



Evaluation of School, Social Work, Police and Community (SSPC) Project

East Renfrewshire Council East Renfrewshire CHCP and Partners

Blake Stevenson's Final Report

Technical Appendix

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Interview Schedules

Evaluation of the School, Social Work, Police and Community Project

Stakeholder Interview Schedule

This is a generic schedule to be used flexibly according to the interviewee and their responses.

Professional remit and contribution to the SSPC Project

1. Could you please confirm your job title, and give me a brief overview of your remit.
2. To what extent are you and your organisation/department involved in the SSPC project?
3. What resources (financial and in-kind) does your organisation/department commit to the SSPC project? What has been the impact of this on your organisation?
4. How do you liaise with other organisations and departments within the Council in relation to the SSPC project – what are processes involved? Are there any ways in which they could be improved?
5. To what extent does your involvement in the SSPC project enable your organisation to achieve its objectives?

Role and involvement in the YPRG

5. What does the YPRG aim to deliver in terms of outcomes for young people? How does this differ from the situation previously?
6. How do you see the role and remit of the group in relation to the role and remit of the Reporter (consultant to ask in particular about reduction of referrals to the Reporter)
7. Please tell me about your contribution to the group. How does your contribution compare with that of the other members? (Do all members contribute equally? Do some members tend to take a lead?)
8. What are your views on the quality and usefulness of the data and information provided by the organisations/Council Departments involved in the group?



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9. The vast majority of referrals to the YPRG come from the police. Is this the group's intention? If not, what are the reasons for other agencies not referring young people?
10. Please tell me about the criteria and processes for initial referrals to the YPRG. Are there any improvements that could be made to these?
11. Please give me an overview of the young people referred to the group. What are the main reasons for referral?
12. How does the YPRG make decisions about the young people referred to it? To what extent are members equally involved in making these decisions?
13. To what extent are young people themselves able to influence decisions taken by the group?
14. What are the systems for reporting back on the outcomes for the young people involved? How does the YPRG determine when a "case" should be closed?
15. To what extent do YPRG members link in with the family support worker employed through Social Work?
16. What do you feel works well in the YPRG? What factors contribute to this?
17. What do you feel works less well? Please explain your answer.
18. What are the difficulties and challenges that the YPRG faces, and how can these be addressed?
19. To what extent do you feel that the YPRG is able to deliver improved outcomes for young people compared with the previous situation?

General questions

20. Do you feel that the SSPC project has resulted in service providers, including your own organisation, making changes to how they deliver services? (consultant to ask for concrete examples).
21. Do you have any evidence of the SSPC project activities being integrated into the wider children and families and community safety strategic planning?
22. To what extent do you feel the SSPC project offers value for money? Please explain your answer.
23. To what extent has the SSPC project enabled the joining up of Youth Service and Youth Justice resources to allow for more effective targetting of diversionary resources?



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24. To what extent is the targetting of resources based on robust data/evidence on the nature and patterns of youth offending in East Renfrewshire?
25. How do you see the activities of the SSPC being sustained over the longer term?
26. What do you feel are the key factors which could further support early intervention and prevention strategies in East Renfrewshire (eg more community facilities, better alcohol awareness programmes, more support for parents etc)?
27. Do you have any final comments to make about the SSPC project?



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Evaluation of the School, Social Work, Police and Community Project

Campus Police Officers

Professional remit

1. Please give me an overview of your remit. (Consultant to ask follow up questions and also to gather info on: the school/s covered, number of hours worked per week, how long in post etc.)
2. What outcomes are you aiming to achieve in relation to young people; the school as a whole; the local community; partner agencies?
3. Which young people is your service targeted at (is it all young people or only those at risk/involved in offending behaviour?)
4. To what extent do you liaise with local families and community members? To what extent has this resulted in improved relations with the local community and increased their perceptions of safety?
5. How did young people, the local community and teaching staff initially react to you? Has this changed over time?
6. To what extent do you work in partnership with other professional groups within the school? Please give me examples. How well does this work? Are there any ways in which joint working could be improved?
7. What do you feel have been the key impacts of your work on:
 - pupils
 - the school as a whole
 - the local community
 - partner agencies?

What evidence do you have of these impacts?

Involvement in the YPRG

8. What do you see as the role of the Young People's Referral Group?
9. What does the YPRG aim to deliver in terms of outcomes for young people?
10. Please tell me about your contribution to the group. How does your contribution compare with that of the other members?



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11. What are your views on the quality and usefulness of the data and information provided by the organisations/Council Deartments involved in the group? To what extent are you able to act on the information provided?
12. Does the police ever cross-reference information on young people with information on their parents or other family members? (Is this done systematically or on an ad hoc basis?)
13. The vast majority of referrals to the YPRG come from the police. Is this the group's intention? If not, what do you feel are the reasons for other agencies not referring young people?
14. Please tell me about the criteria and processes for initial referrals to the YPRG. Are there any improvements that could be made to these?
15. Please give me an overview of the young people referred to the group. What are the main reasons for referral?
16. How does the YPRG make decisions about the young people referred to it? To what extent are members equally involved in making these decisions?
17. To what extent are young people themselves able to influence decisions taken by the group?
18. What are the systems for reporting back on the outcomes for the young people involved? How does the YPRG determine when a "case" should be closed?
19. What do you feel works well in the YPRG? What factors contribute to this?
20. What do you feel works less well? Please explain your answer.
21. What are the difficulties and challenges that the YPRG faces, and how can these be addressed?
22. To what extent do you feel that the YPRG is able to deliver improved outcomes for young people compared with the previous situation? To what extent does it improve opportunities for young people to participate positively in the community?

General questions

23. Do you feel that the SSPC project has resulted in service providers, including your own organisation, making changes to how they deliver services? (consultant to ask for concrete examples).
24. What do you feel are the key factors which could further support early intervention and prevention strategies in East Renfrewshire (eg more



community facilities, better alcohol awareness programmes, more support for parents etc)?

25. Do you have any final comments to make about the SSPC project?



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SSPC Interview Schedule for Young People and Parents

Aim: To carry out in depth 1:1 interviews with 10 young people and their parents/carers who have been directly involved with the YPRG.

Consultant: explain what we are doing and why. Explain the privacy and confidentiality issues. Let the parent/carer and young person know that in order to do this work we have had to be given access to their case notes, and ask them for their permission to discuss these with them.

Depending on the relationship between the parent/carer and child it may be necessary to negotiate to spend some talking with each of them individually and then talking to them together – or simply doing two separate interviews if necessary.

Say we would like to talk to them about their involvement with the YPRG – if necessary re-phrase that to be clear that you are both talking about the same thing!

Eg – “when the police stopped you - it says in the notes that I have – that you were involved in some bother about vandalising a car - they referred you to a group called the Young Person’s Reference Group for them to discuss the best way forward for you - do you remember that – are you aware that is what happened?”

Stress this meeting is not about seeking to blame anyone and that what will be discussed will have no bearing at all on what will or will not happen to them. We are trying to find out if the YPRG works well for the young people it is involved with and we need their help to do that.

This is an opportunity for them to get their view across about how they have been treated.

Say that we would like to hear their story – and that of the parent/carer – of what happened then, what led up to it, and what has happened since.

Let them talk, with prompts to make sure you understand, and to make sure you cover all the points we want to get out.

The questions below cover the information we need to know but in the interview please amend the language to be much more informal and conversational.

Method: The autobiographical technique.

1. How and why did you first come to be involved with the Young Person’s Reference Group (YPRG)?



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2. How did you feel about being referred to the YPRG?
3. Have you any comments about how quickly/smoothly your case was processed?
4. Did you feel that sufficient information was provided to you about the purpose of the YPRG at the stage when you became involved with it?
5. How did you find the experience of the YPRG? What was good and what was bad?
6. Did you benefit from contact with any services or projects as a result of the decision made by the YPRG about your case? If yes, what was good and what was bad about these services or projects?
7. Has your involvement with the YPRG resulted in any positive change(s) in your life?

For example

As a result of your involvement with the YPRG:

- a. Has your attitude towards the police changed?
- b. Do you feel safer in your community?
- c. Have your relationships with family and friends changed?
- d. Has your attendance at school changed?
- e. Have your plans for the future changed?
8. If you have experienced any positive change(s), what do you think the causes of change(s) might have been?
9. What opportunity did you have to feed your own views and opinions into the YPRG decision-making process?
10. Would you have any recommendations about ways in which the YPRG could be improved?
11. What is the nature of your current involvement with the YPRG? (has your case been closed or is it still being held?)
12. Have you ever had any contact with the Children's Hearings System? If yes, how did your experience of engaging with the YPRG differ to the Hearings System? (Better, worse, about the same).
13. Do you have any further comments to make?

Focus Group Schedules

SSPC Focus group with youth workers

1. Please give me an overview of your remit within schools
2. What outcomes are you aiming to achieve in relation to young people; the school as a whole; the local community; partner agencies?
3. Which young people is your service targeted at (is it all young people or only those at risk/involved in offending behaviour? To what extent does this cross over with the target groups of the Campus Police Officers?)
4. To what extent do you work in partnership with the Campus Officers within the school? Please give me examples. How well does this work? Are there any ways in which joint working could be improved?
5. Do you feel that the presence of Campus POs has resulted in a positive change in terms of feelings of safety within the schools? To what extent does your work contribute to this?
6. What other impacts have the Campus POs had on the schools?
7. Do you feel that the Campus POs have improved links with the local community? Please explain your answer.
8. To what extent has there been an improvement/change in information sharing, co-ordination and relations with the CPOs and school staff?
9. What actions have Campus POs taken to improve safety within schools? What are your views on these?
10. What do you feel needs to be done to sustain improvements within the school environment and amongst local communities?
11. Please explain how your service links in with the YPRG. What are your views on this group?
12. What do you feel the group delivers in terms of outcomes for young people? How does this compare with the previous situation?
13. Do you have any further comments to make?

SSPC Focus Group Schedule for Young People based in schools

Aim: To carry out focus groups with young people based in schools where Campus Police Officers are currently based.

1. What, if anything, do you know about East Renfrewshire Council's Schools, Social Work, Police and Communities (SSPC) scheme?
2. As regards the issue of anti-social behaviour/violence, how big an issue/problem is this in East Renfrewshire?
3. Have you every witnessed anti-social behaviour/violence? If yes, where did this take place?
4. Have you ever been the victim of anti-social behaviour/violence? If yes, did this take place in school or in the community?
5. Campus Police Officers are now in place in several schools, including this one. What has been the impact of the introduction of Campus Police Officers in this school?
6. What are the various tasks that CPOs are involved in?
7. How does having a CPO in school make you feel?
8. How comfortable are pupils in approaching a CPO with a problem/concern?
9. How do you and other pupils relate to the CPO?
10. What do they do which is helpful/unhelpful to reducing violence/disorder?
11. Is the school atmosphere now better than it was before CPOs were in the school?
12. CPOs are based in one school but have responsibility for several schools. Do you feel that CPOs spend enough time in your school?
13. What should happen in the future with CPOs in schools?
14. Have you any other comments?

Appendix 3

Feelings of Safety Gauge for Young People

Personal Feelings of Safety

As part of our research we would like to find out a little bit more about how safe you feel in school. We would be grateful if you could complete the questions below, ticking the box with the relevant answer. This information will be treated as confidential and you do not need to note down your name as it is also anonymous.

Thank you

Before the introduction of Campus Police Officers, how safe did you feel in your school?

VERY SAFE	SAFE	NOT VERY SAFE	NOT SAFE AT ALL

Now that Campus Police Officers have been introduced, how safe do you feel in your school?

VERY SAFE	SAFE	NOT VERY SAFE	NOT SAFE AT ALL

Before the introduction of Campus Police Officers, which of the following statements would have best described your school?

MY SCHOOL WAS A SAFE PLACE FOR EVERYONE	MY SCHOOL WAS A SAFE PLACE FOR MOST PEOPLE	MY SCHOOL WAS A SAFE PLACE FOR SOME PEOPLE	MY SCHOOL WAS A SAFE PLACE FOR FEW PEOPLE

Since the introduction of Campus Police Officers, which of the following statements best describes your school?

MY SCHOOL IS A SAFE PLACE FOR EVERYONE	MY SCHOOL IS A SAFE PLACE FOR MOST PEOPLE	MY SCHOOL IS A SAFE PLACE FOR SOME PEOPLE	MY SCHOOL IS A SAFE PLACE FOR FEW PEOPLE

List of Sources

Prevention and Reduction of Violence – Working with Children and Young People	January 2006	Wendy Harrington
Proposal to Introduce Campus Officers within an SSP Framework in Schools in East Renfrewshire Council	September 2005	Wendy Harrington
Evaluation of the Young People’s Referral Group	September 2006	Wendy Harrington
Campus Police Report	January 2008	Inspector Tom Halbert, Violence Reduction Unit
Report of the Improving the Effectiveness of the Youth Justice System Working Group	December 2002	The Scottish Government
Proposal to introduce Police Campus Officers within an SSP framework in schools in East Renfrewshire Council		Inspector Tom Halbert
Performance Update Report	July 2007	Scottish Children’s Reporter Administration
Persistent Young Offenders		Scottish Children’s Reporter Administration
Restorative Warnings in Scotland	2005	Scottish Executive
Dealing with offending by young people	August 2007	Audit Scotland
Implementation of the Danish SSP system in East Renfrewshire Council to prevent and address youth offending	September 2005	Wendy Harrington
SSP (School, Social Services, Police) Co-operation, Denmark	November 2006	Wendy Harrington
Paper in Support of Scottish Executive Funding for SSPC Project	April 2006	Wendy Harrington
Police, Schools and Crime Prevention: A preliminary review of current practices	2004	Margaret Shaw

List of YPRG Members

Mark Armstrong	Barrhead High School
Kevin Atherton	East Renfrewshire Council
Emma Ball	East Renfrewshire Council
Susan Craynor	East Renfrewshire Council
Linda Gordon	Mearns Castle High School
Graham Hall	East Renfrewshire Council
Joe Herd	St Lukes High School
Sandy Jamieson	Eastwood High School
Colin Laidlaw	Strathclyde Police
Louise Long	East Renfrewshire Council
Harry Maxwell	East Renfrewshire Council
Padraig McAtarsney	East Renfrewshire Council
Carol McIlwaine	East Renfrewshire Council
Neil Macdonald	St Ninians High School
Alex Muirhead	Williamwood High School
Julie Paterson	SCRA
Raymond Prior	East Renfrewshire Council
Duncan Rose	Woodfarm High School
John Stewart	East Renfrewshire Council
Eleanor Thomason	East Renfrewshire Council
John James Turner	East Renfrewshire Council
Crawford Weir	Strathclyde Police
Raymond Weir	Barrhead High School
Lisa Woolfson	SCRA