

The impact of sports programmes on youth crime

Geoffrey S. Nichols

Sheffield University, Department of Law

Thesis submitted to the
University of Sheffield for the degree of
Doctor of Philosophy

Volume Two. (Appendices)

April, 2004

Appendices

A: Methods, including questionnaire results

A1.	Initial interview schedule with programme managers to select case studies.....	1
A2.	Client interview schedule with Sportaction clients.....	2
A3.	Summit Questionnaire One.....	4
A4.	Summit Questionnaire Two	6
A5.	Huskins scale as used in recording sheet by Summit sports leader	9
A6.	Interview schedule used with YOT officers in Summit.....	10
A7.	Initial interview schedule with Summit clients.....	11
A8.	Revised interview schedule with Summit clients	13
A9.	Questionnaire to Splash parents, summer 2000 (<i>results in italics</i>).....	15
A10.	Splash parents' questionnaire 2001 (<i>summary results in italics</i>)	17
A11.	Questionnaires to participants in 2000.....	20
A12.	Splash participants' questionnaire 2001 (<i>results in italics</i>)	22
A13.	Schedule for Splash focus group interview 2001	25
A14.	Individual client interview schedules – Splash 2001	26
A15.	Questionnaire used with participants interviewed in Splash 2002	28
A 16.	Interview schedule – Splash participants 2002.....	30

B: Results

B1.	Transcript of interview with Adam, Sportaction. 9/8/01.....	31
B2.	Notes from interview with Jimmy, sports leader, Sportaction. 10/10/01.	40
B3.	Example of interview with Easttown YOT officer, full transcript. 13/7/2001.	45
B4.	Recording of Splash participant interviews at Site 7. 16/8/02.....	57
B5.	Recording of Splash interviews at Site 18. 21/8/02.....	59
B6.	Recording of Splash interviews at the residential, 28-30/8. Example interviews.....	62
B7.	Recording of individual interviews with Splash participants, August 2001.....	66
B8.	Recording of interview with Splash volunteer, John, Site 7. 15/8/02.....	69

B9. Accounts of case study Splash clients described by Charlie and Alan
13/10/00; analysis of English GCSE projects completed on
Splash by one of the participants in 1997 and 1998. 71

A: Methods, including questionnaire results

A1. Initial interview schedule with programme managers to select case studies

1. **Confirm description of the programme**, as covered by the previous questionnaire survey.
 What period of the year the programme runs?
 Which activities are involved?
 Who attends: - offenders or just at those at risk, age, gender, where participants are recruited from?
 How long it has the programme been running in its present form?
 Sources of funding: the local authority, other partners, grants, the participants themselves; is any funding for a specific duration?
2. **Any partnership arrangements** between funders, staff, or facilitates.
3. **Objectives**
 What are the main objectives of the programme? Which of these could be measured? Are these at the level of the community or the individual?
4. **Current methods of evaluation**
 What evaluation methods are used at present? What do they measure?
 How adequate are they?
 Any difficulties with them?
 Are there any objectives that are not currently adequately measured and why?
 What other evaluation methods are used and why?
5. **Rationale**
 What achieves the objectives of the programme and in what circumstances? This could initially be 'what works for whom' at a general level, but could be illustrated by individual case studies.
 What does not work and why? Again - examples.
6. **Potential for future research**

A2. Client interview schedule with Sportaction clients

Rationale in italics, related to hypotheses (2.8.1).

Introduction to me, purpose of the research – to see what people get out of programmes like Sportaction and relate that to one of its aims, crime reduction. I am not part of Sportaction but an independent researcher from Sheffield University. I am looking at a few programmes as well as Sportaction.

Confidential interviews – OK to tape?

[questions have to be very open to get them talking freely about what they have done and what they feel about it. So hard to make them too specific unless they open out first. But they are also related to hypotheses]

For each client:

Full name

Check details of participation.

1.a Initial involvement

1.b What made you interested in it?

Was it an attractive activity? h3.

1.c What did you feel about getting involved in it? Were you confident, or not sure about it?

How well prepared was he for it, h6

1.d Had you done much sport before?

Will it be more attractive to those who have done sport, h3?

2. Further involvement

2.a What have you done since becoming involved?

Prompts to try and find out all the activities and pick out a progression of responsibility; h4, h6, h8.

3. The process

3.a What has helped you get involved in all these things?

Check for the success factors; h3, h4, h6, h7.

3.b What do you think is especially good about Sportaction?

Open to relate to any hypotheses.

3.c What might be better?

4. Benefits

4.a What are the main ways you think you have benefited from being involved in Sportaction?

Any evidence of personal growth, h2?

4.b Do you think anybody would benefit in the same sort of ways, or do you think other people get different things out of it?

Will the programme suit particular people?

4.c Has it resulted in you doing any more sport, and if so, is that something you feel is important, or is it just one of your leisure activities?

Does it lead to further sports involvement, h8?

4.d Has involvement in Sportaction led onto anything else?

the ability to offer long term follow-up and viable exit routes where the participant can become involved in activity and further opportunities for development independent of the original programme; h8.

5. Relationship to crime reduction

5.a One objective of Sportaction is to reduce the chances of young people becoming involved in crime. Do you think it does this, and if so, why?

Does it contribute to the personal development of young people, guided by values? h2

Does this contribute to a reduction in offending? h1.

5.b Did you benefit in any of these ways?

5.c But we know that for some people this type of programme might not get them out of crime, or if it does, it is only for a while. Why is this type of programme not as successful as people would like it to be? [Or why did it not do this for you?]

Explore the risk factors, the degree to which participation can nullify them.

6. is there anything else we might have missed about Sportaction which you think is important?

Thanks very much

2. This question is about how you see yourself.

Please read the following ten statements. All of them have to do with how people see themselves.

On the right hand side is a scale on which you are asked to decide how each statement applies to you. You are asked to say whether you strongly agree, agree, disagree, or strongly disagree with each statement. For each of the statements, circle one of the numbers on the right-hand side, according to how much you agree or disagree with each statement.

4 = Strongly agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

	Strongly agree	Agree	Disagree	Strongly Disagree
1. I feel that I'm a person of worth, at least on an equal plane with others.	4	3	2	1
2. I feel that I have a number of good qualities.	4	3	2	1
3. All in all, I am inclined to feel that I am a failure.	4	3	2	1
4. I am able to do things as well as most other people.	4	3	2	1
5. I feel I do not have much to be proud of.	4	3	2	1
6. I take a positive attitude towards myself.	4	3	2	1
7. On the whole, I am satisfied with myself.	4	3	2	1
8. I wish I could have more respect for myself.	4	3	2	1
9. I certainly feel useless at times.	4	3	2	1
10. At times I think I am no good at all.	4	3	2	1

Thank you very much for your help. Now please hand the questionnaire to the sports leader.

A4. Summit Questionnaire Two

Name..... Date of birth.....

Referring officer..... Sports leader.....

Questionnaire 2. To be completed when the client finishes at silver level.

- 1. Which goals of your action plan did you achieve?**

- 2. What helped you most in achieving your goals?**

- 3. What were the main things that made it difficult to achieve your goals?**

- 4. Are there any activities you are currently taking part in as a result of the Summit Project? Include membership of clubs, teams and training for coaching or leadership awards.**

- 5. What help, if any, would you like to continue taking part in sport in the future?**

7. This question is about how you see yourself.

Please read the following ten statements. All of them have to do with how people see themselves.

On the right hand side is a scale on which you are asked to decide how each statement applies to you. You are asked to say whether you strongly agree, agree, disagree, or strongly disagree with each statement. For each of the statements, circle one of the numbers on the right-hand side, according to how much you agree or disagree with each statement.

4 = Strongly agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

	Strongly agree	Agree	Disagree	Strongly Disagree
1. I feel that I'm a person of worth, at least on an equal plane with others.	4	3	2	1
2. I feel that I have a number of good qualities.	4	3	2	1
3. All in all, I am inclined to feel that I am a failure.	4	3	2	1
4. I am able to do things as well as most other people.	4	3	2	1
5. I feel I do not have much to be proud of.	4	3	2	1
6. I take a positive attitude towards myself.	4	3	2	1
7. On the whole, I am satisfied with myself.	4	3	2	1
8. I wish I could have more respect for myself.	4	3	2	1
9. I certainly feel useless at times.	4	3	2	1
10. At times I think I am no good at all.	4	3	2	1

Thank you very much for your help. Now please hand the questionnaire to the sports leader.

A5. Huskins scale as used in recording sheet by Summit sports leader

Record of level of development of the participant, using Huskins model.

Recorded at; second session with client; end of participation on bronze or silver; and 10 – 12 weeks after completion at silver, if the client is going on to do gold.

1. Name..... date.....

2. Stage in Summit

2nd week	
end of bronze / silver	
10/12 weeks after bronze / silver	

3. Level of development as Huskins model [1-7]

4. Evidence that the client is at that level.

5. What could be done to bring them to the next level up.

A6. Interview schedule used with YOT officers in Summit

Interview schedule with YOT officers who have used Summit.

Open style, semi structured to identify: why they select clients for Summit, any preparation they do for Summit – what is most effective, How they think the client benefits, why they think the client benefits, how Summit is followed up. How they know it is successful.

Rationale and relation to hypotheses in italics

Introduction to purpose of the research.

1. Check the numbers and names of Summit clients they have referred.
2. How do you decide which clients to suggest Summit to, or do you suggest it to them all? Do you think all clients would benefit from Summit or just particular ones? Would you not suggest Summit for particular clients?
Has this particular programme been selected to match the client's needs? (h6). Is it particularly used for those with sporting interests? (h3, h11)

3. Once they say they want to take part in Summit, how do you maintain their involvement and get them through the referral process to actually taking part? What do you think is important in this?

Earlier data from Summit shows a problem with referrals not turning up? (h3) How important is a good relation with the YOT officer, or does the relation with the YOT officer get in the way, as earlier interview with Summit leader? (h7)

4. Thinking about the clients you have sent on Summit in general, how do you think they have benefited from it? Can you see immediate and long term benefits?

(h,1,2,5,9,10)

5. Now thinking about specific clients, can you give examples of these benefits?

Leave open at this stage. Do not prompt. (h,1,2,5,9,10)

6. What do you think are the main strengths of Summit in working with your clients? Is there anything about the way Summit works you think is especially good, and is there anything you think might be improved?

[what do you think that Summit can offer in addition to the service offered by the YOT] h, 3,4,5,7,8,9,10) prompt if they do not come up.

7. Once a client has done Summit are there ways you can build on this or is follow-up best left to the Summit staff? Can you give any examples of either type of follow-up. this?

(h8) is the programme situated in a long term programme of devt. Managed by the YOT, or this long term perspective taken over by the Summit staff? So far it is suggested by Summit staff that success more likely if they maintain long term contact.

8. How important is it that the client maintains a long term interest in sport? (h11)

9. On what basis is the YOT able to make a judgement about if they are getting value for money from Summit, and to make judgments between the use of different programmes?

How is YOT evaluating this? Could I use any of the YOT methods?

A7. Initial interview schedule with Summit clients

Rationale and relation to hypotheses in italics

Introduction to me, purpose of the research – to see what people get out of programmes like Summit and relate that to one of its aims, crime reduction. I am not part of Summit but an independent researcher from Sheffield University. I am looking at a few programmes as well as Summit.

Confidential interviews – OK to tape?

[questions have to be very open to get them talking freely about what they have done and what they feel about it. So hard to make them too specific unless they open out first. But they are also related to hypotheses]

For each client:

Full name

Check details of participation.

1.a Initial involvement

How did you get involved in Summit?

an attractive type of activity to get participants initially involved (h3)

a key mentor might lead them to the opportunity (h7)

1.b What made you interested in it?

(h3,7)

1.c What did you feel about getting involved in it? Were you confident, or not sure about it?

Were they apprehensive, if so, what about? (h6)

1.d Had you done much sport before?

Will it appeal to those who are into sport (h3)

2. Further involvement

2.a What have you done since becoming involved?

Prompts to try and find out all the activities and pick out a progression of responsibility.

(h6,8)

3. The process

3.a What has helped you get involved in all these things?

the ability to adapt a programme to individual participants' needs (h4)

the ability to offer long term follow-up and viable exit routes where the participant can become involved in activity and further opportunities for development independent of the original programme (h8).

sensitivity of staff in matching a progression of activities to participants needs and development (h6)

the use of rewards of achievement, which will enhance self esteem. (h5)

a good relationship between participants and activity leaders; leaders taking a mentoring role. (7)

3.b What do you think is especially good about Summit?

As above

3.c What might be better?

4. Benefits

4.a What are the main ways you think you have benefited from being involved in Summit?

This process involves a growth in self-esteem, locus of control, cognitive skills, and the establishment of a personal value system which makes the individual less disposed towards crime. These will contribute to personal growth such that the individual will be able to take a more proactive role in their own further development. (h2,)

4.b Do you think anybody would benefit in the same sort of ways, or do you think other people get different things out of it?

4.c Has it resulted in you doing any more sport, and if so, is that something you feel is important, or is it just one of your leisure activities?

Sport as a catalyst (h11)

4.d Has involvement in Summit led onto anything else?

(h8)

5. Relationship to crime reduction

5.a One objective of Summit is to reduce the chances of young people becoming involved in crime. Do you think it does this, and if so, why?

The programmes contribute to the personal development of young people, guided by values. This contributes to a reduction in offending. (h1)

5.b Did you benefit in any of these ways?

5.c But we know that for some people this type of programme might not get them out of crime, or if it does, it is only for a while. Why is this type of programme not as successful as people would like it to be?

Explore the risk factors, the degree to which participation can nullify them.

6. is there anything else we might have missed about Summit which you think is important?

Thanks very much

A8. Revised interview schedule with Summit clients

Rationale and relation to hypotheses in italics

Introduction to me, purpose of the research – to see what people get out of programmes like Summit and relate that to one of its aims. [don't mention the crime reduction aspect initially] I am not part of Summit but an independent researcher from Sheffield University. I am looking at a few programmes as well as Summit.

Confidential interviews – OK to tape?

[questions have to be very open to get them talking freely about what they have done and what they feel about it. So hard to make them too specific unless they open out first. But they are also related to hypotheses]

For each client:

Full name

Check details of participation.

Go over details of what they did here. First sessions, bronze, silver, gold. Where they did it, who with, was it with other clients, friends or just George.

What were the best activities for you? *(h3)*

How did you get involved in Summit? Did you get much choice over things to do? *(h3, 4)*

Had you done much sport before?

Will it appeal to those who are into sport

Did you want to do Summit, or was it more just something the YOT officer suggested you do?

Choice? an attractive type of activity? *(h3, 4)*

If you wanted to do it, what made you interested in it? *(h3, 4)*

What were the first things you did on Summit?

What did you feel about the first activities you did? Were you looking forward to them?
to get participants initially involved (h3)

a key mentor might lead them to the opportunity (7)

Was there much difference between what you did at bronze, silver and gold?

Did you have to do any more of the organising yourself? Were there different people there, or was it still just you?

Prompts to try and find out all the activities and pick out a progression of responsibility. (h6) If a buddy is introduced. Did it boost self esteem? (h5) Evidence of h2.

Did you do anything new, for the first time?

Did you enjoy that or was it something you might not want to do again?

To start getting at feelings.

How important was it that you could choose what you wanted to do?

How much choice did you get? Was that good? Were there any things you wanted to do but could not? *the ability to adapt a programme to individual participants' needs (h6)*

Did you feel you could ask George about anything you wanted to do?

Choice – lead into George *(h4,6,7)*

How helpful was George in you deciding what to do and teaching you the sports?

Mentor (h7)

Did you do it all with him? (h6,8)

What did you feel about completing at gold? Was it much of an achievement or did you just think it was the end of the programme?

Check for satisfaction? (h5)

Why do you think you felt that?

So what have you done at Summit or through it that you might not have done by yourself.

What has changed? Refined question to focus on the impact of Summit. (h8)

Is there any other way you think you may have benefited from doing Summit? Has it helped any other areas of your life? Relationships with friends, parents, getting a job, *Protection factors- Explore the risk factors, the degree to which participation can nullify them.*

Have you got any particular problems that you'd have liked Summit to help with?

Do you think you will go on to do more of the sports in the future, or do you think that you'll just do them on Summit? Has it resulted in you doing any more sport, and if so, is that something you feel is important, or is it just one of your leisure activities?

Sport as a catalyst (h11)

Leads to sports participation? (h8)

Why is that?

What might help you do them in the future if you wanted to? What might prevent you doing other activities?

YOT use Summit because they think it may be good for young people, and help keep them out of trouble. Do you think it is good, and if so, how?

Explore protection factors, link to crime reduction. (h1)

Would you recommend it to anybody from YOT, or is it just suitable for some people?

Is there any way you think it could be better?

Thanks very much

A9. Questionnaire to Splash parents, summer 2000
(results in italics)

This questionnaire is about your child's participation in the summer Splash programme organised by Easttown Leisure and Recreation services. We would be very grateful if you could complete and return it to the Splash leaders at the site your child is attending.

1. Your name.....

Your child's name
 [please put the name of all your children who attended]

2. On which site is your child attending Splash sessions this summer?

Site 1	Site 2	Site 3	Site 4	Site 5
Site 6	Site 7	Site 8	Site 9	Site 10

3. Which school year is your child in?
 [please give details of all your children who attended]

4. Which school does your child normally go to?.....

5. What was the main reason why you thought it was a good idea for your child to attend the Splash sessions?

- To prevent children being bored / something to do in the holidays* 52%
- My child enjoys it / enjoys sport* 25%
- To mix with other children* 13%
- To keep out of trouble* 11%

6. Please tick the statement which best describes who's decision it was to attend Splash.

It was my decision that my child should attend Splash 15%

My child decided he / she wanted to attend Splash 85%

7. This question is about the possible benefits of your child's participation in the Summer Splash programme 2000. (responses in %)

In the following questions please put an X in the box that matches your answer.

X

NO! If you think the statement is definitely not true
No If it is mostly not true
Yes If it is mostly true
YES! If it is definitely true

	NO!	No	Yes	YES
a Splash gave my child a new interest in sport	7	9	38	46
b Through Splash my child has grown in confidence	6	10	51	33
c Splash encouraged my child to do his/her best	2	1	50	48
d The Splash leaders were people my child could talk to with confidence	1	2	40	58
e The Splash leaders praise my child when he/she does well	1	6	44	49
f My child found it easy to get fully involved in the Splash activities	1	2	36	61
g Splash could lead to other opportunities for my child to take part in sport	0	9	50	41
h My child has the opportunity to be involved in planning Splash	11	29	35	24
i My child is proud of what he/she has achieved at Splash	1	2	39	59
j The Splash leaders are prepared to tell children when they are doing the wrong thing	1	1	30	67
k There are clear rules if a child misbehaves at Splash	2	4	28	67
l My child feels safe at Splash	1	1	30	68

8. Have you any suggestions for how the Splash programme could be improved?

Please send the completed questionnaire back to the Splash leaders with your child tomorrow. Thank you.

A10. Splash Parents' questionnaire 2001 (summary results in italics)

This questionnaire is about your child's participation in the summer Splash programme organised by Easttown Leisure and Recreation services. We would be very grateful if you could complete and return it to the Splash leaders at the site your child is attending.

1. Your name.....

Your child's name

[please put the name of all your children who attended]

2. On which site is your child attending Splash sessions this summer?

Site 1	Site 2	Site 3	Site 4	Site 5
Site 6	Site 7	Site 8	Site 9	Site 10

3. Which school year is your child in? How old is he/she?.....
[please give details of all your children who attended]

Ages of first child recorded

<i>age</i>	<i>number</i>
7	4
8 - 11	60
12 - 15	30

23 parents had more than one child at Splash

4. How did you find out about the Splash sessions this year?

Please tick any that apply.

	%
My child was told by a friend	16
My child brought home a leaflet from school / an announcement in school	23
A leaflet was posted to our house	42
A leaflet was pushed through the door	17
A friend / neighbour told me	10
I saw it going on	6
Local newspaper	3
Other, please specify	11

5. Please tick the statement which best describes whose decision it was to attend Splash.

- It was my decision that my child should attend Splash 13%
- My child decided he / she wanted to attend Splash 74%

14% ticked both so recorded as a joint decision.

6. What were the main reasons why you thought it was a good idea for your child to attend the Splash sessions? Tick any that apply.

	%
To relieve boredom / something to do in the holidays	89
Because they enjoy it	74
To gain benefits of mixing with other children	45
To keep out of trouble	39
To learn sporting skills	66
To keep them off the streets	43
Because it is a safe environment	56
To learn skills of playing with other children	40
Other. Please specify.....	6

[the 'other' category included parents who said a benefit was so they could go to work or did not need child care]

7. Of the reasons above, which were the two most important ones for your child attending Splash?

- i).....
- ii).....

Both responses added up in the table below.

	%
<i>To relieve boredom / something to do in the holidays</i>	<i>56</i>
<i>Because they enjoy it</i>	<i>40</i>
<i>To gain benefits of mixing with other children</i>	<i>15</i>
<i>To keep out of trouble</i>	<i>12</i>
<i>To learn sporting skills</i>	<i>31</i>
<i>To keep them off the streets</i>	<i>14</i>
<i>Because it is a safe environment</i>	<i>21</i>
<i>To learn skills of playing with other children</i>	<i>8</i>
<i>Other. Please specify.....</i>	<i>2</i>

8. What have been the **main benefits** of your child attending Splash this year?

First two responses of 70 respondents added up in the table below.

<i>They enjoyed it</i>	23
<i>To mix with other children / make new friends</i>	13
<i>Learning new sports / trying new activities</i>	10
<i>Not bored / something to do in the holidays / kept busy</i>	9
<i>Gives parents free time / allows parents to work or do other things</i>	7
<i>Getting them out of the house</i>	6
<i>Because it is a safe environment</i>	6
<i>Learn to play / work with others</i>	4
<i>To keep them out of trouble</i>	3
<i>Something to look forward to</i>	3
<i>Improved skills / learnt skills</i>	3
<i>Keeps them out of trouble</i>	3
<i>Doing the activities / sports</i>	2

9 Splash is supported by Eastshire Police. Do you think Splash has an impact on crime in the local area? Please tick **one**.

	%
It has no impact	22
It reduces crime while Splash is on	61
It reduces crime in the long term	19

9a. Why do you think Splash does or does not have this impact?

Of the 58 parents who gave a response:

It does reduce crime:

A response that represents the diversion mechanism – people can not do Splash and crime at the same time 39

Other responses were just single respondents

It does not reduce crime:

Different children take part in Splash and are involved in crime 4

Crime is done at different times to when Splash is on 2

There are few children on the street anyway 2

10. Have you any suggestions for how the Splash programme could be improved?

Of the 54 parents who responded:

It is good as it is / no improvement 15

Run it for more than just one week 14

Extend the hours 6

Run more off site trips 5

Run it at all the sites all summer 4

Please send the completed questionnaire back to the Splash leaders with your child tomorrow. Thank you very much for your help in this research.

A11. Questionnaires to participants in 2000

Questionnaire to children.

SPLASH 2000 QUESTIONNAIRE

(results in italics, only those relevant to this research are included)

This questionnaire is about the summer Splash programme you have just taken part in. Your answers will help us make Splash better next year.

Just put what you think, the questionnaire is not a test, and we will not know who has completed which questionnaire.

tick site

Site 1	Site 2	Site 3	Site 4	Site 5
Site 6	Site 7	Site 8	Site 9	Site 10

Male 58% Female 42%

Ethnicity: White 71% Afro-Caribbean 8% Pakistani 6% Indian 3% other

Age: 8 – 10 44%, 11 – 13 42%, 14 – 16 12%

School attended.....

1. Have you attended summer Splash sessions before?

Yes 70% No 30%

2. Where did you find out about the summer Splash sessions?

- 37% through a friend or relative of the same age.*
- 25% leaflet through the post. This may be an underestimate as it was not possible to categorise a response where a child just said they had heard via a leaflet, but not how they got the leaflet.*
- 13% via a leaflet or announcement in school.*
- 5% heard via parents.*
- 6% just saw it going on.*

3. As well as the summer sessions Splash run activities after school, at half terms, and in other school holidays.

Have you attended any other Splash activities? Yes 32% No

Which ones have you attended?

(Nine percent had attended after school sessions, and 11% either in some other holiday period or some other activity.)

4. What activities have you done on this Splash site this week?

5. What were the best and the worst activities on site?

Best

Worst

6a. Which trips away from the site have you been on this week?

Swimming	
Farm visit	
Canoeing	
Rugby coaching	
No off site trips	

6b. What was the best and the worst off site trip?

Best trip

Worst trip

7. This question is about what you felt about the summer Splash sessions you have just been on.

The relationship of these statements to the research hypotheses is indicated by (h1) etc. This did not appear on the original questionnaire.

In the following questions please put a X in the box that matches your answer.

X

NO!

No

Yes

YES!

If you think the statement is definitely not true

If it is mostly not true

If it is mostly true

If it is definitely true

	NO!	No	Yes	YES!
a Splash made me more interested in doing sport (h8)	6	9	25	60
b The sports leaders encouraged me to do my best (h5)	7	6	33	54
c I felt I could talk to the sports leaders like a friend (h7)	3	9	25	63
d The sports leaders told me when I did well (h5)	10	13	26	51
e I found it easy to get fully involved in (h2, 6) the Splash activities	3	7	19	71
f Splash could lead to other opportunities for me (h8) to take part in sport	6	8	30	55
g I could have the opportunity to be involved in planning Splash	15	18	27	41
h I am proud of what I have done at Splash (h5)	2	3	22	73
i The Splash leaders tell children if they are doing the wrong thing (h10)	3	5	20	72
j Splash has clear rules if a child misbehaves (h10)	4	8	17	70
k I feel safe at Splash	6	3	10	81

8. Have you any suggestions for how the Splash programme could be improved?

Thank you very much for completing the questionnaire.

A12. Splash Participants' questionnaire 2001 (*results in italics*)

SPLASH 2001 QUESTIONNAIRE

This questionnaire is about the summer Splash programme you have just taken part in. Your answers will help us make Splash better next year.

Just put what you think, the questionnaire is not a test, and we will not know who has completed which questionnaire.

tick site

Site 1	Site 2	Site 3	Site 4	Site 5
Site 6	Site 7	Site 8	Site 9	Site 10

Male 64% Female 36%

Ethnicity: White 69% Afro-Caribbean 10% Pakistani 11% Indian 2% other 4%

Age: 8 – 11 68%, 12 – 16 32%

1. Did you attended summer Splash sessions last year?

Yes 53% No 47%

2. Where did you find out about the summer Splash sessions?

Please tick **any** that apply.

	%
A friend told me	35
A leaflet from school / an announcement in school	20
A leaflet was posted to our house	20
A leaflet was pushed through the door	14
I saw it going on	5
Local newspaper	2
Other, please tell us where...	4

[At Site 3 7 participants had been told about the programme by the Police.

At Site 2, 3 had been told about it by their supervisor; possibly YOT supervisor]

3. What activities have you done on this Splash site this week?

(This question was used so respondents could then recall the best and worst for question 4.)

4. What was the best and the worst activity on site?

<u>Best</u>		<u>Worst</u>	
<i>Rounders</i>	30%	<i>Cricket</i>	17%
<i>Football</i>	22%	<i>Rounders</i>	16%
<i>Cricket</i>	12%	<i>Football</i>	15%
<i>Danish Longball</i>	5%	<i>Dodgeball</i>	9%
<i>Tennis</i>	5%	<i>Basketball</i>	6%

5a. Which trips away from the site have you been on this week? Please tick the ones you have done.

	%		%
Swimming	27	Dance	11
Farm Visit	16	Girls Football Coaching	9
Canoeing	10	Boys Football Coaching	20
Rugby Coaching	18	Tennis Coaching	8
Hockey Coaching	10	Mountain Biking	10
Army Activities	1	Athletics	3

5b. What was the best and the worst off site trip?

<u>Best trip</u>		<u>Worst trip</u>	
<i>Swimming</i>	15%	<i>Farm</i>	19%
<i>Canoeing</i>	8%	<i>Boys Football</i>	20%
<i>Boys football</i>	5%	<i>Girls football</i>	18%
<i>Hockey, dance, tennis: all</i>	4%	<i>Swimming and biking,</i>	9%

6. What are the three best things about coming to Splash?

- i).....
- ii).....
- iii).....

Adding up the three responses the totals numbers are as below:

<i>Best thing about Splash</i>	<i>Total</i>
<i>Its fun</i>	<i>145</i>
<i>Meet new friends / new people</i>	<i>126</i>
<i>Playing the games / activities</i>	<i>89</i>
<i>I am not bored or Something to do in the holidays</i>	<i>79</i>
<i>Meet my friends</i>	<i>55</i>
<i>The off site trips / a specific trip</i>	<i>48</i>
<i>The Splash staff</i>	<i>38</i>
<i>Range of activity</i>	<i>30</i>
<i>Keep me out of trouble, or keep me off the streets</i>	<i>15</i>

7. Would you come to Splash again next year? Tick one.

Yes	91%
No	1.5%
Not sure	6.5%

8. Have you any suggestions for how the Splash programme could be improved?

60% of participants made suggestions

<i>response</i>	<i>number</i>
<i>Wider range of games / activities</i>	<i>43</i>
<i>More off site trips</i>	<i>19</i>
<i>Play a specific game more</i>	<i>8</i>
<i>Allow more people on trips</i>	<i>7</i>
<i>Run it longer than one week per site</i>	<i>6</i>

A wide range of other responses

Thank you very much for completing the questionnaire.

A13. Schedule for Splash focus group interview 2001

Participation: check details of this each.

1. Now, could you all write on your piece of paper, the three things, apart from Splash, you do most of the time during the summer holidays.

Now, what are the main things you do? [list on flip chart] [2] [did not use]

Go round, list on flip chart. If anything illegal, say we will come back to that.

2. Thinking more generally about Splash, if a friend asked you what would you say the three best things about Splash were? Could you write them on your sheet.

2a. What are they? [Flip chart] [3] *[explore for protection factors]*

2b. Explore why these are good. What do you feel about them? [Flip chart]

2c. Last year and this year I did a questionnaire to parents of kids on Splash and asked them what one of the main benefits of splash was, and one of the main things was that it prevented people being bored and kept people off the streets. Do any of you find the holidays boring, and if so, how does splash help that? *[explore for diversion mechanism, h1]*

3. If they do anything illegal while Splash is not on explore why they do that type of thing. How important is boredom? *(h1)*

4. Now, the main purpose of the research is to see if there is any connection between Splash and reducing young people getting into crime in the local area. Do you think there is any connection and if so, what is it? [relate back to answer in 3.]

[explore their view of the mechanism, before prompting with factors in 6]

5. Do any of you get into trouble during the weeks Splash is not there?

6. What makes the difference then? *(h1, all of the other success factors)*

7. Is there any other way it may keep people out of crime?

Possible prompts

One way this might happen is just because it gives people something to do, so they are not bored. How important do you think this is?

Another way might be if it gives them a new lot of friends to do things with. Is this important or not? *(h9)*

Another might be if it changes people's attitudes to crime, *(h10)* or gives them a new interest in life, such as a sport they can take up. Is this important or not?

Any other reasons why it may reduce crime?

Are these effects just while Splash is on, or longer?

[relate to protection factors – prompt for these; the leaders as role models/mentors, new friends, learning new skills, introduction to new activities- i.e. success factors]

Prompt, last year, apart from parents saying it kept kids off the streets and stopped boredom, they also said it was good that they felt Splash was a safe place for kids to play together in the holiday. They felt you could learn new sports. How important is any of this?

Is there anything you would like to make Splash better?

A14. Individual client interview schedules – Splash 2001

For each client:

Full name

Check details of participation. Site, length of involvement this summer in weeks, previous involvement in Splash. Involved in Forum?

1.a Initial involvement

How did you hear about the Splash sessions this summer? *Test marketing*

1.b What made you interested in doing it?

an attractive type of activity to get participants initially involved

a key mentor might lead them to the opportunity

1.c Do you normally do much sport? What do you usually do out of school?

Will it appeal to those who are into sport? Will it encourage people to do sport who have not before?

2a Thinking generally about Splash, if a friend asked you what would you say the three best things about Splash were? *Explore for protection factors*

2b. Explore why these are good.

3. Do you think taking part in splash will lead to you doing any more sport in the future or not? If so, what?

4. If you were not doing Splash what other things might you have been doing in the summer holidays?

test for diversion / boredom mechanism

5. One reason Splash is run is because it may reducing the chances of young people getting into crime in the local area. Do you think it does this? Why might it do this?

[explore their view of the mechanism, before prompting with factors in 6]

Possible prompts

One way this might happen is just because it gives people something to do, so they are not bored. How important do you think this is?

Another way might be if it gives them a new lot of friends to do things with. Is this important or not?

Another might be if it changes people's attitudes to crime, or gives them a new interest in life, such as a sport they can take up. Is this important or not?

Any other reasons why it may reduce crime?

Are these effects just while Splash is on, or longer?

[relate to protection factors – prompt for these; the leaders as role models/mentors, new friends, learning new skills, introduction to new activities]

Prompt, last year, apart from parents saying it kept kids off the streets and stopped boredom, they also said it was good that they felt Splash was a safe place for kids to play together in the holiday. They felt you could learn new sports. How important is any of this?

6. Is there anything you would like to make Splash better?

7. Just before we finish, can you give me a little more about your own background, age, are you at school, how regularly do you attend, have you been in any trouble with the police. *Test for risk factors*

Thanks very much for your help.

A15. Questionnaire used with participants interviewed in Splash 2002

Participant questionnaire. Splash 2002.

Replying to these questions just put what you think. There will be a chance to discuss answers with your friends afterwards. It is not a test and will be completely confidential to this research. If you can't answer a question, leave it blank.

Your name.....

Your age.....

1. In which years have you come to the summer Splash sessions? Please tick.

2001 2000 1999 1998 1997 and before

2. Have you been to other Splash sessions?

Easter holiday sessions After school sessions

Other sessions say what.....

3. Have you been a member of a Splash forum?

Yes No

If yes, which one?.....

4. If you were a member of a forum, how long did you go to it for?

Less than a year For one year For two years
 For more than two years

5. Who is your favourite Splash leader?

6. How do you feel about this leader? **Tick one**

They are like a teacher at school	<input type="checkbox"/>
They are like one of my parents	<input type="checkbox"/>
They are like a friend	<input type="checkbox"/>
They are like a policeman	<input type="checkbox"/>

7. As a result of taking part in sports at Splash, have you done sports with other groups or at other places? Please tick.

At a sports club (for example a cricket club, football club etc)	
At a sports centre (an organised session or just with friends)	
At a swimming pool	
At school	
Anywhere else...	
Not done sport anywhere else as a result of Splash	

8. If as a result of taking part in sports at Splash, you have done sports with other groups or at other places, what have you done?

9. Splash is supported by Eastshire Police. Do you think Splash has an impact on crime in the local area? Please tick **one**.

It makes no difference to crime	
It reduces crime while Splash is on	
It reduces crime in the long term	

10. What are the three best things about Splash for you?

Thanks for answering the questions. Hold on to your questionnaire while we discuss some of the answers in the group.

A 16. Interview schedule – Splash participants 2002

1. How often have you been coming to this site: attendance over this summer.
2. How old are you
3. Have you been on this site with Splash last summer?
4. Other Splash sessions?
5. Best things about Splash
6. Things you would do to make it better
7. What would you be doing in the holiday if Splash was not on.
8. One reason Splash is provided is because it might reduce crime. Do you think it does this, or not?
9. Would you come again next year?
10. Anything else you would want to add.

B: Results

B1. Transcript of interview with Adam, Sportaction. 9/8/01.

I'll just check out the details of your participation in Sportaction . So you started with them was it about January?

Yes.

From what Jimmy told me, did you do various awards with them, you did different award schemes? You do the community sports leader award for that on them all don't you? What other things did you do with them?

Just coaching basically.

Did you do different courses for different sports?

I did my First Aid courses and leadership. I've done a variety of different ones.

Was that in football, bicycling?

Football, cricket, quick cricket, basketball, I tried to get as much under my belt as possible.

So quite a lot of courses then and you've generally been helping. Most of your sessions with Jimmy, you've been helping him with coaching sessions with other people haven't you?

Yes.

What sort of ones have you helped him with?

In order that they can learn basketball and all that with kids, YMCA, just down the road, Moorways and Merrill School, it's just seeing what they enjoy and seeing what they like and all that.

So it's quite a wide range then?

Yes.

But what did you think about getting involved with the Sportaction in the first place? I mean what happened? Presumably your Officer said do you fancy doing this or something did he?

I run into a little bit of mischief and they give me a try to do what I'm doing.

So what did they say, would this one suit you or was there a range of different things that you could have had a go at, or was this pretty much it?

This was pretty much it, but I had different options. It's just that I wanted to do this to be quite honest. I had been through this system before so I tried pointing kids in the right direction that it's not a good way to be in and if you like doing your sports more, that's what you want to do, then do it.

So you'd been quite interested in sports before anyway then had you?

Yes I've always been a sports kind of man me myself.

What sort of sports stuff have you done then? You've got a few trophies up there.

Yes I've done boxing, football, basketball, Tai Kwando, karate. I've done everything from when I was younger.

So it's a sort of natural thing to get into Sportaction for you anyway. So I mean doing a sport is just an extension of what you are interested in anyway. So you didn't really feel any sort of apprehension or anything about doing the Sportaction?

No I enjoyed it, it was voluntary, I enjoyed it a lot.

So you are interested in it because you are interested in sport anyway then really and you felt pretty confident about doing it, you'd done all sports before so it was all right, and while you've been involved in it you've done sports coaching with Jimmy and then you've done a certain amount of voluntary leadership. Has Jimmy always been along with you when you have done the voluntary leadership work?

He's been there most times, but sometimes he will let me go with another person to see, like coach another person, just different people, to get to know them.

So you've got a range of different coaches?

Yes but he's like set me up in the right way.

And you feel quite all right going out with these other guys?

Yes.

How do you get on with Jimmy then?

I like Jimmy a lot he's all right man.

How does he relate to other people that you work with?

Jimmy is always the same you get like you are safe with us man.

What sort of relationship do you have with him compared with say you might have with the Youth Offending Team Officer?

I've got a better relationship with Jimmy because I know him better. He's taken me out and we've had talks. We've been to McDonald's and we've taken some of the kids up to Water World for a day trip and things like that really. We just get on well.

So you've got a better relationship through doing those sorts of things with him then have you?

Yes you get to know him.

He was your own Probation Officer I think wasn't he at one time he had to do so many hours.

I think about twenty or something.

You did your Attendance Centre and then you got back with a Probation Order didn't you? I can't remember exactly how many hours, but you did so many.

So did that get combined with the work with Jimmy then?

It was Jimmy who started it. I was only meant to do a couple of hours of that and then I just carried it on, I enjoyed it. It was a great experience.

You became more involved didn't you then?

Yes.

What do you think has helped you get involved in all these things with Jimmy then? What's helped you and what's made it easy for you to do that? Because I mean when you look at the records of people that they've worked with, you know some people they've had a lot of difficulty getting involved in the programme. Some people have only done one or two sessions and they've pulled out. So what is it about the programme that attracts you?

Putting a smile on the kids' faces, that's about it really.

So you get quite a buzz out of working with a load of kids then? Some are about your age anyway aren't they?

Yes. Well most of the time I was working with like twelve to fifteen, maybe even ten to fifteen sometimes. Some people they don't even give these kids a chance. They look at them and stereotype them, like they are bad, they do this and that and the other, but inside they are all right kids they are, they are safe man.

So is that quite satisfying then when you give the kids a good time?

Yes.

And does that make you think any differently about what you might do in the future, because one of the main purposes of this programme is obviously it's working with people that have been involved in the offending system, so the long-term objective would be that it would help people get out of offending in some way or another. Now do you think that it might have that impact on you in any way at all or not? I mean can you see any way in which what you have done with Sportaction could lead to anything else at all, or is it just well that's okay for what it is?

My goal was to do what Jimmy is doing coaching in the future. I would go to college and get all my levels so I could do coaching.

Had you always thought of doing that then?

I have always been a sporty person. It was not in my mind, it wasn't like my goal, but now its here I enjoy it and I think that's what I want to do.

Could you see yourself doing that in the future then?

Yes.

And what would help you do that?

You mean going into college and all that, trying to get grades?

Yes you could do I suppose. Can you see a practical way of you doing that? I mean would it be practical for you to go to college if you wanted to do that?

Yes.

So why aren't you doing that?

Well I got into a little bit of mischief and they said that I couldn't be on the programme any more.

Oh right I mean I saw Jimmy and we were chatting today.

I didn't know why, I didn't do nothing wrong.

All right so getting away from that I mean what about if you just decide well okay you know that's not a bad idea maybe I will go to college, so what would stop you doing that?

Stop me going to college?

Yes.

If anything it would be my boxing career.

Oh I see yes so you are quite serious about your boxing then?

Yes that would be the only thing that I think would stop me going to college, coaching, because I enjoy my boxing.

So you've been doing the boxing all the time before you were involved with this weren't you?

Yes I've been doing boxing for six years now.

You've got little trophies up there. You must have started when you were ten then didn't you?

I was about nine or ten at a kids' club just out of town and from there it's just gone on, I enjoy it.

So I mean you could develop a long-term interest in boxing if you wanted.

That's what I want to do in life. I want to become a boxer. I want to do that.

You've got to be good to get anywhere in that and then you get beaten in at the end.

You've got to have sort of like stamina and your rope work and all of that.

Oh yes I mean those that do it have to be tremendously dedicated, people at the top. I mean there is probably about that many people at the top compared with that many at the bottom. Yes I suppose a few people do it don't they. Yes I actually had, you know that Naz from Sheffield, one of the students from my course did interviews at the Boxing Club where he was as a kid like about ten years ago and he said a lovely quote "oh Naz he is going to be dead good". So one consideration was you could sort of go on to college if you fancied it. I suppose you could do the boxing. I mean looking at the impact of whatever you have done with Jimmy for the Sportaction, how could that make a difference to what you do in the end? I mean it wouldn't make a lot of difference to the boxing because you were doing that anyway, but what about any other sort of options in your life, would it make a difference to anything else, or is it just something to do for a bit?

What I really need to do is start getting some income. I need some work and coaching was going to be my thing. I was going to start getting paid this six

weeks holiday, then everything mashed up and that isn't good at all, so now I'm sitting here watching my television all day.

So the major incentive would really be to get paid work in it then?

Yes.

And how do you think that doing something you've done with Jimmy might potentially keep you out of trouble at all or not?

It did keep me out of trouble because I was enjoying it and all my time was on that. I wasn't on the streets with bad influences and messing about. I was doing my different courses every now and then, I was going coaching and I spent a bit more time with Jimmy and things like that.

So it had been pretty much spending more time doing other things with Jimmy then that had made the difference?

Yes.

What do you think Mrs C.

I think that if he hadn't got in trouble this time by now he would have been settled and quite happy with what he had got before him, because he'd been offered two days work a week hadn't you?

Yes.

And other people were definitely interested as well, so by now he could have probably been working three or four days a week, enjoying what he was doing and getting a bit of money.

So you've been doing it all the summer than really haven't you?

Yes.

And I think again he's realised that you don't go out at night time or mess about because tomorrow morning he's got to get up and do this, that and the other.

It's like Jimmy says to them it's just like a name and number isn't it. They don't remember me, I'm not bad and I don't go out there looking for trouble. So I'm just a name and a number and if I am in trouble, I am in trouble and that's the way they look at it. I don't even like want to be doing this, I'm not really a trouble kind of person, and it all mashed up, I don't know why it mashed up, but it did.

How do you mean not a trouble type of person? Do you mean that people look at you in a different way?

Yes they look at me, the way I just walk down the street and all that and they just stereotype me and think oh he's bad he is.

That's what it's like round here then is it?

Yes.

I mean presumably it's different when you are doing the sports stuff with Jimmy then is it? Is that because it's in a different area or just because you are doing a sport?

I've just started doing the sports. It could be a different area. We went round everywhere.

You went to Grassington as well didn't you?

Yes.

You did tell me you'd done sessions in quite a wide range of places like up in Southfield and quite a long way. But you've done some of them round here locally as well then, have you?

Yes and I know most of the kids round here and they all me know so it's like easier for my work as well.

Do you know some of the kids who do all the sessions round here then?

Sometimes when I was going up to Merrill, they've got Anthony and Germaine and all them down there, they all go up to Merrill and they're all listening to me and make my job easier.

So a few things you said before then, to sort of sum up, you said that if you were involved in the summer programme, doing that, you wouldn't just be messing around, so you haven't got the sort of boredom thing, and also you are doing it with a different lot of people, sort of mates. How important is that then?

It's important really because when you are bored and you are just sitting about that can lead to trouble because you've got nothing to do and then when you are out on the streets and there is a group and you've got nothing to do, you might get yourself into mischief, but if you've got something to do then you are not really thinking about going out and messing about and doing this, that and the other, and you've got a goal, you want to be doing something, so you can't really be messing about.

So it's a combination of having something to do with a different lot of people and the fact that you are paid for it as well, it's all of that. That's pretty okay, it's what you want.

I don't have to ask my mum to lend me some money so I can go out.

So it's better for you as well?

Yes it is.

I said earlier on that there are quite a lot of people who have started the Sportaction thing and it just hasn't been the right thing for them, or they just haven't started it, but for you it was just like what you wanted to anyway really, it was a perfect sort of match you know something you wanted to do, and given your long-term interest in sport anyway and your aspirations that sort of thing, it just worked out. So presumably for the people that haven't got on with it why might that be? Because there are quite a few people that have been referred to it, but they've only come to one session or something like that, why do you think that might have been?

Just that they thought they might want to do it, but then when they're into it they've thought that they didn't want to do it, because everybody to their own, everybody wants to do different things. You know I've been a sporty person all my life and me doing coaching it just matches nice.

Although well like Marvin he hadn't done as much sport before he did it had he?

No.

Although he's still gone and done some of these sporting awards hasn't he?

I'm proud of Marvin because he was bad, bad, but now like he loves his coaching and he's doing something with his life you see, and it's all right now.

Yes I suppose it is quite different because you were dead keen on sport to start off with, and Marvin well he sort of kicked a football round a bit and done a bit of basketball but he wasn't a sort of dedicated sports person was he? But it still worked for him he still did the coaching awards as well didn't he?

It's good though to get down there and let them coach the next generation of athletes, it's good man.

So in terms of benefits that you have got out of it then, I mean you said one of the benefits you got out of it is sort of satisfaction of working with the kids then like that?

Yes.

In terms of these sporting qualifications I suppose you wouldn't have done any of these before would you? Would you have thought of doing these sporting qualifications before?

I don't think I would. I don't think I would ever have come across them. I think I would have just stuck at my boxing.

Did you have any qualifications before this?

No.

So this is the main thing that you've got on paper then really isn't it?

Yes it's the main thing, except for my licence to box. I didn't know nothing about this, at first it was just like do you want to do this, do you want to coach and go through courses and meet some of the kids and all that, and that's what they told me to do so that's what I did and I enjoyed it.

But the thing about it is that it gives you a sort of step in terms of paper qualifications doesn't it? So if you wanted to go on and do a sports training course or something like that then that would give you a lot more credibility wouldn't it? Or if you wanted to get some sort of sports leadership work the fact that you have got a qualification could be quite helpful. So what Sportaction might lead to in the ideal world would be what? Ideally it would lead to sort of paid employment would it?

Yes part of it would.

And how important would it be that the paid employment would be with them, because obviously they've got the chance to give you some paid employment, or could you think you could get paid employment anywhere else in sports coaching, or would it have to be with them?

It wouldn't have to be with them as long as like what I am doing, what I want to be doing working with the kids and coaching and all of that, it doesn't really matter where I would be, which firm or company or whatever.

Although I suppose practically, I mean given your record it might be a bit difficult you know coming from the background that you are doing, it might be a bit difficult picking up coaching work in other places, and where Sportaction is particularly good is that they are committed to working with guys like yourself and they give you every opportunity so it might be a little bit harder somewhere else mightn't it?

I can get on with anything, anybody, that's what I do, that's why I can work with the kids because I can talk with them and relate to them and be on their level.

So it's a sort of natural thing for you then?

Yes I am good when it comes to talking to people with things.

So in terms of people in general do you think everybody would get the same sort of things that you have got out of Sportaction, or is just because you had a sporting background before?

People are into different things, like I've said before I'm a sporty person so this is good for me.

They tried it with my daughter, she was being picked up on a Saturday morning with Adam to go to the YMCA, but it didn't work for her.

Because she isn't a sporty person, she is a lazy person.

She went a couple of times, but then it was sort of too much trouble for her. Is she the same age as you?

Laura is thirteen.

So she is a bit younger then really? So what do you think about it then Mrs C.

They've done a good job really, I mean he's altered quite a lot and it's given you something to do hasn't it?

Yes something to do with my time really.

Jimmy has picked him up quite often and took him out and I mean even if they haven't gone coaching they have been to the gym and quite a few things really.

Yes we did weight training at the gym and Jimmy showed me some of his moves and I have shown him some of my moves.

So like Adam do you think that the main thing it could lead to would be to actually get him a job then, employment?

Hopefully yes that would be something that he enjoys doing, because he's been to a lot of the agencies, and his record doesn't help of course. He just hasn't clicked with any sort of job have you?

Stereotyping again that's what I mean because when I go there they'll look at me and say well you've got a criminal record and I'll say yes, and that's it, we'll call you.

And what sort of places is that where you are trying to get jobs then?

Drayfern, Co-op and I've been to loads of agencies and they've all just said we'll call you soon when I've said about a criminal record.

You've got to tell them though haven't you, it's no good saying no.

Yes you've got to tell them because they find out anyway. So that makes it a really important thing about the Sportaction that they give you the opportunity as well then don't they and only by giving you that opportunity can you then sort of get into the employment market and then maybe if you did work with them for a couple of years you

could then sell yourself on to someone else and say well look at what I've done. Did you try any other schemes offered through the Youth Offending Team, any other sort of programmes that they offered?

No not really.

This was the only one then was it?

I think so yes.

Was there anything else on offer?

There were different things on offer like, what was it mum, I could do in different hours doing different things you know when I first got it?

Oh yes you were supposed perhaps to go to the RSPCA or something like that.

Yes or work at the vets or something like that, but I chose this.

So you did have a little bit of a choice?

Yes.

But this is more interesting than being a vet then is it? Yes that's quite important that you got offered a choice about what you do as well, but it just so happens that the choice is just like what you want.

B2. Notes from interview with Jimmy, sports leader, Sportaction. 10/10/01.

Researcher prompts in italics.

1. What are the new structural changes to the positive futures programme? CF 7/01 suggested it would go to 12 week blocks.

The YIP will now refer clients to Enthusiasm or Positive Futures. Positive Futures will be managed by Sarah, as part of Sportaction. It will have one fulltime worker, and 2 part time ones [Jimmy and probably Frazer].

Positive Futures will concentrate on sport, running a sports club at Atown / Btown.

The referrals from YIP will attend this, along with referrals passed through Enthusiasm, and people from the youth service, and possibly schools.

At the same time Positive Futures will offer a service to local youth clubs, who may also refer young people to the sports club.

It will be the referring organisation's role to get the young person to the Positive Futures sessions. The YIP will also deal with the ASSET form. The YIP, or Enthusiasm, will have the role of picking up on help required as a result of the ASSET form completion. This means that PF will not have the ineffective task of making contact with the clients and getting them to the sessions. They will not do the mentoring tasks, such as attending court with clients or helping them sort out their housing [as Marvin]. They will only be working with clients who are interested in sport.

It is recognised that the work has not been successful so far, as only two clients have become regular attendees [Adam and Marvin].

This will necessitate a move away from the one to one work, apart from with Marvin and Adam, which will continue. The project has funding for two more years and has also been given more money to spend to cover the first year.

The logic behind this is that if the time young people spend with PF is maximised, the time they spend doing something else is reduced!

Will young people actually turn up?

Marvin walked about 2 miles to attend the last session.

[Jamie has considered how Marvin will take the step away from one to one support, but explained he will help with his sport, so feels it will still retain his involvement.]

Records of meetings will not be kept with individual clients anymore, just a record of attendance.

From records we will still be able to pick out regular attendees.

There will not be individual action plans for clients, they will be in a group.

May be that group work will not allow the same individual matching of opportunities to the client's needs, as demonstrated by work with Marvin, Adam and Danny.

2. *Are these introducing more of a planned structure to the work where there are aims for individual clients and a progression of responsibility? As good practice in youth work. However, how long do they think they need to allow just for getting the confidence of young people. [see CF7/01]*

Will these changes address any of the problems raised by development worker, 13/6; prompt:

- It is hard to contact referrals, Sportaction is sometimes only given a name and phone number.
- Sportaction is not given other information on the clients, such as offending history, which may be important.
- A lot of time is being spent just contacting clients
- Some clients are just not interested in sport – so it is not clear why they were referred to Sportaction
- It has been hard to get clients' commitment.
- Clients can't cope with the idea of a year long programme
- Karen and Jamie need further training for working with high-risk clients.

Specific points Adam / Marvin

Adam:

16, before he started with PF in January,

Check the highlighted details. Discuss offending record and reason for this. Discuss the conclusion on what could have been done and if Jimmy thinks he could have done anything differently.

Did not go back to school after Christmas, passed football, CSLA and basketball, and 1st aid,

Offending

General offending history,

'car theft and violent assaults when a young lad, due to his boxing, always found himself at the wrong place at the wrong time, when he was 13 / 14.

Car theft and violent assaults when he was a young lad, but I think that was mainly due to his boxing, he would always find himself at the wrong place at the wrong time, when he was 13/14. 'He hasn't really been in trouble that much, but when he has been caught it was for something fairly dramatic'. Since he has been with PF his last offence, in particular, was section 18, was wounding by a stabbing,

There were 3 of them and the information collected now was not enough to prosecute any one of them. They are saying now it was 3 white youths who attacked this lad and not three black lads.

Is this the offence he was put down for?

'No, because he knew he had not done anything wrong, when the police officer came to arrest him, he knocked the police officer's teeth out. So sent down for assaulting the police officer. The police officer came to arrest him, he backed in a corner. The information I have from the YIP are that the people described were white, yet 3 black youths were arrested.'

Used to go to Merrill school and was kicked out of there for being abusive. He was kicked out of school the September before started with PF.

So not been attending school since then.

Got 6 months reduced to three on good behaviour. May be out early December.

Reason for offending?

My personal opinion, is he associates with particularly one young lad who is one for just firing up explosively, at the spur of the moment, he will be walking down the street and the lad he is with will just explode, for whatever reason. And cause something to do with crime, and Adam was known this lad since he was a toddler and gets caught up with whatever goes of, 'cos Adam is now associated with him, when anybody goes out to attack one.....

Did you try to counsel Adam, about this.

'I did, every time I saw him, trouble was always associated with this other lad.' This lad was on the run from the police, throughout the time Adam was with me,'.

So all Adam's offending was associated with this other kid?

Yes

This is the sort of detail you would not get in a ASSET form -

That's right.

He would not [stop mixing with this other kid]

They have known each other all their lives and he will not back away from a friend

'I could not refer him as he was not in our area, otherwise I would have done.'

Prompt

'Employing him would have been very positive'

He asked me 'am I going to get sent down' I told him he would, he respected me for telling the truth..

'I think employing him would have done him the world of good. He would have got a bit of extra cash, recognition for what he had achieved, more recognition of other bodies, such as the city council, as his name would have gone into a database. And he would have been able to, if police checks had let him, be employed throughout.'

Prompt on way into labour market via Sportaction

‘We were prepared to give him a chance to prove himself, he did not have to any more for me, but to prove he could be responsible.....’,

‘he did worry about if his record would prevent him being employed in sport, in a factory it would not have been a problem.’

Example of how he did not get a job on phone sales, when he just did not try to push a sale.

Prompt on other things...

‘I think age and qualification matter more than anything – on paper his criminal record is not too bad. He and his mum have admitted to lots of things, but what he has been caught for does not warrant for that much. But as far as working in sports with children it does’.

Prompt- does he have the potential to get into sports leadership as a career.?

I think if he comes out with the same attitude s he had when he went in, he still has the potential to get into sports leadership. He does not need to prove himself to me, or impress me. With us, we are quite happy to work with him. I want him to manage the local football team, which we are taking on.

Boxing prompt ;

‘he had 3 or 4 months out of it, he got back into it when he was working with us’, ‘he loves boxing, every week, twice a week’. Frazer and Jimmy took him back to the boxing, at a health club, I had 3 rounds with him, [ha ha] he got to punch e a few times.

‘And also the gym, the first session with me, I took him to the gym and he loved it’,

He has a talent to be a professional boxer.

He always liked the gym, on the first session I took him and he loved it, so he got back into the gym.

Marvin:

How important for Marvin has been having the NACRO flat? [other mechanism] Would he have got this if you had not helped him?

What has he been doing on the STEP Forward programme and how does this relate to the PF programme?

Check my interpretation of how PF has helped him, rather than other agencies.

Update on how Marvin has progressed: has he started the college course, [this looks ambitious for him]? If so, how is it going?

Marvin is 16, in April, started last October, no ASSET score, not attended school at all since in Southtown, attended step forward, passed CSLA, so only could accredit him in April. not got d.o.b. Files being scrutinised.

Check ? Would Marvin have got his housing sorted out with NACRO if you had not helped him do it?

No

So your intervention was important

yes

The work with the 2 different people was completely different.

'with Marvin it was supporting his housing, college and money situation, with Adam it was his sports, which was what it was meant to do.

Step forward - Marvin was supposed to attend step forward to get a few GCSEs before he left school but he did not. It is for excluded kids. Marvin did not attend.

So, the only thing he did attend was your stuff?

And he still does.

I was in court yesterday for non payment of fines, now he is challenging us to a basketball match, he wants to play us, not we want him to play, but I don't think he would have been like that if we had not given him so much support, he still gives me the odd dead leg now and again and gets a bit feisty, but, that's something you will always have to watch with Marvin.

B3. Example of interview with Easttown YOT officer, full transcript. 13/7/2001.

A Sports Counselling Programme that they ran a while ago we had a look at that. So it's really out of my own interest I'm looking at this Summit Project. I'm also looking at the Splash Programme that they run more in the summer as well, which is an open-ended programme for kids. You will be aware of that won't you?

Yes I've been involved with that over the years.

And also there are a couple of programmes in Southtown that I am looking at with similar sort of programmes that makes quite an interesting comparison. So in terms of the schedule then, I'll just check, now you have referred quite a few people to the Summit haven't you?

Yes over the last sort of twelve months I have. I am just looking for the lad Colin, he was a major success.

So out of the Officers who have referred people, I mean you've referred a very large number really haven't you? Seven, have you got anybody else on the books at the moment?

No because I have been on a slightly different project over these last three months. I have been doing some restorative Justice work looking at that.

So how do you decide which clients you are going to send to Summit? Is it all of them or particular ones?

No for me when I go out and complete the Asset Assessment, which you are probably aware of, if there is obviously a need for something to fill a lot of their spare time, some kids have an obvious sort of sign that they have nothing to do really, they seem to be struggling to pass time outside school. Now if that time then can be utilised with sport, you know if they have a genuine interest in some sort of sport, then I would tend to look towards Summit, as a referral through to Summit to let them have a look. But they have got to be showing me some sort of forms of interest in sport for me. If I'm going to force it on them I don't think they are going to take it up, but they have got to have an interest in sport and they have got to have that obvious thing that they've got loads of time and we are going to kill it. That's basically the way I'm coming from.

But when you look at the patterns of who has referred who there it looks like there's yourself, (officer 3 and 1)..who have referred quite a lot of people. Would that be because you are more familiar with the Splash programme?

It could be, or it could be that we have all probably got a genuine interest in sport ourselves. It could also be that we see sport, or we believe that sport, has got a major part to play in keeping young males particularly healthy and that basically if you are doing a sport and you are committed to a sport, generally speaking I think its common sense to say that it is keeping you away from potentially areas where you shouldn't be and also other people who perhaps

have a bad influence on you, because you don't really get that many bad guys in sport.

So that comes on to my fourth point jumping around a little bit really which is you have sent quite a few clients now so there you've explained what you'd hope they'd get out of it, so how do you think the clients that you've sent on it have benefited from it, thinking both maybe in the short-term and in the long-term.

I think short-term it gives them an opportunity and it gives them something to focus their mind on. It also gives the parents, who are generally supportive, something to latch onto, to utilise, to support and motivate their youngster, because generally speaking some of the parents at this time are beginning to sort of clutch at straws, what can we do next for him. It gives them a focus again, it gives the kid a focus and so on that short-term basis it gives them something to think about. It also allows me through the final warning package really to say look this is a great opportunity, take on board this, utilise this as your change programme, if you don't then you know you are going to fail anyway. It's a bit you know look we are giving you an opportunity so take it, you know if you put two fingers up at this opportunity then you are also putting two fingers up at the change programme, which all right is no real weight but it can be cited at Court later. So we are dangling the sort of carrot and stick business aren't we, at the same time as utilising somebody who has a genuine interest, so you are coming from quite a good positive set up. And the other thing is you have got to sell these things, you know there's far too many people in this sort of work, in my opinion, that they don't really either believe what they are saying or they have lost motivation to sell it.

You mean you've got to sell it to the kids?

You've got to sell it to the kid and you've got to sell it to the parent and in my opinion, from my experiences, if you can't sell it to the parent then you'll never sell it to the kid, because the parent will be the one that helps you sell it, push it and persevere with it and keeps the kid going.

Do you have direct contact with the parents as well as the kids then?

Yes I do. I always try and speak to both the parent and the youngster together and then individually, but initially together and I tell the parent, I am very open with what I'm wanting to do with their young son or daughter and I try to keep them on my side, because as I've just said its them that's going to, you know you might as a worker here in the Youth Offending Team, you might see their individual daughter once a week, they are seeing them every day aren't they and they are living there, so they are underlining what you are saying hopefully, they are advocating what you are saying and believe in it.

And you said before that you felt most parents are actually quite concerned, you know they are looking for ways to support their kid as well.

I mean I was speaking to a parent last night, and a kid with a final warning, and she said I'm actually clutching now at straws, what shall I do next? It's comes to a part in their lives where they've got a fourteen year old son whose got into crime and they are struggling with what to do next. Now if that kid is interested in sport that's something that they can grab hold of and latch onto.

It's giving them new and fresh sort of ideas again isn't it? Now it's easy for some parent to say well yes I'll get my kid to go and do something, to join the local football club, that's all right but it's a lot of effort to be done by the parent and the kid. With Summit you are getting this one to one, you are getting another motivated person to come and do a bit more, you are getting a fresh face in the life of the child, you know you are getting fresh ideas, you are getting fresh faced people who have come in, motivated them and given them the opportunity. And for the ones that haven't got as much parental backing as some, you know they are picking them up and they are doing a parent role really in a lot of ways aren't they? They are picking the kid up and taking them, fetching and carrying for them in the early stages.

So thinking about the particular youths that you have referred then, can you think of ways in which they have benefited? And again to distinguish between maybe the short-term. You said earlier on basically its something positive for them to do and one of your key referral criteria is well is this kid at a bit of a loose end. So presumably that's a sort of short-term thing.

Yes that's a short-term thing.

And then possibly you've got a long-term benefit. I mean how about the kids that you have actually referred?

I mean everything I've said so far has been talking about short-term, giving somebody hope again and something to work on. Long-term I'd say there is a major improvement in their health and I say that, and health is a dangerous word these days to say because it goes so wide, but a general healthier mind and body. One that they are doing something that generally they enjoy doing and they are experiencing a different style of life because they are suddenly going to different places, different locations to do whatever sport it is, and that's number one it's a healthier vision. Number two, they are actually physically healthy because they are going to be doing something and they are not laid dossing about at home, so they are using energy and thirdly really its about broadening your outlook on life generally. Its giving them a chance to see and potentially giving them somebody to copy or aim for like your peer, your role model or whatever, it gives them something to look up to and to aim for.

Could you say that that's occurred with some of the particular youths you've been dealing with?

Yes I mean Colin, and I think you've met him haven't you?

Yes I've met Colin and Mark.

Colin is a complicated young lad in some respects with regard to his offending and getting in with the wrong crowd. Very supportive parents trying, trying their hardest, but he was going down the wrong track. Now over the weeks and the months that he was involved with Charlie, the coach at the time who he was working with, she motivated him to basically do things off his own bat, which he had never done before and he worked out a cycling route/map thing. Basically that was done because over the weeks and the months she worked with him she raised his confidence up but she made him realise that he could

do something down to himself rather than having everything done for him. The sport and the activity were allowing him to become independent really and produce something that he wanted to do, so there was an independence back, to where before when he was at home he was still the lad who was being told what to do, do this now and do that, don't do that and it gave him the independence to do something I think.

That's very interesting because when I went to talk to him I found that he liked the Summit thing and he had done that for the twelve weeks. His parents were very supportive, very enthusiastic, because I talked to them as well. Just like you said, they were not quite at their wits end, but they were thinking well what is there for Colin to do, if there is anything he wants to do we will support him. But on the other hand his parents were also saying, well look he just doesn't seem to want to do anything, we've done this Summit thing, but what else can we do next?

Yes, I mean you are getting into dodgy ground for me because I think that's probably the weakness of any sports project, or any project, is that when you come to an end, because everything comes to an end, there are loads of expectations, loads of things been happening, then suddenly then we say right for whatever reason we have come to an end, you know how we've got to that end it doesn't matter does it, we've come to an end, what are we going to do now? I mean I don't know what the answer is. That's to me where all these projects let kids down.

What do you think would be the ideal then?

Well I think, well actually you've got to be careful because its whose going to do it, but it has got to be within the scope of the project some way of either engaging them into a local club or organisation which if you like slowly takes over the role of the Summit worker. Now that's easier said than done, you know that's nearly waving a magic wand is that, but if you don't get them into the set up, the organisation, you are always going to struggle because when the worker pulls out and the kid is on their own, even though we have just said that he has got his independence etc, he hasn't got enough to then pursue it or fulfil it, it has got to be in place really.

Ten or twelve weeks are not very long to get a kid motivated and set up with something else. One of the reasons why I was interested in the Summit Project was because it looks like it did have within it the capacity to lead kids into what you might call exit routes, because it was linked with the rest of Sports Development activities. There was the opportunity that a kid could get involved in a Splash Forum possibly, as you aware about Splash and aware they could maybe get involved in other Splash activities, or they could get involved in other things offered by Sports Development. Although as part of the general Sports Development aspect of it they too would say well if we could get someone interested in sport and then taking part in a local club that would be great. But actually when you look at the practicalities of that, I mean Colin was an interesting case, you know I went to chat to him, and he'd been very interested in football apparently before we'd come in, been good at football and his dad mentioned all his trophies on the sideboard, and there was this local team that he could have played for quite close to him, and as you say Charlie tried to motivate him to do that and then his parents were trying to motivate him to do other things. There was one comment they couldn't seem to get

anything that he would latch onto, motivate onto, and then another difficulty which might be cited as a bit of sort of an excuse is the fact that he lives out in (an isolated rural village), if he does get interested in something in particular, it might be quite a long way away, so there can be quite a lot of barriers to someone continuing long-term.

There is for the ones that haven't got the parental support. But there is a good argument to say there aren't barriers for lack of facilities nearby, but on the other hand you could argue that the people who want to do it will get over them barriers couldn't you, and I think it comes back to this, and I'm in favour of Summit because while they are on Summit generally they don't get involved with crime. While they are actually working on the Project itself to me they don't appear to get locked up again.

That's a sort of subjective impression really, you can't say that, but on the other hand its maybe the best we can do.

Yes, but like you say once you go away from that Project then to me, this is just again an opinion or an observation, are they any further forward, I don't know. You know like we take Colin now, I don't know how long since he has actually finished working on the Project.

It has been quite a while, about February or March I think.

But you could argue that all right to my knowledge he hasn't re-offended but is he any further forward than what he was before he went on it. All right we have done a bit of work because he hasn't offended since we've had him on it and that's good, but is he any further forward, I'm not sure.

Have you got any examples of clients that have maybe gone and done something after the Summit? Officer 1 had got a couple that had got involved in the Splash Forum.

I don't think I have actually, on that list I don't think I have. I have referred a lot through and they have all done a bit but there is nobody really gone further than doing a little bit. I mean its difficult isn't it, it depends what avenue you are wanting to take this Geoff, because at this point to me you can bolster up Summit and justify it, or you can say well once they've finished you know.

Well the thing is to get a completely even-handed picture of it and see what the strengths and what the possible weaknesses are. The difficulty in setting any programme is there are a certain amount of limited resources and the amount of time you can work with these people.

Going back to the point you made about how do we actually move it on from the end of when they finish working, what can we do to try and you know, the one thing I would say is you've got to bring some sort of competition in, because the competition will engage the youngster. So the problem is today with all these sports projects, which are very good, unless you get somebody competing what are they doing the sporting activity for, and that's the question. Why am I going to football every night? Why am I going to play volleyball? Enjoyment, right that's good, you enjoy going, eventually that becomes a weekly chore. Once you start competing, even if it is only at a very, very local level, you are then training and practicing to become better, so there is a motivation within it still.

I see what you are saying. In terms of the Sports Development model you'd say well at one level you've got people who just take part and then you want to move them to the next level where they actually become more seriously involved.

Yes to keep them involved. I mean we were talking about how you keep that young person involved after the workers have gone, well the winning or the competing will motivate them to do that in my opinion. There maybe some who don't like competing and then they are going to fall by the wayside, but they are going to fall by the wayside anyway. So I think Summit is great, I think it's a great referral and I think it's a great short-term thing. My concerns about Summit are with the exit strategy, what do we do, why have we not got something in place, why are we not trying to get them involved with competition?

Yes right okay.

You are talking to a chap here Geoff that you might be wishing you had never spoke to him, because you see in this field of work its all controversial isn't it, because its all about selling a Project and saying the Project is doing well with crime figures.

Absolutely, I mean one great difficulty with any sort of Project like this is saying well how do we know if it's any good or not, what has it achieved, and when you get down to it, its incredibly difficult to actually produce what people might regard as solid evidence. Like what I said to you well (3 words not clear) do you believe that it looks like the youngsters are less involved with the planning of Summit (next few words unclear), because if you had I would really like to know, because it's very difficult to actually get that, but on the other hand perhaps you've got to take the stance sometimes that in some cases it's just beyond our capability to produce some sort of evidence maybe you've got to go on. Maybe if enough people like you have got the opinion then you think well it's worthwhile and it looks sort of solid, you've got some clients its been good for so far, well maybe that's what we've got to go on.

That's right, yes I agree.

I mean it's that issue of how do you justify something. I mean one of the questions I was going to come to near the end was on what basis does the Youth Offending Team make a judgement about if they are getting value for money from Summit or not, compared with other Projects?

Well I think the value for money for me for Summit is that you see the person introduce themselves to it, to the youngsters, and get on with it, and it starts off straight away. As soon as you refer you are talking within a couple of weeks they have met the youngster, they have met the family and they are moving it forward. That to me is the big plus, because there are so many other things that take so long to get going, so I think the good value for money from my point of view is that if a referral is made it happens. Now obviously the vibes from that is that other Projects that you are putting through are a bit more wishy washy and not happening as much as what they should do, probably the case, so for one I think there needs to be that doing element.

So you feel confident that you are doing something with Summit and you know what you are going to get, that you are going to get it.

I'm saying to this youngster there is a chance of doing this, it happens.

But Officer 1 was saying that one problem he's got is that it is actually over-subscribed.

Yes there are too many people referring through.

Steve has got some clients he has had to keep enthusiastic for a couple of months before they get on it.

Yes, I mean I think that since they did a presentation, Dick (programme manager) and one of his colleagues, it did up the referrals so in that respect yes, but basically you are still confident that something is going to be at the end of it. Where so many schemes and I mean I could get rid of some schemes me, there are too many schemes, but you know its happening and that's my opinion.

So one of the key things is your confidence in the ability of the Recreation Department to deliver this Programme.

That's one of the big positive factors. But going back to evaluation, I mean you could argue that even if the only time that they are not involved in crime is when they are on Summit and we are just talking three months, then you could argue that's a big success, and again when it comes to being re-arrested its only as good as your Police really isn't it. For example now in Eastshire we have got load and loads of Police on specific issues, like in Bradford and things like that. Now we know, well generally the public know, that because of that there are probably less Police in the local areas dealing with the minor crimes.

Yes there is a difference between the actual crime figure picked up and what they do basically.

So there is a good chance that they are less effective at this moment in time in the local areas. So if you are going through a period like that it may well be that one or two slip the net and get away with a crime or two.

So it is inaccurate. I was just wondering from what you were saying if it would be possible to actually get hold of data to say well how many times were the people picked up who were actually attending Summit before they were on it and how many times did they get picked up in the corresponding twelve week period before they were on it.

I'm not saying it can't be done, I think you could do it but it would be painstaking because you would have to literally go through each one individually and get the date he started Summit and the date he finished Summit.

It wouldn't be that hard actually would it because not a huge number of people have done the Summit and from George's records I know which ones have done it for twelve weeks and those that have just turned up for a bit, so you could pick out the ones that have done it for like ten or twelve weeks and then if corresponding to that you had a table saying this persons got picked up on these days and at these times, quite easy to knock it together actually it wouldn't be that hard. How would I go about doing that, if I need to do that?

It would be accessing, you would have to have somebody to access.

You would have to have access to the Police data.

Yes Police data.

It would be a confidentiality issue.

Unless you did it on the Youth Offending systems.

Does that tell you how many times someone has been picked up?

Well no it wouldn't tell you how many times they have been picked, but it would tell you if they have been convicted, been to Court.

Now that's tricky isn't it, because the actual conviction occurs a long time after they've been on the Summit?

That's right that's the problem.

What you really want is something like, do the Police keep records of each contact they have with someone do they?

Well the number of times in custody.

Isn't there another record they keep of if they pick up someone in the street?

Not really. Like number of incidents?

That's right yes, a sort of incidents reporting thing, whether someone is actually convicted for it or not.

Well I'm not sure about that.

No I'm not, I'll maybe look into that. What about the use of this Asset Form, how successful do you find this Asset Form?

How do you mean, in respect of what?

Well one way of using the Asset Form would be to say well okay as I understand it you do this Asset Form with someone at the beginning of his supervision and then you do it at another period, and the idea is that you compare these scores on it. Now in theory if I had access to that you could look at the people that had gone through Summit and say well how their scores significantly improved, but these are the people that haven't gone through Summit. Then you've got the difficulty of saying there is an association between one and the other. But even if you could get hold of that data, do you think it would be credible to use it in that way?

I'd find it hard to say that that would show anything really.

Why is that then?

Because there is too much discretion in the way you fill it out.

You mean it might be different the way one Officer fills it in to another one?

Yes you know I mean you and me could do the form and might score a kid totally different.

Does the same person always do it on the same kid?

Not necessarily you see. So I mean somebody for example could have dealt with the youngster at the beginning differently from the Officer who is dealing with the youngster at the end. You know like somebody could have done an

Asset when they came through on final warning level, and then go and get locked up again, they get a Supervision Order, so somebody else is dealing with that, they can refer them on to Summit and then the Assets are totally different at the end of it, because one has done the Asset and one is updating it, they have a different idea you see.

It was interesting asking you that, because I thought there were going to be that problem as well. But another problem that I anticipated would be that potentially at the beginning of the supervision you don't know the client very well by definition and then after three months you know them a lot better, so it might be that they score a lot worse on some things but better on others.

And they are more honest with you as well, they get to know you more and they are actually giving a different, more open view about what they are doing. I mean a classic case of that is the drugs issue isn't it? The first time you start mentioning drugs he goes "no I don't take them", when you get to know them "yes well actually I do, do a bit of whatever", because they are more relaxed with you and more open with you, or they trust you.

Yes it is interesting you say that, I was just checking out your perception on that, because I looked at this Asset Form and then I thought well its not going to work for these reasons, so all these guys have got to spend all their time filling it in. So we've done about which ones you decide to refer and presumably there are some that you say Summit is just not the right thing for them. What sort of people, I mean presumably its people that have no interest in sport?

Well yes you can't really make a person interested in sport if they are not willing to be there. You can take a horse to water but you can't make in drink can you?

Officer 1 said that also a consideration thing was how reliable the client was, if they turn up, they didn't sort of muck Summit about.

Yes that's one of the things that I stress, but in some respects you've got to give them a whirl haven't you, you have got to give them a chance. But yes I agree with that, if its totally clear that this kid's unreliable we are wasting time, money and effort sending a no-hoper, but on the other hand you have got to give it an opportunity.

And then the third point is how do you actually get them from when they say they want to do it to actually doing it? Looking at the data that George sent me, he's a new Summit worker, and also Charlie before that, you have got quite a lot of referrals that have done one week or something and then they didn't keep going.

I'm not sure about that because that really is down to the Summit worker. Well I'm saying that, I might sound like I'm offloading, but in my situation I stress to the individual that you are now working with, it is now George isn't it, and he arranges the times and the dates, the appointments, you know I want you to continue and support that, but basically it's up to those two now, the Summit worker and the individual, to come to some agreement. I don't interfere with their process. Now if they've tried it once, two weeks and then dropped off to be fair I'm not sure why that happens because I don't know

what's gone on in that relationship really and what that Summit worker has done, how they have approached them.

So as you see it the best you can do is to say to the client look this is it, this is the Summit worker, I've put you in touch with them?

Yes because I don't want to start interfering with what his or her style is.

And we talked about what do you think clients have got out of it, in the short-term it gives them something to keep them occupied and keep them interested and then in the longer term you would like them to take part and have a serious interest in sport. But we have identified this difficulty of taking them on to the next stage it's quite a big leap from what they've done so far. Given that Summit is in a very good position to do that compared to other programmes because it is linked to Splash and Sports Development.

I'm conscious you keep saying Splash, and Splash really is not the same thing and it is not also what some kids want to do. It's not a natural progression to go from being introduced to sport to want to go on and start being if you like a leader in Splash, teaching younger kids. I find it perhaps a worry that we think that kids want to do that all the time. Well I'm not sure that a fifteen years old lad wants to go and be part of Splash to be fair, because being part of Splash is a different thing, it is totally different for me. Splash has a totally different perception on things, it is a different game, its more fun, its about having fun, its about having something to do in holiday time, its not about pursuing a sport as an interest.

So for you, you would like them to get into a fairly serious sporting interest?

I would like them to identify a sport which the young person wants to do and is actively involved with and gets some enthusiasm out of and then once you have identified that sport I think you should go full steam ahead, not continually bringing them back to that other stuff, stick to that one sport and say right we want you to get good at it and we want you to now get involved with a club and get competing and as soon as possible. That's the road I would like to see it go.

And as a result of that, if it happened like that, someone would have significant benefits, their physical health would improve.

Yes and the benefits would be longer term because you are not having the let down process you are giving them something that's a lot more concrete.

And then talking about the strengths and other ways in which Summit might be improved, I mean we both know there are countless ways in which it might be improved that we have both identified, we have got this report on Lee who is helping kids get into long-term sports participation. But if you put that in perspective, if you look at the proportion of members of the average population that are sports participants there are not very many of them when you look at it proportionally, so well we might see it as that would be a good outcome it is actually something quite hard to try and achieve when you put it into perspective.

Yes because it depends what age group you are looking at there doesn't it, because if you are looking at school age, up to eighteen, everybody has some sort of form of school sport that are basically compulsory and they have to take

part in. Now if we take a picture of what you just said there that when you get to an adult level that most people don't do sport, there could well be a choice factor that it could be down to life styles and commitments, that people don't feel they are sort of tied to doing something. Now I'm not sure how you can draw comparisons.

Yes I see there are differences and also the fact that they might well have sporting opportunities at school, if they are still at school.

Although I mean schools are letting them down.

The problem is there, you have probably got to change their attitudes to school as well, so that's a bit difficult. Yes I mean in this perspective I have already talked about this kid and how his parents were saying that I couldn't get him to do anything. When I was driving back on my motorbike I was thinking well look I really enjoy sport but I can't find any time to do it, but how much time as this kid got compared with me. Even if I lived in (isolated rural village) I'd quite happily get on a bus and go to Easttown Sports Centre most evenings of the week if I had the time to do it, or go and play football with the local team. Like when you said well it comes down to motivation in the end. I thought well what's the balance, how far do you take someone and how much is it up to that person?

It's back to the old opportunity, ability and intent. You have got to have the opportunity, you have got to have some ability but you have got to have most of all the intention to want to do it, and without all three you are knackered. You see you can have loads of kids with loads of ability but no intention to want to do it. You can have it the other way and no opportunity, but you need all three factors. And you are talking to a bloke who has been heavily involved in sport you know I've been heavily involved in sports since I was nine years old and probably do less sport than I've done now, but the point being is that why you succeed is those three things and with it comes the parental support really, and you can find excuses and arguments for it both, but at the end of day like you say there has got to be some desire there in that young person and if it comes to saying well how do we put the desire in them, well I mean it's a good question isn't it, I don't know.

So we identified that as a problem, but a way in which Summit had got quite a lot going for it since it is linked with the Sports Development anyway, so if some kid is interested in a particular sport at least they are linked to all the other Sports Development opportunities and knowledge within the Recreation Departments so at least they are aware of the different clubs that there are in the local area.

Yes that's good. I mean it's a good Project, it gives people chance to see something they haven't done before, it gives them chance to participate in something they haven't done before, and it is an excellent Project, it just needs fine tuning at the end for me. I would get them into the next stage.

Is there anything else that you haven't said about it that you think is particularly good about Summit, the way it works or what it does?

I think it's very good. I think it is a positive thing that they do have the same worker, they work one to one with people, I think that's a good positive thing to have. I think it's great in that it costs the kid nothing so it appeals to both

ends of the spectrum. I mean some parents that are a bit wealthier and the families are saying oh is it any good this because it doesn't cost. Now on the other hand we deal with more poverty line kids and they say well it doesn't cost me anything, oh great I'm really for it because it isn't going to cost me anything. I think in a lot of ways the way to improve Summit is to give it some better publicity.

Although if they do they will have more people than they could deal with at the moment.

Well when I said publicity I meant showing more success that they've had. So you are singing their praises more, rather than saying well give us more kids, I think we've got plenty of kids. I think they should be saying to the public, to people out there, but you see the problem is you do that and then everybody ends up saying my sons have never committed a crime in their life, why aren't they getting free lessons. It is a difficult one Geoff.

Well that's general strengths. One of the things you pointed out there was that you thought the one to one thing was one of the strengths and Officer 1 said that as well, and because you can offer a person a lot of variety. On the other hand, one thing Officer 1 did say that I hadn't thought about at all was that some kids might find it quite challenging this sort of one to one relationship as they normally just doing things with all their mates. Do you think that's an issue at all?

No because I think that comes back down to the strength of the Summit worker to bridge that gap and I think that is one of the strengths of the Summit workers that you do capture this kid, engage with them and from there you take it forward, so I think that is a good positive myself.

And then the last thing here, I mean you think it's pretty important that the client maintains a long-term interest in sport, that is the thing you really want to do at the end.

Ideally at the end of it yes.

B4. Recording of Splash participant interviews at Site 7. 16/8/02

Names have been reduced to initials to maintain anonymity.

Description of site

This site has been used for over ten years. It has a flood-lit hard court area, which has been used for evening sessions during school terms. Adjacent to this are extensive playing fields and a community centre. There was a very good mix of age and ethnic groups when I visited. The sports leaders were clearly very popular.

The same worker has been involved with this site for at least five years. The continuity of work meant that it was possible to interview six participants who had all attended for at least four years each. All these participants completed a questionnaire prior to interview. In addition it was possible to interview a young volunteer who had also been involved in the Summit project.

Interviews:

JC (aged 15), AF (15) and MS (15).

All three had attended for over five years at this Splash sites and had been to other Splash sessions at Easter and after school. Both A and M had attended the Forum, but for less than a year. Alan gave him lifts to it, picking him up from Site 8. Mark did lots of activities with the Forum. They invited him to events about once a month. In these he did football, climbing, canoeing and motor biking.

J had not done any more sports anywhere else as a result of Splash. A had climbed at walls in Leeds and Easttown with Splash. This led to going to the Leeds climbing wall with his brother. He now played rugby at Site 8 Rugby club as a result of being introduced to it at Splash. He had also played football at Site 8 Football club. He had been canoeing at a sports centre, although it was not clear if this was independent of Splash. M had done more motor biking as a result of trying it at Splash, although he was unclear about exactly how he had done this. He had also taken part in Rugby at Site 8 Trojans Rugby club.

All three regarded their sports leaders as friends. A mentioned a particular time when one had taken him to hospital.

On the impact on crime reduction J said, 'it does, and does not'. For M, it reduces crime while Splash is on, 'while on Splash you can't get into any trouble'.

When asked what would it be like if there was more Splash A said, 'It would be boring if Splash was all day. There would not be enough things to do'.

For J the best things about Splash were, 'new things, new friends'. He intended to do CSLA when he was 16. He felt this might help get a job. For A it was, 'things I could get out of it, trips, new people I meet'. 'Alan (sports leader) has given me the chance to have a work placement with him and the chance to do the CSLA'. He felt this could lead to a job, or help him get one. For M, the best things were 'trips, activities, new people,...Splash could lead to volunteering and getting awards'.

K (aged 13), and J (13).

K has attended Splash since 2000 and was a member of the Site 7 forum for two years. J has attended since 1997. Both named a favourite sports leader who they felt had a relationship, 'like a friend'. K reported he had done rugby at school as a result of Splash.

Both felt Splash reduced crime while it was on: 'Kids can't get involved in crime if they are at Splash'. The best things about Splash were, 'outings, sports, activities, making friends'. Improvements would be if 'more people could go on trips', and if there were 'more trips for young people, aged about 10. There are only two trips for these'.

C (aged 15) and D (15)

Both been attending Splash since 1997 and before and Easter holiday sessions. As a result of introductory session at Splash, and a visit from a member of Dtown Rams rugby team, both had taken part in rugby training at Site 8 Rugby club. C had been a member of the Splash forum for 2 years. They both felt that their favourite sports leader was a friend. Both have done Splash football tournaments, played at other sites, usually at weekends, all the year round. Alan, the local sports leader, told them about the football in a letter. Both mentioned Alan, as although he is no longer the sports leader working in this area, he has been the most regular worker at this site in the past. He organised the football and away trips.

Both reported it, 'reduces crime while Splash is on'. 'People do not think about doing crime while its on – does not reduce it while its not on'. It, 'keeps (people) out of trouble'. C had, been to court for criminal damage but not convicted. He used to truant a lot at School: Splash had not made a difference to this. D had, 'been in trouble, but not serious', however, Splash 'takes us off the streets, gives us fun when there is nothing on, keeps us out of trouble'. For C, benefits of Splash were, 'sport, fun, something to do'.

Both would like more trips and better chances to go on trips. The trips are good, they do attract kids, and some have come mainly because of the trips. But there are not enough places. Allocation of trip places has to be seen to be fair – they are supposed to go to frequent attendees, but this does not always happen, this causes 'trouble'.

The questionnaire from C's mother confirmed that C had attended Splash since before 1997. The most important reasons she thought for him attending were to relive boredom and keep out of trouble. This confirms C's response that Splash reduces crime while it is on. For Mrs G the main benefits have been: 'kept him out of trouble, kept him fit, trips to different areas, learning new skills, having fun, knowing where he is and what he's doing.' Splash reduces crime while it is one, 'because my son isn't bored, he has something to do with people he knows' She confirmed that as a result of Splash C had done canoeing and rounders at Dtown Sports centre, but this was with one of the sports leaders, Alan, not independently. She did not mention the rugby.

B5. Recording of Splash interviews at Site 18. 21/8/02

Names have been reduced to initials to maintain anonymity.

Description

This large site had a hard surface area about the size of four football pitches, with grass area around it.

Interviews

T and A

T was 9 and A 10. Both had done three weeks at this site and one week at Knowle Park. A had also done a week at Mirfield Showground.

Both had attended the Easter session at the school next to this site. A had come last summer as well.

For A Splash was, 'a good experience as we get to learn to work as a team. It gets you out of the way of your mum, and stops you being bored.' 'You get to go on the trips and they are free'. Both boys had gone to the mining museum and horse riding. Thomas thought one of the best things about Splash was, making new friends'. For A it was also 'teaching you new games'.

For A things that could be better included, 'some kids swearing'. 'When we play with the older ones they swear'. T thought it was all fine. Both will come again next year.

A thought it did reduce crime: 'think it does 'cos it gets them away from doing bad things by doing sports and things.' T did not know if it made a difference.

M and L

M was 13 and L 12. Both had attended for 3 weeks on this site, one at the Mirfield Showground and one at Knowle Park. L had attended last summer as well. Neither had attended the Easter session.

For M the best things was, 'meeting new friends' and the trips. At the mining museum he thought there was too much educational chat, but the horse riding was good. It would be better if there were more trips. 'We could not go on canoeing or the DJ workshop as it was for the older kids'. He would have liked a different range of games.

When asked if it reduced local crime L said yes. M said no, because, 'older kids, when doing crime and that, don't do it 'till late'. He thought Splash would be more effective if it was 6.0 – 10 pm.

K and J

K was 8 and J was 11. K had attended for all five weeks and Jamie for two at this site and one at Knowle Park. Both had also attended at Easter and at this site last year. They both heard about Splash through the leaflets delivered to their houses.

Best things for K were the mining museum, football and cricket. For J it was the mining trip and the horse riding. 'It were wicked, I ran the whole field by myself'.

Improvements for J were: 'it was tight 'cos big uns do canoeing and climbing and motorbike riding – I'd like to do it too'. 'We would like to go on the residential 'Sometimes the big ones spoil our games'. K wanted to 'go camping to a place have not been before .. like London'. 'they need more trips for the little uns'.

The impact on local crime was, 'no, not much'. 'Some kids nick cars, oh yea, all big kids get into trouble all the time but some of the car nickers are not here'.

Both boys would come to Splash again next year.

L

L was 14 and had been attending this site for all 5 weeks. She had attended last summer, not last Easter, but had attended sessions last October in the community centre, five minutes away from this site. It was not clear if these were Splash sessions. She found out about Splash by the leaflet through her door. L had been on horse riding, canoeing, bike riding and the DJ workshops.

Best things were the trips and cricket. She would like Splash to go on for the last week of the holidays, which was next week. It would be better 'if more kids who were not young offenders came. That has put off some of my friends'. She thought it did reduce local crime. 'Yea, I think it does. . Before this summer a series of cars were set on fire here and since then its been better, there has not been one. I can see the site from my bedroom window'.

Splash has been enjoyable. 'I hope they keep the same volunteers (for next year).'

X and Y

These two young men did not want to be named. They were both aged 13 and had attended the three weeks at this site. They did not go to one of the other sites, "'cos might get into trouble for twating another kids there'. They made it clear that they were not afraid of this kid, it was just that they knew there would be trouble. They both attended this site last summer, and found out about this year through the leaflet posted to them.

Best things were the motor biking, DJ workshops, canoeing and go-karts. That is, all the trips they had gone on. It was good that it was all free although they said they would come if they had to pay. It would be better if it was on all the time in the summer, after school between 6 and 8, 'cos its boring and there's naught to do'..

Does it keep kids out of trouble? 'yea', 'it gives us something to do'.

Both boys would come again next year. One of them walks two miles to come to this site, as he used to live here. He attended last year, and wanted to come again.

W

W was 16, had attended all five weeks, and had attended last year. He also went to the residential last year and took part in football organised by Splash at Easter. Although he had just left school and had started work, he still gave to the sessions when he could. Next week he was going to go to a go-karting week at Batley.

Best things for him were the trips. He had been swimming, go-karting and to the DJ workshop. He also mentioned the leaders as one of the best things. Improvements would be if there were more off-site trips.

Splash would be improved if there were more of the same trips and the trips were longer. If the trip is just two hours, and you have to change, as for canoeing, there is not much time for the activity.

Does it reduce crime? 'No, all the trouble starts at night.' 'Would it make a difference if Splash went on longer? 'It would have to go on 'till 1.30 at night'. 'Half the trouble makers don't come anyway'.

W had been offered the chance to do the CSLA this October, but was not sure if he would do it.

Commentary:

One of the boys interviewed in particular was abusive to staff and they had reported having difficulty with him. It appears likely that in this case, and maybe some others, the programme has successfully attracted people who would otherwise be involved in crime, of some sort. Some said it gives 'us' something to do, rather than 'them'. But this does make it difficult; both for the sports leaders to deal with these more difficult young people, and avoid them disrupting activities for the other participants; and for the other participants, who as one respondent noted, were discouraged from attending because of the 'offenders'. One could see that it was hard for the female sports leaders to deal with abusive and disruptive teenage boys.

Although older and younger children were doing separate activities, and all the participants were from the same estate, it was a very mixed group in terms of the type of participant. On this site a diversion effect is apparent, in that it might be reducing crime specific to the site. This may have extended to beyond the hours of Splash. The site warden may be able to support this impression.

B6. Recording of Splash interviews at the residential, 28-30/8. Example interviews.

Names have been reduced to initials to maintain anonymity.

Description

This is a large LEA residential site, situated in a very rural area, about an hour's drive from Easttown. It has extensive on site activities, as well as local venues for outdoor pursuits. These activities used the experienced centre staff. The centre was used to a set routine of rising, meals and lights out. Some of the Splash staff remarked that this added to the quality of the residential.

Interviews

C, aged 14.

C had only been to Splash one year before. She had been a member of the Dalton forum in the last year. She had a letter in the post about events she could attend and she was picked up to go to them. She went to a local sports centre with friends, but this was not as a result of attending Splash: she would have gone there anyway. She thought Splash made no difference to local crime and the best improvement would be to get more people to come.

K (aged 12), C (12) and N (14)

This was K's first year at Splash although the other two had been since 2000. N had also been to sessions at Easter and after school. All three had attended all the three sites in the Mirfield area. K wanted to do Splash because she wanted to 'go different places and just get away from the house'. C 'just wanted to do the stuff' and N wanted to do the activities. If they were not doing Splash they would do, 'naff all', and 'walk around the streets'.

Best things about Splash were meeting new people and meeting the staff. Craig (a leader) listens to all your problems'. They wanted 'Criag to do it next year.' For C Splash would have been improved if she had, 'got into it more'. For N it would be better if money had not been spent on swimming, so more could be spent on activities on site and taking more people on other trips. C and N had both been to the residential last year at Doncaster. They liked this better because here: the showers were open; the lads could see into the showers; lights were out too early at 10.0 pm; you had to get up at 5 past 7.0; the beds were too thin; and they could not go on parts of the assault course on their own.

N felt that attending Splash had made her more confident. 'When I went to Splash I did not used to do stuff, I used to sit down and watch and do naught. – now I get involved'.

Splash had not led to them doing other sports activities, apart from Natalie. Now, sometimes when she was bored she would go to the field Where Splash was run and do rounders and other games, but 'it was better with more people'. C thought Splash reduced crime because, 'it used your energy'. She got 'right bored'. N said that, 'everyone wishes Splash was on to keep out of trouble'.

A (aged 15), J (14) and G (16).

All had attended the Site 5; A and J for 2 weeks and G for one week. G would have attended more, but he had got a job. A was attracted to Splash because it was free: J because 'I was bored', and G because it was 'summat to do in the holidays'. If they were not doing Splash they would all be watching TV and G would be playing on his computer.

For A the best thing about splash is that it is free, it is fun and you meet new friends. For J it is the trips and for G it is the 'care free attitude': he feels he can do what he wants there. For none of them had splash led to doing sport somewhere else, all three took part in sport themselves anyway, but A and J would go on other canoeing or go-karting trips if they were available.

None felt that splash reduced crime. G said that there was 'not a lot of crime in this age group, it's just petty crime'.

A thought improvements would be 'more places on the residential, there were more people who wanted to go.' For J it would be better if the younger age groups could go on more trips. G wanted more places on the trips. Some people just attended Splash 'so they could go on a trip and then never came back again'. G had been offered the chance to become involved in the Millennium Volunteers and was interested in doing it.

G's mother completed a questionnaire and confirmed that she thought Splash would be an opportunity for G to interact and supervise younger children. These reasons, along with enjoying it, learning sporting skills and it being a safe environment were why she thought Splash would be a good thing to attend. She did not tick the closed responses; 'to keep out of trouble' or 'to keep them off the streets' confirming that for G these were not issues. She said that G was already very interested in sports of all kinds and saw this as an opportunity to experience more. She hoped that Splash had a long term impact of crime reduction but 'the children are in such complicated environments I am fairly certain other stimuli can easily affect their development, either positively or negatively, in the long run.'

H (aged 16), and R (14)

H and R had attended the Site 5 since 1999. Each had attended nearly all the sessions this summer. They attended because, 'I do too much on the computer at home and I need the exercise', and 'there is nothing else to do, so I may as well do something'. If there was no Splash they would be on a computer or watching TV.

The best session for H had been the rock-climbing trip, and doing this at the residential. For R, it had been the trips, and 'all of it really'.

For both Splash had introduced them to a lot of sports they might do some other time, 'it gives a lot of options'. R had started cricket at school and said he might join a local team. He already played football for a local team, but this was independent of Splash, he would have done this anyway. R had done karate before but wanted to join a boxing group 'after the Splash leaders talked about it' and 'gave me the idea.' He knew a group he could attend in Halifax, or one in Mirfield. His parents would give him a lift to these. Both H and R had signed up for a voluntary leadership award although they were not sure of the details. R also asked about work experience through Splash.

A problem with the residential was that they 'can't get to sleep'. They normally went to sleep at between 10 and 11, while at the residential people were awake much later.

Both felt Splash reduces crime; 'it does; all the bad people, they see splash and stop trashing things and come to Splash.'

By questionnaire H's father confirmed that the main reasons for H to attend were because he enjoyed it, to learn sporting skills, and to learn skills of playing with other children. He confirmed that H was interested in doing rock climbing again. He felt Splash reduced crime while it was on because, 'people have more good things to do, e.g. kids go to Splash, no vandalism.' R's parent reported that the main reasons they thought it was good for him to attend were the variety of activities and sporting skills, and to relive boredom. The main benefits were, 'learning new skills and meeting other children. My sons (four of them) have been able to occupy themselves in outdoor activities rather than stopping indoors and watching videos and playing playstation games. Also, this was the main thing, that it was a safe environment'. For R's parent Splash reduced crime in the long run because, 'the children are occupied and motivated to attend this scheme which keeps them out of mischief and off the streets'. The best things about Splash were the 'variety of activities and all the children are involved'. It is a, 'safe, approachable learning environment. It gives a boost to children who are unable to afford these types of activities'. It could be improved if it ran 'for at least 4 weeks rather than 2 weeks, and also leaflets and advertisements should be displayed, possibly, in the free paper. I also think that every child should have the opportunity to participate, the reason is that only so many children were picked to attend horse riding, camping, etc. You need to alternate each week. As I have spoken to some children in my area and they found it upsetting. However, I thank you for giving this opportunity for my children to attend.'

B (aged 14) and W (13).

This was the first summer B had attended Splash. She had been for 4 weeks in the Site 7 area. W had been to all the four Dtown Moor sites this summer and had attended in 2001. B had come because her 'mates had dragged me along'. W had come because it 'sounded interesting, his mates were going, and he was interested in the go-karting'. B said it was to, 'keep me out of trouble'. For W it, 'keeps me out of harms way' and if he were not at Splash he would be playing on the street.

The best things for B were going on the trips and 'staying out of trouble'. For W they were 'meeting new friends and enjoying yourself', going on the trips, and keeping out of trouble. Both said the trips were good and had been on several of them.

B thought it would be better if there were 'more people my age' and W, 'if more people were encouraged to come'. B thought there was not much impact on crime as they, 'do it at night'. Crime had been reduced since the local police had visited. For W there was 'hardly any trouble round here anyway'.

M (aged 17), P (13) and S, 12.

This was the first summer M had been here; at the Dtown Moor sites for 5 weeks. P had been at Dtown Moor for 4 weeks and had attended from 1999. S had been at Dtown Moor for 2 weeks, and had attended in 1998.

M attended because, 'it gets me out, 'cos I'm bored'. S also, 'used to get bored.' For P it was good because they, 'sort out the games better, its more organised'. He would have played games anyway but it was better in the structure provided by Splash.

If they were not at Splash M would play with friends or attend a local youth club. P and S would both 'cause trouble or watch TV.'

For M the best thing was the staff; 'I get on with them really well'. 'The staff are excellent'. Overall it had been 'brilliant'. S agreed: 'they are really kind and that, they take you places with no charge.' For P the best thing was the free trips.

M had been trying to enrol for a course as a YMCA fitness instructor, although this was not as a result of Splash. S had got into Site 2 boys football team. He had become involved in this after he had done Splash a few years ago and found he was good at football, so he joined the local team. Splash had not led to P doing any other sport.

All agreed that Splash reduces crime. 'It gets you off the streets, 'cos they join in with sport instead of bricking windows'.

B7. Recording of individual interviews with Splash participants, August 2001.

Four examples, names have been reduced to initials to protect anonymity.

WM: aged 12; male; white; participated for five weeks this summer at the Mirfield site; attended Splash previously over several years; attends Mirfield Free Grammar School.

WM attends Splash whenever it is on. 'When it comes, I just go to it'. He is very enthusiastic, and after being interviewed asked about when the next sessions would be on. He was confident and articulate.

WM found out about the programme from a leaflet through his door and one at school. Splash use a data base of previous participants to mail them information directly.

He plays football and rugby for local clubs in Batley, as well as doing these activities in school. So he is an active sports participant out of school.

On Splash he especially liked the canoeing as he was able to do it one day each week. He had only done it once before, so this allowed him to build up his skills. He liked meeting other people: new friends of his own age; and he had fun at the sessions.

WM plans to continue going canoeing at Dtown baths at a session run by one of the sports leaders. He would like to do climbing too.

If Splash was not on he would play with his play station or with his mates. He did not think there was anything else to do.

WM thinks doing Splash keeps 'kids out from under their parents' feet and stops them getting mad at them'. He suggested that parents felt the supervision of the Splash workers was important: 'at Splash they have people looking after them'.

He had no suggestions for making Splash better, apart from running it for five weeks rather than one. And he would like proper rugby tackles rather than just tag, as he played rugby.

WM had been excluded from school for the three weeks before the summer and was attending what he called, 'a naughty boys school'; Westfield. It is a school for children who need to have their behaviour controlled. WM has to attend for five more weeks after the school holiday. He was excluded because, 'everybody was throwing stuff at me and when I threw things back I got caught and teacher shout at me and I shout back'. WM reported that; 'If you are really naughty you get a placement permanently, which is better, as you go climbing every week, do outdoor education, go canoeing and that.' So clearly he is very keen on this type of activity; more keen than he is on school work.

WM appears to be a participant with lots of energy and enthusiasm which needs to be channelled in the right way. He is very confident for his age, and while already participating in other sports outside school may be able to develop his interest in canoeing through the Splash follow-up sessions. [are these Splash sessions or just Alan's club? See above]

WC: aged 15; male; white; participated for five weeks this summer at the Mirfield site; uncertain about previous Splash attendance; attends Mirfield Free Grammar School.

WC had heard about Splash from a friend who was attending it this summer, and from his brother. He thought it would be fun, so attended. WC plays rugby for Mirfield [it was unclear if this was his school or a club] and has done so since he was ten. From age 7 he played for another local team, which again is presumably his school. He aspires to be a professional rugby player.

For WC the best things about Splash are 'the good looking girls, it is fun, and its something to do so you don't have to be stuck in the house all day'. Apart from the girls, he especially liked Danish Longball, which appears to be a sport peculiar to Splash; and playing with the diabolos. However, it does not appear that Splash will lead him into any new sports participation. WC's main reason for liking Splash was reflected in some difficulties for the leaders in managing the mixed sex residential trip.

If he was not doing Splash in the summer holidays he would be drinking beer or playing on his computer.

WC thinks Splash keeps people out of trouble, but, 'only during the day, not in the evenings'. 'Then they may do anything they want'. He gave examples of young people throwing building bricks onto the roof of a local youth centre and damaging the roof. For WC an improvement would be if Splash was run for longer during the day. Also if it was available for all 6 weeks of the summer holiday. When the residential trip is on there is nothing left for the young people left at home, although the residential is good.

WC has been arrested for shoplifting, which he said he did not do, but was let off as it was a first offence. He had also been arrested for vandalism to his school, which he did do, last December. On other occasions he might not have been caught. WC would agree that if there was more Splash it would reduce the chances of him vandalising his school.

RH: aged 16; male; Pakistani; had attended Splash for all five weeks this year at Site 8 and Fisher's high school; had attended Splash for about 5 years. He has helped as a volunteer for two or three years and this year has been employed to help on Splash in the mornings. He has helped organise football tournaments over the whole year. This involves picking up young people from different areas and taking them to Dtown Park. Last year the tournaments were done once a week, on Friday evenings. This year they ran on Saturdays. Young people come from Heckmondwike, Site 8, Mirfield, and one other local area.

RH plays for a Sunday league football team and used to play cricket for a local team.

For RH, Splash is something to do in the summer apart from just playing around. It is good that it is free and that it is supervised. He thinks parents like it because they know their children are supervised and it keep them off the streets. It is important for parents to know where their children are and they are looked after.

RH is keen to develop his interest in sport to a career in sports management. He has just left school to do A levels in Psychology, Sociology and Sports Studies at Wakefield college.

RH thinks that 'some kids who do crime, it is just because they are bored, they have nothing else to do'. So he thinks more Splash will reduce crime by giving them something to do. When prompted specifically about the impact on racial tension RH felt

that, 'it makes a lot of difference, I know a lot of friends through the football tournaments, you get to know them, and you start respecting them.' RH felt this was a general effect. The football tournaments involved groups from mixed ethnic backgrounds and the Splash sites were also in mixed areas.

He does not think Splash could be improved, although it was better being five weeks this year. However sometimes people would go round the different Splash sites near where they lived. This led to discussion of the possibility that Splash sites could be organised in clusters, so that if the programme was only run for one week per site there would always one programme running in any given week in a local area.

LP: aged 16; white; male; this year he was employed as a casual worker on Splash and last year he was a volunteer for all five weeks. This would have involved moving around the different sites. LP has just left Woodkirk High School this year and will be starting a two year modern apprenticeship with Easttown Recreation Department. This will involve two days at college a week and three days practical work.

LP had attended Splash for three years overall. The first year he attended Splash it was a good way of meeting new people as he had recently moved to the area. He has been involved in a Splash Forum; which is a youth group in which young people plan and take part in a range of sports related activities.

He used to play rugby and football for his school. Now he goes to a gym twice a week in Batley. He goes with a friend.

For LP the best things about Splash are getting to meet a lot of new people, it is fun, and getting to learn new activities.

LP said that for some people who had got interested in canoeing, Splash had led to doing canoe polo, but he was not so good at this sport himself. Although he did enjoy canoeing on the residential.

LP thinks Splash, '.. keeps kids out of trouble 'cos they've got something to do during the day instead of going out causing trouble'. When prompted specifically on the impact on racial tension, LP felt that; 'coming on here were a group of white people and a group of Asian people, and I knew before that they didn't get on, but now they have been coming here, they have been talking to each other and have got to know each other more.' He reported that; 'Asians and whites, older and younger people, and people from different areas, get to know each other through Splash.'

In further discussion on how Splash could lead to other activities he agreed that it might be improved by introducing participants to their local leisure facilities. He felt it could be improved by more sessions such as the training with the Easttown Giants' players, when players came to the Splash sites. It appeared he wanted more variety.

When he was younger, aged 12-13, LP said he used to do 'lots of stupid things' in the school holidays: such as stealing the flags from golf courses and getting chased. He always got away, but it was good fun when they chased him. But he had not been involved in this type of activity since he had moved to the area where Splash was run.

B8. Recording of interview with Splash volunteer, John, Site 7. 15/8/02

Name has been changed to initials to protect anonymity.

John had been coming to Splash since he was 5, he is now 16. He lives near Site 8.

Left school this year.

He has been to a few sites: Site 8, Site 7, Stown, Mfield,

The same staff, such as Billie and Jamie, worked these difference sites. They would come and pick people up in a minibus.

Had volunteered for a bit before he had to do community service as a result of being referred to the YOT. At the YOT (officer 1) put him on Summit with Charlie. While on Summit Charlie put him on the Duke of Edinburgh awards in Batley. He got his bronze and silver. He said he packed it in before the gold as it was a long way to go to Batley and people he was with had also finished. Also, he had to be 16 to do the gold award (this is not true, but it is if he wanted to do the CSLA). For the community service he had a choice of helping with the Bumpy project or with Splash.

Best things about Splash are: 'keeping out of trouble, something to do in the summer, and all that'. 'It gets all the little 'uns of the streets and gives their mum and dad a break an' all'.

Has it led to any other sports participation?

For the community service I had to do so many hours at Splash and some at Summit. The community service was last year or the year before.

What would you be doing if you were not doing Splash?

'probably hanging around on the streets or at home'

Prompt on general relation between Splash and crime reduction.

'Some it does, but I don't think most of them take any notice, I think most of them just come for the trips.'

The trips are the attractive bit. 'its just something for them to do in summer instead of being bored'

'When you are at school its, yea, it's the holidays, but after a while you get bored, but when they have been doing Splash, there is something to do in the 6 week holidays, its may only be for a week, or 2, but its something to do'

This year John has done 2 weeks at Site 8, then a week at a site in Easttown, now at Site 7.

'I was going to go in the army, but I decided not to as I would have to wait 'til I was 18 before I could do what I wanted to do'

'I wanted to stay with Splash as its something I enjoy doing, like working with kids, just that I'm only allowed to do it with younger kids, 8 - 12.'

'I'd like to get older age going, but they don't listen to you anyway, and oldest we have had turn up this year is 15 or 16.

Can you see Splash leading to you doing anything else in the future?

'yes and no.. it probably will, but I don't know what yet'

'with having been involved in it for so long, obviously I want to stay with it'

He has had a couple of interviews for part-time jobs, but in October / November he will do the CSLA, after which he wants to work for Splash properly.

'I think there should be more trips for the young ones as this year there is only the mining museum and horse riding, apart from playbus, saying that there is quite a few older kids go on it to get face painted' 'I was talking to Molly, Alan and Jo to see if we could get a grant for a trip that everyone likes doing, especially the little 'uns, which is golf. For little 'uns it would be something sporting...'

'Today 15 kids come here from Saville town, so they must enjoy it.'

[so in this area kids are travelling around the sites, or their mums are taking them round.]

Commentary

Shows the potential for long term involvement to lead to leadership and qualifications. Also, particularly, the links between Splash, the YOT office, and Summit. This is exemplary. Splash has given the potential for an effective YOT intervention. The only problem is if J has unrealistic expectations of Splash. They must feel an obligation to give him something. Can they do this, and is it enough. But whatever it is, it is better than nothing.

While John looked like a major success story, later during Splash a sum of money went missing from the site he was working at, and so did he. It was returned to Splash by his mother, and he had not been seen since. This shows how very careful one has to be giving young people responsibility and that the wrong temptation can easily lead them back into offending.

B9. Accounts of case study Splash clients described by Charlie and Alan 13/10/00; analysis of English GCSE projects completed on Splash by one of the participants in 1997 and 1998.

Jane.

Jane started contact with Splash in 1995, when she was 12 / 13. She did not have a good school attendance record and avoided PE at school, using letters to get out of it. That summer she followed Splash round different sites for all the 5 weeks of the summer sessions. She then attended evening sessions.

At age 14 / 15 she became involved with play schemes as a volunteer. She also raised money for Splash residential. At age 14 she became the head person on the Splash forum. In the summer of 1997, when she was 14, she helped at all the Splash sites. She also did this in the summer of 1998. This is written up in her summer project diaries for school. (provided for the research).

At 14 / 15 she started running with Spen athletics club.

At 15 she won a mayor's award for voluntary work for setting up and running a cycle safety scheme.

She became involved in Young Batley community development schemes, working with youth workers. She was a full-time volunteer with Splash.

At 16 she decided she wanted to take up sports as a career. Although she has not a lot of academic qualifications she obtained a place at Dtown college to study full time, where she is doing the CSLA. She is now more involved in community development services.

At 17 she completed the first college course and is doing another one. She wants to go to university next year.

Her school attendance has benefited from the motivation from Splash and so has her performance, as she was originally predicted to get no GCSEs.

Charlie is now trying to get Jane experience as a play leader to broaden the experience she can take to college.

Jane used her experience of Splash in 1997 and 1998 as the basis of GCSE English projects. These projects confirm her involvement in Splash and the impact it had on her.

In 1997 Jane, when aged 14, followed a Splash team led by Charlie for five weeks, travelling round different sites in this part of Easttown. She attended each day of these sessions, 25 in all. She was involved in dropping leaflets to advertise the sessions. She reported that she did it because she enjoyed it. Strong evidence of a mentor relationship with Charlie is provided by the account of an abseiling session Charlie helped her with.

In 1998 she repeated the same project, again following Charlie's team around five sites over five weeks.

'Since last year's holidays I have kept in touch with Charlie who helped me with last year's project, and not only have I joined the Splash forum and attended other meetings and events, but I have also spent two weeks work experience placement with her, which was great.'

During the previous year she had been involved in the N. Easttown Splash forum, again led by Charlie, where she had become the chairman. She described how she had organised fundraising activities. There were about 10 young people in the forum, which, 'provides them with a sense of responsibility'. Jane took responsibility for the bank account for this forum. Jane recorded that, 'when I am 16 years old I am going to take my C.S.L.A. and hopefully not just follow Splash around but work on Splash next year'.

In 1998 Jane described the relation to crime reduction:

'Last year it was thought that if children / young people in the Splash site areas were at Splash they were less able to commit crime in their area due to boredom....'

In the same year, she recorded her 'final thoughts' on Splash:

'Well, I've really enjoyed Splash this year, all the staff were great, and fun to be around.I did not know any of the staff or young people at the other Splash sites at first but as I've followed Charlie around practically everywhere she's been then I've become to form a friendship with many of the young people n the sites. I have made a lot of friends through Splash and travelling about with Charlie and I am almost certainly going to keep on attending Splash for as long as I am able'.

This case illustrates:

The relationship with Charlie has meant a lot to Jane. This is reflected in her accounts of Splash in the summers of 97 and 98. In 1997 she describes how Charlie helped her do an abseil, which she found very challenging. Charlie described how one Christmas Jane spent a lot of time in a phone box, talking to her, because she was having difficulties at home. So for Jane, Charlie became a significant adult mentor figure. Splash became an organisation she identified with and an opportunity for her to take responsibility.

Charlie's account show how she has managed to guide Jane through a set of different opportunities and challenges; made possible by the respect Jane has for Charlie, and Charlie's knowledge of what is available. This shows the value of knowing about many different opportunities and the ability to match Jane to them, as she grows in capabilities and confidence.

Charlie said, in October 2002, 'only now do I feel I can let go and she will be alright'. This shows that Charlie feels a lot of responsibility and concern for Jane, and has supported her for at least four years.

Both Charlie and Alan reported being told by Dick (programme manager) they do too much, but both feel that if they can do that little extra bit more with a kid they might be able to sort them out. So, it is very hard to know when to stop.

Jane's case does not give any direct evidence of crime reduction.

L.

At about age 11 L. took part in some outreach work for a couple of years. The aim of this outreach work was to move around different areas and then move on when it became sustainable as local volunteers emerged [the length of time it takes to do this, see Jane's case, makes this appear impractical]

At 13 L. was involved in the Windybank forum. He helped to design the multi-court at Windybank. At his time Alan moved to work in the Windybank area, to take over from Charlie.

At the same time as he has been involved in Splash L. has also been involved in offending. At 14 and at 15 [now] he has had to report to the offending unit at Dtown.

L. is now involved in the twilight sessions on the multi-court one evening a week.

He is now a Splash volunteer. He is on the Forum and helps with publicity. He wants to take the CSLA when he is 16.

He has been involved in Splash presentations at junior schools.

L was subsequently one of the participants in the pilot focus group conducted at the residential 20/8/01. This confirmed his involvement in Splash and as a forum chair. It confirmed his involvement at the multi-court at Windybank, where he felt, 'it stopped lots of trouble' when it was put there.

This case illustrates:

The long term involvement in Splash providing the opportunity for taking responsibility through a Splash forum and the CSLA. In contrast to Jane, this client had been involved in offending, so to some extent it might have reduced his offending.