INTERVENTION PROGRAMME

TUTORS GUIDANCE

Prepared By
Emile Peltier

D–B–D
DISCRIMINATION BY DIVERSITY

Calderdale Council

Calderdale Youth Offending Team

INTRODUCTION

- Calderdale Council's equal opportunities policy (2008)

- A duty to ensure equal opportunities for all people

- In light of government legislation to tackle institutionalised racism and racist crimes

- In April 2001, the statutory duty to promote race equality was introduced through an amendment of the Race Relations Act 1976.

Definition

'Any incident which is perceived to be racist by the victim or any other person'

Statements

- RACISM IS NOT ONLY ABOUT BLACK OR WHITE ?

- DIFFERENCE IS NOT JUST ABOUT RACE ?

- YOU ARE PART OF A DIVERSE COMMUNITY ?

- DISCRIMINATION IS NOT JUST A WORD ?

- WE ARE NOT EXPERTS, PARTICULARY WHEN WE HAVE TO SPEAK TO SOMEONE ABOUT OUR OWN RACE ?

- IF YOU DO NOTHING OR IGNORE THAT, THAT IS WRONG ?

- THE RACE RELATIONS AMENDMENT ACT DEC 2000 STATES THAT WHOLE ORGANISATIONS ARE ACCOUNTABLE AND CAN BE PROSECUTED ?

That Calderdale YOT will commit to deliver Intervention Programmes:

- Will address racial and cultural awareness
- Will involve young people
- YOT staff teams and partner agencies
- Via group or individual working
- To reduce recidivism and change behaviour
- Staff Training

Local/Strategic Policy

- **Diversity and Equality:**
  - Calderdale Hate Crime Partnership
- **Local Housing**
  - Pennine Housing 2000 Stop Hate UK
- **Local Neighbourhood**
  - Forest Cottage
- **Youth Offending Teams**

Equality Impact Assessment

- What impact will your programme have on
  1. Clients
  2. Your organisation
  3. Families
  4. Wider Organisations
  5. Community

Consider Safeguarding, risk, media ETC

Referral and Recording

Asset/onset assessment

- Racially aggravated/motivated offence/s
- Asset – Perception of self and others
- Asset – Family and Neighbourhood

NB: For the above ***two Asset sections*** these should be scored 2+ where there is Evidence or discriminatory behaviour/attitudes.

Criteria

Any young person, who meets the following criteria, should be referred to the Designated Staff member or steering group, for a further assessment /evaluation

The young people will then be referred for a further evaluation or intervention including 1 to 7 sessions of the DBD programme, PVE, domestic violence programme, gang or weapons , Channel Project etc.

INTERVENTION PROGRAMME

- Evaluation Questionnaire
- Programme delivery (Guidance Notes)
- Sessions (MISSIONS 1 - 7)
- Proof of completion of Learning
- Certificate

EVALUATION HOW DO YOU FEEL?

In your class at school, or in your place of work, you are allocated a seat next to a person of a different race.	☐	☐	☐	☐	☐
At your local youth club there are a number of new members who are different and are either gay, disabled or of a different race	☐	☐	☐	☐	☐
The team that you play for has just recruited new players who are of a different race and gay.	☐	☐	☐	☐	☐
Your favourite lesson at school is being taught by a teacher who is disabled.	☐	☐	☐	☐	☐

- Once the evaluation form has been filled in, the number of ticks should be totalled and recorded.

- On completion of the programme, the results of both questionnaires should be compared to highlight any progress achieved.

PROGRAMME DELIVERY

- 7 sessions over a period of 7 weeks.
- Each session has a detailed lesson plan
- Stand alone Intervention ***or*** context of a full structured programme.
- Consider all BAME groups
- Worker should offer assistance to the young person

Hate Crime

‘Hatred is a strong term that goes beyond simply causing offence or hostility. Hate crime is any criminal offence committed against a person or property that is motivated by an offender’s hatred of someone because of their: race, colour, ethnic origin, nationality or national origins, religion, gender or gender identity, sexual orientation or disability.’

Hate Crime

- **Physical attacks**
- **Threat of attack**
- **Verbal abuse or insults**

What can be done about hate crime?

- *increase confidence in the criminal justice system and in other agencies that deal with hate crime*
- *increase the proportion of victims or witnesses of hate crime who come forward to report what they've seen*
- *increase the proportion of hate crimes brought to justice*
- *improve local responses to hate crime, particularly in areas that have disproportionate numbers of cases*

mission one

EXERCISE 1 quiz

Missions

The 'Discrimination by Diversity' workbook is divided Into seven 'Missions', each one made up of a variety of exercises.

- Mission 1 - **About Your Offence**
- Mission 2 - **Similarities and Differences**
- Mission 3 - **Identity and Personal Analysis**
- Mission 4 - **Victims**
- Mission 5 - **Heroes**
- Mission 6 - **Acting Out**
- Mission 7 - **Reflections**

SIMILARITIES & DIFFERENCES

Exercise 1

Using their workbooks or place a blank piece of paper under every picture and ask participants to write comments about the famous people:

Analyse similarities, making participants aware of the difference in culture.

Draw out positives from this exercise i.e.
We all have icons, irrespective of race. We can look up to someone from a complete different background, with different experiences from ourselves because they are an example.

Exercise 2

Ask the group to look at the picture in their workbook of the group pictured to the right (their version does not have any text).
Ask the group to make comments on what they feel the people are like and getting up to.

Now show them the full image with the text on the DVD and play them the DVD
Peace and Love 'forget da beef'
(enclosed with this pack).

Then explain that these are ordinary young people some involved in crews who have been trying to make something positive in their lives through music, but, segregation and social exclusion via tensions in different communities have severely hindered this.
However, through help of community leaders and role models they have come together as one voice to promote peace, harmony and tolerance as a way forward to achieve their goals.

NB: If you have time, draw some pictures, poems, RAP's, story's elicited from your individual or group.

DIVERSITY QUIZ: IDENTITY

1. My dads a councillor and he says that the problem in this town is because of people tolerating lap dancers and gay clubs.

2. I am an apprentice and my boss always goes on about women being only good for one thing, (housework). He says that things won't change in this firm whilst he is boss.

3. I am fourteen years old and hate the old bag who lives near me. She always complaining about the noise, swearing and drinking. My mum says she should be put down.

4. I am black and hate all white police officers.

5. I am white and live in a nice area with nice schools and churches. The area has gone down hill since Jewish temples, Mosques and their preachers shouting out praying. My dad says, If this doesn't stop soon we'll stop it our selves or move out.

6. I am a salesman, and work in town, but hate driving to work cause disabled drivers slow me down and get all the parking spaces. I think they should stay at home and not be allowed on the roads.

HOMOPHOBIA

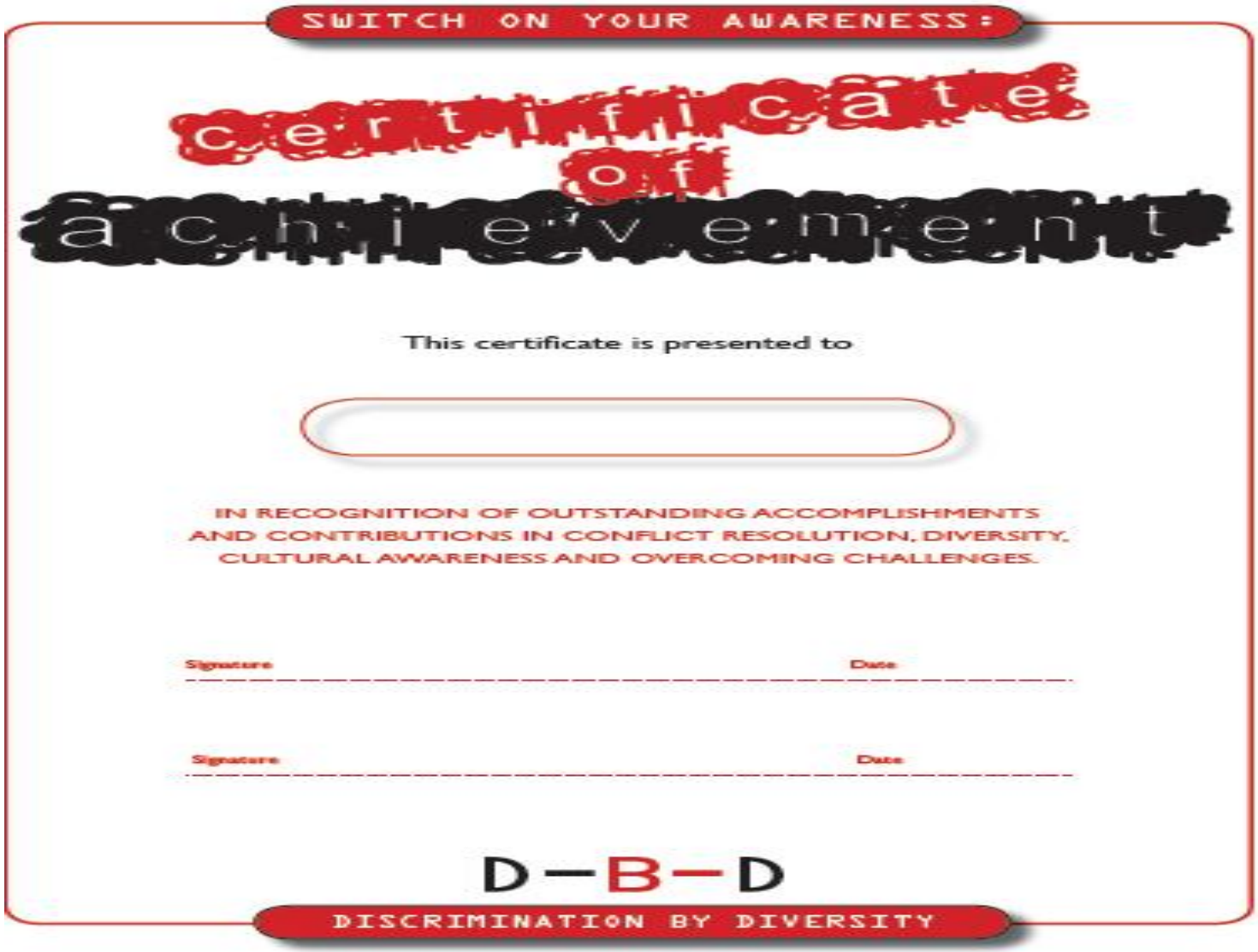
RACISM

ABLEISM

AGEISM

RELIGIOUS HATRED
eg anti-Semitism

SEXISM



If you have completed all the missions, you will receive a DBD certificate. Also your tutor may be able to put you forward for a Life Route Award, which is administered by ASDAN. The Life Route Award carries 3 credits towards a range of nationally recognised ASDAN qualifications.

PVE

- History
- Local strategy (YOT/Partners)
- Programmes (3 Strands)
- Training
- PVE Video
- Your Local Strategy

History

There are a range of community-based measures (mentioned in

Gordon Brown's speech in November 07) in preventing violent

extremism. The government's aim in tackling violent extremism

is to "**Stop people becoming or supporting violent extremists"**.

The government's approach and guidance states that this should

be done through existing programmes (including the 'Improving

Cont…

Last year, Home Office ministers approved funding for the Youth

Justice Board for England and Wales (YJB) to invest in expanding

the capacity of YJB programmes and the secure estate to reach

young people at risk of becoming involved in violent extremism.

There were four main elements identified, including: Training for

staff, expanding existing programmes for the most vulnerable

Local strategy (YOT/Partners)

It is known that Calderdale has individuals who may pose a risk through the radicalisation of young people into extreme ideologies. This project will be an important part of Calderdale's response to PVE.

Therefore, the project is designed to work closely with other PVE work such as the local authority led Pathfinder work and the Police Channel Project. Calderdale YOT will be using its commitment to and profile in partnership work to operate on a number of levels: directly in the communities where risk is higher using voluntary sector skills and knowledge as well as training staff in the YOT to identify young people who may be pre-disposed to radicalisation because of their emotional and social circumstances.

Calderdale YOT has strong governance arrangements and is currently actively

Strand 1. Change Programmes

- Perpetrators of racially aggravated offences
- Perpetrators of hate crime
- In the community
- In Custody
- DBD Programmes
- Referral process

Strand 2. Focus Groups

- Demographics
- Muslim Group
- White/European group
- 11-Week Programme
- Residential
- Safeguarding and Risk Management

Strand 3. Prevent

- Schools
- Offender Management
- ASBO
- Prevent criminality/reduce First-Time-Entrants

Training

- YJB training for YOT PVE project coordinator and selected staff (YJB funded).
- YOT staff will be trained in facilitating change programmes – training will be provided by Council staff who created the ‘Things Do Change’ programme and YOT staff for Racial Awareness Programme (partnership funded).
- YOT will receive Equality and Diversity training – this will be delivered by the YOT’s regional equality diversity trainer as part of the West Yorkshire regional equality/diversity strategy (regional partnership funded).
- Staff Cultural Awareness training including ‘SELF’ – will be delivered by local cultural awareness trainer. This training will be delivered early on in the programme, to all staff and will become an integral part to the staff induction programme.

Video

Your Local Strategy

1. Discuss your local strategy
2. How can you make your programme more effective and efficient?

Questions ?

Thank You