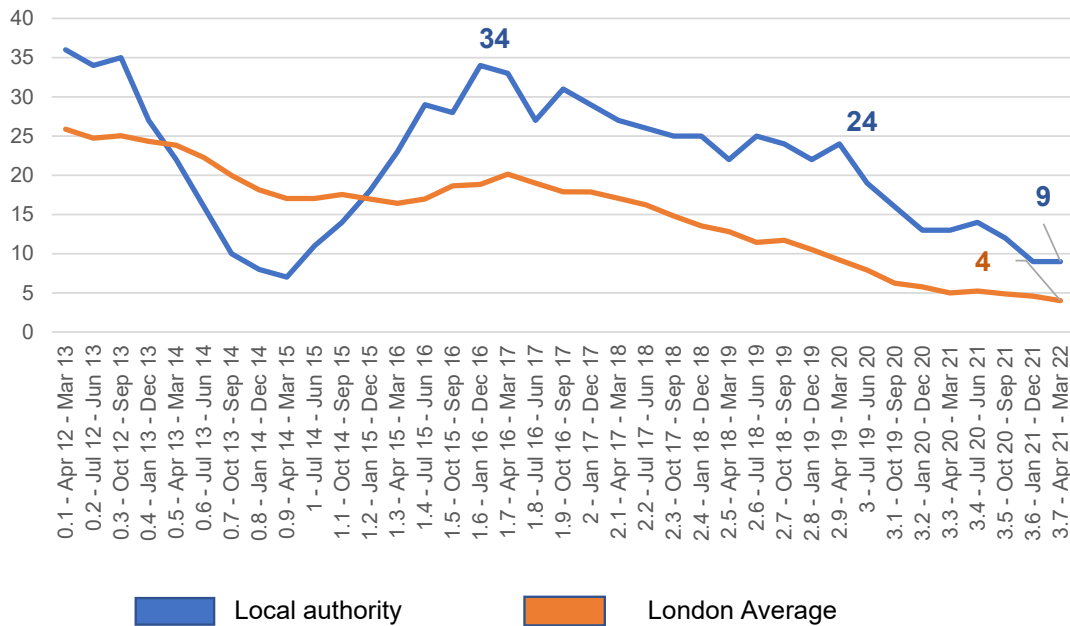


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# How are we performing? Custody

NUMBER OF CUSTODIAL SENTENCES IN PERIOD



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Questions on what  
you just heard



# QUIZ REGARDING YARM

- What does YARM stand for and what is the aim of the YARM?
- How many secondary schools and primary schools have the YARM worked with in the last 12 months?
- On average how many children has the YARM worked with over the last year?

# QUIZ ANSWERS

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**Q: What does YARM stand for and what is the aim of the YARM?**

A: YARM – Youth at Risk Matrix

The YARM works with Schools and Social Care to support at the earliest possible opportunity, those children who may be affected by exploitative situations in order that the most appropriate action can be taken to ensure they receive the right help at the right time and avoid problems escalating.

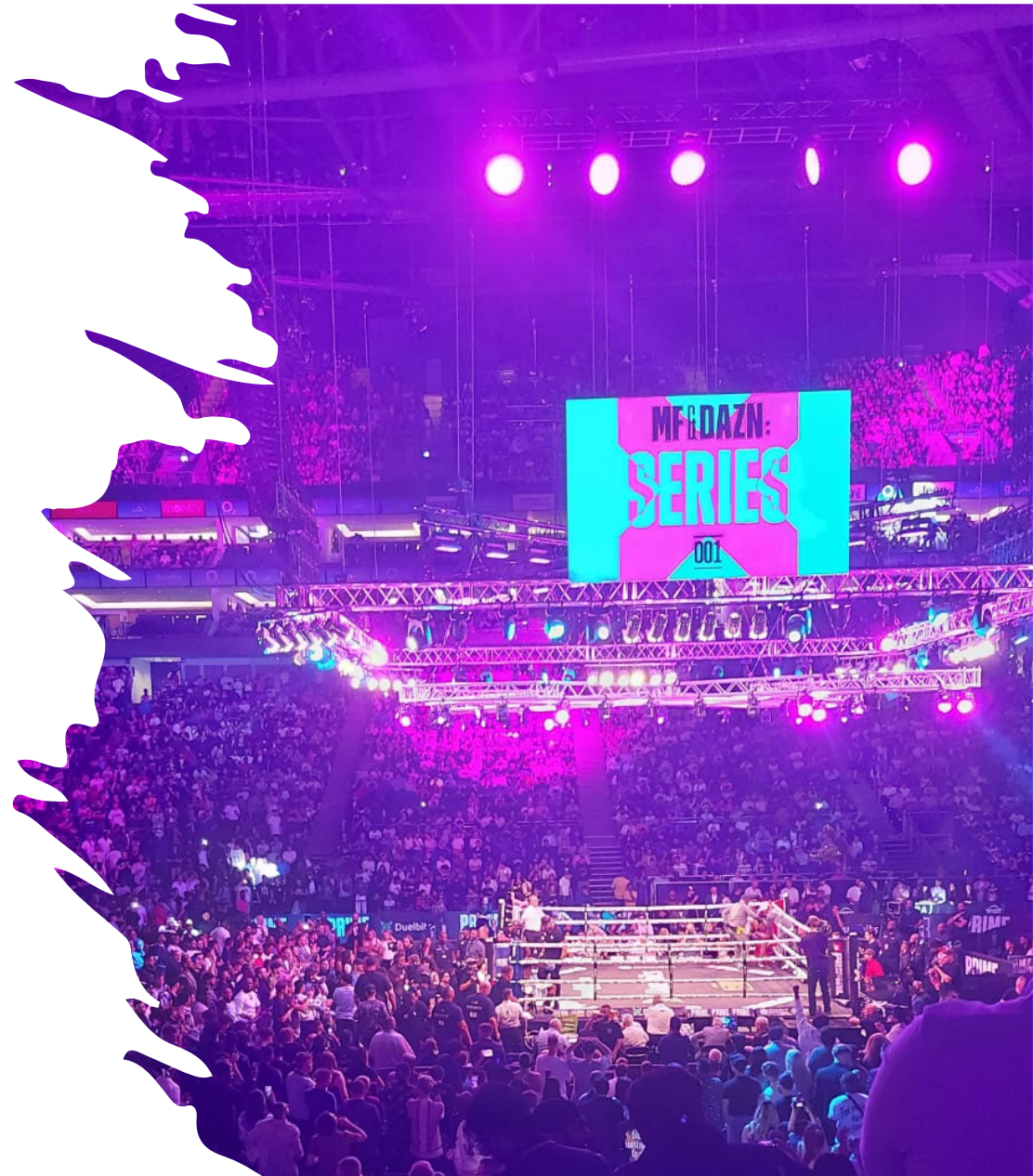
**Q: How many secondary schools and primary schools have the YARM worked with in the last 12 months?**

A: 13 Secondary Schools and 13 Primary Schools

**Q: How many children has the YARM worked with over the last year?**

A: Over the last year YARM has worked with over 1,200 children and young people on an individualised basis and by way of group work and assembly.

The YARM (youth at risk matrix)  
Summer project



# THE IDEA and why

- We were aware of two friendship groups within the borough who professionals were concerned about for different reasons.
- Some of the individuals within these groups were known to YOS, Adolescents & YARM.
- We thought it would be good to run three groups simultaneously that would attempt to meet the needs of that friendship circle.
- We wanted to find a way to keep them engaged, entertained and out of trouble throughout summer.





# OUR OBJECTIVES

- To establish positive and meaningful relationships with the young people.
- Create opportunities where they would usually be overlooked.
- To see young people happy and challenge themselves.
- To steer positive conversations within the friendship group.
- To capitalize on teachable moments.
- To deliver an intervention that was unique to the young person.
- To help challenge the perspective of these young people.

# Group TWO objectives CONT...

- Each session had a list of objectives and goals that we wanted to achieve. We also had topics that we wanted to cover in conversation. These included:

- Interests
- Goals
- Peer Association
- Exploitation
- Relationships
- Decision making
- Gangs and serious youth violence
- Self-care



# Positive Outcomes

- Collaboration across the service
- Better understanding of them as a group and individuals – We got a better all rounded picture because they gave us access.
- Assess their strengths and weaknesses
- Set future goals
- Establish solid relationships (popping what's app group where they send pictures when they are not with us)
- Better understanding of their homes and backgrounds
- Establish trust
- 6 weeks no new offences (that we know of touch wood)
- Asking if they can come to a centre everyday after school
- Bringing out the children in them

# Young People Feedback:

“Thanks for this, we would have been up to no good this summer”

“The concert was lit, we would have been board this summer”

“Thank you for the car packs and everything you have done through summer, honestly appreciate it, come on my G’s”

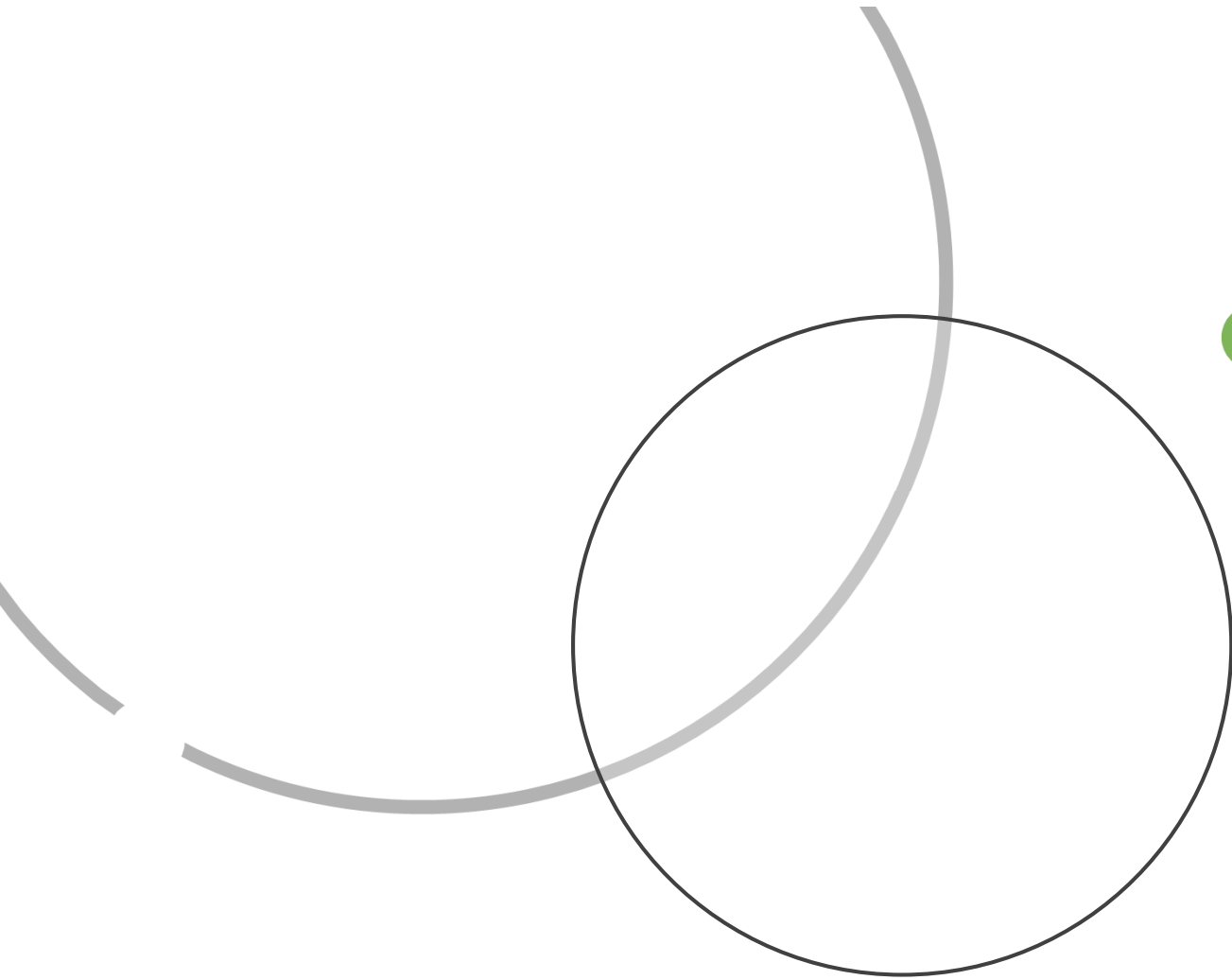
**Parent feedback**

“Thank you for looking after our kids this summer”

“Thank you for looking after them this summer”

“Thanks you for the work, he would have just been playing on the PlayStation”





- Questions on what you just heard

# The children we work with

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Most young people who commit offences have had disturbing and adverse childhood experiences themselves, during childhood, and some have been under the care of their local authority.

Some of these adverse childhood experiences have included children who have faced poverty and deprivation, neglect from family, lived with parental strife and been witness to serial domestic violence at home.

The range of experiences also includes separation and estrangement from parents or guardians, the death of a parent or main carer, sexual abuse, severe physical chastisement, parental or sibling criminality, parental substance misuse and parental mental health issues.

Given the prevalence of trauma for these young people, there YJS adopts what is known as trauma-informed practice when working with the children.

# What does the YJS do?

YJS's do a wide range of things to support young people under supervision. So for example, many operate restorative justice schemes, the focus here is on repairing the harm caused by the young person, and all operate referral order panels, where members of the local community meet with individual young people to undertake interventions to reduce their risk of reoffending



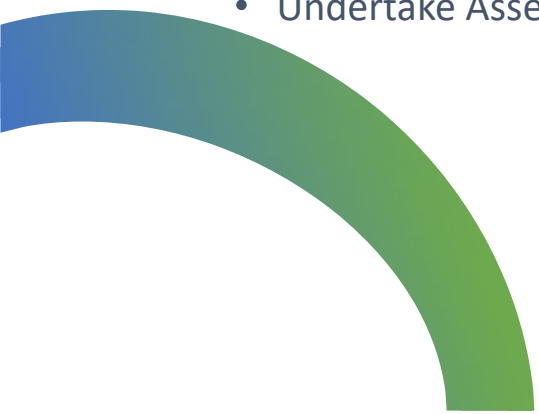
The characteristics of young people under supervision vary considerably, with some offending being transient and unlikely to cause harm to others. However, a minority have committed serious offences or are showing warning signs that they might.



It is important that each young person is assessed by YJS, to judge the extent to which they pose a risk of harm to others in their family or the community and the risk to the wellbeing of the young persons use AssetPlus, developed by the Youth Justice Board, to assess young people and make plans with them.




## What does a normal day look like in a YJS role?

- Manage and work with children, young people and families involved in offending behaviour.
  - Safeguarding children and young people from harm/suicide (Criminal Child Exploitation, Child Sexual Exploitation, County Lines, Missing children, Extremism and Radicalisation).
  - Safeguarding and protecting public from harm. (Multi-Agency Public Protection Arrangements (MAPPA), Ending Gang and Youth Violence (EGYV) and Risk Management Panel (RMP))
  - Undertake Assessments (Assetplus) and writing Pre-Sentence Reports for the Courts.
- 



## What does a normal day look like in a YJS role?

- Prison work – Secure Children’s Homes, Secure Training Centres and Youth Offending Institutes.
  - Attend Courts (Youth, Magistrates and Crown) as a Court Officer identifying and recommending sentencing options to Magistrates and Judges and booking young people remanded or sentenced into custody.
  - Managing transfers of young people moving into LBBB and moving out to other areas or to the National Probation Service.
- Working with schools to support vulnerable children.
- 

# Key Challenges

Violence/Weapons/Gangs/  
Violent and Exploitative  
Control

Drug use/Drug Supply/  
Local and County Lines

CSE/Missing Children and  
Modern day Slavery

Impact of Culture and Social  
Media

Trauma and Mental Health  
Issues

Few young women but most  
have very complex needs

Disproportionality and  
Structural Barriers

Children not taking up  
educational opportunities



# Types of Disposals and Court Orders

- Out of Court Disposals
- Juliette
  
- Community Court Orders
- Caroline
  
- Custodial Orders
- Jason

Questions on what  
you just heard








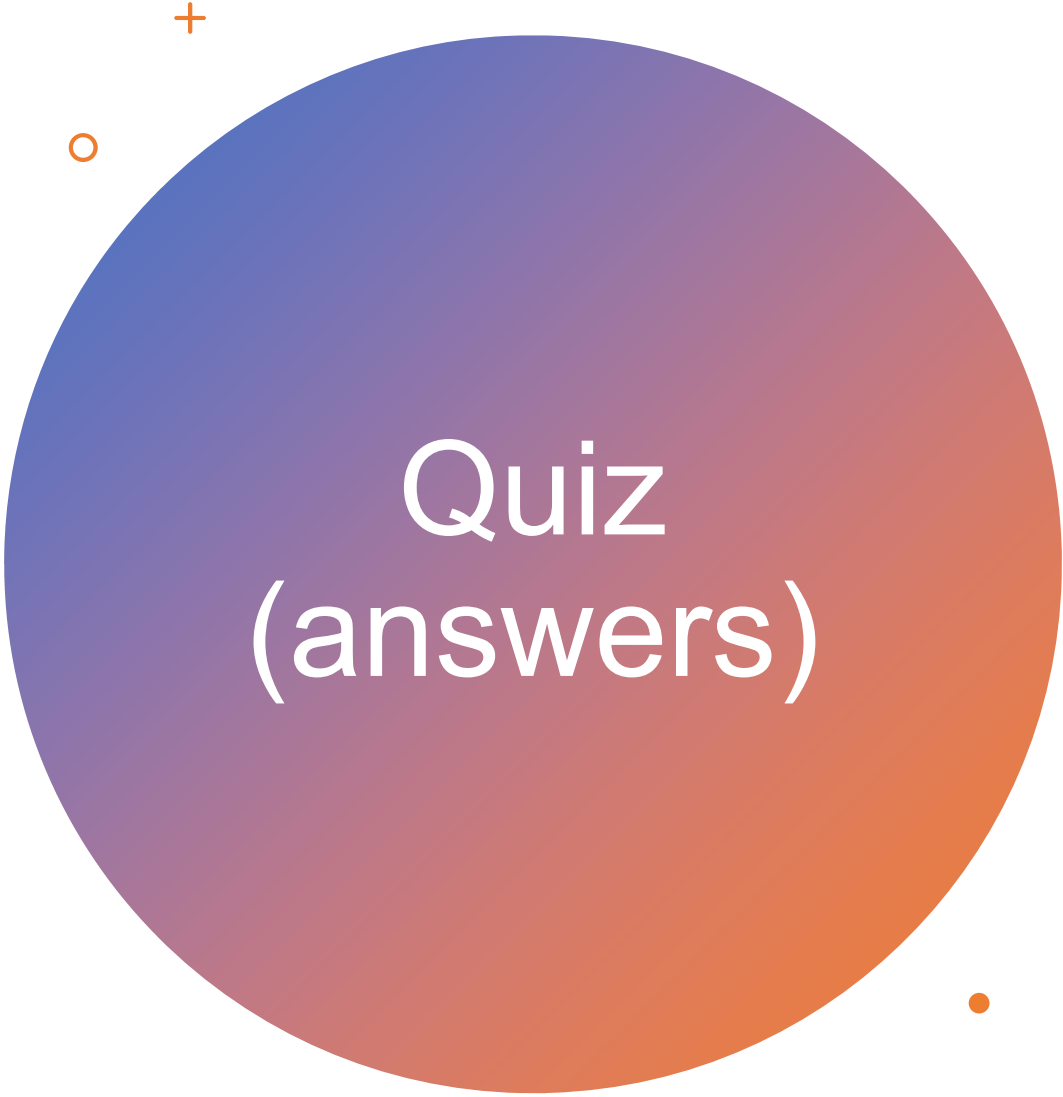
# Quiz

Q What is reparation?

Q How many hours of reparation do you think have been delivered in the last 12 months?

Q Where do you think reparation takes place?





# Quiz (answers)

## Q What is reparation?

Reparation is the act of carrying out a task in the community as means of making amends for harm caused. All community orders, contain a punishment and rehabilitation element. The reparation is the punishment element.

## Q How many hours of reparation do you think have been delivered in the last 12 months?

Over the previous 12 months our YJS reparation co-ordinator and his team have supervised young people undertaking up to an average of 18 reparation hours per day, and up to 90 per week for a 5-day week. In total 4, 680hrs reparation hours have been delivered per year. The co-ordinator has also carried out 590 hours of unpaid work for Redbridge Youth Justice Service, which raised a total of £11,210 of invoices. This work is carried out at no extra cost to our service as they work alongside B&D young people

## Q Where do you think reparation takes place?

Reparation projects occur within the local community. They range from working on the YOS Allotment, planting, growing and harvesting fruit and vegetables that are then shared with the local food bank. The reparation co-ordinator is approached to carry out carpentry, painting and gardening projects at community centres and in the front gardens of vulnerable residents. For young people completing reparation hours, they develop competencies in the areas of work and can receive AQA Certificates. CSCS Cards can also be obtained with the support of the co-ordinator.



## Reparation – pictures and feedback

Work carried out at Chadwell Heath ".....They have been very instrumental in getting our garden cleaned and child friendly. There is a gazebo that's been put up, fresh fencing and paintwork, and tree branches removed. Also, the upkeep of the garden and front grounds. ....They helped with the Queen's jubilee fete we had. And planted flowers with the children.....Some of the centre has had new coats of paint and the rest of the rooms are being painted ....The garden is now a large focal point of our summer fair. ....The community and trustees notice when the young offenders have been, I get great feedback on how well everything looks.....Regards Mr Kevin Walton (chair).



# Mayesbrook House

New Town Culture thanking us for work carried out at Mayesbrook ..... *New Town Culture have commissioned Blak Outside, an artists and gardening group, to re-develop and improve the garden space at The Mayesbrook Centre. Since we started the project in March we have worked with Jeremy and the Reparations team on various jobs at the centre, such as; painting the large fence, re-rendering and plastering the raised beds and preparing and fixing the concrete floor.....It's been great working with Jeremy and the team, who have willingly responded to all our requests and have gone above and beyond to make sure that the jobs have been finished properly and to a high standard. Having the young people on site to help with the jobs has also been very positive and helpful. From spending time with the team and the young people, it is clear to me that the young people have a good relationship with Jeremy and the team and have enjoyed the work at Mayesbrook. Let me know when you have time to have a chat about some of the other outstanding jobs that would be great to have your help with....."*

Many thanks, Sioned Curator, New Town Culture





# Donation of Potatoes

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- *"...Thank you for the potatoes that were delivered to Marks Gate Community Hub today. The residents will certainly benefit from the extra provisions...Marks Gate host a Food Club every Wednesday from 11 till 1.00 and receive food from the Felix Project, recently the donations have reduced....Any further surplus food items would be greatly received. Kindest regards*

***Mary Mathurin | Relationship Manager***



# Sue Bramley Community Hub



“We really appreciate the work you’ve done at SB over the last couple of months and of course, the young people that get to gain valuable experience. We had a space that was so difficult to manage because we couldn’t get parks to come out and support with our overgrown shrubs and weeds. The garden was a big worry every 2 months and having to explain to unhappy residents why they can’t use the garden. The garden and other areas are now getting the attention they deserve and finally got rid of the garden waste that had been sitting in the garden since last year. The bench is now in use since you gave it a make-over.

- The summer event went ahead yesterday without a hitch. Thanks to your help ! at one point we were thinking it couldn’t happen because of the state of the garden. We will try and sort out trying to get those cups of tea out to you when you are on site ( lol) . You and your team provide an invaluable service and would be happy to recommend you to anyone.

Adele Famurewa – Relationship Manager Community Solutions

Questions on  
what you just  
heard



# Quiz questions Education

01

% School Age Children Currently opened to the Youth Justice Service have a full time Educational Provision?

02

What do you think these provisions are?

03

Young People known to YJS engaged in Education Training and Employment (ETE) at the end of their order?

04

A) School Age

05

B) Above School Age



# Quiz answers

Q: How Many School Age Children Currently opened to the Youth Justice Service have a full time Educational Provision?

- Answer – 100% A full time offer is 25 hours or more

Q: What do you think these provisions are?

- Mainstream secondary
- Additional Resource Provision
- Colleges
- Elective Home
- Alternative Provisions

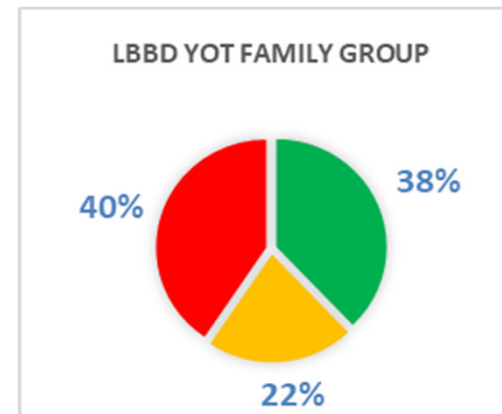
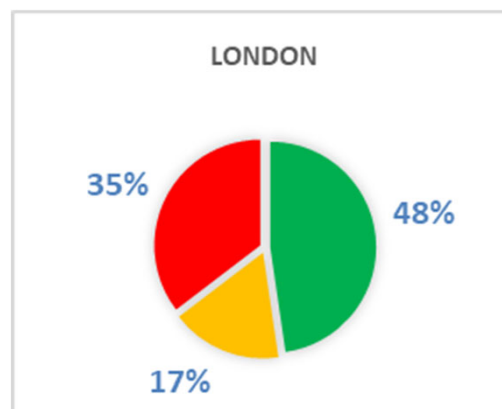
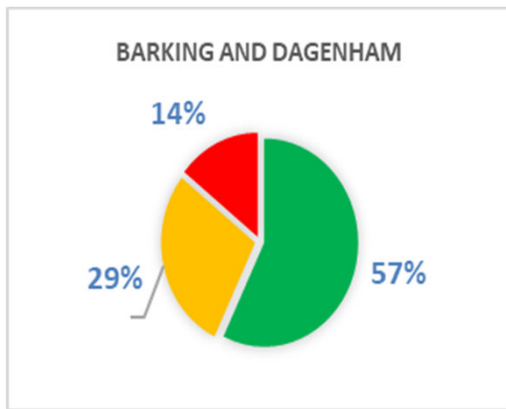
Q: Young People known to YJS engaged in Education Training and Employment (ETE) at the end of their order?

- A) School Age Full Time = 57% Part Time = 29%
- B) Above School Age = 62%

# Education data

- The YJS is measured regarding education at the time of exit for the child from the service. The following data is taken at this point.

## SCHOOL AGE



Note: Amber = In ETE but not full time, Red = NEET

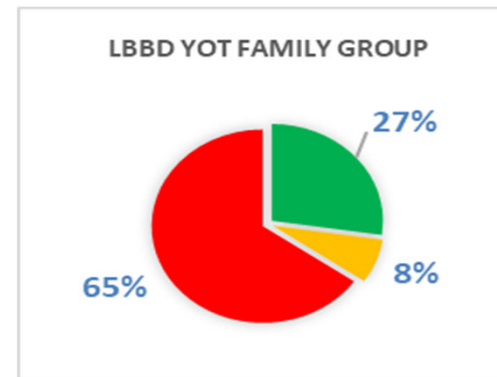
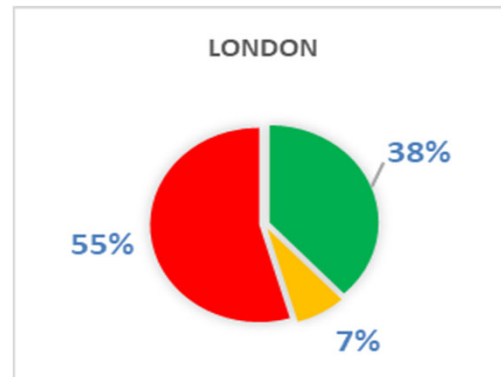
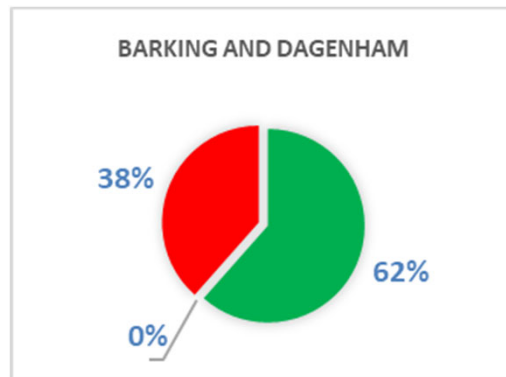
57% of school aged young people known to the YOS were in full time ETE at the end of their order. Full time ETE is defined as attending 25 hours or more.

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# Education data

- Above School Age



- 62% of young people known to YOS aged 16+ (above school Age) were engaged in suitable ETE at the end of their YOS order. Full time ETE is defined as attending 16 hours or more.

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# Education – HMIP thematic inspection

## Areas For Improvement

- The quality of ETE work was poorest for those children who most needed it, and this was particularly evident when a child had an EHCP.
- Many cases where children were not making progress and whose vulnerability was increasing because of low levels of engagement in positive work.
- Boards were not monitoring key aspects of the children's engagement in ETE.
- Access to ETE opportunities is key to the future prospects of children on YOT caseloads but this thematic inspection has found significant barriers to participation.
- The support provided to the child to engage in ETE should be clear and reviewed regularly.

# Education – LBBD response

Education Lead

Data scrutiny

Board Oversight

Improved  
Communication

Staff training and  
Development Days

Good practice events

Adopting good practice  
identified by HMIP  
thematic – new piece of  
work to look at  
framework in which we  
work in this area

New opportunities -  
Camelia Botnar, AQA,  
NTC

Creating a C Change –  
"Its all our  
responsibility"

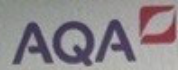




# PODCAST PROJECT LBBD YJC/ NTC

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## Unit Award Scheme Certificate

PAUL J COLLINS (date of birth 10/07/01), a student at THE PROGRESSIVE CENTRE, has completed the following unit of work:

### VOLUNTEERING IN THE LOCAL COMMUNITY

In completing the unit the student has:

#### demonstrated the ability to

1. identify at least two benefits to the local community which volunteering can bring
2. identify at least two benefits to self which volunteering can bring
3. research at least three volunteering opportunities in the local area, including what is involved with each and own time commitment needed
4. design a poster promoting one volunteering opportunity

#### shown knowledge of

5. at least one reason why it might be difficult for a young person to volunteer
6. at least three skills or qualities which would be useful as a volunteer

#### experienced

7. taking part in at least five hours of volunteering.

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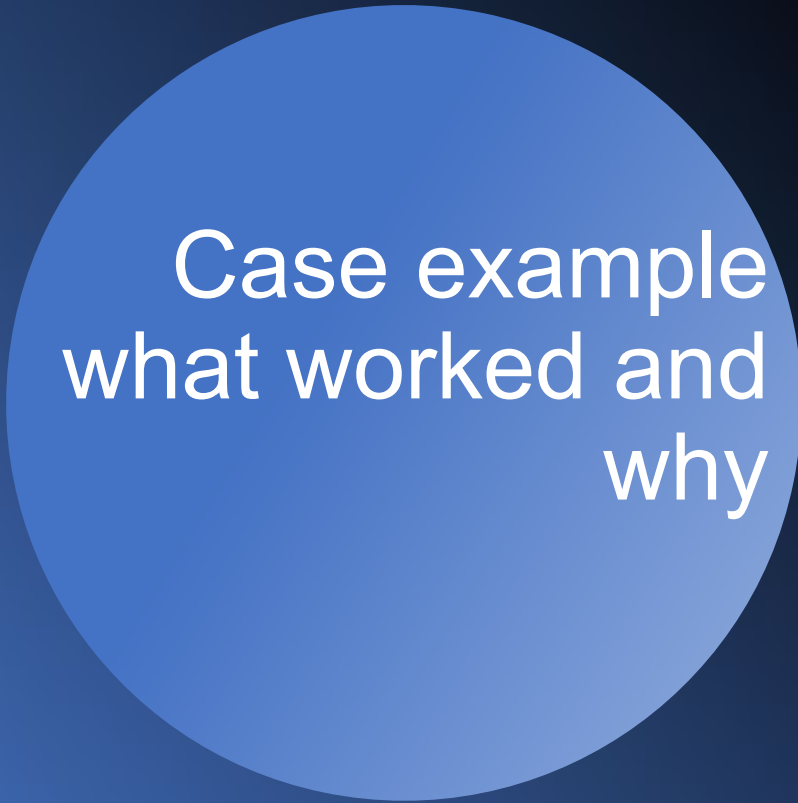


Colin Hughes

Colin Hughes  
Chief Executive Officer  
on behalf of AQA Education

W0719928

- 10,000 Units to Choose From
- Evidencing Young Peoples
- Ability
- Knowledge
- Experience
  
- Creating Achievement For All



Case example  
what worked and  
why

- Good Communication
- Collaboration
- Planning
- Relationships
- Childs Voice / Interests
- Risk Management







Questions  
on what  
you just  
heard

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# QUIZ: VICTIMS



1.

Where do you think most of our victims reside?

2.

For the victims engaged in our service, do you think they are more male than female?

3.

What do you believe to be the two highest age ranges for our victims?

# HOW WE WORK WITH VICTIMS

- Work with both victim and perpetrator
- Deliver interventions for young people
- Conduct home Visits
- Explanation of role we play
- Input into Court Reports
- All victims offered RJ, Letters of Apology, Mediation, statement made to panel
- Update on outcome and order
- Invite to panel
- Pay taxi fare to panel
- Referral to Victim support, CAMHS and Youth Zone
- Be voice of victim at Out of Court Panels and Referral Order Panels
- Secret Santa - Child Victim of Crime (CVOC)

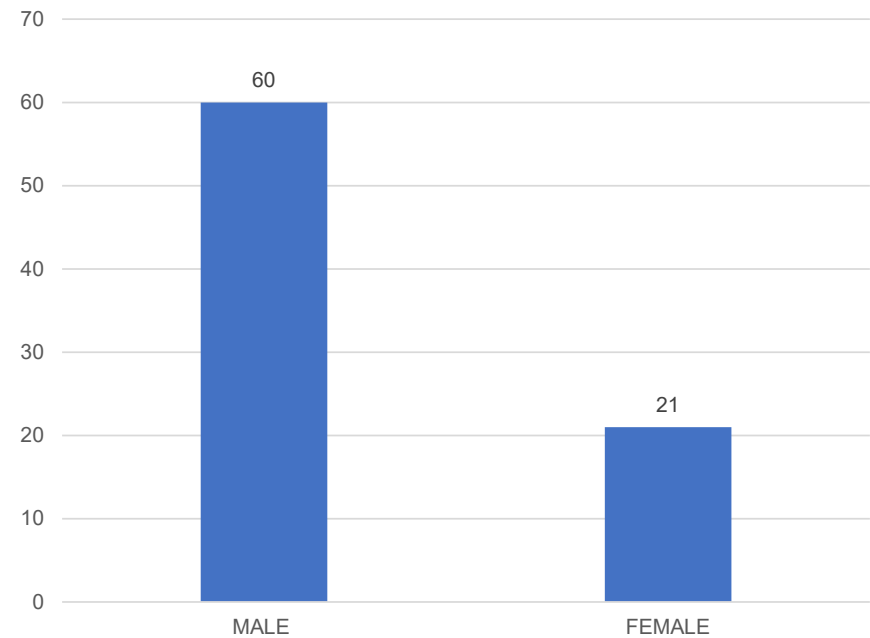
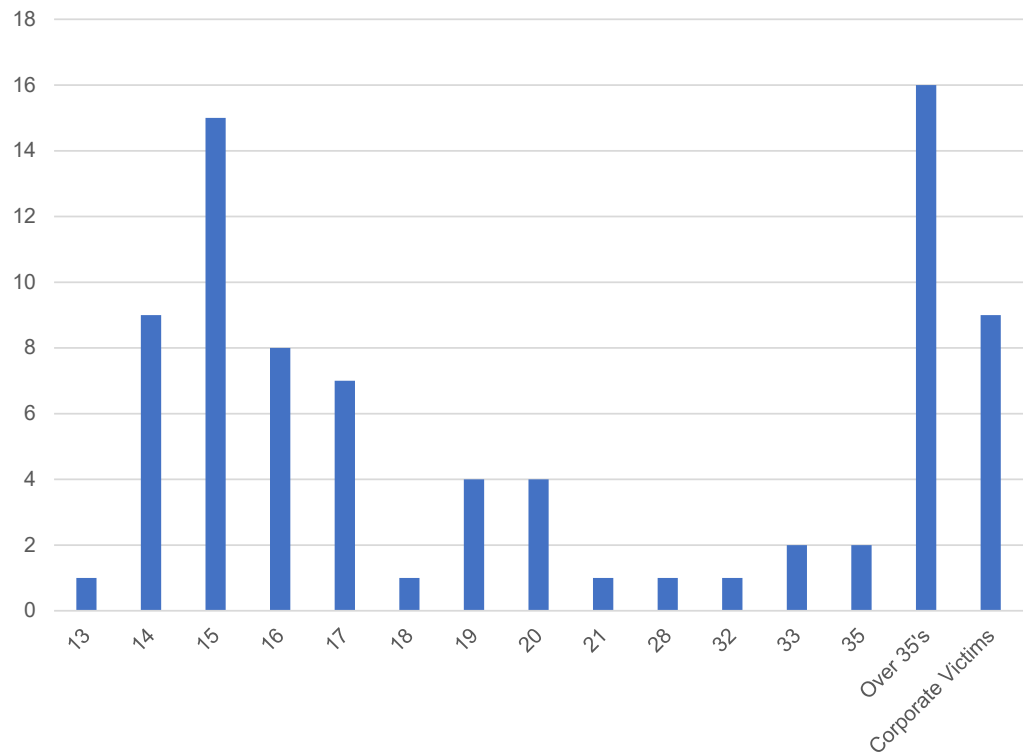
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# OVERALL NUMBERS OF VICTIMS

- Overall number of victims referred to the YJS during March 21-March 22 = 115
- Of the 115 referred, 81 (70%) victims engaged with our service, of which 9 were corporate victims
- **Reasons for non-engagement:** Covid period, no reply from victim, statement withdrawn, no consent from victim, no victim identified

# AGE/GENDER RANGE

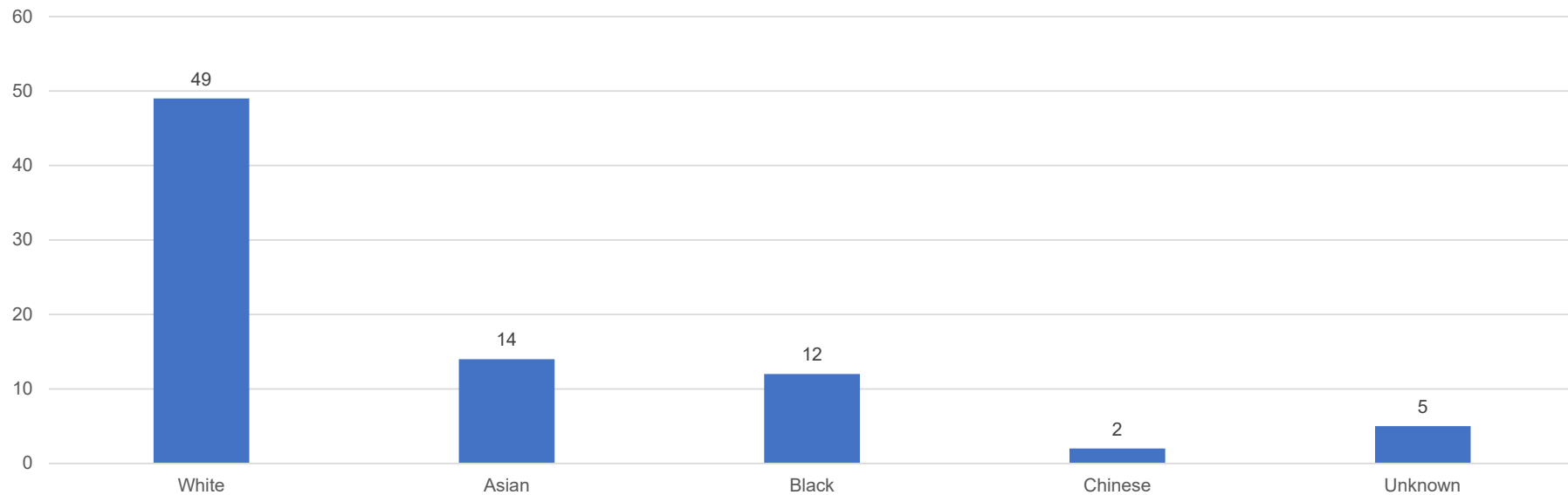


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# ETHNICITY

Ethnicity

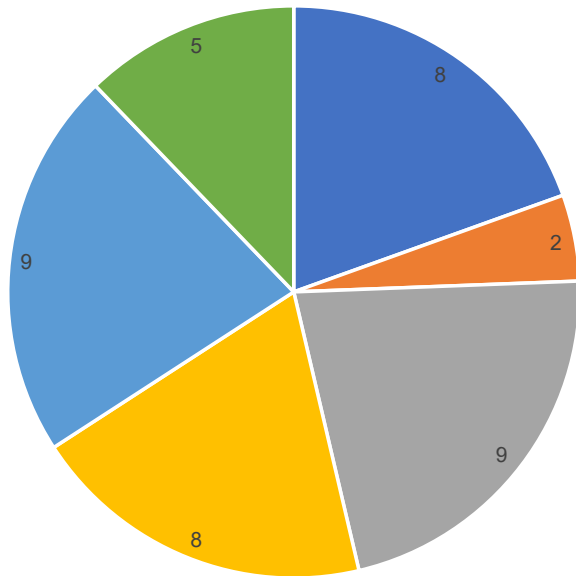


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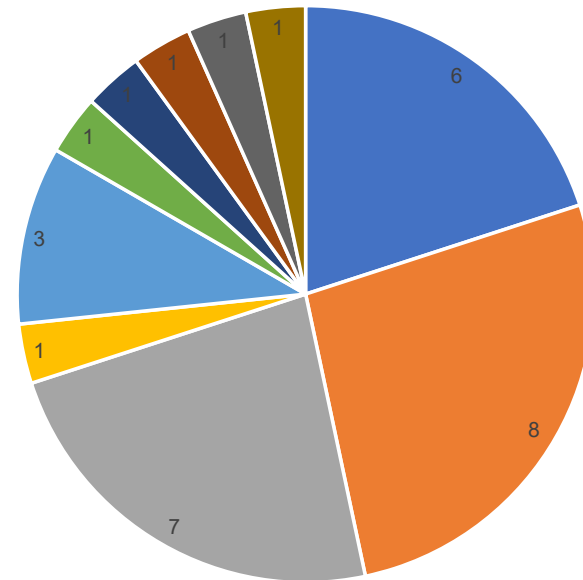
# VICTIMS RESIDENCE

## Within LBBD



■ RM6 ■ RM7 ■ RM8 ■ RM9 ■ RM10 ■ 1G11

## Outside LBBD



■ Havering ■ Newham ■ Southwark ■ Ealing ■ Ilford  
 ■ Thurrock ■ Surrey ■ Barnet ■ Waltham X ■ Enfield

10 VICTIMS RESIDENCE UNKNOWN

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Questions on what  
you just heard

# Quiz – Serious Youth Violence (SYV)

How many active gangs do you think there are in LBBD



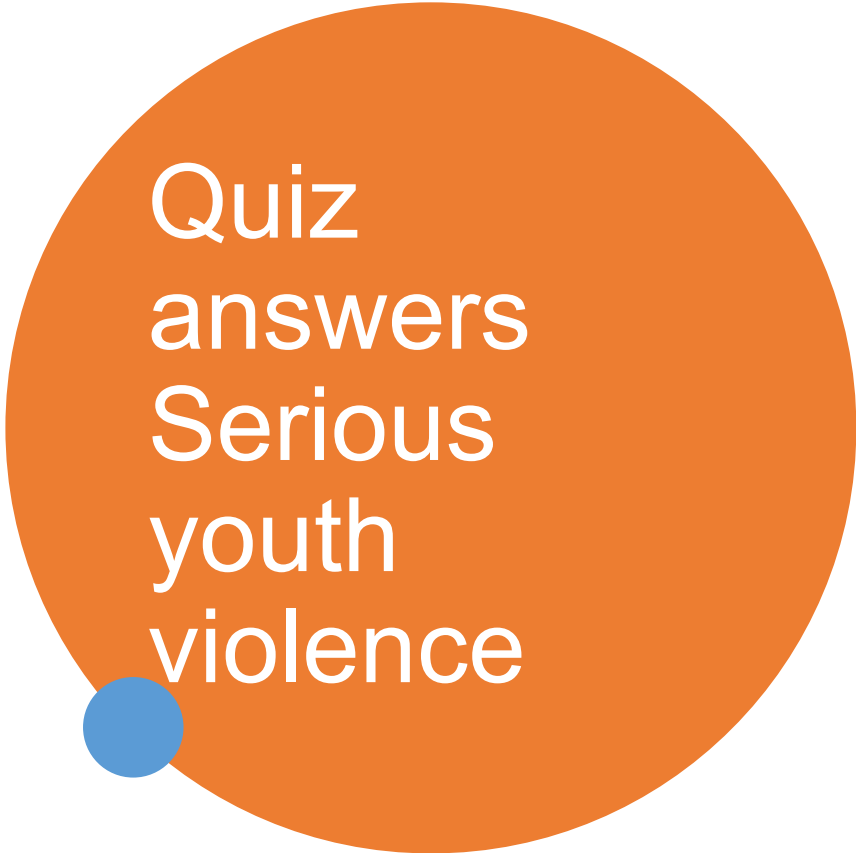
How many children do you think have been charged with a knife offence in 2021?



Do you know what a CBO is?



Do you know what a KCPO is?



# Quiz answers Serious youth violence



**Q: How many gangs do you think there are in LBB?**

There is one active high harm gang in LBB – ASB. There is ongoing research into another emerging group.

**Q: How many children do you think have been charged with a knife offence in 2021?**

In 2021 across London there were 3203 detections for knife possession offences; 100 of which were on LBB. Police data portal only shows an age split by whether it's over or below 25. 68.2% of LBB charged knife crime offenders were under 25.

**Q: Do you know what a CBO is?**

Criminal Behaviour Order - There are currently 8 CBO applications in progress.

**Q: Do you know what a KCPO is?**

Knife Crime Prevention Order – There are currently 5 KCPO obtained

# SYV – what are we doing about it

Communication  
and Relationship  
Building

Multi Agency  
Panels

Tri Borough  
Gangs

EGYV

RMP

Resettlement

Rapid Response  
/ Schools Police  
Liaison

Co-Location

Ben Kinsella  
Trust

Sparks 2 Life

Box Up Crime



Questions on what you just heard

## Challenges/difficulties and how we are overcoming them

Understanding the wider profile of the borough that fuels crime and serious youth violence

Out of borough gang members placed in LBBD

Still high rates of FTE and custody although large decreases. Ongoing funding for YARM and mentoring is critical

Learning from other areas – assistance with education and auditing of files in preparation for inspection

Tracking out of borough children

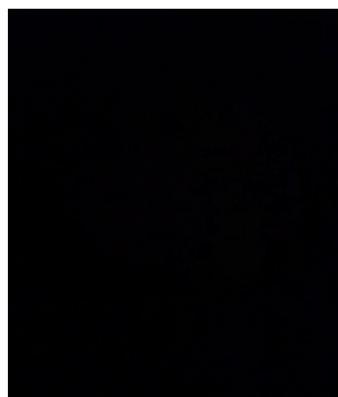
FTE sub group

Ongoing identification of funding opportunities

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Young person feedback (audio)



# To finish



WHAT DO YOU KNOW NOW THAT YOU DIDN'T BEFORE THIS SESSION?



WHAT MIGHT YOU DO DIFFERENTLY OR THINK ABOUT DIFFERENTLY AS A RESULT OF THIS SESSION?



FINAL QUESTIONS?