

Serious Youth Violence

EXCLUSIONS AND BEYOND

A young person's story



PROJECT 28

Who we are

Project 28 - Specialised in drugs and alcohol work and serious violence



What we've been up to

- Continuation of Detached sessions in Bath, Keynsham, Midsomer Norton and Radstock
- Signposting to services
- Identifying areas of need and support and intervening early
- Helped to take knives off the streets

Reflections?

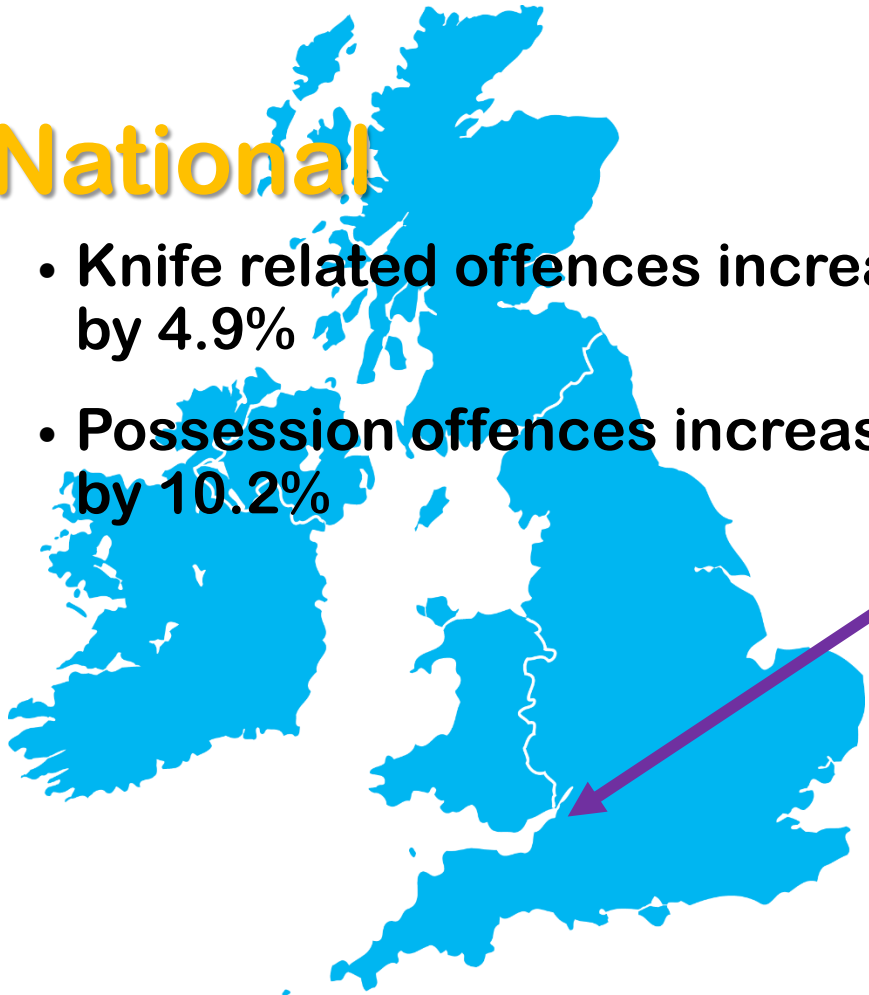
- Increase in positive relationships between staff and young people
- Improved working partnerships
- Increase in education around weapons



The last 12 months

National

- Knife related offences increase by 4.9%
- Possession offences increase by 10.2%



B&NES

- Knife related offences decrease by 18.8%
- Possession offences decrease by 4.3%

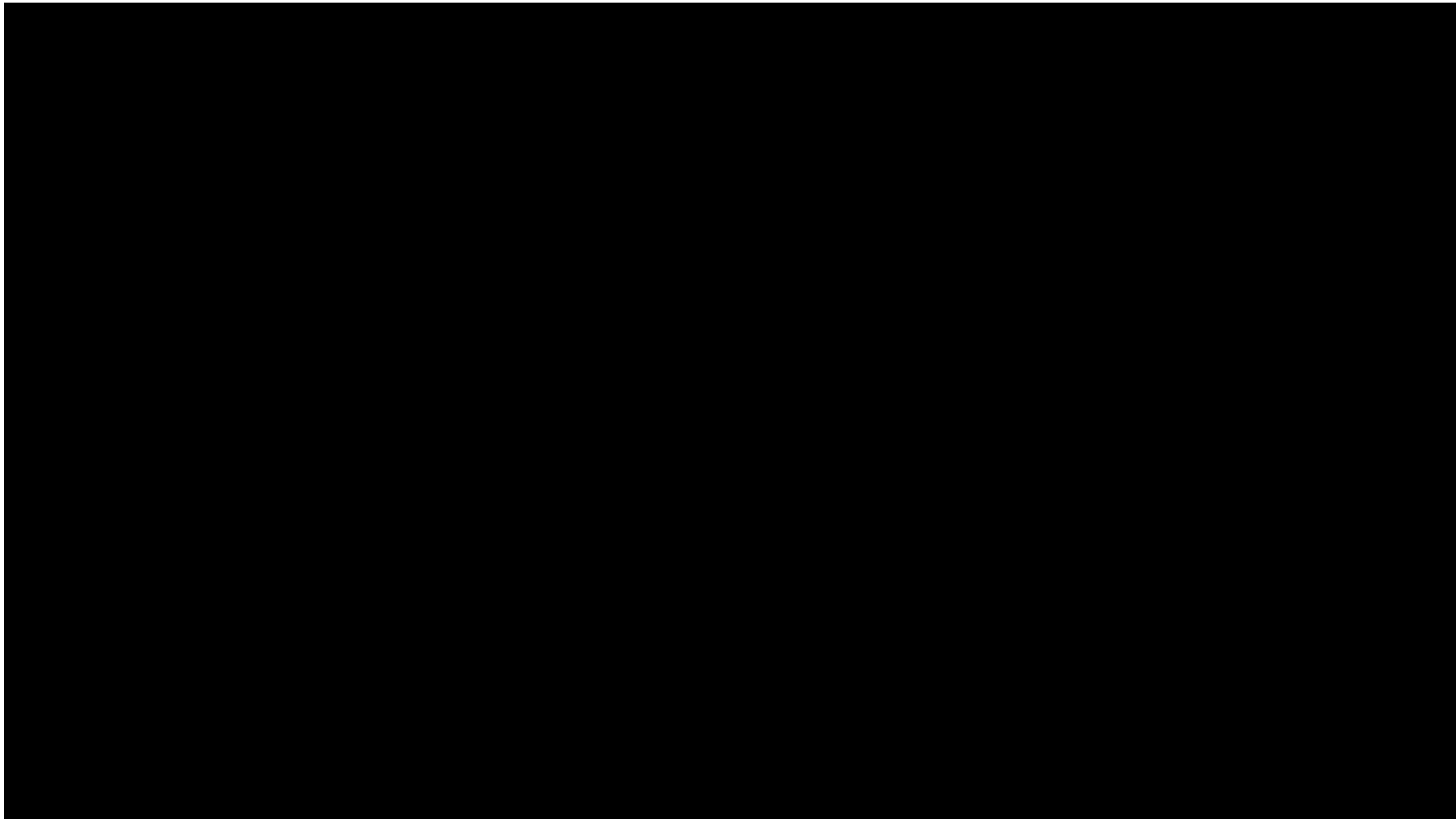
Discussion

Why are young people getting excluded?

What's happening when they get excluded?

How does this put young people at risk?





Case study A:

The young person was presenting very suspicious behaviour and from the information we received prior, we suspected he was running drugs for a known dealer.

As a known service user, the YP felt comfortable enough to approach us and asked if we could help him count his money, as he couldn't count it himself. This YP had significant learning and SEMH needs and was excluded at the time, which makes him particularly vulnerable to exploitation. We helped him count the money with discretion and he was in possession of approximately £300. We addressed this with concern and concluded he was dealing class A drugs. His phone died a few minutes later and he started to panic because he knew that he wouldn't be able to get in touch with the dealer to arrange drug runs. We asked him to sit in the car where he could charge his phone, and we could talk to him in a confidential place. This was the safest place in the situation.

Case study A:

In the car, the YP was receiving calls from the dealer. The YP became increasingly more scared and agitated as he knew he'd be in trouble with the dealer. We told the YP that we would take him home but we needed to inform his parents. He was really worried as he didn't want his parents finding out as they'd ground him – this would get him into further trouble with the dealer which he was frightened of. After some persuading he agreed and we took him home. He became frustrated but we reassured him that he's done the right thing by telling us and that we wanted to help.

We followed this up first thing on the Monday and referred him to social care and the VRU. He showed a reluctance and distrust to education, frequently being in and out of various educational provisions. The hours he was offered on these provisions were very minimal, which wasn't enough to keep him off the streets and away from danger. Although he did eventually stop dealing class A's, he never returned to education.

Summary

- The YP was excluded
- The YP had limited involvement from services
- He had a disruptive and chaotic home life
- He had a distrust in education due to break downs in previous provisions
- No involvement in positive activities or hobbies



Young People's voices...

Young person A:



Young person B:



March 2022 to
February 2023
– 19 young
people

17 of these
young people
regularly
engage with
us!



Why do young people get excluded?...

Common risk factors

- Exploitation
- Substance use
- Substance use within their family home or close family members
- Involved in ASB or crime
- Mental health need
- DV at home
- ADHD



...And what for?

Main reasons for exclusion

- Drugs in school
- Fights with other students
- Abuse to staff
- Skipping school



Risks following exclusions



- **Exploitation**
- **Substance misuse**
- **Criminal behavior**
- **Long term NEET**
- **Breakdown in family relationships**
- **Mental health issues**
- **Going missing**


How we have supported young people with school exclusions

- Partnerships
- Building trust
- Acting as the young person's voice
- Seeing young people in school
- Meaningful activities



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Support

 <p>Drugs and alcohol</p> <p>Get info</p>	 <p>Staying Safe</p> <p>Get info</p>	 <p>Mental Health</p> <p>Get info</p>	 <p>Sex and Relationships</p> <p>Get info</p>
 <p>Accommodation</p> <p>Get info</p>	 <p>Money</p> <p>Get info</p>	 <p>Study, Work and Careers</p> <p>Get info</p>	 <p>Making Changes</p> <p>Get info</p>



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Staying Safe



Next steps...

- **Develop more resources around school exclusions**
- **Continue to support those who are excluded**
- **Raise awareness on the social, emotional and economic effects**

