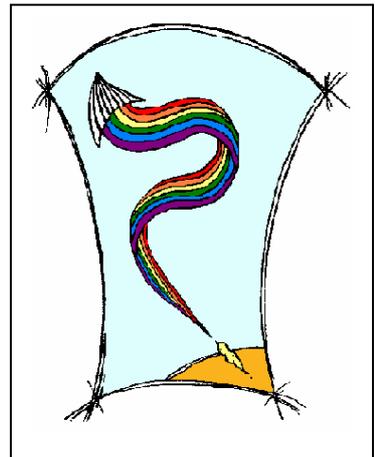


Hanworth Junior Youth Inclusion Programme

*Report of an Evaluation carried out for
Hounslow Action for Youth*

May 2008



Thinking for a Living

CONTENTS

Section	Page
1. Introduction.....	1
2. Stakeholder perceptions	5
3. Data and Statistics.....	9
4. Discussion.....	17
5. Appendix 1.....	20

1. Introduction

Hounslow Action for Youth (HAY)

- 1.1 Hounslow Action for Youth (HAY) is a small voluntary sector organisation with a high-quality Youth Centre in Hanworth. In order to make maximum use of the Centre they established a Junior Youth Inclusion Project (JYIP) in 2003, which we evaluated in 2005. HAY have an excellent relationship with the Youth Service and other agencies and have now established follow-on provision for young people leaving the JYIP within the Youth Centre. The family and community-based approach that has been used in the JYIP is a major factor in the success of 'graduates' not becoming involved in crime, and helps to sustain confidence in the project.

Junior Youth Inclusion Programmes

- 1.2 The Junior Youth Inclusion Programme was established in 2003 as a targeted intervention aimed at 8-13 year olds who have engaged in crime or who are in danger of offending, truancy or social exclusion. The Children's Fund funded Programme targets the most deprived areas in the country and operates, in particular, where there are high levels of youth crime.

The principal aim of the Junior Youth Inclusion Programme

- 1.3 The principal aim of a Junior Youth Inclusion Programme (JYIP) is to reduce and prevent the involvement of children and young people aged 8 to 13 years in offending or anti-social behaviour that could result in their social exclusion. It seeks to achieve this by providing those children and young people who are most at risk of this with a range of activities designed to reduce the impact of those factors most associated with youth crime, and to enhance those 'protective' factors that reduce its likelihood.

Core principles¹

Voluntary engagement

- 1.4 The JYIP ensures that any child or young person referred to it only participates after their full, informed consent, and that of their parent or carer has been obtained, and that this is given on an entirely voluntary basis. Participants have the right to withdraw from the programme at any point without prejudice (i.e. he or she could re-engage at a later, perhaps more appropriate time in their lives).

Targeting

- 1.5 The JYIP ensures that it focuses its work on a 'Core Group' of children and young people aged 8 to 13 years who are identified by two or more partner agencies as

¹ Quality Standards for the Junior Youth Inclusion Programme, YJB, 2005.

being those who are:

- most at risk of exclusion from education
- most at risk of involvement in offending and/or anti-social behaviour
- behaving in ways that require a multi-agency response.

In order to engage this Core Group, the JYIP may also need to engage their peers in the neighbourhood.

Empowerment

1.6 The JYIP is committed to involving children, young people and families in planning activities and participating in all aspects of programme delivery and review. This is shown through policies and standards being in place that foster participation on an equal opportunity basis and that is proportional to age and maturity.

Welfare of children and young people participating in the JYIP

1.7 The JYIP recognises the paramount importance of the needs of the child or young person. It is committed to safeguarding the health and well-being of those engaged in JYIP activities at all times, and to steering them away from the dangers of crime.

Assessment

1.8 All JYIP activities are based on assessment of the child or young person's needs, in line with the forthcoming Common Assessment Framework Guidance and informed by knowledge of the risk and protective factors associated with involvement in offending and anti-social behaviour. Effective assessment requires the establishment of a strong information-sharing protocol between JYIP partner agencies.

Measuring impact

1.9 The JYIP gathers information that demonstrates the impact of its provision on the lives of the children, young people and neighbourhood it serves. It uses this data to set clear and specific objectives that relate to the five key outcomes for children (see below) and demonstrate a reduction on offending and exclusion.

Effective practice

1.10 The JYIP learns from 'what works' research into targeted prevention, and integrates this effective practice into its development through guidance updates, training and evaluation.

Mainstream services

1.11 The JYIP intervention with children and young people will be increased when activities are aligned with better access to mainstream and statutory services, and particularly with improved take up of statutory education provision. The programme works within local partnership agreements, as set out in Children's Trust legislation, wherever possible.

Key Outcomes for Children and Young People

1.12 JYIPs should assist youth offending teams (YOTs) in their aim of reducing, year on

year, the number of children and young people entering the criminal justice system. All the activities they deliver should also make a contribution to the five Key Outcomes outlined in Every Child Matters: Change for Children. Which are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

1.13 This will have the greatest impact when programmes also engage with parents or carers, and provide activities and interventions that support and enhance good parenting practice. With this age group, it is also important to recognise that learning and development occur through activities that offer participants play and fun.

The evaluation brief and methodology

1.14 Following the evaluation we carried out in 2005 we were asked to carry out a small scale follow up evaluation to be carried out in July 2007. We agreed to undertake the following activities:

1. Re-visit the four recommendations made in our report of 8 December 2005, and to see if the successes outlined in that report had been sustained
2. Telephone interviews with key players (Youth Service, YOT, CYPS, schools, local community organisations, Housing)
3. Face to face interviews with current staff on the project
4. Focus groups with young people currently attending the JYIP
5. Individual interviews with young people who have attended in the past
6. Interviews with parents involved in the parenting initiative
7. Review of data, particularly school attendance and crime figures
8. Discussions about current issues and future direction in a suitable forum.

On completion of the fieldwork a short report of about 15 pages would be presented.

What the JYIP offers

1.15 The programme offered by the JYIP is based on the management guidance and quality standards issued by the Youth Justice Board. Activities include: cooking; art; sports, especially football; visits; one to one anger management sessions; film and photography and dance classes. Sessions are run on four evenings each week and young people are collected and delivered home. The JYIP is therefore an intensive programme and this may partly account for its success in engaging young people and their families. In addition a residential has been arranged, and activities are run during school holidays.

1.16 The ethos of the JYIP is excellent, staff are calm and an atmosphere of trust and

respect is consciously developed. Each session begins with circle time, this provides an opportunity for young people to talk about their experiences that day, to receive support and on occasions to be confronted with the consequences of their behaviour, for example the consequence of losing one's temper at school and becoming involved in a fight or an argument with a teacher.

- 1.17 Since the last evaluation a parent support group has also been established and this is seen as an important development by both the staff and the parents we interviewed. It offers an opportunity to discuss behaviour of the child and strategies to work out changes that are needed, by both parent and child.

2. Stakeholder perceptions

Young people's perceptions

- 2.1 We carried out a survey in order to find out what young people think of the JYIP. The survey was a mixture of face-to-face and small group interviews, with 22 questionnaires being completed. Young people were overwhelmingly positive in their attitude to the JYIP, they like coming to the project and rated the staff and the range of activities highly. As a result of attending the project they feel happier and more confident. Full details of the analysis are in Appendix 1.
- 2.2 We asked about a range of impacts that the project had on their lives. They thought that school attendance had improved in 77% of cases, while achievement had improved in 73% of cases. They thought that the project had helped them not get into trouble in 64% of cases. They thought that relationships had improved with their family in 82% of cases, and 68% had made more friends. 72% of cases like living in Hanworth.
- 2.3 We asked young people what they thought were the best and worst things at the JYIP and the tables below show the outcome. It is interesting to note that going on trips is rated so highly and that half the young people thought that nothing was worst.

Table 1 – Best aspects of the JYIP

	Frequency	Percent	Cumulative Percent
No response	2	9.1	9.1
Going on trips	9	40.9	50.0
Support from project	4	18.2	68.2
Cooking	2	9.1	77.3
Activities	5	22.7	100.0
Total	22	100.0	

Table 2 - Worst aspects of the JYIP

	Frequency	Percent	Cumulative Percent
No response	4	18.2	18.2
Nothing	11	50.0	68.2
Don't know	1	4.5	72.7
Other young people	1	4.5	77.3
Having behaviour challenged	2	9.1	86.4
Talking to staff	1	4.5	90.9
Circle time	2	9.1	100.0
Total	22	100.0	

- 2.4 We were unable to carry out any interviews with young people who were 'graduates' of the JYIP. This was due to the personal circumstances of the evaluator rather than the JYIP being able to provide any young people to interview.

Parental perceptions

- 2.5 In order to find out parent views we invited parents to meet us at The Hanworth Centre. We met five parents individually on one afternoon. The parents were all very positive about the JYIP. It was clear that the JYIP had become an important part of family life, with children looking forward to attending it. Several parents had more than one child attending, and were at pains to point out that they wanted younger siblings to begin to attend when they were old enough.
- 2.6 Parents described a range of reasons for their child being referred to the JYIP, these included the influence of peers on the local estate, antisocial behaviour, and in one case, involvement in crime. Several parents mentioned that their child had been bullied, either at school or on the estate. Parents also pointed out that there were no facilities for young people on either of the estates (South Road and Butts Farm) which made the JYIP all the more attractive as it provided somewhere safe for their children to go. They said that the range of activities, particularly the trips, were important because they could not otherwise afford to pay for them.
- 2.7 Parents thought that the main impact of the JYIP was the way that their children's behaviour had changed, they were calmer, not getting into trouble, and relationships with school had improved along with an improvement in attendance. They described how both the programme managers had helped them by acting as a go-between and improving the relationship that they had with the school.
- 2.8 Parents described their personal circumstances in great detail, for example the impact of domestic violence on them and their child(ren), the impact of violent or early death of parents, one of their own children, or one of their or siblings. As well as the impact of partners and sons being in prison. Clearly the difficulties this group of parents face would tax even the best supported and resourced individual. The help that the project has been able to offer, particularly in relation to school issues has been invaluable, it ranges from improving attendance, to ensuring that the statementing process (for SEN) is being carried out or that an assessment and diagnosis of ADHD is being pursued vigorously, rather than delayed endlessly.
- 2.9 Four of the five parents we interviewed belonged to the parents group. Each of them described the ways that their lives had changed as a result of belonging to the group. The support and problem solving of both peers and staff was mentioned, as well as advice and strategies for managing difficult behaviour. Just the opportunity to get out of the house and meet people seemed to be valued as well.

- 2.10 Both the youth work development manager and the programme manager have been trained, and are accredited in the Positive Parenting Programme. This provides a quality standard and gives confidence to the parents, as well as to outside agencies. It also means that there is a focus on moving parents towards independence, rather than the (possibly unintended) fostering of reliance on the project.

The Parenting Programme

- 2.11 In May 2008 we revisited the project in order to meet with parents who had been involved in the parenting group during the past 10 months. We met six parents at The Hanworth Centre, we had met two of these parents at a previous session. At the beginning of the programme each parent is provided with a workbook called Every Parents Group Workbook which has details of each session, it laid out in a modular format, and has accompanying video material. Each meeting is a mixture of either a video extract, or a task from the workbook, and discussion with other parents in the group.

- 2.12 Both staff and parents agreed that the group benefited from the collective knowledge and experience of group members. Analysis of, and solutions to problems (for example the sudden onset of bedwetting) often came from group members. This in itself felt empowering and built confidence in parenting skills.

- 2.13 Particular features that were noted included:

- Having someone to talk problems or issues through with
- Doing the 'homework' was difficult to start with, but gradually became an essential part of the experience for parents
- A child's problems often changed very quickly after the parent joined the group (within three weeks)
- The support from the project manager is active, for example she phones up to tell them something good that their child has done in a session
- Both staff members provide support as advocates, for example by accompanying a parent to court or on a school visit
- Parents know that there is not a time limit. This seems particularly important because many of them have children who are moving from primary to secondary school, so that the 'Teen' workbook will be of value to them
- Parents appreciate access to new strategies for being a parent. All commented on the positive effect this had, both on them as parents and in helping their child to develop new behaviour strategies themselves, both at home and at school

- 2.14 The parents group makes a significant contribution to the work of the JYIP and is well worth the investment of time and energy by staff. The way that individual parent's behaviour has changed has led to positive comments from staff in other agencies, particularly children's services.

Agency perceptions

- 2.15 We were able to interview staff from six agencies, all interviews were by telephone. The interviews revealed strong support for the work of the JYIP. A number of aspects stand out:

- The first is that once a young person is referred to the JYIP and successfully engages with it they no longer come to the attention of the Police or the Anti-Social Behaviour Action Group (ASBAG).
- The second is that school attendance begins to improve.
- The third is the way that the project engages with young people builds trust and respect, this is a reciprocal process and interviewees identified the role of both the managers as critical in this regard.
- The fourth is the parents group. One interviewee stated that the project was working with the 'hardest to engage families'. However, another seemed to perceive it as a 'coffee morning', so more a social event than a group with specific aims and outcomes. This may mean that publicity is needed so that agencies understand what the group does.
- The fifth is partnership working. Both the managers prioritise this, for example by attending the ASBAG. This applies to referring agencies and to direct work taking place in schools
- The six is the excellent working relationship with beat officers, extending to the young people arranging a party when one of them was getting married. This is good modelling in an area where local residents have been traditionally hostile to the police.

- 2.16 One suggestion made was to have a flyer as a reminder about the project's work and the need to refer. Of course this has to be balanced with demand for places. Indeed two respondents suggested the need to replicate the project in a different area.

3. Data and Statistics

3.1 In this section we analyse the various data that has been provided by the JYIP, and the EWS. We also look at data from the previous report as a means of comparison.

Referrals

3.2 Figure 3.1 shows the source of the 39 referrals made to the JYIP between September 2006 and August 2007. This shows a changing pattern with many more self referrals than in the previous report (59% in 2006/7, 25% in 2004/5), less from education (18% in 2006/7, 55% in 2004/5), and less from social services (3% in 2006/7, 10% in 2004/5). We discuss the implications of this change in the summary below.

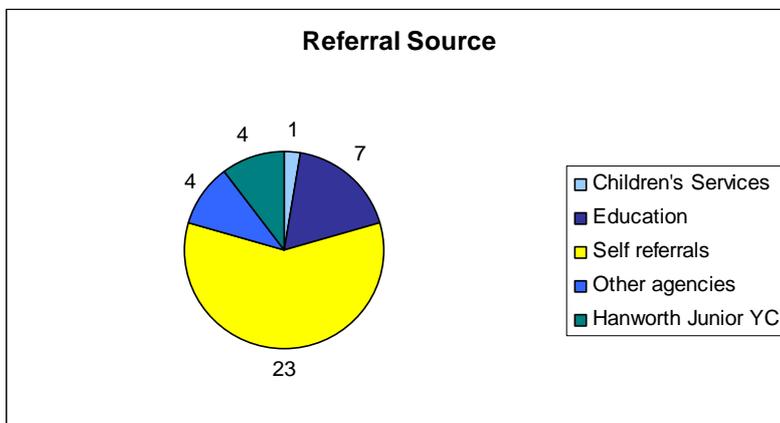


Figure 3.1: Source of Referrals to the JYIP

Type of Referrals

Gender

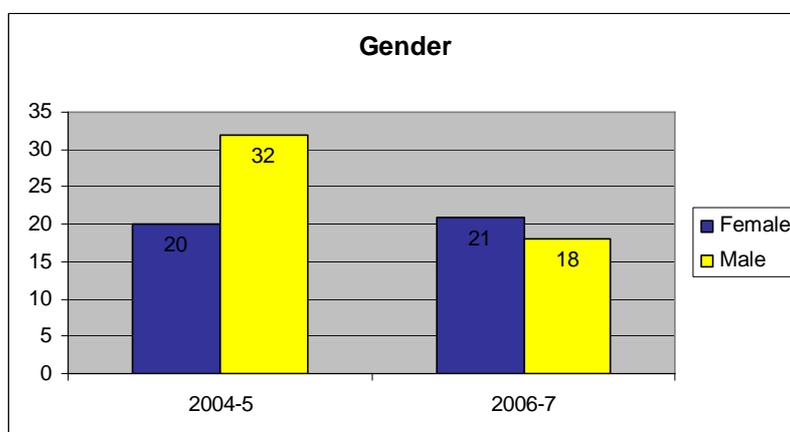


Figure 3.2: Gender of Referrals

3.3 Figure 3.2 compares gender split in the two years. This shows a change with more girls than boys involved in 2006/7 (54% girls, 46% boys) as opposed to 38% girls and 62% boys in 2004/5. The national trend is for more boys to be involved in crime than girls, however, there may be other explanations for the change which is discussed in the summary below.

Age Distribution

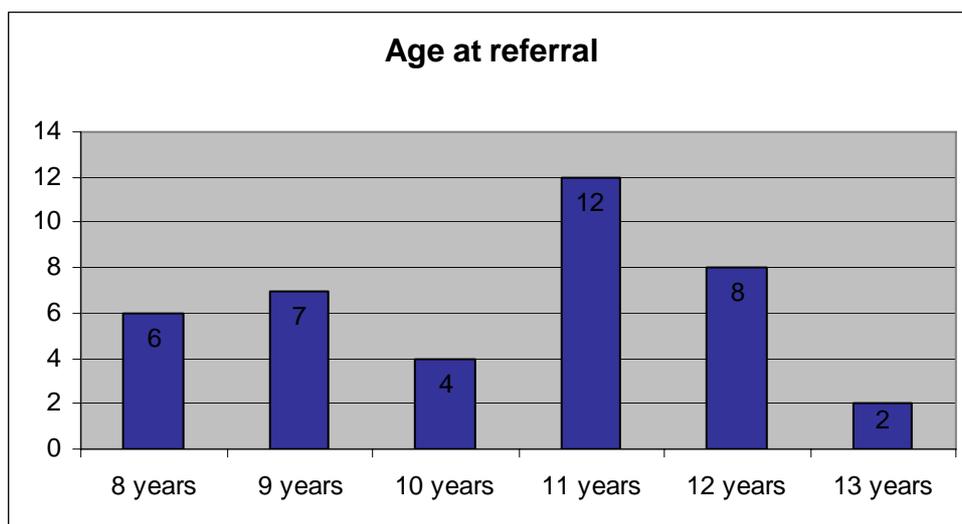


Figure 3.3: Approximate Age at Referral

3.4 The JYIP has received referrals for young people aged 8 to 13 years old. Figure 3.3 above shows the age distribution of these referrals. Most referrals were in Year 6, the last year of primary school and Year 7, the first year of secondary school. Otherwise the distribution remains very similar to the previous report.

Ethnicity

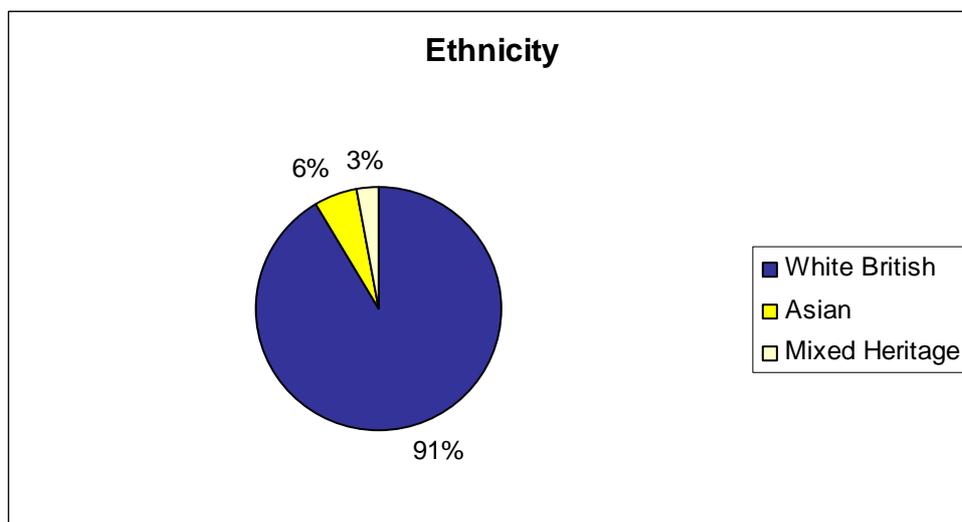


Figure 3.4: Ethnic Breakdown of Referrals

- 3.5 The ethnic breakdown of the young people referred shows that BME groups make up a fairly small proportion of the young people on the project (9%). This compares with 19% last time. At the 2001 Census the proportion of White people in Hanworth ward was 83.3%, while Black people were at 3.6% and Asian people were 7.7% of the population. While the proportion of Asian young people on the JYIP has increased, the proportion of Black young people has reduced. With such small numbers a change in ethnicity of one referral can make a disproportional percentage difference and this needs to be borne in mind when looking at the data. In addition the census shows proportions of different groups and does not reflect need.

Risk Factors on Referral

- 3.6 As part of the referral process each child is assessed according to a set of risk factors that have been developed for the Youth Justice Board over the last seven years. Understanding the prevalence of risk factors is important in addressing youth offending, however, equally important is the strength of the relationship between risk factors and outcome behaviour (i.e. youth offending) and the degree to which the risk factor is susceptible to change. We quote from the YJB report in the next paragraph².
- 3.7 “The key predictor of being arrested is *low achievement at school* (our italics), with a 90% increase compared to the norm. The second two most significant factors are family problem behaviour (62%) and peer involvement in problem behaviour (50%). Aggressive behaviour and bullying, whilst one of the most prevalent problems, is reported as one of the least salient (6%).”
- 3.8 Research literature indicates that intervention programmes can be effective in reducing the risk of youth offending where they are targeted at high risk children, occur at an appropriate stage, are adapted to the specific needs of different economic, racial and cultural groups and integrated into a comprehensive prevention package.
- 3.9 Figure 3.5 below shows the risk factors of young people referred to the JYIP, note that it is possible for individuals to have more than one risk factor. This confirms that targeting is accurate and the right young people are on the project. In order to make a comparison between the two evaluations we ranked the previous data against the current data. This is shown in Figure 3.6 and while the ranking is very similar two aspects stand out, firstly, the change in rank for ‘Participates in anti-social behaviour’ from 4 to 9, this probably indicates that the ethos of the JYIP is having a longer term impact on young people and reducing anti-social behaviour. This is confirmed by the Police and by the ASBAG with no referrals to it in the JYIP age range. Secondly ‘Drugs or Alcohol use’ which changed from 9 to 17, this may reflect the younger age

² Anderson B et al (2001): YJB Research Report on the Risk and Protective Factors for Youth Crime - Prevalence, Salience and Reduction.

group that the JYIP now work with. Note that two risk factors were added to the latest referral form - anger management (ranked 6) and domestic violence (ranked 12).

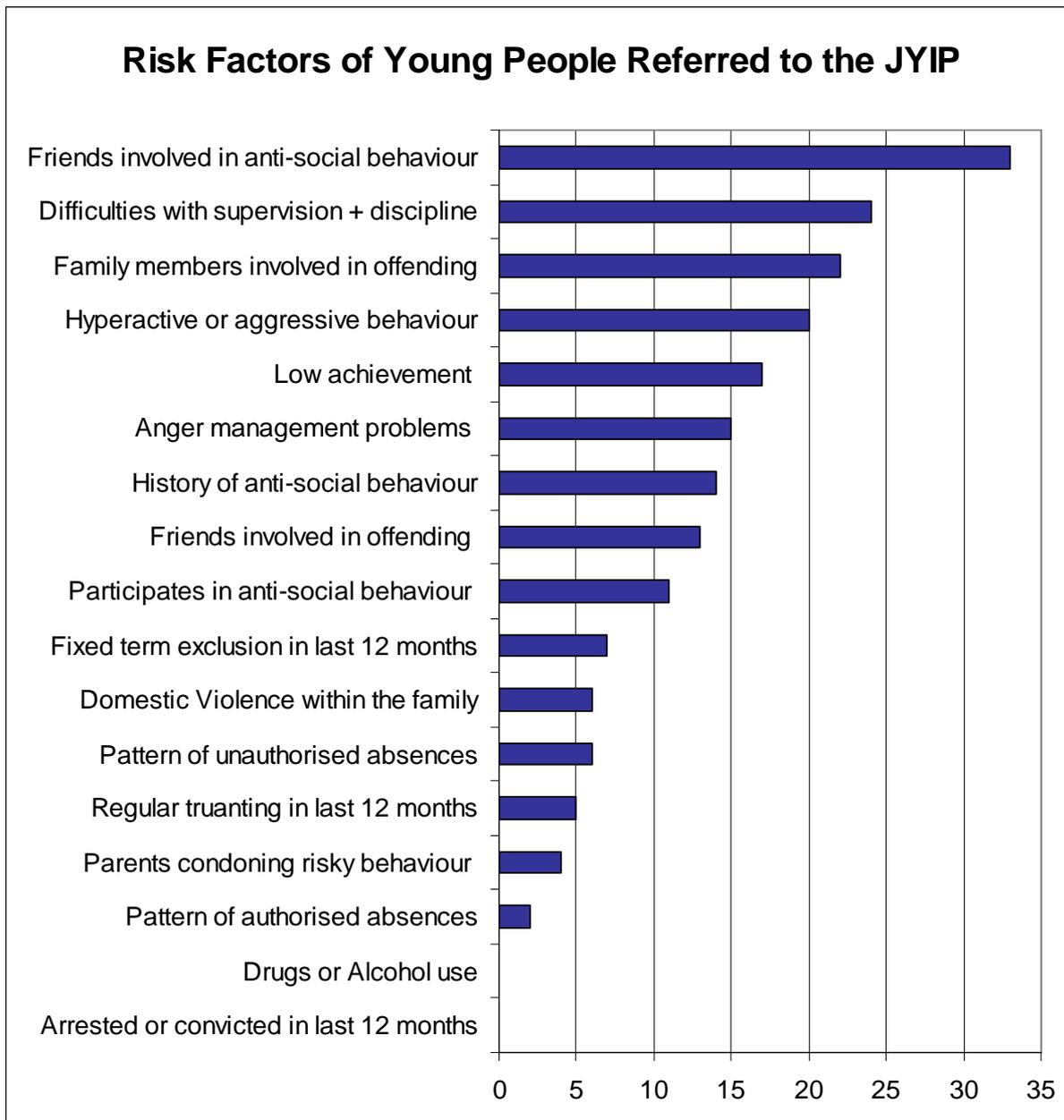


Figure 3.5: Risk Factors of Young People Referred to the JYIP

Risk Factors of Young People Referred to JYIP	Rank in 06/07	Rank in 04/5
Friends involved in anti-social behaviour	1	1
Difficulties with supervision + discipline	2	3
Family members involved in offending	3	2
Hyperactive or aggressive behaviour	4	6
Low achievement	5	5
Anger management problems	6	NA
History of anti-social behaviour	7	7
Friends involved in offending	8	8
Participates in anti-social behaviour	9	4
Fixed term exclusion in last 12 months	10	11
Pattern of unauthorised absences	11	10
Domestic Violence within the family	12	NA
Regular truanting in last 12 months	13	12
Parents condoning risky behaviour	14	14
Pattern of authorised absences	15	13
Arrested or convicted in last 12 months	16	15
Drugs or Alcohol use	17	9

Figure 3.6: Ranking of Risk Factors between 2006/7 and 2004/5

3.10 We also looked at the data provided on the referral forms on the risk of future offending and risk of exclusion from school as perceived by the referring agency at the time of referral. Figure 3.7 shows these risks as rated (high, medium and low).

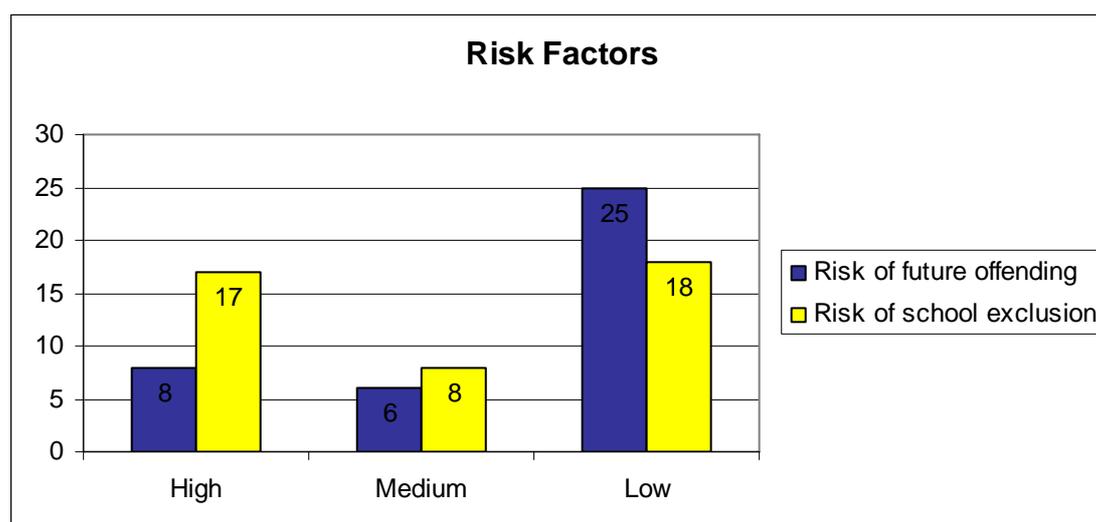


Figure 3.7: Risk of Future Offending and School Exclusion

3.11 Figure 3.7 shows that more than double the number of young people were at high risk of school exclusion than at risk of offending, while 16% more in the low risk category were thought likely to be at risk of offending. This is a change from last time when

most young people had the same (or higher) risk of offending as school exclusion. The changes are likely to reflect a difference in recruitment and again shows good targeting.

Duration of Interventions

- 3.12 The amount of time that young people spend on the JYIP is between three and eight months. This is a reduction on the average length of time spent when we reported before. Another change has been the introduction of specific interventions such as anger management which involves one to one work for a limited number of sessions.
- 3.13 We also looked at where young people go to school. Two secondary schools, Feltham Community College and Hampton Community College account for the majority of older young people, while Crane Park, Forge Lane and Oriel Primary Schools account for the majority of younger children. The JYIP has excellent relationships with all these schools.

Other Agency Involvement

- 3.14 Figure 3.8 shows the amount of involvement in individual cases by different agencies in Hounslow. This gives a good indication of the extent to which effective partnership working is being carried out.

Other agency involvement	
Social Services	15
Other (e.g. – BEST, family solutions)	9
Educational Psychology	7
Police	6
Child and Adolescent Mental Health	5
E.W.O.	5
Youth Services	5
Learning Mentor	4
Health	3
Voluntary Sector	2
Youth Offending Team	0

Figure 3.8: Other Agency Involvement

Families

- 3.15 We looked at the distribution of children and young people across the families involved with the JYIP (see Figure 3.9). Out of 28 current cases there are 19 families involved, it is interesting to note that the distribution of children is identical to the previous report, although this is coincidental as they are not all the same families. Figure 3.9 also shows that seven families have 16 young people attending, and this concentration is likely to be why agencies are so positive about the project, they can see the benefit to families (and their neighbourhood) not just to individual young people.

Family/child distribution	Number
12 families have 1 child attending	12
5 families have 2 children attending	10
2 families have 3 children attending	6
Total	28

Figure 3.9: Family/child distribution

- 3.16 Figure 3.10 shows family composition on the JYIP, this shows that more families have three or four children whether they are a couple or a single parent. Of the 27 families for whom we have details, there were six families with a mother and step father, 10 families with a single mother and 11 families with a mother and father living at home.

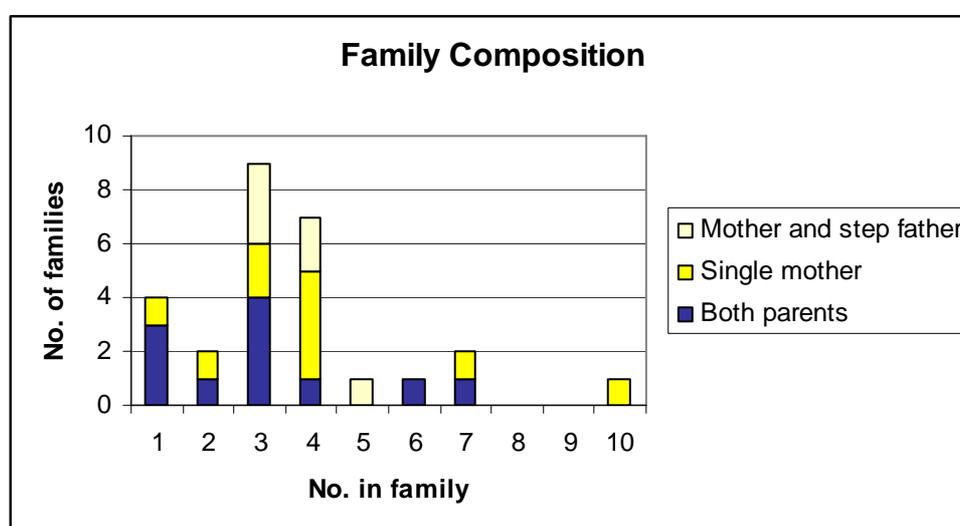


Figure 3.10: Family Composition

Attendance at school

- 3.17 We contacted the Education Welfare Service to discuss their perception of the JYIPs effectiveness and asked about any changes in attendance. We received attendance details for 21 out of the 28 JYIP members. At the Primary level the picture was mixed with four of 12 children having an attendance of over 90% and some children also continuing to be late for school. At the Primary phase improvements were also attributed to the initiative in Hounslow whereby attendance is monitored every fortnight and if it falls below 90% immediate contact is made with the parents. At the secondary level five of the 14 young people attending the JYIP had an attendance of over 90%. Figure 3.11 shows the breakdown for those attending the JYIP, unfortunately we could not get figures for seven of the young people which may distort the overall result.
- 3.18 While these changes are not as significant as they were in the previous report the positive way that schools and the EWS view the JYIP is a good indicator of success,

while the effect that the JYIP has had on parents views of education, as indicated in the stakeholders section above, shows that the continuing commitment of the JYIP to improving outcomes for children and young people by focussing on improved behaviour and attendance is very sound and having good results.

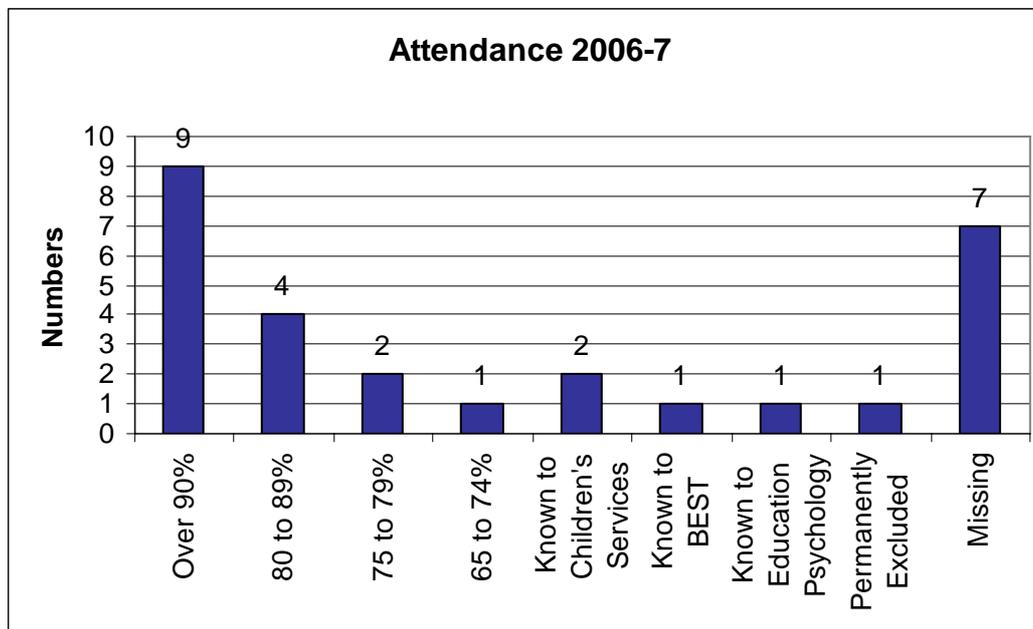


Figure 3.11: Attendance of young people on JYIP

4. Discussion

The four recommendations

4.1 We were asked to re-visit the four recommendations we made last time and we do this below. The initial recommendation is shown in italics and our response is below each one:

Recommendation 1

4.2 *As we have shown once again the JYIP is a successful intervention in young people's lives. The 'youth work' practice is excellent and gets results. We therefore recommend that it should be enabled to continue.*

4.3 From the results of this smaller scale evaluation we see no reason to change our recommendation. The excellent 'youth work' continues and indeed the youth work development manager has enabled the natural progression of graduates from the JYIP to move on to the existing senior youth club, a definite plus for them.

Recommendation 2

4.4 *The project manager needs to be able to spend more time on developing local partnerships with the different agencies, as well as developing the forward strategy. This strategy would involve both future funding arrangements, developing the J YIP programme, how young people are supported after they have left it, and how it links with other strategies in Hounslow such as Every Child Matters.*

4.5 With the appointment of a new project manager, and the appointment of the former project manager as youth work development manager, this has happened. The JYIP programme has developed, the staff team is sound, well balanced, and well motivated, in other words, well led. In addition the JYIP programme has developed and is complemented by the parents group and the senior club referred to above. Partnership working is good and agencies have confidence in the JYIP and the programme it delivers.

Recommendation 3

4.6 *HAY needs to re-clarify the purpose of the J YIP steering group. There needs to be clarity about the referral process and the sharing of data. It could then use the steering group as a forum for debate locally, and a focus for multi-agency working in the area.*

4.7 The steering group has been strengthened and now fulfils a very useful role. In addition the terms of reference for the steering group were strengthened, and this has had a positive effect. The revised referral form has been adopted by other agencies. There is still an issue about data, not so much about sharing it, but more about the difficulties the JYIP has had in developing the use of ONSET. In the end, after

receiving additional funds from the Youth Justice Board (YJB), via the YOT, to pilot its use, the project decided not to continue its use after the pilot phase which had been funded. This was because it seemed to be breaking down the trust with parents, which had been hard won in the first place. Given the 'hard to reach' nature of many of the parents the JYIP could not afford to jeopardise relationships with them. The project manager provided a very useful trial report on the use of ONSET and UMIS, giving sound reasons for not continuing with it. Not only was trust being eroded, but the time staff were spending on inputting data was disproportionate to its effectiveness. Contact time with young people and parents was being lost to bureaucracy, not a good outcome in such a 'hands on' project.

- 4.8 Part of the reason for HAY commissioning the current evaluation was to provide an outside view of progress, in order to be able to reassure agencies that while ONSET was not being used, the same sort of rigour was being used in the approach that the JYIP had adopted. In all other respects the data shows the impact that the project is having, and continues to have. In particular the fact that there have been no referrals onto the ASBAG register, and no young person has had an ABC in the last three years is impressive testimony to its effectiveness. In the same time period only one young person has been in contact with the Police, a recent case, and a first offence.
- 4.9 Clearly the JYIP is seen, by the agencies we contacted, as a focus for multi-agency working on the two estates it serves, as well as the steering group offering a forum for local debate.

Recommendation 4

- 4.10 *HAY could consider hosting a workshop or seminar which would provide an opportunity to share the success of the J YIP and to discuss where the project fits into the overall Borough strategy, and the emerging policy agenda of 'Every Child Matters'*
- 4.11 Several workshops/presentations have been run by the managers in the intervening period. In addition two celebration evenings have been held at The Hanworth Centre to highlight the progress that JYIP members have made. This could well be the first time that these young people have received such positive affirmation and has had an impact on them and their parents.

Summary

- 4.12 In addition to our commentary on the recommendations we would make the following observations. They are not recommendations as such but we think they are worthy of consideration, perhaps at the steering group.
- 4.13 We have a slight concern about the high number of self-referrals this time round. While we do not doubt that targeting is right, and that the JYIP is working with the hardest to engage families there are two issues to consider. Firstly the danger of

families' becoming reliant on the JYIP and merely transferring their 'allegiance' from social services to the project. Secondly, large numbers from the same family limits availability of places for other needy children. However, out of 28 current cases there are 19 families involved, and the distribution of children is identical to the previous report, although this is coincidental as they are not all the same families.

- 4.14 The parenting group is a success and HAY should continue to support it. We suggest that the two staff members produce a short six monthly report on progress to the steering group. It would be sensible to monitor any long term differences in the behaviour of children whose parent(s) attend the group and those that do not.
- 4.15 Two agencies would welcome the development of another JYIP elsewhere in Hounslow. If this were to happen it should not be at the expense of the current programme.
- 4.16 There are more girls than boys on the JYIP at the moment (54% girls and 46% boys). This needs to be monitored. It could be because of the composition of the staff team, or more likely the composition of the families who are providing young people. Because small numbers are involved no statistical significance should be drawn.
- 4.17 Comparing risk factors from one report to the other, while the ranking is very similar two aspects stand out, firstly, the change in rank for 'Participates in anti-social behaviour' from 4 to 9, this probably indicates that the ethos of the JYIP is having a longer term impact on young people and reducing anti-social behaviour. This is confirmed by the Police and by the ASBAG with no referrals to it in the JYIP age range. Secondly 'Drugs or Alcohol use' which changed from 9 to 17, this may reflect the younger age group that the JYIP now work with. Note that two risk factors were added to the latest referral form - anger management (ranked 6) and domestic violence (ranked 12). Both these factors are high priorities in two other areas where we have undertaken YIP evaluations (Bristol and Rochdale).
- 4.18 The other aspect of risk factors has been the higher risk of school exclusion. This may be important for this client group, it indicates good targeting, but needs to be monitored carefully to ensure that this group of young people are not marginalised into PRUs and other out of school provision, rather than being maintained in school.

5. Appendix 1

Young People Survey

Gender

	Frequency	Percent	Cumulative Percent
Male	10	45.5	45.5
Female	12	54.5	100.0
Total	22	100.0	

How old are you?

	Frequency	Percent	Cumulative Percent
Valid 8 years	5	22.7	22.7
9 years	7	31.8	54.5
10 years	2	9.1	63.6
11 years	4	18.2	81.8
12 years	2	9.1	90.9
13 years	2	9.1	100.0
Total	22	100.0	

The staff at the JYIP are always helpful

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	19	86.4	86.4
Agree	3	13.6	100.0
Total	22	100.0	

I enjoy the activities organised by the JYIP

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	15	68.2	68.2
Agree	6	27.3	95.5
Strongly disagree	1	4.5	100.0
Total	22	100.0	

I feel comfortable talking to my mentor and the staff

	Frequency	Percent	Cumulative Percent
Valid No response	1	4.5	4.5
Strongly agree	18	81.8	86.4
Agree	1	4.5	90.9
Neither agree nor disagree	1	4.5	95.5
Strongly disagree	1	4.5	100.0
Total	22	100.0	

I am more confident now

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	17	77.3	77.3
Agree	3	13.6	90.9
Neither agree nor disagree	2	9.1	100.0
Total	22	100.0	

I am happier now

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	16	72.7	72.7
Agree	5	22.7	95.5
Neither agree nor disagree	1	4.5	100.0
Total	22	100.0	

My attendance at school has improved

	Frequency	Percent	Cumulative Percent
Valid No response	1	4.5	4.5
Strongly agree	17	77.3	81.8
Agree	2	9.1	90.9
Neither agree nor disagree	1	4.5	95.5
Strongly disagree	1	4.5	100.0
Total	22	100.0	

I am doing well at school

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	16	72.7	72.7
Agree	5	22.7	95.5
Strongly disagree	1	4.5	100.0
Total	22	100.0	

I am closer to my family

	Frequency	Percent	Cumulative Percent
Valid No response	1	4.5	4.5
Strongly agree	18	81.8	86.4
Agree	3	13.6	100.0
Total	22	100.0	

I have made more friends

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	15	68.2	68.2
Agree	6	27.3	95.5
Neither agree nor disagree	1	4.5	100.0
Total	22	100.0	

I am less likely to get into trouble

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	14	63.6	63.6
Agree	5	22.7	86.4
Neither agree nor disagree	2	9.1	95.5
Strongly disagree	1	4.5	100.0
Total	22	100.0	

I think there is plenty to do at Hanworth YC

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	19	86.4	86.4
Agree	3	13.6	100.0
Total	22	100.0	

I like living in Hanworth

	Frequency	Percent	Cumulative Percent
Strongly agree	16	72.7	72.7
Agree	1	4.5	77.3
Neither agree nor disagree	1	4.5	81.8
Disagree	1	4.5	86.4
Strongly disagree	3	13.6	100.0
Total	22	100.0	

What has been the best thing about the JYIP?

	Frequency	Percent	Cumulative Percent
Valid No response	2	9.1	9.1
Going on trips	9	40.9	50.0
Support from project	4	18.2	68.2
Cooking	2	9.1	77.3
Activities	5	22.7	100.0
Total	22	100.0	

What has been the worst thing about the JYIP?

		Frequency	Percent	Cumulative Percent
Valid	No response	4	18.2	18.2
	Nothing	11	50.0	68.2
	Don't know	1	4.5	72.7
	Other young people	1	4.5	77.3
	Having behaviour challenged	2	9.1	86.4
	Talking to staff	1	4.5	90.9
	Circle time	2	9.1	100.0
	Total	22	100.0	

What changes would you like to see at the JYIP?

		Frequency	Percent	Cumulative Percent
Valid	No response	4	18.2	19.0
	Not enough trips	2	9.1	28.6
	More boys	5	22.7	52.4
	Nothing	7	31.8	85.7
	More activities	3	13.6	100.0
	Total	21	95.5	
Missing	System	1	4.5	
Total		22	100.0	