

Appendix B

Early Intervention Grant Case Study

Priory Area 3 – Risk Taking Behaviour

Junior Youth Inclusion Project

Background

B was referred in to the Junior Youth Inclusion Programme from Challenge and Support in the Autumn of 2011. A year 7 pupil, he was referred in for the following reasons:

- Involvement in anti social behaviour in his community including fire setting and running into traffic at a busy roundabout.
- Negative peer group.
- Lack of positive male role models, no enduring relationship with father, poor relationship with step-father.
- low attachment to school. Poor behaviour at times leading to periods on report.

Approach

The intervention plan that was implemented by the JYIP focused on providing B with diversionary activities, based on good school attendance and behaviour in all settings (home, school, community), and one to one work in school continuing the work completed with Challenge and Support. The relationship with his keyworker was a critical point as we felt he would benefit from a good role model who supported him but was able to challenge him as well.

Activities: B is an active boy who already played for a local football team each week and he showed a great aptitude and enthusiasm for active pursuits with JYIP. He attended at least once per week, limiting his time with his negative peer group out in the community and building his self confidence each week.

During the school holidays (which had been a key flashpoint time for B) he also attended regularly, showing his reliability and ability to manage his own behaviour over full day activities and becoming a good role model for younger JYIP participants through his positive behaviour.

One to One: focused on choices and resilience with the keyworker encouraging B to look at past choices and recognise the pressure upon him when in with a negative peer group. We looked at practical strategies to use in different situations that had been problematic for him, in peer pressure situations and also at home when he was in confrontation with his step father.

Multi Agency: Fire service delivered an in school session to B and his peers in that school on fire setting and road safety.

Outcome – How had things changed?

Communication with school and home was weekly and early into the intervention B had to miss an odd week where his behaviour had been poor, showing consequences to his actions. This lessened over the six months that he was with us as he made sure he was able to come on activities by keeping his behaviour largely positive and on occasions when he was poorly behaved he was able to cool down quicker and extricate himself from a negative situation with less adverse consequences.

B himself enjoyed the opportunity to get involved with a youth group that gave him such a wide range of opportunities and felt that he had made some good choices about his negative peer group who he was spending hardly any time with.

There have been no further reports of anti social behaviour or fire setting in the community through the Respect Panel and he has not been on report in school for over four months.