

USING SPORT TO ENHANCE POSITIVE OUTCOMES  
FOR YOUNG PEOPLE IN THE CONTEXT OF SERIOUS  
YOUTH VIOLENCE

# A THEORY OF CHANGE

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## INTRODUCTION

This document presents a Theory of Change which outlines how and why sport can impact on enhancing positive outcomes for vulnerable young people within the context of youth offending and serious youth violence. The Theory of Change is based on academic insight and theory. It has been developed in consultation with a wide range of stakeholders.

In addition to the Theory of Change, this document includes discussion of:

- Why young people offend and responses to offending
- Using theory to understand sport's contribution to positive change and a pro-social identity
- Matching the needs of the young person to the sports programme as an intervention
- Safeguarding and risk considerations
- Designing and implementing sports-based programmes
- Minimum requirements for the enablers and conditions needed for the Theory of Change for matching young people to sport programmes

A Glossary of key terms and a List of Consultees is also included.

Links to other useful resources can be found below:

- [Safer Together Literature Review](#)
- [Safer Together – Sport & Serious Youth Violence Literature Review](#)
- [Mentoring Literature Review](#)
- [Community Safety & Sport Leaflet \(including the 10 Ingredients\)](#)

## WHY DO YOUNG PEOPLE OFFEND?

Young people's offending can include a range of behaviours that could be considered as anti-social. Offending is typically associated with exposure to a range of individualised 'psychosocial' risk factors – 'psychosocial' meaning psychological factors and immediate social factors - family, school, neighbourhood and lifestyle factors.

Most research into risk factors has focused mainly on psychological/individual factors which include impulsivity, hyperactivity, low self-esteem, low social capital and negative self-identity, whilst also examining other immediate social factors which are found in the context of the family (e.g. breakdown in family relationships, divorce), school (e.g. non-attendance, exclusion), neighbourhood (e.g. lack of facilities, availability of drugs) and lifestyle (e.g. drug and alcohol use).

Contemporary research has also focused on the potential role of Adverse Childhood Experiences (ACEs) to be criminogenic - that is to increase the likelihood of crime occurring. ACEs are individual, inter-related negative childhood events that have a cumulative effect on the individual (Fox et al., 2015) and they include abuse, neglect, household substance abuse and domestic violence, parental separation/divorce, household mental illness and a member of the household being in prison. ACEs can be thought of as an indicator of the young person's vulnerabilities, complexity and challenging circumstances, with the idea that they are used to guide the level of support provided. Typically, however, ACEs are quantified and understood as predictors of future negative outcomes, similar to the concept of 'risk factors'.

The dominance of psychosocial risk factors and individualised ACEs as explanatory concepts has led to the role of the 'context' being overlooked. The context can be thought of as increasing the likelihood of crime occurring in its own right and also in mediating and interacting with psychosocial risk factors. 'Context' can be understood as socio-structural (e.g. environmental, poverty, unemployment, social disadvantage), relational (e.g. relationships and interactions), and situational (e.g. immediate context), which can result in a lack of opportunities and positive activities for the young person.

## RESPONSES TO OFFENDING

For most young people, offending is low-level, transitory (i.e. not permanent) and declines with age. Consequently, most young people require minimal necessary intervention and engagement with diversionary activities outside of the Youth Justice System. Where intervention is considered necessary and supportive, related activities should be meaningful, productive and relevant to their needs to support the development of pro-social behaviours and identities.

Prioritising the needs of and positive outcomes for children and young people avoids a focus on risk factors which results in negative, deficit views of young people. This also avoids adult-centric responses aimed almost exclusively at reducing negative outcomes (Haines and Case 2015), without prioritising child-friendly and positive behaviours/outcomes that treat the young person as a 'Child First' (Case and Hazel 2020; YJB 2019).

For young people who have offended, sport can provide a twin-track approach that leads them out of the Youth Justice System and towards activities that build strengths, capacities and potential, whilst emphasising positive behaviours and outcomes. In particular, the opportunities for engagement and for 'relationship building', in and through sport, provides a valuable medium through which to offer this twin-track approach to empower young people to develop social capital and pro-social identities.



## USING THEORY TO UNDERSTAND HOW SPORT CAN CONTRIBUTE TO ENHANCING POSITIVE OUTCOMES

There are several theories which are useful in explaining how and why positive change occurs in and through engagement in sport. This Theory of Change has drawn predominantly on the social development model as this builds on a number of different theories and argues that prosocial behaviour is learnt and therefore has the same underlying developmental processes as anti-social behaviour.

Strong antisocial bonds increase the likelihood of antisocial behaviours whereas strong prosocial bonds increase the likelihood of prosocial behaviours consistent with a pro-social identity.

The main identified socialization processes involved in social development are: opportunity, involvement, skills development and reinforcement and positive activities leading to a positive identity. Interventions therefore need to aim to maximise prosocial opportunities for involvement, skills, rewards, bonding, and beliefs, and reduce antisocial opportunities for involvement, skills, rewards, bonding, and beliefs.



### ANTI-SOCIAL IDENTITY

Making negative choices

Status and security arise from negative, self-defeating decisions

Engaged in destructive activities and roles

Short-term motivations

### PRO-SOCIAL IDENTITY

Making positive choices

Status and security arise from positive decisions

Engaged in constructive activities and roles

Future orientated and long-term vision



Based on Hazel (2018) Beyond Youth Custody Presentation



## MATCHING THE NEEDS OF THE YOUNG PERSON TO THE APPROPRIATE SPORTS PROGRAMME

Sports-based interventions which operate within the context of serious youth violence can be classified as primary, secondary and tertiary (in the same way that public health initiatives can be classified).

PRIMARY	SECONDARY	TERTIARY
<p>Universal provision that is open to all which provides activities that are engaging and diversionary in nature which contribute to preventing offending.</p>	<p>Targeted approach for young people who have been identified as engaging in behaviours associated with offending. Many of these young people will be known to the Locally Trusted Organisation (LTO) or will be referred by another agency. This level of intervention requires more formal support and expertise in order to address the existing behaviours and prevent escalation.</p>	<p>Also targeted and usually focused on young people who have already offended. It is important to note that these young people are often very vulnerable and may have experienced complex trauma as a result of violence, for example, either as bystanders or as gang members. Consequently, these interventions require high levels of expertise and resource to protect against the risk of doing additional harm.</p>

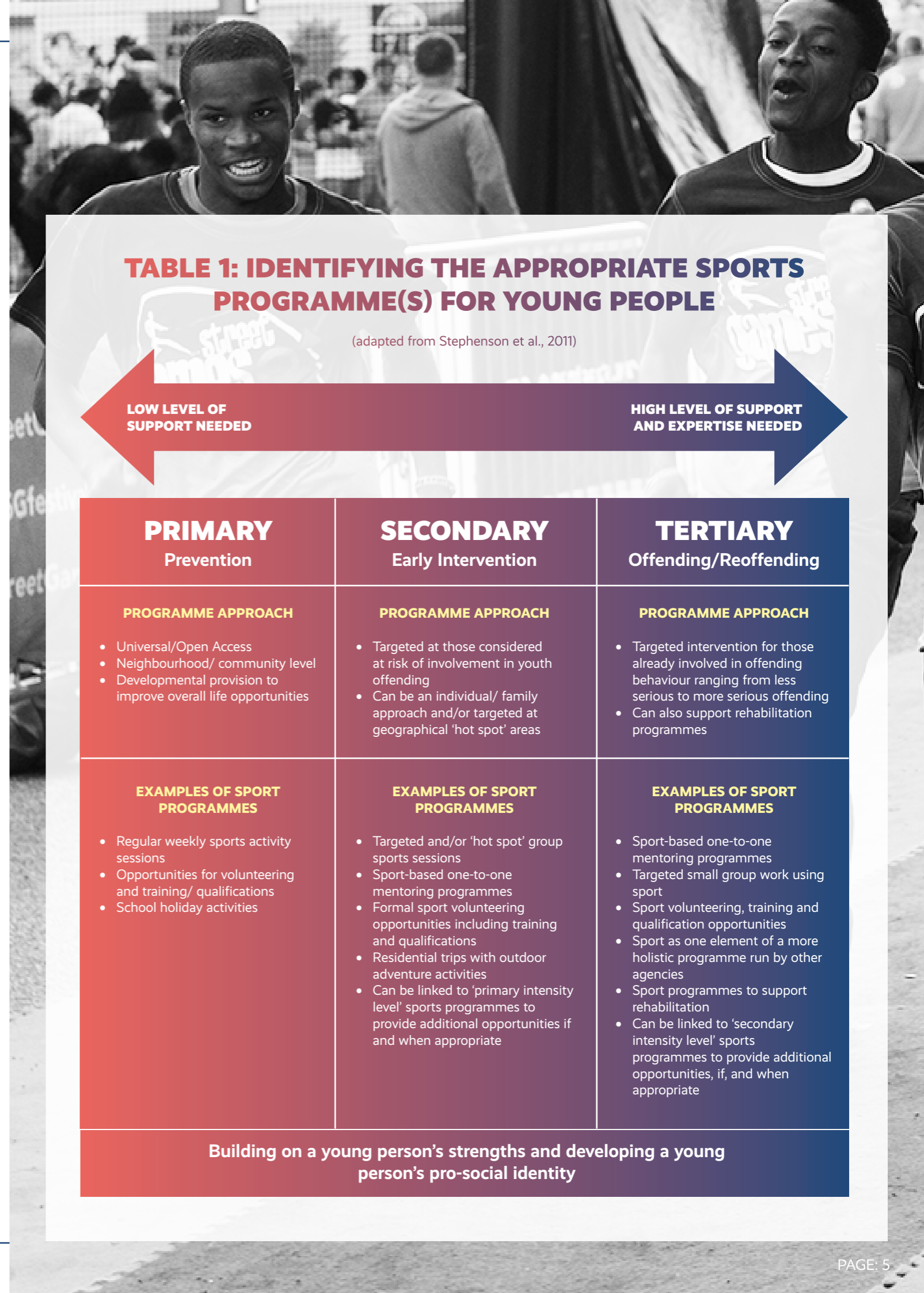
### IT IS IMPORTANT TO RECOGNISE THAT:



Young people's circumstances and needs can change very quickly which requires delivery staff to be able to respond flexibly.

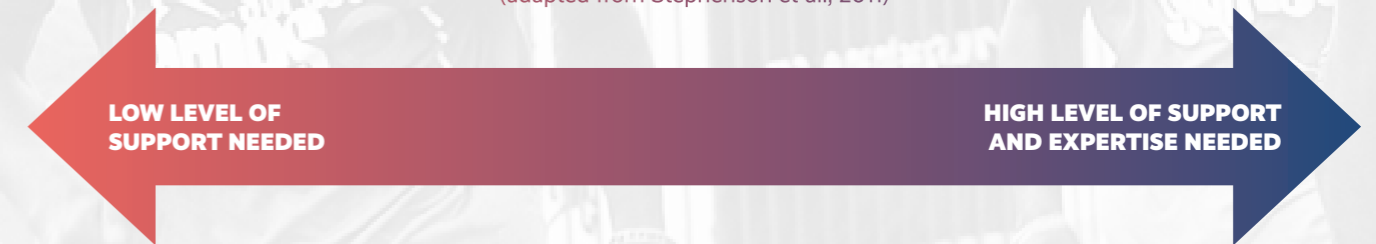


Project staff might not always be aware of the complexities or vulnerabilities of some young people attending their session - particularly when the sessions are open access sport programmes run in the local community.



## TABLE 1: IDENTIFYING THE APPROPRIATE SPORTS PROGRAMME(S) FOR YOUNG PEOPLE

(adapted from Stephenson et al., 2011)



PRIMARY Prevention	SECONDARY Early Intervention	TERTIARY Offending/Reoffending
<p><b>PROGRAMME APPROACH</b></p> <ul style="list-style-type: none"> <li>• Universal/Open Access</li> <li>• Neighbourhood/ community level</li> <li>• Developmental provision to improve overall life opportunities</li> </ul>	<p><b>PROGRAMME APPROACH</b></p> <ul style="list-style-type: none"> <li>• Targeted at those considered at risk of involvement in youth offending</li> <li>• Can be an individual/ family approach and/or targeted at geographical 'hot spot' areas</li> </ul>	<p><b>PROGRAMME APPROACH</b></p> <ul style="list-style-type: none"> <li>• Targeted intervention for those already involved in offending behaviour ranging from less serious to more serious offending</li> <li>• Can also support rehabilitation programmes</li> </ul>
<p><b>EXAMPLES OF SPORT PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>• Regular weekly sports activity sessions</li> <li>• Opportunities for volunteering and training/ qualifications</li> <li>• School holiday activities</li> </ul>	<p><b>EXAMPLES OF SPORT PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>• Targeted and/or 'hot spot' group sports sessions</li> <li>• Sport-based one-to-one mentoring programmes</li> <li>• Formal sport volunteering opportunities including training and qualifications</li> <li>• Residential trips with outdoor adventure activities</li> <li>• Can be linked to 'primary intensity level' sports programmes to provide additional opportunities if and when appropriate</li> </ul>	<p><b>EXAMPLES OF SPORT PROGRAMMES</b></p> <ul style="list-style-type: none"> <li>• Sport-based one-to-one mentoring programmes</li> <li>• Targeted small group work using sport</li> <li>• Sport volunteering, training and qualification opportunities</li> <li>• Sport as one element of a more holistic programme run by other agencies</li> <li>• Sport programmes to support rehabilitation</li> <li>• Can be linked to 'secondary intensity level' sports programmes to provide additional opportunities, if, and when appropriate</li> </ul>
<p><b>Building on a young person's strengths and developing a young person's pro-social identity</b></p>		



# THEORY OF CHANGE

The Theory of Change outlines how sport can be harnessed to develop interventions which provide positive experiences for young people and support the development of pro-social identities.

**ENABLERS AND CONDITIONS** are the foundations which facilitate the design and implementation of successful delivery. They can be grouped into four different categories which build on the Ten Ingredients: Foundation, Creating the right offer, Maintaining engagement and Maximising Impact.

**ACTIVITIES** are the things that young people take part in and include sport and physical activity, volunteering (and social action) and mentoring.

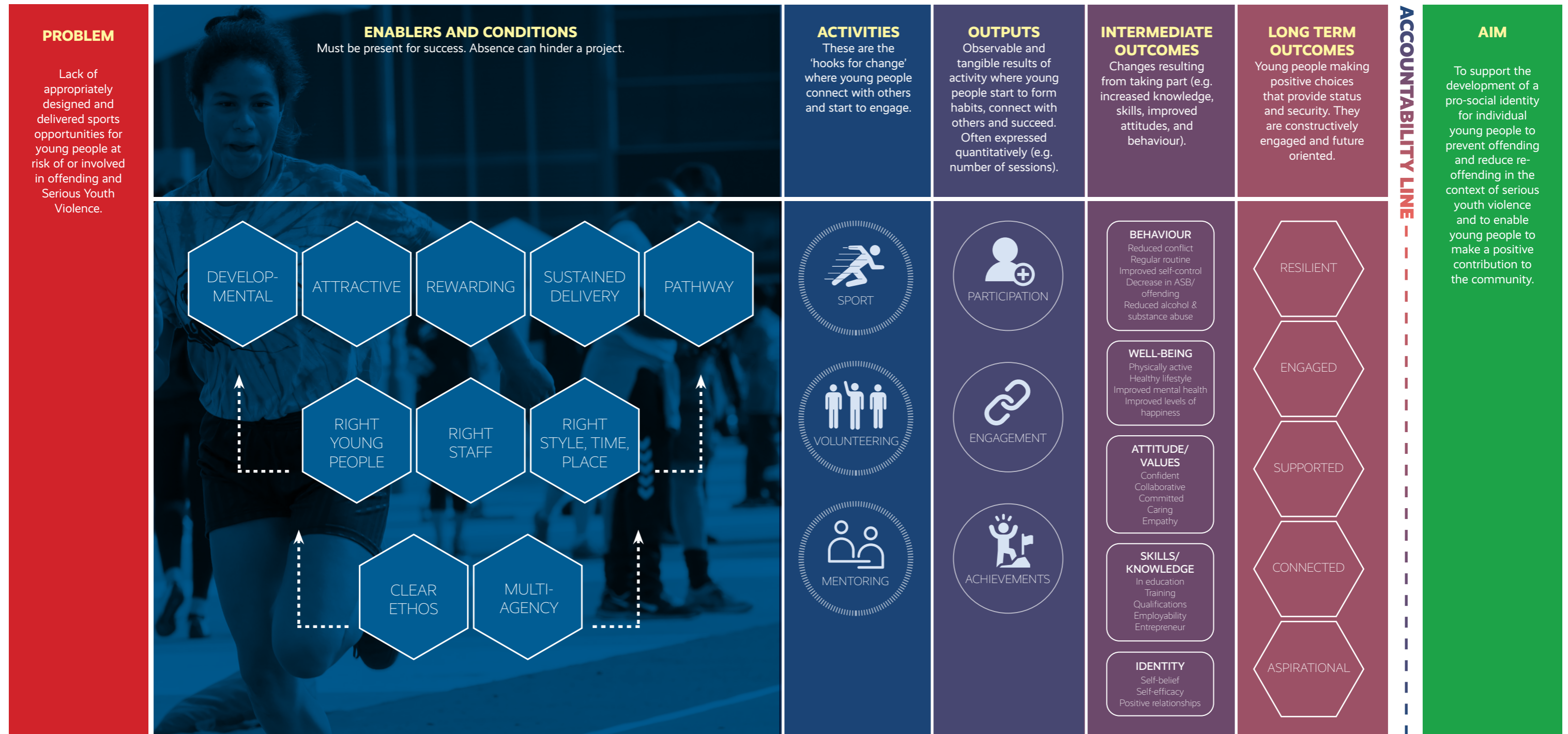
**OUTPUTS** emerge through young people's engagement with the activities as they are supported to form positive habits and behaviours. Therefore, these experiences must encourage young people to sustain their involvement. Greater commitment can result in more positive self-belief. Recognising young people's achievements is important for supporting the development of a pro-social identity.

**INTERMEDIATE OUTCOMES** are where young people start to experience first-hand empowering experiences which strengthen their social bonds (e.g. to family, school, neighbourhood, peers, prosocial attitudes) and enhance their social capital. These are the building blocks for developing a pro-social identity. Intermediate outcomes require sustained involvement over many months/years.

**LONG TERM OUTCOMES** are developed and reinforced through the ongoing socialisation process through involvement in positive activities and support the development of skills which empower the young person to develop a prosocial identity and thereby reduce the likelihood of them offending. Long term outcomes are likely to be achieved over a number of years.

**THE LINE OF ACCOUNTABILITY** shows that whilst sport can make a hugely valuable contribution to these efforts within the Theory of Change, it cannot work in isolation but instead should be seen as part of a holistic, multi-agency approach involving a range of stakeholders.

**THE AIM OF THE THEORY OF CHANGE** is to support the development of a pro-social identity for individual young people to prevent offending and reduce re-offending in the context of serious youth violence and to enable young people to make a positive contribution to the community.





# DESIGNING AND IMPLEMENTING SPORT-BASED INTERVENTIONS

## CHALLENGES

**Not overpromising**  
Projects must identify potential risks of the sports programme not delivering what has been promised.

**Joined-up response to serious youth violence**  
Tackling complex issues such as serious youth violence requires a complex response which involves many stakeholders working to achieve the same aims over a sustained duration.

**Child-first Principles**  
Sport needs to demonstrate child-first principles being Inclusive, Participatory and Child-Centred.

**Diverse and Culturally Aware**  
Authentic engagement with young people requires an empathy and a strong understanding of individuals' cultural heritage and therefore the workforce should ideally reflect the diversity of the young participants.

**Safeguarding**  
Safeguarding in the context of youth offending and serious youth violence is a complex challenge. Whilst LTOs will already have safeguarding procedures in place, secondary and tertiary interventions are likely to require bespoke risk assessment to minimise the potential for harm and unintended consequences for young people, staff/volunteers and the community. The table below identifies potential safeguarding issues but is not an exhaustive list.



### Examples of safeguarding issues in the context of serious youth violence

Contextual	Delivery	Inter-personal
<ul style="list-style-type: none"> <li>• Postcode boundaries</li> <li>• Organised Crime Gangs (OCGs) using the sessions to recruit young people</li> <li>• Escalation of tensions in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Journey to and from the project especially in unfamiliar environments</li> <li>• Lack of information sharing between agencies</li> <li>• Gangs targeting staff and the young people who try to leave the gang</li> </ul>	<ul style="list-style-type: none"> <li>• Turf wars and gang rivalries</li> <li>• Unpredictability of behaviours</li> <li>• Escalation of challenging behaviours</li> <li>• Incidents in school or at home</li> <li>• Young people as victims, perpetrators and as both victims and perpetrators (e.g. county lines)</li> </ul>

## ENABLERS

Based on the Ten Characteristics of an effective project facilitate successful delivery. They include building a strong foundation, creating the 'right' offer, maintaining engagement and maximising impact.

### FOUNDATION

**Clear Ethos**  
A clear young person centred ethos is vital because it ensures that those involved in delivering the project have a shared understanding of both the aims of the project and of the young people that the projects seek to engage. The ethos needs to be visible at both strategic and operational level.

**Multi-agent/Partnerships**  
Utilising sport to prevent and reduce ASB requires an offer that is more complex than other doorstep sports clubs. It requires partners working together in order to develop a bespoke approach to a local area based on a good understanding of the locality – opportunities and constraints. The partnership approach will also be vital in ensuring sustainable impact in the longer term.

### CREATING THE 'RIGHT' OFFER FOR YOUNG PEOPLE

**Right Staff**  
Projects benefit from staff who have a young person-centred approach to sports delivery which prioritises and responds to the needs of the targeted young people and where young people have opportunities to develop

**Right Style, Time and Place**  
Accessible and affordable doorstep delivery can be challenging to find within the identified locations but engaging young people in the project is reliant on both the location, the timing and the style of delivery.

**Right Young People**  
For these projects to impact favourably on ASB they need to engage young people who are already involved in youth offending or ASB or are at risk of being involved in ASB and youth offending. This is most likely to happen when the project is known to those seeking to refer young people and where the project actively seeks to engage these young people.

**Table 2 that follows on the next pages outlines how these enablers are refined with the different levels i.e. primary, secondary and tertiary. This identifies the minimum requirements for the enablers for the sport programmes which reflect the complexity of the intervention's aims and the needs of the individual participant.**



### MAINTAINING ENGAGEMENT

**Rewards and Rewarding**  
A key assumption of these projects is that young people develop new skills and behaviours through their involvement. In order to achieve this young people need to attend the sessions over a duration of time. This is more likely when their attendance results in experiences that are rewarding.

**Attractive offer**  
Young people will vote with their feet if the offer becomes unattractive. Young people express a preference for activities that are 'fun' but what constitutes fun may change over time. Young people may need other opportunities to progress to in order for the offer to remain attractive.

**Sustained Delivery**  
Achieving long-term change with young people requires a long-term commitment to those young people. The offer needs to be consistent and engagement needs to be over a long period either within the project or by linking to other opportunities.

**Personal Development Opportunities**  
Whilst sporting participation offers opportunities for learning these are unlikely to be sufficient on their own in the longer term. Projects need to ensure that young people are offered more challenging and developmental opportunities as they develop and progress (e.g. improved social skills, team working, confidence). Given the current context of austerity and funding cuts identifying such opportunities is likely for be challenging.

### MAXIMISING IMPACT – SPORT PLUS

**Positive Pathway**  
In order to achieve long-term aims it is vital that young people have opportunities to make positive choices and develop skills and behaviours that will enable them to make positive choices in the future. Facilitating access to other developmental opportunities is therefore important.



**TABLE 2: MINIMUM REQUIREMENTS FOR THE ENABLERS FOR MATCHING YOUNG PEOPLE TO SPORT PROGRAMMES**

		<b>TERTIARY INTERVENTION</b>
	<b>SECONDARY INTERVENTION</b>	<b>SECONDARY INTERVENTION</b>
<b>PRIMARY INTERVENTION</b>	<b>PRIMARY INTERVENTION</b>	<b>PRIMARY INTERVENTION</b>

<b>CLEAR ETHOS</b>		
<b>PRIMARY INTERVENTION</b>	<b>SECONDARY INTERVENTION</b>	<b>TERTIARY INTERVENTION</b>
<ul style="list-style-type: none"> <li>Community sport organisation committed to working with young people in areas of deprivation.</li> <li>Commitment to the five rights of doorstep sport</li> <li>Relationships based on trust, respect, fairness, voluntarism/choice.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the value of the wider role of sport for working with young people</li> <li>Knowledge and understanding of sport's potential to engage with young people on the cusp of or at the early stage of the youth justice/ criminal justice system.</li> </ul>	<ul style="list-style-type: none"> <li>Focused knowledge and understanding of the potential of sport to work with complex and challenging young people involved in serious youth violence, gangs, in the secure estate and to support rehabilitation of young people.</li> </ul>

<b>MULTI AGENCY/ PARTNERSHIPS</b>		
<b>PRIMARY INTERVENTION</b>	<b>SECONDARY INTERVENTION</b>	<b>TERTIARY INTERVENTION</b>
<ul style="list-style-type: none"> <li>Direct and indirect local partnerships between practitioners to support delivery as well as to reinforce the dialogue about the social value of sport in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Partners understand the value of sport</li> <li>Good level of trust and confidence in community sport organisations by partners</li> <li>Partnerships in place at a strategic level as well as at a practitioner level.</li> <li>Validation from education, children's services, criminal and youth justice services etc for working with young people</li> <li>Collaboration between partners for signposting young people and making formal and informal referrals to community sport.</li> <li>Commitment by referral partners to provide appropriate and timely information about young people</li> </ul>	<ul style="list-style-type: none"> <li>Partners with a deeper confidence in the value of sport and with respect and trust in community sport organisations.</li> <li>Commitment to working closely with partners to provide holistic support to young people</li> </ul>



<b>RIGHT STAFF (AND VOLUNTEERS)</b>		
<b>PRIMARY INTERVENTION</b>	<b>SECONDARY INTERVENTION</b>	<b>TERTIARY INTERVENTION</b>
<ul style="list-style-type: none"> <li>The right project management and delivery staff including coaches, helpers, leaders and volunteers.</li> <li>Understand and are familiar with the local community</li> <li>Youth work values with a focus on young people's strengths as well as sport.</li> <li>Able to build young people's confidence and self-esteem</li> <li>Have authority but are not authoritative.</li> <li>Non-judgemental - giving young people a 'thousand chances'.</li> <li>Empathy, caring and listening</li> <li>Able to build long term relationships with young people.</li> <li>Able to act as a relevant role model</li> <li>Able to have informal conversations with positive health messages about alcohol, smoking, drugs</li> <li>Basic understanding of ACEs and mental health</li> <li>Running sports sessions that support pro-social identity including attitudes, behaviour and values.</li> <li>Signpost to local support services when appropriate.</li> <li>Commitment and understanding of monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>A passion and strong commitment for the role that sport can play for young people.</li> <li>Experienced members of staff for project management and delivery</li> <li>Good understanding of the complex needs of young people</li> <li>Good understanding of ACEs and mental health issues</li> <li>Good knowledge and understanding of trauma informed practice</li> <li>Good knowledge and understanding of criminal and youth justice services</li> <li>Good understanding of the dynamics of the local community and young people</li> <li>Able to collaborate with local partners</li> <li>Able to act as an advocate for the young person</li> <li>Develop shared interests with the young person</li> <li>Able to develop strong individual relationships with young people.</li> <li>Having a grounding in mentoring approaches</li> <li>Able to navigate access to support services alongside the young person</li> <li>Able to act as catalyst for change in young people's lives.</li> <li>Understanding of the importance of outputs and outcomes</li> <li>Able to step young people's support down or upwards if and when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated, very knowledgeable and experienced members of staff.</li> <li>Willing to 'walk alongside' the young person when support is needed</li> <li>Able to integrate trauma informed practice within sports provision</li> <li>Able to provide encouragement and manageable goals based on small steps forward.</li> <li>Recognising that stopping to offend is not a smooth path and willing to persevere even when young people do not make good choices.</li> <li>Able to step young people's support down to secondary and/or primary level when appropriate</li> </ul>



RIGHT STYLE AND PLACE		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<p><b>THE RIGHT STYLE:</b></p> <ul style="list-style-type: none"> <li>Open, informal group-based sessions</li> <li>Based on clear understanding of the needs of the young people (e.g. age, gender, ethnicity, behaviour)</li> <li>A supportive environment</li> <li>Protected from humiliation, bullying and failure.</li> <li>Free of charge, no expectations about kit to play sport</li> <li>'Hidden coaching' rather than 'skills and drills' to improve playing and sense of achievement</li> <li>Engagement of young people</li> <li>Young people involved in planning activities</li> </ul> <p><b>THE RIGHT PLACE:</b></p> <ul style="list-style-type: none"> <li>A focus on areas of deprivation</li> <li>Based in the local community, within easy reach of home.</li> <li>Environment that feels safe for the young people to get to and from the venue.</li> <li>Awareness of safety around the use of open spaces during summer/ winter/ daytime/ evening etc.</li> </ul> <p><b>THE RIGHT TIME:</b></p> <ul style="list-style-type: none"> <li>Appropriate for different age groups – e.g. younger age group after school, older age group in the evening.</li> <li>Regular sessions</li> </ul>	<p><b>THE RIGHT STYLE:</b></p> <ul style="list-style-type: none"> <li>Based on clear understanding of the vulnerabilities of the young person</li> <li>Adapting provision to the needs of individual young people, especially those who might not have played sport for a long time or who might have had a negative experience.</li> <li>Group sports sessions or one-to-one work using sport.</li> <li>Supportive and focused on achievements to encourage a pro-social identity.</li> <li>Identifying and making use of 'teachable moments'.</li> <li>Providing opportunities to establish new pro-social friendships, especially if it is one to one intervention.</li> <li>Avoiding opportunities for 'deviancy training' in group work</li> </ul> <p><b>THE RIGHT PLACE:</b></p> <ul style="list-style-type: none"> <li>A venue that is familiar, feels safe and comfortable.</li> <li>Greater emphasis on safety for the young person to get to and from the venue.</li> <li>The best location for the young person recognising that a venue within their local community might not always be the appropriate choice in terms of personal safety, peer groups, the potential for labelling and negative attitudes of others in the community.</li> <li>Constantly reviewing the most appropriate place with the aspiration of keeping/ moving the young person back to their own community.</li> </ul> <p><b>THE RIGHT TIME:</b></p> <ul style="list-style-type: none"> <li>Responding to the need for provision in ASB hotspot areas on certain days/ times/ seasons/ other high risk times.</li> <li>Daytime provision might be appropriate if the young person is not attending school or is attending school/ PRU on a limited basis. If the young person is vulnerable to joining a gang or being involved in county lines, transport might need to be provided to and from the venue.</li> </ul>	<p><b>THE RIGHT STYLE:</b></p> <ul style="list-style-type: none"> <li>Based on clear understanding of the complexities and vulnerabilities of the young person</li> <li>Usually one-to-one work using sport</li> <li>Often part of a holistic programme working closely with other agencies to achieve the same goals for the young person</li> </ul> <p><b>THE RIGHT PLACE:</b></p> <ul style="list-style-type: none"> <li>A safe space both physically and emotionally.</li> <li>Providing additional support to and from the venue for the young person to support engagement and ensure safety</li> <li>Work with partners to ensure that the young person's circumstances enable them to access the venue/area (e.g. considering any curfews, barring restrictions).</li> </ul> <p><b>THE RIGHT TIME:</b></p> <ul style="list-style-type: none"> <li>Regular sessions to establish a structured routine.</li> </ul>

RIGHT YOUNG PEOPLE		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<ul style="list-style-type: none"> <li>All young people in a local community with a focus on areas of deprivation.</li> <li>Inclusive and reflecting the diversity of the local community</li> <li>Including young people in sports sessions who can act as pro-social peer role models for values, attitudes and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Young people experiencing challenging circumstances and with additional vulnerabilities.</li> <li>Working with young people who are victims, perpetrators or both.</li> <li>Young people who have been formally or informally referred by agencies, who have been signposted to the sessions or who are self-referred.</li> <li>Including young people in group sport sessions as pro-social peer role models with shared lived experience.</li> <li>If group sessions, provide additional structure to support a pro-social approach and to avoid the potential for 'deviancy' training or the recruitment to gangs.</li> </ul>	<ul style="list-style-type: none"> <li>Complex and vulnerable young people with challenging circumstances already directly involved in offending behaviour.</li> <li>Greater reliance on formal referrals by youth justice and criminal justice partners</li> <li>For small group work, plan the selection of young people on information from local agencies to create the right mix, to protect young people and to avoid deviancy training.</li> </ul>

REWARDS/ REWARDING ACTIVITIES		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<ul style="list-style-type: none"> <li>Formal and informal rewards to support engagement and retention.</li> <li>Include informal rewards such as praise to recognise achievement and build self-esteem.</li> <li>Young people able to see progress that they have made in taking part in new sports, developing new skills, understanding rules etc as an informal reward.</li> <li>Small formal rewards such as loyalty cards, water bottles, T-shirts.</li> <li>Consider the use of trips etc as rewards which also help to support retention and broaden horizons.</li> </ul>	<ul style="list-style-type: none"> <li>Reward of a one to one relationship with the coach who goes the extra mile and acts as an advocate for the young person.</li> <li>Celebration and recognition of the steps made, however small.</li> <li>Opportunities to be mentored and receive one to one support that can include doing rewarding activities together and developing a positive relationship with the mentor</li> </ul>	<ul style="list-style-type: none"> <li>Deeper relationship with the coach based on support and advocacy around other agendas and being there in times of crisis.</li> </ul>



ATTRACTIVE OFFER		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<ul style="list-style-type: none"> <li>Engaging, high quality offer (e.g. Enjoyable, fun, challenging, energetic, varied).</li> <li>Multisport provision is often useful to add variety.</li> <li>Build in social aspects such as music, food, time to chat to support pro-social friendships, sense of belonging etc.</li> <li>Organic and flexible which changes over time and recognises the dynamic process between the participant and the programme.</li> <li>Shaped in collaboration with young people.</li> </ul>	<ul style="list-style-type: none"> <li>Choice of sports tailored to the interests of the young person especially for one to one work.</li> <li>Structure the sports sessions so that it is okay for the young person to make mistakes without feeling 'useless/ 'stupid'.</li> <li>Consider providing adventurous and challenging activities.</li> <li>If the young person is stepped down to primary provision, make sure that the offer is appropriate in terms of age, gender etc.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a sporting experience that acts as a positive escape/ release where the young person feels that they can be themselves.</li> <li>Involvement in adventurous and challenging activities to help young people to re-imagine themselves and support the development of a pro-social identity.</li> <li>If the young person is stepped down to secondary and/or primary provision, make sure that the offer is appropriate in terms of age, gender etc.</li> </ul>

PERSONAL DEVELOPMENT OPPORTUNITIES		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<ul style="list-style-type: none"> <li>Basic understanding of the value of playing sport for young people in general terms such as increasing confidence, self-esteem, communication skills, teamwork, social skills and pro-social friendships to support pro-social identity.</li> <li>'Hidden coaching' to develop sports skills/ learn to play new sports to provide sense of achievement/ progress.</li> <li>Youth-led approach to develop 'locus of control' for young people.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for the young person to 'co-create' their journey</li> <li>Informal or formal opportunities built into session planning to support the personal development needs of the young person including training and qualifications.</li> <li>Sport-based mentoring programmes.</li> <li>Opportunities for volunteering in sport to support the development of a pro-social identity. Including recognition as a volunteer, helping to run sessions, being given responsibility, supported to run events etc.</li> <li>Focus on self-esteem, locus of control and cognitive skills that enable young people to take on greater challenges.</li> <li>Supporting the young person to manage conflict, deal with peer pressure and make the right choices.</li> <li>Supporting the young person to reflect on their progress and achievements.</li> <li>Providing the right level of challenges for a young person to stretch themselves but not to fail</li> <li>Supporting the young person to think critically about their future.</li> <li>Greater focus on health and welfare to support better decision-making by the young person.</li> </ul>	<ul style="list-style-type: none"> <li>Mainly formal opportunities with individual support either in a small group or one-to-one setting.</li> <li>An explicit focus on using sports sessions to address specific issues but in a sensitive, 'hidden' way to avoid negative labelling.</li> <li>A greater focus on health, welfare and education issues as a high priority, working in partnership with local agencies.</li> </ul>

SUSTAINED DELIVERY		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<ul style="list-style-type: none"> <li>Commitment to delivering ongoing, regular, weekly sessions rather than short-term programmes.</li> <li>Commitment to developing strategies to ensure continuity of the same coaches at sessions.</li> <li>Providing a pathway from holiday or short-term programmes into ongoing and regular sessions</li> </ul>	<ul style="list-style-type: none"> <li>Greater commitment to providing regular sessions being delivered by the same staff on a long-term basis.</li> <li>If provision is time-limited, commitment to ensuring this is transparent for the young person with potential exit routes in place.</li> <li>Exit strategies to step down to primary provision whilst continuing support when/ if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Full commitment to delivering the provision by the same members of staff and being transparent about the length of the provision if it is time-limited and potential exit routes.</li> <li>Exit strategies to step down to secondary and possibly to primary provision when/ if appropriate.</li> </ul>

POSITIVE PATHWAYS		
PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
<ul style="list-style-type: none"> <li>Providing pathways in sport including playing, volunteering and coaching.</li> <li>Delivery staff with awareness of local pathways around education, mental health support, training, employment etc.</li> <li>Signposting young people to local opportunities and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a range of personal development opportunities tailored to individual young people.</li> <li>Facilitate the improvement of young people's skills, qualifications and behaviours ready for education/ employment etc.</li> <li>Develop partnerships with local agencies to build trust between young people and institutions such as schools/colleges and the police.</li> <li>Greater knowledge and understanding of systems and processes for accessing other agencies and being prepared to support young people to navigate these systems.</li> </ul>	<ul style="list-style-type: none"> <li>High level of trust between the member of staff and the young person.</li> <li>Enhanced level of support to work with young person to access agencies.</li> </ul>



# GLOSSARY OF KEY TERMS

## ACEs

Adverse Childhood Experiences are stressful and negative experiences that take place during childhood. They can work together to have a cumulative effect on the individual with the potential to affect the individual negatively later on in life.

## Child First

An asset-based approach that is child-friendly and redresses the deficit-focused nature of risk-based youth justice which recognises that young people under the age of 18 years involved in the youth justice or criminal justice system are children.

## Collaborative

Working together with others.

## Criminal Justice Services

The collection of agencies including, but not limited to, the police, the courts, the Ministry of Justice and the Home Office which are involved in the detection and prevention of crime, the prosecution of people accused of committing crimes, the conviction and sentencing of those found guilty, and the imprisonment and rehabilitation of ex-offenders.

## Criminogenic

Causing or likely to lead to crime.

## Deviancy

Anti-social behaviours and attitudes which are seen as normal by the young people with these behaviours and attitudes. Deviancy training takes place when young people with anti-social behaviours and attitudes try to influence and persuade other young people to adopt these anti-social behaviours and attitudes.

## Diversion (and diversionary)

Helping individuals to stay away from situations, peer contacts and routines that might lead to involvement in offending behaviour, risky situations etc.

## Empower

The process of becoming stronger and more confident especially in making decisions and controlling one's life.

## Engagement

A young person's engagement is more than just turning up to an activity. It needs to include young people being motivated, committed and participating in activities.

## Ethos

The characteristics, values and beliefs of an organisation.

## Five rights of doorstep sport

Providing a sporting offer to disadvantaged young people at the Right time, in the Right place, with the Right people, for the Right price and in the Right style. For more information see [here](#).

## Intervention

A programme that aims to prevent and reduce offending.

## Line of accountability

The line of accountability acknowledges that sport has a unique and important role in reducing offending and reoffending but cannot work in isolation. Sport is responsible and accountable for the work that takes place with the young person as part of the programme.

## Locally Trusted Organisations (LTOs)

Organisations delivering sport opportunities that are locally managed, funded and 'trusted' by the local community. They can include community groups, charities, leisure trusts, sports clubs, housing associations, local authorities and colleges and, for many of them, sport is not the primary purpose.

## Multi agency approach

Working closely with other organisations to provide a seamless response to individuals with multiple and complex needs.

## Offending

Committing a crime or unlawful act. This can range from minor offences including some forms of Anti-Social Behaviour (ASB) to serious offences.

## Pro-social

The opposite to anti-social. Positive behaviours and attitudes.

## Pro-social bonds

Strong positive attachments and relationships between the young person and the family, school, community and peers.

## Pro-social identity

A young person who has a pro-social identity feels empowered, makes positive choices, is engaged in constructive activities and is focused on the future.

## PRU

Pupil Referral Unit is a school for pupils not able to attend a mainstream school. Pupils might be referred if they need greater care and support than their school can provide.

## Psychosocial risk factors

Psychosocial' means the combination of psychological factors such as hyperactivity, low self-esteem and immediate social factors - family, school, neighbourhood and lifestyle.

## Resilient

The ability to overcome serious hardships and to deal with life's pressures. The ability to 'bounce back'.

## Risk factors

Risk factors are used to predict which young people are at risk of offending.

## Secure estate

The different types of custodial establishments where children may serve their sentence e.g. youth offending institute.

## Self-belief

Trust and confidence in your own abilities and judgement.

## Self-efficacy

A young person's belief in their own ability to succeed in a specific situation or to accomplish a task.

## Self-esteem

How a person thinks about themselves and their overall sense of self-worth and value.

## Serious Violence

The World Health Organisation (2002) defines serious violence as 'the intentional use of physical force of power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation'.

## Social capital

The level of trust, positive relationships and networks that a young person has in their life.

## Targeted

Targeted (Second or early intervention) approaches are based on work with specific individuals and groups.

## Trauma-informed practice

Sensitivity to the wider context of the young person's life and how this impacts them and the support that you might be able to give them.

## Universal

Universal (primary prevention) approaches include all young people who can access the programme regardless of risk factors.

## Vulnerable young people

Young people who are at risk or who might need extra support or help.

## Youth Justice Services

The youth justice system aims to prevent and reduce offending by children aged under 18 years. Youth Offending Teams (YOTs) work with young people who get into trouble to try and help them to stay away from crime.



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