

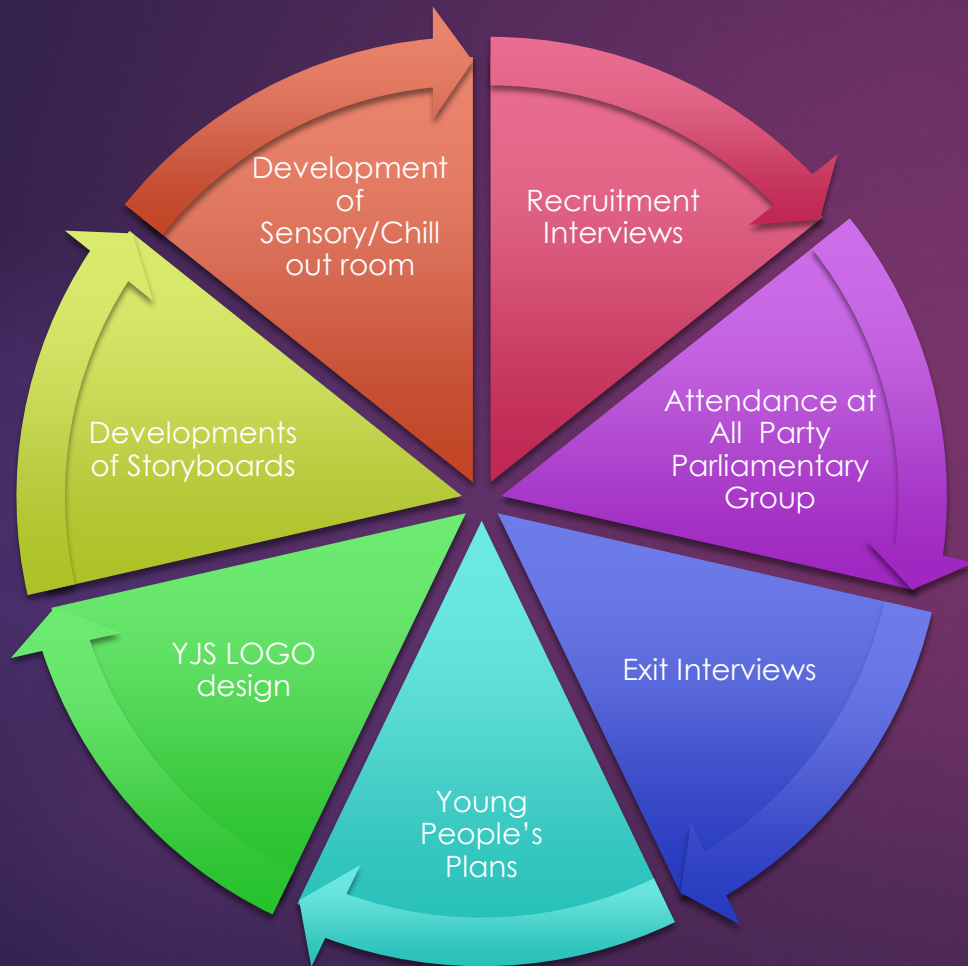


Haringey Youth Justice Service Overview

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KATE LITTLER – TEAM MANAGER

Child First & Participation



The Youth Justice Service – Reparation Projects



Turnaround

The Turnaround programme is funded by the Ministry of Justice. It is a voluntary Early Help style programme which is delivered by Haringey Youth Justice Service. The aim is to offer support to a child and their family as soon as a problem comes up with the aim of reducing the risk that children will enter the statutory Youth Justice System.

Some of the things the Turnaround Programme may help children and families will include:

Finding positive activities, help with employment, education, and training, advice and support around the consequences and involvement in anti-social behaviour, help with thinking and making positive decisions, help with managing emotions, support around substance misuse, support around physical and emotional health, advice on sexual health matters, parenting support

<https://youtu.be/BVAeL21YGEs?si=BJnt71hBwUdEJgYU>



TURNAROUND PROGRAMME



WHAT IS TURNAROUND?

The Turnaround programme is a voluntary Early Help programme which is delivered by Haringey Youth Justice Service (YJS).

The aim is to offer support to a child and their family as soon as a problem comes up with the aim of reducing the risk that children will enter the statutory Youth Justice System.



ELIGIBILITY CRITERIA

- Young person has come to notice of agencies with enforcement powers for **repeated** involvement in anti-social behaviour (social landlords, police, community safety)
- those involved in anti-social behaviour who have received a Community Protection Warning/Notice
- interviewed under caution following arrest
- attending a voluntary interview (caution plus three)
- subject to No Further Action decisions by police
- subject to a Community Resolution
- first-time youth caution, (not including Youth Conditional Cautions)
- released under investigation (RUI) or subject to pre-charge bail (PCB)
- discharged or acquitted at court
- fined by a court
- The child must not have previously received support from the Turnaround Programme.
- The child must not have previously been open to the YJS on a statutory Order.
- The child must not be a Child Looked After or open to CYP5 under a Child Protection Plan
- The child must not be receiving whole family support co-ordinated by a lead practitioner in Early Help.
- Children open as CIN may be eligible as long as there is a clear unmet need that the Turnaround Programme can meet as part of a co-ordinated plan.

HOW CAN IT HELP?

Turnaround can help young people and families by:



- o Finding positive activities
- o Help with employment, education, and training
- o Advice and support around the consequences and involvement in anti-social behaviour
- o Help with thinking and making positive decisions
- o Help with managing emotions
- o Support around substance misuse
- o Support around physical and emotional health
- o Advice on sexual health matters
- o Parenting support

AIMS OF THE PROGRAMME

- To prepare our children for the future and help them go onto to achieve positively
- To reduce the impact of offending and decrease anti-social behaviour in our communities and schools
- To help our children to learn from the mistakes they have made and to be able to move on successfully
- Children can be transferred to services that help reduce the likelihood of re-offending.

CONSENT

This is an entirely voluntary programme, there will be no penalty for non- engagement although every effort will be made to encourage young people and families to engage.

SCAN THE QR CODE FOR MORE INFORMATION!



PREVENTION@HARINGEY.GOV.UK

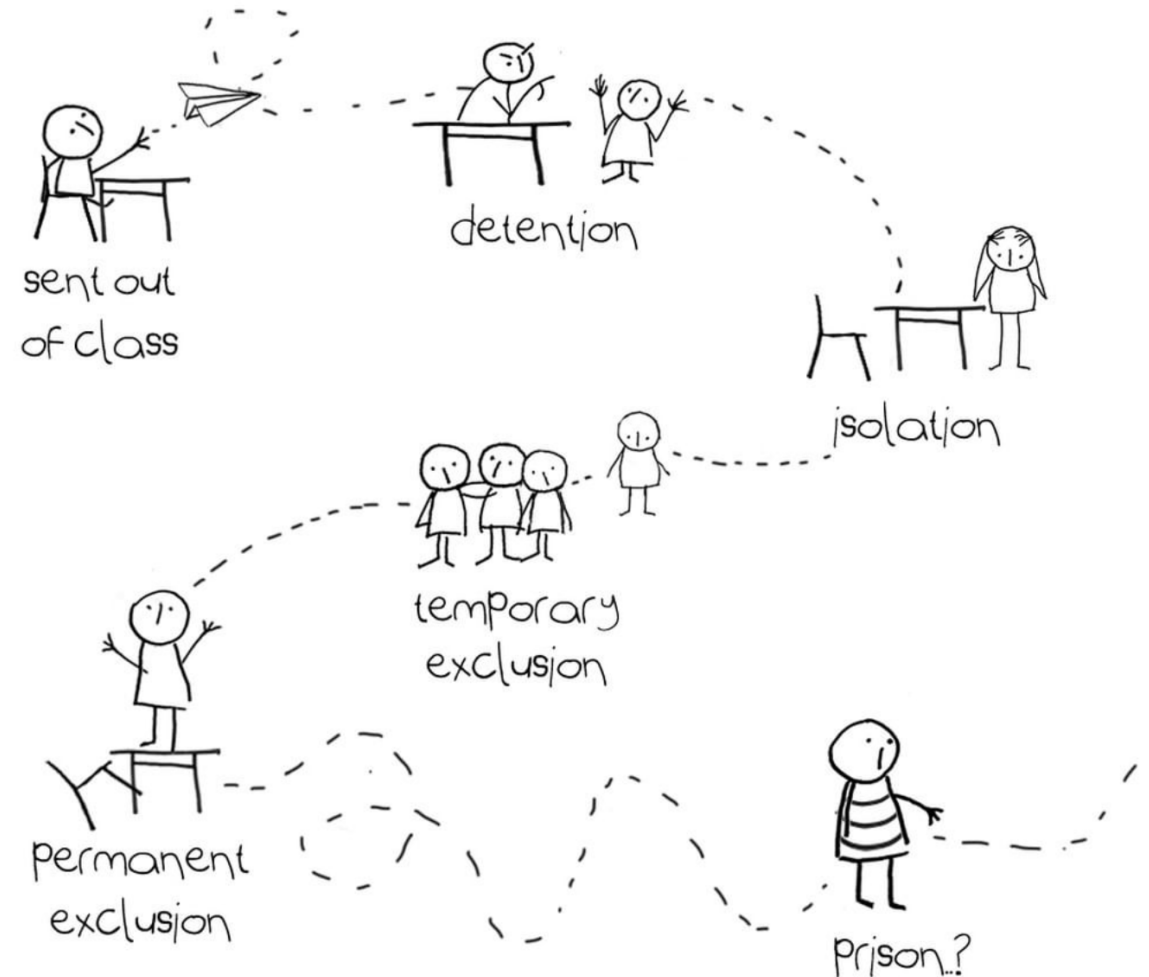
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Turnaround in Schools

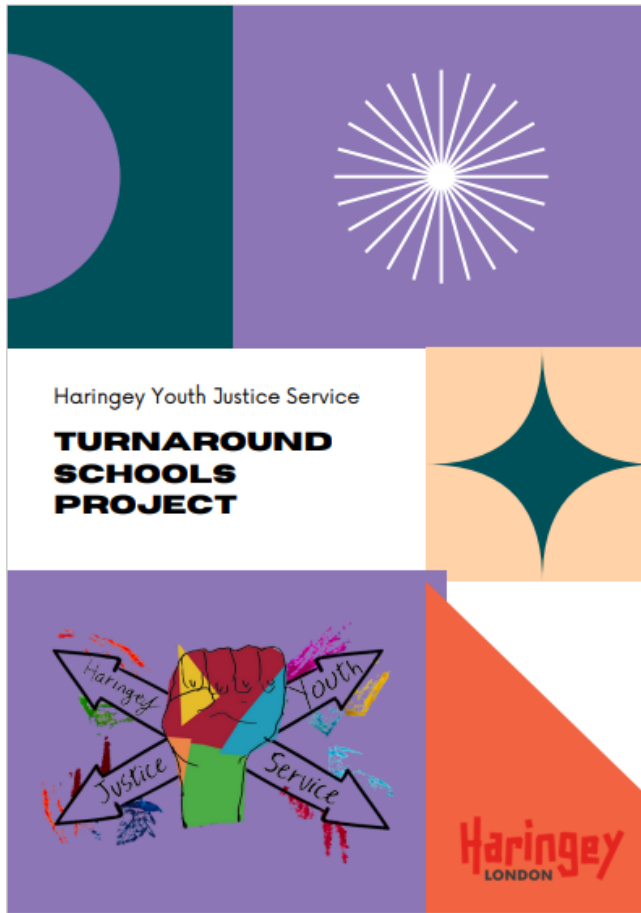
- ▶ Currently in 3 schools from September 2024
- ▶ Initial pilot began at Mulberry Academy – Woodside in September 2022
- ▶ Expanded to Highgate Wood in 2023/24 academic year
- ▶ Heartlands is a new school from September 2024



- Between 4-6 students identified by the school from 'at risk' register
- 1:1 intervention for 6-8 weeks with parental consent based on issues identified by school and student- can be extended if necessary
- Home visit takes place
- Access to positive activities provided by the YJS
- Remains active through school holidays
- Aiming to remain in mainstream education and not becoming known to YJS based on evidence of PRU to Prison pipeline



Schools workbook



The team use a school workbook we designed where they can pick and choose the interventions relevant to the child. Each child has unique learning needs, abilities, and challenges so a one-size-fits-all approach often fails to address differences in academic performance, social-emotional development, and behavioural issues.

Tailored interventions ensure that children receive the specific support they need to thrive in school and include:

- Managing emotions in school and at home
- Consequential thinking
- Weapons awareness and the law
- Planning for the future (education) and goal setting
- Family and relationships
- Safety planning in school, community and online
- Understanding joint enterprise
- Understanding Stop and Search

MY REACTIONS

Think about where you feel these emotions in your body and what the sensation feels like. Use the circles to make notes.

Some sensations might be: feeling dizzy, not being able to think, headaches, heart racing, eyes focusing, butterflies, sweating...

MONITORING MY EMOTIONS

Emotion Diary Week of: _____

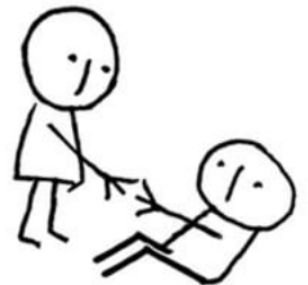
EVENT What happened	BELIEF What you thought	EMOTIONS What you felt	BEHAVIOR What you did	OUTCOME
Friend didn't invite me to a party.	He/She is mad and doesn't like me.	rejected and mad	Will not talk to him/her	Our friendship is over.
Friend didn't invite me to a party.	He/She might have had own private reasons and I respect the decision.	Calm, unbothered	Accept the decision and move on	Enjoy the next time you spend time and appreciate their greatness.

Outcomes/Developments

- All children referred by the school consented to engage
- Weekly sessions on allocated day
- Themes emerged around children not feeling understood by the teachers, teachers quick to send children out of the class, children not being prepared for lessons, concerns around friendship groups
- Children wanted to remain at school and in class
- Sessions have focused on consequential thinking, decision making, peer pressure, how to focus in lessons and set their intentions though positive changes
- Feedback to school around these themes- how can we support the school with these?

Areas of development:

- Children being referred who had absence concerns- were not in to complete the sessions
- Timeliness of referrals
- Parents were not always informed by the school/consent gained
- Concerns about child missing same lesson each week for the session
- Due to Turnaround criteria, if children were open to Early Help or on a CP plan we were unable to work with them



Feedback- Child's voice

I have used some of the skills in lessons like the 5 minutes rule and set my intentions before going into class. I have found they have worked.

I know education is the key to open up options in my future. I know the impact that getting into trouble could have on my future

I want to be at school and I understand it is the school's job to teach me



Case Study 1- a young musician

Turnaround Project provided support to a Black male student in Year 7. Concerns were raised about his behaviour both within the community and at school. The key issues identified were:

- ▶ **Anti-Social Behaviour:** There was a possibility the child was allegedly involved in anti-social activities in the community.
- ▶ **Peer Influence:** He was popular among older peers, which raised concerns about potential child criminal exploitation.
- ▶ **Transition Challenges:** The transition from primary to secondary school was proving difficult for him.
- ▶ **In-House Exclusion:** He was attending Laurel, an in-house exclusion program within the school.
- ▶ **Emotional Struggles:** The student faced emotional challenges.

Unveiling the musician within...

Intervention

- ▶ During the identity workshop sessions, the student revealed a fascinating aspect of his life: he was a budding music producer and DJ. His passion for music had made him well-known in the community. Armed with this insight, we shared it with the school staff. There was no evidence to suggest he was involved in criminality. His love and talent for music is the reason he was popular not due to being involved in criminality.

Positive Impact

- ▶ The revelation about his musical talents changed the perception of teachers. They now understood that his popularity stemmed from his creative pursuits rather than negative behaviour. This shift in perspective had a profound impact on the student's behaviour. Our worker, who also had a love for music, built a strong rapport with him. They discussed how the student could market himself as an independent artist, finances and why he needed education to help him with his dreams. This was a good way to engage the child with understanding the importance of education and behaving in classes.

Outcomes

The results were remarkable:

- The students class performance improved.
- Parents and the school provided positive feedback regarding intervention.
- He successfully returned to mainstream classes.
- Our services were no longer required to support with addressing his behaviour.

Conclusion

This case study highlights the importance of understanding each student's unique identity and interests. By recognising and celebrating his passion for music, advocating for him and changing teachers perceptions of him, we transformed a potentially troubled path into one of growth and success.

Back to school

- ▶ Putting together 'Back to School' packs for the incredible young people in our service.
- ▶ We know how challenging school can be, especially when education has been disrupted. That's why we packed these bags with care, filled with essentials and a few surprises to help them start the school year with confidence and a smile.
- ▶ Every item is chosen to inspire and support them on their educational journey including stationery, water bottle, geometry sets, fidgets, affirmation cards, hygiene products and some sweet treats.

