

▶ Tackling it

Together ◀

◀ Truancy and Crime ▶

# Foreword

Estelle Morris and David Blunkett

We are committed to raising educational standards and combating social exclusion to ensure all young people have enhanced life chances. Young people's achievements and realisation of potential can only be improved if they have access to school and learning.

Improving school attendance and reducing absence levels are key elements of our attainment agenda and are critical to reducing crime levels in the longer term. We have a target to reduce unauthorised absences by a further 10% by 2004.

We know that the best way of tackling non-attendance is by professionals working together to share skills, ideas and resources. We have made attendance a priority in our funding to schools and communities through initiatives such as Connexions, Sure Start, Childrens Fund, Youth Inclusion Projects and most importantly the Social Inclusion Pupil Support Grant to secondary school.

Schools have a responsibility to engage pupils in learning and promote attendance. This is done by ensuring the quality of teaching, rigorous monitoring systems, which enable resources to be targeted at areas of need, and the engendering of an ethos which supports and encourages all pupils. This is an issue

for all of us and not just the schools. It involves parents and families accepting their responsibilities. It engages the education welfare service. By necessity it also involves the police who not only have to deal with the outcome of truancy in relation to street crime, shoplifting and the general nuisance but the essential liaison with schools which is now a feature of our developing policy.

Schools must be a safe learning environment and we have a duty to ensure that our young people are not vulnerable to becoming victims of crime either at school or on the way to and from school. This necessitates the involvement of other agencies including the police, youth offending teams and others in working to deliver this wider agenda.

In this handbook we hope to share best practice from local areas that have made an impact on attendance and crime reduction and to show the multi agency working that has supported this work.

David Blunkett  
Secretary of State for the Home  
Department

Estelle Morris  
Secretary of State for Education and Skills

April 2002



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# Case Studies

These case studies aim to assist partnership working to ensure increased attendance and reduced youth crime.

Effective partnership working at a local level is crucial to ensure there is a joint understanding of problems and investment in achieving lasting joint solutions.

In the following pages you can see a selection of case studies involving joint working that has made a positive impact and improved the lives of the young people they are aimed at helping.

Each case study includes contact details so that you can get in touch and share ideas. Further case studies can be accessed from the DfES Attendance website  
[www.dfes.gov.uk/schoolattendance](http://www.dfes.gov.uk/schoolattendance)

trust support inclusion



# Schools and LEAs

Many schools and LEAs are looking at a variety of ways to increase the attendance of pupils.

Some LEAs are working strategically across their authorities to tackle identified target groups of young people. Schools are also considering how they can make the best use of resources by targeting key groups.

The following case studies show a range of initiatives currently being used.

building trust





# Benfield School, Newcastle Upon Tyne, Student Support Centre

## CONTACT DETAILS

Nick Weaver  
Student Support Centre Manager  
Helen Wilson  
Education Welfare Officer  
Benfield School  
Benfield Road  
Newcastle upon Tyne  
NE6 4NU

## KEY ISSUES

Aims:

- To reduce numbers of students who are permanently excluded
- Improve school attendance

## DETAILS OF THE PROJECT

- The SSC is based in two rooms, one of which is set out more as a traditional classroom with but with workstations screened off
- There are ICT facilities within the room
- The second room is opposite the other and is set out very differently to allow less formal work to take place here. This is where the Education Welfare Officer (EWO) is mainly based.
- Both rooms teach behaviour management for students but with different cohorts of children.

The second room, being more therapeutic, is targeted at the more vulnerable students whereas the first room is used for the more disruptive element of the school.

- There is a shared office too
- Staffing consists of the EWO in one room and one teacher plus a LSA in the other. Some of the teaching is done by the Head and one Assistant Head.

## AGENCIES INVOLVED

School and Education Welfare Service plus access to various outside agencies as necessary.

## COST

Once the base was set up then the running costs are those of the staff involved.

## EVALUATION

At present exclusions are running at 50% of last years and attendance has increased by 1%.



# Darwen Vale High School

## 'In-School' Social Inclusion Panel

### CONTACT DETAILS

For more information contact:

Lynn Dunning  
Headteacher - Darwen Vale High School

Tel: 01254 223000

Margaret Nowell  
PRU Manager

Tel: 01254 680523

Lawrence Warburton  
Principal EWO

Tel: 01254 587633

### KEY ISSUES

- Relatively simple to set-up
- "No costs" initiative – utilises existing provision allocated to the school
- Allows for the dissemination of good practice and better information sharing
- Facilitates more effective multi-disciplinary working, leading to greater efficiency through the earlier identification of pupils' problems
- Enables the school and support services to adopt more preventative approaches
- Allows LEA officers' to adopt the role of "critical friend" to the school, i.e. support and/or constructively challenge school practices.

### DETAILS OF THE PROJECT

The Social Inclusion Panels are half-termly multi-agency meeting which bring together representatives from all the LEA support services – including the Education Welfare Team, the Educational Psychology Team and School Improvement Officers – middle and senior managers within the participating secondary school, the Youth Service, the Social Services Department, the Youth Offending Team and/or Police.

At each panel meeting the school raises the names of any pupils who are causing concern and the strategies that have been used to support them. The other professionals then offer their input and, if deemed necessary, become involved with the pupil. Most, if not all, of the concerns are regarding poor pupil behaviour. The meeting process often identifies wider, more general issues that need to be tackled and so this enables the LEA to work in a more "supportive but challenging" roll with the individual secondary schools.

The panel meetings help promote the dissemination of good practice by encouraging a mutually supportive "no blame" culture, they also stimulate creativity and develop more innovative ways of working. In our experience the



productivity of individual school panels develops over time. They are now highly valued by the schools involved and are a productive use of both their own and the LEA's staff time.

### **AGENCIES INVOLVED**

- Education Welfare Team
- Educational Psychology Service
- Pupil Referral Unit
- School Improvement Team
- Youth Service
- Police
- Youth Offending Team
- Social Services ('Equal Chances Team' for looked after children).

### **COST**

The only cost is the participants' hours and for most of the LEA officers' attending the panel meetings, this comes out of their identified time and/or sessions allocated to support the school. The school provides the venue (and refreshments) free of charge.

### **EVALUATION**

Recently identified by Ofsted as an improved school.

Reduction in unauthorised absences (improved by 0.6% from 1999/2000 – 2000/01).

Reduction in the number of permanent exclusions (this has come down from 14 in 1999/2000 to 2 in 2001/02).

Recent reduction in the number of fixed-period exclusions.

The panel is highly valued by the school staff.



# Drayton School: Learning Together to Succeed

## CONTACT DETAILS

Graham Robb  
Headteacher  
Drayton School  
Drayton Rd  
Banbury  
OX16 0UD

Tel: 01295 253181

Fax: 01295 279876

Email: [admin@draytonschool.fsnet.co.uk](mailto:admin@draytonschool.fsnet.co.uk)

## KEY ISSUES

- 11-16 Comprehensive school. Currently 560 on roll. 180 on SEN levels 1-5 (old) with 20 on Statements. Lowest SAT entry scores in Oxon. 20% 5A\*-C in 2001
- An area of low educational attainment in a boom town economy
- Attendance around 86%
- Significant degree of family alienation from learning focus
- School was in Special Measures from 1997- 2001. Two of five primary partnership schools were in Special Measures plus one in serious weaknesses.

## DETAILS OF THE PROJECT

Strategies to promote inclusion:

- 1 KS4 Curriculum development making use of maximum flexibilities and vocational courses in partnerships with employers, college.
- 2 KS3 Learning Centre (Learning Support Unit) as focus for reintegration strategy plus community based learning.
- 3 Use of Connexions Service Personal advisers.
- 4 Drayton Partnership Behaviour Strategy: LEA funded support for behaviour management across 5 primary schools and Drayton.
- 5 Multi agency work: School multi agency team, Education Social Work, EBD Outreach team, Counsellor, nurse, Ed Psychologists, PRU, Connexions , Police, Social Services. Terrence Higgins Trust worker also involved.
- 6 Problem solving through restorative Justice – Thames Valley Police.
- 7 Education Youth Worker and Attendance Support teacher (across yr 5-8) and additional ESW time for yr 9, to raise attendance and attainment.





## **AGENCIES INVOLVED**

- Oxon LEA: School, Education Social Work Service, EBD Outreach Team, Pupil Referral Unit, Health service, social services
- Connexions service
- Thames Valley Police: Beat Officer, Restorative Justice Team

## **COST**

For Drayton the Standards Fund supports c £60,000 per year plus Connexions service. The actual costs to Drayton School are in the region of £100,000 p.a.

## **EVALUATION**

There is evidence of improved attendance, attainment and improved behaviour of the target group in the Learning Centre. The strategies appear to be most successful for boys.

The Multi agency approach has targeted resources by assigning cases and agreeing tasks. For students with a range of needs these strategies are evidently achieving measurable improvements. Despite these efforts there are four students (all girls currently) for whom such high level strategies do not work. These students seem to need single person interventions constantly. The boundaries of what is achievable by inclusion are being explored. Permanent exclusion is used now only on the grounds of Health and Safety.



# Education Welfare Service Parental Consultation Survey

## CONTACT DETAILS

Gillian Cookson

Lancashire Education Welfare Service

Tel: 01772 261724

Fax: 01772 261451

Email: Gillian.Cookson@ed.lancscc.gov.uk

## KEY ISSUES

Consultation with parents as consumers of a Service very often not sought by them initially. An appropriate method of seeking their views was required.

## DETAILS OF THE PROJECT

- Questionnaire devised by EWS Working Group
- Independent researcher/interviewer with appropriate experience engaged
- Names of parents randomly selected by agreed method across the County
- 84 families contacted, and 58 interviewed as a result (69% response rate)

## AGENCIES INVOLVED

- Education Welfare Service
- Parents

## COST

Cost of survey: £2,500

Cost of survey report: £5

## EVALUATION

Achieved collation of reliable data from consumers, including those who had not requested Education Welfare's services.

81% of respondents reported some degree of positive outcome following EWS input, and 70% found the input "helpful" or "very helpful."

Feedback also showed some confusion by parents with other agencies and services, and some variation in approach by EWOs in different teams.

A time-consuming but valuable exercise.



# Greater Merseyside Regional EWS Management group

## CONTACT DETAILS

Co-ordinator for meetings  
Ged McNally  
Principal Education Welfare Officer  
St. Helens LEA  
Rivington Centre  
Rivington Road  
St. Helens  
WA10 4ND  
Tel: 01744 455 444  
Email: gedmcnally@sthelen.gov.uk

- St. Helens
- Liverpool
- Knowsley
- Sefton
- Wirral
- Halton
- Warrington
- Wigan
- West Lancs

## KEY ISSUES

- To identify and share good practice on a regional basis and provide a support
- Mechanism for managers and service heads

## DETAILS OF THE PROJECT

The group meets on a month to half termly basis and the meetings are rotated to those authorities that are involved.

## AGENCIES INVOLVED

Education Welfare Service managers and Principal Officers. The authorities involved are:

## COST

The costs are shared costs as much as the meetings are rotated. Meetings are arranged through St. Helens LEA (namely the PEWO).

## EVALUATION

Many of the meetings are for information sharing and mutual support. Many policies have been shared and adopted in each of the Authorities. This has led to a shared extra District Protocol for pupils moving around the regional borough areas.

Officers also feel more supported and people are contactable on a local basis to give advice and guidance.



# Holidays in Term Time

## CONTACT DETAILS

Mr Alan Cogswell  
Head of Education Welfare Service  
Bury MBC

Tel: 0161 253 5662

## KEY ISSUES

Numerous complaints from Head Teachers regarding the number of holidays taken during term time.

## DETAILS OF THE PROJECT

Following growing concern from Head Teachers regarding parents taking holidays during term time, and the consequent disruption to children's education, plus a general mis-understanding of the law related to absence for holiday purposes, the Education Welfare Service issued a letter to every parent or guardian in the Borough of Bury.

It is the intention of Bury Education Welfare Service, in conjunction with our Head Teachers, to monitor the problem and to take appropriate action with persistent offenders.

## AGENCIES INVOLVED

- Education Welfare Service
- Coverage on Radio 4 and on regional television

## COST

£400.00

## EVALUATION

Hopefully we will see an improvement when next requesting figures from schools.





# Liverpool

## Outbound Call System

### CONTACT DETAILS

Ron Collinson  
Principal Pupil Attendance and Education  
Welfare Officer  
Liverpool Education and Lifelong Learning  
4 Renshaw Street  
Liverpool  
L1 4AD  
  
Tel: 0151 233 2895  
Email: ron.collinson@liverpool.co.uk

### KEY ISSUES

- An out of hours home contact system to reinforce regular attendance
- A PAEWS (Pupil Attendance and Education Welfare) - initiated/directed system of home telephone contacts facilitated through the Liverpool Direct Call Centre.

### DETAILS OF THE PROJECT

Liverpool Direct, the Authorities Call Centre, provide an out of hours call system to the families of pupils with irregular attendance records.

The PAEWS identifies, with schools, pupils with irregular attendance and for whom there is a valid contact telephone number.

Call Centre capacity currently allows for up to 500 pupils to be identified as potential calls.

Initially via experienced PAEWS staff (with a brief to help train up Liverpool Direct call centre staff) calls to pupils homes are made from the Call Centre facility between the hours of 5pm and 9pm (Monday to Thursday).

The contact period initially identified is 4 weeks.

PAEWS provide agreed contact protocols and recording pro-forma.

The calls are intended to inform parents/carers of the extent of a pupils absences; advise on the impact of absence on a pupil and his/her school; where appropriate inform a parent/carer of the legal implications of absence and finally give advice on where support and guidance may be accessed.

Where appropriate repeat calls will be made.

All contacts are built in to the PAEWS casework with a particular pupil.

### AGENCIES INVOLVED

- Pupil Attendance and Education Welfare (PAEWS)
- Liverpool Direct (Authority Call Centre)
- Schools



## **COST**

Nil costs from Liverpool Direct at present - will be evaluated in due course.

Overtime costs to participating PAEWS staff.

## **EVALUATION**

Monitoring of target pupil cohort attendances during and for a half-term beyond the contact period benchmarked against pre-contact attendance levels.

Assessment of the contact process as it occurs, including parental comment.

Feedback from schools on parental response.



# Pupil Attendance Support Team Lancashire

## CONTACT DETAILS

Karl J Turner  
Senior Education Welfare Officer  
and Team Co-ordinator  
Pupil Attendance Support Team  
Education Support Centre  
Greetby Buildings  
Derby Street  
Ormskirk  
L39 2BT  
  
Tel: 01695 585746  
Email: Karl.Turner@ed.lancscc.gov.uk)

## KEY ISSUES

- Pro-active work in primary and secondary schools
- Focussing on awareness raising
- Early intervention and preventive approaches to a range of attendance
- Timekeeping and transition issues

## DETAILS OF THE PROJECT

The project has been running for nine years (originally known as the Improving School Attendance Project).

The team currently comprises one Senior EWO (who markets, co-ordinates and supervises the team and develops display and teaching resources), two EWOs (who work in schools and with families) and one clerical officer (part-time).

From April 2001, schools have purchased input from the team on a sessional basis. Some schools use monies that have been devolved to them from the Standards Fund, others also draw upon their general budgets. Some purchase a few sessions in order to have their attendance procedures reviewed and registers screened; others buy weekly input over several terms, enabling long-term work with pupils and staff.

Examples of the types of work undertaken are:

- Writing and reviewing attendance policies
- Attendance register screening and identifying pupils with attendance needs
- Establishing monitoring and reward schemes
- Producing resources such as posters, certificates, badges, worksheets
- Home-school liaison
- Induction meetings for parents
- Awareness raising of attendance and timekeeping issues through displays, whole class and small group work, leaflets for parents
- Preparation for transition from primary to secondary school



- Settling in at secondary school
- Individual counselling and support for children with attendance, timekeeping or transition needs.

### **AGENCIES INVOLVED**

- Lancashire Education Welfare Service
- Lancashire Primary and Secondary Schools

### **COST**

Cost of attendance/classroom materials in Every Day Matters (Primary or Secondary - £25.

Schools charged £87 per three hour (half-day) session.

### **EVALUATION**

An evaluation questionnaire is sent to each school when input has been completed. Results from returned questionnaires are analysed and collated to produce an annual report. The last report drew upon responses from 48 schools (an 84% response) and demonstrated an overall satisfaction rating of 8.04 on a scale of 1 to 10.





# Richmond upon Thames Out of Borough Attendance Project

## CONTACT DETAILS

Penny Lavan  
Principal Education Welfare Officer  
London Borough of  
Richmond upon Thames  
Tel: 020 8893 3923

## KEY ISSUES

- Cross borough working with poor attenders
- A significant number of non attenders on the role of schools come from the other LEAs. This impacted upon the work the LEA could do with these children and families

## DETAILS OF THE PROJECT

Two part-time EWO's employed by Richmond LEA, based in the EWS office of the borough to whom they are linked, ie Neighbouring Borough team.

The EWO's work with children attending Richmond Schools but residing in an adjacent borough.

Data analysis software for analysis of school attendance information.

## AGENCIES INVOLVED

EWS Service of each of the two neighbouring borough's in which the project is operating.

## COST

£35,000 funded through PSA.

## EVALUATION

Currently only in operation for two terms, evaluation will be available in August 2002.



# The Ockendon School

## A whole school approach to attendance and punctuality

### CONTACT DETAILS

Mrs Barbara King, Headteacher  
Mr Brent Dickinson, Deputy Headteacher  
The Ockendon School  
Eriff Drive  
South Ockendon  
RM15 5AY

### KEY ISSUES

- The school went into Special Measures in February 2000
- One of the key issues identified was attendance and punctuality
- Attendance stood at just 85%, but as registers were rarely completed properly the actual figures are likely to have been much lower
- 197 of the 600 pupils had one or more unauthorised absences
- Unauthorised absence was over 3%

### DETAILS OF THE PROJECT

The school's new Headteacher and Leadership team made Attendance and Punctuality one of their top priorities. Mr Dickinson (Deputy Head) took a decisive role in tackling this issue. There are no 'quick fix' solutions to the problems faced by the school and the

School Action Plan is enabling us to successfully tackle all 10 of the key issues identified in the Ofsted report.

Clear line management. Deputy Head reports in detail to Headteacher each week.

Attendance Officer appointed and trained to a high standard.

The Educational Welfare officer formally meets with the Deputy Head every week and speaks to him daily. This close working relationship has been instrumental to our improving performance.

A range of different training opportunities for staff.

The purchase of Bromcom electronic registration system.

An Attendance Policy that clearly outlines the exact procedures to be followed by:

- Form tutors when taking registers
- Attendance Officer work routine.

Attendance targets are set for:

- The whole school
- Each year group
- Each form
- Each student.



Attendance and punctuality figures are read out in Year Assemblies every week. These are displayed in the main reception area which all students pass through many times every day and in individual form rooms.

A great deal of time and effort has been invested in developing positive relationships with students and parents.

First day contact operates for any student who is absent. If telephone contact is not possible then a letter is sent that afternoon. Two further letters are available for longer absences.

Attendance is included on all termly reports.

Students whose attendance falls below 95% receive a letter informing them of this.

All students whose attendance is a cause for concern have a specially designed review sheet drawn up. All data and actions taken are carefully logged. These form the first part of the weekly meeting with the Educational Welfare service. They are also regularly reviewed to ensure that the most appropriate and effective action is being taken.

## **SCHOOL ATTENDANCE PANEL**

Where attendance falls below the agreed threshold, parents are asked to attend the panel meeting to discuss the issues, to agree an action plan with targets. It is also made clear that the school expects to see an immediate improvement and outlines what the consequences will be if the targets are not met.

The Principal Education Welfare Officer will also convene special meetings at the Civic Centre for students and parents who have failed to show improvement and are not actively engaged in meeting their attendance targets. Prosecution has been used by the Local Authority with only limited effect, however the school has heavily invested time, effort and finance in rewarding those students who do come to school regularly.

## **AWARDS AND CELEBRATING SUCCESS**

All students with 100% attendance are presented with special certificates in the celebration assemblies every term. These are very special events and are hugely appreciated by students and staff and are very well supported by parents.

Special plaques are also presented to individual students for most improved attendance and most improved punctuality each term.



The school focuses on the importance of students being involved in their own learning. All staff re-inforce the message that you need to be here if you are going to learn. We have taken a very lateral view about developing ways to encourage students to attend and learn.

The school day has been changed and the lunch hour replaced by a 25 minute break. This allows school to finish earlier and has allowed us to develop Personal Learning time. As students have completed their 5 hours of learning they are free to go home. However, the school has developed a huge range of extra curricular activities.

All sports, clubs, practices and games take place at this time. The usual range of supervised homework clubs, ICT facilities are all open, choir and orchestra practice take place. But we deliberately included table tennis, bought 5 Pool tables introduced Dance clubs and Drama groups. Instructors run Fencing, Cricket and Rugby and set up a garden and environmental group.

The whole community is aware of the changes at the school and know that no student is allowed to leave the site during the day. If any are seen they will ring the school and we will go out immediately to investigate.

Fundamental to our success and continuing improvement is "Improving the Quality Of Teaching and Learning". We have to be certain that once we have students back to school, that there are lots of reasons why they want to keep coming.

We have changed aspects of the curriculum that we offer and extended the range of GCSE subjects and introduced GNVQ with the support of Thurrock and Basildon College.

We have also established The Ockendon School Liaison Group which meets half termly. All local agencies are involved and the group's aim is to share information quickly and effectively, to generate ideas and develop strategies to meet the needs of our most challenging pupils.

As a direct result of their work the school now operates a system of Professional review meetings which are used to focus on any student who is felt to be 'on the way' to permanent exclusion or who is facing extensive personal challenges and is/may be in need of high level, specialist and or intensive support.





## AGENCIES INVOLVED

- Educational Welfare
- Community Service Volunteers
- Youth service
- Police Liaison officer
- Health professionals
- The South Ockendon Community Forum
- Social Services
- Behavioural Support Services
- Project Trident
- Open Door

## COST

- Salary of full time attendance officer
- Installation of Bromcom electronic registration system
- Materials for displaying targets and current figures and for the certificates and trophies
- Deputy Headteacher's time

## EVALUATION

Attendance is now regularly over 90%.

Unauthorised absence has fallen to below 0.8%.

The number of children with one or more unauthorised absences has fallen from 197 to 11. We have made tremendous improvements and I firmly believe that it is because it continues to be such a high priority and because we have tackled this problem on so many fronts. This is particularly pleasing as the school roll has increased from 600 to 700.

We do not take our improvements for granted and we realise that we will need to remain focused and determined in the future to ensure that we do not lose our hard won gains. Each year 7 intake will bring its new characters.

The School population has a high level of mobility and the students who transfer into the school often bring their own 'stories'.

We serve a community that faces many of the problems common in inner city areas and any of these issues can have a major and devastating effect on students and their attendance. We must remain vigilant as well as looking to develop even more ways to encourage and support our most vulnerable students.

HMI have identified the good progress that we are making and highlight how we have tackled this key issue 'vigorously.'

Our school motto is 'Achievement for All' and in order for us to make this a reality, students need to attend every day.



# The Oldham Primary Runways Project

## CONTACT DETAILS

Cath Wallace  
Primary Development Manager  
Oldham Education Business Links

Tel: 0161 911 4224

Roger Thompson  
Acting Manager  
Oldham Pupil Welfare Service

Tel: 0161 627 2700

## KEY ISSUES

- Partnership with Parents
- Multi-agency approach
- Celebrating success/progress

## DETAILS OF THE PROJECT

Individual packages available covering Attendance, Punctuality, Behaviour and Key Skills.

Each project targets small group of pupils with difficulties in specific area.

Delivered by means of parental meetings to engage families in a positive way and personalised booklets to interest and motivate pupils.

Project of six week duration.

## AGENCIES INVOLVED

- Pupil Welfare Service
- Oldham Education Business Links
- Supported by British Airways

## COST

Enquiries to Cath Wallace (details above).

## EVALUATION

At pilot school, overall school attendance improved by 3% during term of project compared with previous year.

Subsequent projects have demonstrated improvements in attendance for majority of participants.



# Police and Schools

The growing concern over the levels of crime involving young people as both perpetrators and victims, has led police forces throughout the UK over a number of years, to develop and strengthen working relationships with schools.

Many of the programmes that have been jointly established are aimed at addressing the factors associated with future offending or victimisation. These include anti-truancy and bullying initiatives, substance misuse programmes, and advice on citizenship and personal safety.

Collaborative working between education services and police forces provide a valuable opportunity to work with young people in their school communities and assists pupils in developing positive life skills and enhance their ability to make appropriate life choices.

The active involvement of the police in the school community significantly contributes to ensuring that schools become a safe learning environment which increases young peoples potential for educational achievement, and in turn contributes to the wider agenda of reducing crime in and around schools. The following case studies illustrate a range of approaches being used:

providing support



# 'Drugs And Crime Mean Doing Time'

## CONTACT DETAILS

Fran Thornton  
Community Involvement Department  
Northampton Police Headquarters  
Wooton Hall  
Northampton  
NN4 OJQ

Glen Banks  
Project Co-ordinator  
HMP Wellingborough  
Millers Park  
Doddington Road  
Wellingborough  
Northants  
NN8 2NH

## KEY ISSUES

Addressing drug misuse and associated crime, how one crime leads to another, the long-term effects of crime and peer pressure.

## DETAILS OF THE PROJECT

The project is currently run at HMP Wellingborough. Local young people, from schools and youth groups, aged between 12 to 17 are invited to attend a tour of various parts of the Prison and a presentation by prisoners. The presentation includes personal testimonies from the inmates, a play showing how smaller crimes lead to bigger ones, a video on the bullying that takes place in prison and a question and answer session with the prisoners

The project also extends into the classroom with a prisoner giving presentations to students about how they became involved in drugs and crime and how it has effected them and their friends and family. The project co-ordinator and a police officer accompanying the prisoner and the teacher should always remain in the classroom.

## AGENCIES INVOLVED

- HMP Wellingborough
- Northamptonshire Police
- Northamptonshire LEA and county schools

## COST

School staff, transport costs for the young people.

## EVALUATION

Currently conducted through evaluation forms completed by young people, teachers and parents.





# Durham Youth Enterprise Scheme and 'Smartzone'

## CONTACT DETAILS

Pc Lynda Hutchinson  
Durham  
PO BOX 221  
Durham  
DH1 5XU  
Tel: 0191 3752173

## KEY ISSUES

The project consists of a number of personal development courses for those who have low self esteem, at risk of offending (but not convicted at court) or who might have challenging domestic situations to deal with.  
(126 places per year)

## DETAILS OF THE PROJECT

Any agency can refer children aged between 12 and 15 to the scheme. The issues are addressed through a combination of personal development courses, mentoring schemes and peer support.

Each year 27 participants are trained up through Smartzone to become members of staff the following year. Most of these people remain involved for between 3-8 years.

## AGENCIES INVOLVED

It is a multi agency project involving the police, educationalists, the prison service, Fire Service, local authority organisations and many others. The staff are recruited on a voluntary basis and give their time freely.

## COST

£23,000 per year and is currently funded by the National Lottery and from donations.

## EVALUATION

Qualitative and quantitative questionnaires, interviews, diary notes and 'comments books'. The outcomes so far appear to be positive. The project is in its 9th year.



# Litherland & Ford Neighbourhood Project – Sefton, Merseyside

## CONTACT DETAILS

Constable Steve Kelly  
Litherland Police  
Merseyside

Tel: 0151 777 3052

## KEY ISSUES

Supporting schools to encourage attendance and learning.

## DETAILS OF THE PROJECT

Local beat officers working jointly with school staff in the delivery of breakfast clubs and learning mentors to reinforce the importance of school attendance, learning and relationships between the police and students.

## AGENCIES INVOLVED

- Teaching staff
- Local police beat officers

## COST

Not currently costed.

## EVALUATION

On going.



# Liverpool Pupil Watch

## CONTACT DETAILS

Ron Collinson  
Principal Pupil Attendance  
and Education Welfare Officer  
Liverpool Education and  
Lifelong Learning  
4 Renshaw Street  
Liverpool L1 4AD  
Tel: 0151 233 2895  
Email: ron.collinson@liverpool.co.uk

## KEY ISSUES

- A 'Pupil Watch' hotline service run via the Authority's Call Centre - Liverpool Direct
- Encourages public/corporate vigilance of young people not in school and provides a formal reporting mechanism
- Allows for significant publicity in the wider community, keeping attendance at school as a high priority
- Facilitates strategic targeting of PAEWS, including deployment of Truancy Sweeps with the Police
- Assists scrutiny of vulnerable pupils/families

## DETAILS OF THE PROJECT

Liverpool Direct, the Authorities Call Centre, provide a dedicated phone line which is widely publicised in schools, corporate and community outlets.

Callers are encouraged to report young people out of school – this can include those young people apparently not placed in any school, irregular attenders or the presence at a particular time and place of obviously school-age young people.

Calls are treated in confidence, if required, and are logged by Call Centre staff using a prepared 'script' supplied by PAEWS and on an agreed pro-forma.

All contacts are passed to PAEWS for follow-up by staff.

Details of contacts are also entered onto a GIS Mapping system – this electronically displays a map of the City overlaid with any of a set of boundaries (Wards/areas of deprivation etc) – all contact points are shown.

Individually, allowing for immediate identification of 'hotspots'.

This information is used in turn by PAEWS to inform strategic planning, including the deployment of joint Truancy Sweeps with Merseyside Police.



## **AGENCIES INVOLVED**

- Pupil Attendance and Education Welfare
- Liverpool Direct (Call Centre)
- Merseyside Police (as indirect beneficiaries of information generated and key partners in Truancy Sweeps)

## **COST**

Nil at present – costs from Liverpool Direct will be evaluated in due course but there will be no costs incurred up to 50 calls per week.

## **EVALUATION**

Relationship between recorded attendance information from local schools and identified 'hotspots'.

Evaluation by PAEWS of attendances of identified pupils post contact/follow-up.

Identification of pupils not previously known to existing systems (ie disconnected/vulnerable).

Assessments of contact process with Liverpool Direct staff.

Feedback from schools and Community groups on system.





# Nottingham City Truancy Team

## CONTACT DETAILS

Sgt Dave Padley  
Nottinghamshire Police Headquarters  
Sherwood Lodge  
Nottingham

Tel: 0115 9672612

## KEY ISSUES

Permanent multi-agency working involving the City of Nottingham Education Welfare Service and the Nottingham Police Community Safety Department to address truancy.

## DETAILS OF THE PROJECT

Following a successful joint bid to the Neighbourhood Renewal Fund £160,000 was made available to fund a permanent truancy team. The team consists of two full-time educational welfare officers and two Nottinghamshire police constables based in an operational police station. In addition to the funding of the staff a vehicle was also purchased. Following the compilation of information relating to truancy daily patrols are conducted throughout the City. Initial indications suggest that significant impact is being made on reducing truancy and associated levels of crime committed by school children.

## AGENCIES INVOLVED

- Nottinghamshire Police
- Nottingham City Education Welfare Service

## COST

£160,000 per year which covers all staffing and on costs.

## EVALUATION

On-going.



# 'Project Warrior' (Truancy Sweep)

## CONTACT DETAILS

Pc Martin Carter  
Kent County Constabulary  
Maidstone police station  
Palace Avenue  
Maidstone  
Kent  
ME15 6NF  
Tel: 01622 608171

## KEY ISSUES

- To combat truancy
- To reduce crime and anti-social behaviour committed by truants

## DETAILS OF THE PROJECT

An extensive media campaign supported by Kent County Council and the BBC is followed by a series of two patrols. Eight police officers, each accompanied by a member of the Education Welfare Service, are strategically placed in areas of high truancy.

On the spot advice is given to children and parents on the law relating to truancy and section 16 powers of the Crime and Disorder Act 1998 are utilised to interview and return to school, those that are truanting.

## AGENCIES INVOLVED

- Kent Police
- Kent Education Welfare Service
- Local Media

## COST

Staffing costs only.

## EVALUATION

Ongoing and conducted jointly by the police and education welfare service.



# 'Safety Focus'

## CONTACT DETAILS

Sergeant Dave Padley  
Nottinghamshire Police  
Force Headquarters  
Sherwood Lodge  
Arnold

Tel: 0115 9672612

## KEY ISSUES

Addressing the impact of crime on school children with learning difficulties.

## DETAILS OF THE PROJECT

'Safety Focus' is a crime reduction and personal safety programme delivered to young people aged between 11 and 16. There are 24 modules that cover drugs misuse, bullying, theft and protective behaviours etc.

## AGENCIES INVOLVED

Teaching staff and police liaison officers working with young people with learning difficulties who are both in mainstream education and residential care.

## COST

In addition to staff costs, funding of £15,000 per year has been obtained from local private companies and the Single Regeneration Budget to cover project management costs.

## EVALUATION

Nottinghamshire Regeneration Budget team is evaluating the project.



# School/Police Partnership

## CONTACT DETAILS

Jacqui Morris  
Pallion Primary School  
Pallion  
Sunderland  
SR4 6TA

## KEY ISSUES

- Police Team of 6 based in Pallion Primary School for geographical reasons
- A significant number of pupils live in families where the main socio-economic activity is crime based, from low level crime to very serious criminality
- Pupils may experience a moral dilemma as they have a good relationship with the police in school who may have arrested their parents/siblings the previous day

## DETAILS OF THE PROJECT

A key part of the school's explicit mission is to promote an educational climate where pupils can, through a variety of learning experiences, develop ideas, attitudes and strategies to resist the potential draw into crime and have increased life chances.

The Police School Partnership has developed in a range of ways including police involvement in a school based 'Thinking Skills Programme' to facilitate personal/social development with active approaches to reduce truancy and bullying.

The project includes both key stages (1&2) with each member of the Police Team attached to a year group. Sessions take place on a weekly basis for duration of 40 minutes.

## AGENCIES INVOLVED

- Education
- Police

## COST

N/A

## EVALUATION/ASSESSMENT

Informal to include observation, self-assessment and checklist of identified 'vulnerable' group.

Formal evaluation to be carried out by Sunderland University.





# Multi-Agency working

The key to tackling it together is the effective pooling of resources and expertise. Recent Government initiatives highlight the need to work together to tackle the issue of reducing youth crime and increasing attendance.

The following case studies show some of the good practice currently taking place.

encouraging inclusion



# Bournemouth Youth Inclusion Project

## CONTACT DETAILS

Project Managers  
Dave Astill/Debbie Derham  
896 Christchurch Road  
Bournemouth  
BH7 6DL  
Tel: 01202 424953  
Fax: 01202 426103

## KEY ISSUES

Work focused on the 50 most at risk 13-16-year olds living in Boscombe East and West wards. The key targets are to:

- reduce arrest rates in the target group by 60%
- reduce recorded crime in the area by 30%
- reduce truancy
- exclusion rates in the target group by at least 30%.

This is achieved by including the target group in mainstream activities and offering support to help them overcome a variety of social problems.

## DETAILS OF THE PROJECT

The project offers drop-in sessions on a Tuesday and Thursday with further activity-based sessions at various times throughout the week, these include sports, a singing workshop and video-making sessions.

## AGENCIES INVOLVED

- Bournemouth Youth Service
- Dorset Police
- Bournemouth Youth Offending Team
- Relate
- East Dorset Drug and Alcohol Advisory Service
- Duke of Edinburgh support

## COST

£68,500 from Youth Justice Board. Agencies involved have provided match funding. Fundraising also takes place.

## EVALUATION

Boscombe Youth Project is a relatively new project having only commenced working with young people since September 2001. So far the project is working with approximately 50 young people with 22 of those being in the target group.



# Connexions Cornwall and Devon

## CONTACT DETAILS

Shaun Newman  
Connexions Cornwall and Devon  
Tamer Business Park  
Pennygillam Industrial Estate  
Launceston  
Cornwall  
PL15 7ED  
Tel: 01566 777672

## KEY ISSUES

- reduction in crime
- drug misuse
- truancy/non-engagement in learning

## DETAILS OF THE PROJECT

Connexions Cornwall and Devon are working with the police, Youth Offending Teams (YOTs), Drug Action Teams (DATs), probation, schools and the education welfare service, to reduce youth crime and address truancy.

The Partnership has established a joint youth justice strategy, in partnership with YOTs, DATs, the police and the probation service, covering the whole of Cornwall and Devon. The strategy has established joint ownership of headline targets relating to offending, engagement in learning and reduction of drug misuse. Joint needs mapping and service

planning will reduce duplication of effort (pooling resources as appropriate). Inter-agency training will become the norm and opportunities for inter-agency secondment will be maximised to increase understanding between disciplines. The Partners will ensure that all young people will have access to a personal adviser, from whichever agency is able to respond best to their needs and circumstances.

The police and Connexions Cornwall and Devon are working together with schools to prevent youth crime. For example, Connexions is facilitating police access into schools and Connexions personal advisers working in schools are linking young people at risk of offending into diversionary activities organised by the police youth affairs officers, such as sport and other outdoor activities. In Plymouth the MEMO Project, run by the police, contacts young people on the streets during school time and accompanies them back to school, where Connexions personal advisers work alongside EWOs to address the issues.

Connexions in Cornwall and Devon has agreed a protocol with the Education Welfare Service for the whole region. The protocol establishes a single referral route in each school to avoid duplication.



EWOs and Connexions personal advisers in schools meet regularly, from daily to fortnightly, to agree action on each case. Usually the EWO will address complex family issues linked to poor attendance, while the Connexions personal adviser leads where the young person's motivation is the key factor. The Connexions Pilot in Cornwall and Devon reported an overall increase in attendance levels across all the schools and colleges in the pilot area. Increases range from 2-10 % across provision and from 5-30% for the targeted group.

Connexions personal advisers in Cornwall and Devon are working in YOTs to help young people convicted of offending back into learning. Their work has directly contributed to an increase in the numbers of young people supervised by a YOT re-entering education, training or employment.

#### **AGENCIES INVOLVED**

- Police
- probation
- DATS
- YOTs schools
- education welfare
- Connexions

#### **COST**

N/A

#### **EVALUATION**

Regular reviews will take place of the strategy and the local operating agreements (overseen by the Youth Justice Strategy Task Group) and will cover the following points:

- Achievements of jointly agreed targets, performance indicators and actions (the areas these should cover at a minimum have been agreed and signed up to in the Youth Justice Strategy)
- Young people's views
- Examples of good practice to be shared nationally and regionally
- Levels of resource input and pooling
- Forward planning and objective/target setting for the coming year





# Easington

## On Track Partnership Programme

### CONTACT DETAILS

Nicola Roberts  
Programme Manager  
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Yoden Way  
Peterlee  
Durham  
SR8 1BB

Tel (Office): 0191 518 6322  
Tel (Manager): 0191 518 6321  
Email: vicky.hair@durham.gov.uk  
Email: nicola.roberts@durham.gov.uk

### KEY ISSUES

The Children's Fund preventive stream incorporates the On Track programme, which was launched by the Home Office at the end of 1999. It is a long-term programme aimed at children aged 4-12 at risk of developing anti-social and offending behaviour. Each intervention is establishing an enhanced range of evidence-based preventive services for children aged between 4-12 with the aim of ensuring that children at risk are identified early and provided with coherent services. There are 22 On Track projects nationally which are being intensely evaluated for evidence of what works best. On Track now form part of the local plans for developing services under the Children's Fund in the relevant areas.

### DETAILS OF THE PROJECT

The approach of Easington 'On Track' is based around Pastoral Support Teams (based in the 6 schools), to which Home Visits are a key aspect. All referral, interventions and outcomes are co-ordinated and monitored through the structure of this intervention. Established links with the Sure Start programme has meant that a seamless service can be provided at the transition interface of pre-school support.

### AGENCIES INVOLVED

**Strategic:** (Youth Offending Services Steering Group)

- Chair - Chief Executive Durham County Council
- Chief Officers - Durham County Council Education Department
- Durham County Council Social Services Department
- Durham Constabulary
- National Probation Service
- County Durham Magistrates' Courts



## Project

### Operational Management Group:

- Youth Offending Service (Chair)
- Police Services
- Health Services (CAMHS, PCT)
- Education Services
- Social Services
- Easington District Council
- Elected Members
- Voluntary Sector
- Probation Service
- Education Action Zone
- Community Safety Partnership
- Childrens Fund
- Islington District Council.

## COST

On Track Projects cost £450k p.a.  
Easington costs approximately this amount but has so far come in under budget due to delays in recruitment.

## EVALUATION

The project is being evaluated as a part of the national evaluation of the On Track programme. This is being led by Sheffield University, supported by a local evaluation team from Northern Foundation for Educational Research. Research to be published.



# Greenwich working with the YOT, local Magistrates and parents

## CONTACT DETAILS

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Education Social Work Service  
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Pelton Road  
Greenwich  
SE109PQ  
  
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Fax: 020 8921 8514  
Email: Chris.Savage@Greenwich.gov.uk

## KEY ISSUES

The possible consequences of court action against parents because of their children's poor or non-attendance at school. Both Magistrates and Greenwich ESWS look for the benefit that a child will receive from such action. This is why the recent addition of Parenting Orders to the legislature holds some promise for a positive way forward.

## DETAILS

A ESWS manager has been on the steering group of the YOT since its inception over 2 years ago. During its pilot stage and currently during the early stages of running Parenting Orders.

The parenting groups in Greenwich involve mixing both voluntary participants and participants who have had an order imposed upon them by the court. The groupwork coordinator finds that parents have found this mix very beneficial.

Both types of participants can be referred through the ESWS as well as the YOT. With the strong correlation between children not receiving any education and youth offending it is essential that this mixing of the groups continue.

The Orders have two parts to them. The requirement to attend parenting sessions is for no more than one session a week for three months (this requires close liaison between the ESWS prosecutor and Groupwork Coordinator to ensure that the court knows the dates the groups are running). Other requirements on the order can run for up to twelve months and be specified, Greenwich would usually ask for:



## **PARENTING ORDER REQUIREMENTS**

- 1** That (defendant) ensure (child concerned) attends school every day unless certified unfit by a G.P. or the school authorises an absence.
- 2** That (defendant) contact (name of school) school at least once weekly to ascertain a) that (child concerned) has stayed in school and attended lessons as required, and b) (child concerned)'s progress in any area that may be problematic.
- 3** That (defendant) meet the Responsible Officer as required, but not more than once weekly during the life of the order.
- 4** That (defendant) meet with the Groupwork Coordinator as required, but not more than once weekly in addition to attending the parenting group.
- 5** That (defendant) notify the Responsible Officer immediately of any change of address or telephone numbers.

## **AGENCIES INVOLVED**

The Groupwork Coordinator and the Parenting Coordinator are employed through the YOT but based in Social Services Family Centres.

The Court Officer for the ESWs is funded by Education but managed by Social Services.

## **COST**

N/A

## **EVALUATION**

This has not been possible because the use of Parenting Orders is so new. There has been a gap between the provision in legislation and the Magistrates receiving training to enable them to confidently issue parenting orders.

From ESWs referrals there are approximately six parents already attending groups voluntarily and a further sixteen who are likely to have Orders imposed on them in the near future.





# GRIP Group Intervention Panel

## CONTACT DETAILS

Jennifer Martinez  
Lancashire Youth Offending Team  
143/161 Corporation Street  
Preston  
PR1 2UQ

Tel: 01772 261418  
Mobile: 07876790737

## KEY ISSUES

Early intervention multi-agency crime reduction.

### Aim

To prevent crime by young people aged 5-17 by the production and implementing of effective multi-agency action plans that reduce criminogenic risk factors.

### Main Objective

To provide a referral service for all agencies involved to make effective multi-agency plans that reduce, school exclusion and crime, improve school attendance and increase social inclusion.

### Secondary objectives

To develop shared terminology and shared information.

To provide a forum where staff can discuss families, children and young people who are giving concern.

## Who can refer?

- Police at Reprimand and via the Youth Referral Scheme (Juvenile Nuisance and Disorder)
- Other partners involved in GRIP

## DETAILS OF THE PROJECT

### Where is GRIP?

There are 7 local GRIP Panels covering Blackpool and 6 geographical areas of Lancashire, based on the areas covered by Lancashire's 6 Youth offending Teams.

### Links with other plans

- Education Development Plan and Behaviour Support Plan (Lancashire and Blackpool)
- Lancashire Constabulary Policing Plan by reducing crime, nuisance, disorder, increasing public confidence, and satisfaction in the way that young offenders are dealt with
- Most community safety strategies in Lancashire and Blackpool
- Blackpool and Lancashire Youth Justice Plans
- The National Crime Reduction Strategy
- GRIP also reflects the aspirations of the Social Inclusion Unit particularly with regard to reduction of teenage pregnancies, drug and alcohol misuse and improving employability



## What are the benefits of being in partnership with GRIP?

Both Blackpool and Lancashire have appointed a Grip Coordinator. Their role includes the following:

- Developing a County framework to give partners access to more resources and maximise the benefits for their plans
- Help making bids for future funding so that GRIP areas not be competing against each other, and bids will be stronger and more effective
- Having a cross border overview to help in training and publicity
- Ensure quality standards are achieved.
- Good cross border criteria can be established that will ensure evidence of success will be collected
- Help to develop support in the community and feed into the community safety planning.
- Work with geographical GRIP areas to develop services to meet local needs
- Help and support GRIP implementation plans

## Finally

The overarching credibility of the scheme from County Level at chief officers means that all agencies, LEA, YOT, Police, SSD, LCC, Health, Fire Service and Blackpool are supporting the development of GRIP and monitoring its development.

This means all partners will gain added value by working together.

## AGENCIES INVOLVED

### 1st Tier

Health, Police, Barnardo's (Blackpool), YOT, SSD, CAMS, Youth and Community via the Comm. Safety Partners Education, EWS.

### 2nd Tier

Other education services and Health services, Fire and Rescue Service, British Transport Police, voluntary agencies. Other agencies and services identified at local level to meet local needs.

## COST

Considerable, in kind contribution (at least 50%) from all agencies in the form of senior staff time to attend panel meetings and commit resources to multi-agency plans.



The difference that GRIP makes to any similar schemes is the work of the Family Support Workers, working in the community with parents and young people empowering the parents to manage their children's behaviour.

This cost is dependant on the number of these staff employed, decided by the size of the local geographical area.

Costs were also incurred by awareness raising days and conferences, so essential to enable professionals to work together.

Funding streams included Lancashire County Council and Blackpool Borough Council, Government Office North West, Children's Fund and Neighbourhood Renewal Funds.

## EVALUATION

### Results of pilot evaluation in 2 areas of North Lancashire

- 317 referral;
  - 191 Wyre & Fylde area
  - 126 Lancaster and Morecambe area
- All except 45 referred by Police at caution. 25 from schools
- Age ranges 5-17 mainly 10-15, Peak at 15

Of 317, just over 50% classed as no further action after assessment of criminogenic risks 179 interventions were provided in the form of multi agency action plans.

### Was it effective?

Yes, a re-offending rate of 10.7% (expected 20%) in the original pilot.

Feedback from parents, children, schools and agencies that GRIP was beneficial.

### Evaluation for GRIP 2001

Contact has been made with the University of Central and funded by Government Office North West.



# Leicester Child Behaviour Intervention Initiative

## CONTACT DETAILS

Jayne Nash  
Senior Educational Psychologist  
Leicester CBII  
Collegiate House  
College St.  
Leicester  
LE2 0JX  
  
Tel: 0116 221 1200

## KEY ISSUES

The service offers a multi-agency, early intervention service to families with children aged under 11. The aim is to promote the mental health of children at risk of social exclusion and educational difficulties. It also aims to promote parental skills and confidence in dealing with children's behaviour and in engaging with education.

The service aims to intervene at an early stage when children's emotional and behavioural difficulties are first identified.

## DETAILS OF THE PROJECT

The service currently operates in three deprived areas of Leicester City but is expanding (see below).

Children and families can self-refer or be referred by any relevant agency.

The service is staffed by educational psychologists, family support workers and primary mental health workers.

The service offers direct work with children and families, group work and training and consultation to staff in other agencies on children's mental health.

## AGENCIES INVOLVED

The current project is funded through:

- the Department of Health (CAMHS Innovation grant)
- Leicester Social services
- Leicester Education authority
- Leicestershire and Rutland Health authority.

It is due to roll out to two further areas of the city, through funding from the Children's Fund.

The service is provided through a partnership of Leicester SSD, LEA, Health Trust and voluntary sector organisations.





## **COST**

£200k per annum.

## **EVALUATION**

Dr Panos Vostanis of Leicester University is evaluating the project, a further evaluation report will be available in May 2002. Interim findings suggest high levels of satisfaction from users and professionals, an improvement in children's behaviour and a significant reduction in waiting times for specialist CAMHS.



# Positive Curriculum and Application Programme

## CONTACT DETAILS

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County Co-ordinator PCAP  
Youth & Community  
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Mobile: 07740 186074

## KEY ISSUES

Learning through work, learning about work, learning for work.

Equipping young people to start their working life.

Client centred - increasing motivation/confidence, interpersonal skills and educational attainment.

Reduce truancy - increase attendance.

Improve work preparation.

## DETAILS OF THE PROJECT

Project targets disappled year 11s from National Curriculum and permanently excluded young people. Encourages young people to improve; attendance, classroom work, confidence, relationships with tutors and behaviour.

Prepares young people for work by providing work related learning opportunities using key training services such as collages and informal education opportunities. Young people attend the programme 3 days per week and attend school for the other 2 days.

## AGENCIES INVOLVED

- Kent Youth and Community
- Youth Offending Team
- Mainstream Schools
- Social Services
- Child and Adolescent Services
- Kent Careers
- Further Education Colleges
- KEY Training Services

## COST

£2,911 per pupil from school  
£2,407 European Social Fund



## EVALUATION

Evaluation currently being undertaken.

To end of January:

- 68% of young people improved attendance by 50%
- 59% of young people displayed improved classroom work
- 63% improved their confidence
- 56% improved their relationship with tutors
- 62% improved behaviour.



# Southwark 'Agencies Supporting Schools' Programme

## CONTACT DETAILS

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Community Safety Unit  
Southwark Council  
Southwark Town Hall  
Peckham Rd.  
SE5 8UB  
  
Tel: 020 7525 7634  
Email: [deirdre.barry@southwark.gov.uk](mailto:deirdre.barry@southwark.gov.uk)

## KEY ISSUES

To ensure that multi agencies recognise their own expertise within community safety, crime reduction, citizenship, PHSE, and work collaboratively with schools and each other to deliver best practice for young people.

An ongoing collaborative evaluation will monitor and evaluate the developing practice, and ensure that the learning from linked projects is incorporated into the overall objectives relating to community safety.

## DETAILS OF THE PROJECT

Twenty agencies in Southwark, with support from the Healthier School Partnership and the University of Surrey, Roehampton, are developing a joint programme with schools, which is coherent with national and local guidelines on effective multi agency partnerships with schools. The key aim of the project is to assist schools with sound Citizenship/PHSE programmes and Whole School policies which are owned and managed by the schools, providing a clear context for multi-agency contributions. A project co-ordinator and a multi agency steering group are directing the project.

## AGENCIES INVOLVED

ADAD theatre group, Charterhouse Young People's Centre, Community Drug Education Project, Community Safety Unit Southwark Council, Howard League for Penal Reform, Southwark Mediation Service, ACAPS, Community Drugs Project, Youth Offending Team, CBM International, School Nurse Service, School Beat Officers Southwark Police, Oval House Theatre, Big Fish Theatre Group, London Brook, Inreach Drug Education Project, Southwark Drug Action Team, and London Bus Theatre Group.





## **COST**

Funding through Southwark Council  
Neighbourhood Renewal Fund at £84,000  
per year for three years.

## **EVALUATION**

An Action Research project supervised  
and supported by University of Surrey,  
Roehampton over a three year period.



# The Genesis Project

## CONTACT DETAILS

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Email: [genesis-project@childrenssociety.org.uk](mailto:genesis-project@childrenssociety.org.uk)

## KEY ISSUES

- Targets children who are not included or participating in education
- Young people experiencing difficulties at home or school
- Young people at risk of exclusion or who have a record of exclusion
- Young people who experience difficulty during transitions

## DETAILS OF THE PROJECT

Aims:

- Develop and promote the inclusion of all children and young people in mainstream education
- Influence systems to bring about positive change which will benefit young people, schools and the wider community
- Develop and facilitate forums which give young people a voice and promote participation and involvement in decision making processes.

Ethos:

- Work in partnership with parents/ carers, external agencies, children and young people, teachers and school management.

Work:

- In-school one-to-one and group work based on school-identified challenges and areas requiring support
- Student councils, PSHE, work with teachers and parents, training, multi-agency working, policy development, lunchtime clubs, peer mentoring.



## AGENCIES INVOLVED

- Varies, depending on the need of the area and focus of the work
- The Childrens Society
- Partnership working takes place in all schools

## COST

Funding:

£279,000

DfES, HAZ, UBS Warburg and individual schools.

## EVALUATION

Varying levels of:

- reduced exclusions
- reduced unauthorised absence
- reduction in behaviour incidents
- increased self esteem, confidence
- increased social skills and conflict resolution
- increased involvement and empowerment of parents/carers
- increase in agencies involved
- increase in open communication
- changes to physical environment
- changes to behaviour policies
- adoption of new teaching strategies
- adoption of new methods to address behaviour
- development of multi-agency forums in and out of schools.



# Tower Hamlets, Multi Agency Preventative Project (MAP)

## CONTACT DETAILS

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MAP Project Manager  
Tower Hamlets Social Services  
Department  
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Tower Hamlets  
London  
E2 0QJ  
Tel: 020 7364 5000 x2185

## KEY ISSUES

The project currently works with Bangladeshi boys and their families aged 11-16 in 3 secondary schools in Tower Hamlets.

- The focus is on boys who are experiencing emotional and behavioural difficulties at home or school
- 44% of boys referred have problems with non school attendance
- 26% of boys have had gang involvement
- Other major factors cited in referrals include under achievement at school, depression and bereavement.

The service has been operational since 1999.

## DETAILS OF THE PROJECT

- The project offers group interventions in school and consultation to school staff. It also offers individual and family work and a link to mainstream CAMHS where necessary
- They also provide links into local leisure and youth provision and additional holiday activities aimed at diverting boys from anti-social activity and relieving pressure on overcrowded households
- The cultural mix of the staff has enabled the project to offer a culturally appropriate service
- The service can work with 50-60 young people at any one time

## AGENCIES INVOLVED

The project is funded from:

- Department of Health
- Health Action Zone
- Tower Hamlets' SSD and Tower Hamlets' Youth service.

The service has recently been awarded additional funding from the Children's Fund to expand their work to young women.





Partners in providing the service are:

- Tower Hamlet's Social services
- TH youth service
- TH Education
- East London and City Mental Health NHS Trust.

## **COST**

The budget of the project is approximately £200,000. The service is free to users and other agencies.

## **EVALUATION**

The project is being evaluated by Queen Mary's College, London University, copies of the evaluation report will be available in April 2002. The evaluation is monitoring impact on mental health, engagement in school (including attendance) and involvement in offending.

A video produced by the project in conjunction with service users is available in English and Bengali versions.



# Working Effectively with Magistrates

## CONTACT DETAILS

Sandra Fletcher  
Principal Education Welfare Officer  
Thurrock

Tel: 01375 652501

Duncan Evans  
Chief Clerk to the Magistrates

Tel: 01268 293129

## KEY ISSUES

- To produce a training pack for Magistrates regarding cases brought under the Education Act 1996.
- To improve the Magistrates understanding of government and local initiatives to reduce truancy and youth offending.
- To inform the Magistrates of the work of the Education Welfare Service and other agencies in reducing non-school attendance.

## DETAILS OF THE PROJECT

The Principal Education Welfare Officer for Thurrock met with the Chief Clerk to discuss the initiatives that the Thurrock Education Welfare Service and Thurrock schools were employing to improve school attendance and reduce truancy in Thurrock. A newsletter was forwarded on to the Magistrates.

Thurrock and Essex Education Welfare Service then met with the Chief Clerk to devise a training programme for Magistrates.

The training Programme was presented to Magistrates and rolled out to new Magistrates.

Regular meetings were then convened by Thurrock, Essex and South End Education Welfare Services to liaise with the Chief Clerk to agree the procedures for implementing Parent Orders and share information with Magistrates.

## AGENCIES INVOLVED

- Chief Clerk to the Justices
- Thurrock, Essex and South End Education Welfare Services
- Thurrock youth offending Team

## COST

N/A

## EVALUATION

- Improved disposals from the Magistrates
- Improved understanding of the work of the education welfare Service
- Consistency of practice amongst Education Welfare Services in Thurrock
- Essex and South End Education Welfare Service



# Wyrley Birch Youth Inclusion Programme

## CONTACT DETAILS

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Project Manager  
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Wyrley Birch  
Birmingham  
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## KEY ISSUES

Tackling the various forms of non-attendance, from a community level, in order to link young people back into education and support them in this attempt.

To advocate on behalf of young people and their families in order to bring to the fore the issues and barriers they deal with. To create better channels of communication so that these barriers can be overcome and not subsumed in broad-brush solutions to non-attendance.

## DETAILS OF THE PROJECT

A Crime Concern project, based in a maisonette on the Wyrley Birch Estate in North Birmingham. Established in January 2000. As a Youth Inclusion Programme it is one of 70 across the country funded by the Youth Justice

Board and in this instance, the Birmingham SRB4 Community Safety Partnership. The aim is youth crime prevention by focusing on key young people, aged 13-17, who are 'at risk'. Non-attendance is highlighted by research as one of the key contributors towards potential anti-social behaviour.

The YIP focuses on improving the life chances of the young people it works with not only through its work on non-attendance but through the provision of varying activities and interventions. These enable young people to develop new skills and new ways of dealing with situations. The YIP has acted as a catalyst for change on the estate by actively encouraging inter-agency and strategic working.



## **AGENCIES INVOLVED**

With the non-attendance work:

Local school, Education Action Zone, YOT,  
Careers, Learning Mentors, Crime Concern,  
St Martin's Church, Educational Social  
Workers

## **COST**

YIP funding – currently £54,000 per  
annum. Match of £50,000 from SRB4  
Community Safety Partnership.

## **EVALUATION**

Undertaken by national evaluators on  
behalf of Cap Gemini, Ernst and Young  
the National Programme Managers.





# Truancy Sweeps, Information and Data-Sharing

The following chapter provides guidance for Police and LEAs undertaking Truancy Sweeps.

There is also information on the recent PIU Privacy and Data-Sharing report

working at a local level



# PIU Privacy and Data-Sharing

## SUMMARY

Privacy, the use of personal data and data-sharing are important considerations for government. The ability of the public sector to deliver high quality services depends on the effective use and sharing of knowledge and information – including personal information about citizens. This raises a wide range of issues about privacy and the balance between individual rights and the common good.

There is huge potential to make better use of personal data to deliver benefits to the public. But this will only be realised if the public trusts the way the public sector handles their personal information. This project looks at how we balance the individual right to privacy with the wider social benefits that data-sharing can deliver.

## THERE ARE FIVE MAIN DRIVERS OF CHANGE

These are:

- high and rising public expectations for more joined-up service delivery
- changes in technology are beginning to transform the public sector with the move to electronic delivery of Government services

- issues around identification and authentication, with the growing risk and prevalence of instances of identity theft and fraud
- the legal framework has evolved rapidly (most notably through the Data Protection and Human Rights Acts 1998), and will lead to significant changes in the relationship between the citizen and the state
- public concern about privacy is on the rise. This public anxiety has some parallels with shifting attitudes to food safety over the last decade.

## A STRATEGY TO DELIVER SMARTER PUBLIC SERVICES AND ENHANCE PRIVACY

Government should pursue the twin objectives of enhancing privacy and making better use of personal data to deliver smarter public services. It is possible and desirable to achieve both.

The strategy requires significant change in five broad areas:

- building greater public trust
- improving the accuracy and reliability of personal data



- using new technologies to make interactions with the public sector simpler, more streamlined and more secure
- improving the way public services manage information and privacy
- improving understanding of the existing legal framework and reviewing options for legal reform.

### **DELIVERING THE STRATEGY**

The report calls for consultation on:

- a draft Public Services Trust Charter, to set out clearly the principles and standards for handling personal data
- possible changes to legislative practices that would enable better data-sharing in support of smarter public services, with tangible safeguards for personal privacy.

Other recommendations include:

- new standards for measuring data accuracy and reliability
- better use of identifiers and smartcards in services, to reduce fraud and to help deliver more secure, more joined up services

- using new technologies to build security into systems and to enable better linking of information in support of service delivery
- integrating data-sharing policy with policy on data-protection and with business design and management
- guidance on the legal framework to improve understanding of existing powers to collect, use and share personal data.

### **AREAS FOR EARLY ACTION**

The report also identifies some data-sharing opportunities that could bring benefits for citizens, including:

- identifying and supporting children at risk of exclusion
- better access to health records
- helping children in need
- improving services for families.

See also:

[www.piu.gov.uk/2002/privacy/report/index.htm](http://www.piu.gov.uk/2002/privacy/report/index.htm)



# The Crime and Disorder Act

## Power for the police to remove truants

### SECTION 1:

#### SCOPE AND STATUS OF GUIDANCE

- 1.1** This guidance contains advice to the police and local education authorities (LEAs) on the provisions under section 16 of the Crime and Disorder Act 1998 which provide a power for the police to take truants back to school or to another place designated by the local education authority. The power is intended to operate within a joint local approach to tackling truancy.
- 1.2** The guidance has been drawn up jointly by the Home Office and DfEE in consultation with the Social Exclusion Unit; the Welsh Office; the Association of Chief Police Officers; The Police Superintendents' Association; The Police Federation; the Association of Police Authorities; the Local Government Association; local education authorities; and other education interests.
- 1.3** The guidance is non-statutory. It is for guidance only and should not be regarded as providing legal advice. Legal advice should be sought if there is any doubt as to the application or interpretation of the legislation.

- 1.4** A copy of section 16 of the Crime and Disorder Act is available from The Stationery Office Website.

### SECTION 2: BACKGROUND

- 2.1** Truancy is a significant problem; figures based on schools registers show that at least 1 million children take at least one half day off a year without authority. Confidential surveys show much higher levels. According to one, nearly 1 in ten 15 year olds truant at least once a week. Truancy carries costs both for the children involved and for society more widely. Truants are more likely than others to leave school with few or no qualifications, are more likely to be out of work and are more likely to become homeless. Truancy is also closely associated with crime. The Audit Commission found that a quarter of school age offenders have truant significantly. A Metropolitan Police study found that 5% of offences were committed by children in school hours.
- 2.2** The Government has launched a package of measures worth £500 million over three years to tackle school exclusions and truancy with a national goal of reducing levels of





both permanent exclusions<sup>1</sup> and truancy by a third by 2002. This will include computerised registration systems to improve monitoring of attendance, additional staff to help schools follow up non-attendance, truancy watch and pupil pass schemes, and in-school centres for children at risk of exclusion. There will also be local authority targets for reducing truancy and exclusions. Parenting orders introduced by section 8 of the Crime and Disorder Act 1998 will be available to the courts to impose on parents who fail to make sure that their children attend school if the court is satisfied that such an order would help ensure that the parent secures the child's attendance at school. The power for the police to remove truants forms another part of the Government's package to tackle truancy and schools exclusions.

**2.3** Tackling truancy is not the responsibility of any one agency alone. The power provided by section 16 of the Crime and Disorder Act will be used in support of local multi-agency efforts to tackle truancy in which the police, schools and local education authorities identify and discuss local problems and draw up strategies to deal with them. The

power will enable education services and the police more generally to build on the work already undertaken successfully in truancy initiatives in various parts of the country. It will deal with the lack of an explicit power for the police to pick up truants which has prevented the widespread adoption of truancy schemes.

### **SECTION 3: MAIN ELEMENTS OF THE POWER**

**3.1** The main elements of the power set out in section 16 of the 1998 Act are as follows:

- the section empowers a police officer to take a child or young person, whom he or she has reasonable cause to believe is of compulsory school age<sup>2</sup> and is absent from school (including a Pupil Referral Unit and an independent school) without authority, back to school or to another place designated by the local education authority;
- the child or young person must be in a public place when the power is exercised. This includes private premises to which the public have access - for example, shops, shopping centres and arcades;



- the power may be used where a local authority has designated premises in a police area for the purpose of the provision and has notified the chief officer of police for the area;
- it will be for a police officer of at least superintendent rank to specify areas and time periods in which the power may be used;
- the power is not a power of arrest or detention nor does it make truancy a criminal offence for the child (however, it remains an offence for parents to allow their child to be absent from school without authority. If convicted, under section 433 or 444 of the Education Act 1996 they face a substantial fine and could be subject to a parenting order - see 4.2.
- the provision applies to England and Wales.

## **SECTION 4: HOW THE POWER WILL OPERATE**

### **The role of the Local Education Authority**

**4.1** In law, parents of children of compulsory school age are required to ensure that they receive a full-time suitable education (see section 7 of

the Education Act 1996). This can be by means of regular attendance at a school or by means other than school attendance. This latter option means that parents are legally entitled to educate their children outside the school system if that is their wish.

**4.2** Where a child is registered at a school - as the vast majority are - the law requires regular attendance. Failure to ensure regular attendance can lead to the parents being prosecuted by the local education authority (LEA) in a magistrates' court. On conviction, parents face a fine of up to £1,000. The Crime and Disorder Act 1998 provides for new powers for courts to impose a parenting order which may require a parent to attend parent training classes or may include a requirement for an adult to escort the child to school each day. The parenting order is being piloted in nine areas from October 1998. The pilots will run for 18 months and, subject to the outcome of the evaluation, the parenting order will be brought into force across England and Wales in 2000-2001.

**4.3** LEAs are responsible in law for enforcing regular school attendance on the part of registered pupils of compulsory school age and employ staff known as education welfare



officers (EWOs, known in some areas as education social workers) to work closely with schools and families to resolve attendance problems. In some areas, EWOs have already played an active part in truancy watch schemes involving the police and other local interests.

### Assessing the nature of the problem

**4.4** The impetus for using the new power may come from the local education authority, the police or both. It may also arise from local problems identified during the crime and disorder audit and involve the views of others such as the retail trade or the local community. In order to confirm whether use of the new police power is appropriate in a given area, the LEA will need to assess the nature and extent of unauthorised absence<sup>3</sup> in the locality in consultation with the police. The local youth offending team(s), which will include police and local education authority nominees, may also be able to inform this process. Wherever the impetus comes from to indicate that use of the power is appropriate, it is important that all interested parties agree about its use.

**4.5** Much of this information will already be available to the LEA but particular regard should be paid to:

- areas where schools have particularly high levels of unauthorised absence, including significant levels of post-registration truancy (children staying long enough for main registers, but avoiding lessons thereafter)
- areas where schools are experiencing difficulty with high levels of parentally-condoned unjustified absence.

**4.6** The police for their part will wish to have regard to local “hot spots” for juvenile crime by children of school age in school hours. The crime and disorder audits required under section 6 of the Crime and Disorder Act will help identify such areas. All local authorities and police forces should have drawn up a crime and disorder reduction strategy agreed with other key agencies by April 1999 setting out how youth crime will be tackled. The police will also wish to be alert to areas where truants are thought to be at particular risk of becoming victims of crime or at risk of other serious harm, for example from the attentions of paedophiles, pimps or drug pushers.



## Planning

**4.7** Once it has been decided that local circumstances warrant application of the new police power, the LEA should first hold preliminary discussions with schools in the area concerned (including independent schools) to agree a plan of action. LEA representatives should then meet the police to discuss the objectives and parameters of the truancy initiative and to agree operational guidelines for all concerned. It would be helpful if head teachers or their approved substitutes were also present. The local youth offending team(s) should be involved in these discussions. During this process particular attention should be paid to ensuring that:

- police officers are aware of categories of children who may have a justifiable cause to be out and about during school hours, especially home-educated children and excluded pupils: see further advice below;
- clear geographical boundaries are set for the exercise; these should be kept in confidence by the partners involved.
- information is shared about places where truants are known to gather (eg shopping precincts);
- the police are aware of other relevant information such as local school hours, school holidays, training days, and whether the area is frequented by children from other areas with different school holidays (e.g. is it a popular holiday destination)
- the police are given the names and known movement patterns of children known to be persistent non-attenders and, where appropriate, their names (see paragraph 4.8 below)
- the LEA provides a single reference point to cover cases where the police officers need to check the arrangements. This will need to be kept up-to-date with information not to hand at the planning meetings, for example, details of any child recently excluded from school. (see “Excluded Pupils”)
- thought is given to how to deal with children in the company of adults. Parentally-condoned unjustified absence is a significant problem for some schools and many of these children will have no good reason to be out of school; there is also a potential child protection issue. The police officer and accompanying education representative should





- aim therefore to establish whether the child is a registered pupil and the reason for absence. Parents should be reminded that they are legally responsible for regular school attendance;
- local schools, including independent schools, are aware of what is going on, and in the event that they are designated premises have reception arrangements available for children who may be returned to them during the period of the truancy operation;
  - the police are aware of the arrangements for receiving children;
  - thought is given to the approach to be taken with truants identified late in the school day in case of difficulties with transport arrangements to their homes.
  - While there may be benefit in giving publicity to a general focus on tackling truancy, as a preventive measure, care should be taken to ensure that any publicity of specific initiatives does not compromise operational aspects. In general it is likely that any local coverage should best be given after the event, or at least once the use of the power is well under way;
  - guidelines are established for approaching young people. We recommend that police constables operating the new power do so in uniform (because of child protection concerns) and where practicable are accompanied by an education representative such as an EWO, who will be able to check the school status of the young person concerned;
  - where appropriate, the British Transport Police are brought into the discussions, in respect of problems involving truants congregating on the rail network;
  - where appropriate, other bodies - such as representatives of the retail trade and the local community - are encouraged to be partners in the approach;
  - follow-up action is taken by the LEA in relation to the children intercepted. This could range from subsequent attendance checks conducted in the immediate wake of the initiative to formal warnings to parents of possible prosecution;
  - arrangements are established for monitoring and evaluating the effectiveness of the initiative, to inform future strategy and operational arrangements.



## Exchange of personal information

**4.8** Section 115 of the Crime and Disorder Act ensures that education authorities have a legal power to disclose information - including for example the names of persistent truants - to the police for the purpose of the truancy provision. The requirements of the Data Protection legislation need to be taken into account in exercising this power, as will certain other requirements. The best way to ensure these requirements are satisfied is by using carefully drawn up protocols between the education authority and the police. Further advice on the drawing up of information sharing protocols, which has been prepared by the Home Office in co-operation with the Data Protection Register, is available on the Crime and Disorder Act website:

<http://www.homeoffice.gov.uk/cdact/actgch5.htm>

## Designated premises

**4.9** Before the new power is invoked, the LEA will have to designate premises to which young people of compulsory school age may be

taken and formally notify the chief constable in writing. These may be schools and in most areas, it will be appropriate to return the young people direct to local schools (experience of truancy watch schemes suggests that, once intercepted, children are generally honest in identifying the school they should be attending). However, the LEA may also designate other premises which they will be responsible for staffing. These could include offices available to the education welfare service or offices within a shopping precinct maintained by the LEA for the duration of a truancy operation. The options should be discussed with the police at an early stage. The designated premises will not include police stations.

**4.10** Truants should not be taken to police stations in exercise of the truancy powers. In this connection, as indicated above, it should be remembered that children who truant from school are not committing a crime; their parents are legally responsible for their non-attendance.



## Authorisation of use of the power

**4.11** The power will only be exercisable with the authority of a police officer of superintendent rank or above. It will also be for that officer to authorise the area over which the power will be exercised and its duration. In coming to that judgement he or she will take account of the result of discussions with schools and the LEA. The superintendent should also make clear to his or her officers the location(s) to which truants should be taken, in line with arrangements made with the LEA. The authorisation should be recorded in writing and the record kept for a year.

## Exercising the new power

**4.12** The power will be exercised on the basis that the constable has reasonable cause to believe that a child is a registered pupil absent from school without lawful authority. Police officers are experienced in reaching judgements of this nature in the light of the circumstances. The power is to be used in support of a multi-agency approach to the problem which would include

sharing of information which will help officers make such judgements. The police will also be assisted in this respect if they are accompanied by an education representative such as an EWO.

**4.13** In exercising discretion the constable will take account of the arrangements agreed between the police, schools and the LEA together with the individual circumstances of the case.

**4.14** The section 16 power only applies to children of compulsory school age who are registered at school. Officers will need to be aware of valid reasons for registered pupils being out of school during school hours. These include:

- pupils en route to, or returning from, a medical or dental appointment which should have been notified to the school
- field trips, educational visits or surveys (pupils engaged in such activities will normally be accompanied by school staff, so there should be no difficulty with these)
- religious observance (the law allows for non-attendance in the



case of a day exclusively set aside for religious observance in the faith to which the parents belong, although normally schools would expect to agree this in advance)

- Traveller children with leave of absence granted for purposes of travelling
- children en route to off-site sports facilities or going to other school buildings in the case of split-site schools
- other special circumstances for which leave of absence has been granted, or truly unavoidable circumstances which may justify absence
- children taking part in performances under the provision of a licence granted in accordance with the Children and Young Persons Act 1963 and associated regulations;
- children on work experience placements arranged through the school;

**4.15** For monitoring purposes, so as to provide feedback to inform the overall truancy reduction strategy, officers should try to establish from the child the reason for truanting.

**4.16** As indicated above, experience of existing truancy watch schemes is that children generally do co-operate when approached by the police about their absence from school. However, there may be occasional cases in which suspected truants refuse to comply. In such cases, if the constable has reasonable grounds for believing that the child or young person is absent from school without authority, the power under section 16 will enable the officer to use such reasonable force as is necessary in the circumstances. What reasonable force might be will depend on the circumstances. It must be proportionate to the nature of the power and the behaviour of the child or young person concerned. If the child or young person resists with violence, that in itself might be an offence of assault and other powers would come into play.

#### **Once the child is returned**

**4.17** Once a child has been returned, it is important that there should be adequate reception arrangements. In the case of a school, (including a Pupil Referral Unit) this means





ensuring that pastoral or other staff are ready to receive back into school registered pupils found outside school premises and return them to class or make other suitable arrangements for them. The school will also need to notify parents that their child has been picked up and returned to school. If children are being returned to other premises, the LEA needs to ensure that arrangements exist for notifying schools that their pupils are at a particular location and of the arrangements for their return. Whether truants are returned to a school or other location, formal recording procedures should be instituted.

- 4.18** The act of returning a child to school may be helpful in identifying and resolving factors contributing to non-attendance, eg bullying.

### **Out of area pupils**

- 4.19** It is a common occurrence for a pupil living in one area to attend school in an adjacent area and truancy operations may encounter children truanting across LEA boundaries. The constable will have the discretion to take a truant back to school or to the designated place

for the LEA area in which the child is picked up but there is no legal obligation on the police to take the child back to its own school if that school is out of the area. The LEA should therefore liaise with neighbouring LEAs about follow-up arrangements for children found out of area and ensure that an understanding is arrived at before an initiative is underway. Where a child's home area makes it impracticable for him or her to be collected by a representative of the home LEA, the LEA running the initiative should ensure that the child's details are passed to the home LEA's education welfare service or equivalent.

### **Children being educated otherwise than at school**

- 4.20** In planning for, and operating, a truancy initiative using the new power it is important to remember that not all children aged 5-16 are registered at school. Children educated outside the school system altogether (see paragraph 4.1), for example, by home tuition, might be out and about during the daytime for wholly legitimate reasons, for example visiting a library.



**4.21** Local procedures should take account of possible contact with such home-educated children and it should be emphasised that they are not the target group for the new power. The power can only be exercised in relation to registered pupils of compulsory school age absent from school without authority; it does not apply to children who are lawfully educated at home. No further action should be taken where children indicate that they are home-educated - unless the constable has reason to doubt that this is the case.

### Excluded pupils

**4.22** Pupils excluded from school for breaches of discipline fall into two basic categories:

- **fixed period exclusions:** a short term suspension, usually for a few days. Pupils on fixed period exclusions remain on roll and are absent from school with authority. If encountered during a truancy operation, the power does not apply to them and no further action should be taken, unless the police officer

concerned has reasonable cause to suspect that they are not telling the truth.

- **permanent exclusions:** once confirmed, permanent exclusion leads to a pupil being struck off the school roll. If a pupil claims to have been permanently excluded the constable should establish whether the pupil has yet found a place at another school (including a Pupil Referral Unit) or taken up provision made by the LEA (eg home tuition). Where alternative educational provision has been made for them at a school/PRU and they are absent from it without authority the power applies. If a pupil indicates that a permanent exclusion appeal is in progress, the power does not apply to them and no further action should be taken, unless the officer has reasonable cause to believe that the child is not telling the truth.

Other steps are being taken by the Government in conjunction with LEAs and schools, to reduce the numbers involved and the length of exclusions.



## Pupil passes

**4.23** Some schools already operate systems whereby printed passes are issued to pupils to confirm that they have authority to be off-site during school hours, eg for a dental appointment. The issuing of passes by schools is strongly recommended as a permanent strategy, and it is, of course, particularly helpful in areas where truancy initiatives are operating. Arrangements should be made at the planning stage for police officers to see a sample of passes used locally. The local education authority should consider the issue of guidance to school governing bodies about pupil passes.

## SECTION 5: IMPLEMENTATION

**5.1** The provision for the new power for the police to remove truants will come into force on 1 December 1998.

## SECTION 6: FURTHER ENQUIRIES

**6.1** If anyone has any questions about the content of this guidance they can contact:

Operational Policing Policy  
Unit of the Home Office  
50 Queen Anne's Gate  
London SW1H 9AT

or

School Attendance and  
Learning Mentor Team  
Department for Education  
and Employment  
Sanctuary Buildings  
Great Smith Street  
London SW1P

or

Schools Administration Division 3  
Welsh Office  
Cathays Park  
Cardiff CP1 3NQ



### Footnotes:

- <sup>1</sup> Permanent and fixed term exclusions of over 5 days.
- <sup>2</sup> Compulsory school age covers children in the age range 5-16. A child must remain in education until the last Friday in June in the school year in which he or she attains the age of 16. This applies to both the children registered at school and those subject to other arrangements (see also important note under "Children being educated otherwise than at school").
- <sup>3</sup> Unauthorised absence for this purpose means absence from a school without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.





# Government Initiatives

The Government has a major commitment to reducing youth crime and increasing school attendance.

The following pages give details of some of the initiatives which aim to achieve this.

take positive action



# Connexions

Connexions is the Government's new co-ordinated support service for all young people in England aged 13-19, helping them to make a smooth transition to adult and working life by providing integrated advice, guidance and access to personal development opportunities. Connexions joins up the work of 6 Government departments and their agencies and organisations on the ground, together with youth services, careers services and the private and voluntary sector.

The overall aim of the service is to provide integrated advice, guidance and personal development opportunities for all 13-19 year olds in the country and to help them make a smooth transition to adult and working life.

All young people will have access to a Personal Adviser and there will be intensive support for those young people who are at risk of disengaging from learning – including non-attenders. The service will be differentiated according to the level of need. Young people are also involved in the design and delivery of the service.

Through Connexions young people can expect:

- help to review their strengths and weaknesses, understand their situation, recognise their potential and set their goals
- advice on planning to achieve their educational and life goals including impartial careers information, advice and guidance
- information and advice where required on health, lifestyle, housing, financial support and other personal issues to assist in achieving their goals
- information and access to personal development opportunities to broaden horizons and develop talents including volunteering, community service activities, sports, arts and recreational activities
- personal support and advice and coordinated access to specialist advice and services where needed, to remove barriers to participation in learning and achievement.



Connexions will help raise the aspirations and horizons of young people. It will help their self development in a wider context through access to personal development opportunities. Its headline targets are in the areas of increasing attendance, participation and attainment. It also has cross-cutting targets such as reducing youth offending and teenage pregnancy, which have been developed in partnership with other Government departments.

Connexions is managed at a local level by Connexions partnerships that bring together all the key youth support services (e.g youth services, careers services, education, police, social services). 27 out of the 47 Connexions partnerships are currently operational and the whole of England will be covered by 2003. Partnership boundaries are co-terminus with those of the Learning and Skills Council.

[www.connexions.gov.uk](http://www.connexions.gov.uk)



# Learning Support Units

On-site Learning Support Units provide separate short-term teaching and support for disruptive pupils at risk of exclusion. They aim to keep pupils in school and working whilst their behaviour problems are tackled, helping to re-integrate them into mainstream classes as quickly as possible. At the same time, disruption to mainstream classes is prevented.

Evaluation has proved that they improve behaviour, help reduce exclusions and are cost effective. LSUs are a part of the school, and LSU staff needs to work closely with other teachers to ensure smooth re-integration to mainstream classes after a pupil leaves the LSU.

LSUs are a key plank in the Government's strategy to help schools manage disruptive behaviour more effectively. Further details were given in Circular 10/99 'Social Inclusion: Pupil Support'. A key benefit is that the trained teachers in the LSU can liaise easily with other staff who know the pupil; there is also no effect on a school's pastoral responsibility for pupils.

Although some pupils with emotional and behavioural difficulties and specific learning difficulties may attend LSUs, they are mainly for pupils who are disaffected and at risk of exclusion.





# Neighbourhood Renewal Fund

## NEIGHBOURHOOD RENEWAL FUND

The Government has established a new fund for local authorities in the 88 most deprived areas, amounting to £200 million in 2001/02, £300 million in 2002/03, and £400 million in 2003/04. It is intended as a way to help local authorities and their partners to begin improving services in the most deprived neighbourhoods, to narrow the gap between deprived areas and the rest of the country.

Local Strategic Partnerships (LSPs) bring together local service providers and the community, business and voluntary sectors to tackle social exclusion and neighbourhood renewal. LSPs will operate as non-statutory, non-executive organisations. Their core responsibilities are to:

- Prepare and implement a community strategy for the area
- Develop and deliver a local neighbourhood renewal strategy to tackle deprivation
- Co-ordinate local plans, partnerships and initiatives and provide a forum for local councils, the police, health

services, central government and other agencies to work with communities to meet their needs

- Work with local councils to develop local public service agreements (PSAs).

Government Offices for the Regions support local partners in the development of LSPs, and work with the community and voluntary sector to ensure they are fully involved. The Community Empowerment Fund is providing £36 million over three years to support community and voluntary sector involvement in LSPs.

## COMMUNITY CHEST

New funding is available (£50 million over 3 years) for community groups through the introduction of community chests in the 88 most deprived local authority areas. Local people will be able to access money for a wide range of community-based projects and activities, including ones relative to childcare early education.

[www.dfes.gov.uk/neighbourhoodrenewal](http://www.dfes.gov.uk/neighbourhoodrenewal)



# New Opportunities Fund

## NEW OPPORTUNITIES FUND

The fund aims to allocate £400 million by the year 2003 to create new out of school hours childcare places, education projects, and integrated care and education schemes. £170 million of Lottery funding is being made available from 1999 to 2003 to support the establishment of out of school childcare in England. £15.5 million of this total will be available to support integrated childcare and education projects.

Funding averages just under £455 per new place, and will normally be for one year only. Grants cover:

- Start up costs for new schemes, including initial running costs
- Running costs (including staff salaries) to allow more places to be provided
- Small capital projects (under £30,000).

New opportunities fund will only support projects which are primarily for public benefit and not for private gain, but bids are accepted from a range of new and existing out of school childcare providers (voluntary, private and local authority), including child minding networks.

The Fund anticipates that EYDCPs will submit a series of large partnership route consortium bids, encompassing partners from all eligible sectors, (provision for primary age children, wraparound care

for 3 and 4 year olds, child minders, student care for the older age group, integrated childcare and learning). EYDCPs will work with development workers from all eligible sectors, and nominate a constituted organisation, to act as a lead partner.

## NEW OPPORTUNITIES FUND FUNDING FOR CHILDCARE PLACES IN DISADVANTAGED AREAS

The Fund has announced the development of its out of school childcare programme to allow funding support for new childcare places in disadvantaged areas to continue for up to three years.

This funding is intended to complement the existing out of school childcare fund and will be available for childcare places already supported by the Fund. New opportunities fund will be able to make second and third year grants available to some existing childcare projects in areas of greatest need.

£55 million new funding for deprived areas in England will support the out of school hours programme from April 2001. Funding will provide longer start up funding, more continuation funding for existing schemes and increased capital funding.

[www.nof.gov.uk](http://www.nof.gov.uk)



# Splash

## **SPLASH**

Splash targets 13-17 year olds who are living in high crime neighbourhoods and provides them with appropriate activities, thus reducing crime in those neighbourhoods.

Activities take place during holiday periods and are designed to be positive and constructive.

[www.youth-justice-board.gov.uk](http://www.youth-justice-board.gov.uk)



# Sure Start

## **SURE START**

Sure Start is an innovative strategy which aims to improve the health and well-being of families and children before and from birth, so children flourish at home and when they go to school. Sure Start is at the cornerstone of the drive to tackle child poverty and social exclusion.

The Government plans to support 500 Sure Start programmes in disadvantaged areas by 2003-04, reaching around a third of children from low income families aged under four in England. The resources for Sure Start will rise from £184 million in 2000-2001 to £499 million by 2003-04.

Programme areas are chosen by the Sure Start Unit on a basis of overall disadvantage and need. So far, 437 programmes have been announced over five waves. Of these, 256 have been approved and are delivering services to children under four and their families.

Each programme has a catchment area of around 400-800 children under four years old. Sure Start aims to break the cycle of disadvantage for the current generation of young children. Sure Start resources are additional to other sources of funding and act as a glue to bind together a range of services for families and children.

[www.surestart.gov.uk](http://www.surestart.gov.uk)





# The Children's Fund

## THE CHILDREN'S FUND

The £450 million Children's Fund is a central part of the Government's agenda for children and young people and aims to make a real difference to the lives of children and young people at risk of social exclusion.

£380 million is available over three years (2001/04) to provide increased and better co-ordinated preventive services for 5-13 year-olds at risk of social exclusion, and their families. Funding is being distributed to local partnerships who will bring together voluntary organisations, community and faith groups, statutory agencies and children and young people to develop a range of preventive services that meet the needs of local children and young people.

All top tier authority areas (e.g. county, unitary or London borough) will have access to the Fund by 2003/4. The first wave of 40 Children's Fund areas have submitted final plans and the majority of these are beginning to implement their programmes. 49 second wave areas have now submitted plans and, subject to approval, will receive funding from 1 April 2002. Third wave areas are due to submit their plans by the end of December 2002.

The Children's Fund is delivered through local partnerships involving key statutory, voluntary and community sector agencies. Effective mechanisms for ensuring active participation of children and young people in the development and delivery of services is a requirement in all areas. Services being developed by partnerships include mentoring schemes, parent support and training and out of school activities.

## THE LOCAL NETWORK FUND FOR CHILDREN AND YOUNG PEOPLE

The Local Network Fund was launched on 3 May 2001 by the Chancellor of the Exchequer to support local community groups tackle poverty and disadvantage among children and young people up to 19 years of age. Grants, between £250 and £7,000, are available under four themes – aspirations and experience; economic disadvantage; isolation and access and children's voices. The Fund will cover England by April 2003 in three phases with a total budget of £70 million. The seventeen areas, in the first round, are already operational with the second round of areas starting in April 2002. Third round areas will commence in April 2003.



The Local Network Fund is administered through an innovative arrangement involving the appointment of a voluntary sector agency – Community Foundations Network – to deliver a network of local grant funds in the 47 Local Network areas. Community Foundation Network works in partnership with its member community foundations, Rural Community Councils, Councils for Voluntary Service and grant making trusts to provide an experienced fund administrator in each area delivering outreach and support to applicants, bid assessment, funding and monitoring. Decisions on allocating funding are made by assessment panels comprising people with knowledge of the issues faced by children in the communities served by the funds.

[www.cypu.gov.uk](http://www.cypu.gov.uk)



# The Youth Inclusion Programme

## THE YOUTH INCLUSION PROGRAMME

“Youth Inclusion Programmes are to be focused on the 50 most at risk young people aged 13-16 on the most deprived estates. They will also include work with a wider group of young people in the areas selected. The aim of the projects is to ensure that the most at risk young people are included in mainstream activities, by offering support to help them overcome a variety of social problems.”

(Youth Justice Board)

## THE OBJECTIVES OF THE YOUTH INCLUSION PROGRAMME ARE:

- to reduce arrest rates in the target group by 60%
- to reduce recorded crime in the area by 30%
- to achieve at least one-third reduction in truancy and exclusions on the young people concerned by 2002.

## THE TARGET GROUP OF THE YOUTH INCLUSION PROGRAMME IS:

- a core group of 13-16 year olds who are engaged in crime or are identified at most risk of offending, truancy, school or social exclusion
- is identified through a multi-agency consultation process, drawing on input from the YOT, Police, Social Services, Education or Schools, other local agencies and the community.

## THE PROVISION OFFERED BY THE YOUTH INCLUSION PROJECT:

- is distinct from general youth work, i.e. it must offer targeted assistance to those ‘in the core group of 50’
- is very varied, and each project has developed their own set of activities. Popular choices include peer mentoring, DJ classes and workshops and Cyber Cafés
- should build up to an average of 10 hours of activities for each targeted young person per week.



# Crime Reduction in Secondary Schools

## PROGRAMME AIMS

To integrate approaches to improving the management of pupils' behaviour in schools and to reduce truancy and exclusions as a means of reducing both immediate and future offending.

The programme evaluation is measuring improvements in behaviour and reductions in truancy and exclusions, and their impact on offending. Good practise will be disseminated to schools.

## FURTHER INFORMATION

CRISS is a joint HO, DfES and Welsh Assembly initiative within the Crime Reduction Programme.

It comprises 38 projects

12 million over 3 years which are due to be completed in Spring 2002.

It will track, analyse and describe the relationship between the behaviour management approaches of the participating schools and local anti-social behaviour and crime statistics.

## TARGETS

- CRISS targets are:
  - 20% reduction in reported incidents of bullying
  - 5% reduction in authorised and unauthorised absence
  - 5% reduction in permanent exclusions
  - 15% reduction in fixed term exclusions
  - 5% reduction in offending behaviour
- Educational targets relating to academic and vocational attainment are set by the DfES for each school

## WHAT IS DONE IN SCHOOLS

- Different approaches are followed in different schools. Most involve the employment of a worker to undertake face to face/one to one work with school staff; local police; YOTs; pupils; parents; LEAs; youth workers.
- Approaches include:
  - Preventative work with year 6 (primary school pupils) to address anxieties that may lead to problem behaviour in first year of secondary school;





- Direct work with police, including truancy officers;
- Work with families of persistent truants, bullies or other problem children to emphasise parents role and to help address poor behaviour
- Work with "hard core" truants and problem children, including implementation of sanctions etc
- Work with children to improve educational attainment – to help those children who struggle with the curriculum to overcome their problems, which often manifest themselves as problem behaviour
- Work with schools working together to provide off-school facilities
- Support for PSHE lessons which might help to address problem behaviour
- Restorative justice-type programmes (eg bringing bullies and their victims together to address the behaviour)
- Support for the school in addressing criminal behaviour, including the involvement of the police.

## THE EVIDENCE BASE FOR CRISS

The theoretical evidence base for CRISS was derived from research in the USA, Australia and New Zealand. In particular, US research stresses that long-term, multi-modal, whole school approaches are most successful in reducing anti-social and criminal behaviour and delinquency. This is particularly so where they are most closely linked with the risk factors that demonstrate the most likely antecedents to such behaviour i.e. bullying, truancy, low educational attainment and an existing pattern of offending or close family/social links with offenders.

The report *Aspects of Crime in Young Offenders (1995)* showed that the strongest influences on starting to offend are low parental supervision, persistent truancy and associating with known offenders, all strongly related to the quality of relationships with parents and carers. The Audit Commission Report *Missing Out (1999)* links absence and exclusion from school with poor educational attainment, social exclusion and subsequent criminal activity. 2/3rds of young offenders who have been sentenced in court have been excluded from school or have truanted significantly.



# Annex

Publications and useful  
website addresses

achieving lasting results



# Department publications

## DEPARTMENT FOR EDUCATION AND SKILLS

- School Attendance:  
Information for Parents Leaflet
- Together We Can Tackle It
- Truancy Buster Award (Case Study)
- Guidance on Education Supervision  
Orders (Children Act 1989)
- Circular 10/99 and 11/99 – Social  
Inclusion: Pupil Support Guidance
- The Education (Pupil Registration)  
Regulations 1995
- The Education (Pupil Registration)  
(Amendment) 1997
- The Education (Pupil Registration)  
(Amendment) (England) Regulations  
2001
- School Leaving Age Circular

## CONTACT DETAILS

[www.dfes.gov.uk/schoolattendance](http://www.dfes.gov.uk/schoolattendance)

Hard copies available from our  
distribution centre

Tel: 0845 60 222 60

## HOME OFFICE

- CTC (1997) Communities that Care (UK)  
A new kind of prevention programme
- Young People & Crime  
HORS No. 145  
Graham, J. & Bowling, B. (1995)
- Crime and Disorder Act 1998
- Youth Crime: Findings from the  
1998/99 Youth Lifestyle Survey  
HORS 209
- Tackling Youth Crime:  
A Consultation Paper  
[www.homeoffice.gov.uk/cpd/  
jou/tyc.htm](http://www.homeoffice.gov.uk/cpd/jou/tyc.htm)
- Tackling Delays in the Youth  
Justice System: Inter-Departmental  
Circular 1997

## CONTACT DETAILS:

[www.crimereduction.gov.uk/toolkits/  
py10.htm](http://www.crimereduction.gov.uk/toolkits/py10.htm)

Home Office Communications Directorate



## OTHER USEFUL PUBLICATIONS

- Raising Attendance Vol One Working Practices and Current Initiatives within the Education Welfare Service by Mary Atkinson, Karen Halsey, Anne Wilkin and Kay Kinder, NFER
- Raising Attendance Vol Two A Detailed Study of Education Welfare Service Working Practices by Mary Atkinson, Karen Halsey, Anne Wilkin and Kay Kinder, NFER
- Improving School Attendance (1996), Susan Hallam, Heinmann
- Tackling Truancy in Schools (2000), Ken Reid, [www.routledgefalmer.com](http://www.routledgefalmer.com)
- Truancy and Schools (1999), Ken Reid, Routledge Falmer
- Truancy Short and Long Term Solutions (2002), Ken Reid
- Missing Out – LEA management of school attendance and exclusion, Audit Commission Publication  
Tel: 0800 502030
- Truancy and Social Exclusion Report by the Social Exclusion Unit, The Stationery Office Publication  
Tel: 0207 873011
- Inspecting Attendance and behaviour in Secondary Schools  
OFSTED, February 2001
- The Children of London: Attendance and Welfare at school 1870-1990  
Patrick Ivin, Caroline Morse and Susan Williams  
Publication available at Institute of Education Bookshop  
Tel: 0207 6126050
- Corner Heads Legal Guide Pocketbook – The Complete Guide to Attendance and absence. Croner Publications 1998  
Tel: 020 8547 3333





# Useful website addresses

Advisory Centre for Education -

<http://www.ace-ed.org.uk>

Audit Commission -

<http://www.audit-commission.gov.uk>

A to Z of school Leadership -

<http://www.dfes.gov.uk/a-z/home.html>

Cabinet office -

<http://www.cabinet-office.gov.uk>

Children Young people's unit -

<http://www.cypu.gov.uk>

Connexions -

<http://www.Connexions.gov.uk>

Consultations -

<http://www.dfes.gov.uk/consultations/index.htm>

Crime Concern -

<http://www.crimeconcern.org.uk>

Crime Reduction -

<http://www.crimereduction.gov.uk>

**Department of Education and Skills**

**School Attendance -**

<http://www.dfes.gov.uk/schoolattendance>

Department of Education and Skills

statistics -

<http://www.dfes.gov.uk/statistics>

Her Majesty's Stationery Office (HMSO) –

<http://www.hmso.gov.uk/acts.htm>

**Home Office -**

<http://www.homeoffice.gov.uk>

Magistrates Association -

<http://www.magistrates-association.org.uk>

Nacro -

<http://www.nacro.org.uk>

National Curriculum -

<http://www.nc.uk.net/home.html>

National Foundation for Educational  
Research (NFER) -

<http://www.nfer.ac.uk>

National Grid for Learning (NGFL) Number  
10's site -

<http://www.ngfl.gov.uk>

New Deal -

<http://www.newdeal.gov.uk>

New Opportunities Fund -

<http://www.nof.org.uk>

OFSTED -

<http://www.ofsted.gov.uk>

Open Government -

<http://www.ukonline.gov.uk/opengov>

Princes Trust -

<http://www.princes-trust.org.uk>

Qualifications and Curriculum Authority -

<http://www.qca.org.uk>

School & College Performance Tables -

<http://www.dfes.gov.uk/performance/performancetables>

TeacherNet -

<http://www.teachernet.gov.uk>

The Scottish Council for Research  
in Education (SCRE) -

<http://www.scre.ac.uk>

The Standards Site -

<http://www.standards.dfes.gov.uk>

Youth Justice Board -

<http://www.youth-justice-board.gov.uk>



# Afterword

By Jacqui Smith  
Minister of State  
Department of Health

attendance = attainment

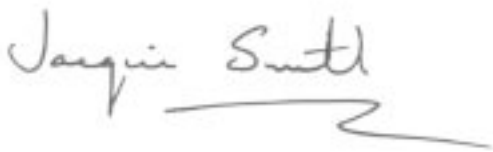


# Afterword

## by Jacqui Smith, Minister of State Department of Health

We all know that there are clear links from poor attitudes to schooling to adverse outcomes such as drug misuse, and teenage pregnancy which may lead to social exclusion. Health and Social Care, therefore have a key role to play.

I think that significant progress is being made, and much of this is being led by some innovative multi-agency work on the ground, for example the Child and Adolescent Mental Health Innovation Projects that the Department of Health is funding. This sort of work demonstrates the positive contribution that health and social care can make to help tackle the issue of truancy and the problems it can create.

A handwritten signature in black ink that reads "Jacqui Smith". The signature is written in a cursive style and is followed by a long, horizontal, wavy line that extends to the right.









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