



**HARINGEY COMMUNITY GOLD** 

**IN THE COMMUNITY**

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<p><b>ENGAGING YOUNG PEOPLE</b> Through Street Outreach, Schools, Youth Spaces</p>	<p><b>BUILDING RELATIONSHIPS</b> Through One to Ones and Satellite Youth Hubs</p>	<p><b>INTRODUCING NEW OPPORTUNITIES</b> Bespoke according to young persons interests</p>	<p><b>TRANSFORMING LIVES</b> in Haringey</p>
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**MAYOR'S YOUNG LONDONERS FUND  
HARINGEY COMMUNITY GOLD  
END OF PROGRAMME EVALUATION**

**May 2022**

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# INTRODUCTION

As part of the first round of the Mayor's Young Londoners Fund (YLF), Haringey was awarded funding to deliver the Haringey Community Gold (HCG) programme. YLF aims to help children and young people to fulfil their potential, particularly those at risk of getting caught up in crime. It supports a range of education, sport, cultural and other activities for young Londoners with £30 million invested directly to projects in local communities and a further £15 million invested to expand existing projects funded by City Hall that support young Londoners.

HCG, which received YLF funding for three years provision from January 2019 to December 2021, used a strengths-based public health approach to supporting young people. A consortium of ten community partners, with Haringey Council as the lead partner, came together to deliver the programme which included detached youth work and activities including: play, sports, employment support, a future leaders programme, and mental health support for young people in Haringey aged 10-21 years old.

The Bridge Renewal Trust was appointed as the evaluation partner for the programme. Our aim, working with all partners, was to support the process of planning and reflection, to create a clear theory of change that describes the logic underpinning the project and to undertake an evaluation that is meaningful and proportionate to measure key outcomes and mechanisms of change.

This report presents the findings of that evaluation and is split into three sections. The first section provides an overview of the programme including what the programme offers young people and what it is that partners believe makes the programme work. The second section summarises findings from the process study element of the evaluation, including key lessons from the implementation and ongoing management of the partnership. The third section focusses on YP experience of the programme - which YP accessed the programme, how they accessed it and what activities they participated in, as well as how those activities have supported YP.

## Method

Our evaluation approach borrowed heavily from Contribution Analysis. Contribution analysis (Mayne, 2008) is a methodology used to identify the contribution an intervention has made to a change or set of changes. The aim is to produce a credible, evidence-based narrative of contribution that a reasonable person would be likely to agree with, rather than to produce conclusive proof. The evaluation began with identifying a clear theory of change, setting out how the activities in the programme contribute to the overall aim of the programme and then gathering evidence throughout the life of the programme in order to assess the degree to which that theory held up in practice, the factors that influence this and the key learning for future practice. This type of approach is particularly useful for evaluating programmes, like HCG, where assessment of sole attribution is difficult.

The findings included in this report are based on the following data:

- Theory of change development for each of the 9 individual delivery partners plus at programme level
- Evaluator attendance at key project meetings & documentation review
- Qualitative interviews with delivery partners undertaken at the end of each year of the programme
- Output data collected by delivery partners and verified by the managing agent (NLPC)
- Case study data submitted by partners
- YP survey data (see Annex A for further detail)

## PROJECT OVERVIEW

The HCG programme is made up of detached youth work and community programmes. It allows young people to find local provisions which range from sports, training and employment, future leaders programme, mental health support and a BAME careers service. The consortium of providers was formed following a series of Voluntary & Community Sector consultation meetings in Tottenham, following which organisations submitted individual proposals to Haringey Council - who were selected as the lead partner for the YLF bid.

### Delivery Partners

The programmes are run by the following partner organisations:

- **ACCESS UK:** Provides a specialist BAME careers service, supporting young people in to employment, entrepreneurship, education and training.
- **Haringey Council HCG Youth Outreach team:** A team of five youth outreach workers helping connect young people to the programme and other services in Haringey. (The team have also recruited apprentices to support their work and provide opportunities for young people and facilitate a Youth Advisory Board that ensures young people's voices inform the programme).
- **Haringey Play Association:** Working with 10-15 year olds offering play based support both as a drop-in and through regular weekly group programmes.
- **London Elite Sports & Football Academy** (Off the Street Less Heat): Open access sports provision for young people aged 13 to 21 on Broadwater Farm Estate one evening per week.



- **My Training Plan:** Provides fitness sessions for disaffected young people, providing training on personal fitness and nutrition.

## MY TRAINING PLAN

- **North London Partnership Consortium Ltd (NLPC):** Delivering a community leader programme that aims to create and cultivate young offenders/disaffected youth into future community leaders through an accredited training programme and targeted work experience placements. NLPC also act as the managing agent for the programme.



- **Thinking Space:** Service supported by the Tavistock and Portman NHS Trust which provides training to youth workers to facilitate a safe space where individuals can talk about their feelings.



- **Upskill-U (Exodus programme):** Support to high risk offenders and those excluded and at risk of exclusions, including group work, therapeutic mentoring and family conflict mediation/systemic family therapy. Techniques used to address trauma, knife crime and gangs.



- **Work Works Training Solutions (WWTS):** Works to empower young people by upskilling them and creating a tangible avenue that leads to sustainable employment.



In addition, The Bridge Renewal Trust delivered the independent programme evaluation.

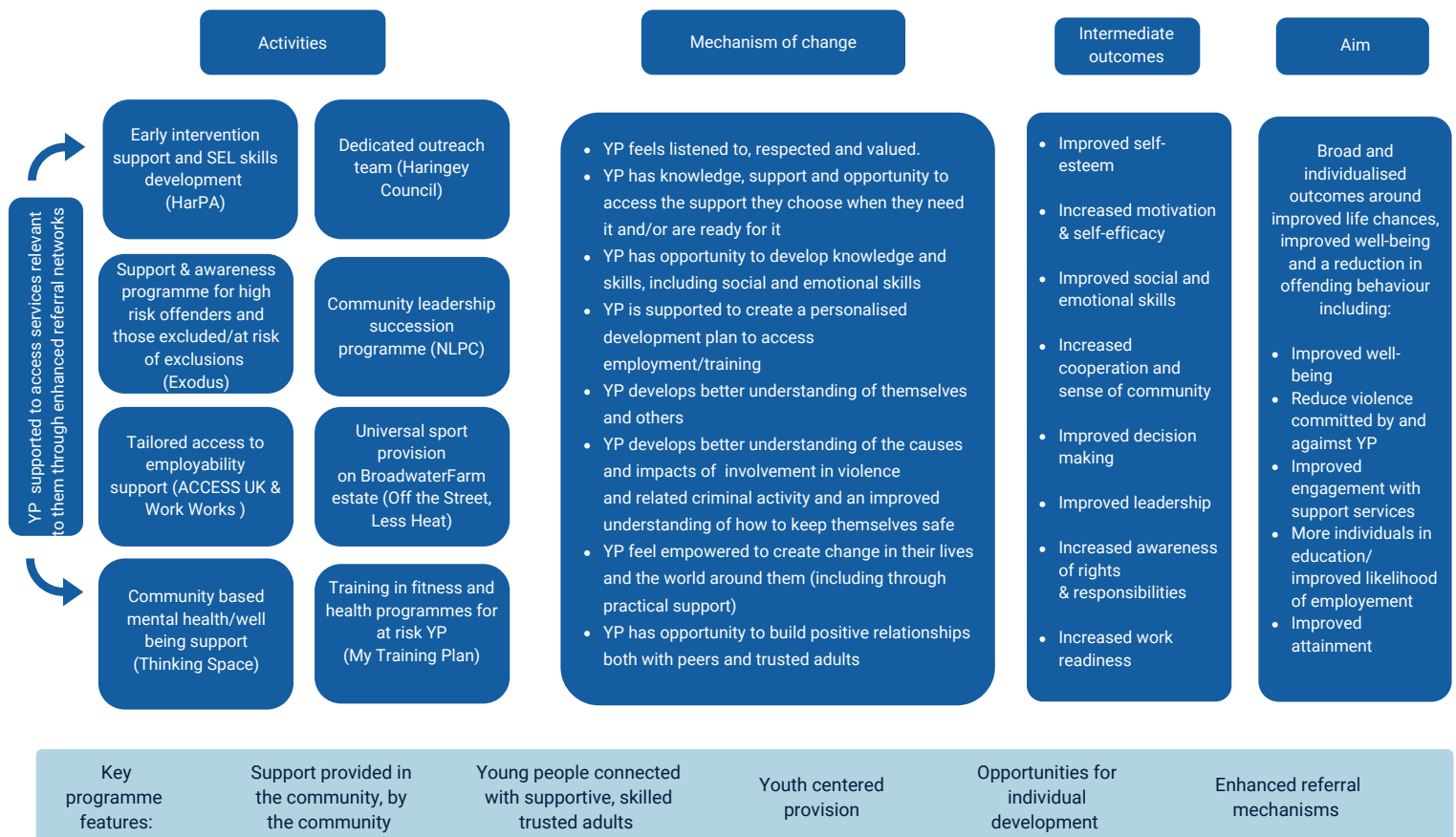
## Theory of change

A Theory of Change (ToC) is a tool used to describe how a project/programme/organisation aims to achieve a certain goal. It sets out the links between the activities undertaken and the resulting outcomes needed to achieve the final aim. Figure 1. illustrates the ToC for the HCG programme. An original ToC was developed at the outset of the programme based on a workshop with the partner organisations and has been updated as our understanding of the programme has developed, including through consultation with the programme's Youth Advisory Board.

The theory of change has five elements:

- Activities – the type of activities that the YP can access as part of the programme;
- Mechanisms of change – the feelings that YP experience whilst participating in these activities. These experiences are what result in the positive intermediate outcomes;
- Intermediate outcomes – the values, attitudes, knowledge and skills and behaviours that young people develop as a result of participating in activities;
- Key programme features - these are features of the way in which the programme is delivered that were highlighted by partners as key to the approach
- Aim – the longer term and sustained effect that the programme aims to achieve.

**Figure 1: Programme Theory of Change**



The key programme features highlighted in the theory of change above are described in more detail below:

### **Support provided in the community, by the community:**

HCG provides support in the community through detached outreach and community based delivery partners. Research highlights both the potential value of providing support in the places that young people regularly go and of delivery by community-based organisations who are able to recognise the local need and have direct access to the most vulnerable people. Partners also report the importance of being known within the community in building trust amongst YP, which is seen as an essential precursor to being able to provide effective support. Being staffed by individuals with lived experience of the issues faced by YP is seen to provide a level of authenticity that promotes engagement from YP.

### **YP connected with supportive, skilled, trusted adults:**

Relationships with caring, trusted adults, in addition to parents or caregivers, can influence young people's choices and reduce their risk for involvement in crime. The majority of projects in the programme offer an element of formal/informal mentoring. These relationships support YP to get the most from programmes and to connect them with other services where appropriate. In addition, partners highlighted the value of providing visible role models for YP, highlighting the potential transformative effect of connecting with someone who has already found success in spite of facing similar adversities to the YP being supported.

All partners reflected on the value they placed in having skilled staff who are deeply committed to the work they do and have lived experience of the challenges faced by the YP they are supporting. It is known that building trust, developing respect, being accepting and understanding and stable and consistent are key practitioner qualities when working with vulnerable young people and these behaviours were described often during interviews with the providers.

### **Youth Centred provision:**

Learning shows that trusting young people as experts in their own lives and creating a range of levels of engagement so that young people can commit their time and inputs at a level that works for them supports effective intervention. YP in the programme can choose which projects they are interested in to create a bespoke experience for themselves. Partners also highlighted the importance of responding to the needs and activities that YP feedback they want. For example, the outreach team have set up a number of regular sporting activities specifically following requests from YP.



The outreach team also set up a Youth Advisory Board for the programme, providing YP with opportunities to directly influence the services designed to support them.

### **Providing opportunities for individual development:**

Skills development has a robust research base, which shows building young people's interpersonal, emotional, and behavioural skills can improve life chances and reduce both youth violence perpetration and victimization. Projects within the programme support social and emotional skill development as well as providing practical support into education and employment, including access to accredited training.

### **Enhanced referral networks (inc. multidisciplinary work and safeguarding):**

YP at risk of involvement in offending and violence often have multiple support needs. In addition their lives stretch across families, schools and communities and research suggests that the most effective projects do the same. The programme's scope is limited to working directly with YP but one of the aims of the programme was to enhance referral networks both within and outside the programme it aims to help connect YP (and their families) to other sources of help. The partnership works closely with Early Help, Social Workers, Schools and Youth Centers, Voluntary and Community Sector organisations as well as the private sector. This enables effective intelligence sharing about young people and agreeing the best strategies to approach concerns. This is also an important aspect of safeguarding, which is core to the delivery of the programme. All staff working with children undergo vetting and are trained on local safeguarding practices and policies.

## IMPLEMENTATION & PROCESS LESSONS

At the end of the first year of the programme an initial process evaluation was undertaken, which explored some of the key implementation lessons of the first year in relation to how the programme was working in practice. Key learning points included:

### **1. Allow sufficient time in the programme set-up to support process, practice and people**

This finding related to the importance of ensuring that sufficient time is built into a programme to allow organisations to get activities up and running effectively. The activities that need to be undertaken ranged from finalising operational plans, releasing funding to all partners, recruiting staff, completing safeguarding training and checks, and establishing referral mechanisms between partners and agencies outside the partnership. The programme targets for reaching YP assumed equal activity with YP across all four quarters of the first year, however in practice work with young people was not able to start until the second quarter which placed additional pressure on the partners to meet targets within an effectively reduced delivery period.

### **2. Invest resource in supporting partnership working**

A common reflection from partners was that in order to meet their individual projects' targets of YP worked with, partners had tended to focus on their developing their own services, sometimes at the expense of investing time in developing the partnership.

Reflections on how partnership working can be enhanced included:

- Maintaining better communication through meeting structures and use of collaboration tools such as online discussion forums
- Keeping abreast of what's on offer for young people across the partnership through improving information channels
- Keeping referral mechanisms under review including ensuring performance management systems encourage referrals and ensuring mechanisms are in place for secure information sharing
- Having a central system that all partners can access and input data into would have been preferred as partners found tracking YPs progress (for both reporting and safeguarding purposes) challenging as it relied on time-consuming direct communication with other organisations. It was also felt that a centralised system would have reduced the overall reporting burden of the programme.

### **3. Enable flexibility in provision whilst ensuring clarity**

This finding related to the importance of enabling services to adapt their service delivery from original proposals to accommodate delivery constraints and to allow projects to change and evolve as understanding of what works best with YP grows. This flexibility has been a strength of the programme but has also emphasised the importance of providing clarity to partners on what is possible within the constraints of the funding. For example, in some cases a perceived lack of clarity led to partners carrying out work which they were unable to claim for (e.g. with young people outside the agreed age criteria).

### **4. Develop clear and effective reporting structures**

This findings related to ensuring that organisations clearly understood and were equipped to report on the work undertaken with young people which has continued to be challenging for the programme owing to the lack of a central system for partners to report on cases and effectively track outcomes.

## **Impact of the COVID 19 pandemic**

The impact of the global pandemic on the delivery of the programme has been significant across all partners. The majority of programme delivery is designed to be face-to-face and delivered in group settings, and therefore the social distancing restrictions and related lockdowns prevented delivery going ahead as planned for significant periods.

A full assessment of the impact of the pandemic is outside the scope of this evaluation, however Haringey Council and NLPC commissioned a separate study to look specifically at this issue. The full report can be accessed at [www.haringey.gov.uk/hcg](http://www.haringey.gov.uk/hcg) . It highlights the multiple challenges faced by the delivery organisations in continuing to meet the original targets of new young people and set out a proposed reduced re-profile for the programme which was presented to GLA. Ultimately the targets for individual organisations were re-profiled into the final year but not reduced. This represented a challenge for some delivery partners who were expected to make up any lost numbers in the final year of the programme. Partner feedback suggested that this led to a focus on activities that could ensure the targets were hit, for example school-based activities. As a result of this the programme was in fact able to exceed its targets across the three years – achieving 6,924 unique programme starts against a target of 6,000.

Nevertheless, there was a general concern raised by partners that the 'push for numbers' risked a focus on 'quantity over quality' which was seen as a particular

challenge in light of the pandemic where some of the most vulnerable young people needed more/longer support than would otherwise have been the case.

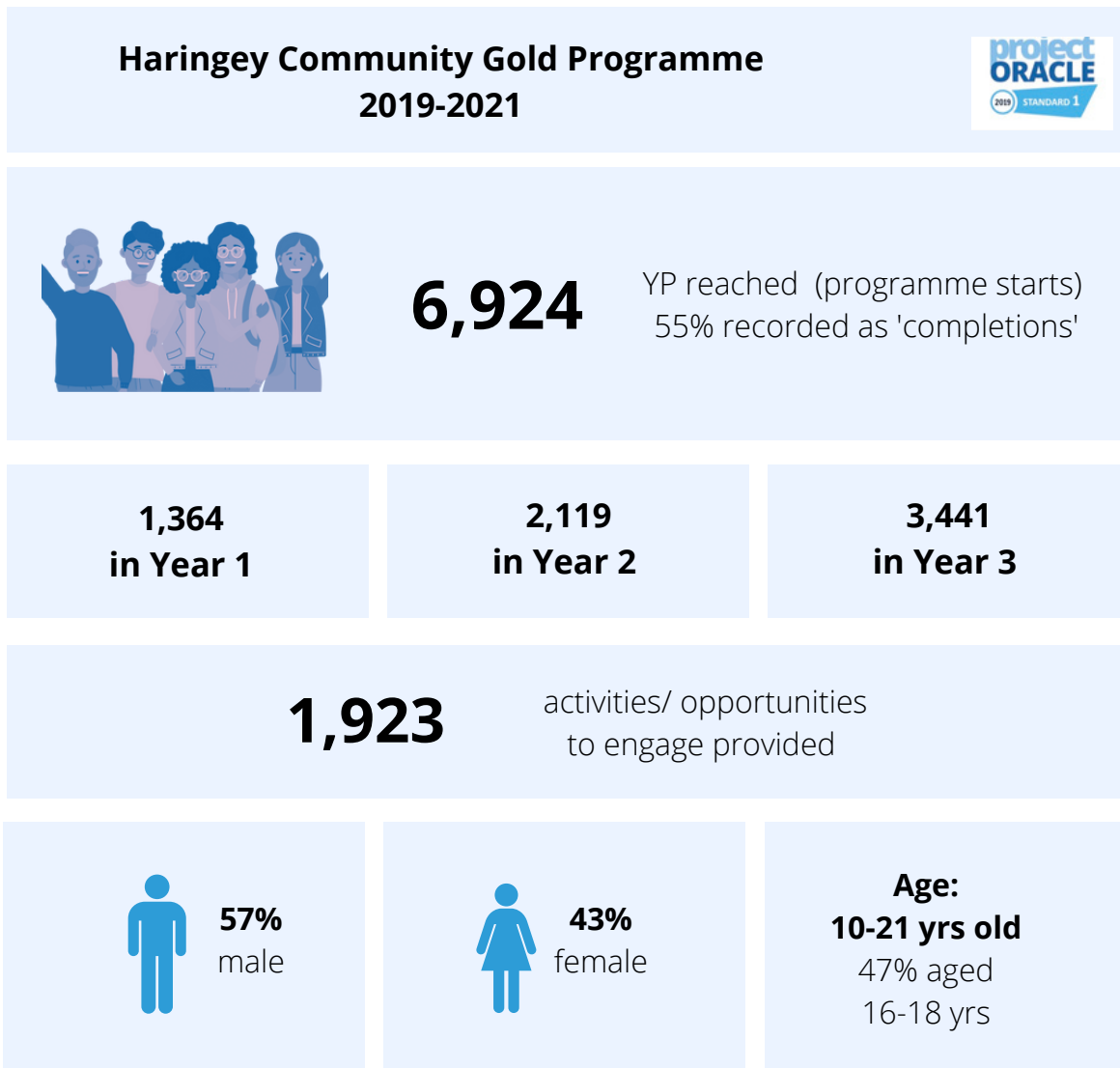
As highlighted in the study on the impact of lockdown, some of the positive impacts expressed by partners included greater collaborative working and mutual learning and realisation of meeting existing and emerging needs with innovative services.

The next section of this report discusses in more detail the outputs and outcomes for the programme.

# PROGRAMME OUTPUTS & OUTCOMES

This section presents an overview of the key outputs of the programme as well as a more detailed discussion of the different types of activities and support delivered by the various partners and the outcomes these had for young people.

Figure 2: HCG top level outputs



## How many young people did the programme support?

As shown in Table 1 across the three years a total of 6,924 unique programme starts and 3,819 completions were reported. In this context a 'start' refers to a meaningful engagement with or registration of a YP within the overall HCG programme, whilst a 'completion' refers to the successful completion by that YP of the a specified intervention or activity within the programme.

The original targets for the programme were to achieve 6,000 programme starts (2,000 per year) and for 25 per cent of those (1,500) to 'complete'. In practice more than half (55 per cent) of YP engaging in the programme completed an intervention or activity demonstrating that the programme exceeded the original funding targets for both starts and completions.

Table 1: Programme Starts and Completions by Delivery Partner

Partner	UNIQUE PARTICIPANT STARTS				UNIQUE PARTICIPANT COMPLETIONS				Total (% of total starts)
	Yr 1	Yr 2	Yr 3	Total	Yr 1	Yr 2	Yr 3	Total	
ACCESS UK	13	95	74	182	13	76	65	154	85%
Exodus (Up Skill U)	58	15	93	166	58	9	40	107	64%
Haringey Council	1,052	1,252	2,559	4,865	23	467	1,979	2,469	51%
HarPA	82	154	277	513	82	59	186	327	64%
London Elite	49	98	191	338	48	41	214	303	90%
My Training Plan	33	307	51	391	14	25	49	88	23%
NLPC	23	51	42	116	13	23	41	77	66%
Thinking Space	0	1	48	49	0	1	51	52	106%
WorkWorks	54	146	106	306	58	108	76	242	79%
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,926</b>	<b>309</b>	<b>809</b>	<b>2,701</b>	<b>3,819</b>	<b>55%</b>

Note: The proportion of starts vs completions per partner should be seen as indicative only as not all YP engaging with a programme will necessarily be recorded as unique start if they have already engaged with another HCG Delivery Partner.

## Who did the programme support?

An analysis of demographic data collected showed that:

- Gender: Slightly more boys/young men than girls/young women started the programme (57% vs. 43% of starts respectively).
- Age: Participants were most likely to be aged between 16-18 years (47% of starts). 13% were aged 10-11 years, 19% 12-13 years, 15% 14-15 years and 6% 19-21 years.

- Ethnicity: 39 per cent of participants were Black or Black British and just over one quarter were White (26% of starts).
- Special educational needs: 7.8 per cent of YP accessing the service were recorded as having special educational needs or disabilities.
- Looked after children/care leavers: 7.8 per cent were recorded as being a looked after child or care leaver.

Figure 2: Age breakdown

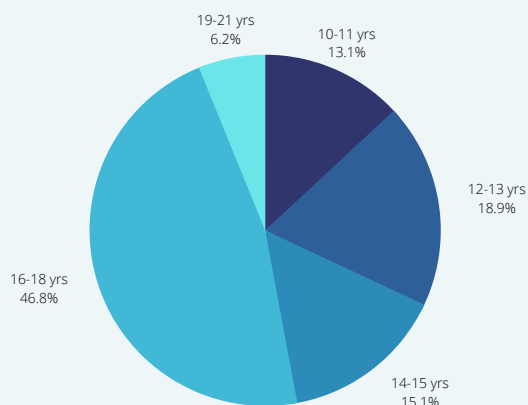
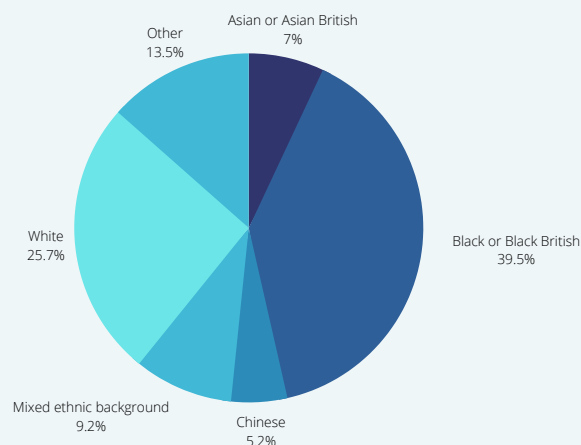


Figure 3. Ethnicity breakdown



NB: Demographic data presented here excludes 'unknowns', full data is available at Annex A

Whilst the YLF funding was limited to Haringey residents although, as discussed in the previous section, due to the open access and school based nature of some activities a proportion of starts related to YP from neighbouring boroughs (21% of starts). In these cases, where possible and appropriate, referrals to other services would be made. A twelve month snapshot of postcode data, taken from year two of the programme, showed that participants most frequently resided in an N17 postcode (43%), followed by N15 (14%), and N22 (8%).

## **How do YP access the programme?**

The majority (70 per cent) of YP accessing the HCG programme did so through the Haringey Council HCG Youth Outreach team. The dedicated outreach team take support to YP where they are, including street outreach in the community and detached and mobile outreach in community locations, including schools, community centres, libraries and other public places for young people referred by others. The outreach team also operated the website for HCG through which YP could self refer. Other Haringey Council and related services also refer to HCG through the outreach team, including Social Workers and Family Support Workers.

At the outset of the programme the outreach team had placed a greater emphasis on reaching those 'higher risk' young people (i.e. those already known to the council or other agencies/services). However, as the programme progressed the team shifted their focus towards reaching as many young people as possible in areas that have been affected by youth violence. This was found to be beneficial because it allowed them to reach young people earlier and to reach those who may not otherwise have connected with support. In addition, higher risk young people continued to access HCG via referrals to the outreach team from existing support services e.g. Family Support Workers.

Whilst the majority of YP access HCG through the outreach team, for some partners especially those estate based provisions i.e. Off the Street, Less Heat based on the Broadwater Farm estate and Haringey Play Association at Northumberland Park the majority of young people accessed the service through word-of-mouth referral, reflecting the nature of these services which are very closely embedded in the community.

## **What support did YP on the programme receive?**

### **Youth Outreach**

The services provided by the HCG Youth Outreach team were flexible and youth-led. The team aimed to take support out to where young people are and to engage YP by listening to what they need and want and then responding. In some case this would involve referring YP on to other support services within the HCG partnership or outside of it as appropriate, in others they would offer 1-2-1 mentoring and support directly.



The approach of the team was to:

- Actively listen to YP's needs, wants and concerns - YP feels listened to and value
- Talk with YP about issues that affect them (e.g. grooming) - YP has greater awareness and understanding of how to keep themselves safe
- Signpost and refer to available support services or opportunities - YP knows how to access available help & opportunities and is supported to do so
- Provide practical support and opportunities - YP supported to overcome practical obstacles to achievement and increased availability of positive activities
- Engage with parents to support their involvement in activities with YP - YP feels supported at home to engage with services/ participate in activities

In addition to individual level support, the outreach team set up and ran a range of specific activities, all of which were developed based directly on feedback from YP on what services they would like to be able to access. For example, the team reported that the YP they engaged with wanted more spaces to be able to play group sports together and so the team set up regular basketball, football and boxing activities. In response to a need identified within schools, the outreach team also set up a conversation forum which took place in school and provided a safe space for YP to talk as a group about issues concerning them. The team also worked with local organisations to facilitate summer/holiday programmes. Based in the Council the outreach team were able to foster connections across the council as well as the voluntary/community sector and even business. The following are some examples of the work carried out by the Outreach Team:

Street outreach:

Outreach workers built an in-depth knowledge of locations within the borough, building relationships with YP through becoming recognised face in hotspot areas, bringing support to where YP are. This work also supported community safety efforts by helping to identify and disrupt issues, in partnership with contextual safeguarding efforts across the borough.

Partnerships with schools & colleges:

Partnering with schools and delivering assemblies enabled the Outreach team to become known as trusted adults within local areas. One of the key successes highlighted by the team related to their work in Northumberland Park, N17 where they had the highest rates of engagement in the borough. The approach targeted YP identified as being at the greatest risk with 1-2-1 mentoring, tackled issues affecting large numbers of

YP through schools workshops, and led to the development of The Conversation Space. This project involved groups of around 15 YP coming together weekly to talk about the issues they faced in a safe-space.

A similar approach was developed working with the local college enabling the Outreach team to engage YP and those who were older to raise awareness and discuss issues impacting them such as gangs and safety. By building relationships with YP within their trusted space the team were able to support YP to access and engage with other relevant support/opportunities. The team reported that through this work they were able to engage with YP on the edge of education, supporting them to remain in education and supporting NEET YP to register through relationships forged at the college. One example of this was the outreach team working with YP accessing English As a Second Language (ESOL) supporting them to access a Football United programme offering a bespoke community space for refugee and asylum seeking young people.

Following the school closures as a result of the pandemic, schools invited the Outreach team to support them working with YP to address the issues the issues arising as a result of lockdown including mental health and healthy relationships. It was observed that the lockdown redefined the risks YP were facing, for example the impact of social media and of re-integrating with their peer group.

### *Case Study 'A' - HCG Youth Outreach 1-2-1 mentoring & support*

*A is a 17-year-old who has been known to Children's Services throughout her life and was a looked after child three times. She initially met with an outreach worker through Street Outreach and was supported to secure employment.*

*A few months later she re-contacted her outreach worker as she'd been asked to leave home. A was supported through a MASH referral to Children's Services due to being homeless. As it was late in the day A was advised that she would need to stay with a friend or family member for the night.*

*The next day the outreach worker supported her by providing breakfast and stayed with her in children's services for an assessment to take place. A consented to engage with an NHS mental health provision who were able to offer her weekly support.*

*Children's services were unable to find a placement for A so she stayed with her extended family until they advised she could stay no longer. A phoned the outreach worker after children's services had closed advising she had no where to stay for the night and she was supported to contact the out of hours team. After 5 nights of being homeless she was provided with housing.*

*The regular contact from the outreach worker enabled the team of professionals to maintain contact with A during this period and the mental health service continued to meet with A weekly.*

## Youth Advisory Board:

In 2020 the outreach team also set up a Youth Advisory Board (YAB) for the HCG programme. Fifteen YP (age 13-21 years) were recruited to the YAB with the aim of enabling YP to have a direct impact on the strategic development of the programme and wider work of Haringey Council. Supported by a specialist youth worker activities that the YAB have been involved in included inputting on programme branding (website design and logo) and reviewing the programme Theory of Change.

In addition to their work on HCG the YAB also had a significant impact on the Council's broader work, supporting a range of projects including undertaking peer research for the 'Get Out Get Active' project, contributing to the interview design for Substance Misuse and Drugs Service, working with Mind in Haringey, and delivering co-design workshops for the Wood Green Youth Hub. The YAB was also instrumental in shaping Haringey's application to the Mayor's Violence Reduction Unit's 'MyEnds' fund which has successfully attracted £750,000 of funding to support young people in Tottenham Hale.

Participation in the YAB has the double benefit of enhancing programme delivery whilst also offering board members a valuable opportunity to develop their skills and demonstrable work experience enhancing their future employability as demonstrated in the case study below.

### *Case Study 'B' – Youth Advisory Board member*

*B first connected with HCG through outreach activities. She had been struggling with mental health issues and was looking for ways to build her self-confidence and to meet new people. The outreach worker spoke to her about the YAB and she was excited to put in an application, which was successful.*

*At the time of the case-study B had taken part in three meetings for the YAB and a website and logo design workshop through which she created her own website and a logo for a programme that went on to be used in practice. She also completed a local summer programme targeted at developing YP fitness and self-confidence and has taken part in a peer research consultancy project where she helped design a survey and speak to over 80 young people in the area.*

## Partnerships with Early Help and Prevention Team:

This partnership involved the Outreach team undertaking extensive telephone outreach to support YP identified as being in a 'Unknown education provider'. During the pandemic the Outreach team attempted to contact 3,500 YP leading to approximately 100 YP registering onto the HCG programme and accessing support from at least one partner on the programme.



**87% would recommend the service to friends or family**



**79% knew where to access further support if needed**

Across the three years of the programme the HCG outreach team recorded 4,865 unique participant starts. Of these, just over half (51 per cent) were recorded as 'completions'. A survey of young people who engaged in activities delivered by the HCG youth outreach team found that:

- The vast majority (87%) of respondents would recommend the service to family and/or friends
- 79 per cent agreed that if they needed further support they knew where to access it.
- 70 per cent agreed the statement 'the youth worker(s) made me feel respected' (and only 4 per cent disagreed)
- Two-thirds (66 per cent) agreed that 'the Youth Worker(s) worked in partnership with me' (and only 5.5 disagreed)

The proportions of those agreeing to statements that were focussed on understanding/supporting individual needs were not as high, however for these questions the proportion of respondents saying that they 'neither agreed or disagreed' was much higher. For example:

- 54 per cent agreed that 'the Youth Worker(s) understood me and my situation', 41 per cent neither agreed or disagreed and 5 per cent disagreed
- 39 per cent agreed that 'the support helped me personally cope with the problems I have/had', 50 per cent neither agreed or disagreed and 11 per cent disagreed
- 42 per cent agreed that 'the support has helped me identify ways to tackle the problems I have/had', 41 per cent neither agreed or disagreed and 5 per cent disagreed.

It is possible that these results are influenced by the relatively high proportion of respondents who had engaged through group programmes such as school workshops. For example, looking specifically at those respondent who reported in engaging in 1-2-1 mentoring (15 respondents), the conversation forum (9 respondents), or referrals to other support (19 respondents), which include more personalised discussion/support it was found that:

- 84 per cent agreed that 'the Youth Worker(s) understood me and my situation', 16 per cent neither agreed or disagreed and no respondents disagreed
- 69 per cent agreed that 'the support helped me personally cope with the problems I have/had', 26 per cent neither agreed or disagreed and 5 per cent disagreed
- 60 per cent agreed that 'the support has helped me identify ways to tackle the problems I have/had', 33 per cent neither agreed or disagreed and 7 per cent disagreed.

See Annex B for further details on survey responses.

### **Early Intervention through play**

Haringey Play Association (HarPA) are based in Northumberland Park and provide a physical play space that was co-designed with the children and young people who use it. Aimed at a younger age group than some of the other partners (mainly 10-15yrs) facilities include a giant slide, a sandpit, a whaler, swings, zip wire and jumping-off platforms as well as some indoor space. Play and activities are supervised and/or run by experienced playworkers, recruited from the community. Organised activities include arts & crafts, cooking, climbing, camp-fire & outdoor cooking, nature/sand play, den-building, bike rides, wood-craft and seasonal events.

There is a growing body evidence demonstrating the benefits of high quality play provision on children and young people, including:

- improving self-awareness, self-esteem, and self-respect
- maintaining/improving physical and mental health
- providing the opportunity to mix with other children
- increasing confidence through developing new skills
- promoting their imagination, independence and creativity
- developing social skills and learning
- building resilience through risk taking and challenge, problem solving, and dealing with new and novel situations
- providing opportunities to learn about their environment and the wider community.

In addition staff support, mentor and advocate for young people on site and externally (e.g. schools, panels), as illustrated in case study C. Through their connection with local schools HarPA also offered training placements for older age groups working on construction, tool use, design of play structure, painting, landscaping (see case study D).

#### *Case Study 'C': Haringey Play Association*

*C a 13 year old with a history of anger and challenging behaviour was excluded from school for being violent towards a classmate, who was also known to have connections to youth crime and violence.*

*HarPA provided a space for C to talk about what happened and to understand the process and impact of school exclusion as well as supporting the YP through parent school mediation. C was remorseful and wanted to apologise to his classmate - as both YP were known to HarPA, and they both trusted the team there, they were able to mediate a meeting between them shortly after the incident. This enabled the YP to resolve the issue without any further escalation of violence.*

#### *Case Study 'D': Haringey Play Association*

*Having been orphaned as a result of conflict in his home country D came to the UK to live with a female relative as an asylum seeker. He was referred to HarPA by his school as he was struggling and they felt he would benefit from additional support. He participated in a project where YP helped to design and build equipment for the playground. Through the project D was able to demonstrate and apply his practical skills in carpentry and built a trusted relationship with the senior play worker.*

*The team observed that he really benefited from interacting with male role models at the playground and over the course of the project, which included the practical building tasks and fireside chats, was able to open up to the senior play worker about some of the challenges he was experiencing. His confidence and self-esteem grew and his communication skills improved. He worked well with peers and adults, taking instruction and learning to communicate issues without getting frustrated . HarPA continues to provide a safe space for D as and when he needs it.*

Across the three years of funding HarPA reported 513 unique participant starts and 327 completions. Whilst the pandemic did prevent the playground opening for significant periods of time the team continued to support families through weekly food bank provision and a digital youth club and opening whenever restrictions allowed. Staff also observed that pandemic lockdown increased demand for the playground, as highlighted in the following feedback from YP and parents.

*"I love water fights and getting muddy, I can't do that at home. Coronavirus stopped everything. I like playing on the computer but I love the playground more"*

*"It's been weird, everyone has been worried of coronavirus. I just wanted to see my family and friends. I don't have a garden. Somerford Grove Adventure is my garden, I'm so glad it's open again"*

*"As parents we were anxious and stressed. Money is tight and we don't know what's coming. The food, meals, play packs and playground is a godsend. I know this place never judges and always go out of their way to help"*

*"My children have been stuck indoors they have been fighting constantly, I was too scared to let them play out. When I knew the playground was open I knew it was a safe space for them to play and see their friends again and to let off some steam"*



## Community based mental health support – Thinking Space

In their role in the partnership practitioners from the Tavistock and Portman NHS Trust 'Thinking Space' service aimed to train Haringey Community Gold outreach workers, local youth workers and young people to facilitate a clinically safe space where individual stories, feelings and thoughts can be shared and insight developed. Guided by psychological therapeutic principles, the aim of the 'Thinking Space' is to promote the wellbeing, personal development, safety and resilience of its participants through open dialogue and reflection.

### What is a Thinking Space?

The Thinking Space Project aims to provide safe, inclusive and non-judgemental spaces in the community which enable participants to talk and think about their life experiences. Facilitators create and maintain an open atmosphere, where individual stories, feelings and thoughts can be shared and insight can be developed. The work will be guided by therapeutic principles and through open dialogue and reflection, from the inside out. Each session lasts for two hours.

The original Haringey Thinking Space project was commissioned following the 2011 riots in Tottenham and sits within the Adolescent & Young Adult services at the Tavistock & Portman NHS Foundation Trust. Two separate independent evaluations have found that the project delivers the following outcomes\*:

- Reduced mental health needs
- Improved personal and social functioning
- Greater empathy and respect for others
- Enhanced cooperation and community cohesion
- Volunteering, education and employment gains
- Challenging entrenched beliefs and attitudes
- Support and companionship for the lonely and isolated
- Increased confidence to seek support
- Increased co-operation, understanding and friendship across cultures

\*Note the Thinking Spaces evaluated were run with a range of participant groups e.g. parents and children groups, young mums groups, trauma of suicide, black mental health among others.

Source: Price, H. and Sampson, A. 2016. Evaluation of Tottenham Thinking Space Pilot: Final Report. Research Report 11. University of East London, Centre for Social Justice and Change.  
doi:10.15123/PUB.5099



The aim was that four youth workers/professionals would be trained to facilitate Thinking Spaces in both years one and two of the programme with a further four young people being trained in the final year of the programme. This would enable new Thinking Spaces to be created for young people to participate in, with facilitators receiving ongoing supervision from the Thinking Space team .

The project did experience challenges recruiting and training trainees such including turnover of staff, for example one HCG youth workers who started the training moved on to a new role before completing the training, and the significant resource commitment to complete the training, which includes attending training, participating in Thinking Spaces and completing an essay based reflective practice assessment.

Additionally due to the nature of the intervention, which was designed to be undertaken in an in-person group setting, the progress of the project was significantly impacted by the pandemic. Nevertheless, 52 unique participant starts were reported as completing a Thinking Space intervention during the programme.

## **Community Leadership Programme**

NLPC deliver a community leader succession programme which aims to create and cultivate young offenders/disaffected youth into future community leaders, trained and employed to advocate for their communities. The course provides a mix of theory and work placements in the voluntary and public sector, and provides YP with an accreditation . NLPC works with organisations to ensure that the 3 month (45 hour) work placements are clearly structured and provides the opportunity for YP to get exposure to the strategic decision making process.

The aim of the programme is to equip YP with an understanding of the skills and behaviours of effective leaders & learns new skills. The course supports the YP to reflect on their own skills and competencies and how these can be applied/developed for leadership, and gain a better understanding of how 'the system' works & their own capacity to influence it. Through the placements the YP gains exposure to policy making process & practical work experience. The longer term goal is to develop future generations of leaders who are more representative of YP & the communities they work in/for and who can successfully advocate on behalf of YP and the wider community, leading to more empowered communities.

## NLPC Leadership Programme Learning Outcomes

The programme is accredited as providing YP with the following learning outcomes, meaning that at the end of the programme YP will have demonstrated that they:

- Understand the causes and consequences of crime, the criminal justice system including the role of local agencies
- Know about the social diversity of citizens in a community & the importance of active participation in the community
- Are able to demonstrate effective leadership skills with others and review their own leadership performance
- Understand the the basic concepts of critical analysis and how to apply this to concepts, ideas and opinions
- Understand the purpose & value of both mentoring and peer mentoring as well as good practice in both
- Are able to reflect on learning from their work placement and how this can be used to set career related goals
- Know & reflect upon their own strengths, weaknesses and skills, are able to make positive decisions and produce an action plan to support the achievement of personal goals

As a result of the pandemic this delivery shifted to a mix of face-to-face and online provision according to the relevant social distancing requirements at the time. As the course was designed to be delivered face to face the course leaders have observed that they have struggled with maintaining engagement online as key elements of the delivery e.g. group work and informal one-to-one support/observation is much harder to achieve. In addition, it became more difficult to arrange placements whilst offices were working from home and teams adapting to the different ways of working reduced their capacity to take on YP.

Despite these challenges NLPC reported 116 unique participant starts across the programme of which two-thirds (77) 'completed'. The feedback summaries overleaf illustrate some of the outcomes achieved by YP attending the course as described by YP themselves.

*"I heard from my college about this project which I thought would be a good idea to join in order to get a good placement for my work experience. We learnt leadership skills before starting the work placements. This is good as it will help me to start with initiative and to be independent. I have enjoyed the group activities and presentations as it has made me feel more confident and less anxious.*

*[The course] has helped me to feel more confident about the knowledge I know. It has also helped with my anxieties around people, especially groups. I would definitely recommend this to anyone trying to get a job, as it's good preparation."*

Young Leaders Course Participant (F, 18 yrs)

*".I joined to gain knowledge and skills and for work experience. I learnt how to present, be more confident and use my body language. I enjoy the team work as it improves my communication skills.*

*[The course] has helped me improve my confidence and communication skills within a group and gave me better presentation skills. It is helpful for improving life skills and does a great job at teaching"*

Young Leaders Course Participant (F, 17yrs)

## **Sports & fitness programmes**

The benefits of community based sports provision in relation to reducing youth offending are widely reported including:

- Targeting local 'hotspots' with attractive and positive activities for young people
- Providing 'protection factors' for young people so that they can better resist pressures to take part in harmful or anti-social behaviour
- Increasing young people's self-esteem and organisational and social skills
- Providing positive role models for the young people through the coaches and local organisers leading the activities
- Decreasing the perception and fear of crime and anti-social behaviour amongst the community

(Source: Sport & Youth Offending - StreetGames)

## Off the Street, Less Heat - London Elite Sports and Football Academy

Based on the Broadwater Farm estate the London Elite Sports and Football Academy has strong and well-established links to the community. The team provide a safe space for youth directed sports activities (e.g. football/boxing) overseen by a core team of youth workers/coaches. HCG funding allowed for the team to open one evening a week with the aim of providing an alternative to being out on the streets. The sessions were well attended and the team reported that young people were travelling from across the Borough to attend which was unexpected and seen as demonstrating how safe and trusted an environment the team have created.

A key ethos of the programme is an 'open door' approach, this has at times been a challenge for the project due to the age limits of the funding, meaning that the project is unable to count attendance of all individual's participants towards their targets. As the project lead explained *"when you have a group turn up together and one if them is 'too old' you can't turn that one person away at the door, that's going to cause trouble, or they'll just all leave"*.

The project is delivered to large groups in an indoor setting and therefore was particularly impacted by the COVID 19 restrictions, with the community centre where they are based remaining closed for a significant proportion of the programme. The team were able to provide some telephone support to young people and their parents during this period as well as running outdoor sports sessions for young people when allowed. The team also provided food bank services for the local community. Despite this the project reported a total of 338 unique starts and 303 completions across the course of the programme.

In addition to their primary aim of providing a safe space for YP to go and engage in sports related activities as trusted adults the team also provided informal mentoring support to some of the YP attending as demonstrated in the case studies overleaf. The team was also able to support other activities to promote positive youth engagement. For example they arranged a football tournament between young people and local police officers helping to improve relations which have been historically challenging.





### *Case Study 'E' : London Elite Sports and Football Academy*

*'E' and his family had been known to London Elite staff for over 6 years; they previously lived on The Broadwater Farm Estate and attended football training before being moved to another area due to domestic violence. Staff engaged with E's mother and provided an informal mentorship to E.*

*E's issues at home greatly impacted his behaviour, his academic progress in school and his development in football. As a result of the DV safety was a big concern and E was worried that this would affect him being able to attend football training. E also had a big mistrust of Children's Services and his allocated social worker; he felt that they were not 'helping'. Staff actively engaged with E and encouraged him to come to football, which he stated was his passion. Staff helped alleviate his safety concerns by meeting him at the front of the community centre before training and allowing him to stay in the office when training was finished.*

*E was also supported when his behaviour became an issue, he was mentored, encouraged and worked with one on one to address his problems; as well as given a 'safe' space to be himself outside of the problems within his home. A member of staff also attended his school when they called a meeting to address his behaviour and academic progress. Staff worked really hard to build a positive, consistent relationship with G whilst maintaining the discipline that London Elite are known for. His attendance at both football and The Off The Street Programme was consistent and he always positively engaged in sessions.*

*Staff watched E become the positive, happy young teenager that he is today. E is no longer known as a 'Child In Need' and at the time of the case study had sat 7 GCSE'S and was awaiting his results. Staff supported E in completing his college application and offered him the opportunity to do voluntary work with the team. E also successfully completed an online Level 1 course facilitated by London Elite and StreetGames.*

## Case Study F : London Elite: London Elite Sports and Football Academy

'F' had been in trouble with the law since he was in secondary school and was at risk of engaging in criminal behaviour. F has been engaging with the London Elite team on and off since the beginning of the programme. He told the team that over lockdown he'd started reflecting on his past and how it would affect his future and asked them for support in gaining employment - he stated that he wanted to do coaching and likes working with other young people. As a new father he wanted to build a more positive life for his family.

The team reported that F had struggled with the belief that he would be 'unable to live a normal life'. He did not think that he would be able to access a DBS, nor did he think that he would ever be able to work in a school setting. The main challenge the team experienced working with F was maintaining regular engagement, but they kept the door open to him and let him know they were always available to support him.

As a result staff were able to support H with getting his DBS. He was shown what documents were needed and the team applied for his DBS. F was able to assist the head coach with some of the sessions that were running. Staff were very impressed with his professionalism and dedication and recommended him to work in an after-school club setting in a local primary school. F has now reached his first goal of getting employment - staff reported that his confidence and self-esteem and view of the future has increased. F stated that although the hours are short and the pay is not enough to live on, he views the job as a stepping stone to another opportunity i.e. full-time hours.

## My Training Plan

My Training Plan is run by a local resident and fitness instructor who has lived experience of youth offending. The project works with small groups of young people and is targeted at young people that have traditionally been particularly difficult to reach. It's delivered weekly over 3 months and incorporates an element of mentoring as well as the fitness training programme. Fitness programmes are seen as a valuable 'hook' for engaging with YP as it's something they're interested to do.

Sessions have been delivered at a local youth centre, schools and alternative provision. Originally MTP also worked with Youth Offending Teams (YOT) so young offenders could come with their YOT worker, however inconsistent attendance from the YP and YOT team meant that this was practically unworkable given limited hours (MTP is funded for 7 hours a week). Furthermore, not attending counted as a 'strike' against the young person which the project felt was counter to their ethos aimed at helping YP. As a result

this strand of delivery was stopped. The delivery in schools has been reported as much more successful. Teachers refer young people that they have identified as being at risk, the project leader then has a one-to-one with those YP which has been found to be really important in helping those YP feel more comfortable, even within the group setting.

In addition to fitness training, MTP have run behavioural management workshops in schools. These arose in response to needs identified in their one-to-ones with YP. During these sessions MTP work with YP looking at scenarios and think through how each player could have dealt with a situation but also what, as an onlooker, the YP could do in those situations. The aim is to get YP thinking through how to manage peer pressure, what they can do to de-escalate or keep themselves out of trouble, helping YP come to self-realisation through discussion.

Across the course of the programme MTP reported a total 391 unique programme starts and 88 completions. This comparatively low ratio of starts and completions is likely due to the restrictions of the lockdown when the physical training aspect moved online resulting in a high number of recorded starts during this period as it enabled MTP a much broader reach - the sessions were extremely popular with 284 online engagements being reported. This was found to be a really positive unexpected outcome of the lockdown as the project lead reported "because of the lockdown, and everyone being stuck inside, we had the parents joining in the sessions online too".

The case study overleaf provides an example of the impact that the programme can have on YP as described by the project lead.

**FREE MY TRAINING PLAN**

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## Case Study 'G': My Training Plan

*"[During 'Haringey Strength Camp'] I noticed a shy boy, tall, quirky and somewhat withdrawn. He would always position himself behind the other kids. He was different to the others and I knew he needed my support. But I wasn't actually sure what I needed to do.*

*I approached his mum, who gave me more of an insight into 'G's life. A single parent, who had escaped from a very abusive relationship with G's dad. She mentioned that he had minimal contact with his dad since the break up, and lacks a male role model in his life. This helped me to understand why he lacked confidence, doesn't speak much and walked with his head down.*

*It was already week 3 of the strength camp and 'G' came in with a smile on his face. He was ready for the class. I asked him to demonstrate one of the workouts in front of the group and he did it without hesitation. We couldn't hear him as he speaks quietly, but he interacted with the group which he found quite difficult at first. I noticed that there was progress with G and proceeded to support him in the camp. His mum had also noticed that his attitude had changed, she said that he was really enjoying the class and that she was thankful for it.*

*As the weeks have progressed, I have built a good relationship with G and his mum. I have attended athletics to support G at Lee Valley as his mum mentioned that he attended there twice a week. He was very happy to see me and explained to me what they actually do during the session. I can see that he is a good athlete, but doesn't engage with any of the other kids in his group, he just needs to believe in himself and become more confident.*

*G is an intelligent boy. He has continued to strive in the strength camp. He has improved on every workout that I have taught him. He now pushes himself and gives things a try without feeling embarrassed or defeated. He comes to the camp with a positive attitude and willingness to learn. I am very happy with his progress thus far and so is his mum. She has now been encouraged by G and now joins him with the warm up and some barbell exercises. She is truly grateful that the Strength Camp has been birthed. "*

*My Training Plan - Project Lead*



## HCG Outreach - sports programmes

In addition to the two partners specifically delivering sports and fitness programmes, as mentioned previously a number of sporting activities were also facilitated by the Haringey Youth Outreach team, including football, basketball and boxing. These were set up specifically in response to feedback from YP reflecting the demand for these types of activities.

As discussed participating in sports has a range of benefits in and of itself but, as demonstrated in the case studies above, also provides a valuable opportunity to engage and support young people on other issues they may be experiencing as demonstrated in the two case studies below. This is further illustrated in the two case studies below.

### *Case Study 'H'- HCG Outreach team*

*'H' was referred to HCG by his parent as she wanted him to engage in activities offered due to his 'bad behaviour in school and also in the house'. The HCG outreach worker spoke to him and arranged for him to visit the boxing training. Through working with the boxing coach H has been able to stay consistent with the training and found the sessions helped him 'unload any built-up stress' through the physical workouts. He originally attended with no intention of taking part but is now a regular and has also been bringing along some of his school friends. He is now working towards getting into a mainstream school to continue his studies.*

### *Case Study 'I'- HCG outreach team*

*'I' was referred to HCG from the Oasis A&E project who advised that he struggled to leave the house after being assaulted and had not been to school since the attack. In this time he had gained weight and he wanted to get fit and be healthier. The HCG outreach worker tried to arrange one-to-ones with I but he did not attend these and was initially reluctant to engage in the fitness sessions he was invited to. The outreach worker persisted, regularly speaking to I on the phone. After a while he agreed to join a football session which the outreach worker. He took part in 3 matches and then sat on the edge of the pitch talking to the outreach worker for the last hour of the session.*

*This was the first time that he had been out with young people outside of his church group since the assault. F and his outreach worker continued to communicate regularly on the phone. He has since re-entered education and is doing well at school, looking forward to taking his GCSE's and plans to become a nurse. He also now attends a gym regularly and has made a conscious effort to eat more healthily.*

## **Targeted employment support**

Specialist support to develop employability skills and access employment is offered by two organisations Work Works Training Solutions (WWTS) and ACCESS UK both of whom are experienced in supporting disadvantaged young people into employment, education and training. ACCESS UK specialises in working with BAME young people. Whilst each organisation has its own model of working meaning that direct comparisons should be drawn with caution, both organisations aim to support YP into employment by developing individual plans with the YP working with the YP to understand and develop their employment goals, providing advice and support on CVs and applications and providing interview training/practice.

Both organisations emphasise the importance of developing individual plans with the YP including setting incremental targets and providing ongoing follow-up and support to promote engagement and helps to develop YP's confidence. In addition, both organisations highlight the importance of having strong connections with employers, not only in relation to accessing available vacancies but also because it increases employer's confidence that candidates will be well matched to positions. ACCESS UK have for example have worked with employers to specifically 'ring fence' opportunities for BAME young people who face additional barriers to employment.

It has been widely reported the pandemic has had a disproportionate impact on youth unemployment and this is reflected in the feedback from both partners. The primary challenge has been the significantly lower level of available vacancies during the pandemic related restrictions, but it was also noted that some YP were fearful of going out to work in case they brought the virus home to loved ones. In general, it was observed that particularly during the lock-down periods many young people were struggling to maintain motivation and confidence in the face of these challenges and engagement with young people was more time intensive as a result of these factors and the move to a 1-2-1 telephone support model.

Overall, across the life of the programme a total of 488 YP accessed the specialist employment support provided by ACCESS UK (182 YP) and Work Works Ltd (306 YP). The majority of these (154 or 85% and 242 or 79% respectively) were recorded as completions.

The case-studies overleaf provides an example of how WWTS supported a YP into employment.

### *Case Study 'J' WWTS Employment Support*

*'J' was referred to WWTS from the YOT having been expelled from school at start of Year 11 and now age 16. WWTS worked with J on his CV and interview training and supported him into his new role. The employer was willing to take him on with the recommendation of completing his Maths and English Level 1 to then get him on to an Apprenticeship however, due the pandemic and lockdown, there have not been any courses running so wheels are in motion to understand next available opportunity and get J enrolled. In the meantime, he continues his trial, working in the specialist field of Powder Coating as Warehouse Assistant.*

### *Case Study 'K' ACCESS UK Employment Support*

*21 year old 'K' was unemployed. He wanted to work in the IT sector but was keen to gain any work experience such as in a customer service role, he said of his experience working with ACCESS UK:*

*"What stood out for me with ACCESS UK was they offered a service to young people from a BAME background, which I really liked the sound of. I learned that there are certain ways to answer interview questions using the STAR technique, plus how important my body language is. This was all through mock interview sessions which I found very helpful as I became more confident. I was also showed different job searching methods. ACCESS UK have their own WhatsApp Job and opportunities group, which has people from many different organisations, sending jobs, education and training opportunities. I like this feature ... you can see opportunities daily, wherever you are and not miss out.*

*The programme has really helped me to feel more confident within an interview and my ability to expand my job searching methods...I have learned things I will be able to use now and for many years to come. I had an interview with Amazon and that went well, as I got the job and have already started working. What I liked the most is that even though I have a job now they've continued they're support in order for me to find a job in IT as I know this is the industry I want to have a career within".*

In addition to the employment support provided by these dedicated employment organisations other HCG partners, specifically Haringey Council and NLPC, who also had experience with supporting YP into employment helped connect YP to employment.

This included recruiting YP into roles created as part of the HCG programme, such as apprenticeship roles within the Haringey Outreach team. Overall 140 YP were reported as having secured employment through the HCG programme, which is just under half (47%) of the projected level at the outset of the programme. A range of factors may have influenced this but, as discussed above, the pandemic is likely to have been a significant contributor.

## **Targeted intervention for 'high-risk' YP - Exodus Programme**

Upskill-U developed the Exodus programme, which is aimed at supporting YP who are already involved in or assessed as particularly high risk of becoming involved in youth offending and violent crime. The programme is delivered either as a tailored groupwork programme or as 1-2-1 targeted therapeutic Mentoring Clinics including Trauma Screening for complex needs cases – where appropriate family conflict mediation/systemic family therapy is also offered.

Group work programmes: Group work programmes are tailored to the needs of the specific groups, so for example those delivered through Youth Offending Services will differ to those delivered in schools. However, the broad themes covered are the same and include:

- Organized Criminal Groups and Criminal Exploitation
- Healthy Relationships with female/ male peers
- Positive choices around life and future
- Victims
- Family
- Offending
- Personal Safety Health & well-being

During the school holidays Upskill-U also developed a successful holiday programme in partnership with an outside organisation. The programme used a version of Exodus Group programme combined with training in NFL flag (a non-contact form of American Football).

1-2-1 Therapeutic mentoring: Similarly, the 1-2-1 mentoring follows a structured process based around these key themes tailored to the individual. Where appropriate Upskill-U will also provide family support, including family conflict resolution and family systemic therapy. As needed support workers will also represent and advocate for the YP/family with statutory organisations such as schools and safeguarding teams in the interest of the YP.

School seminars: In addition, Upskill-U have delivered Universal school seminars where a need has been identified. These one-off stand alone workshops are a lighter-touch early intervention and focus on knife-crime and serious youth violence and child criminal exploitation and County Lines. An example is provided in the case study L.

Through the various routes of engagement the programme Exodus aims to support YP to:

- better understand the causes and consequences of conflicts;
- de-mystify the perception of life associated with crime, prison and gangs;
- develop a greater awareness & understanding of issues of exploitation and how to keep themselves safe;
- understand impact of trauma and how this may be affecting them and others around them; and
- reflect on what they can do to change / manage their own personal situation.

The course leaders act as mentors throughout the programme supporting the YP and linking them to other services. Similar to other HCG programmes, a strengths-based approach is adopted, supporting YP to be able to recognise their own individual strengths and the positive networks and communities available to support them. The Exodus programme was designed and developed by Upskill-U. Originally the programme was delivered in partnership with We Care Homes. In 2020 Up Skill U agreed to take over sole delivery of the programme. Across the duration of the programme 166 YP started the Exodus programme, with almost two-thirds (64%, 107 YP) completed the programme.

#### *Case Study L - Girls Group seminars (Upskill-U)*

*"2019-20 academic year has seen an increase in recruitment of students associated with high conflict areas and postcode wars. This can, at times, create conflict in and outside the classroom. A significant increase in conflicts between female students has been noted, which was not necessarily common in the past. One of these incidents resulted in five permanent exclusions. As a college, we identified need of preventive measures and educational action in order to prevent further conflicts. While the permanent exclusions could not be reversed, we employed strategies for future prevention.*

*One of the strategies employed were the seminars provided by Exodus/ Upskill-U. These seminars offered much needed guidance and clarity in terms of risks involved through illicit actions such as county lines, knife crime, joint enterprise and instigation.*

*We had a spate of recent incidences where several girls had posted images on social media boasting of their association with members of a local gang. There had been confrontation in the college which potential placed some of the girls at risk.*

*Cont. overleaf*

*We decided we needed bespoke the EXODUS seminars as a special girls group. We ensured that the girls involved in the incidences were part of the cohort. This enabled us to open up debates and targeted discussions around risk taking behaviour. A number of girls felt that the content and discussions really resonated with them and stayed behind the workshops for individualised support. Off the back of the positive feedback from the girls in attendance. We are looking at running an gender based empowerment programme female students."*

*Haringey 6th Form College*

#### *Case Study 'M'- Upskill-U Exodus Mentoring programme*

*M had been referred onto the mentoring programme following an unprovoked violent assault by four older boys. M had been deeply affected by the assault which had impacted on his behaviour. For example, he became very rude to his mother and was adamant that he had to protect himself including thinking about carrying a knife. There was concern that he may be at risk of being drawn into serious youth violence as a perceived form of self-defence.*

*M was matched with one of the programme's younger mentors. His mentor could relate to a lot of the issues and challenges M spoke about and also had his own lived experience around Knife Crime. He was able to share this in the context of the potential risks and dangers should M decide to carry a knife.*

*M completed a full 12 week programme plus an additional eight sessions with his mentor which focused a lot around peer pressure, critical decision making and managing personal safety. M was also a budding footballer and spent a lot of his spare time playing football. He used to frequent his local pitches but noticed some older guys that started to come there and draw in the "youngers" to "going country" as he put it. So he stopped going to that space. He tried going out of area but was fearful of being spotted and attacked so was struggling with finding safe places he could play. His mentor also spoke to him around his education and ambitions to go to college and pursue further education, M admitted to being in real turmoil about the whole situation.*

*His mentor and M targeted their work around these issues and did a lot of work around critical decision making and losses and gains of offending. His mentor supported M to get into a local football club including arranging transportation for the initial few sessions. Once he had made friends M was able to travel to training with other players. The intervention supported M to refocus on his studies and personal passion playing football. He secured a place at one of the top colleges in Haringey which he now attends.*

## SUMMARY AND CONCLUSIONS

This report presents an evaluation of the Haringey Community Gold programme, a partnership between Haringey Council and nine community based organisations aimed at supporting young people involved in or at risk of involvement in criminal exploitation and violence. The programme ran for three years, between January 2019 and December 2021, and was funded through the Mayor's Young Londoners Fund. It aimed to engage and support young people through a variety of services including outreach, play, sports & fitness, group and individual support programmes, employment support and a leadership programme.

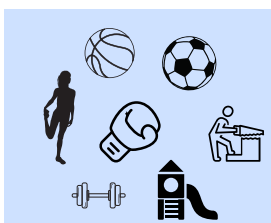
During the three year funding period a total of 6,924 young people were reached through the programme of which 3,819 (55 per cent) completed at least one activity/intervention. The majority of YP (70 per cent) engaged through the youth outreach team who provided a wide range of support and activities. Whilst the available monitoring data doesn't enable a breakdown of the number of young people engaging in each different type of activity provided by an individual partner, across all partners a total of 1,923 separate activities were made available to young people during the programme.

Qualitative data collated through the programme supports the key features of delivery originally identified by partners as being core to success. These include that:

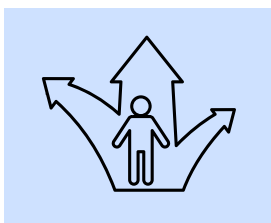
- **Support is provided in the community and by the community** - this is key as there is often a greater level of trust in community based organisations both from young people and their families/carers. Established community based organisations that have operated in areas for long periods are well known and there may be less fear and/or stigma attached to reaching out for support from them as opposed to more formal/statutory organisations.
- **Activities enable young people to connect with supportive, skilled, trusted adults** - it was perceived as key to the success of the activities was that they were run by individual's skilled at working with young people who commanded respect whilst also being approachable. Many reports were made of young people reaching out to programme staff outside of core activities demonstrating the importance of those links.

- **Activities provide opportunities for individual development** including practical, social and emotional skills as well as more formal training opportunities - even outside of the formal development activities offered through the programme a consistent theme in the qualitative feedback was that the programme staff consciously sought opportunities to allow young people to develop and demonstrate their skills and potential, be that leading a team of peers in an activity, helping to design a the lay out of play space, or contributing ideas in peer research. This strengths-based positive engagement and reinforcement was evident across partners.
- Programme leads to **enhanced referral networks**, making it easier for YP to access the right support (inc. multidisciplinary work and safeguarding) - a significant amount of resource within the youth outreach team was dedicated to connecting the programme with wider activities/organisations and and opportunities in Haringey (see Annex C for complete list). The fact that the outreach team was based within the Council facilitated this. The links between organisations made during the programme will be one of the positive legacies of HCG.

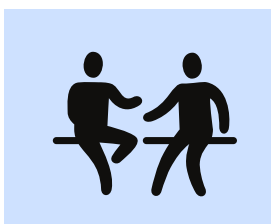
Importantly the programme was also youth-led meaning that young people could choose the activities or services that they wanted to engage with and some activities were developed specifically based on feedback from young people. Key things practitioners reported that the common things YP asked for were:



**'Things to do'**- HCG has enabled access to a wide range of enjoyable, positive activities, within safe spaces, facilitated by experienced youth workers. The support YP to keep active, safe and develop their social and emotional skills.



**'Opportunities'** - HCG has provided YP with opportunities to develop their skills and access training and employment. As well as providing practical opportunities the programme supports YP to see and recognise their own potential.



**'Someone to talk to'** - Through formal/informal mentors and group programmes HCG provides YP with safe spaces to talk to a trusted adult about their challenges and share their successes and hopes, as well as to be connected to further support/or opportunities.



A number of practical lessons related to the management and/or delivery of the programme are also highlighted including:

- Having clarity of funding and ensuring funding reaches delivery partners promptly is essential to ensure that partners are set up for success
- Targets must be able to reflect real world delivery challenges and recognise the flexibility required to deliver effective youth led provision - without this targets can have unintended consequences such as pushing 'quantity over quality' or creating disincentives for working with the most vulnerable young people, with some organisations reporting that they were having to resource additional support required from other funding or their own time.
- There is significant resource required to set-up and maintain partnerships which must be fully factored in to both timelines and costs of programmes
- Having a shared case management system could provide significant benefits including enhancing safeguarding and reducing reporting burdens.

Overall, despite challenges, primarily related to the global pandemic and related restrictions, the programme has engaged with more young people than originally projected (6,924 against a target of 6,000) and of those more than half (55%) were reported as completing activities/programmes (a proxy measure for YP fully engaging in available services) compared to an original target of 25 per cent. Qualitative feedback also suggests that the programme was delivered according to the principles set out in the Theory of Change. The connections made between organisations, both within the partnership and outside of it, will likely remain a positive legacy of the programme.

Data provided by Haringey Council also shows that levels of police recorded youth related violent crime have fallen in Haringey during the period of the programme. For example, violence with injury (non-domestic abuse) fell by 13 per cent during the period and knife crime fell by 31 per cent. It is not possible to say with complete certainty whether the Haringey Community Gold programme contributed to this fall particularly given the global pandemic and related restrictions that were in place, which inevitably drove significant behavioural changes within the population. Nevertheless, the evidence presented in this report demonstrates that the programme has been successful at reaching and supporting a large number of YP in the Borough, and in line with its clear theory of change, meaning that it can be reasonably argued that the programme would have been one contributing factor.

## ACKNOWLEDGEMENTS

We would like to give special thanks to all the HCG Delivery Partners for giving their time and expertise to support this evaluation, as well as to the young people who provided their valuable input and feedback.

We would also like to thank the HCG Delivery Partners and the many organisations that worked alongside them (see Annex C) for all their contributions towards supporting the brilliant young people of Haringey.



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**MAYOR OF LONDON**

# ANNEX A

## Demographic breakdown of programme starts

Gender:

	Yr 1	Yr 2	Yr 3	Total
Female	504	685	1,406	<b>2,595</b>
Male	410	1,322	1,709	<b>3,441</b>
Other	0	1	6	<b>7</b>
Unknown	450	111	320	<b>881</b>
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,924</b>

Age:

	Yr 1	Yr 2	Yr 3	Total
10-11 yrs	85	131	561	<b>777</b>
12-13 yrs	46	489	587	<b>1,122</b>
14-15 yrs	182	204	512	<b>898</b>
16-18 yrs	441	1,029	1,310	<b>2,780</b>
19-21 yrs	68	153	145	<b>366</b>
Unknown	542	113	326	<b>981</b>
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,924</b>

Ethnicity:

	Yr 1	Yr 2	Yr 3	Total
Asian or Asian British	11	99	265	<b>375</b>
Black or Black British	402	764	953	<b>2,119</b>
Chinese	1	9	269	<b>279</b>
Mixed ethnic background	38	161	294	<b>493</b>
White	94	530	757	<b>1,381</b>
Other	82	181	461	<b>724</b>
Not known	736	375	442	<b>1,553</b>
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,924</b>

Looked After/Care Leaver Status:

	Yr 1	Yr 2	Yr 3	Total
Yes	15	133	179	327
No	1	1,668	2,193	3,862
Unknown	1,348	318	1,069	2,735
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,924</b>

Special Educational Needs/Disability Status:

	Yr 1	Yr 2	Yr 3	Total
Yes	15	133	179	327
No	1	1,668	2,193	3,862
Unknown	1,348	318	1,069	2,735
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,924</b>

YLF Target Group Status:

	Yr 1	Yr 2	Yr 3	Total
Young people at risk of exclusion or involvement in criminal activity	1,157	1,553	3,309	6,019
Young people involved in criminal activity	18	147	106	271
Unknown	189	419	26	634
<b>Total</b>	<b>1,364</b>	<b>2,119</b>	<b>3,441</b>	<b>6,924</b>

Notes on data: Original data was submitted by individual partners quarterly and verified by the Constorium's managing partner NLPC. Data requirements and categories were set by the funder.

# ANNEX B

## HCG Youth Outreach Survey

During the last quarter of the programme the HCG outreach team sent out an online survey to young people who had participated in outreach activities during that period.

As the survey was shared both directly and through other partners (e.g. schools where workshops have been delivered) it is not possible to provide an exact response rate.

However it is possible to compare the number of completed responses with those who accessed the link to the survey but did not complete it to provide an estimated response rate. 252 people access the survey link of which 168 (67%) provided a response.

The following tables show the responses to the survey questions:

Q1:

Please circle the number which best describes the extent to which you agree or disagree with each of the following statements, from 1 (strongly disagree) to 5 (strongly agree):							
Answer Choice		1.Strongly disagree	2.Disagree	3.Neither agree nor disagree	4.Agree	5.Strongly agree	Response Total
1	The Youth Worker(s) made me feel respected	4	3	41	77	37	162
2	The Youth Worker(s) understood me and my situation	4	5	67	60	28	164
3	The Youth Worker(s) worked in partnership with me	2	7	47	82	25	163

Q2:

Please circle the number which best describes the extent to which you agree or disagree with each of the following statements, from 1 (strongly disagree) to 5 (strongly agree):							
Answer Choice		1.Strongly disagree	2.Disagree	3.Neither agree nor disagree	4.Agree	5.Strongly agree	Response Total
1	The support helped me personally cope with the problems I have/had	3	13	74	47	11	148
2	The support has helped me identify ways to tackle the problems I have/had	4	13	68	43	19	147
3	If I needed further support I know where to find it	3	7	21	84	34	149

Q3:

Would you recommend the service to family and/or friends?			
Answer Choice		Response Percent	Response Total
1	Yes	86.4%	114
2	No	13.6%	18

Q4:

Which of the following did you access through the Haringey Youth Outreach team (select all that apply)?			
Answer Choice		Response Percent	Response Total
1	1-2-1 support	15.5%	15
2	Basketball	7.2%	7
3	Football	17.5%	17
4	Boxing	8.2%	8
5	Conversation Forum	9.3%	9
6	Schools Workshop	63.9%	62
7	Referral to other support	19.6%	19

Additional feedback:

That's all, but if there's any additional feedback you'd like to give us please share it here. Thank you for participating in this survey!
Well done thank you for helping me
Haringey Gold has been so helpful, they found me a friendly place to go and make friends. They referred me to a great support at Sister System who have been great.
I want to thank my outreach worker for her understanding and support she gave to me. She referred me for jobs
It was a very positive experience, I never would have known all the wonderful services Haringey has to offer, such helpful, friendly and professional staff.
Love Haringey Gold mate big ups to the people working with the youth
Professional, friendly advice and quick response times. Was a great experience.
It was good, although i think there could be more specific examples (like the video shown towards the end) to relate to Tottenham and potential problems if a gang approaches you and strategies for this
Thank you

## ANNEX C

### **Organisations/Activities HCG Engaged With Outside the Consortium**

Alexandra Palace - Creative spaces and partnership  
Alexandra Park Secondary School – School Workshop  
Alexandra Park Theatre – Theatre Classes  
Belmont Primary School – School Workshop  
BUBIC - Homelessness support  
Campsbourne Primary School – School Workshop  
Chocolate Factory - Various partnerships  
Coldfall Primary School – School Workshop  
Collage Voices – Creative Sessions  
Community Cook-Up  
CONEL – School Workshop  
Dalmage Active – Basketball  
ELOP – Emotional, Social, and Support Services for LGBTQ communities Fusion - Leisure centre  
Future Wood Green - Vacancies  
Gladesmore Secondary School – School Workshop  
Greig City Secondary School – School Workshop  
Haringey and Enfield Network (HEY) - Training, Networking and Support  
Haringey ASB Teams  
Haringey Basketball Association  
Haringey Basketball for All  
Haringey Connected Communities  
Haringey Council's Early Help, Prevention and SEND Division - NEETs Engagement and hard to reach partnership work  
Haringey IGU - Partnership working  
Haringey Libraries  
Haringey Parks and Leisure  
Haringey Sixth Form – School Workshop  
Haringey Works – Employment Support Service

Haringey YAB – Supporting Youth Leadership Programme  
Haringey Youth Space - Partnership  
Harris Academy Secondary School Tottenham – School Workshop  
Heartlands Secondary School – School Workshop  
Hillsong Church London - Football programme  
Homes for Haringey - Housing and community space  
Hope In Tottenham – Mentoring Service  
Jacksons Lane - Theatre  
KORI – Training/Mentoring service  
LAE Tottenham – School Workshops and Scholarship programme  
Laureus - Networking  
Lee Valley Secondary School – School Workshop  
Lendlease - Apprenticeship scheme sponsorship  
MAC UK - Support  
MET Police - Referrals and partnership  
MIND Haringey – Mental Health Support  
Natixis Investment Managers UK – Scholarship programme  
Noel Park Big Local – Local Volunteering Programme (Employment Support Programme)  
Phoenix Community – Accommodation and Key Work Support Service  
PPCR - Fostering support  
Probation Service - Referrals  
Project OASIS (Middlesex Hospital)  
Selby Boxing Club – Boxing Sessions  
Sister System – Mentoring/Leadership Programme for young women  
St Ignatius Primary School – School Workshop  
St Thomas more Catholic Secondary School – School Workshop  
St. Francis De Sales Primary School – School Workshop  
St. John’s Primary School – School Workshop  
The Record Shop - Partnership  
The Selby Trust - Space for activity  
Tottenham Foundation – Kicks programme  
Women with a Voice - VAWG initiatives  
Wood Green BID - Corporate support  
Woodside Secondary School – School Workshop

Data provided by HCG Youth Outreach Team, Haringey Council.



