



# **Working with Children, Young People and Families at risk of Serious Youth Violence Conference**

**6<sup>th</sup> March 2025**



# Agenda

- Welcome and Introduction – Chris Balmer, T/Assistant Chief Constable, Norfolk Constabulary
- Background and Context – Nicola Allum, Office of the Norfolk Police and Crime Commissioner
- The Adolescent Brain - Jayne England & Annie Sloos, Cambridgeshire Community Services
- Understanding Gang Culture – Detective Chief Inspector Bruce Clark & Detective Chief Inspector Andy Hill (Norfolk Constabulary)
- Coffee Break



Norfolk Safeguarding  
Children Partnership

## Agenda cont.

- Learning from Children and Families - Dr Sarah Hall, Ivison Trust
- Lunch
- What Works Well? – lead by Kelly Waters, NCC Senior Adviser for Education and Lauren Downes, Head of Youth Justice Service
- Bypassing Childhoods (Keeping the child in mind at all times) - Andrez Harriott, The Liminality Group
- Coffee Break
- Local Developments in Norfolk - Karen Jeremiah, Right to Succeed, Grace Richardson and Charlotte Karamata, Futures Project
- Q&A Session



Norfolk Safeguarding  
Children Partnership

# **Welcome and Introduction**

**Chris Balmer, T/Assistant  
Chief Constable, Norfolk  
Constabulary**



Norfolk Safeguarding  
Children Partnership



# **Background and Context**

**Nicola Allum**  
**Office of the Norfolk Police**  
**and Crime Commissioner**



Norfolk Safeguarding  
Children Partnership

# The Serious Violence Duty

# Introduction and context

## Context

The **Serious Violence Duty** requires a range of organisations to collaborate and plan to reduce and prevent serious violence in their local areas – producing a **strategic needs assessment**, a **strategy** and **evaluating impact**, and **adopting a public health approach**.

# Responding in partnership

## NCSP

The **Norfolk Community Safety Partnership** brings together organisations from across Norfolk to tackle crime and disorder, to ensure the county remains a safe place for people to live, work and visit.

## NSCP

The **Norfolk Safeguarding Children's Partnership** role is to make sure that all children and young people in Norfolk can expect to stay safe and that action will be taken by relevant organisations, if children are in need of help

## NYJB

The **Norfolk Youth Justice Board** supports a youth justice system that sees children as children, treats them fairly and helps them to build on their strengths so they can make a constructive contribution to society.

## NDAP

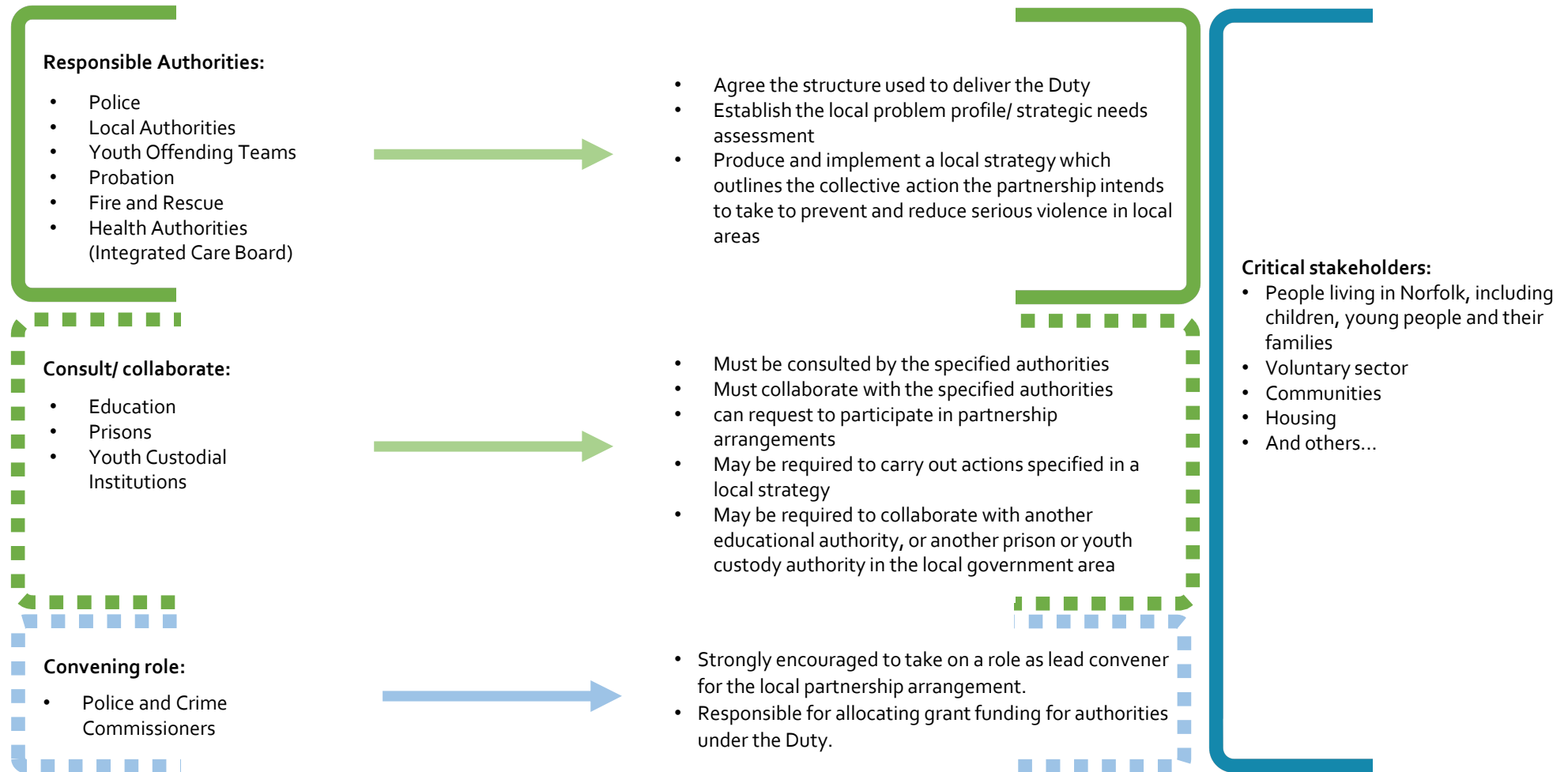
The **Norfolk Drug and Alcohol Partnership** is made up of a wide range of organisations and services which have come together to improve outcomes for people with substance misuse problems.

# What is the Serious Violence Duty?

The Duty requires organisations to work together to adopt a **whole systems (public health) approach** to prevent and reduce serious violence:

1. Undertake evidenced-based analysis to develop a **strategic needs assessment (SNA)**
  - Identify the kinds of serious violence that occur in Norfolk
  - Identify the causes of that violence
2. Consult, prepare and implement a **strategy**, informed by the SNA
  - Adopt a public health approach
  - Contain bespoke solutions to prevent and reduce serious violence
  - Review annually
3. Ensure that **impact is evaluated and monitored**

# Who is responsible for delivering the Duty?

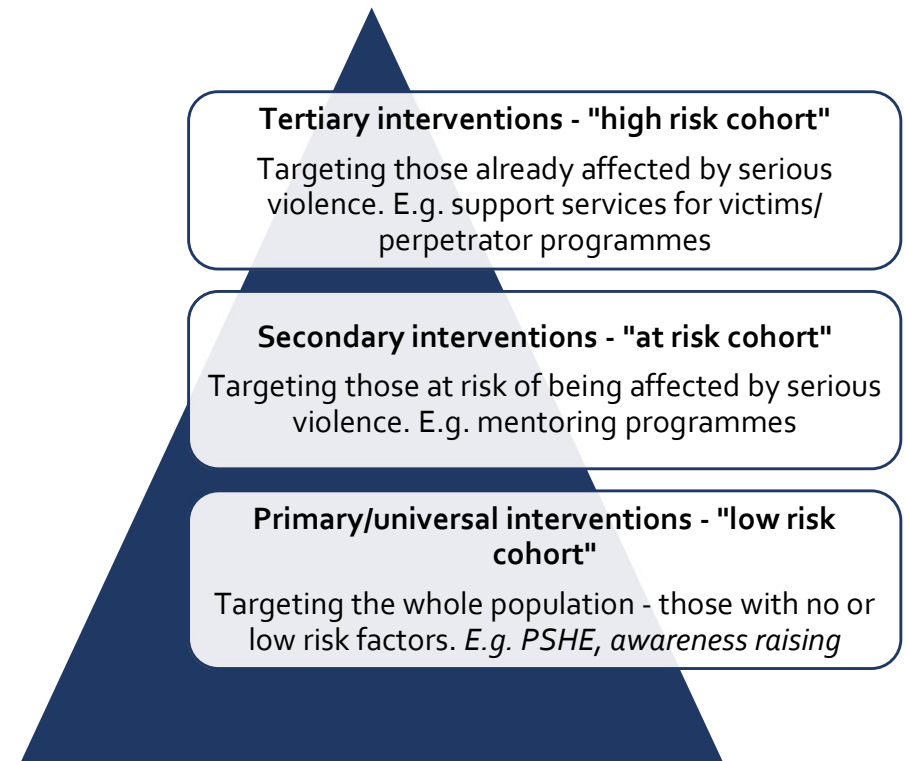
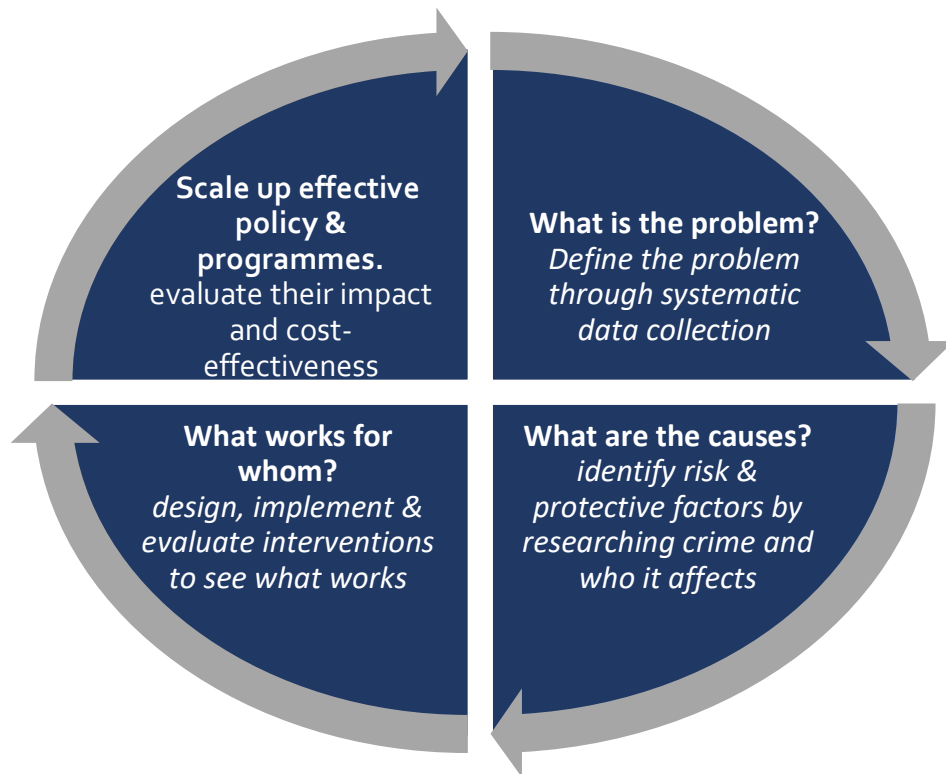


# Norfolk's Serious Violence Definition

Selected Violence Against the Person offences	Selected Possession of Weapon offences	All Robbery offences
All Sexual offences	Selected Arson and Criminal Damage offences	Aggravated Burglary and Vehicle offences
Selected Miscellaneous Crimes Against Society	Selected Public Order offences	Domestic Abuse offences have been included

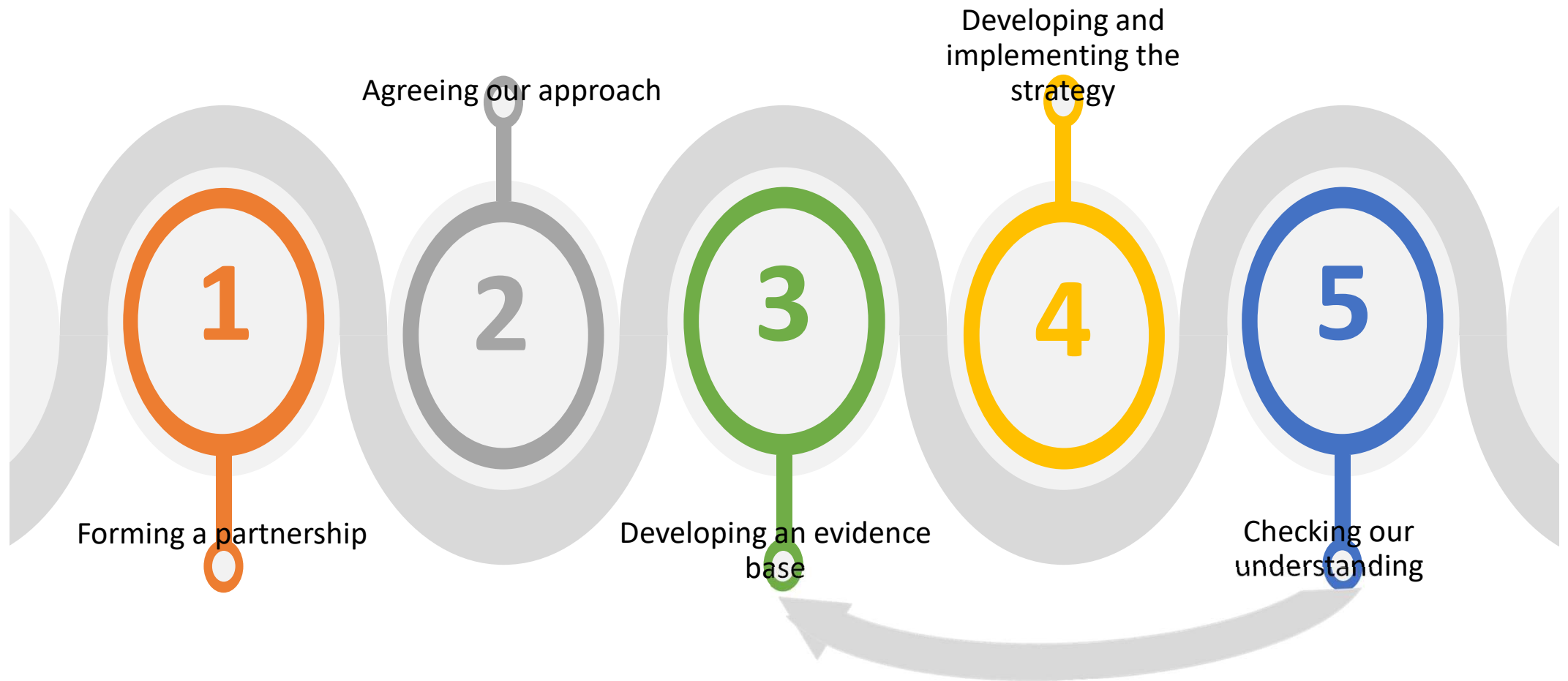
# The public health approach

- The World Health Organisation have developed 4-steps for implementing an approach to serious violence:
- The public health approach involves interventions in three overarching categories, which focus on prevention for different population groups depending on the risk level.





# Our journey so far



# Norfolk's Serious Violence Duty priorities



A focus on **safety of young people**, reducing risk factors and promoting protective factors, for all forms of serious violence.

A focus on **combating drugs and alcohol** as a driver of serious violence, adopting an evidence-led all age approach, addressing all forms of serious violence.

A focus on the **prevention of domestic abuse and sexual violence** across all age groups. Interventions are to be aimed at all three levels of the public health approach (primary, secondary, and tertiary), with a particular focus on preventing perpetration.

A focus on **places and spaces** where the most serious violence occurs, tailoring preventative action to each area based on contextual factors and the local violence profile.

# Priority: the safety of young people

## Norfolk young people's definition of safety:

"When you feel comfortable, equal, secure, consensual, in control, valued, confident, free and protected in everyday existence. Safety is trusting the people around you, the community, the place you live, your wider surroundings and this should be felt by everyone. A place where you can be your true self, with absence of fear."



- Although the number of young people directly affected by serious youth violence is relatively small, every case has far-reaching implications for the young person, family, friends, peers and communities.
- Serious violence affecting young people is complex and can be driven by a range of factors.
- Addressing the factors which increase the risk of children and young people being affected by violence is key to future serious violence prevention and harm reduction.

# Strength in partnership

- The Serious Violence Duty has allowed us to
  - Embed the public health approach
  - Develop our understanding
  - Learn more about what works
  - Prioritise prevention
  - Develop services and interventions
  - Evaluate outcomes
- Working together to prevent serious violence is both essential and complex
- In Norfolk we have real strength in responding to the challenges
- The response to the Serious Violence Duty strategy builds on our strengths as partners in violence prevention.

Thank you

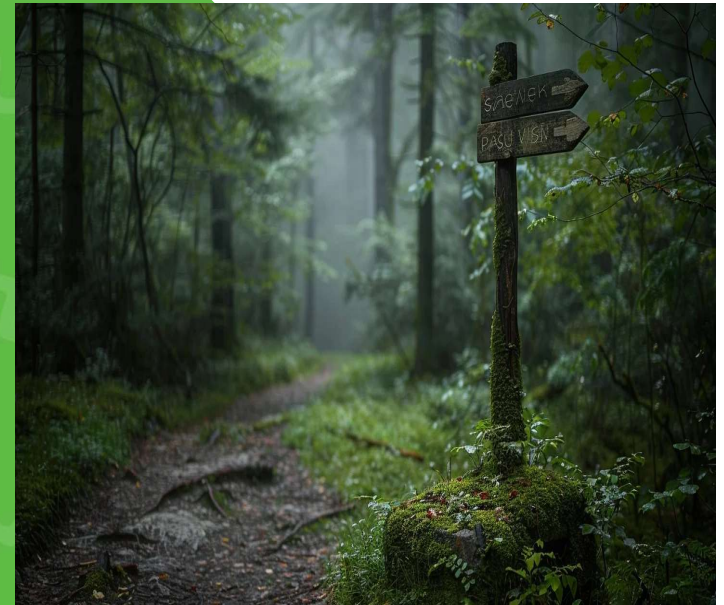
# The Adolescent Brain

Jayne England and Annie Sloos  
Family Nurse Partnership.

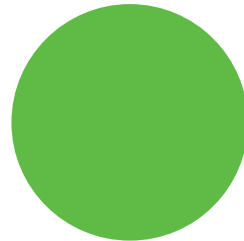


# Outline of today's session

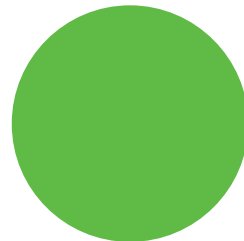
- Antenatal and early development and why it is important in terms of adolescent brain development.
- Emotional regulation, relationships and gender differences.
- Risk taking, reward and motivation, memory, and vulnerabilities.
- Time for opportunity and building on resilience.



# Definitions of Adolescence



“Adolescence is the period in human growth and development that occurs after childhood and before adulthood, from ages 10 – 19 years. It represents one of the critical transitions in the life span and is characterised by a tremendous pace in growth and change, that is second only to that of infancy”. World Health Organisation.



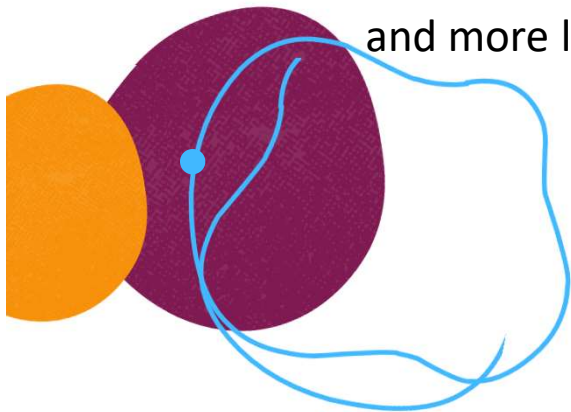
“Adolescence is the interval between biological changes of puberty and the point at which an individual attains a stable, independent role in society”. Sarah-Jayne Blakemore.



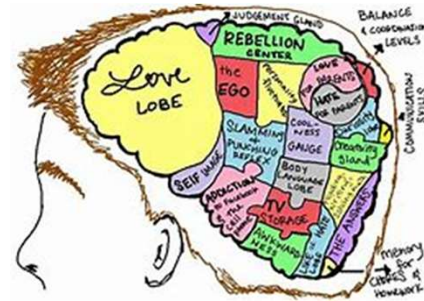
# Importance of the Ante Natal Period and Early Years for Healthy Brain Development



- Evidence of studies show that pregnancy and the first two years of a child's life sets the foundations for further emotional development.
- Age of opportunity - early relationships depict how the child views the world and how the child views themselves.
- adversity experienced during this time in a child's life may mean the child is less resilient to difficult experiences in the adolescent years and more likely to take part in risk taking behaviour.



# The Typical Adolescent brain



#

Adolescence is a formative period

#

Frontal cortex (self-control) develops later

#

Sensitivity to social rejection is heightened

#

The limbic system (reward centre) is very active earlier in adolescence

#

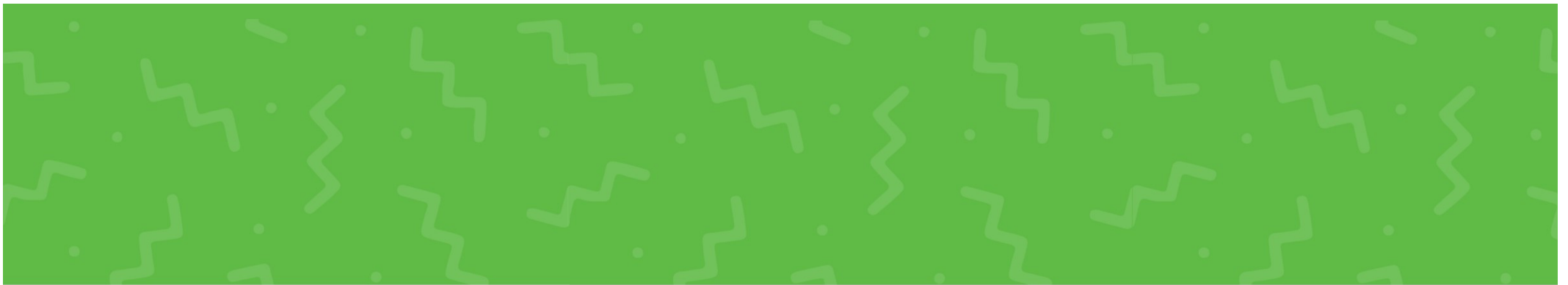
Synaptic pruning occurs

#

Reduced impulse control and heightened risk-taking behaviours

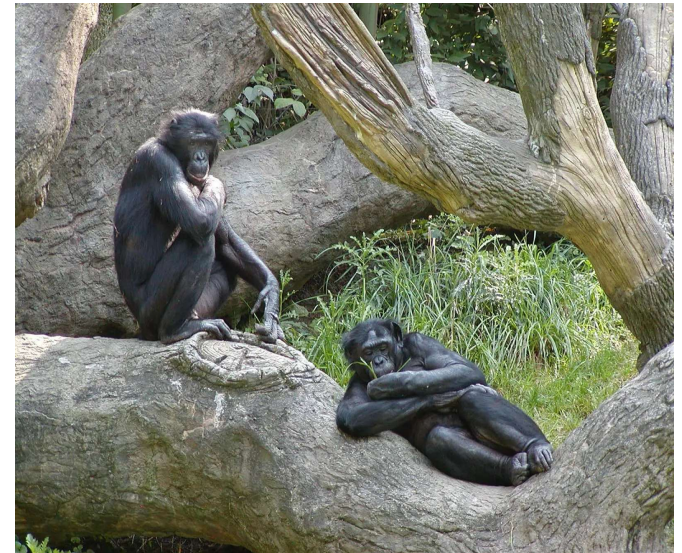
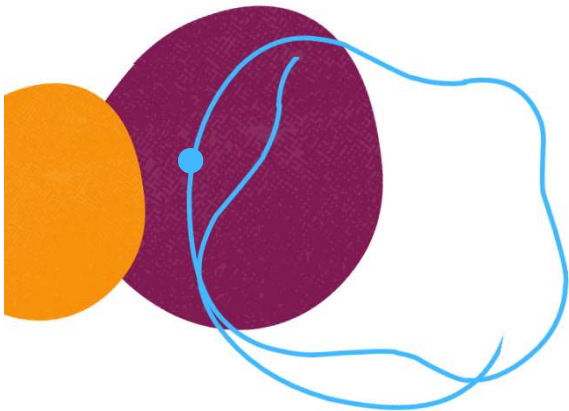
# Adolescent Brain

Dr Dan Siegel  
Clinical Professor of Psychiatry,  
UCLA School of Medicine



# Friendships and Relationships

- Building an identity, seeking independence through peer groups and education.
- Mentalising; 'holding others in mind'.
- Fight, Flight, Freeze system; 'The Chemical Switch'.



# Gender Differences in Adolescent Development



#

Girls process language in subtly different ways.

#

Some evidence that boys take more risks than girls.

#

Girls acquire pro-social behaviour earlier than boys (i.e. perspective taking, empathic concerns).

#

Grey matter and overall brain volume peaks earlier in girls

# Gender Differences in Adolescent Development (Continued)



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Neural pathways that lead to depression could be different and opposite between boys and girls.

#

Environment is very important - role of stress, substances, relationships, cultural expectations.

# Adolescent Brain

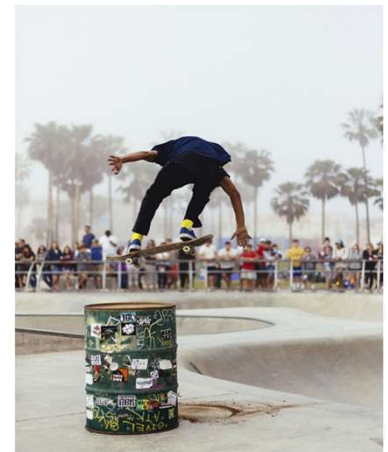
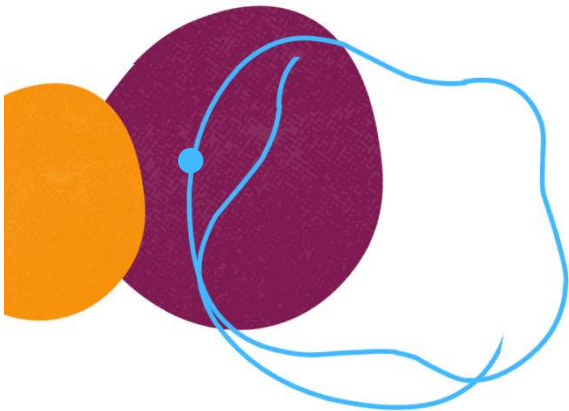
Prof. Sarah-Jayne Blakemore  
Professor of Psychology and  
Cognitive Neuroscience at  
University of Cambridge





# Risk Taking, Reward and Motivation

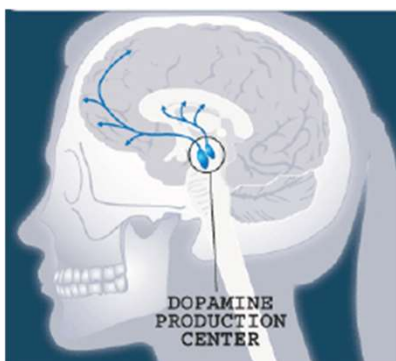
- Naturally adolescents are more likely to take risks
- Adolescents perceive risk differently from adults
- Chemical changes – fluctuation of serotonin and dopamine
- Adolescents experiencing Trauma are more likely to engage in risk taking behaviours



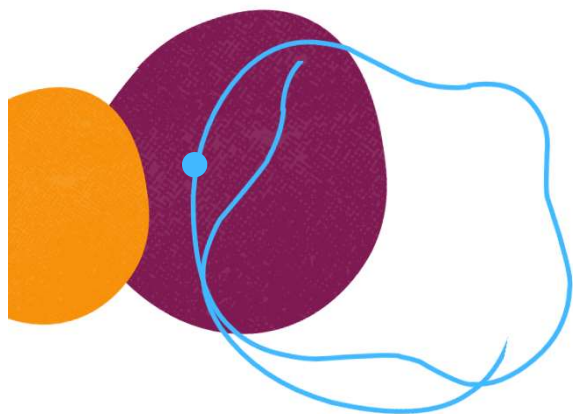


# Vulnerabilities

Nearly all addictive drugs increase dopamine levels - already altered in adolescence  
(Volkow & Li, 2004)

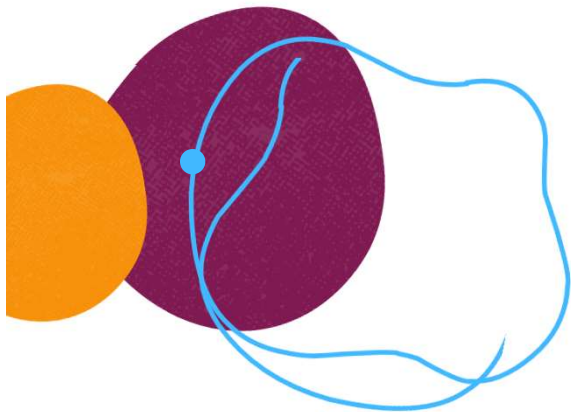


- Analysis of serious case reviews involving children aged over 11 years old showed:
- mental health problems featured in 69%
- alcohol misuse 30%
- drug misuse 40%
- 1 in 5 reported experiencing child criminal exploitation and/or peer-on-peer violence
- A quarter were reported to have a disability prior to the incident (Dickens and others, 2022).



# Vulnerabilities (continued)

- More vulnerable to damage from the effects of alcohol and drug use.
- Adolescents who drink excessively consistently recall less in memory tests.
- Adolescents who smoke will develop more nicotine receptors, making it harder for them to stop.
- Drugs such as cannabis also affect memory, attention span and planning ability.



# Trauma council – childhood trauma and the brain



# Memory



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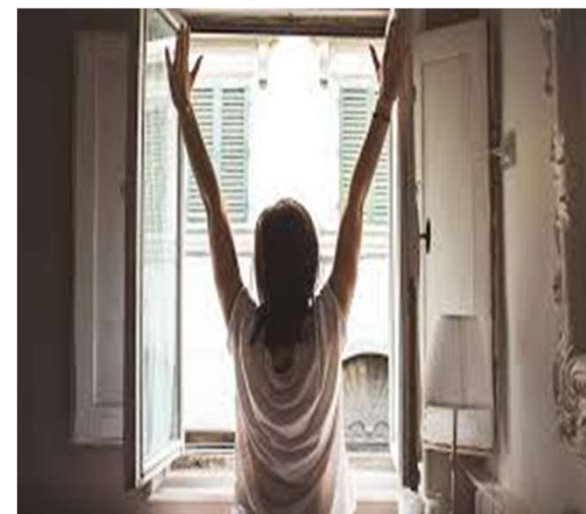
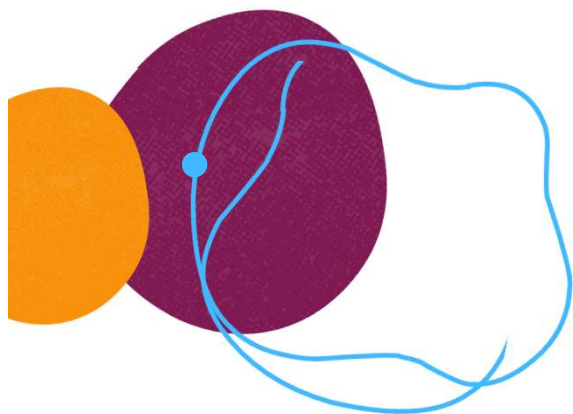
Hippocampus – the part of the brain responsible for memories (also found in the limbic system - emotional regulation centre).

#

Development is based on the creation of memories – it supports a repeated experience, strengthens a neural pathway, which eventually becomes memory.

# Window of Opportunity

- Brain plasticity – opportunity
- Positive experiences in positive environments.
- Build new relationships and develop trust.
- Hope and resilience.
- Strengthening networks and building a social world.



THANK YOU  
for listening

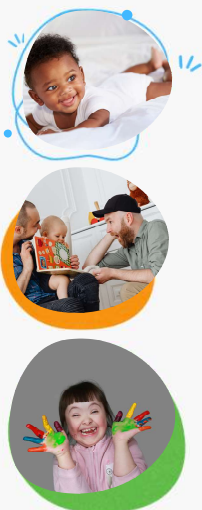




# References & resources

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- European College of Neuropsychopharmacology (2019) '[Puberty changes the brains of boys and girls differently](#)' ScienceDaily (viewed 5 June 2023)
- Garber J Keiley MK Martin C (2002) '[Development trajectories of adolescents' depressive symptoms: Predictors of change](#)' Journal of Consulting and Clinical Psychology, 70(1), pages 79-95 (viewed 5 June 2023)
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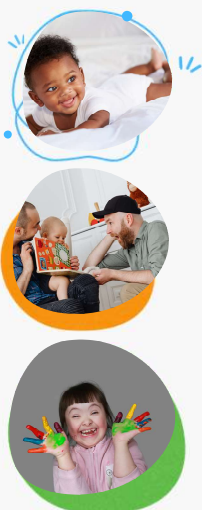


# References & resources (cont.)



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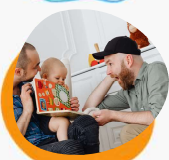
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# Resources and Further Reading

- Solihull online and the adolescent brain for parents - A programme designed to help you think about your child's emotions and how to respond-free to everyone in Norfolk via Just One Norfolk.
- Solihull for professionals' online course for Trauma and Attachment or Solihull Two-day training.
- Just on Norfolk – FYI resource for teenagers – Parenting resources understanding children's behaviour.
- NSPCC – National Society for the Prevention of Cruelty to Children.
- Trauma council - [uktraumacouncil.org](http://uktraumacouncil.org)
- Sue Gerhart- author of Why love matters (2004).
- Laurence Steinberg author of Development: Infancy Through Adolescence (2010) and Age of Opportunity – Lessons from the New Science of Adolescents (2014)



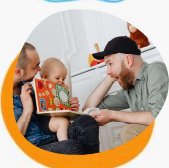
# Resources and Further Reading (continued)



- Sarah Jane Blakemore – Ted Talk - The mysterious workings of the adolescent brain and author of *Inventing Ourselves – The Secret Life of the Teenage Brain* (2019)
- Jean Twenge – Ted Talk – *igen; The Smartphone Generation* (2018). Author of multiple books researching how lives are impacted by generational differences.
- Andi Brierley – (care experienced person) Youth Justice Worker and author of *Your Honour Can I Tell You My Story* (2019) and *Connecting with Young People in Trouble: Risk, Relationships and Lived Experience* (2021) – Ted Talk - How Love Beats Adversity.

# Resources and Further Reading (continued)

- The Body keeps the Score; Brain, Mind and Body in the Healing of Trauma. Bessel Van Der Kolk (2015).
- Blame My Brain: the Amazing Teenage Brain Revealed author Nicola Morgan (2013) - aimed at teenagers, but great for adults too!
- Parent - Infant Foundation (1001 Days)
- Young Minds – Mental Health Charity for Children and Young People
- Anna Freud- resources for Professionals, Young People and Parents and Carers
- Child protection portal RCPCH – Royal College of Paediatrics and Child Health
- Ted Talk – Jane Evans - Tending and Taming your Meerkat Brain and author of children's books Little Meerkats Big Panic and How Are You Feeling Today Little Bear.



The background of the slide is a dark, blue-tinted photograph. It shows a person sitting on a set of concrete stairs, their hands clasped together in front of their face. Behind them, a large, light-colored banner or sign is visible, with the words 'CHILD' and 'EXPLOITATION' printed in large, bold, capital letters. The overall mood is somber and serious.

# Norfolk Constabulary's response to tackling Child exploitation and Serious Youth Violence

DCI Bruce Clark & DCI Andy Hill

## Objectives

- What is Child Exploitation
- Signs of Exploitation
- Our Response's
- Changing models of SYV
- MACE
- Working Together



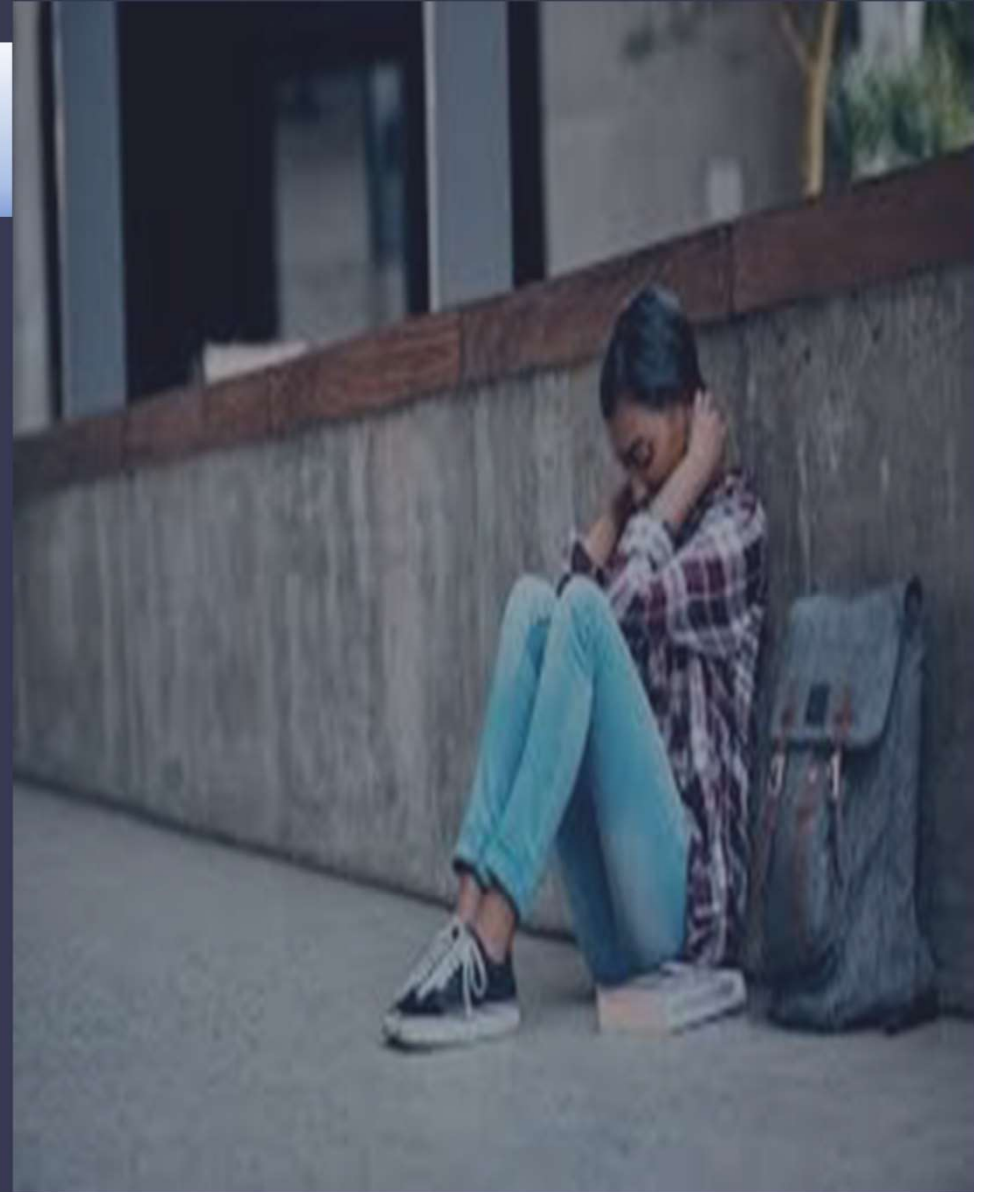
## WHAT IS CHILD EXPLOITATION?

Child exploitation is where an **individual or group** takes advantage of an imbalance of power to **coerce, control, manipulate or deceive** a **child under the age of 18** into any **criminal or sexual activity**:

- in exchange for **something the victim needs or wants**, and/or
- **for the financial or other advantage of the perpetrator or facilitator**, and/or
- **through violence or the threat of violence, debt bondage**  
(not just to the child but child's family)

The victim may have been exploited **even if the activity appears consensual** – children cannot consent to their abuse

CE can also occur using **technology - online**



## CHILD EXPLOITATION

### Child Criminal Exploitation (CCE)

Including involvement in County Lines, gangs, or serious youth violence

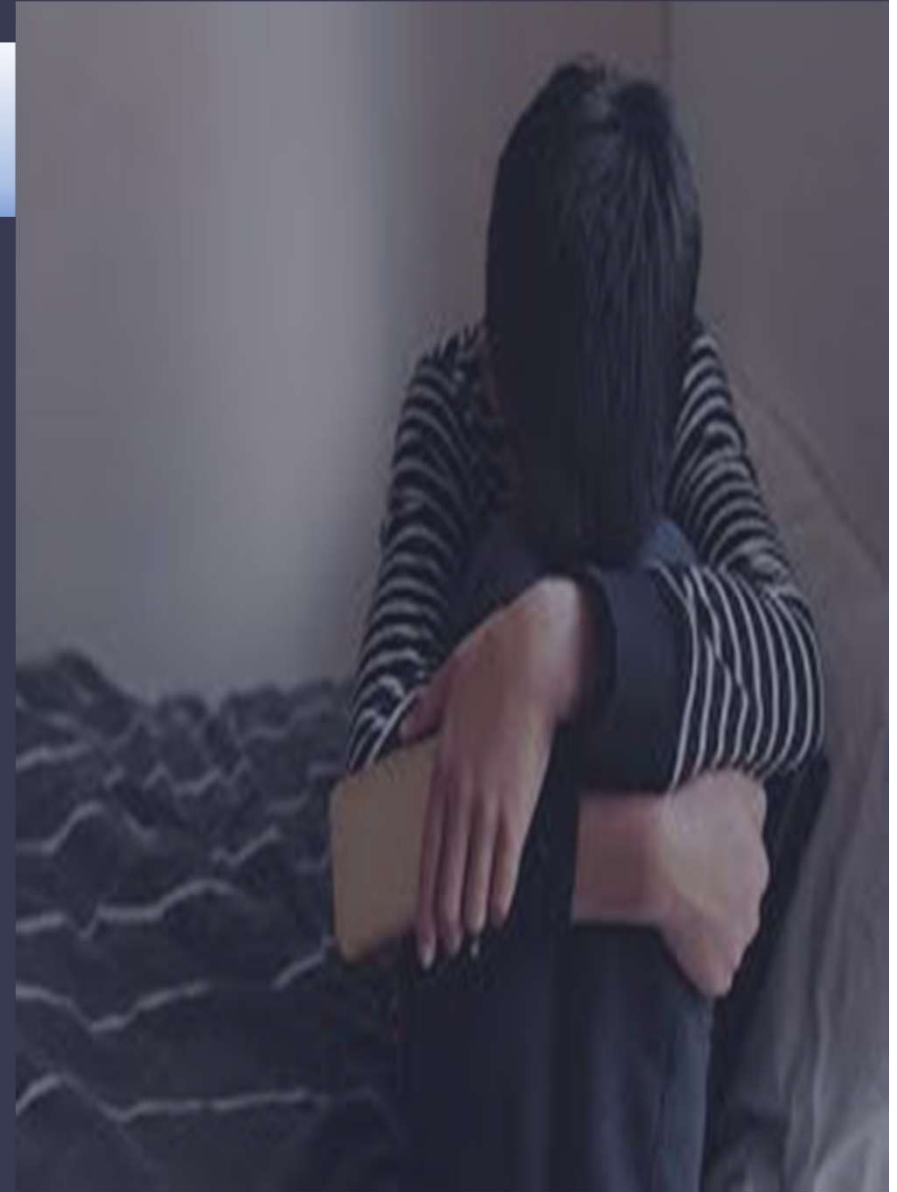
### Child sexual exploitation (CSE)

Which is a form of child sexual abuse

**Abuse and exploitation can be perpetrated by anyone, for example:**

A partner, friend, relative, or peer

A practitioner or even a professional



## SIGNS OF CHILD EXPLOITATION

- Frequently **missing** from home, care or education
- **Found in another area** without explanation
- **Inappropriate relationships** or **sexual activity**
- **Drugs** and **alcohol**, Lack of **engagement with education**, Involvement in **crime** – victim, witness or offender, **Suicide attempts / ideation**
- **Social isolation** and/or **secretive social/online activity**
- Association with **others who appear to be being exploited**
- Involved in **gangs** and/or **carrying weapons, violent conflict / Territorial protection or avoidance**
- **Unexplained physical injuries**, Decline in health, STI's Decline in **mental health** or **physical appearance**
- Unexplained **new things** such as clothes especially high value footwear / designer clothes, mobile and/or paraphernalia



**NORFOLK**  
CONSTABULARY  
Our Priority is You



## Push, Pull and Control

- **PUSH FACTORS** – what is forcing the child away from their home environment/carer's?
- **PULL FACTORS** – what is drawing the child towards risky situations and people?
- **CONTROL FACTORS** – what is stopping that child from seeking help/opening up?



## Professional Curiosity & Barriers

- Disguised Compliance
- The 'rule of optimism'
- Accumulating risk
- Normalisation
- Professional Deference
- Confirmation Bias
- Dealing with uncertainty
- Other barriers - including demand, work pressures

## What are you seeing / hearing?

Sexual Offences / Rape

Domestic Abuse

Coercion Control

Honour Based Abuse

Child/Adult Abuse

Modern Slavery/Human Trafficking

Child Criminal Exploitation

Serious Youth Violence

How does this impact your risk assessment,  
safeguarding and professional curiosity?





# Norfolk Constabulary

## 4xP's

### Prepare

*Op Bokken*

*Intelligence Led*

*Child Centred Policing*

*MASH*

### Protect

*MACE*

*Civil Orders*

*CJS*

*Hot Spot / Targeted initiatives*

### Prevent

*Partnership Approach*

*Community Tension*

*Lessons learnt*

*Training*

### Pursue

*LSOC*

*County  
Lines*

*Youth EIT*

*District*



**POLICE**  
NORFOLK & SUFFOLK  
*working together for you*



# Serious Youth Violence, Norwich and Op Bokken

## Defining Serious Violence

- No nationally set definition of serious violence
- Serious Violence Duty encourages local areas to produce a local definition

## Norfolk's definition of serious violence includes:

- Violence against the person offences
- Possession of weapons
- Sexual offences
- Arson and criminal damage endangering life
- Aggravated burglary and vehicle offences
- Selected Public Order offences

# Serious Youth Violence, Norwich and Op Bokken

## What is Op Bokken?

- An identified threat in Norwich of serious violence within groups of predominantly young people (under 25) including children
- Commenced in 2020

## What is the purpose of Op Bokken?

- A coordinated response to the catalyst for the violence and risk to young people; criminal activity and associated exploitation
- To focus on safeguarding young people
- To effectively disrupt those who cause harm through criminal activity

## Serious Youth Violence, Norwich and Op Bokken

Some examples of the threat evidenced through proactive policing in Norwich...

## Op Bokken: Examples of Weapons Recovered

## Op Courage



Converted blank-firing pistol  
'Prohibited weapon' as defined in section 5(1) Firearms Act 1968



## Op Bokken: Examples of Weapons Recovered



**Sig Sauer P320 - CO2 powered air pistol**  
**Full metal slide for a realistic weight**





## Op Sword



**.45 Colt caliber single-action revolver**

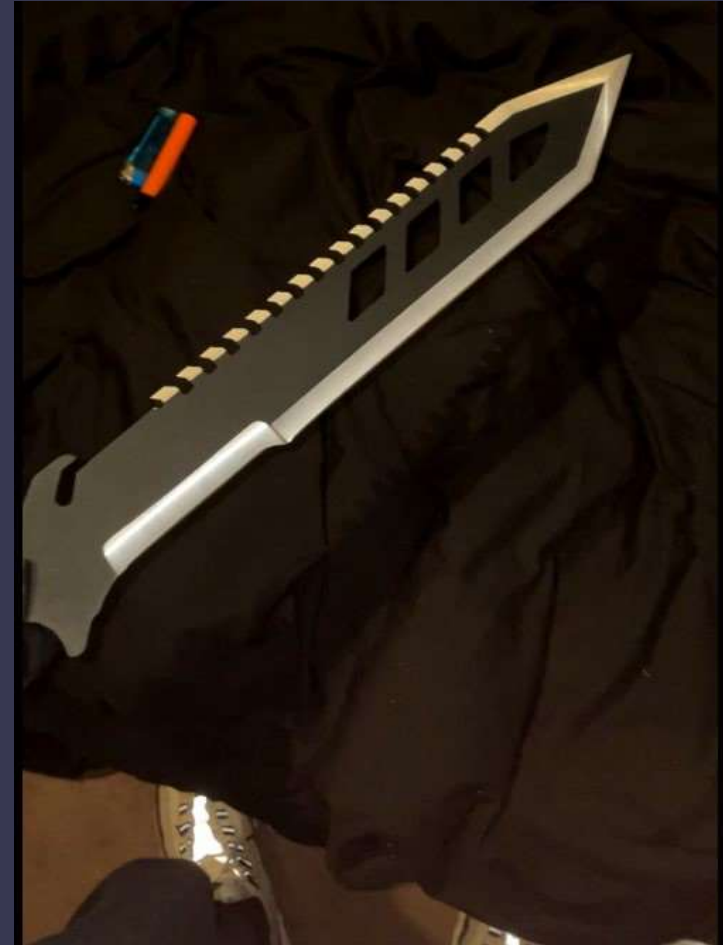
## Op Bokken: Examples of Weapons Recovered

### Machetes used in Serious Youth on Youth Violence

	Safety Machete With Guard & Strap SKU: K-MACH-122	3	Excl. Tax: £39.97 Incl. Tax: £47.97
	Anglo Arms Panther Machete SKU: K-MACH-PANTHER	3	Excl. Tax: £39.98 Incl. Tax: £47.97
	Marksman 18" Machete SKU: 68334C	5	Excl. Tax: £44.54 Incl. Tax: £53.45
	Anglo Arms 16" Survival Haku Machete SKU: K-MACH-HAKU	1	Excl. Tax: £13.32 Incl. Tax: £15.99

- **Serious stabbing** of 17-year-old in Norwich required rapid first aid and tourniquet application before hospital intervention
- **2 suspects**, aged 16 and 17 convicted of s.18 Grievous Bodily Harm offence
- **Machetes** recovered by police during searches
- **12 machetes** purchased online from a UK-based company selling outdoors, military & survival equipment
- **Delivered** to placement address of one of the suspects
- **Required upload of photo ID;** dad's passport used to purchase them
- **Cost of machetes** approximately £170.

Two of the machetes recovered  
...still images taken from videos recorded by the offenders



## Op Bokken: Example Social Media Posts





# County Lines and Op Bokken

## A recap on what defines a County Line:

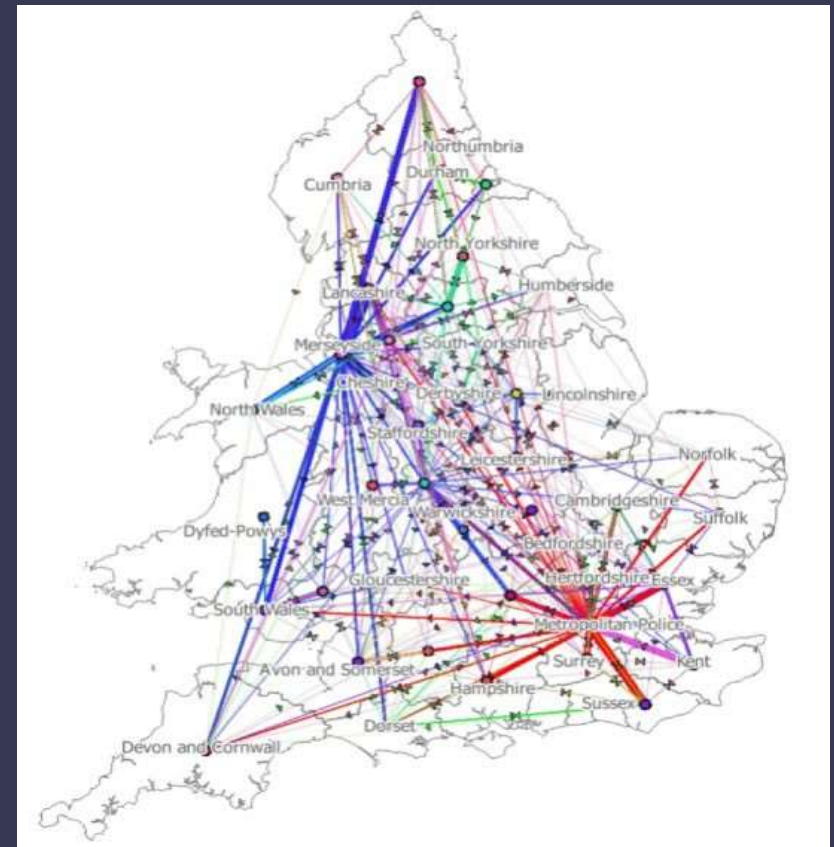
The exporting of illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines.

## The National Picture - County Lines Strategic Threat Risk Assessment

- County Lines threat has become more localised... fewer lines running outside force boundaries
- External lines (cross a force boundary) have reduced by 12.2%
- Internal lines (start and end within a force boundary) have increased by 232%, year-on-year.

## The Norfolk Picture -

- Line holder predominantly Norfolk-based, directing activity in a tight geographical area
- Young people holding the line phone
- Sometimes using younger 'runners' to transport and supply drugs on a line holder's behalf.



Source: Review of Drugs Evidence Powerpoint, Dame Carol Black

# Op Bokken Cohort Statistics

Source Serious Violence Duty Analysis - Author, Natalie Bidle

- **Highly likely to be a repeat victim of serious violence** - 73% of the Op Bokken cohort who have been a victim of serious violence offences in Norfolk between 2018 and 2024 are repeat victims
- **Highly likely to be a repeat suspect of serious violence** - 95% of the Op Bokken cohort who have been a suspect of serious violence offences in Norfolk between 2018 and 2024 are repeat suspects
- **9 times more likely to be a victim of serious violence** compared to the general population of under 25-year-olds in Norfolk
- **Highly likely to be both a victim and suspect of serious violence** - 74% of all suspects of serious violence, known to be part of the current Op Bokken cohort, having also been victims during this time range.
- **Highly likely to be a suspect of a drug offence** – with 85% of the cohort have been a suspect of drug offences between 2018 and 2024.
- **Highly likely to be both a suspect of a drug offence and serious violence offence** - 79% of the cohort, mostly involved with assault, possession of an article with blade or point, robbery of personal property, and possession of cannabis.

# Norfolk County Lines Investigations since 2020

Total Lines Investigated To Date	Total Number of Lines Closed	Number of People Charged	Number of Convictions
215	130	227	172
	Total Prison Sentences To Date (Years)		
	601 years		



## 4Ps response to Op Bokken

**Pursue** – wide ranging response to disrupt criminal activity including covert and technical solutions where necessary

**Prevent** - Criminal Behaviour Orders

Licence Conditions

Multi-Agency Child Exploitation (MACE) response

Targeted Youth Support Service

Youth Justice

Closure Orders\*

**Protect** – MACE, Children's Services, TYSS,

Closure Orders (can be \*preventative or protective)

**Prepare** - Education e.g. Your Choice Matters, Violence and the Law

Parent webinars, professionals' training



## MACE

Norfolk Constabulary's Multi-Agency Child Exploitation MACE team helps put young people at the centre of serious violence prevention. The team works alongside multi-agency partners to offer interventions and support for vulnerable young people, their families and the wider community.

### Main responsibilities

- Investigate the sexual and criminal exploitation of Children
- Identify Children subject of exploitation and offer outreach and support
- Participate and engage in multi-agency serious violence prevention
- Offer a flow of information and intelligence relating to serious youth violence

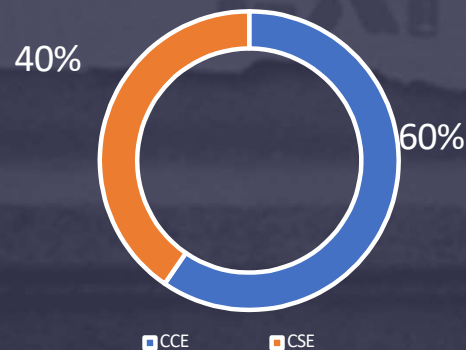
## OP STEADFAST

- Immediate and Targeted response to missing incidents
- Automatic graded at **HIGH RISK** of **HARM**
- High risk of exploitation
- Trigger plan held in force CCR
- Known Information and Intelligence used to maximise location identification
- Allow greater use of covert policing tactics
- Joint MACE / CPC response
- Partnership prevention opportunities (Fire / Council)

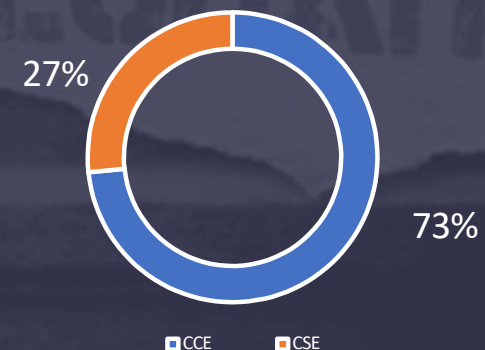
There are currently 129 children open to the MACE Safeguarding team. The team consists of nine officers/PSI's.

Of those 129 children **11%** are at high risk of exploitation and are all featured on OP STEADFAST

2024 CE by Type



2025 CE by Type



## Working Together

- Vulnerable Adolescent Group (VAG)
- Exploitation Oversight Operational Forum (EOOF)
- Community Tension Monitoring Group
- Op Bokken Delivery Group
- Missing Person Delivery Group
- NCSP – Norfolk Exploitation Strategic Group

Thank You

Any Questions

CHILD

EXPLOITATION



**POLICE**  
NORFOLK & SUFFOLK  
*working together for you*





*coffee break*



Norfolk Safeguarding  
Children Partnership

# **Learning from Children and Families**

**Dr Sarah Hall,  
The Ivison Trust**



Norfolk Safeguarding  
Children Partnership



# Iverson Trust

Working with children and families.

Dr Sarah Hall



protecting  
children, supporting  
families

# The Ivison Trust





# What we do



**Iverson Trust works alongside parents and carers of children who are – or are at risk of being – sexually and/or criminally exploited by perpetrators external to the family.**

**We offer guidance and training to professionals on how child exploitation affects the whole family.**

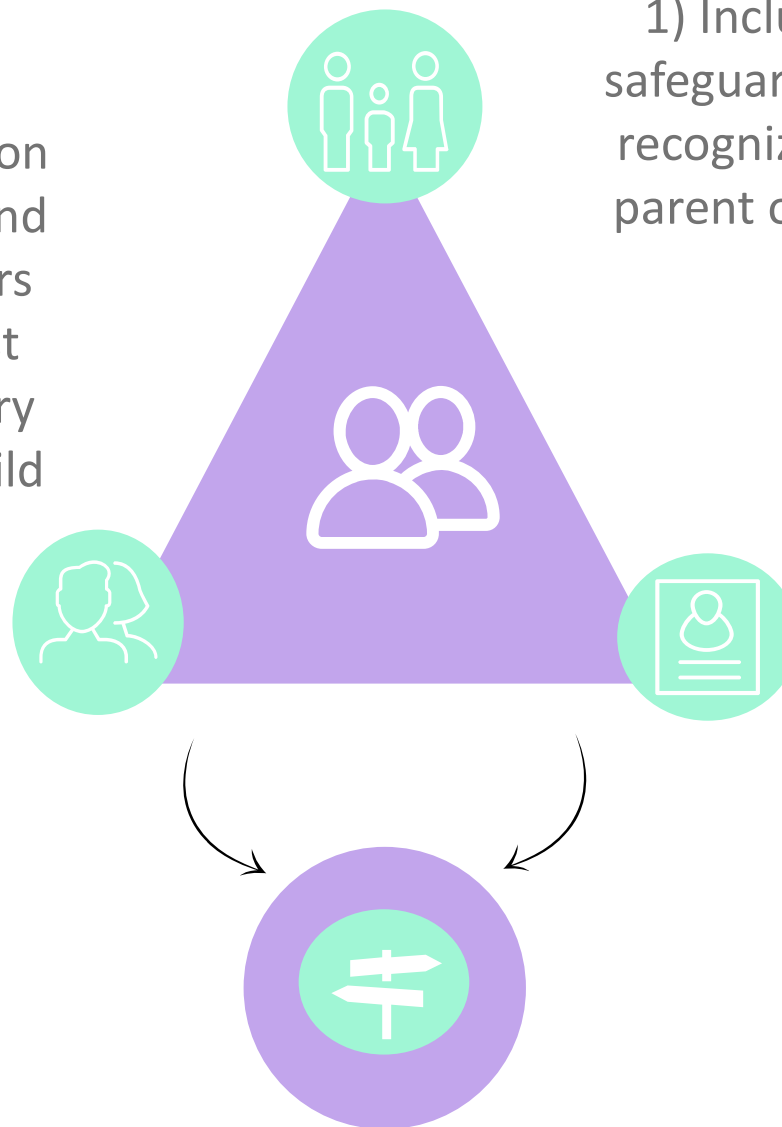
# Our Services



# Relational Safeguarding Model



3) Use the information gathered to target and disrupt the offenders and locations whilst planning for recovery and safety of the child and family.



1) Include parent's as key safeguarding partner's whilst recognizing their needs as a parent of an exploited child.

2) Formulate robust safeguarding plans that address the extra familial risk and have accountability for all.

Contextual Safeguarding



# Iverson Trust

## West Yorkshire Evaluation Violence Reduction Partnership 2023-24



protecting  
children, supporting  
families



# Impact

## PLO Service 2023/24



**241** Parents have been supported

**434** Pieces of **intelligence** has been submitted

**199** Investigations supported

**1358** professionals received training

**44** Parents accessed **Therapeutic** service

**277** Parents used the Out of Hours **Crisis Line**

**12** Parents joined the **Parent Community Forum**

# Improved health outcomes



Following one-to-one support from their Parent Liaison Officer:

**90%** of parents reported improvement in their mental health.

**94%** of parents felt supported to deal with the effects of trauma.

**100%** of parents felt supported to understand the effects of trauma.



“My Parent Liaison Officer has help me create safety plans and has got my child involved so it gave my child an opportunity to have their say. The safety planning seems to be working at the minute but it’s early days. I look forward to our sessions and know that I’ll walk away feeling more knowledgeable and confident as a parent”.





“My Ivison Trust worker also helped me find a placement for education that was more suited to my boy. At the time it was horrendous but me and my worker managed to get my boy in a place where he was no longer being exploited. He’s doing really well now”.



# Improved outcomes for children and families



Of the partner agencies who work with Ivison Trust:

**88%** felt the PLO service helped young people to engage with education, training and employment.

**94%** felt the PLO service reduced young people's involvement with anti-social behaviour or crime.

**94%** felt the PLO service supported the reduction in the use of alcohol and drugs.



“If no additional support for mental health needs...they break down. The number of families that break down means that young people end up in the care system. The cost of that on outcomes financially...keeping families together has far reaching consequences”.

(Supervisor)

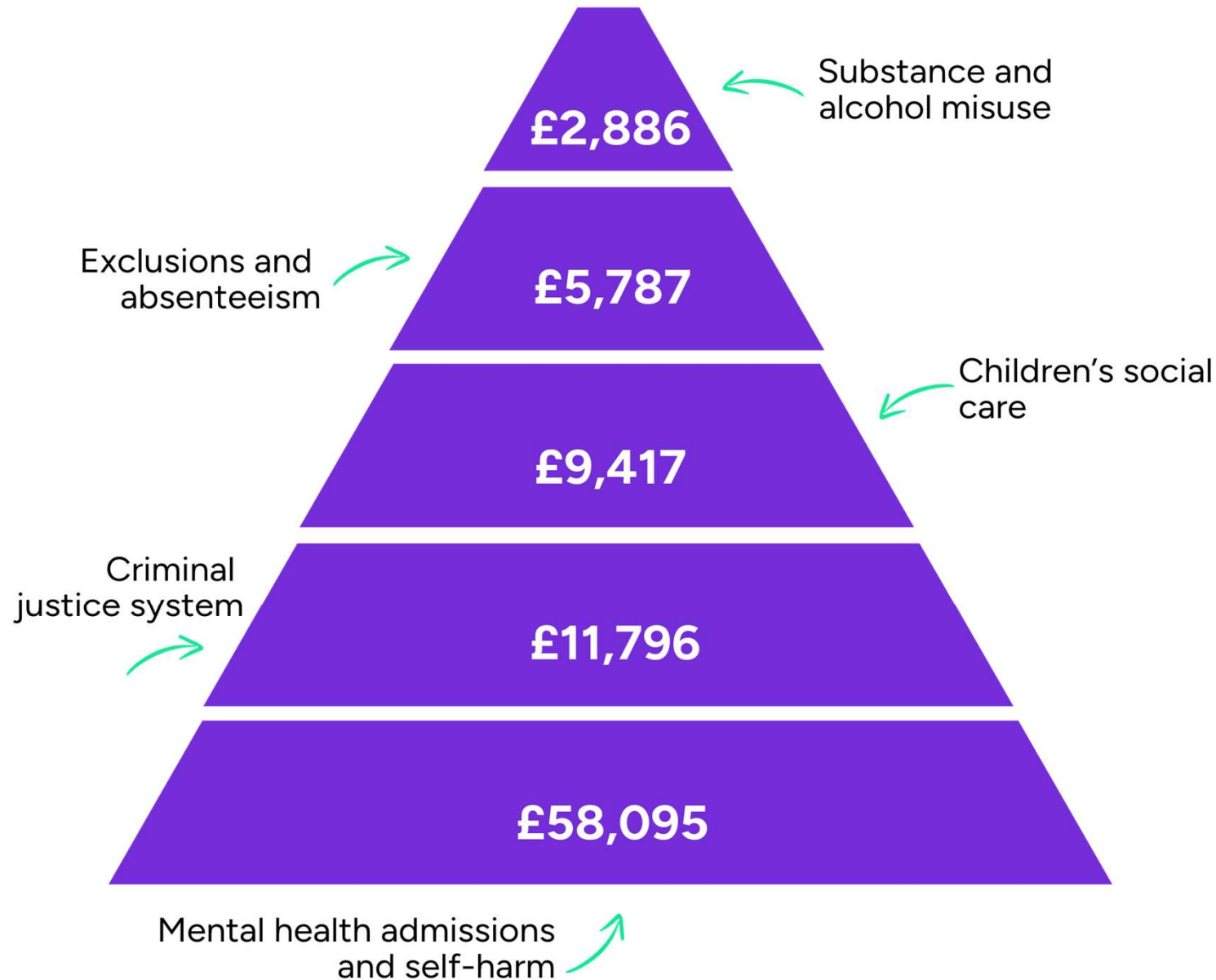


The most common response from partners was the need for more PLOs and at an earlier stage:

**“We need more PLOs; they are a key agency in protecting children from exploitation.”**

# Cost benefits

## PLO Service 2023/24





# Potential Cost benefits

## PLO Service 2023/24

1 Family

= £87,981

1 PLO supports circa 40  
Families

= £3,519,240

8 x PLO's

= £28,153,920

# Strategic Plans



Pilot programme for parents. Alternative to parenting programmes.

*“I’ll attend any parenting class you send me on, however, I want you to know that no parenting class will parent the exploitation out of my child.”*





## **Parents as Safeguarding Partners Working Together 2023**

**“ In the context of a child-centred approach, all practitioners should work in partnership with parents and carers as far as possible”.**



# Working Together 2023 places greater emphasis on:

Harm  
Outside  
the  
Home

Extra  
Familial  
Harm

Working  
with  
Parents

The Ivison Trust works exclusively with parents as  
safeguarding partners to respond and prevent EFH

**Risk outside the home, becomes  
risk felt within the home.**





“ He didn’t have a choice to get out, they knew where we lived. They knew where his oldest sister worked in town. We had threats on me, on the dog...we had people ringing us from prison...we had special locks on the door, lights at the back, lights at the front and the police had offered to move us as well.”

“ The house was getting smashed up and there’s people in balaclavas everywhere...they attempted an arson attack that night and I phoned and within minutes I had dog units and oh, I’ve had armed response before”.

# An affected Parent



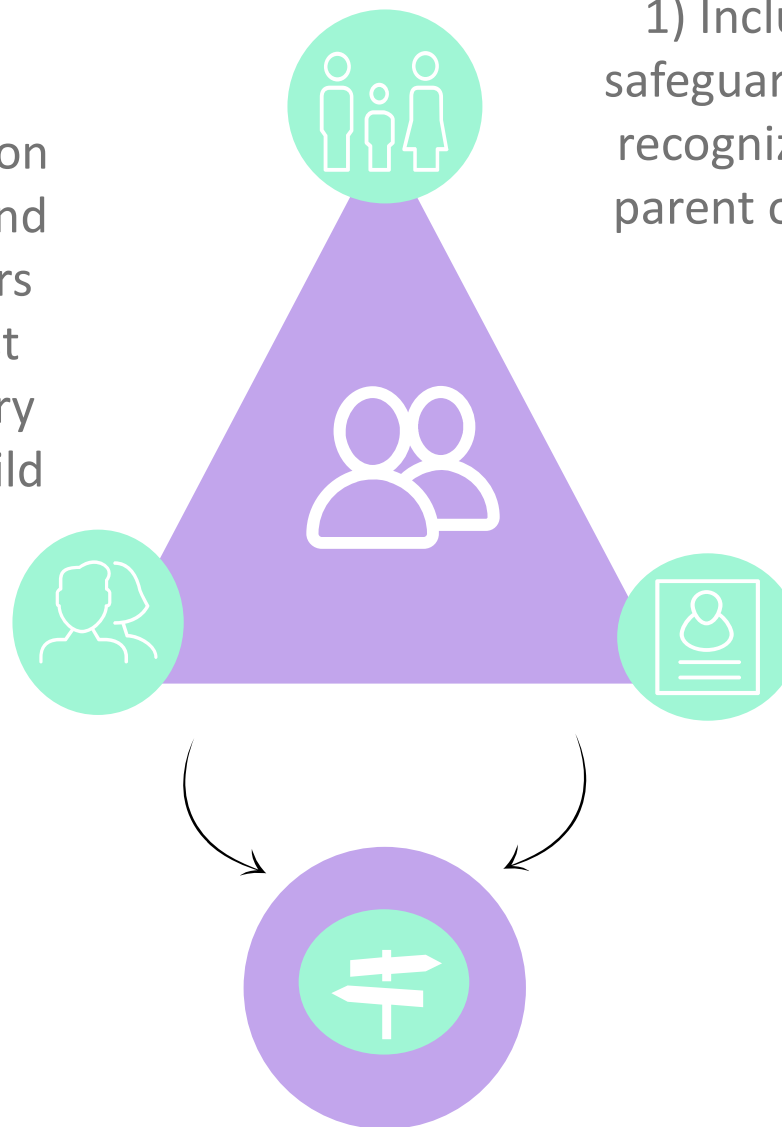
“Whilst services were scrutinising me, the primary safeguarding force in my child's life, the perpetrators were ignored and are still walking the streets”.

“We all need to work together to keep our children safe because if we're not, the perpetrators will see this gap and exploit this.”

# Relational Safeguarding Model



3) Use the information gathered to target and disrupt the offenders and locations whilst planning for recovery and safety of the child and family.



1) Include parent's as key safeguarding partner's whilst recognizing their needs as a parent of an exploited child.

2) Formulate robust safeguarding plans that address the extra familial risk and have accountability for all.

Contextual Safeguarding

# Thank you



[www.ivisontrust.org.uk](http://www.ivisontrust.org.uk)



[info@ivisontrust.org.uk](mailto:info@ivisontrust.org.uk)



[@ivisontrust](https://www.facebook.com/ivisontrust)



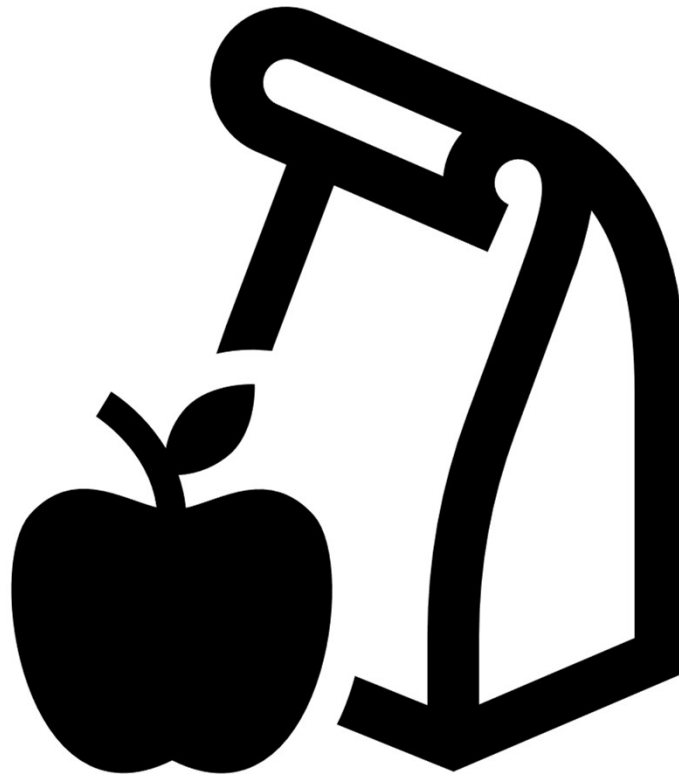
protecting  
children, supporting  
families

Registered Charity No. 1092560

Company limited by guarantee in England and  
Wales No.4249272



# Lunch



Norfolk Safeguarding  
Children Partnership

# **What Works Well**

**Kelly Waters, NCC Senior Adviser for  
Education**

**Samantha Jackson, Inclusion Advisor  
Sarah O'Grady, Inclusion Advisor**

**Lauren Downes, Head of Youth Justice  
Service**

**Lydia Durrant, Projects & Detached  
Youth Work Manager**



Norfolk Safeguarding  
Children Partnership

# Tackling SYV: An Education Perspective

March 2025

- Overview of the local data
- Learning from national case reviews & research
- Action Planning for Attendance
- Inclusion – best practice

## Risk Factors for Serious Violence: Child Poverty, Deprivation and Attainment

Multiple risk factors suggest Norfolk's child population may be more at risk from being affected by serious violence than comparator areas.

- **Child poverty** and **deprivation** in Norfolk is higher than most comparator areas, with pockets in Norwich and Great Yarmouth.
  - There is a clear link between deprivation and children who have been involved with serious violence, with 70% of Norfolk children who were cautioned or sentenced for a serious violence offence had ever been eligible for Free School Meals.
- **Educational attainment:** In 2023, the proportion of pupils achieving a grade 5 or above in English and Maths GCSEs was 42% in Norfolk, which is lower than the national and regional levels.
  - Great Yarmouth, King's Lynn and Norwich have lower levels of KS4 educational attainment compared to the rest of the county.
  - There is a clear link between pupils in Norfolk who have been cautioned or sentenced for a serious violence offence and lower levels of attainment, with 5% of Norfolk children who were cautioned or sentenced for a serious violence offence achieving 5 or more GCSE (or equivalent) passes A\*- C (including English and Maths).

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## Risk Factors for Serious Violence: School Absence

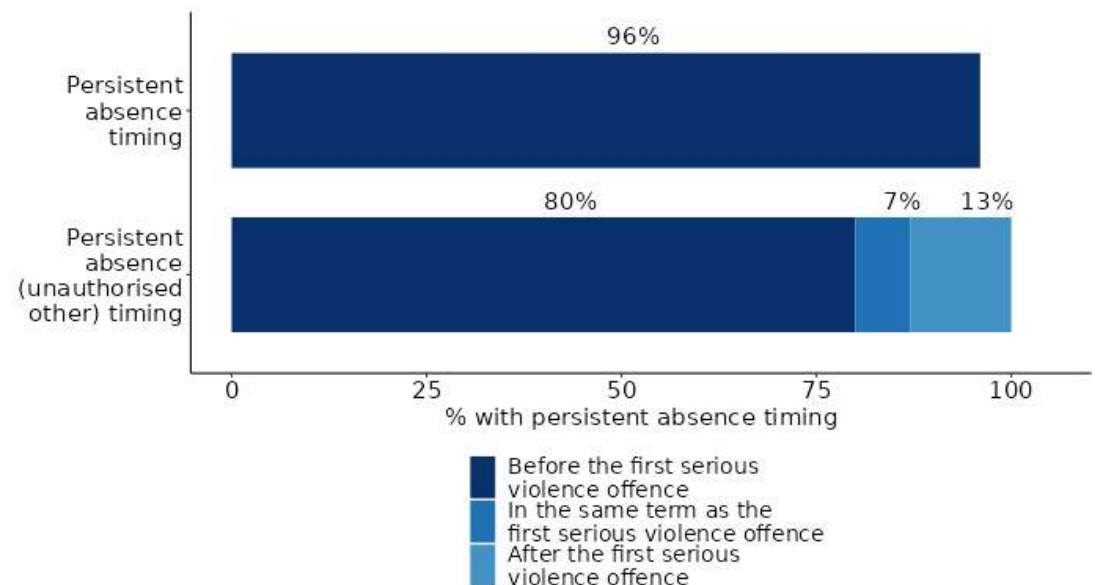
There is a clear link between children who have been cautioned or sentenced for a serious violence offence having been persistently absent from school. Of the children in Norfolk who have been cautioned or sentenced for a serious violence offence, **86% had been persistently absent** at any time during their education.

First persistent absences typically precede serious violence offending, from which it can be inferred that this is a crucial point for interventions.

Of the children in Norfolk who have been cautioned or sentenced for a serious violence offence:

- 85% were male
- 79% had been suspended at any time during their education
- 72% had received SEN support
- 70% eligible for free school meals
- 42% had attended alternative provision
- 25% had been permanently excluded at any time during their education, and they were less likely to achieve a good level of educational attainment in KS4. OFFICIAL

*Timing of first record of persistent absence or persistent absence (unauthorised other) relative to the timing of children's first serious violence offence, for all pupils matched to KS4 academic years 2012/13 - 2017/18. Source: (Department for Education, 2023).*



For children who go to school in Norfolk

Gaps in chart indicate where data has been suppressed due to small numbers, as such figures won't always sum to 100%.

# Risk Factors for Serious Violence: Suspensions & Exclusions

## School Suspensions

79% of Norfolk children who have been cautioned or sentenced for a serious violence offence have been suspended at any time during their education.

However, 4% of those who had ever been suspended were children who were cautioned or sentenced for a serious violence offence.

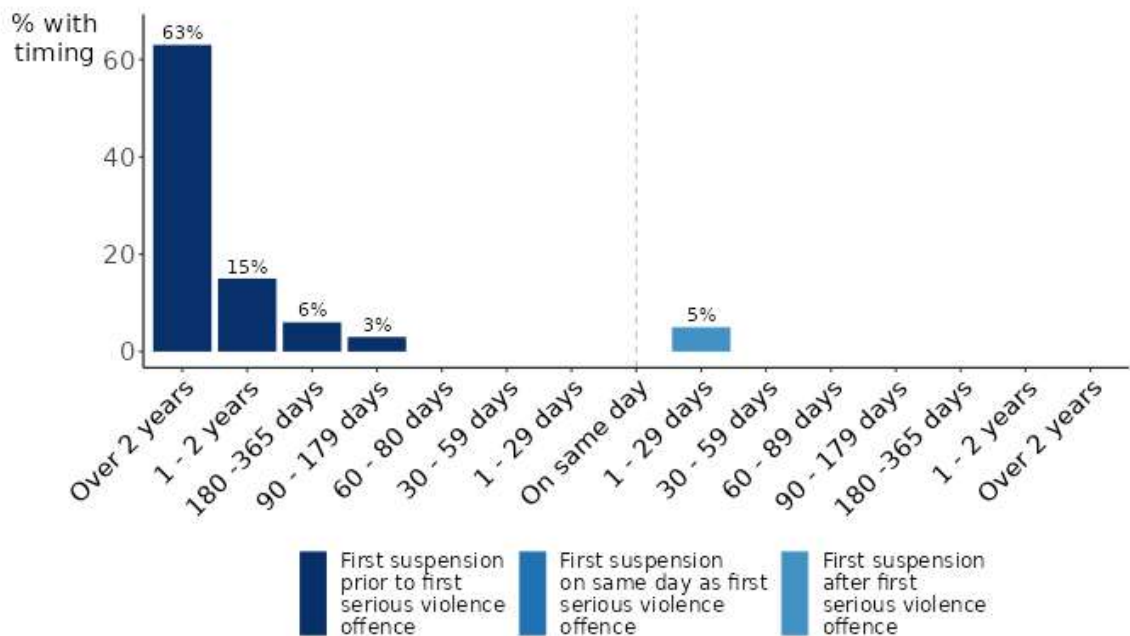
63% of these children were first suspended over two years before their first serious violence offence (Department for Education, 2023).

## Permanent Exclusions

25% of Norfolk children who were cautioned or sentenced for a serious violence offence had ever been permanently excluded, which is a higher proportion than the England average (16%).

These children are most likely to have been permanently excluded for the first time at least a year before their first serious violence offence (Department for Education, 2023).

Timing of children’s first suspension relative to their first serious violence offence, for all pupils matched to KS4 academic years 2012/13 - 2017/18. Source: Source: (Department for Education, 2023).



For children who go to school in Norfolk

Gaps in chart indicate where data has been suppressed due to small numbers, as such figures won't always sum to 100%.

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## The Importance of School Life

*'School life provides a crucial platform where the critical components of healthy development can be nurtured. It is not just a place of academic learning; it is somewhere to belong, to achieve, to have meaning and purpose and is an arena for social and emotional development in preparation for adulthood. This SCR requires a culture shift both in terms of how multiagency services value the multi-faceted benefits of school and a redesign of service intervention so that schools are placed at the very heart of multiagency provision.'*





# Learning from case reviews

- A focus on a disciplinary response; responding to behaviours, without enough focus on reducing risks to the child community.
- Adulthood bias.
- Behaviour or attendance-levels were assumed to be related to a child's SEND, without exploring other potential factors.
- Information that other agencies held about safeguarding concerns not always shared with schools.
- The importance of a child attending school and how exclusions from school are seen critical points for intervention.
- Exclusion from school left some children with feelings of rejection or isolation. It disrupted friendships and removed the positive influence of peers and escalated risk.

- Many case reviews highlighted education as a source of stability and continuity in children's lives.
- Tenacity, perseverance, advocacy.
- School staff were often identified as a positive relationship in the child's life.
- Schools were often the place where indicators of abuse are spotted and where children choose to disclose concerns; '*...she knew but she didn't know*', '*I knew they would do something when I needed help*'.
- Creative, flexible approaches in response to need including wrap-around support and extra-curricular activities and a focus on full-time education.

*'Child C's PEX had a significant and life changing impact upon him. This event contributed to his exposure to a range of extra familial risks related to both school and the community. The PEX decision signalled a decline in Child C's behaviour and attitude, and a continual incline in associated risks.'*

## Key definitions



Children not on a school roll	<b>Children missing education (CME)</b>	Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.
	<b>Elective Home Education (EHE)</b>	A choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time in accordance with section 7 of the Education Act 1996.
	<b>Education Other Than At School (EOTAS)</b>	The LA may arrange for any special educational provision where it has decided it is necessary for a child to be made otherwise than in a school or post-16 institution or a place at which relevant early years education is provided in accordance with s.61 of the Children's and Families Act 2014. The LA must consult the child's parent or the young person prior to taking this action.
Section 19 Duty		
Children on a school roll	<b>Persistent Absence</b>	A pupil is identified as persistently absent if 10% or more of possible sessions are missed.
	<b>Severe Absence</b>	A pupil is identified as severely absent if 50% or more of possible sessions are missed.
	<b>Part-time Timetable</b>	In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2)

## Working together to improve school attendance

Statutory guidance for maintained  
schools, academies, independent  
schools and local authorities

August 2024

*‘For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing. For these more complex cases, a traditional linear or pathway process is unlikely to work. Instead, the guidance expects the best placed service to lead a ‘support first’ approach with schools working together with local authorities and wider partners, including the voluntary and community sector where needed.’*

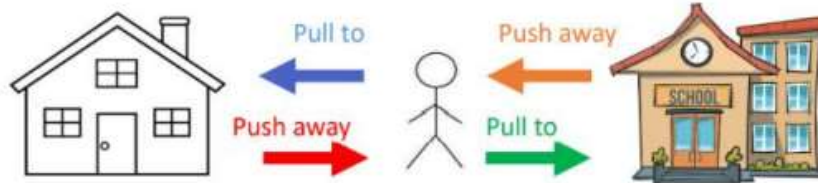


# Push and Pull Factors

- Parental illness
- Separation anxiety

- Bullying/difficult peer relationships
- Difficulty accessing learning

## Risk factors

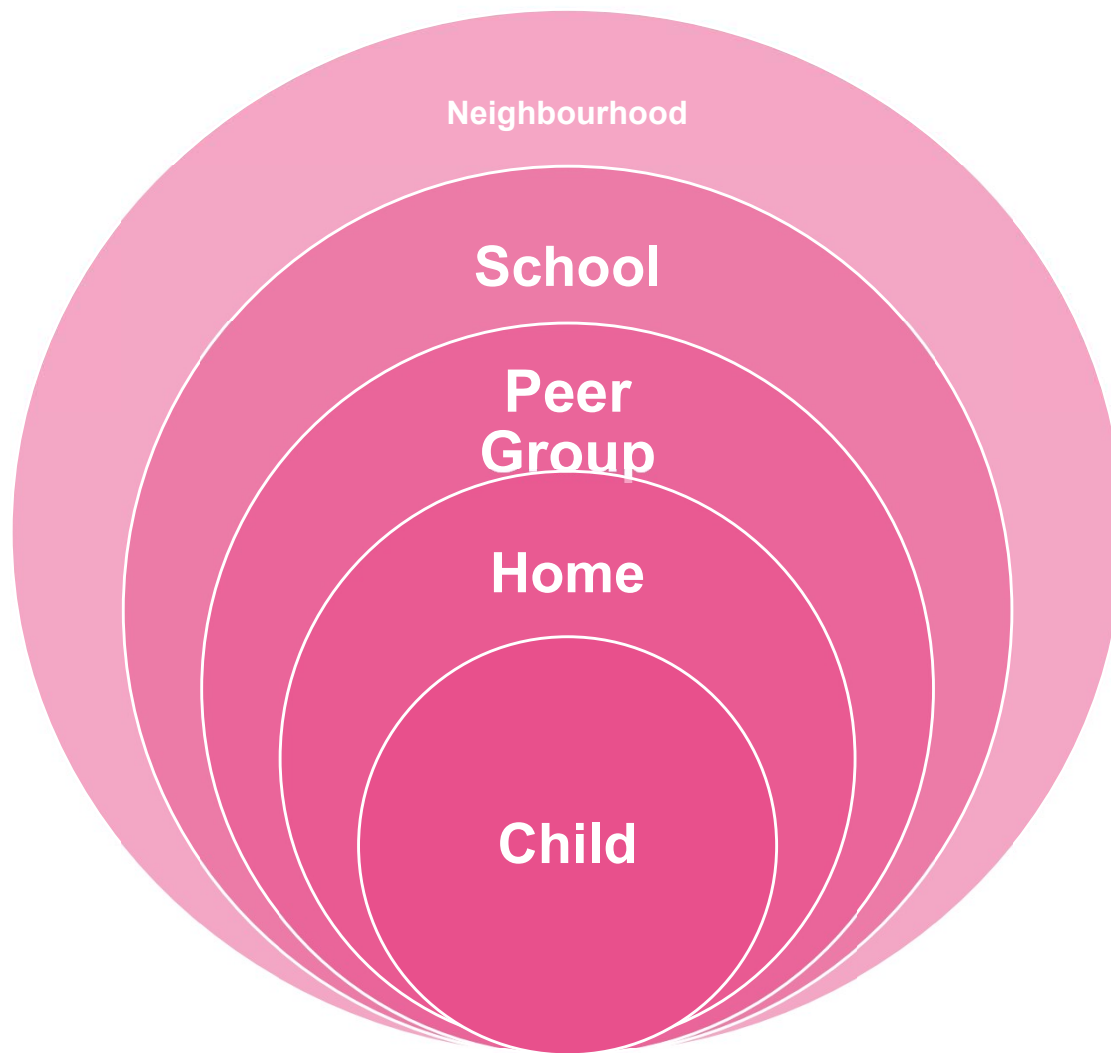


What push and pull factors do you see?

- Parent/carer wants child to attend school

- Good relationship with Head of Year

## Resilience factors



- Sense of belonging is a key driver of school attendance – having a ‘relentless, positive regard’ for children is key
- Meaningful relationships with trusted adults can protect children from violence and support improvements in attendance
- Attendance drivers are intersectional, and should not be considered in isolation – it is rarely *‘just an education issue’*
- Shifting to a collaborative model to support attendance is critical - the risk of serious youth violence is reduced when statutory partners and the education and voluntary sectors work together to maximise impact

# What works in practice


## Our Norfolk schools



# Inclusion Team

## **Core Purpose:**

**To prevent formal school exclusions and reduce suspensions**

- We are a support service for schools
  - Each school has a named Adviser
  - We work with mainstream Norfolk schools for pupils YR to Y11
  - We are fully funded (i.e. there is no charge for our services)
  - Referrals are via the SEND and Inclusion Support Line **0333 313 7165**
- 



# Best practice

**“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” – Rita Pierson.**

**Education – Children and adults**

**Inclusion – SEND needs – Assessment and support**

**Safe base – When children feel unsafe, they will act unsafely**

**Relationships - Trust**

**Challenging adultification - 'the notion that innocence and vulnerability are not afforded to certain children'. (Davis and Marsh 2020)**

**Safeguarding – individuals, groups, whole school communities**

**Multi agency responses.**



# School support

School culture and  
Ethos

Inclusion support  
measures

DOWIMM

Exclusions Team

**'Keeping children in  
education is a key  
element of a protective  
approach to serious  
youth violence.'**  
Research and analysis report  
November 2024

Risk reduction

Alternative  
provision

Alternative  
Education Service  
(AES)

Pathfinder schools



# Case Studies

## **Pupil A**

School referred in to say that a Yr.11 pupil had been accused of sexually assaulting another pupil who also attends the school. A police investigation was underway and there were bail conditions in place which prevented the two pupils from being in contact. The case was opened to Social Care briefly, then closed, no role identified. The pupil was at risk of PEX due to the incident.


The allocated IA and point of PEX IA met internally to discuss options prior to reaching out to school.

School felt that due to the school community's knowledge of the incident it was not possible to have both pupils onsite. IA's gave advice around directing the pupil to offsite provision pending the outcome of the police investigation which could last beyond the length of the academic year when both pupils would leave the school roll.

Signposting was given around Alternative Provision options and the types of blended provision which could make up the pupil's timetable. This could include B codable AP which was offsite but outside of the family home, B codable face to face sessions at home for either tutoring or targeted sessions around current issues alongside C coded online platforms. School were also asked to consider a DOWIMM (Direction Off-site With Intent to Manage Move). School were advised to plan based on safeguarding considerations whilst working alongside pupils and parents.

School were provided with template letters and IA offered to review any draft documents prior to distribution. The letter summarised the package to be offered to parent, established the aims of the provision, the timeframe and review dates. It also stipulated consequences of the pupil failing to engage, attending school uninvited or becoming involved in anything which led to an increased safeguarding risk whilst directed offsite.

Advice was also given around safeguarding expectations whilst DOP is in place and how a school would review the package keeping all parties informed of any changes required. A plan was suggested around welfare checks but also around how school might work in partnership with multi-agencies involved to safeguard and provide any available additional support to the pupils involved and the wider school community.



## **Pupil B**

PEX for cannabis possession. Pupil high risk CCE open to YJS. DOWIMM sought. Risk assessment reviewed by Inclusion Team and YJS. Inclusion Adviser completed home visit and provision put in place by AES post-PEX. DOWIMM discussed and Inclusion Team supported search. Plan put in place for regular and sporadic searches to take place with specific plan around how this would happen. Targeted support offered including referral to Matthew Project. PEX withdrawn at point DOWIMM started which was successful.

# Reflections for Practice

- Systems should ensure schools & colleges can effectively feed into and contribute to multiagency work.
- Establish and foster strong relationships and communication channels between education professionals, and pupils, school and home and the wider network, making it easier for relevant information to be sought and shared within a framework of trust.
- All planning should recognise that for many children being in school is a protective factor.
- Dig deeper into the individual and contextual factors affecting pupil attendance and behaviour.
- Ensure interventions and support precisely target the identified needs of the child and the intended impact is clear, tracked and monitored.
- Explicitly measure and describe attendance and its impact for the child.
- Consider contingency planning when poor attendance remains a feature, especially at the point of case closure.



Further support and guidance regarding school attendance can be found at:  
[School attendance - Schools \(norfolk.gov.uk\)](https://www.schools.norfolk.gov.uk/school-attendance)

If you are worried about the attendance of a child, you can contact the Attendance Team on 01603 233681 or at [csattendance@norfolk.gov.uk](mailto:csattendance@norfolk.gov.uk)

If you are worried that a child is not in education, you can contact the Children Missing Education Team on :

Phone: 01603 307716

Email: [cme@norfolk.gov.uk](mailto:cme@norfolk.gov.uk)

<https://www.schools.norfolk.gov.uk/childrenmissingeducation>

If you are worried that a child is at risk of exclusion, you can contact the SEND and Inclusion Support Line: 0333 313 7165





## National Policy Context & Research

**‘Working Together to Improve School Attendance’, DfE (August 2024)** is clear that tackling poor school attendance requires a concerted, multi-agency approach. It highlights the crucial role the local authority, statutory safeguarding partners and other local partners therefore have in supporting pupils and their families to overcome barriers to attendance and ensuring all children can access the full-time education to which they are entitled. Local authorities are seen as facilitators of wider support and strategic leaders that work across a geographical area to remove barriers in the longer term.

**The Education Endowment Fund** (April 2024): a resource designed around 6 evidence-informed themes to inform and support school leaders and attendance teams in their work to increase pupil attendance. These themes are helpful for all practitioners to consider in their work to address barriers to attendance and include building a holistic understanding of specific needs, creating a culture of community and belonging, communicating effectively with families, improving universal provision for all pupils, delivering targeted intervention, monitoring the impact of approaches.

**Securing good attendance and tackling persistent absence**, Ofsted (2022): This review was undertaken in response to poor rates of attendance post-Pandemic. As well as echoing other research about the need for collaboration and support, it highlights the need to be ambitious, setting high aspirations for school attendance that are owned and shared by the whole community. It highlights the need to consider our language when communicating messages about attendance ensuring that we are quantifying attendance/absence in days, talking about lessons and learning lost and the impact absence is having on achievement, building a consensus about what good attendance is in line with national expectations.

**Education, Children and Violence**, Youth Endowment Fund (2024) guidance report for school, college and alternative provision leaders on how to reduce children’s involvement in violence in 5 key themes: keep children in education, provide children with trusted adults. Develop children’s social & emotional skills, target efforts, cautiously consider unproven strategies and avoid harmful approaches.

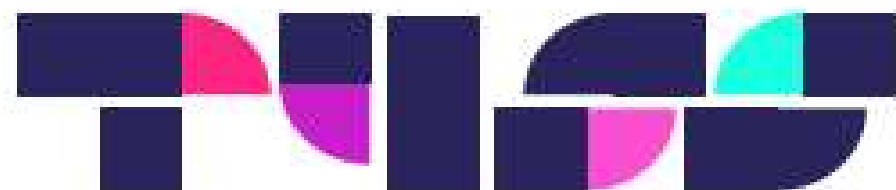


## National Policy Context & Research

[Persistent absence and support for disadvantaged pupils, Education Select Committee \(2023\)](#): The report identified barriers linked to poverty as a key driver in post-pandemic attendance issues. This is alongside a higher rate of absence for pupils with Special Educational Needs and Disabilities (SEND), who are more likely than their peers to miss school, especially where their specific individual needs are not being met. The report highlights the importance of enrichment interventions such as breakfast clubs, sports activities and holiday clubs have in supporting pupil engagement and sense of belonging.

[Understanding attendance, ImpactEd \(2024\)](#): Two-part piece of research involving over 500 schools across England to analyse the drivers for attendance and effective strategies to address absence. The report focuses on 4 key themes for improving attendance: creating culture and embedding a sense of belonging, building safety - paying attention to the physical and social environment of school, a relational and targeted approach to intervention and developing a community around attendance where it is seen as everyone's responsibility.

[School attendance: analysing causes and impact in pursuit of solutions, NESTA \(2023\)](#): The report highlights the complex and widespread challenge we are facing nationally to address absence from school. Deteriorating mental health and a shift in long-held attitudes towards physical attendance (amongst parents and pupils) appear to be significant drivers of this change. Recommends more to work is needed to examine the root causes of absence, gain a greater understanding of changing attitudes, use data to identify and pre-empt support for at-risk pupils, learn from those schools/areas who have managed to reduce absence.



Targeted Youth Support Services

Teams currently  
working in this  
space within  
Norfolk County  
Council

Youth Justice Service

CADS (Screening)

Case Holding Teams (including Youth FAST)

Residential Services

TYSS (Missing, 121, Detached and Projects)

# Triangulating information

Daily missing meetings – alongside Police

Child planning meetings & Child Protection Planning

Intelligence sharing with Police from all core teams

Community tensions monitoring – fortnightly – however constant contact in between across the multiagency group

Mapping meetings – understanding links of associations, places and spaces, helping us to identify where support needs to be focused – as well as emerging risks and trends.

MAPPA

Serious violence duty data analysis driving deployment of provision across the county.

Multiagency work alongside voluntary sector youth organisations

District Councils

# Consider The Evidence Base


- Current evidence suggests that knife crime is driven by a combination of poverty, marginalisation, adverse childhood experiences (ACEs), trauma, fear and victimisation. (HMIP)
- More than 99% of children convicted of knife offences are for possession alone rather than using it for threatening purposes or for knife enabled-serious violence.
- The YJB recognises that mandatory sentences can be seen as an approach to manage crime and a deterrent however this is not supported by the evidence. The evidence is that drawing children into the youth justice system is harmful and in the long-term increases crime. It should therefore be used sparingly and only when necessary
- The evidence for what works supports individualised interventions that consider circumstance, context and a holistic approach alongside public protection

[https://assets.publishing.service.gov.uk/media/67a358a8ad556423b636ca99/Knife\\_Crime\\_Evidence\\_Insights\\_Feb25.pdf](https://assets.publishing.service.gov.uk/media/67a358a8ad556423b636ca99/Knife_Crime_Evidence_Insights_Feb25.pdf)


[Youth Endowment Fund Toolkit](#)

# Contextual safeguarding

An approach to understanding and responding to children's experiences of significant harm beyond their family.



This approach recognises the different relationships that children and young people have within their schools, peer groups, online and in community.



Contextual Safeguarding seeks to understand individual and peer groups experiences – respecting adolescence as a distinct phase in one's life where experiences within external settings are central to the development of the individual and their understanding of the world.

# What is Youth Work

Youth work **offers young people safe spaces - In the broadest sense to explore their identity,** experience decision-making, increase their confidence & develop inter-personal skills.



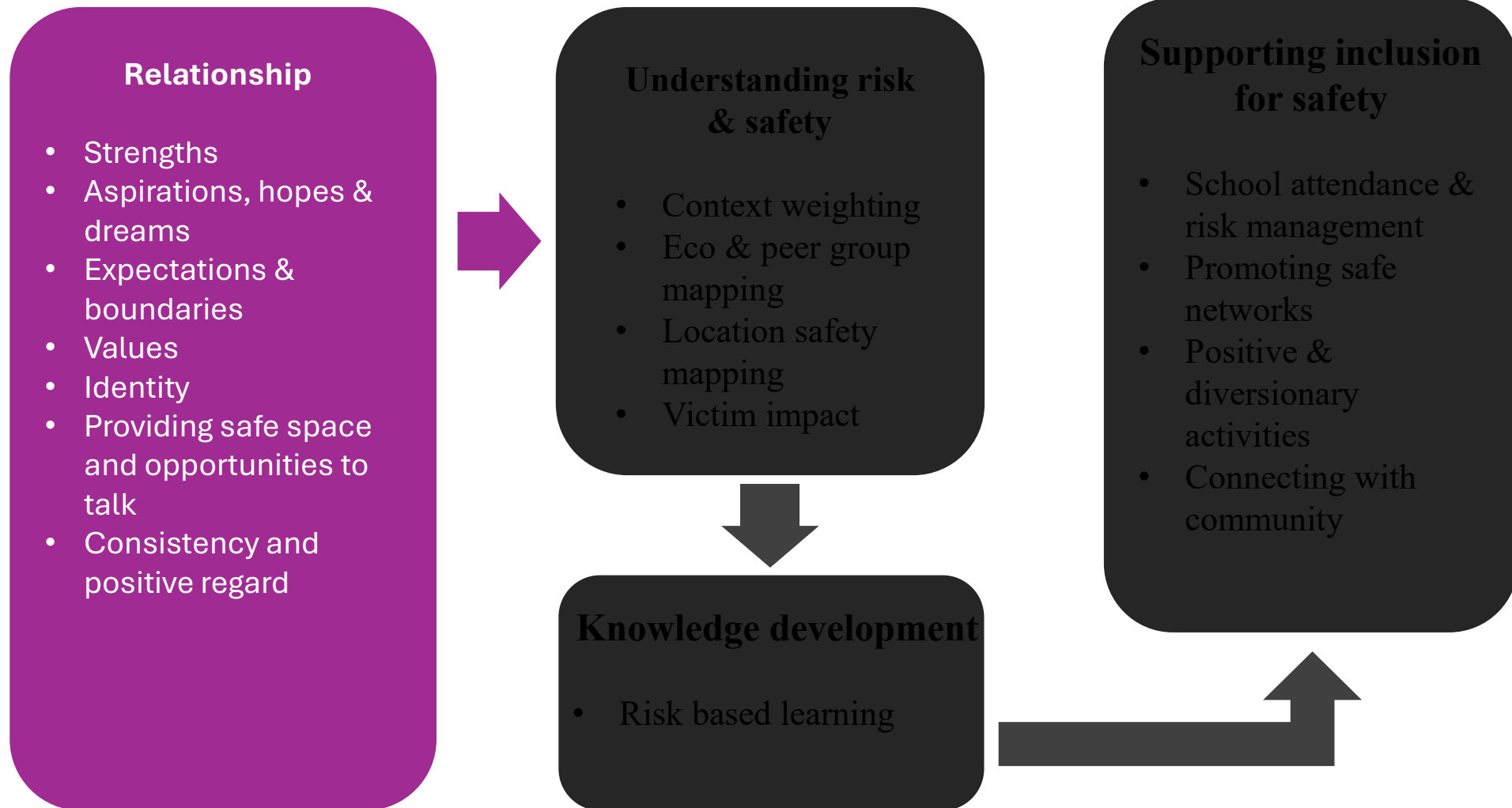
Youth workers use informal education to support young people to explore and examine what they consider to be 'good or bad', 'right or wrong', 'desirable and undesirable' in relation to self and others.



Using the art of conversation, experiential learning and creative intervention a youth worker supports the young person to ask the age-old question of 'how should one live'. This is in relation to self, community and across the relationships that they will build with others both now and in the future.

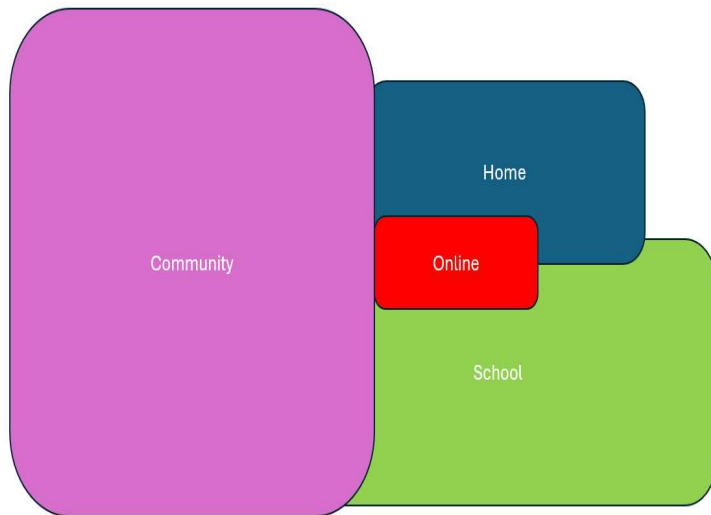


# Individual case work



# Individual case work

Context Weighting – Is the simple visual way of analysing risks in different social environments



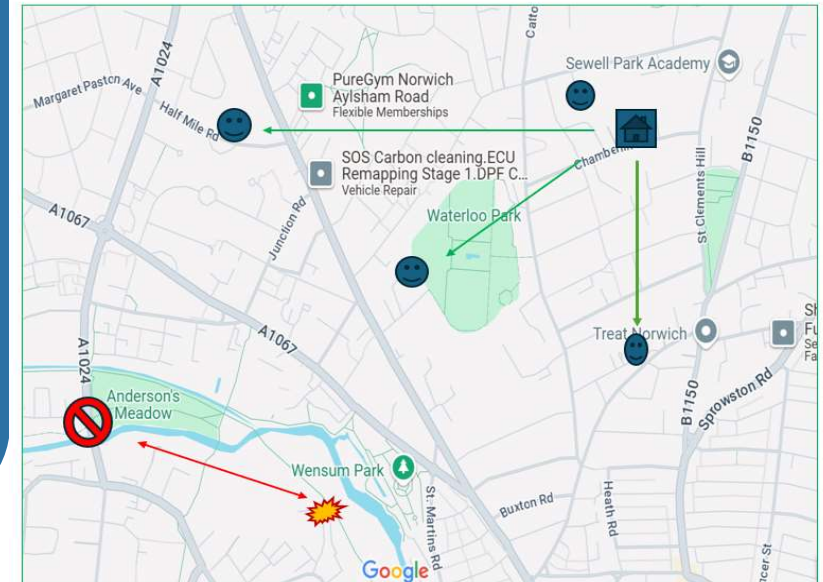
## Understanding risk & safety

- Context weighting
- Eco & peer group mapping
- Location safety mapping
- Victim impact

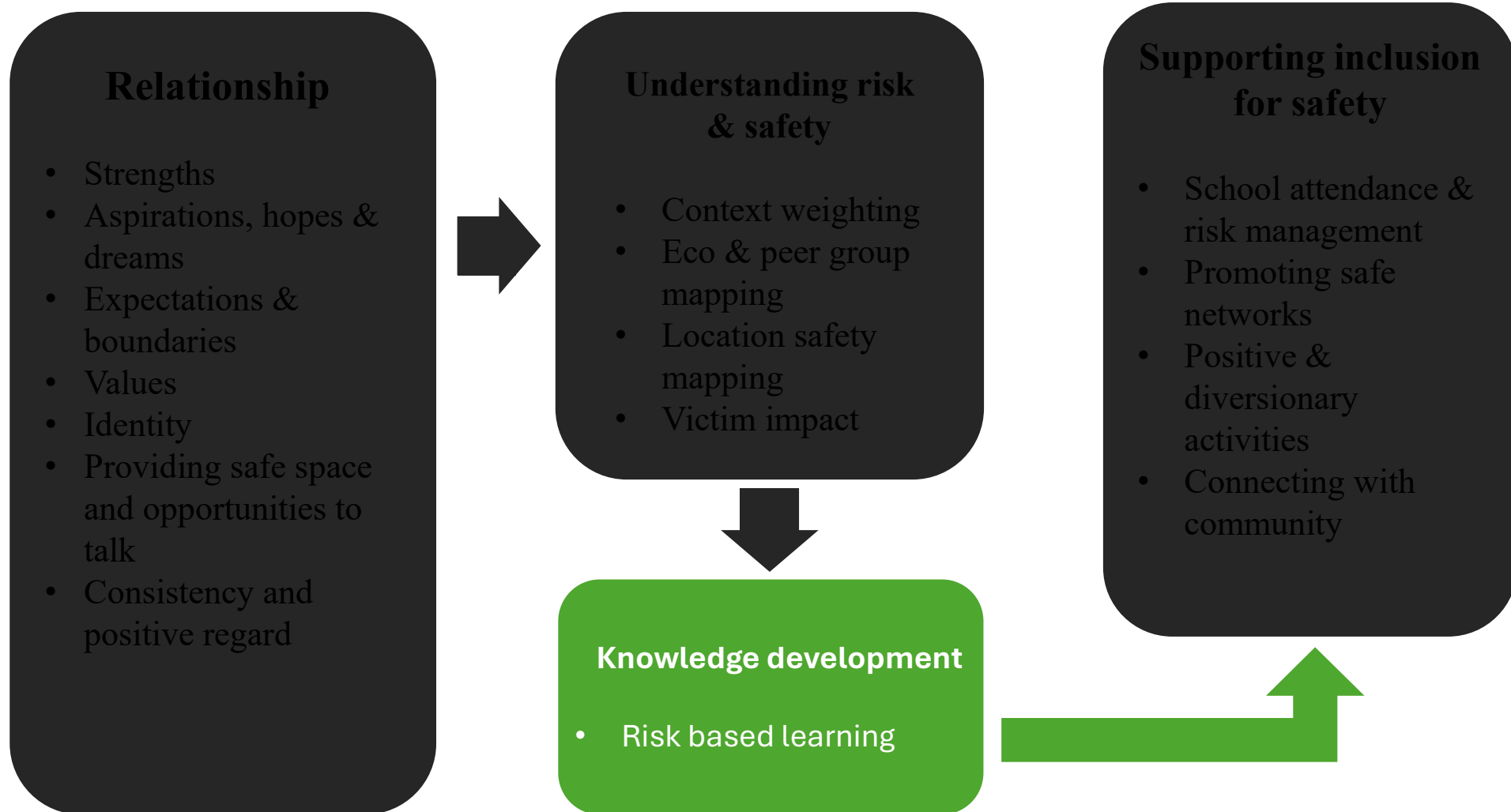


## Knowledge development

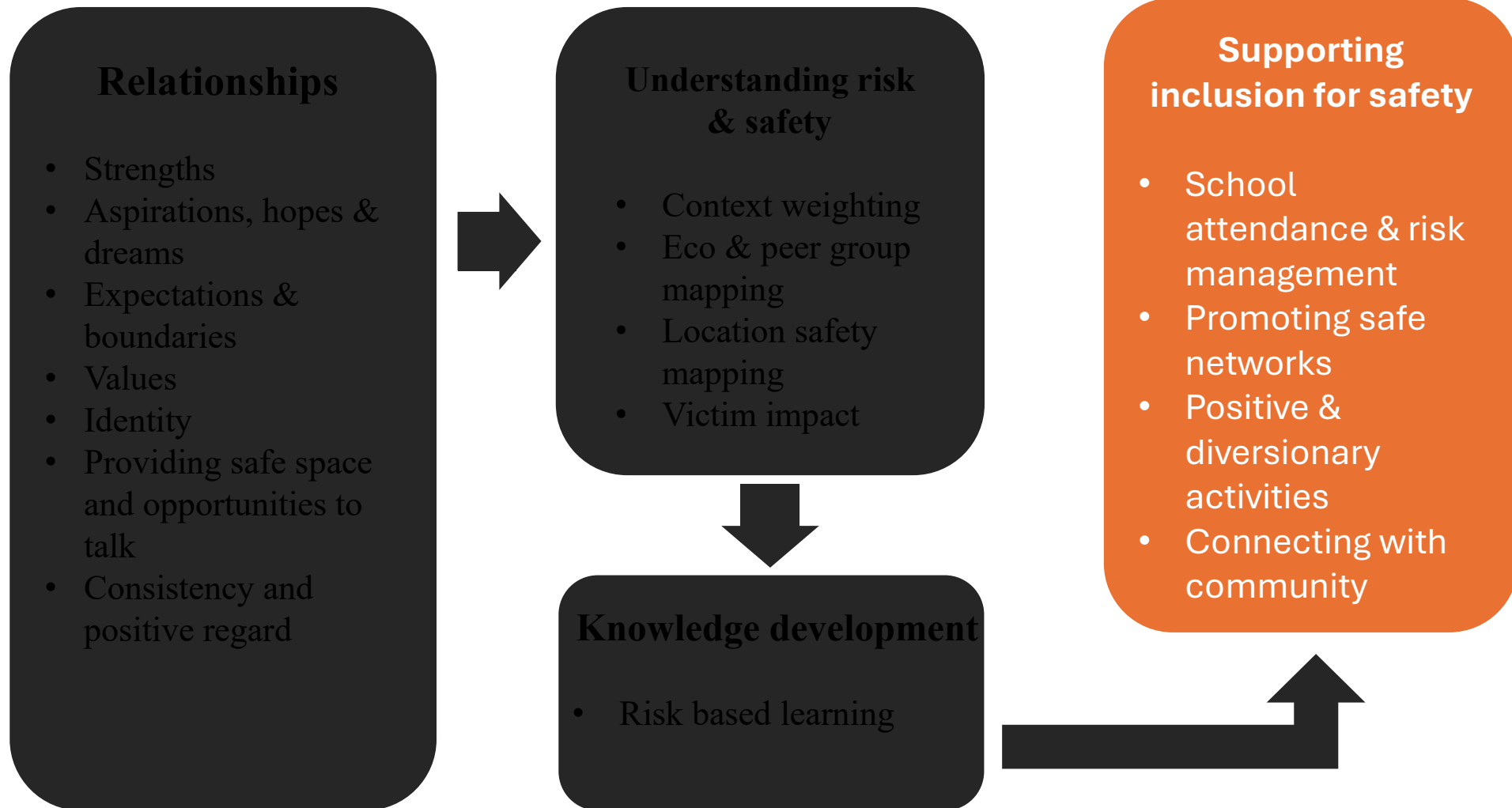
- Risk based learning



# Individual case work



# Individual case work



# Individual case work

## Social, emotional & consequential thinking skills

- Exploring attitudes and behaviours
- Experiential learning
- Safe challenge
- Language development
- Triggers & trauma responses



## Building esteem, hope and power

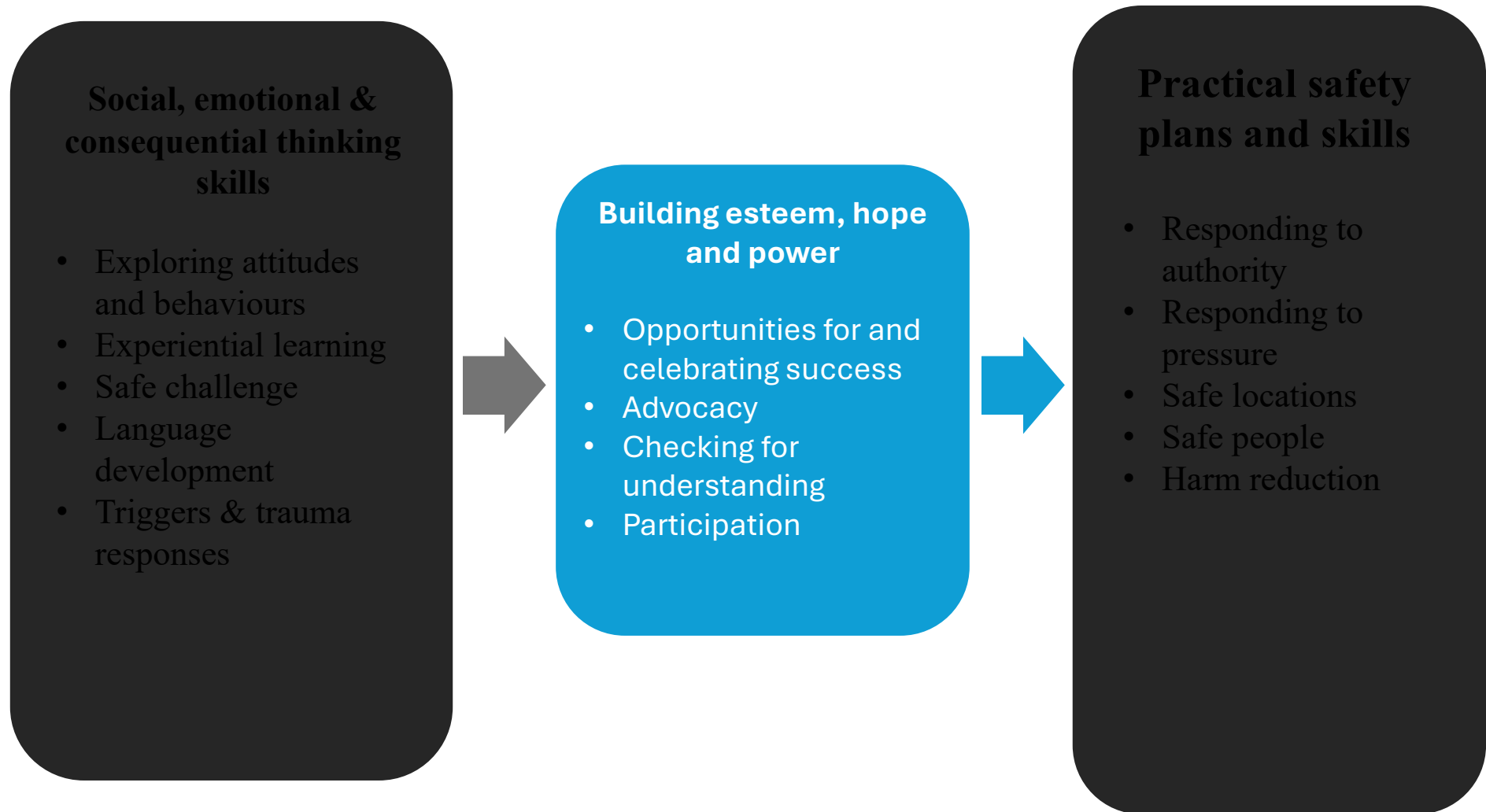
- Opportunities for and celebrating success
- Advocacy
- Checking for understanding
- Participation



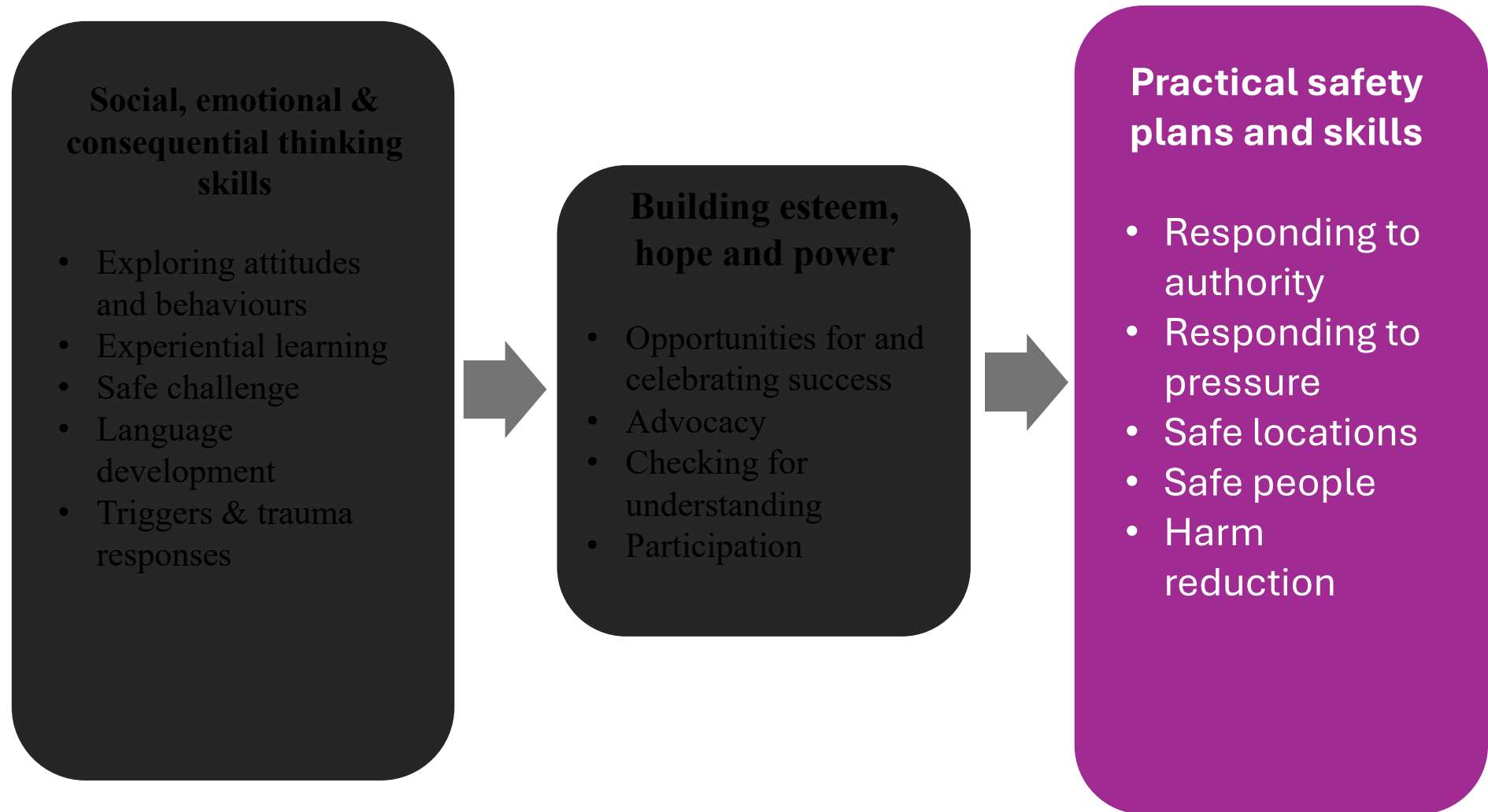
## Practical safety plans and skills

- Responding to authority
- Responding to pressure
- Safe locations
- Safe people
- Harm reduction

# Individual case work



# Individual case work





# What do children and families say about this approach ?

- *Today's the first time I feel like I've achieved something that I wanted to do, it's made me remember I'm not a waster*
- *I suppose you made me think about things in a different way, looking at the bigger picture rather than just always in the moment, I understand now how being impulsive is okay so long as it's positive*
- *Raychel's help and support for our family has been transformative. She started working with us at a very difficult time, when our son had become involved with challenging and risky activities and was getting into trouble with the police. Raychel managed not only to win his trust and establish a relationship where some of his personal issues could be effectively worked on, but also facilitated conversations between all of us as a family that led to greater understanding and trust.*
- *She brought a sense of hope and understanding that we desperately needed, guiding xxx through her struggles with compassion and expertise. The progress we've seen has been nothing short of miraculous. xxxx who has felt lost for years, has blossomed under Yuana's guidance.*

# Work in communities and schools



The work of TYSS projects and detached team is data driven, working alongside OPCC analyst to highlight key priority areas where there are increased risk factors posed to young people from exploitation and serious youth violence.



Detached Street Based Youth Work – building relationships with the young people in the places and spaces where they chose to spend time. These sessions are delivered after school and into the early evening.



Outreach work – working alongside partners, using facilities within the community to strengthen support to young people and develop a deeper sense of connection and safety.



Projects – specific and bespoke to the identified needs of the peer group – co designed with young people. Project work is normally delivered over a number of weeks, however, can also be one off sessions.

# Schools – strengthening the link between contextual risk and safety in school

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- TYSS projects and detached youth workers based within High Schools in each priority area
  - Norwich – 5 high schools and one feeder primary school covering Mile Cross, Jenny Lind / City Centre, Sprowston, Bowthorpe / Earlham
- Great Yarmouth
- Thetford
- Kings Lynn



# Schools work

## **School Based Intervention**

offers a link between relationships built with children and young people, understanding of contextual safeguarding in the community, and the key role education plays in keeping children and young people safe

TYSS Intervention is designed to respond to presenting risk factors, so we can offer early support to children and young people who may be struggling with attendance, at risk of permanent exclusion (PEX), and vulnerable to exploitation and or serious violence

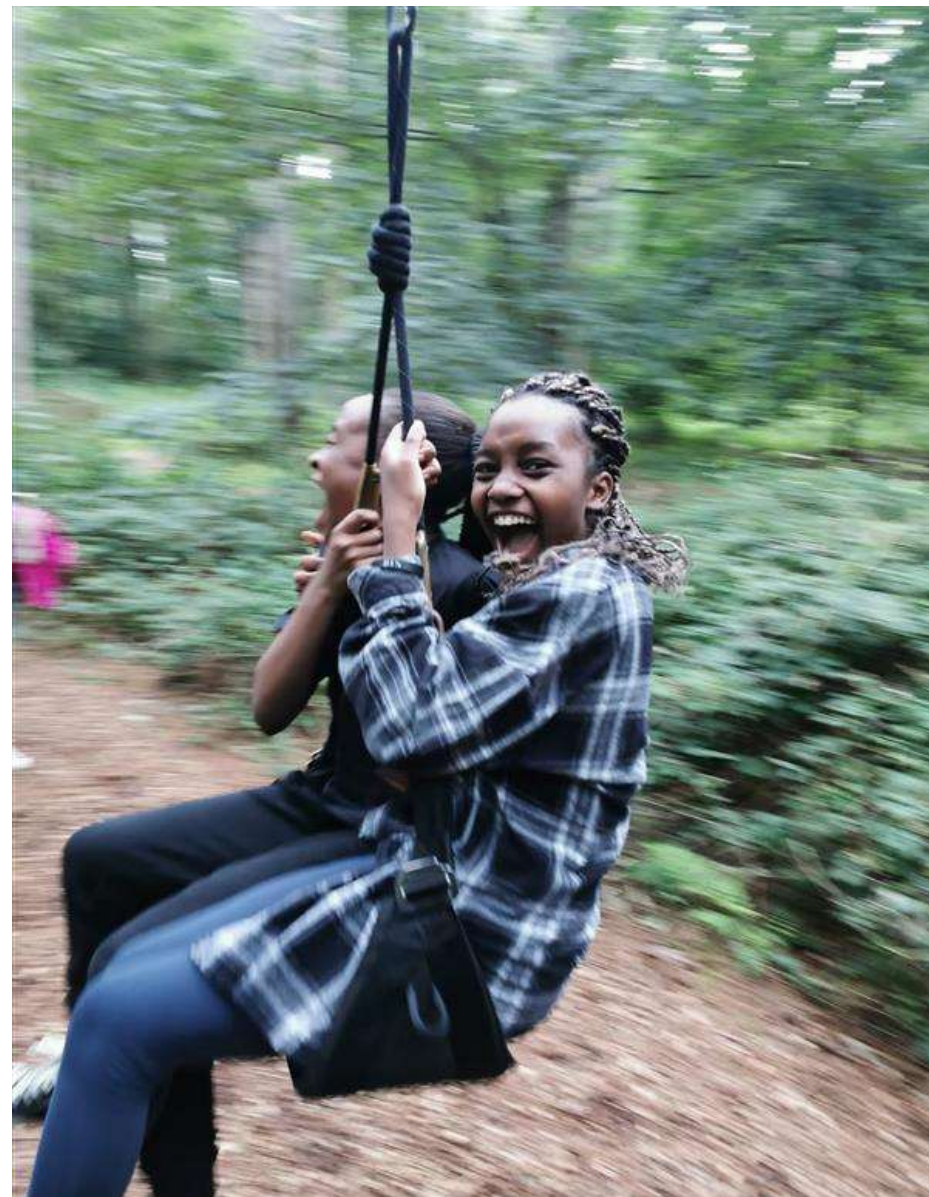
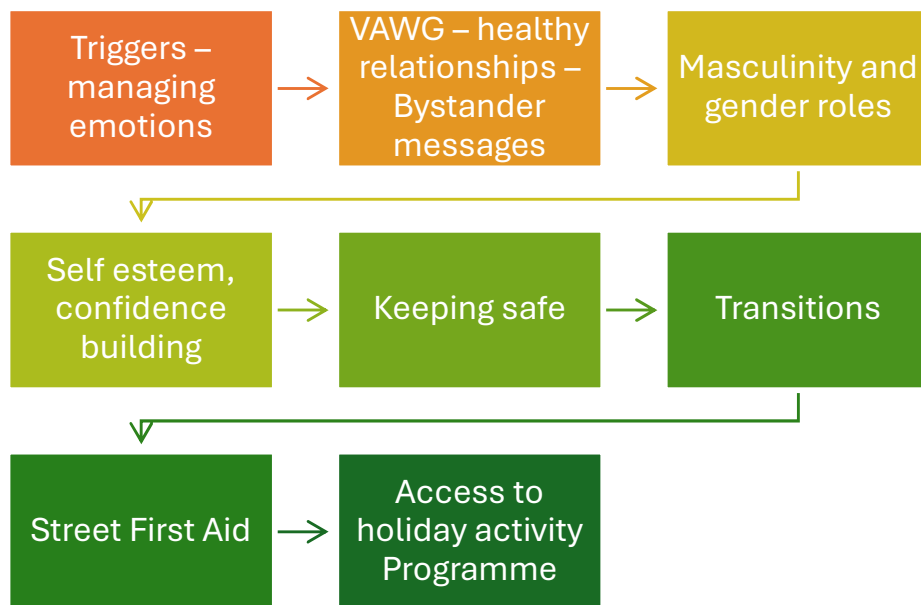
Creating closer links with schools and supporting a more joined up approach in understanding and identifying risk factors at the earliest stage.

Transition from primary to secondary school. Research tells us if a 12-year-old is permanently excluded they are 4 times more likely to enter the criminal justice system.

This work is not undertaken in isolation, and feeds back into any school led or social care plans in place .



# School Projects – 1:1 and group work intervention with Identified YP.



# Context Assessment

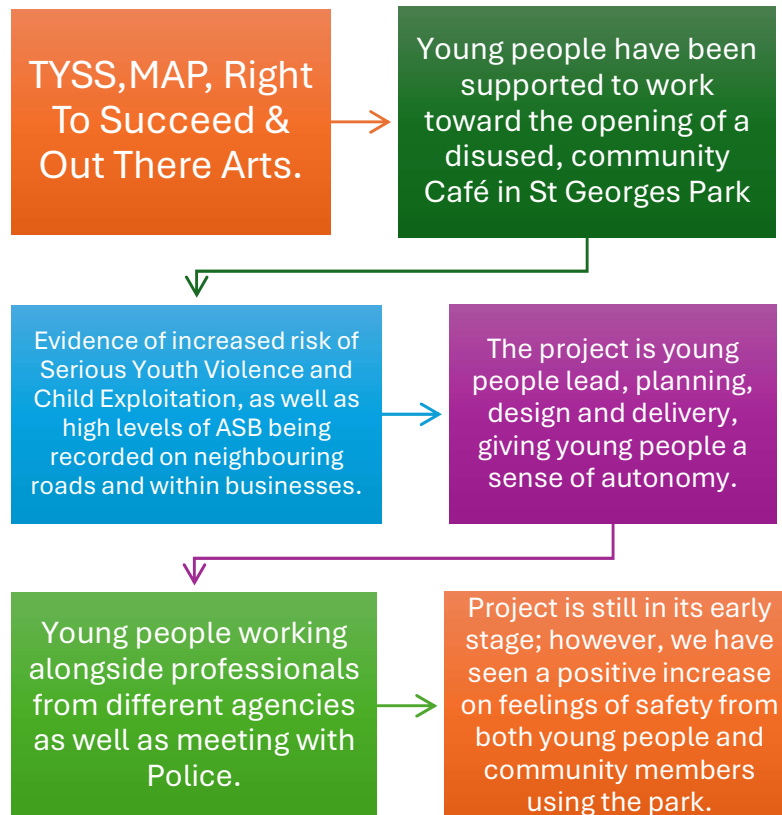
Traditional social work assesses the strengths and needs around individuals and families

Context assessments assess the strengths and needs within communities, identifying safety and risk – alongside the voice of children and young people and their experience of the community.

Alongside data provided from the OPCC consider the socio-economic factors and the influence this has on the lived experience of the community.



# Great Yarmouth



# Norwich

City Centre – Detached youth workers in the places and spaces where young people are choosing to spend their time - direct link into Police problem solving plan, helps support safeguarding and recognising trends and potential exploitation risks.

Jenny Lind – Community Sports Foundation 4.15 – 6pm weekly, followed by open access youth café run in collaboration with The Garage.

Mile Cross & Bowthorpe / Earlham detached work in the community between 3 – 6pm twice per week.

St Michaels School Youth Club – after school from 3.15 to 5.30pm. Year 6 & 7 pupils – further strengthening the work around transitions. Averaging 50 children per week.

Sprowston – Including Heartsease estate – after school detached session between 3.30 – 6pm.

Music Development Studio – based within County hall & open to all young people across the county, as well as within children's services. Our music development youth worker works on both a 1:1 and with small groups of young people, allowing them to explore their stories creatively alongside developing new skills.





# Thetford

Work commenced in Thetford in October 2024 due to an increase in youth arrests linked to weapon carrying alongside ASB.

Detached – Town Centre, Red Castle and Furze estate

Partnership work with Benjamin Foundation Meet Up youth provision.

Established a youth providers forum to better collaborate, share knowledge and resources.

Partnership work with Norwich City Community Sports foundation.



## Kings Lynn – In collaboration with the Clear, Hold, Build Police Approach

Project, based at The Beacon, a Methodist Church on the North



The Pizza Project (non-secular), delivered every Friday evening, provides a safe space for young people and delivers fun informal education activities, designed to increase feelings of belonging and community cohesion. The project is delivered alongside partners from the church and neighbourhood policing teams. The local Councillor also attends weekly to cook the pizzas. Average attendance is between 50 – 60yp each week.



Police data has shown a 56% reduction in serious youth violence (as per Norfolk's Serious Violence Definition) for the relevant MSOA area, for 2024 compared to 2023. There has also been a 42% reduction in police recorded ASB in the MSOA area, in the six months to the end of February 2024 compared to the previous six months.



'Girl Power' – weekly girls' group focused on increasing self esteem and confidence, healthy relationships, gender roles and aspirations. Has included visits by inspirational local professionals, including a female fire fighter and the superintendent for West Norfolk.



Detached sessions twice weekly between 3.15 – 6pm.



Nominated and won an Excellence in Policing Award for collaboration with Norfolk Constabulary.





## Holiday activity programme

Across summer and half term breaks

Children from key priority communities

All children open to TYSS, YJS and CS with Exploitation risk

Separate sessions people. exclusively for school groups, as well as a programme for UASC young people

Positive activities

Number of participants

Summer 2024 :

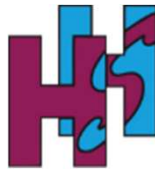
Total number of contacts who attended activities was **769** young people.

Total number of individual young people open to CS **148**

Total number attending through open access multisport sessions in communities **486**.



COMMUNITY  
SPORTS  
FOUNDATION



future  
projects



**NORWICH**  
City Council



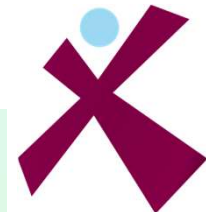
NORFOLK COMMUNITY  
SAFETY PARTNERSHIP



POLICE & CRIME  
COMMISSIONER  
FOR JUSTICE, FOR SAFETY,  
FOR NORFOLK



**NORFOLK**  
CONSTABULARY



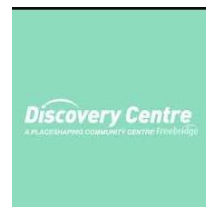


MINI FIRST AID 



Borough Council of  
King's Lynn &  
West Norfolk







*coffee break*



Norfolk Safeguarding  
Children Partnership



# **Local Developments in Norfolk**

**Karen Jeremiah, Right to Succeed**

**Grace Richardson and Charlotte  
Karamata, Futures Project**



Norfolk Safeguarding  
Children Partnership



Supporting Young Futures  
in Great Yarmouth



## Our Mission

The NR Thirty project puts the people of Great Yarmouth at the heart of decision making, enabling communities to collectively identify and lead on the changes required to improve outcomes and opportunities for their children and young people residing in the Nelson Ward.  
(Central Great Yarmouth area)



## Why Central Great Yarmouth?

**44%** of households with children deemed to be experiencing deprivation relating to income vs 16% nationally.

Youth unemployment rates are **1.4x higher** than the national average (65 per 1000)

**56.7%** of children are receiving free school meals (2021)  
This is 2.7x higher than national average (20.8%)

**42%** of 16-24 year olds surveyed felt **unsafe** in their local area



# Right to Succeed



To achieve **place-based change for children and young people**, we:

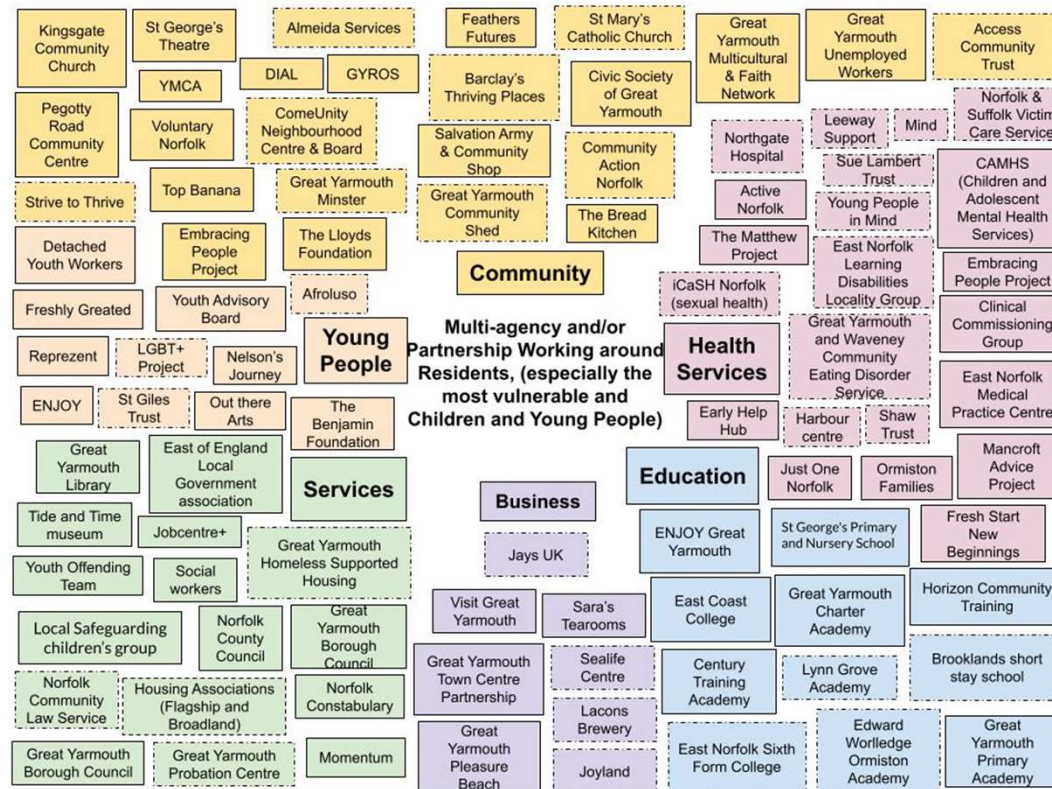


No single organisation can solve complex problems alone - **but together we can.**





## Discovery phase



## Project Workstreams

### Literacy

in which we fund advanced testing, CPD, and interventions in schools

### Employment, Education and Training

in which we fund partners to deliver a suite of EET interventions

### Youth offer

in which we identify gaps in the existing youth provision, and support providers to expand and coordinate their offers



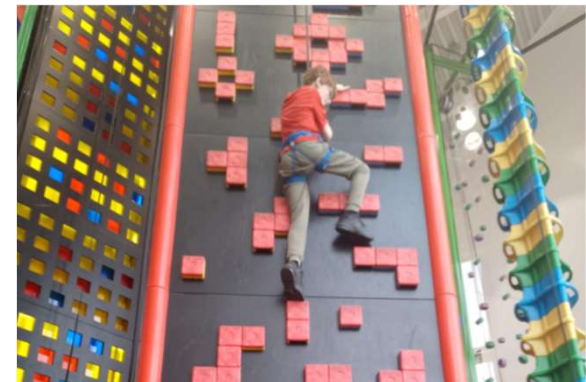


## Youth Voice





## Youth Offer - Safe Spaces



## Youth Offer - Enhanced Youth Offer

Consultation



Taster sessions



Year round offer

**150+ young people**

told us their thoughts about the existing provision and the other activities they would like to see offered in the area

**5 different offers:**

Cookery  
Gaming  
Music  
Sports  
Textiles



**FRESHLY  
CREATED**

original  
projects



**Young YarMakers**  
**Free Friday Art Club**  
3.30-5.30pm every Friday  
during term time  
at PrimeYarc in  
Market Gates Shopping Centre  
ages 12-16  
**Learn. Make. Exhibit. Inspire.**

games  
JOIN IN  
MAKE STUFF  
DROP IN!  
Snacks  
Invent  
HANG OUT  
ART

original projects | PRIMEYARC | NR THIRTY | John Laing | PROUDLY



## Youth Offer - Supporting Young Futures Fund

Open call

Selection

New projects



## Partnership working

### Cafe Collaboration

Out There Arts (a local arts organisation) holds the licence for a small and unusual cafe hut in St. George's Park in Great Yarmouth - considered an ASB hotspot.

MAP and TYSS meet young people at the cafe 2 evenings a week and provide free hot drinks as well as support and signposting to other activities in the area.







## Delivery Partners



## Other Partners



Norfolk County Council





# SVD Transition Pilot

Supporting Young People, who have been identified as the most at risk, from Youth Services in to Adulthood.



# future projects



future  
support

*A collection of specialist support services which help those most in need through hands-on support, advice and advocacy*



future  
education

*A specialist independent school which engages children with complex needs in learning, inspiring them to achieve and nurturing them to become successful adults.*



*A radio station which engages the community, builds skills and provides opportunities through great music, conversation and people.*

- ▶ *Health and Wellbeing*
- ▶ *Housing and homelessness*
- ▶ *Welfare Rights and Benefits*
- ▶ *Debt and Money Advice*
- ▶ *Criminal Justice & Offender Support*
- ▶ *Family Support*
- ▶ *Therapeutic Education*
- ▶ *Adult Learning*
- ▶ *Volunteering*
- ▶ *Employment Support*
- ▶ *Training & Skills*
- ▶ *Tackling Loneliness and Social Isolation*
- ▶ *Community Development*



## Principles of the Project

- Unlocking Potential: seeking to build on the assets and strengths which already exist in individuals, not just seeking to meet needs
- No Wrong Door: regardless of the issue or problem, we will seek to provide support, or we will advocate for the individual until they receive the help they need. Nobody is turned away.
- Whole Person: Not dealing with issues or problems in isolation, but adopting a 'life connector' role to address the whole person's needs and helping the to navigate the systems, services and opportunities available
- Genuine Care and Trust: building meaningful relationships centred on genuine care for one another
- Time Focused, Not Time Limited: being available if people have setbacks, fall back into crisis or need longer term support
- Sustainable Change: building resilience, knowledge and skills so individuals can live independent of our support in the long term

## Aims

- ▶ To provide a bridge from the young person's previous support to adulthood
- ▶ To build a firm foundation from which to build a future on
- ▶ To ensure connection and nurture engagement, with appropriate services
- ▶ To build capacity and encourage independence
- ▶ To build their self confidence and recognition of their skills and talents
- ▶ To ensure that their basic needs are met to a good standard
- ▶ To ensure they are at the center of all decisions, maintain some control and are fully informed at all times

## What did we do?

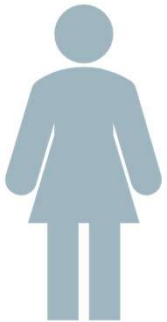
- ▶ Mental Health Appointments
- ▶ Medical Appointments
- ▶ Accessing Drug and Alcohol Services
- ▶ Welfare benefits, Budgeting, Skills for Life
- ▶ Education - Additional Learning Support
- ▶ Family Support
- ▶ Reduced Crime – improved relations with police
- ▶ Housing and Tenancy Support
- ▶ Work Experience, Volunteering, training
- ▶ Employment
- ▶ Wellbeing activities



## Added Value – Case Study



- Benefits
- Apprenticeship
- Further Education
- Social capital



- Clothes
- Food
- Carpets
- Curtains
- Cooker
- Money
- Christmas



- Loss of Income
- Decline in Mental Health
- Loss of Social Capital



- Abandonment of tenancy
- Return to risk area

- GP Surgery
- Benefit Claims,
- Grants
- Cooking Equipment
- Food Hampers
- Shopping Vouchers
- Christmas Hamper
- Clothes
- Shoes
- Toiletries
- Christmas Tree & Decorations
- Employment Support

## What have we learned?

- ▶ They need to be seen and heard
- ▶ They want to progress and they want to succeed
- ▶ They want to know someone is there rooting for them
- ▶ They want to make their loved ones proud
- ▶ A 'whole person' approach is vital
- ▶ The future feels terrifying and unknown
- ▶ Regardless of the chaos and unrest, familiarity = safety
- ▶ Support needs to be consistent and complete

# Thank you for listening!

- ▶ Charlotte Karamata – Youth Life Connector – Future Projects  
[c.karamata@futureprojects.org.uk](mailto:c.karamata@futureprojects.org.uk) - 07957 744989

- ▶ Grace Richardson – Support Services Manager – Future Projects  
[g.richardson@futureprojects.org.uk](mailto:g.richardson@futureprojects.org.uk) – 07917 885865

**Plenary and Close**

**Chris Robson**  
**NSCP Chief Scrutineer**



Norfolk Safeguarding  
Children Partnership