

Glasgow model

There has been much discussion about the “public health approach to violence”.

The visit was undertaken by officers in Lewisham to better understand the Glasgow approach with a specific focus on education, exclusion, and community approach as well as the violence reduction unit and enforcement approaches.

Glasgow model

Headlines:

- ✓ Putting children at the heart of the approach always
- ✓ Focus on deficits leads to negative perceptions and self-fulfilling prophecies.
- ✓ The common language and principles of nurture is the thread that runs throughout
- ✓ Education is at the heart – getting it right for every child
- ✓ Looking at all as educators not just teachers
- ✓ Schools as community hubs for adults and children – draw adults into educational establishments for other reasons i.e. Food as a key / anchor to engagement
- ✓ Stressed parents leads to stressed children
- ✓ Dignified approach to food poverty
- ✓ Working at early stages restoratively
- ✓ Finding solutions always
- ✓ You need a banner / strap line which needs to be understood by all
- ✓ Consistent, meaningful common language can change public opinion and reputation
- ✓ Significant leaders who have driven to bring about this change
- ✓ Don't try to do the whole thing at once – find places where there is commitment to start.
- ✓ Don't talk it – do it!!

Summary:

- 1- Let's be universal
- 2- Nurturing city-whole system ethos and culture
- 3- Education is at the heart – NO exclusions
- 4- possibilities for each and every kid
- 5- thriving places
- 6- Intensive engagement with whole school community
- 7- Food is a key anchor
- 8- Consistency, agreed language and leadership
- 9- Investment in staff

Meeting with Executive Director Education and a secondary school

The Director has been in this role for 10 years and instrumental in the approach of improving educational outcomes through getting it right for every child in Glasgow.

The Glasgow model focuses on the Nurture principles including a trauma informed approach and embedding this throughout all educators informal and formal. “Raising attainment in literacy and numeracy, embedded within our nurturing city”.

There was no use of the language “public health approach” by anyone in Glasgow – this appears to have been something that has been translated elsewhere. The model for Glasgow is based on being universal and not using the poverty issues as an excuse. “Expectations of teachers/ pupils — self-fulfilling prophecy – “what do you expect this is Glasgow !!!” have the same expectations for all Glasgow children as you do for your own children”.

It was clear that those working across the City understood and described this philosophy and used the same language and approaches that have brought about this whole scale change.

Children make mistakes - need to keep them in education

The focus on exclusions was one of the key drivers for keeping children in education. Glasgow does not have Pupil Referral Units (PRU) and is clear that excluding children is not an approach schools take. “if out not in - if not in not learning “. The schools invested heavily in good quality HR and learning and development for staff; restorative, mental health first aid, wellbeing and nurture principles.

High achieving urban schools don’t get rid of most challenging children; getting rid of failure is a misunderstanding. Being more inclusive / creative / flexible leads to better school. Adding value every child. Schools headline having the highest possible expectations of our young people / achieve / every element of their lives and who they are as people. Starts with every engagement they have **and** “Stop saying do your best — challenge themselves to improve everyday (staff too)”. There is a clear restorative approach in schools as the key response to responding to harmful behaviour with the Executive Director being involved directly in sessions where needed.

Health and Wellbeing forms a cornerstone of the culture within a school; this is enhanced with champions / ambassadors both staff and students who are visible, support the culture and seek to find solutions together. The investment in staff training and value has seen that “staff feel empowered to have the difficult conversations Kids empowered to come for help “.

Specific programs relating to safety and violence are delivered through the MVP - Mentors in violence prevention scheme delivered alongside the Violence reduction Unit. This programme focusses on

- Violence through a gendered lens
- Bystander approach - Feel powerless to intervene – how young people intervene Safely
- Understanding Victim blaming

“We used to say bringing a knife into school was an immediate exclusion... but this has been revised to think restoratively”.

There is a specific focus on sectarian impacts including violence and football teams and associations. The programmes have been developed and are embedded within the curriculum to focus on the following behaviours:

- Prejudice
- Discrimination
- Bigotry
- Hate behaviour (predating hate crime)
- Sectarianism

This foundation of work is on par with the aspects of hate behaviour and extremism.

Glasgow has worked in wider partnership with housing associations to offer bursaries for children from their housing stock to be educated – adding to the whole community working together.

Glasgow has seen significant improvements in their attainment of children, have strong retention of staff, utilise all aspects of informal and formal learning to focus on nurture principles – with all this leading to an overall reduction in violence.

If a kid can't read we teach them to read. If a child misbehaving we punish them.

Violence Reduction unit

This is primarily what is described when talking about the Glasgow model and forms 1 element of the whole approach.

The Violence Reduction Unit of Police Scotland was established in January 2005 by Strathclyde Police to target all forms of violent behaviour. Its aims are to reduce violent crime and behaviour by working with agencies in fields such as health, education and social work; to achieve long-term societal and attitudinal change by focusing on enforcement; and to contain and manage individuals who carry weapons, or who are involved in violent behaviour. The unit also aims to explore best practices and develop sustainable, innovative solutions to the deep-rooted problem of violence.

In April 2006, the Scottish Government extended the VRU's remit nationwide, thus creating a national centre of expertise on violent crime to work alongside the Government's Violence Reduction Team.

Funded in part by the Scottish Government, the VRU targets violence in all its forms, including street/gang violence, domestic abuse, school bullying and workplace bullying. It was clear that the Unit of police officers were very separate to the Policing Service as a whole, and were left to do its own thing. In 2008 the VRU set up its gangs initiative, the Community Initiative to Reduce Violence (CIRV), in the East End of Glasgow. Using a partnership approach that includes Police Scotland, Social services in Scotland, Education Scotland and other entities, the initiative counters gang activity through operational activity, diversion projects, and help with careers, education, and anger management.

A key part of the VRU's work is developing **early childhood initiatives** that support parents and those involved in teaching young children. These initiatives aim to give children skills that will keep them from becoming involved in violence later in life.

As of 2017 the VRU currently runs a number of **programmes**: Navigator (VRU) aims to stop the revolving door of violent injury in hospitals.

We met police officers who lead on the development of a social enterprise mobile food outlet which employs ex-offenders to support resettlement and introduction into employment. This is showing positive pathways out of crime.

The value of the Unit appears to be its "separation" from the Main police Service; having autonomy to deliver projects and aspects of their interventions which would not be within the Main Services remit. The team is not multi agency per se, but made up of police officers and volunteers with close links to relevant services such as education, the council, health and others.

Intensive engagement with whole school community via co-production – a community in Motion (ACOM)

Possibilities for each and every kid PEEK

Thriving Places is an intensive neighbourhood approach adopted by Glasgow Community Planning Partnerships' which targets specific areas of the City which have been identified as needing further support to tackle complicated local issues. The Thriving Places approach centres on partners working collaboratively with one another and with local communities to make better use of existing resources and assets in order to form an approach which is specific to each individual community's issues. It is an asset-based approach which builds on the capacity, skills and strengths in a community, with organisations working in partnership with residents to plan and deliver services.

Parkhead, Dalmarnock and Camlachie is one of nine Thriving Places across Glasgow City that have been identified as having consistent levels of inequality relative to other parts of the city including child poverty, health indicators and levels of unemployment. According to the Scottish Index of Multiple Deprivation (SIMD) in 2016, almost 40% of the population living in the Dalmarnock and Parkhead area of Glasgow are living in income deprivation. The Children and Young People's Health and Wellbeing Profiles show that the area more referrals to the Scottish Children's Reporter Administration and more children in poverty than the Glasgow average. S4 pupil attainment is also almost half that of the Glasgow average and two-thirds of 16-19 year olds are not in employment, education or training.

Dalmarnock Primary School is a key partner in Thriving Places. In response to children coming into school hungry and tired and unable to concentrate, the School provided what was considered to be a perfect opportunity to engage with families in the local area. A range of initiatives under the Food, Families and Future project were introduced with local partner agencies to help support children and families experiencing food poverty, including a breakfast club and homework club which run during the academic year.

Based on a social capital model: Social capital is the resources people develop and draw on to increase their confidence and self-esteem, their sense of connectedness, belonging, and ability to bring about change in their lives and communities and tends to be based on three key interactions:

- Bonding: strong supportive ties which occur within a group
- Bridging: weaker ties that connect people across group boundaries, for example with acquaintances or individuals from different communities etc

- Linking: connections between those with different levels of power or status and are important for strategic outcomes, and for increasing the ability of individuals and communities to influence change.

For Dalmarnock Primary School this has resulted in the following activities:

- A Breakfast Club delivered by Cordia and augmented with games and activities by PEEK
- A Family Meal and Homework Club a co-production between the school, Bridgeton Community Learning Centre, Thriving Places, PEEK and the HSCP.
- A Summer Club funded by PEF and delivered by the school, Thriving Places and PEEK
- Language support for children and families where English is a second language developed from need identified at the Summer Club
- Emotional support group delivered by the HSCP
- Health Issues in the Community delivered by HSCP via their contract with North Glasgow Healthy Living Community

Parent benefits- All the parents spoke about the activities involving them and their children. It would appear that all the activities have been designed to involve the families (parents and children). Whilst none of the parents specifically talked about improvements/changes in their parenting style, the development of the activities has allowed partners to improve parents/carers skills in looking after their children without making it obvious this is what they are doing.

For example, parent involvement in meal preparation in the Family Meal and Homework Club and the Summer Club has taught parents to cook nutritious meals, introduced families to a range of healthy produce they would never have eaten normally and helped increase the bond between parent and child.

The initiatives also gave parents the chance to get to know other parents. Although many of them had been born and grown up in the area very few knew each other before involvement in the activities.

Final Report: Evidencing impact of intensive engagement with whole school community via co-production

Smaller groups of parents were created to let them cook together (allowing parents to share recipes and ideas). To help sustain the support, community workers have trained as community chefs to allow cooking sessions to be delivered at a lower cost.

Family benefits - There is also evidence that the activities have helped encourage parents and children to do things as a family and have also helped the parents get structure into their family life and develop routines and rules

Children's benefits- There is evidence that the activities are helping encourage children to go to school – including those whose attendance previously was poor.

"They actually look forward to going to school now. It's 'Mum hurry up it's PEEK day today'. Before I couldn't get them up in the morning for school for anything...it was always a fight and I was always stressed.". The children also expressed their enjoyment

Community benefits- The feedback from the parents and children in the evaluation suggests that the activities have also helped develop relationships out with Dalmarnock Primary. The involvement of the other school in the area is helping the older primary children with their transition into secondary school as they know more children in the local area and friendships are made before they attend "the big school".

"We need to find ways of reaching out to local communities if we are to really improve their quality of life and wellbeing. This programme has helped us to do this in ways which are of practical importance to local families ... not just what we think should be important for them"

"We don't have all the answers but we can find someone locally who can help - and that is great. It's local people and local agencies working together for the local community".

The programme also is recognised as helping support agencies objectives for building capacity and resilience in local communities as part of a long term sustainable approach to addressing inequalities.

"All the agencies involved in this are local. They have all been working in the area for some time and they know the community but we maybe didn't all know how we could work together to help. This programme has taught us that the best way of helping local people is to give them the skills they need to help

Evidencing impact of intensive engagement with whole school community via co-production themselves. The fact that the programme involves teaching people to cook, how to use ingredients, how to play with their kids is something that will never leave them... and hopefully they will pass on to their kids"

Benefits - The programme is considered by the agencies has resulting in a wide range of benefits, not just for individuals but for whole families and communities. The partners identified a range of benefits which they attributed to the programme, including:

- Helping tackle food poverty
- Encouraging children to come to school and families to get involved with the school
- Supporting transition between primary and secondary schools
- Developing parents confidence and self esteem
- Helping make the community more cohesive

- Encouraged cross-agency networking and support.

"Parents are coming into a school. Many of them had bad experiences at their own school and don't see the school as a place for them And certainly don't see it as somewhere they can contribute to. This programme is changing all that"

The inclusion of play into the programme activities appears to have been vital in encouraging the children to get (and stay) involved. It was very apparent from the children's feedback that they loved the opportunity for active play and it was a key

Evidencing impact of intensive engagement with whole school community via co-production motivator in getting to school and doing their homework. Whilst play is a vital component, the structure and discipline of the programme ensures that it is seen as a reward for completing tasks as opposed to a diversion away from those tasks and parents are adopting this approach with their children at home.

There was evidence from parents (and children) that the learning and skills from the programme are being used at home – whether this is parents cooking hot meals or creating structure, rules and boundaries around play, homework and behaviour.

The inclusion of skills development into the programme has also enabled the families to take their learning not only into the home but also into their community. The campaign by the Chinese families to address road safety issues benefits not only those parents and their children but other members of the local community.

(there is an in-depth evaluation of this approach - Glasgow City Health and Social Care Partnership - Evidencing impact of intensive engagement with whole school community via co-production - 15th December 2017).

Youth and community work

“Your badly behaved kids and well behaved kids have exactly the same needs, it’s just your well behaved kids have their needs met before they get to school”

The community and youth centre was a hub in the area and offered a wide range of skills and play opportunities. The staff were all invested in the same programme of nurture, play, and learning. The centre is open to all adults and children alike with adults purchasing food grown on site.

The culture and ethos was to move away from the centre being a “first Aid center patching kids up from stab wounds “ to one of taking responsibility as an educator; celebrating people and looking for excuses to praise.

The centre like the primary school saw food as a critical anchor but further identifying that there needs to be a dignified approach to food poverty which is not a food bank but cooking and eating together.

Summary:

The Glasgow approach from our perspective following the visit is:

- A simple and clear narrative about the collective approach – thriving city/ nurture and attainment for every child – this enables everyone to hook their approach to this.
- Focus on the universal not always on the targeted. Focusing on poverty and deprivation, which are known as significant issues, misses the point - every child should progress each day
- Right across the City all professionals are using the same language and methods; both informal and formal educators
- Education is at the heart of the approach
- Having high standards within schools : no exclusions , investment in HR and teachers, supportive training in health and wellbeing principles
- Opening a school to the whole community linking children and adults has seen significant benefits for children’s attainment and enjoyment in school, smoother transition, family distressing and greater involvement with children’s health and wellbeing.
- Linking play with learning has seen improved learning.
- The violence Reduction Unit is a critical element of working with those at risk/ involved in criminality. This unit is “separate” to the Main Police Service and has developed a number of bespoke programmes for education and diversion from criminality.

An inspiring visit

Appendices – notes from the individual visits

1 - Meeting with Executive Director Education

Improving educational outcomes through getting it right for every child in Glasgow

Glasgow's improvement challenge 2015 -2020

- ✓ Raising attainment in literacy and numeracy, embedded within our nurturing city;
- ✓ Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport
- ✓ Supporting families to be better able to support their child's learning and development;
- ✓ Enhancing the leadership of staff at all levels; and
- ✓ Raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching.
- ✓ Schools issues and working with difficult issues

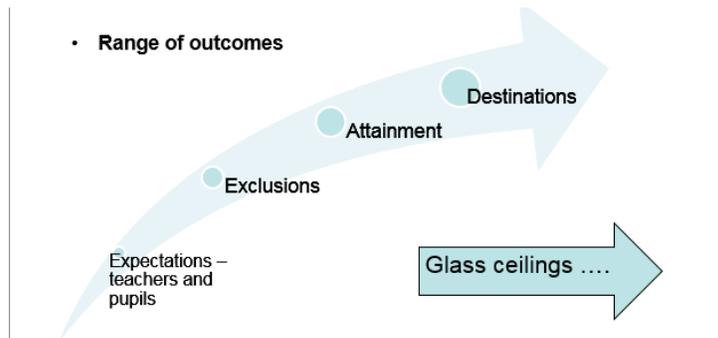
You need to

- ✓ have pride
- ✓ keep an unrelenting focus on improvement - putting learning and teaching at the heart of your work
- ✓ Keep nurturing principles at the core for children and staff
- ✓ empower heads, staff and young people to lead from within

Education at the heart:

- there is a Philosophy that is clearly aligned across the city / across all
- Improving educational outcomes through getting it right for every child in Glasgow
- Ditch the poverty excuse; get schools and education right
- Expectations of teachers/ pupils — self-fulfilling prophecy – “what do you expect this is Glasgow !!!” have the same expectations for all Glasgow children as you do for your own children
- Focus on no Exclusions - NO PRU !!! Reduced purchased placement outside of the city

The journey of improvement: blasting through the glass ceilings



Being universal:

- The focus on most deprived often misses the point that in Glasgow that 41% live in the 10% most deprived – so let's be universal to all !!
- Focus most on exclusions – Glasgow has seen a 74% reduction through monthly focus on levels talk about it ; care
- Keeping children at the centre, Restorative approaches
- Make brave decisions

Children make mistakes - need to keep them in education

We can make decisions that affect their whole lives

There is So much more than attainment

- Young people leadership
- Building capacity of young people
- Adults in supporting capacity not leading
- Growing Glasgow's citizens
- Sport/ culture. Children at heart -
- Active play / raise attainment
- Link raising attainment to the getting active - NOT diversionary!!
- Games. Children went in before the gates opened - their buildings lending for 11 days
- Local competitions - use the same equipment as professionals and mix with the athletes
- pride in city / participation

A nurturing city has schools in which:

- ✓ All children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected.
- ✓ all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them
- ✓ nurture network
- ✓ Nurseries. Primary / sec
- ✓ Social emotional need - attachment based way
- ✓ Enhances nurture spaces

Nurturing city - what does it feel like:

- belong and lives and experiences are valued and respected
- Children's experiences are so different from their own — easy to be judgmental
- Disagreements arise / how you respond to that sensitively and thoughtfully
- It's about what works for your school not dictated – there is no Glasgow curriculum
- Head teachers are senior leaders of the council
- HR requires high quality staff with a Strong accountability framework (if you have staffing issues you don't have a nurturing environment)
- Equipping staff with the right language and understanding

Relentless focus Learning and teaching - high quality

Children at heart of everything you do

Intolerant of difficult decisions- of anything that results in a weak outcome for children

Drop stone ripple in the pond and everybody gets high quality

Nurturing principles:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behavior is communication
- The importance of transition in children's lives

Getting it right for every child:

- **Culture and ethos. - relationships at the forefront**
- **Poverty is getting worse and education is the key**

2 - Meeting with social inclusion, Glasgow Council

Sectarian project

- ethnic groups aligning with football
- Muslim community growing (go to catholic schools)
- Tribalism -
- Community based pilot projects
- Mapping whose going to sort what / community led
- £2mill - 44 different projects
- Conflict and issue
- Lots of learning
- Football coordination unit
- Community based to formal education

Glasgow schools

- Integrated in the curriculum
- - early year transition - child friendly rainbow fish to the rescue
- - 3/4 weeks work with the kids - do workshops together across schools - communities united / divide city and workshops
- Scared for life - violent episode - how it happened
- Employment/ social media/ sectarianism
- Curriculum for excellence - Free resources - forward plan for the classes s- teachers are involved and delivering
- Communities united - 4 week programme (2 schools working together) - Building friendships

Targeting 5 behaviours :

- prejudice
- Discrimination
- Bigotry
- Hate behaviour (predating hate crime)
- Sectarianism

3 - x school– Executive Head teacher

- 1750- pupils
- Some of the most deprived areas in Scotland
- Poverty - effects - addiction / alcohol
- Circumstances are what they are - dont spend time talking about this
- Perception (what next?) / truth (positive/ high expectation / aspire)
- - improve life chances if you improve people
- Ethos and culture of the school needs to work — nurture won't work otherwise

Ethos

- Highest possible expectations of our young people / achieve / every element of their lives and who they are as people. Starts with every engagement they have
- Capable of giving us your best
- Stop saying do your best — challenge themselves to improve everyday (staff too)
- Uniform - looks positive - comes productive - look same level - proud - outward sign of inward excellence
- Expectations need to be their own expectations
- Behaviour/ conduct is all essential
- Health and wellbeing focus and not excluding are part of raising attainment not contradictory or separate
- caring / concerned welfare based approach - feel safe/ loved/ valued
- Nurture
- Adults about - make me feel safe - wander / talk / stand in places to engage /
- Lunch time teachers walk to the shops/ walk about outside
- find solutions for the child - solutions to issues/ to stay with us - can influence/ engage
- Preventing things happening - if happen.-Solutions
- “if out not in - if not in not learning “
- Improve lives now and improve life chances in the future
- training across all levels of staff -
- Not driven by reducing violence / exclusion
- Driven by improving young people's lives
- community regeneration
- Parents come in as learners

**Add value to every child that comes in the door -
do better than expected when they start**

High achieving urban schools -

- don't get rid of most challenging children - Getting rid of failure is a misunderstanding
- More inclusive / creative / flexible — leads to better school
- add value every child

Nurture principles:

- Nurture base - softer start to the day
- Social emotional and support needs
- Learning through play
- Missed experiences in childhood -
- Not making excuses - aim high and support to get there
- All staff involved getting the training —its happening in every class
- learning developmentally
- Classroom is a safe base
- Self-esteem / - development of wellbeing
- - Language vital means of communication. Consistency in every classroom - building their self-esteem -
- all behaviour is communication

Whole school nurturing implementation team

- Attunement / claiming
- Children coming to notice -
- If a kid can't read we teach them to read. If a child misbehaving we punish them
- Build trust - genuinely care / unconditional - they have to believe that
- 10-15 positive interactions a day - can change
- Claiming the child - if child not behaving send to the principle. Now saying no your mine, I want you in this class - staying with me – having real conversations
- Staff can make mistakes/ discuss / help — nurture tree - teachers who confident to play that role
- resilience DVD

MVP - Mentors in violence prevention scheme

- Violence through a gendered lens
- Bystander approach - Feel powerless to intervene – how young people intervene Safely
- Leadership
- Victim blaming

Health and wellbeing ambassadors

Visibility across the school - lanyards/ hoodies so there is clarity about everyone's purposes

Wellbeing in the school:

- policies written by staff/ students
- Wellbeing ambassador yr 6 pupils
- Drop in zone
- Resilience and growth mindset
- Mental health campaign



Ambassador:

- buddying
- CP training
- self talk training (suicide)
- Nurture training
- Primary transition
- ASN sports clubs
- Drop in zone



Staff development

- nurture/ first aid mental health / staff days/ faculty meetings
- staff feel empowered to have the difficult conversations
- Kids empowered to come for help
- volunteering to do the training - not mandatory
- People strategy - thanking staff for the work done - Excellence in Professional learning
- Oc health, practical health monitoring 3x a year for staff
- GROW something –

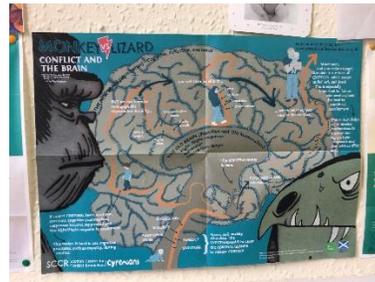
4 - Violence Reduction Unit (VRU)

Social enterprise 2016

- Dissidence to employment project
- Home boy industries - LA - 12 x social enterprise-

Asset based community dev - champions

Summer programmes running out of a school and school open for breakfast / lunch - holiday hunger



Navigators - The model has mentors all the time

Linked to the wider model of social enterprise

5- ACOM - a community in motion

4 head teachers in area working together on issues facing with kids

8 year led kids talking about violence at home/ primary children talking about running with gangs

2014 - 3 catholic schools and 1 non domination who don't normally come together saw Age 8/9 potentially starting to go down the violence path

Early intervention -

Young person has a system around them - families in the community involved

- Play organisation - possibilities for each and every kid PEEK - sport play activity matched with what the teachers have spoken about
- Medics against violence causes and effects - providing information for communities
- Violence reduction unit sessions
- Community evening/ events. Crèche/ sports/ adults to learn something - needs and wants of the community - centred around a meal 3x a year

(Online / learning together / common threads)

- Stop and search - assumptions of this community - predicated on this history
- Curriculum programme. 9 years / 10/11 receive sessions (taken from bystander)
- Working with the teachers - upskilling - sessions followed up in the classroom
- Health and wellbeing indicators
- Sports coaches at lunch time- marry with the themes taught in classes
- pupil equity fund committed amount equal for the coordinator post/ and run the other projects - and sports coaches
- each use the same banner but do it different ways - there are threads
- police training - playground carnival / invite the whole community to go up - Edinbrough military tattoo
- Residential - building strategies
- heads were driving this
- Teachers helping to develop the material
- Schools place in the community
- 4 schools core principle - **health happiness hope**
- Each school has to evidence the impact
- Thriving place - community planning tool (not deprived place)
- PEEK

- Homework club - community chefs - parents cook - 2 course meal and the kids eat with parents
 - Parents Mental Health / Loneliness.
 - Opened the school for the summer - breakfast and dinner
 - Parents - brought local college students in - hair etc.
 - Lifelink - counselling - coffee/ rooms counselling
 - YOGA/ PT
 - Group therapy - blither (chat))- tea / toast — suicide/ depression / money worries
 - English with additional language
 - Year 2 - Summer school
 - - reluctance to speak to the police - dirty / mean - community deals with things — dont grass (5 year olds say this)
 - Relationship with the police grows -
 - Chinese community - joint photography - joint book about dragon coming to Glasgow
 - Garden - allotment -
 - 24 put through qualification for cooking — employment — happy families and happy community - have happy children
 - fun food families
-
- Glasgow invested £1 mill for summer holiday hunger
 - Children neighborhoods – i.e. shank hill zone (USA)
 - This street is a thriving place/ this street isn't
 - Strategy simple/ clear - give the space to do it themselves
 - Ask the parents what they want

6 - x - Youth club

80% of the UK household's don't have dining table



Key elements:

- community cooking -
 - 5% teenagers eating the right amount of veg
 - 68% free school meals - and over the road is 5% — see difference so close by is an issue
 - Used to be a first aid station - patching kids up being stabbed
 - Trust and over time change behaviour
 - Put knives in a box on way in
 - Drugs / Functioning alcoholics - 1 day a week not really making an impact
 - employed local people to do stuff - experts in the community (needing training)
 - 1/2 staff team local residents
 - Community chef - training programmes
 - Diversionary team -
 - VRU youth exchange South Africa
 - 70% staff male - Breaking down stereo types - decent dad
 - Best engaged kids and Worst behaved kids – the best behaved kids had their needs met before they got to school
 - Xbox - paid and to be alongside when the children are at - chat room - build relationship and can come into the space
 - No baring policy -
 - All behaviour is communication - People don't have the words - how do we discuss this - emotional literacy / mental health first aiders. == if deal with that not have to deal with the safeguarding
-
- Iceland / North Lancashire - youth service in every sec school
 - Part of the learning community -
 - All of us are educators

- Adults scared to talk to others kids
- Eating - dignified approach to food poverty == all ages
- Celebrate people - year of the young person
- Going to where the community are meeting. In the social media space
- Looking for excuses to praise people
- NE Glasgow youth network
- Strategic youth alliance - health/ education / third sector/. Quarter — training / info sharing on email - purposefully come together and share the resources

Because of reduction in crime now kids move around - and feel they are to do this

END