

CAP Conference: Acceptable Risk: Thursday 21st April 2016:

DRAFT SCRIPT:

PMNW JERSEY LOGO AS HOLDING SLIDE

Slide 1: Lesley/Dave job titles /and title of session

Introduction:

My name is Lesley Harrison Chairman of Prison! Me! No Way!!! / Dave Barron Co Ordinator of Prison! Me! No Way!!! Jersey.

Just a little background into who we are and what we do:

PMNW Jersey are a Police and Prison initiative and a Jersey registered charity.

We use a multi-agency approach to deliver lessons to young people on 'choices and consequences of crime. All lessons are designed to be engaging and interactive and link into PSHE.

Input is delivered for students from Year 6 up to and including Year 13. We have up to 35 stand-alone lessons which are tailored to meet each Year group's needs – ensuring that content is age appropriate, relevant and timely.

The composition of the PMNW Jersey Executive Board which includes the Superintendent of Operations of the States of Jersey Police and the Director of Inclusion at Education Cliff Chipperfield, enables us to have access to trends and areas of concern, which means that we can be proactive and design lessons or campaigns to reflect that.

Our relationship with each school means that we can also work directly with them and where they may have challenging behaviours – such as bullying or theft - which are affecting their particular school; we have the ability to then focus on something that is more personal to that school.

In our session today we would like to give you a little insight into who we are and the work we undertake – and discuss the link between Education and Youth Crime, the benefits of early intervention and acceptable risk for young people.

Slide 2: List of session content

- **Risks are part of life...Taking risks in life is a common occurrence amongst all human beings whether we are young or old. Babies take risks when they begin to walk, adults take risks in changing to a new job or taking up a new hobby which might be outside their comfort zone, and teenagers take a risk by going to a party with lots of new people who they haven't met before.**
- **Taking risks can come with benefits and can also involve some costs and dangers. Each day, all around the world, many young people of different ages, cultures and genders are taking risks.**

- During this session we will discuss what risky behaviours young people are undertaking, what leads and drives these behaviours and important things for young people to consider in making decisions about whether or not to take such risks.

Slide 3: Early intervention

- Trying new things and testing the boundaries occurs across all developmental stages from birth to old age. It's defined as risk taking when it involves engaging in activities that have the potential to result in harm to oneself or others.
- Young people however, may not understand the potential for negative outcomes from their behaviour, particularly if it seems exciting or likely to improve the way their friends see them. Despite having plenty of information available about what is safe or unsafe, this lack of insight means young people may still engage in a high level of risk taking.
- Prison! Me! No Way!!! Jersey to use a multi agency approach to design and deliver engaging programmes in line with PHSE for young people from Year 6 – 13, with an aim to providing them with factual information which will help them make *informed* and *positive* life style choices to keep them safe.
- As the expression goes, prevention is better than cure. By working in partnership it is possible to reduce the number of incidents, as well as threat, risk and harm to individuals in the community.

* Year 6 input- Your Choice Day – Road Safety Awareness PowerPoint

Slide 4: What leads and drives risky behaviours amongst young people?

- Given the number of complex personal, family or societal factors that may underpin why any one child or young person may engage in these behaviours, it is unlikely that a single 'grand theory' could explain risk behaviours. It is also very difficult to isolate the relative importance of specific drivers of risk behaviour.
- Some of these drivers relate to the behaviour and attitudes of young people; whilst others relate more to the influences and controls acting upon them.
- This can be defined in many ways; by socio-economic circumstances, poor mental health or the absence of supportive family relationships. And it is important to recognise and consider those elements.

- We do however want to ensure that young people are not being encouraged to become risk adverse, as parents and professionals; all the work we undertake in the classroom ensures they have the ability to make those informed decisions and recognise what is acceptable risk.

***Exposing the lies about highs – brief explanation about project then show film**

Slide 5: Dealing with unacceptable or challenging behaviour:

- Children spend a significant amount of their lives in school, and their educational attainment is an important determinant of their future life-chances.
- Engaging in multiple and severe risk behaviours is often associated with a range of future negative outcomes, such as criminality, lower educational attainment and prolonged unemployment.
- By teaching good risk-taking skills, children will be better prepared to meet life's challenges.
- The most effective method when attempting to manage unacceptable or challenging behaviour is to prevent it occurring in the first place.
- Unacceptable behaviour is quite common in growing children, as it is one of the most common ways through which they express their emotions. Most toddlers and preschool children show signs of unacceptable behaviour such as impatience to wait for their turn, rushing into activities, getting angry easily etc.
- However, psychologists advise that such behaviour should not be allowed to become a part of their personality because unacceptable actions, if not controlled by an early age, can have adverse effects on their own lives as well as affect their relationships with their loved ones. Moreover, children who do not have control over their unacceptable reactions may find it difficult to adjust to the social set-up in which they live, grow and become a part of.
- Such children are often cornered and even disliked by other children of their age and even by adults because through their unacceptable reactions, children cause harm not only to themselves but also to the people around them, physically and psychologically.
- The PMNW approach is to promote positive behaviour through each of the lessons we deliver. This is based on the assumption that most behaviour patterns (negative and positive) are learned, and therefore, that acceptable behaviour can also be learned. It is also based on the belief that behaviour is contextual, so children can be taught to

behave in a certain way in the school context. Acceptable behaviour is then reinforced in a school and classroom climate which is supportive of positive behaviour.

- Mainstream schools are becoming increasingly inclusive, and therefore we regularly encounter a situation where we meet children with challenging behaviour as an aspect of special education. A positive approach to the promotion of good behaviour benefits all children, including those with special educational needs.

Slide 6: Prison! Me! No Way - Educating and Supporting Young People

- So what is acceptable risk? A good risk is an 'action', 'activity' or 'behaviour' that, precipitated by careful thought, involves a 'leap' toward the edge of safety and danger. Therefore it's really important for our young people to learn to take smart risks and for us to facilitate and promote those behaviours to minimise the taking of bad risks.
- The work we undertake with young people in the classroom involves many subjects and activities that involve behaviour that is precipitated by careful thought – including areas such as: Alcohol, Drugs, Theft, Sexting etc to highlight just a few lessons from our extensive portfolio.
- The age of criminal responsibility is 10. That is the age the law states that young people know the difference between right and wrong.
- Research shows that risk-taking behaviour tends to start in early adolescence and in general, boys are more likely to become actively involved in risk-taking behaviours than girls. Male brains are wired for more risk-taking than women. They get a bigger burst of endorphins and sensation of pleasure, when faced with a risky or challenging situation. And the bigger the reward is, the more likely boys are to take a risk.
- No one wants to criminalise a young person, therefore it's prudent to provide them with learning opportunities that can help them make positive life choices that will keep them out of the judicial system and also keep them safe.
- From Year 6 we start delivering input that considers both legal and illegal substances- so young people can appreciate the difference and recognise some of the dangers at home. Everything we do has to be age appropriate, relevant and timely, therefore we encourage them to think through their actions, recognising that they have choices and with every choice comes a consequence – good or bad.

Slide 7: Conclusion:

- Whilst we don't want to create a 'risk' adverse society and we do want our young people to be confident, resilient and safe, making positive choices, we do have to acknowledge that nevertheless, risk behaviours do persist, and there is significant uncertainty about whether new forms could be emerging.
- We are also still unable to be certain about the trends in risk behaviours for the most vulnerable groups.
- This means that there's no space for complacency, and between us all we are in a fortunate position where we have the ability to create a culture of acceptable risk and address behavioural change for the benefit of all in our small community.

Thank you.

Slide 8: Discussion time / Q&A