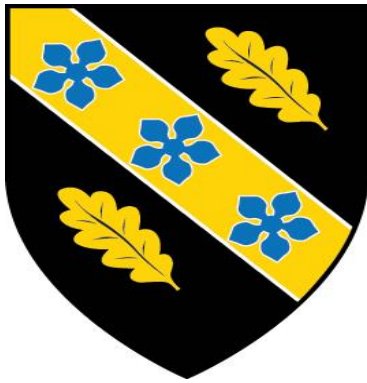




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Examine the essential elements of "what works" in terms
of early interventions to stop or reduce child criminality
and anti-social behaviour?

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January 2023

Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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This dissertation is being submitted in partial fulfilment of the requirements for the degree of BA.

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As I approach the end of my undergraduate studies, I reflect on the previous three years and wish to express my gratitude to those who have aided, encouraged, and believed in me.

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Abstract

The aim of this dissertation was to examine the essential elements of what works in terms of early interventions to stop or reduce child criminality and anti-social behaviour. The researcher carried out an in-depth critical analysis of relevant and existing academic literature surrounding the topic of early interventions and Adverse Childhood Experiences.

To further assist in the understanding of the essential elements of what works in terms of early interventions, four expert interviews were conducted. The data gathered from the interviews was recorded and thematically analysed to produce four key themes, Breaking the Cycle, Earlier the Better, One Size Fits All, and The Need for Change. Three further sub-themes were also identified Practical Over classroom, Educating Parents and Harsher Punishment, the findings further supported the literature in chapter two.

Although the research project was unsuccessful in answering the research question, it did however, establishes that due to the enormous number of Youth Offending Teams, widespread funding cuts across England and Wales, deprivation, ethnic and cultural diversity, as well as child and parent support, a conclusion about "what works" was not possible. Instead, it found each programme was specially created to satisfy the requirements of an individual child. Despite not answering the research question three recommendations were put forward to offer The Youth Offending Teams knowledge and ideas for improvement and to aid future study.

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Chapter 1

1.0 Introduction

The focus of the research project will be to examine the essential elements of what works in terms of early intervention programmes to stop or reduce child criminality within the United Kingdom (UK). Firstly, an extensive literature review will be conducted through a study of peer-reviewed literature, as well British law which serves as the cornerstone for all preventative and early intervention programs. Secondly to determine the best research methodology required to accomplish the project, the research onion framework (Saunders et al. 2007) will be employed as a guide and outlining each choice. Primary research will then be obtained by conducting four qualitative interviews, with the data recorded and analysed to produce key themes. To help future study's the research project will finally provide an overall conclusion and three recommendations for the Youth Offending Teams (YOT) within Wales.

1.1 Research Rationale

The reason for this study stems from the researchers' personal experiences as a police officer, where he has seen children's, lives wasted as they spiral into criminality. This led the researcher to look at statistic and was shocked to find, forty seven percent of adults reoffend and are convicted within one year of being released. For low level offenders who serve under twelve months this increases to sixty percent. For children in custody the reoffending rate rises to seventy five percent (Prison Reform Trust, 2022). This has not only failed the children, but it has also resulted in overcrowding in youth detention centres, increased overall expenditures, and aided with the appalling

public perception of the youth justice system (Youth Justice Board, 2021). The media has also contributed to the public's poor impression of teenage criminality, potentially oblivious to the underlying causes of why children transgress (National Youth Agency, 2011).

The importance of this focus stems from the fact that if children are not placed in preventative and early intervention programmes, they are more likely to reoffend (Allen, 2011) and as a result, if youths continue to reoffend, they may begin to conduct more serious crimes, resulting in prolonged imprisonment. If the preventive programmes are ineffective, the children may continue to commit crimes until they are no longer minors, at which point they will be sentenced to an adult prison, perpetuating a cycle of crime, deprivation, and imprisonment (Rodd, 2020, Harris, 2018). This research will also look at some of the fundamental reasons why certain young people act the way they do, known as Adverse Childhood Experiences (ACEs).

This study will not only contribute to alerting the public about the causes of youth crime, but it will also help in educating them about young vulnerable people, and assisting them in preventing their children, family members, or acquaintances from being involved in criminal behaviour. It will also provide recommendations for the Youth Offending Teams within Wales.

1.2 Background History

During the beginning of the 19th century there was no distinct legal category for "juvenile delinquent" or "child/young offender", and the UK criminal justice and prison systems' procedures did very little, if anything, to distinguish between juveniles and adults. The age of criminal responsibility was set at seven years old and considered completely responsible in the eyes of the law, and were subject to the same, frequently harsh, punishments as adults.

The government slowly became aware of the growing issues surrounding children involved in crime and started to put measures in place. There has been a gradual trend away from criminalising children in order to develop alternatives to jail and reduce reoffending. The Probation of Criminals Act of 1907 gave courts the power to release minor offenders on the condition they be monitored in the community. Its main goal was to replace punitive measures for juvenile offenders. The Ingelbey Report (1961) advocated for raising the criminal responsibility age from eight to twelve years old, as well as emphasising local government welfare, early intervention, and assistance for juvenile offenders' families. The Children and Young Persons Act of 1933 was changed in 1963, raising the age of criminal responsibility to ten years old, in response to the recommendations of the report. The Crime and Disorder Act of 1998 established a multi-agency YOT with the main goal of adolescent justice being the prevention of offences with the objective of creating community services and restitution programmes as well as attempting to reduce youth recidivism and incarceration.

1.3 Aims and Objectives

The aim of this research project is: To examine the essential elements of "what works" in terms of early interventions to stop or reduce child criminality and anti-social behaviour. As well as to provide recommendations for the YOT within Wales.

These aims will be achieved by completing the following objectives:

1. To critically review and analyse prior and current academic literature to provide a better understanding surrounding the essential elements of "what works" in terms of early interventions.
2. To identify the most appropriate research methodology needed to complete the research project.
3. To conduct four qualitative expert interviews so data may be gathered to determine the essential elements of "what works" in terms of early interventions.
4. To analyse the information gathered to draw out themes and opinions of specialists, to develop a comprehension of the essential elements of "what works" in terms of early interventions to stop or reduce child criminality and anti-social behaviour.
5. To provide recommendations for South Wales YOT surrounding the discovery of key issues around the topic of early interventions to help reduce child criminality.

Chapter 2: Literature Review

2.0 Introduction

This chapter seeks to provide a thorough insight into the essential elements of "what works" in terms of early interventions to stop or reduce child criminality and anti-social behaviour, by drawing on Peer-reviewed papers, together with the laws and regulations within England and Wales. Initially, preventative, and early intervention programmes are explained for better understanding. Next, a brief history of legislation and policies pertinent to this study is provided: followed by a discussion of Adverse Childhood Experiences (ACE) which has shown to be key factor and of academic interest. Tougher sanctions previously used on children aimed at changing them into law-abiding citizens is also examined. Finally, preventative, and early intervention programmes for children and their parents illustrate the link between parents' behaviour and the effect on the child's behaviour.

2.1 What is a Preventative or Early Intervention programme?

Early intervention programmes strive to either prevent problems from forming or address them head-on when they emerge and to stop them from getting worse. Additionally, it encourages children to develop a variety of skills and character traits that will help them better prepare for adulthood. Early intervention can take many different forms, including home visitation and parenting classes and workshops, school-based initiatives to improve children's social and emotional development, and mentorship programmes for children at risk of getting involved in crime. Although

Shonkoff, et al (2000) and Powell and Gheera (2021) have suggested early intervention may be most beneficial when provided during the first few years of life, the most significant data gathered from a broad ranging meta-analysis of UK and United states of America (USA) government back studies (GOV.UK, 2022, Sack et al. 2014) as well as independent International research (Mohammed and Mohammed, 2014, Scot, et al. 2012, Lindsay and Strand, 2013) indicate that successful treatments can increase children's chances of living a fulfilling life at any stage during childhood and adolescence (Early Intervention Foundation, 2022, Ross, et al. 2011).

2.2 Legislation and policy

Child law has changed significantly in the last 200 years; it has transformed even more in the recent forty to fifty years. By investing fifteen million pounds into creating ninety-eight new diversionary projects in 1983, the UK Government significantly decreased the number of youths in custody (Donohoe, 2022). Which also became mandatory in 1985 when the United Nations set the 'Beijing Rules' for members on how to deal with youth offenders. The rule of finding alternative justice methods for minors other than custodial sentences (Juvenile Justice Centre, 2018). However, Cook and Laub (1986) claim the legislation had little to no effect on youth crime rates

On the 12th of February 1993, two-year-old James Bulger was abducted from a shopping centre in Liverpool by ten-year-old boys, Jon Venables and Robert Thompson. Venables and Thompson were tried and convicted as adults for the torture and murder of Bulger (Smith, 2011). This horrific event brought to light that minors are

capable of monstrous deeds, and because of extensive media coverage of the case and the vilification of all youths who commit crimes depicting them as monsters, public perception of the youth justice system fell, prompting calls for tougher sanctions (Liverpool Echo, 2001). Noble (2018, p.1) disagreed with this statement which is reflected in the following quote.

"Fed into a political, media and as a result public climate of opinion that young offenders were wicked, irresponsible, immoral and evil. But these perceptions are based on an extremely rare crime and invalid presumption of an unfit system, fuelling more general stereotypes and knee jerk responses."

He tried to contextualise the crime and support the idea that all children should not be punished for the action of James Bulger's murder.

Considering the Bulger case, the British Government during the 1990's conceded to public opinion and amended the Children and Young Persons Act 1933 for greater punitive measures, allowing greater scope for courts to impose tougher sentences on youth offenders (Children and Young Persons Act, 1933). Research carried out by Halsey and White through a review of the literature showed the recorded crime rate rose over the whole of the 1980s, peaking in 1992; after that, crime rates decreased each year until 2000 (Halsey and White, 2010).

Their findings were supported by The British Crime Survey (Jansson, 2007), which found that crime rates rose through the 1980s and early 1990s, reaching a peak in 1995. Crime levels then fell and remained constant until around 2005–2006. However, the cost of the overall prison and probation expenditure in the UK during 1999-2001

hit a record high of £3.5 billion, with England and Wales accounting for ninety percent of the total cost due to the high incarceration rate (Centre for crime and Justice Studies, 2010), with an average number of 3,000 under 18 years old in custody in 2000 (Natale et al.2010).

The New Labour Government acted on these unsustainable figures, introducing the Crime and Disorder Act 1998, created youth courts and placed a requirement on local authorities to establish YOT, which comprised of the police, probation, health, social services, and education (Crime and Disorder Act, 1998). HM Inspectorate of Probation describe YOT as a team who supervise 10- to 18-year-olds who have either been sentenced or have come to the attention of the police due to their offending behaviour. YOT also engage with children who are at risk of engaging in criminal behaviour in the form of early interventions (HM Inspectorate of Probation, 2017).

2.3 Adverse Childhood Experiences (ACEs)

Regarding the Bulger case, Jackson (2015) puts the two boys' similar childhoods as the root cause of the murder, with parent separation, poverty, lack of education, domestic abuse, sexual abuse, and parent addiction. ACEs is supported by the U.S Health Maintenance and the Centre of Disease Control and Prevention (CDC) (Felitti et al. 1998), where two waves of data collection were conducted over a two-year period from 1995-1997 of 17,000 participants who received physical examinations and completed confidential questionnaires regarding childhood experiences, health, and behaviours.

The finding concluded that ten ACEs shown below are the most dominant in affecting a child's life and linked them to various health conditions, including mental disorders and offending.

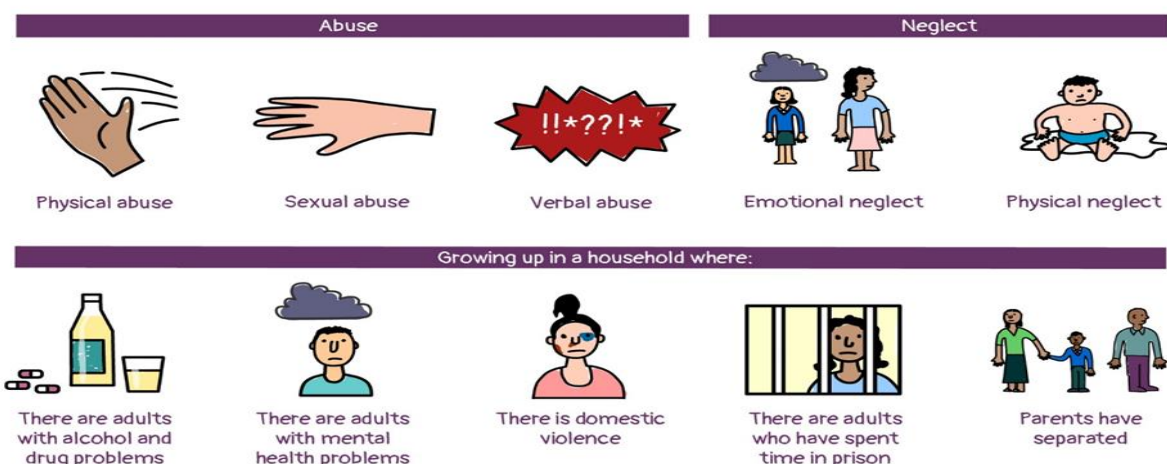


Figure one- 10 most prevalent ACEs (Liverpool CAMHS, 2022, p.2).

ACEs are traumatic and highly stressful events that occur during childhood, which can be a singular event or sustained threats to a young person's safety, whether physical or mental (Young Minds, 2018). Research conducted by the Scottish Government agrees with the U.S Health Maintenance and the CDC (Felitti et al. 1998); however, they stipulate that additional ACEs such as grief, bullying, and poverty may have comparable long-term detrimental impacts on a child's physical and mental health. These also make them more likely to be linked to criminogenic risks, including substance and alcohol abuse, poor education, deprivation, and mental health problems (Gov.Scot,2018).

Research commissioned by National Health Service (NHS) Wales was conducted by Bangor University, of 464 participants through initial questionnaires followed by interviews, showed youth prisoners with four or more ACEs were 3.4 times more likely to be prolific offenders than prisoners with no ACEs (NHS Wales, 2018). In comparison, an American qualitative study by the U.S Department of Health randomly selected 95,677 participants across all states, interviewed them between 2011-2012 and reported a significant correlation between ACEs and youth offending. The study found that ACEs correlated with an increase in odds of youth offending and re-offending of between twenty three percent and thirty five percent, depending on the exact nature of the ACEs and the offences committed (Sack et al. 2014).

In recent years the British Government has taken note of studies conducted on ACEs and has gone against popular public opinion of harsher punishments and continued incarceration of youths (Nature Climate Change, 2022), choosing to try and educate the children to try and break the cycle of re-offending. A review of literature by Mohamed and Mohamed (2014), using meta-analysis established that youths who were enrolled in educational programs while incarcerated had lower recidivism rates, higher employability rates, and lower re-offending rates than those who did not attend the programmes.

The Office of National Statistics (ONS) reflects this and showed an overall decrease to 34 percent in the rate of youth re-offending, the lowest it has been for ten years; the re-offending rate has been steadily falling in the last six years; however, the 2021 rate could have been low due to Covid 19 restrictions (Office of National Statistics, 2021).

These figures are disputed in an article by Simpson (2022), which states that although overall child offending has decreased, a more significant proportion of young people entering the system are repeat offenders and those with the most severe behavioural issues. According to the article, the percentage of young people who re-offend within a year of being convicted of a crime has increased in the last ten years, with more than two-thirds of those who get a jail term re-offend (Haynes, 2018).

Although statistics from ONS (2021) and Simpson (2022) are contradictory, their views on education are similar to other bodies. The Welsh Governments stance is that for rehabilitating youth offenders, a strong focus should be placed on Functional skills, for example numeracy and ICT, and a strong learning core coupled with more engaging practical lessons i.e. sports, arts and vocational training (GOV. Wales, 2022). This was confirmed in a qualitative study by Hassan and Rosly (2021), of sixteen young offenders and eight correctional staff; it was found that vocational training is a vital part of the rehabilitation process. It gave the youths technical skills and job possibilities, which helped them avoid re-offending and reintegrate into society successfully (Hassan and Rosly, 2021).

2.4 Preventive and Early Intervention programs

While ACEs can contribute to child misconduct, this does not mean they are the only explanation. Adolescence is when children experience several biological changes that profoundly impact their social and cognitive development (Marcdante and Kliegram, 2020). It is also seen as a period when children explore and start engaging in riskier or more dangerous behaviours (Wang et al. 2010). While Venables and Thompson exhibited extreme behaviour, most youths engage in less risky activities, including delinquency, minor substance misuse, unsafe sexual activities, and academic failure. Much of the time, these behaviours are transient; nevertheless, in certain instances, they may develop into a persistent condition that leads to physical and mental health issues as well as a life of crime (Guerra and Bradshaw, 2008), therefore preventive and early intervention programmes are essential for aiding parents and children in enjoying full, and enriching lives (Bobadilla, 2014).

Across England and Wales, there are 152 different YOT, all with varied preventive and early intervention programmes in dealing with youths; these are tailored to suit each area due to funding, large and diverse population, poverty, and geography (HM Inspectorate of Probation, 2017).

However, all are directed away from harsher coercive interventions to prevent re-offending, as a report by the Youth Justice Board (YJB) (2002) and was later supported in an article written by Prior and Mason (2010), which showed no evidence of punitive sanctions, restrictions, and regulations placed on the youth had any effect in

preventing re-offending or reduce recidivism rates. Also, the short, sharp, shock tactics used by the USA and UK detention centres during the 1980's to try and instil fear of punishment into youths had no impact in reducing or preventing recidivism and had the opposite effect (Hollin, 1999), increasing re-offending, addiction, and mental health issues as a result. In 2018, The Independent newspaper published an article based on interviews with many juvenile detainees from the 1980s who claimed that their lives spiralled into violence and addiction because of trauma from cruel, sadistic concentration camps (The Independent, 2018).

As previously stated, YOT and charities run various Preventive and Early Interventions programs which are tailored to a child's particular needs; however, there are two main programs, Youth Inclusion Program (YIP) and Youth Inclusion and Support panels (GOV.UK, 2022).

The purpose of the support panels is to identify and assist young people who are at a high risk of engaging in anti-social behaviour or criminal activity; the panel consists of professionals to meet the needs of the young person, this is typically parents, youth and social workers, Child, and Adolescent Mental Health Services (CAMHS), who can also identify ACEs and formulate a plan to help support the youth with their behaviour, guiding them into productive activities thus creating the YIP (GOV.UK, 2022).

Sports and leisure activities, anger management, personal development work, health guidance, and parenting training are just a few things the initiatives want to provide to inspire young people to lead productive lives. Additionally, they handle neighbourhood

issues, including youth crime and community safety, by implementing practical projects like sports facilities and secure playgrounds; the programmes also strive to develop local communities (Tameside Metropolitan Borough, 2022, Slough Children First, 2022). This form of support is reinforced by The Public Health Board of England, who in 2019 laid out the Capricorn model, by addressing the health and socioeconomic factors of offending and re-offending behaviour in children and stated health, education, social care, police, and other agencies needed to take a coordinated approach to this problem (Public Health Board of England, 2019).

Furthermore, a report commissioned by the UK Government in 2011 stated early intervention was not only suitable for children at the age of criminal responsibility but could start at conception and laid out an opportunity pathway.

The pathway laid out intervention for the adult from preconception and continued support for parent and child until the child becomes eighteen (Allen, 2011). Although early intervention programmes primarily target children, some programmes aim at parents and the family (GOV.UK, 2011).

Early research revealed that influences on parenting and family interactions may have been responsible for thirty to forty percent of children's anti-social behaviour (Patterson, et al. 1989). Additionally, this is later supported by research of Dishion (1994) found parenting practices characterised by strict and inconsistent discipline, little time spent with the child in a loving environment, and insufficient monitoring and supervision were significant predictors of behaviour and conduct problems in young

children (Dishion, et al. 1994). A more recent study commissioned by the Department of Education examined 278 families across Britain through four stages.

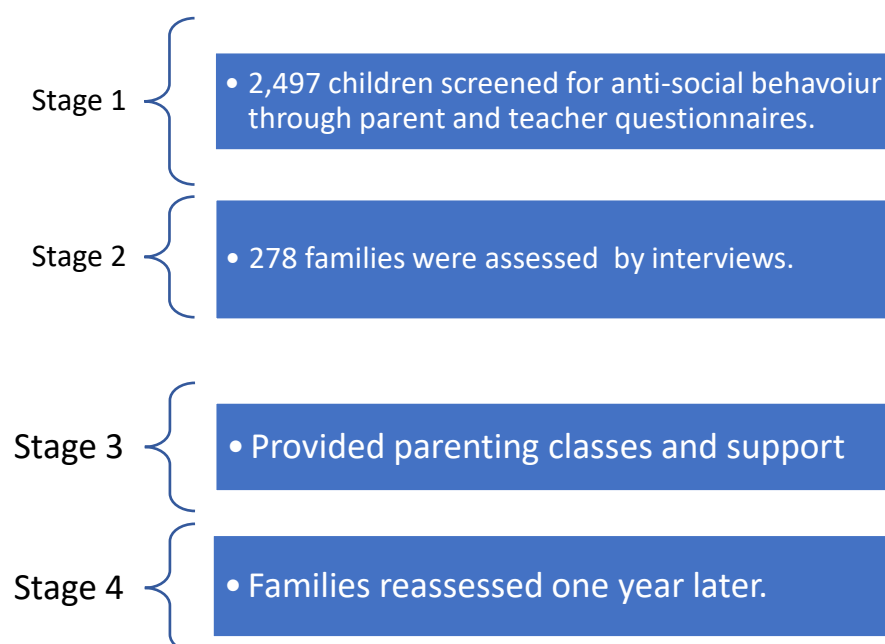


Figure two- 4 stages of study commissioned by the Department of Education.

They demonstrated the link between good parenting habits and parenting styles (e.g., authoritative rather than authoritarian or permissive) and better outcomes for children in a variety of areas, including self-esteem, emotional development, and behavioural adjustment (Scot, et al. 2012). Parenting programmes are now a significant component of the help that public health and education agencies offer to parents in raising their children. Evidence shows parenting programmes offer a tried and tested way to increase the availability of loving environments for children, encouraging positive behaviour and limiting the emergence of behavioural, emotional, and social issues (Scot, et al. 2012, Lindsay and Strand, 2013); supported by a later review conducted by Gray et al. (2018). Who concluded parenting programmes are effective

interventions to reduce child behaviour issues, improve children's overall emotional and behavioural adjustments, and increase positive parenting behaviour. This strategy has been supported by the Welsh Government's five-year strategic plan "Taking Wales Forward" which outlines specific goals to ensure every child in Wales has the best start. This also assists families in building secure, caring settings conducive to children thriving through the continued and improved use of parenting programmes, supporting families to reduce ACEs in addition to extra funding for child early intervention programmes (Welsh Government, 2016).

However, a report published by YMCA (2020) detailed that extra funding would make little to no effect due to the large-scale spending cuts on youth services across England and Wales, with spending plummeting from £1,4 billion in 2010/11 to £429 million in 2018/19 with a total decline of seventy percent. This was supported by Unison (2019) and The Guardian (2020) who reported some areas of England having a funding deficit of ninety percent and Cardiff seeing the most severe decline in Wales with a sixty five percent cut in funding of youth services. Further evidence of spending cuts was published in Formal minutes by the governments education committee who quoted minister Graham Stuart

“Youth services cannot hope to be immune to necessary public spending cuts. However, there has already been very significant and disproportionate cuts to local authority youth services ranging from twenty to one hundred percent and further cuts planned.” (House of Commons Education Committee, 2012, p 3).

However, the Welsh government seeing the adverse effect of the large-scale spending cuts are now slowly increasing their budget to child services to £28 million in 2021-2022. With £5 million solely dedicated to child mental health services (Welsh Parliament, 2022).

2.6 Conclusion

To conclude the literature review began by defining early interventions, outlining the term's broad range of applications and the many incentives that may be employed. through academic research it was established a vast amount of meta-analysis conducted by the UK and US governments (GOV.UK, 2022, Sack et al. 2014) as well as independent international research (Mohammed and Mohammed, 2014, Scot, et al. 2012, Lindsay and Strand, 2013, Early Intervention Foundation, 2022, Ross, et al. 2011) showed successful intervention programmes can increase a child's chances of living a fulfilling life.

It continued by describing many forms of legislation which have shaped the juvenile justice system and the necessity of early intervention before discussing ACEs and the discovery that they could play a major part in shaping a child's behaviour; however, it was also noted by Wang et al. (2010) that biological changes in a child as he/she grows can play a part in their behaviour also. Finally, the research discussed earlier attempts to punish children harshly, with Prior and Mason (2010) stating such efforts had a detrimental impact on youths and crime rates and Hollin (1999) reporting it had the opposite effect and increased re-offending, addiction, and mental health issues. Preventative and Early Intervention programmes were examined; however, a conclusion to "what works" could not be found due to the vast amount of YOT, large

scale funding cuts across England and Wales, deprivation, ethnic and cultural diversity as well as child and parent support, as such each programme was different and tailored to meet the demands of an individual child. It was, however, established that intervention at any stage of childhood would be beneficial. It was also discovered that programmes aimed at parents showed the greatest promise in improving the availability of loving environments for children, both to encourage positive behaviour and to head off the emergence of behavioural, emotional, and social problems, and prevent the intergenerational cycle of offending.

Chapter 3: Research Methodology

3.0 Introduction

This chapter of the dissertation aims to achieve goal two of the study, to identify the most appropriate research methodology needed to complete the research project, by using the research onion (Saunders et, al. 2007) as a guide and explaining each decision.

Research is a creative and methodical activity done to improve the body of knowledge. It entails the gathering, structuring, and analysis of data to improve one's comprehension of a subject or problem (Western Sydney University, 2022), additionally, Runco and Beghetto (2017) highlight there are normally two types of research methods: primary and secondary. Primary research is any study that has required the gathering of unique data for a specific research endeavour (Gratton et al. 2010). When conducting primary research, the researcher collects data directly from sources opposed to secondary research which summarises or synthesises information and material that has already been compiled and published by others (Bouchrika, 2022). Due to a gap in the body of academic work, primary research will be required to help address the research question, "Examine the essential elements of what works in terms of early interventions to stop or reduce child criminality and anti-social behaviour" to ensure the reader has a clear understanding of the research process, this chapter will describe the anticipated methodology of the study.

3.1 The Research Onion

The research onion created by Saunders et al. (2007) is one of the most popular research frameworks used to gather primary data for academic writing. The research tool creates a series of stages (Layers) which when followed helps to organise and develop the research project, (Williams, 2016). For this reason, the Research Onion will be the chosen technique for this dissertation.

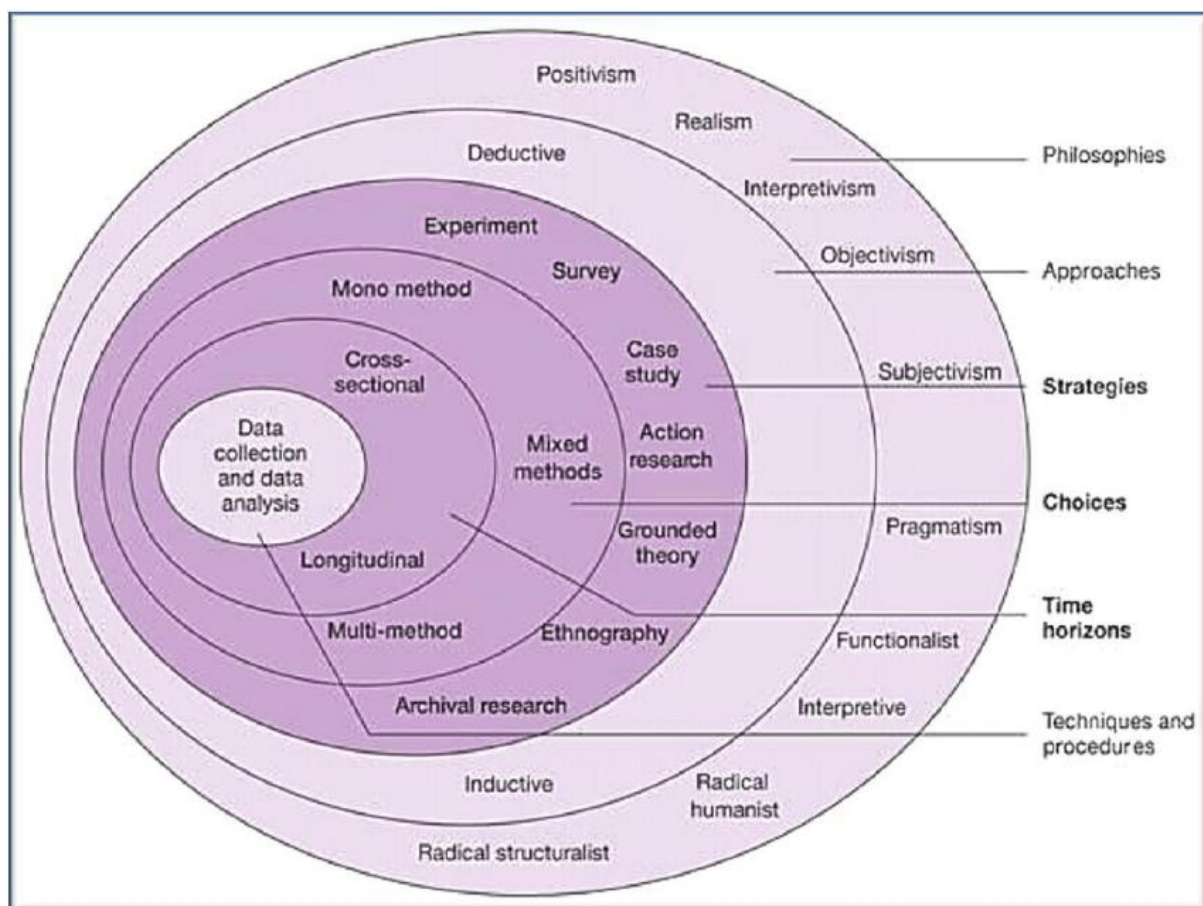


Figure three- Research Onion (Saunders et al. 2007).

3.2 Research Philosophy

The researcher's potential approach is discussed in the first layer of research philosophy, which provides structure direction and potential constraints (Alharahsheh, and Pius, 2022). The method of choice for this research project will be interpretivism, which asks the researcher to give their own interpretations of various study components and is based on a naturalistic approach to gathering data through methods like interviews and observations.

3.3 Research Approach

The second layer of the model, "Research Approach," is a strategy and processes that progress from a general hypothesis to specific methods of obtaining, analysing, and interpreting data (Pettey et al. 2017). Therefore, it depends on the type of research topic being addressed (Mishra and Alok, 2011). The research approach is mainly split into two categories, deductive reasoning is a theory-testing approach used in applied research and relies mostly on quantitative research as its foundation, in contrast to inductive reasoning, which is theory-building, using basic research and is more suited to qualitative data collection, which can be displayed, allowing an interpretation of the data from a conclusion (Saunders et al. 2016). Due to the nature of the research question an inductive approach would be best suited to the project.

3.4 Research Strategy and Choice

Due to time constraints, and the small scale of the study, the research strategy will be a mono method approach with an importance on collecting data in the form of qualitative interviews.

Unbiased information can be obtained, and a variety of perspectives are allowed by conducting four interviews with individuals who work in four different professions and different organisations, but all have a connection to the youth justice system. This will benefit the research project when analysing its findings. Interviewing individuals from a variety of backgrounds and experiences will better inform and enable the research project to gain insight into a variety of different perspectives, from social work, police, charities, and YOT. Whereas a survey questionnaire would have been predominantly closed questions and multiple-choice, which would not provide an in-depth view into answering the research question. This is supported by Steefkerk (2022) who stated quantitative research is expressed in numbers and graphs and only offers generalized facts whereas qualitative research express the words of the participants allowing for better understanding of thoughts and gathering in-depth insight into the topic. This is further supported by Cleland (2022) who states that with the help of qualitative research, you can better grasp experiences and ask questions that are difficult to answer quantitatively in order to comprehend human experiences. Qualitative research also covers the "how" and "why" research issues.

3.5 Time Horizon

The 'Time Horizon is the final layer of the research onion; it defines the amount of time needed to complete the study. Cross sectional time horizon has already been established, whereby data must be gathered and analysed within a specific time frame. Due to the research project being a small-scale study and within tight time constraints 'cross-sectional' is the most appropriate time horizon to be used.

3.6 Data Collection

Although the interviews will be open due to the participant's individual circumstances and time constraints, they will each be sent a pre-written question sheet, that will consist of several closed questions to aid gaining quantitative figures which will be displayed in written form. Included are open questions, allowing the interviewee to be expressive in their answers, and qualitative interview quotes displayed. Although the questions are a guide and the participants are free to talk it gives the participants an insight into the nature and theme of the interview, allowing them the chance to raise any ethical concerns with the researcher, and allow them to withdraw from the process altogether, giving time to find a replacement.

3.6 Data Recording and Analysis

The four interviews will be audio recorded using a voice recording mobile phone application, these will then be replayed and manually transcribed using Microsoft Word and attached to the appendix. To find recurring themes in the transcribed

interviews, the qualitative and quantitative parts of the interviews were originally meant to be entered into the internet thematic software NVivo however, due to technical issues the researcher used the scrutiny technique (Ryan and Bernard, 2003), whereby the four transcribed interviews were printed off and using different coloured pen's the interviews were analysed and reoccurring themes within the transcriptions were highlighted.

3.8 Limitations and Problems

Due to the interviews being open in nature the participants spoke freely this provided key in-depth data but also allowed the participants to go off topic, resulting in the interviews becoming lengthy and making the transcription and analysis lengthier and more difficult for the researcher.

3.9 Conclusion

This chapter of the research has successfully demonstrated the most appropriate form of research methodology by using one of the research onion framework. Each part of the model was broken down into its individual layers and the researcher explained his decision-making process.

Chapter 4: Data Analysis and Findings

4.0 Introduction

This chapter aims to accomplish the fourth objective in the dissertation: carrying out primary research, and then analyse the information gathered to develop an understanding of "what works" in early interventions measures aimed at stopping child criminality and anti-social behaviour; from the perspective of professionals involved with the development and or delivery of these measures.

4.2 Demographic Information

The below demographic information is to provide the reader with a better understanding about who the participants are without breaching data protection. Each participant was selected from differing organisations, with an equal mix of male and female and each participant having lengthy service to provide knowledgeable and broad range data.

Participant one is a female social worker with over twenty years of experience in her field and is currently responsible for fifteen children. This number is much lower than other participants due to the high level of involvement required by social workers.

Participant two is a male police officer with sixteen years of experience, with eight years working with children in the YOT, and he is currently dealing with forty-five children.

Participant three is a male, YOT prevention team leader and has held his role for eighteen years and is responsible for around forty children.

Participant four is female, charity prevention team worker and has held her role for around ten years, she currently has forty children in her care.

4.1 Data Analysis

The data collected was in the form of four interviews, recorded using a Goggle voice recording application, these recorded interviews were manually transcribed into a word document. To help in analysing the data the researcher initially tried using internet thematic software for the substantial amount of information contained within the transcribed interviews. However, due to technical issues the scrutiny technique was used (Ryan and Bernard, 2003). As the study is small-scale only the four primary themes identified were further analysed and compared to the literature from the literature review and discussed.

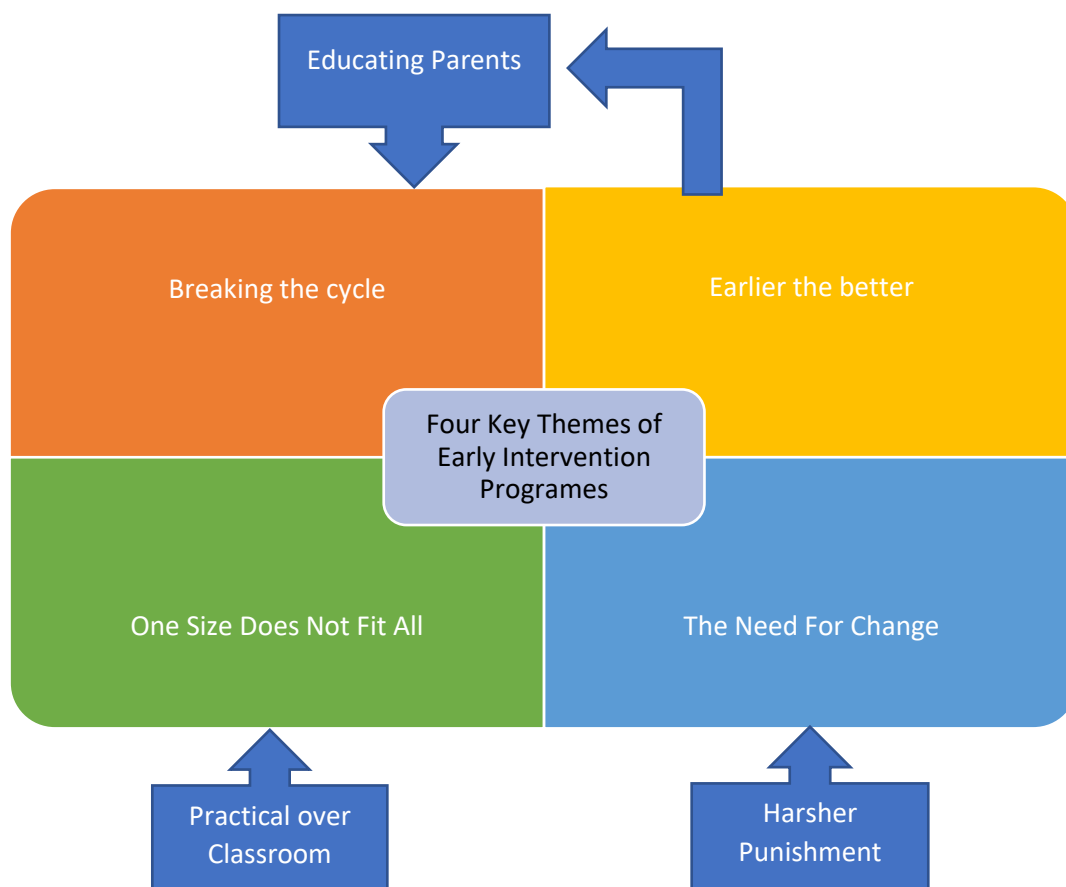


Figure four- Thematic Map illustrating the Key issues emerging from the research.

4.3 Theme One: Earlier the Better

Participants were asked which age bracket they feel is more responsive to early intervention programmes. The age limits given were from the start of child criminality of ten years old to eighteen. This question brought on lengthy discussions, with three out of the four participants feeling early intervention were suited to a younger age group, The following are quotes taken from the interviews expressing the views of the participants

“Out of the three age brackets I feel 10 to 12-year-olds are more receptive to changes. But in my opinion, it should be earlier the better, my meaning is that if you identify a young child as in need of help then intervention should begin before they start getting into trouble. Doing this you have more chance to embed learning and get them to think more, sometimes when they’re older bad influences are already embedded into them make it harder to work with and also peer influence plays a massive impact.” (Participant one)

participant one continued and stated early intervention should start as soon as possible, giving the child the chance to embed positive learning.

“I feel 10-12-year-olds are the most receptive this could be due to; as they get older there is peer pressure but the main reason, I feel is due to hormones. Once puberty starts, they take greater risks and become more defiant and push boundaries. If their behaviour could be sorted at a young age, they would be more inclined to come to the police if they needed help and not look at us like the enemy.” (Participant two)

Participant four felt differently, in her opinion

“Within the age brackets you provided I would say 10–12-year-olds are more open to early intervention and for the most part when you deal with police, YOTS etc the children will be ten years and upwards but as a charity we deal with every age of child, and I feel we have better results with the younger children. Also, as they get older, especially girls who naturally mature quicker than boys, you have the dreaded teenage years where their hormones are going everywhere and they push boundaries, so earlier the better to try and engage and hopefully get them to learn good behaviour.” (Participant four)

Participant three provided a split answer and felt 10- to 12 and 16- to 18-year-olds were most responsive to intervention programmes

“Although most of our referrals are for 13 to 15-year-olds. I think the most receptive to early intervention programs would be 10 to 12-year-olds as they are still open to education and 16 to 18-year-olds because they are more mature and understand what we are trying to do for them.” (Participant three)

“Although we don’t deal with them, I do know other agencies who carry out programmes with younger children and they seem to have better results. I think due to them being younger the parents have to be more involved which can benefit everyone because it places more pressure on the parent to alter their behaviour.” (Participant three)

Although participant three provided a split answer, all four agreed 13-15-year-olds were the least responsive to early intervention programmes and put this mainly down to puberty and hormonal changes supported by Marcdante and Kliegram (2020), Wang et al. (2010) and Guerra and Bradshaw (2008) who found biological changes have a profound impact on a child’s behaviour creating. However, all four participants agreed early intervention should begin at a younger age, this coincides with the U.K. Government 2011 report where it was outlined that intervention pathways which start at conception and continue through the child’s life.

4.4 Theme Two: One Size Doesn’t Fit All

Three participants provided similar answers saying they could not pinpoint one or two programmes as being more effective than any other. This is due to the diversity of the children and the experiences they had been through,

“This is a difficult question to answer because every child is different, different experiences different pressures there is a mix of what would work for one child

may not work for another and I'm unable to give you a conclusive answer."
(Participant one)

"I don't think there's a bad program we just have a range of interventions in our toolkit and it's just about seeing which one fits best, the thing is one size doesn't fit all." (Participant two)

Participant four spoke about parent and child participation and how this can influence the programmes used

"Every child is different, with differing constraints of what we can do depending on funding, and parent and child participation." (Participant four)

Alternatively Participant three stated

"I can't really give you figures now but pre Covid I ran Duke of Edinburgh Awards and out of all the children only one went on to reoffend, so that was one out of one hundred so I would say that programme is very effective."

Although, Participant three chose the Duke of Edinburgh awards as being the most effective, it was also mentioned they try the children with several activities until they find the best suited.

This plays into the theme "one size does not fit all" and supports the Tameside Metropolitan Borough, (2022), Slough Children First, (2022) description of the use of the YOT support panel where they discuss the child's past history, ACEs, and needs to try and formulate the suitable intervention programme. A subtheme was also identified where all participants agreed practical based programmes such as sporting activities or career-based programmes like auto motor repair or construction are much more effective than their classroom based counterparts confirming the Welsh

Governments stance on preventive programmes and reinforced by Hassan and Rosly (2021).

4.5 Theme Three: Breaking the Cycle (ACEs)

This theme was identified due to all four Participants commenting on ACEs influencing many children they deal with. All participants used the word "cycle" when discussing ACEs and claimed the behaviour of the child was a direct result of the parents' own ACEs, creating a vicious cycle, and spoke about parents needing to be educated and supported to deal with their own issues so they may help their children thus creating a sub theme.

Participants	Do ACEs impact on a child's behaviour	Children you deal with who have suffered 3 or more ACEs
Participants 1	Yes	100%
Participants 2	Yes	60%
Participants 3	Yes	70%
Participants 4	Yes	60%

Figure five- showing expert opinion on whether ACEs effects a child's behaviour and how many children in their care have suffered with three of more ACEs.

"I feel adverse childhood experiences play a massive impact on child's behaviour. Having a healthy relationship with parents or carer is really key in combating adversity and promoting skills like empathy good listening problem-solving and if you don't have that back home with the parents and there's a lot of disruption in the household for example, parents are using drugs or alcohol, domestic violence (DV) then they come back to that type of lifestyle where their needs are not met at home. (Participant one)

"I am currently dealing with a child who had witnessed domestic violence between his parents and has now started to become a domestic abuse aggressor himself, creating a cycle." (Participant Two)

The word cycle was repeated multiple times by the participants and all agreed ACEs was a key factor in most children's lives.

"It can be a generational thing, where you see the same families over and over repeating history and it's a cycle that needs to be broken, and this is tying back into ACEs the parents had it, the grandparents had it and so on and so on." (Participant three)

4.6 Sub Theme: Educating Parents

As the participants discussed ACEs a recurring sub theme was also highlighted, were there is a need of not only educating the children but also the parents as a way of trying to break the cycle of ACEs, this is typified by the sub-theme Educating parents.

"Education of parents is key as a lot of them don't know how to be good parents. No matter how much work you put into child in terms of education programs if you don't have a safe space to go home to there's no way you can make any significant changes in a child's life." (Participant one)

"I have said this for many years you could have the best intentions and conduct loads of preventive work but if the child goes back to that same environment every day you are just sticking a plaster over things. I think educating parents is the most effective way of dealing with a child behaviour." (Participant three)

"I also feel that education needs to be drummed into to parents. If you've grown up in the household with violence, drugs etc and no positive role models how are you expected to be well balanced parents yourself, another example is if a child gets taken into care and they have moved from foster home to foster home they have not lived a stable life and all of a sudden they are now caring for an infant with no idea of what to do and who will they turn to if they have no parents and positive role models for advice." (Participant four)

All four participants agreed ACEs have a massive impact on a child's behaviour, supporting the U.S Department of Health study (2011) which reported significant correlation between ACEs and youth offending.

The word "cycle" was used numerous times when discussing ACEs and participants claimed the behaviour of the child was a direct result of the parents' own ACEs, creating a vicious cycle. This tied in with early research conducted by Patterson et al. (1989) where it is claimed thirty to forty percent of children's anti-social behaviour was a result of the influences by parents and family. This was later supported by Dishion (1994) who stated inconsistent parenting was linked to behaviour and conduct problems within young children.

Tying in with further statements by the participants who spoke about the need for parents to be educated and supported, in dealing with their own issues so they in turn help their children thus breaking the cycle. A large-scale study of 278 families

conducted by the British Department of Education over a one-year period demonstrated the link between good parenting habits and better outcomes for children in a wide range of emotional and behavioural issues (Scot et al. 2012). Lindsay and Strand, (2013); Scot et al. (2012) provide further evidence that parenting programmes are a tried-and-tested method to increase the number of loving environments for children, which in turn encourages good behaviour and prevents the emergence of behavioural, emotional, and social issues. A later review conducted by Gray et al. (2018) mirrored earlier research and concluded Parenting programs are efficient interventions to lower child behaviour problems, enhance children's general emotional and behavioural growth, and boost good parenting habits.

The direct correlation between the child and the parents' behaviour has now been addressed by the participants organisations and all now provide some form of parenting classes in line with the Welsh Government's (2016) five-year strategic plan "Taking Wales Forward, which identifies precise objectives to guarantee that every child in Wales has the best start. Through continuous and enhanced use of parenting programs, which supports families in reducing ACEs.

4.7 Theme Four: The Need for Change

Theme four was established when all participants agreed there is a serious lack of financing and resources and felt community-based initiatives like youth clubs and sporting events should receive more attention to encourage children to participate, and to offer them a safe environment in which to gather.

“We are severally underfunded, and I know lots of social workers that have left the job because of the lack of funding. In regard to the children there is nothing for them to do, no youth clubs or activities to get them involved so the lesser crimes like ASB are caused by boredom. Once you get to comp age 11 or 12 you want to be with your mates if you don’t have some where to go you are going to start to get into trouble.” (Participant one)

“Better resources and funding, lot of young people are saying there’s nothing to do nothing for them to do around the area. I think if they had youth shelters better sports facilities that would certainly help.” (Participant three)

“At the moment we are losing the battle, it’s like going to war with a kid’s water gun it’s just not working. Not just my organisation but in the whole youth sector there is a severe lack of funding.” (Participant four)

This severe lack of funding was echoed by all four participants who have all been in their careers long enough to see the negative results of austerity caused by the large-scale spending cuts by the UK government and further supports the report published by the YMCA who calculated a total decline in spending on youth services to be seventy percent since 2010. Also, the participants agreed there needed to be further funding to help support youth clubs and other activities to provide children safe and engaging environments.

“Over the last ten years our team has changed massively, we are down to a third of the size we were ten years ago. We had around ninety staff previously now we down to twenty-five.” (Participant three)

4.8 Sub Theme: Harsher Punishment

Three out of four participants also felt harsher punishments were also needed if children continued down the road of criminality and felt there was no deterrent, if they continue to cause problems.

*“All the children are highly active on social media, they all know the ins and outs of each other’s lives, if someone had a harsher punishment that would reverberate throughout the community, and it would make other children think about their actions and the consequences of what could happen to them.”
(Participant four)*

“I feel harsher punishment is required to stop children offending there’s just no deterrent anymore.” (Participant three)

Participant one spoke about when the children are incarcerated and felt they are treated better inside the detention centre than they are outside.

“If they commit a serious offence and are placed in a secure unit, they are given play stations, four meals a day, clothes, Christmas presents, spending money. They have more luxuries inside the secure unit than they do if they were outside so where is the punishment where is the deterrent if they are better treated inside the secure unit, I know some children reoffend to come back inside because they have a better life.” (Participant one)

These findings go against a report conducted by the Youth Justice Board (YJB) (2002) which directs away from harsher punishment and was later supported by Prior and Mason (2010), which showed no evidence of punitive sanctions, restrictions, and regulations placed on youths had any effect in preventing offending or reduce recidivism rates, and is further supported by participant two’s statement

“We have to remember they are children.”

Chapter 5: Conclusion and recommendations

5.1 Introduction

This chapter will provide a through conclusion to the research project and speak about the limitations faced by the researcher. The project will complete the final objective by providing three recommendations, before ending the research project by providing a self-reflection.

5.4 Conclusion

The aims and objectives of this research project have been successfully achieved, although it has failed to provide an exclusive answer to the research question “Examine the essential elements of “what works” in terms of early interventions to stop or reduce child criminality and anti-social behaviour.”

Firstly, the research project explored the laws and regulations in England and Wales that serve as a foundation for any preventative and early intervention programmes for better understanding. Secondly drawing on Peer-reviewed papers, academic theories, the researcher has tried to identify elements of “what works in terms of early interventions however the researcher came across key stumbling blocks. ACEs and hormonal changes which can have an adverse effect on a child’s behaviour, were explored, and further academic research was conducted however, it was established

that due to the enormous number of YOT, widespread funding cuts across England and Wales, deprivation, ethnic and cultural diversity, as well as child and parent support, a conclusion about "what works" was not possible.

Instead, each programme was unique and designed to meet the needs of an individual child. Although it demonstrates the value of intervention in children at any age, it was found that parenting-focused programmes had the best potential to increase the availability of nurturing environments for children, both to promote good behaviour and to head off the emergence of behavioural, emotional, and social problems as well as to stop the intergenerational cycle of crime.

Further academic research was then conducted in the form of four qualitative interviews, these were held with individuals who work in four different professions, but who have a connection to the youth justice system. This benefited the research project when analysing its findings as it provided unbiased information. The four interviews were transcribed and thematically analysed to produce four key themes and three subthemes.

Theme one "earlier the better" established that intervention programmes should begin at a very young age, this allows for positive behaviour to be ingrained before hormonal changes take effect as well as aid in helping the child combat ACEs.

Theme two "one size doesn't fit all" is where all four participants could not pinpoint essential elements of what works in terms of intervention programmes and stated that

each child is different, and they tailor the programmes to meet the need of the child. This further supports the researchers' conclusions as well as the YOT use of support panels which discuss the child's history and needs to formulate a suitable intervention programme. However, a subtheme was identified where participants concurred that programmes based on practical experience were more beneficial than those taught in a classroom, corroborating the Welsh Government's stance on preventive programmes and reinforced by Hassan and Rosly (2021).

Theme three "Breaking the Cycle" found ACEs had influenced many of the children. The participants had dealings with and claimed the child's behaviour was a direct outcome of the parents' own ACEs, which can lead to a vicious cycle. Due to this, a further subtheme was created where participants agreed, to see any change in the child's behaviour, there first needs to be a change in the parent.

Theme four "Need for Change" addressed the serious lack in funding and resources available to youth services and all four participants agreed more money was needed to try and establish youth clubs, sport clubs and other activities to offer the children safe environments for them to gather and opportunities to experience different activities rather than being on the streets. As a result of these findings and of the research, the researcher provides recommendations.

5.3 Limitations

This research project had three main limitations: firstly, due to the study being undergraduate level there were limitations on the size and word count of the study, this restricted the researcher to only having four interviewees and restricted the amount of qualitative data collected. Additionally, it limited the use of quantitative data collection, which would have been highly beneficial for gathering data for statistics and numbers.

Secondly due to the sensitive nature of child intervention programmes and ethical considerations, youths were not included in this study, thus not providing a true reflection of works in terms of early intervention programmes. Considerations and efforts were made to try and source adults who had been through intervention programmes when they were children. However, due to data protection the author could not gain any details of any person to approach. The interviewees were also asked if they could source individuals, they knew who had been involved in early intervention programmes however, all refused to take part in the study.

Thirdly, due to the Coronavirus epidemic in 2020-2022 and the large-scale lockdowns across the UK the researcher was unable to gain up to date data regarding early intervention programmes and accurate figures regarding child offending. This was due to schools, shops, events, and courts being closed or cancelled. Children and adults were placed into family bubbles and for the most part kept separated from each other

to reduce infection rates. This in turn reduced overall crime rates and placed tight restriction on intervention programmes, with many having to be cancelled.

There were also limitations and health risk issues to consider when conducting the interviews, this was demonstrated when the fourth interviewee (probation officer) was unable to attend due to being infected resulting in the author having to find a replacement.

5.5 Recommendations

The researcher provides recommendations derived from the different discoveries and knowledge gained from performing the research project and expert interviews. The researcher feels these recommendations are best suited to be implemented by Youth Offending Teams, as they are at the heart of early intervention and are an amalgamation of a variety of organisations, so they are more likely to elicit support from them in achieving the recommendations.

1. Focus on provide educational programs for parents, that will enhance their behavior toward their children, aid in their understanding and resolution of continuing challenges, increasing parental involvement and responsibility.

The research study and interviews revealed a strong connection between how a parent can negatively influence a child's behaviour and although there are currently

some programmes for parents with the Welsh Government's five-year strategic plan "Taking Wales Forward" and the UK Government "Opportunity Pathway" providing minimal support it is evident greater effort is required. By YOT incorporating parenting programmes into their working model it would eliminate the dependence on other agencies to implement such programmes. The success of these parenting programmes can then truly be measured against child intervention programmes and the behaviour of the child in an effort to break the intergenerational cycle of ACEs.

2. Teach children as part of the school curriculum about healthy lifestyles, relationships, and appropriate behaviour so they are able to understand ACEs are not the norm and help professionals identify children who need further support.

Intervention programmes are currently targeted at troublesome children or families, but if more children are taught on how to deal with arising issues, the better off their future will be. Teaching children as part of the school curriculum about healthy lifestyles, relationships, appropriate behaviour, and how to speak successfully without becoming angry or submissive would develop fundamental skills and help identify families that may need further support. This can be achieved by YOT who have extensive experience in this field, to liaise with police school liaisons, ASB officers, charities, and schools to help deliver suitable programmes.

3. Seek funding opportunities from Welsh government sources to improve child services.

Although the Welsh government has slowly started to increase the budget for child services it would be disadvantageous to seek additional funding across the whole country due to the UK being subject to acute economic austerity. Therefore, if a region of Wales was supplied with additional funding and resources and used as a trial area to determine if the above recommendations worked in lowering child criminality or improve a child's quality of life. Then further study's may be conducted which would add evidential support to any additional funding which may be sought in the future to further expanded child services throughout Wales.

5.6 Self-reflection

As the research project progressed, the researcher developed a thorough understanding of the challenges faced not just by the children but also by their parents and the youth workers who were attempting to assist them.

The researcher had occasionally struggled with time management and self-study while working on this project. The independent self-learning process, the value of time management, not being too proud and seeking help from lectures and tutor were all lessons learned during this research, which has proven to be crucial throughout this research project.

It was the researchers aim to identify essential elements of "what works" in terms of early interventions, however, this research failed to provide a conclusive answer. This provided the key to intervention One size does not fit all. The increased knowledge gained from this study; will enable recommendations to be put forward to help improve the current situations.

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7. Appendices

7.1 Appendix one: Transcription of interviews

Interview 1 social worker –

Question one.

Female

question two.

41-50 years

Questions 3 and 4.

I have worked as a social worker for over 20 years and am currently responsible for around 15 children on my workload, although this can vary from social worker to social worker depending on what sector you are working in if your local authority is much higher, and voluntary tends to be lower.

Question 5.

The children I come into most contact with are the age of around 16 to 18 years old you.

Question 6 and 7.

Out of the three age brackets I feel 10 to 12-year-olds are more receptive to changes. But in my opinion it should be earlier the better, my meaning is that if you identify a young child as in need of help then intervention should begin before they start getting into trouble. Doing this you have more chance to embed learning and get them to think more, sometimes when they're older bad influences are already embedded into them make it harder to work with and also peer influence plays a massive impact.

Question 8.

Programs usually used by myself and other social workers are restorative practice online workshops, training, educational based programs where we try to teach children about safeguarding online grooming and generally trying to keep them safe by acknowledging red flags, parenting classes which are parents understand other children going through the consequences of their behaviour on their children, adverse childhood experience training is also provided to parents. In regard to any criminality, I would refer the children onto youth prevention team, this may entail antisocial behaviour or any concerning behaviour which may steer the child down the wrong road. I also liaise with the youth offending team where I carry out further referrals by carrying out antisocial behaviour orders and sit on a panel with youth offending team whereby, we will discuss the needs and concerns of the child and forming a plan best suited. An example of this is when I was sitting on a panel and I was discuss family dynamics and root causes of the children's problems.

Question 9.

This is a difficult question to answer because every child is different, different experiences different pressures there is a mix of what would work for one child may not work for another and I am unable to give you a conclusive answer as there is no one program is 100% success rate there needs to be overall support to encourage child away from criminality. If I had to put a number on it I would say six out of ten are effective.

Question 10.

In my experience I find restorative practice to be the least effective. I think most tend to show remorse, so they don't have to engage in other programs and they feel it's the easiest option. They struggle to understand empathy as they don't have any home.

Question 11 and 12.

I feel adverse childhood experiences play a massive impact on child's behaviour because depending on what a child experiences and the traumas they go through when they are growing up, for example parents who don't provide a safe secure loving relationship to children where there are not any healthy boundaries affection or praise it really affects a child's behaviour. I think a healthy relationship with parents or carer is really key in combating adversity and promoting skills like empathy good listening problem-solving and if you don't have that back home with

the parents and there's a lot of disruption in the household for example parents are using drugs or alcohol, DV then they come back to that type of lifestyle where their needs are not met at home. Children may do prevention programs but if they have not got that safe carer in the household to train reinforce good practice it's very hard to get a child out of it's bad habits. When a child has ACEs they don't have a secure base at home making it very hard for them to express their feelings in a normal way. Out of the 15 children in my care I would say all have suffered at least three adverse childhood experiences so yes it does play a massive impact on a child's behaviour.

Question 13.

Education of parents is key as a lot of them don't know how to be good parents, what I've seen in my job over and over again is that the parents had been failed by their parents and there is a cycle over and over again. So, they have experienced ACEs in their childhood or they've had an absent parent or lots of things going on so that they don't have a learning from a positive role model to be able to understand what a child's needs are emotionally it becomes a vicious cycle. We provide parenting classes where they try to resolve some of their own issues and try to get them to understand what the child is going through. We are especially working with teenage parents before they have even given birth to try and instil good behaviours.

When we get a referral for a child we don't only look at them but at the whole family. By getting the parents involved, in explaining the risks in the child's behaviour and educating them and giving them responsibility on how child is developing and how we move forward it empowers them to make right decisions.

In essence we are re-educating parents to be parents example of this is our special parenting team which conduct a 12 week intensive education program which is all about understanding a child's basic care needs understand what secure attachment is why that is so important so child can develop and achieve their potential.

No matter how much work you put in to child in terms of education programs if you don't have a safe space to go home to there's no way you can make any significant changes in a child's life.

Question 14.

There are a lot of parents who don't take responsibility and blame other people and that the challenges I have, the motivation for change is not there because they are so involved in their own drama and this is where ACEs comes back into place where they are more concerned with drugs, violence, relationships they seem to be all about themselves is very hard to work with them however you do get some parents

that are receptive and really appreciate the help and support and take on the constructive criticism. I would say out of ten parents only two would be truly receptive to change.

Question 15.

I think family therapy would be one of the key points needed, children find it hard to express themselves sitting down and talking with each other will help parents understand what the child is going through and place ownership onto the parent seeing a child upset. I also feel funding is a key point they would change with my 20 years experience funding has decreased whereas demand has gone up.

Question 16.

We are severally underfunded, and I know lots of social workers that have left the job because of the lack of funding, which is putting greater pressure on us, but in regard to the children there is nothing for them to do, no youth clubs or activities to get them involved so the lesser crimes and ASB are caused by boredom. Once you get to comp age 11 or 12 you want to be with your mates if you have on where to go you are going to start to get into trouble however I do feel harsher punishment is required to stop children offending, as a deterrent. If they commit a serious offence and are placed in a secure unit, they are given play stations, four meals a day, clothes, Christmas presents, spending money. They have more luxuries inside the secure unit and a two if they were outside so where is the punishment where is the deterrent if they are better treated inside the secure unit, I know some children reoffend to come back inside because they have a better life.

I also feel parents should be held accountable for their child's behaviour I think a fine system should be instated in an effort to get parents more accountable.

Interview two police officer-

question one.

Male

Question two.

31-40 years

Question three.

I have 16 years' experience as a police officer with six years dealing with children.

Question four.

I am a police officer currently working on the youth offending team, which is a multi agency department consisting of police officers, social workers, council workers and other agencies with the aim of preventing youth offending or they have been arrested to assist them with the legal process and hopefully rehabilitate and give out of the system in the future.

Question five.

My team currently has 45 children who we are in contact with.

Question 6.

16-18 years

Question 7.

I feel 10-12 year olds are the most responsive this could be due to as they get older there is peer pressure but the main reason I feel is hormones. Once puberty starts, they take greater risk and become more defiant pushing boundaries. Whether catching the children at an earlier age would help I don't know, I only deal with kids 10 years and up, but I can't see it doing any harm in trying to nip it in the bud. Thing is as a police officer the child must have done something wrong before I see them so if that could be eliminated it would benefit everybody. With children we deal with they see us in negative light because we are arresting, or telling them what to do, if their behaviour could be sorted at young age, they would be more inclined to come to the police if they needed help and not look at us like the enemy.

Question eight.

In regard to prevention, we could initially attend a youths home address and just conduct a home visit, which would involve us just sitting with the child and discussing his behaviour, sometimes a police presence is enough to stop the bad behaviour. Providing educational programs for the children and their parents for example child sex exploitation, the aim is to try and educate them to make right decisions in the future. In the youth bureau we have was called YRD youth restorative disposal which is basically large folder of information about the child the offence committed and recommended disposal of how to deal with a child you are in no condition to complete the YRD. This is where the person takes full responsibility for their actions and shows remorse sit with the victim of crime and listen to how it is impacting on the victim's life I feel this is the strongest tool we have in our toolbox.

We also provide group sessions where we went into schools and talked to children about the conditions for example there was knife crime incident in the local area so we set up a workshop for schools in that area for ages of 14 to 16-year-olds and another victim of a knife crime as a guest speaker.

Question 9.

They can be effective, but it all depends on the child and their past experiences and how willing they are to engage. It takes a lot of time and patience to break down barriers and for them to start trusting you that they can be effective. I would say 9 times of 10 it seems to work.

Question 10.

Don't feel there's a Pacific program that doesn't work you have to try a couple see which one fits. The intervention could be as simple as calling for a walk just to get the child to engage there's not one set rule it's all about finding out which program works best for that child. I don't think there's a bad program we just have a range of interventions in our toolkit and it's just about seeing which one fits best "one size doesn't fit all".

Question 11.

It's massive even years ago professionals had training but in the last 10 years it's really come into focus. The children having educational lessons not necessarily

about ACES but domestic violence, alcohol, drug addiction, sexual exploitation and to recognise danger cues and seek help and advice.

ACES is a massive part of what we do specifically in that massive amount of children we deal with I can't put a figure on it but say about three quarters of the children experience some form of ACES when you look through their history. An example of this is a child I'm currently dealing with who and witnessed domestic abuse between his parents and now has started to become a domestic abuse aggressor himself creating a cycle, but I would think it would be unfair to say that everyone who comes to us has a cycle of ACES.

Question 12.

I would say around 7 of 10 children I deal with would have been affected by ACES.

Question 13.

We don't normally educate parents, we do try and involve them with decision making. Speaking to them about their child's behaviour.

Restorative justice would probably be the most we deal with parents can then the setting with the child, the victim and us and discussing how the child is made the victim feel seems to be quite impactful on the parents and does shock them, but I do feel in general parents should be educated so they are better aware of what their child is doing and how to make efforts to control their bad behaviour.

Question 14.

I would say 80% or more of parents are receptive to assistance if not more but were also plays a big part if the person is engaging with no all depends on how me the social worker the council worker wherever speaks to them.

Question 15.

I think this is such an open-ended question, we need more resources more funding in prevention. More work in prevention rather than being reactive more youth workers more youth clubs' places for the youths to go. Being proactive in giving somewhere for these kids to go to hang around and be with their friends. More funding for preventive programs to get these kids off the street for example sports activities. It's not going to help everyone, but it will help. More agencies can be involved instead of the police, we haven't got the answers and should not be involved in preventative measures.

Question 16.

I think at the moment things are proportionate and I don't feel harsher punishment would help. We have to remember they are children.

Interview 3 prevention team worker-

Question one.

Male

question two.

31-40 years

Question three.

18 years

question four.

I am currently working as a prevention coordinator basically meaning a work on the prevention programs with children in an effort to stop them getting embroiled into criminality.

Question five.

At a guess I would say I am currently responsible for around 40 children.

Question six.

13-15 years

Question seven-

although most of our referrals are for 13 to 15-year-olds. I think the most receptive to early intervention programs would be 10 to 12-year-olds as they are still open to education and 16 to 18-year-olds because they are more mature and understand what we are trying to do for them. With the older ones mostly we try and explain that as they are getting older the consequences became greater and if you want nice things then you got to work and stay out of trouble. Although we don't deal with them I do know other agencies who carry out programmes with younger children and they seem to have better results. I think due to them being younger the parents have to be more involved which can benefit everyone because it places more pressure on the parent to alter their behaviour.

Question eight.

The core of our work is target offending, so that could be child sexual exploitation, knife crime, drugs, motor vehicle crime, substance abuse among others. Pre covid I would conduct a lot of outdoor activities, we have a well-being officer who deals with the gym, bikes, we have a nail salon, cooking lessons, all activity based to get the children to engage, and we keep trying the children with different activities until they find one which they really like, it's all about getting to see which one fits. Once they are enjoying, we can try and break down barriers and engage with them to try and alter their behaviour.

Question nine.

I can't really give you figures now but pre covid I ran a duke of Edinburgh awards and out of all the children only one went on to reoffend, so that was one out of one hundred so I would say that programme is very effective.

Question ten.

I feel classroom-based programmes are least effective. If you do classroom-based session you will not get very far with the children, it needs to be practical to get them engaged physically as well as mentally.

Question eleven.

I think so, I think ACES plays a massive part in the way a child behaves, having done this job and seeing the upbringings some of these children have had it makes me appreciate my childhood and thankful for the parents I have, it's just something that you take for granted.

I think it's a huge part of the way people behave and act, for a lot of them it's about having structure and routine. If a child is on a reduced time table from school then we will try and fill their day with activities so they have routine. I think we all need that no matter how old we are.

Question twelve.

I would estimate 7 out of 10 children are sufferers of ACES.

Question thirteen.

It's something we are trying to expand into. I have said this for many years you could have the best intentions and conduct loads of preventive work but if the child goes back to that same environment everyday you are just sticking a plaster over things. Working with parents is a massive part of it we used to have a parenting worker here but we don't anymore due to funding cuts but it is something I am trying to bring back. Over the last ten years our team has changed massively, we are down to a third of the size we were ten years ago. We had around ninety staff previously now we are down to twenty-five.

I think educating parents is the most effective way of dealing with a child's behaviour. It's hard being a parent and some are better than others you also find it can be a generational thing, where you see the same families over and over repeating history and it's a cycle that needs to be broken, and this is tying back into ACES the parents had it the grandparents had it and so on and so on.

Question fourteen.

I would say most parents are receptive to assistance estimating around 90%.

Question fifteen.

Education from an earlier age I would rip up the current curriculum base more education on life skills, better resources and funding lot of young people are saying there's nothing to do nothing for them to do around the area. I think if they had youth shelters better sports facilities that would certainly help. Only now are we are starting to have these pop-up football schemes but which aren't permanent, and across Swansea we only have three youth clubs Swansea is a big place with lots of children three youth clubs isn't enough.

I think having a big push in educating parents would certainly be a road I would go down and parents knowing that they could go and see somebody if they needed help. The police and social workers only come into contact with parents when his hitting crisis point, they should be early prevention for them also.

Question sixteen.

I feel harsher punishment is required to stop children offending there's just no deterrent any more but also there needs to be swifter justice the timeframe from being arrested to being charged can range from a couple of months to a couple of years so.

Interview 4 charity worker.

Question 1.

Female

Question 2.

31-49 years

Question 3.

I have 10 years' experience

Question 4.

I am currently working for a charity as early help/prevention team leader. The main purpose of my job is help assist children how are going down the wrong path and are at the cusp of engaging in criminal activity. I also deal with parents how have been referred to us through social services.

Question 5.

As a team we are responsible for around 35- 40 children.

Question 6.

13–15-year-olds

Question 7.

Within the age brackets you provided I would say 10–12-year-olds are more open to early intervention and for the most part when you deal with police, YOTS etc the children will be ten years and upwards but has a charity we deal with every age of child and I feel we have better results with the younger children. Thing is as they get older, especially girls who mature quicker than boys you have the dreaded teenage years where their hormones are going everywhere and they push boundaries, so earlier the better to try and engage and hopefully get them to learn good behaviour.

Question 8.

We run a number of prevention programs which are all practical based, these can consist of learning practical skills from carpentry to mechanics, beauty therapy to help the child build up their skills which assist them in finding employment once they come of age. This is due to most the children come to us are not very academic are very short attention spans. We also incorporate sports into programs for example football tennis walk-in cycling, anything really there would get the child interested so that we can then start breaking down barriers between them and us in an effort to

find out why they have been behaving the way that they have. We also offer parenting classes which help parents/guardians learn how to deal with the feelings.

Question 9.

This is a very hard question to answer, I feel if all the pieces were in the right position these prevention programs would be very effective however every child is different with different constraints of what we can do funding parent participation outside influences geographical boundaries this is where you have to try a number of programs to see which one is best suited to the child but in general I would say they are 6/10 times effective.

Question 10.

I would definitely say classroom-based programmes be the least effective, it's very hard for a child who is not academic and sometimes can't even read or get them to sit there in front of a screen and have someone talk them for an hour.

Question 11.

Most the children we deal with have experienced some forms of adverse childhood experiences and they play a major part in the way the child behaves. This is a major part of what we do in regards to rehabilitation by carrying out the practical sessions we train and engage to them while they're busy with their hands. It's all about trying to find the root cause of the problem and help them come over it. Unfortunately for these children the behaviours they've experienced in the household become normalised which then sets them to the same cycle their parents have been down this. But I would say not all of children have had ACES some of the children's behaviour I would put down to hormonal changes where they are trying to find their feet and their place in the world by engaging in their behaviour. If I had to put a figure on it I would say 7/10 the children have had three or more ACES. I see it all the time, the children I deal with now have parents which the charity dealt with when they were children. I'll give you an example my colleague was helping a child 15 years ago, her parents were drug addicts and there was domestic violence in the household. She then became involved in that lifestyle now I am trying to help her daughter. It's a vicious cycle.

Question 12.

Yes as I previously said we do educate parents however I don't deal with that side of things and so I can just give you limited information of what happens. They normally get referred to us by social services as they've picked up a need for the parents to be educated on how to deal with their children, this could be simply just listening skills so they can talk and listen to the child with the problems, teaching them how to be respectful parents as they were never shown, and they didn't have good role models. Same again that this ties in then with adverse childhood experiences child is experiencing it the parent has experienced it and it's an ongoing cycle which I feel will never stop until there is a genuine change in a parent's behaviour so I feel these programs are the most essential and only helping the parent for helping the child and can be the most effective programs we offer.

Question 13.

I would say about 80% of parents are receptive to assistance, the quite helpful in bringing the children to the programmes open for conversations with us, there is no legal requirement for the children to attend our programs so is all down to parents approval but I do feel some parents are just doing it to keep social services off the back and when you train totems the not really interested they just going through the motions.

Question 14.

I feel greater funding is needed to help assist us in improved prevention programs severe lack of money has restricted us. At the moment we deal with children who are starting to engage in criminality if we had greater funding we could start a prevention programs at an earlier age where their minds are more open to change. I also feel that education needs to be drummed into to parents. If you've grown up in the household with violence, drugs etc and no positive role models how are you expected to be well balanced parents yourself, another example is if a child gets taken into care and they have moved from foster home to foster home they have not lived a stable life and all of a sudden they are now caring for an infant with no idea of what to do and who will they turn to if they have no parents and positive role models for advice. This is why I feel greater emphasis needs to be put on parents with not only educational programs but also making them financially responsible for the children's behaviour, I mean if you are engaging with services and I generally trying

to gauge child I think that's fair but if you are just sitting back and thinking more about your relationship with your partner more concerned about drugs or whatever there should be sanctions placed upon you, the problem is the very selfish so I feel that if you sanction them financially that could help.

Question 15.

At the moment we are losing the battle, its like going to war with a kid's water gun it's just not working. Not just my organisation but the whole youth sector there is severe lack of funding. I know we have spoken about ACEs and parenting but for the most part kids are good they just need something to get them engaged. If we had more youth clubs, sporting activities, arts, and craft I could go on and on, but the point is if they could go some where safe where there are adults who the children trust it would build bonds and they could be steered into a productive and happy life. It would also mean that if they needed help, they could have someone an adult who is not their parent or carer that could offer sound impartial advice. But I do feel harsher punishments may be required I feel that it would work as a deterrent. I mean if the prevention programs aren't working and the child is getting more and more into criminality, we can't keep giving them cautions or restorative justice, and I think because all the children are highly active on social media they all know the ins and outs of each other's lives if someone had a harsher punishment that would reverberate throughout the community and it would make other children think about their actions and the consequences of what could happen to them.

7.2 Appendix Two: Dissertation Proposal



UNDERGRADUATE DISSERTATION RESEARCH PROPOSAL FORM

Please complete the following research proposal and submit it to Turnitin.
Please get rid of the red writing for your final submission.

NAME: Jumshaid Iqbal	STUDENT ID No.: 1920682
DRAFT RESEARCH TITLE QUESTION: Examine the effectiveness of educational programmes in preventing reoffending among children. The focus of the dissertation will be on whether educational programmes are helpful in preventing children from reoffending, based on a literature review and research of public and professional perceptions. The reason for this particular research stems from the authors personal experiences of dealing with the same youths continuously reoffending, in his profession. Statistic of forty seven percent of adults reoffend and are reconvicted within one year of being released. For low level offenders who serve under twelve months this increases to sixty percent. For children in custody the reoffending rate rises to seventy five percent (Prison Reform Trust, 2022). The system has not only failed the children, but it has also resulted in overcrowding in youth detention centres, increased overall expenditures, and aided with the appalling public perception of the youth justice system (Youth Justice Board, 2021). The media has also contributed to the public's poor impression of teenage criminality, oblivious to the probable underlying causes of why children transgress (National Youth Agency, 2011). The importance of this focus stems from the fact that if children are not placed in educational programmes or in the appropriate programme for them, they are more likely to reoffend, and as a result, if youths continue to reoffend they may begin to conduct more serious crimes, resulting in prolonged imprisonment. If the preventive programmes are ineffective, the children may continue to commit crimes until they are no longer minors, at which point they will be sentenced to an adult prison, perpetuating a cycle of crime, deprivation, and imprisonment. This research will also look at some of the fundamental reasons why certain young people act the way they do, known as Adverse Childhood Experiences (ACEs) (Harris, 2018, p.53).	

This study will not only contribute to alerting the general public about the causes of youth crime (ACEs), it will help in educating them about young vulnerable people, and assisting them in preventing their children, family members, or acquaintances from being involved in criminal behaviour. It will also provide recommendations for improvement to the local police force, and council, no matter how minor this could impact the education system.

SUMMARY OF RESEARCH OBJECTIVES:

Objective 1: Through a thorough literature review, the first goal of this study is to investigate the concerns of child reoffending and if educational interventions help prevent it.

Objective 2: Secondary research from relevant articles will be used to conduct a literature review to establish how ACEs affects a child's physical and mental health, and how this may lead to the child to engage in criminal behaviour.

Objective 3: The public's opinion of teenage criminality will be investigated using surveys in order to determine whether they feel educational initiatives are effective or whether alternative ways would be more appropriate in stopping reoffending.

Objective 4: Professional/s will be interviewed to investigate whether they believe educational programmes are beneficial in preventing reoffending among children. This will also provide an insight into which programs they feel are the most beneficial.

LITERATURE REVIEW:

On the 12th of February 1993, a two year old boy by the name of James Bulger was abducted from a shopping centre in Liverpool by two, ten year old boys, Jon Venables and Robert Thompson. Venables and Thompson were tried and convicted as adults, for the torture and murder of Bulger (Smith, 2011). This horrible event brought to light the truth that minors are capable of monstrous deeds, and as a result of extensive media coverage of the case and the vilification of all youths who commit crimes as monsters, public perception of the youth justice system fell, prompting calls for tougher sanctions (Liverpool Echo, 2001). However Noble 2018 described The Bulger case as being:

“Fed into a political, media and as a result public climate of opinion that young offenders were wicked, irresponsible, immoral and evil. But these perceptions are based on an extremely rare crime and invalid presumption of an unfit system, fuelling more general stereotypes and knee jerk responses”.

(Noble, 2018, p.01).

Jackson (2015) puts the two boys' similar childhoods as the root cause of the murder, with parent separation, poverty, lack of education, domestic abuse, sexual abuse, and parent addiction. This is supported by research conducted by the U.S health Maintenance and the centre of Disease control and prevention (1998), where the large-scale study looked at the ten below Adverse Childhood Experiences (ACEs), and linked them to various health condition, including mental disorders and offending.

ACEs are traumatic, and highly stressful events that take place during childhood. This can be a singular event or sustained threats to a young person's safety, whether that be physical or mental (Young Minds, 2018). Although research conducted by the Scottish government agree with the 1998 study, they stipulate there are additional ACEs such as grief, bullying, and poverty which may have comparable long-term detrimental impacts to a child's physical and mental health, making them more likely to be linked to criminogenic risks including substance and alcohol abuse, poor education, deprivation, and mental health problems (Gov.Scot,2018). A study conducted by NHS Wales, showed youth prisoners with four or more ACEs were 3.4 times more likely to be prolific offenders than other prisoners with no ACEs (NHS Wales, 2018).

Whereas an American quantitative study reported a significant correlation between ACEs and youth offending. The study found that ACEs were correlated with an increase in odds of youth offending and reoffending of between 23 percent and 35 percent, depending on the exact nature of the ACEs and of the offences committed (Sack, et al, 2014).

Though recent years the British Government has taken note of studies conducted on ACEs and has gone against popular public opinion of harsher punishments and continued incarceration of youths (Nature Climate Change, 2022), and has chosen to try and educate them to try and break the cycle of reoffending . A study conducted by Mohamed and Mohamed (2014) established, youths who were enrolled into educational programs while incarcerated had lower recidivism rates, had higher employability rate, and lower reoffending rate than those who did not attend the programmes.

This is reflected in the youth justice statistics where it has shown an overall decrease to 34 percent in the rate of youth reoffending, the lowest it has been for ten years, even though the reoffending rate has been steadily falling in the last six years the 2021 rate could have been as a result of the Covid 19 restrictions (National Statistics, 2021). However, this is contradicted in an article by Children and Young People Now, who state that although overall child offending has decreased, a bigger proportion of young people entering the system are repeat offenders and those with the most severe behavioural issues. According to statistics, the percentage of young people who reoffend within a year of being convicted of a crime has increased in the last ten years, with more than two-thirds of those who get a jail term reoffending (Children and Young People Now, 2022).

Although these statistics are contradictory, their views on education are the similar as other bodies. The Welsh Government stated that for rehabilitating youth offenders a strong focus should be placed on Functional skills, for example numeracy and ICT and a strong learning core coupled with more engaging practical lessons i.e., sports, arts and vocational training (GOV. Wales, 2022). This is confirmed by an international research study conducted by Hassan and Rosly, (2021) who discovered, vocational training is a vital part of the rehabilitation process. It gave the youths technical skills and job possibilities, which helped them avoid reoffending and reintegrate into society successfully (Hassan, N. Rosly, M. 2021).

This research study focused on the murder of James Bulger and the two suspects, Thomas and Venables, both of whom had ACEs. It then goes on to talk about the many forms of ACEs, their consequences on a child's mental and physical health, and how ACEs are connected to reoffending. The evaluation discussed the contradictory statistics surrounding adolescent offending before moving on to educational and vocational training as a method of assisting youths in their efforts to avoid reoffending.

SUMMARY OF RESEARCH –SURVEY METHOD:

The research methodology for this study will be a combination of a public survey questionnaire (which will be widely distributed and include a diverse group of people) and one or more interviews with different professionals working in child offending. This is more appropriate for this study since professional organisations have been approached, and the author has been informed that most people would not complete surveys owing to time restrictions.

SUMMARY OF SAMPLING FRAMEWORK:

Through the use of questionnaires, this study will interview 20-30 members of the general public about their perceptions of children reoffending and ACEs. This has been established as the most successful method of assessing the wider public's opinion within the time and will provide qualitative and quantitative data.

Interviews with a single professional from three fields: the police, the youth offending team, and a secure children's home. Because a huge number of surveys would not be filled due to job demands, the author believes this is the best alternative for gauging professional opinion.

ETHICAL ISSUES:

No ethical issues have been identified. All participants identities will be over 18 years old and anonymised; they will be given the opportunity to withdraw from the research at any stage. All information will be securely stored and disposed of at the end of the research period.

TIME SCALE:

DATE	Apr-2022	May-2022	Jun-2022	Jul-2022	Aug-2022	Sep-2022	Oct-2022	Nov-2022	Dec-2022	Jan-2023
Ethics Form										
Proposal										
Literature review										
Research methods chapter										
Analysis of results chapter										
Findings Chapter										
Submission of final project										

Ethic form- 16th May 2022

Proposal Form- 16th May 2022

Literature review- 25th July 2022

Research methods chapter- 5th September 2022

Analysis of results chapter- 24th October 2022

Findings chapter- 28th November 2022

Submission of final project-2nd January 2023

7. 3 Appendix Three: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Jumshaid Iqbal			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Institute/Academic Discipline/Centre:	University of trinity saint David
Campus:	Swansea
E-mail address:	1920682@student.uwtsd.ac.uk
Contact Telephone Number:	07812784260
For students:	
Student Number:	1920682
Programme of Study:	Professional Policing Practice
Director of Studies/Supervisor:	Jane Thomas

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☒
				Date
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
	Institute Research Committee	☐		
	Other (write in)	☐		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
UWTSD Research Data Management Policy	☐
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☒
Are you in receipt of a KESS scholarship?		YES	☐	NO	☒
Is your research externally funded		YES	☐	NO	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	An examination of the effectiveness of educational programmes in preventing reoffending among children.		
Proposed start date:	31 st March 2022	Proposed end date:	2 nd January 2023
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:			

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

The purpose of the research will be to establish, whether educational programmes are helpful in preventing children from reoffending, also public and professional opinion on child crime and adverse childhood experiences.

(this box should expand as you type)

Research Question

Are educational programmes useful in preventing reoffending among children?

(this box should expand as you type)

Aims of Research Activity

The aim of this research is to establish, whether educational programmes are helpful in preventing children from reoffending, and which programs are the most effective, also public and professional opinion on child crime and adverse childhood experiences.

(this box should expand as you type)

Objectives of Research Activity

Objective 1: Through a thorough literature review, investigate the concerns of child reoffending and whether educational interventions help prevent it.

Objective 2: Secondary research from relevant articles will be used to conduct a literature review to establish how ACEs affects a child's physical and mental health, and how this may lead to the child to engage in criminal behaviour.

Objective 3: The public's opinion of teenage criminality will be investigated through conducting a survey to determine whether participants feel educational initiatives are effective or whether alternative ways would be more appropriate in stopping reoffending.

Objective 4: Professional/s will be interviewed to investigate whether they believe educational programmes are beneficial in preventing reoffending among children. This will also provide an insight into which programs they feel are the most beneficial.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

The research activity for this study will be a combination of a public survey questionnaire (which will be widely distributed and include a diverse group of people) and one or more interviews with different professionals working in child offending.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.		
Survey online, interview at Gorseinon Police Station.(this box should expand as you type)		
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.		
(this box should expand as you type)		
Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☐
	YES	☐
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.		
(this box should expand as you type)		

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☐	☒
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – Adults over 18, who are know to me.	☒	☐
(this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	20-30 (this box should expand as you type)
Who will the participants be?	The participants in the survey will be over 18, known to me through family and friends. The interviewee will be a professional from Swansea Youth Offending Team. The police liaison officer will provide a suitable contact. (this box should expand as you type)
How will you identify the participants?	The participants in the survey will be known to me through family and friends. A suitable person from Swansea Youth Offenders Team will be identified by the police school liaison officer. (this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
Research does not involve any observation.			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

How will you mitigate the Risk to Participant

Author does not foresee any risk to participants

(this box should expand as you type)

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:

How will you mitigate the Risk to Investigator:

Author does not foresee any risk to investigator <i>(this box should expand as you type)</i>	 <i>(this box should expand as you type)</i>
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: A negative impact on the university and South Wales Police. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to University: The good standing and reputation of the university and South Wales Police will be borne in mind at all times. The policing code of ethics will be maintained at all times. <i>(this box should expand as you type)</i>

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☐	☐	☒

SECTION I: Feedback, Consent and Confidentiality

Feedback
What de-briefing and feedback will be provided to participants, how will this be done and when?
The feedback will take place on a shared free wordpress.com site after completion of the research activity. <i>(this box should expand as you type)</i>
Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
I will ensure that both the consent process and the consent form are approved by the Ethic committee. The potential participants who are capable of volunteering to participate in a research study must be given sufficient information to allow them to make an informed decision about participation. I will make sure that the participant understands all the important elements of the consent form at the time the consent form will be in written for and signed consent obtained. For those online questionnaires, before the questions start, potential participants will be presented (either verbally or in writing) with the same information required in a written consent document. <i>(this box should expand as you type)</i>
Confidentiality / Anonymity
Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
Confidentiality and anonymity will be guaranteed by the researcher. I will employ a number of methods to keep my subjects' identity confidential and anonymous. Foremost, keep their records secure through the use of password protected files, encryption when sending information over the internet. Do not record information in a way that links subject responses with identifying information (usually by use of a code known only to them). And ensure removing the contributor's name as the basic step to protect a participant's identity. Besides, avoiding more pieces of information that are presented together, for example: job title, age, gender, length of service,

membership of clubs, and strongly expressed opinions. I will often only report aggregate findings, not individual-level data, to the public.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
If YES, provide a description of the special category data and explain why this data needs to be collected:		

<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☒	☐
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
The computer is password protected and in my possession, no one else has access to it.		
<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
Only myself		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Only myself		

<i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
All information will be held anonymously for the duration of this project and then destroyed. It will be held on a police computer that is password protected, personal to me and no one else has access to.		
<i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
No		
<i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.		
In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
Signature of applicant:	Jumshaid Iqbal	Date: 16 th May 2022

For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Academic Director/ Assistant Dean:		Date:
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Signature:		
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Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) <i>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</i>
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Research Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Institute procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Institutes**. Institutes will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Institute will refer these to the University Research Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

