



*StreetGames* **London**

# SAFER TOGETHER THROUGH SPORT

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**Impact Programme 2019**  
**Summary Report**

MAYOR OF LONDON

CARNEY'S  
COMMUNITY





# Introduction

In January 2019, StreetGames launched the London Safer Together Through Sport (STTS) programme across six London boroughs' .

Funded by The Mayor of London, STTS was aimed at engaging and retaining young people in -identified 'hotspot areas' - providing them with a range of positive activities that would both prevent and deter them from becoming involved in youth crime, gang activity and/or entering the youth justice system.

The activities were provided by the six locally trusted organisations (LTOs) in the StreetGames network.

Access to Sports  
(Hackney)

Fight 4 Change  
(Croydon and Lambeth)

St Matthews Project  
(Lambeth)

Carney's Community  
(Wandsworth)

Wise Youth Trust (Tower Hamlets)

Right Development Foundation  
(Barking & Dagenham)



# The Programme

Each LTO provided weekly Doorstep Sport sessions for young people from the local area, as well as opportunities to access training, qualifications and mentoring.

These regular Doorstep Sport sessions featured a variety of activities, including:



BOXING



FITNESS



MULTI-SPORTS



FOOTBALL



BASKETBALL

The programme also included training and development opportunities for coaches, volunteers and young people, including access to the following workshops/qualifications:

Doorstep Sport Level 2

Youth Mental Health First Aid

Level 2 Youth Health Champions

Sport & Youth Crime

Engaging Women & Girls

Behaviour Change

Activator workshops in:

Football

Table Tennis

Boxing

Tennis

Badminton

Multi-Skills

Basketball

Parks Activation

Street Dance

Athletics

Dodgeball



All of the LTOs chosen to take part in the programme were highly experienced, with a lengthy track record of engaging and supporting young people in disadvantaged areas. The activity programmes themselves were designed using learning from previous research undertaken by Loughborough University on behalf of StreetGames. This research had identified the 10 most important ingredients of effective sports-based programmes. These are:

# The 10 Key Ingredients of Effective Sports-Based Programmes



### THE RIGHT STAFF

Employing individuals with a focus on young people as well as sport. They have authority but are not authoritative, and act as positive role models and mentors who can build a rapport.



### THE RIGHT YOUNG PEOPLE

Establishing a clear vision of which young people are targeted and why. This includes some young people who exhibit desired socially-acceptable behavior.



### RIGHT STYLE & RIGHT PLACE

Using an environment that feels safe to young people and is also easily accessible by the intended target group.



### AN ATTRACTIVE OFFER

Presenting an activity offer that is engaging, enjoyable, challenging and varied.



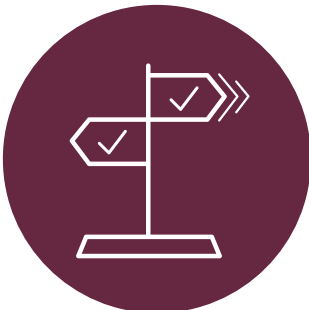
### REWARDS / REWARDING ACTIVITIES

Encouraging attendance through rewarding experiences and providing recognition for achievement.



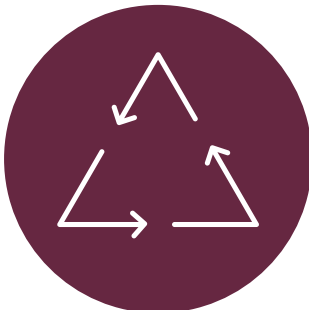
### PERSONAL DEVELOPMENT OPPORTUNITIES

Inclusion of opportunities for personal development, which can be formal or informal. These opportunities should empower attendees to increase their self-esteem, and develop cognitive skills that enable young people to take on greater challenges.



### POSITIVE PATHWAYS

Providing opportunities for young people to adopt a positive direction in their life e.g. in terms of health, education, training and employment.



### SUSTAINED DELIVERY

Establishing an ongoing, open-ended delivery programme by both maintaining and evidencing real social impact.



### A CLEAR ETHOS

Developing relationships based on trust, respect, fairness, voluntarism/choice and a sense of community.



### MULTI-AGENCY

Delivering this work with partners such as the youth offending team, local social services and pupil referral units.





# This Report

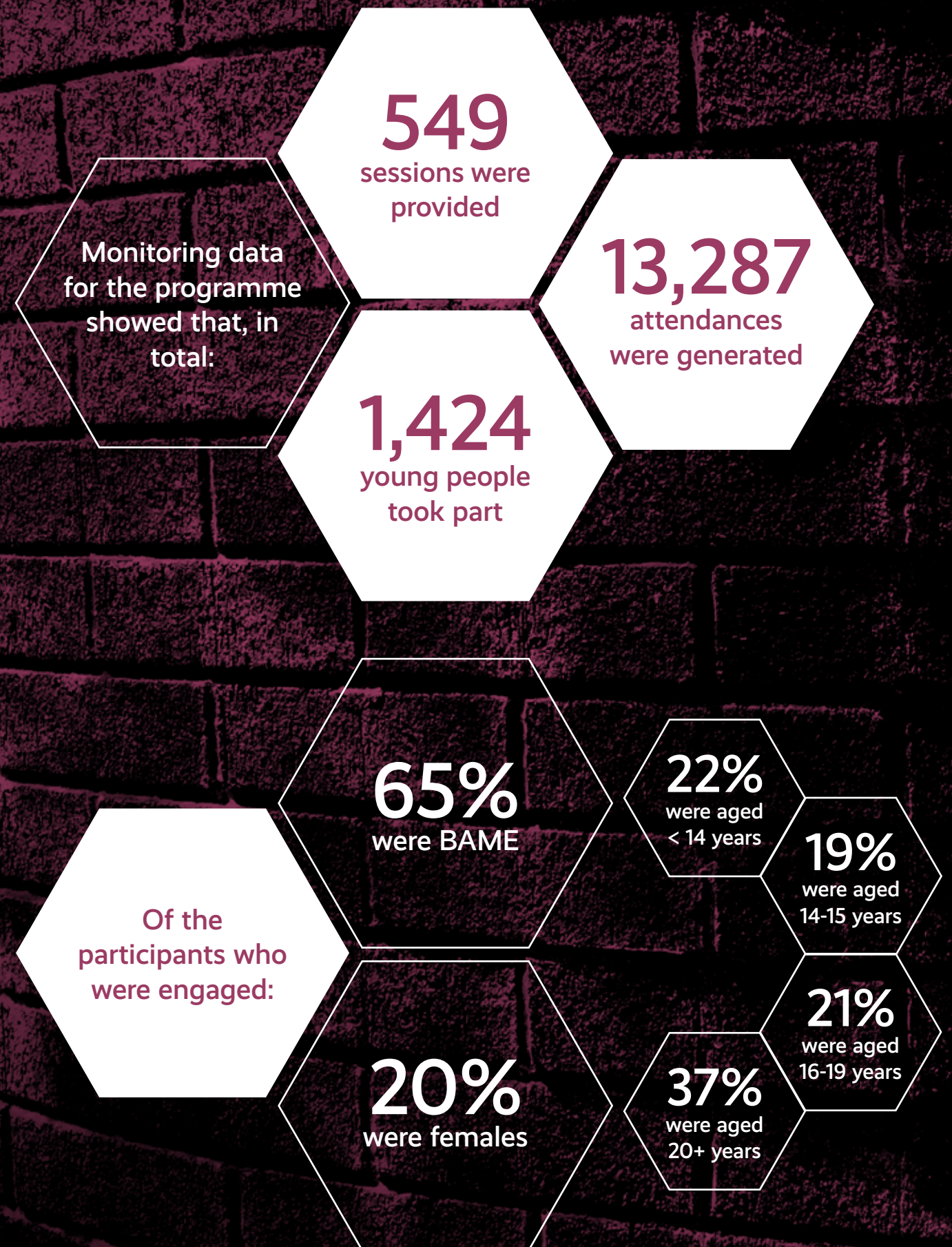
This summary document shares the key findings from the programme, based on the monitoring and evaluation (M&E) data that was captured throughout. This data includes: monitoring data, survey data and case study interviews undertaken with a sample of young people, coaches and leaders.

In particular, the M&E data looks to share evidence of impact, in terms of:

- An increase in positive activity provision within identified hotspot areas;
- Increased engagement of 'at risk' young people;
- Providing opportunities for young people to develop personally and to enhance key 'protective factors', such as:
  - Positive attitudes and behaviour;
  - Reduced involvement in conflict and violence;
  - Increased self-esteem;
  - Positive mental health and wellbeing/ increased resilience;
- The acquisition of transferrable skills, confidence and knowledge that can increase the likelihood of entering future employment, education and training.

Sport represents an effective means of tackling youth-related crime and anti-social behaviour. In order to help advance the understanding and use of sport on this basis, programme learning has been shared throughout.

# Headline Data





# Engagement in Positive Activities

In total, the London STTS participants generated **over 13,000 attendances**, or an average of 9 attendances per participant.

Analysis of attendance patterns conducted over 12 week periods showed that **more than half (56%) of the participants attended on a regular basis** comprising 38% which attended at least once a week, and 18% attending at least once a fortnight.

Survey data from a sample of around 100 participants also showed that whilst the sessions were effective at engaging new participants (13% had been attending less than one month), **a significant proportion attended sessions over several months, or longer** (61% had been attending between 2-6 months and 26% had been attending for 6 months or more).



## Engagement Level

To help review both the engagement levels and attitudes of the attendees, LTOs were also asked to record a ‘level of engagement’ at two different points, using the Views monitoring system.

The Engagement Level tool, which was developed by Substance and originally used on the Positive Futures programme, includes five different ‘levels’ of engagement with descriptors to help coaches and mentors to assign an accurate level to their attendees.

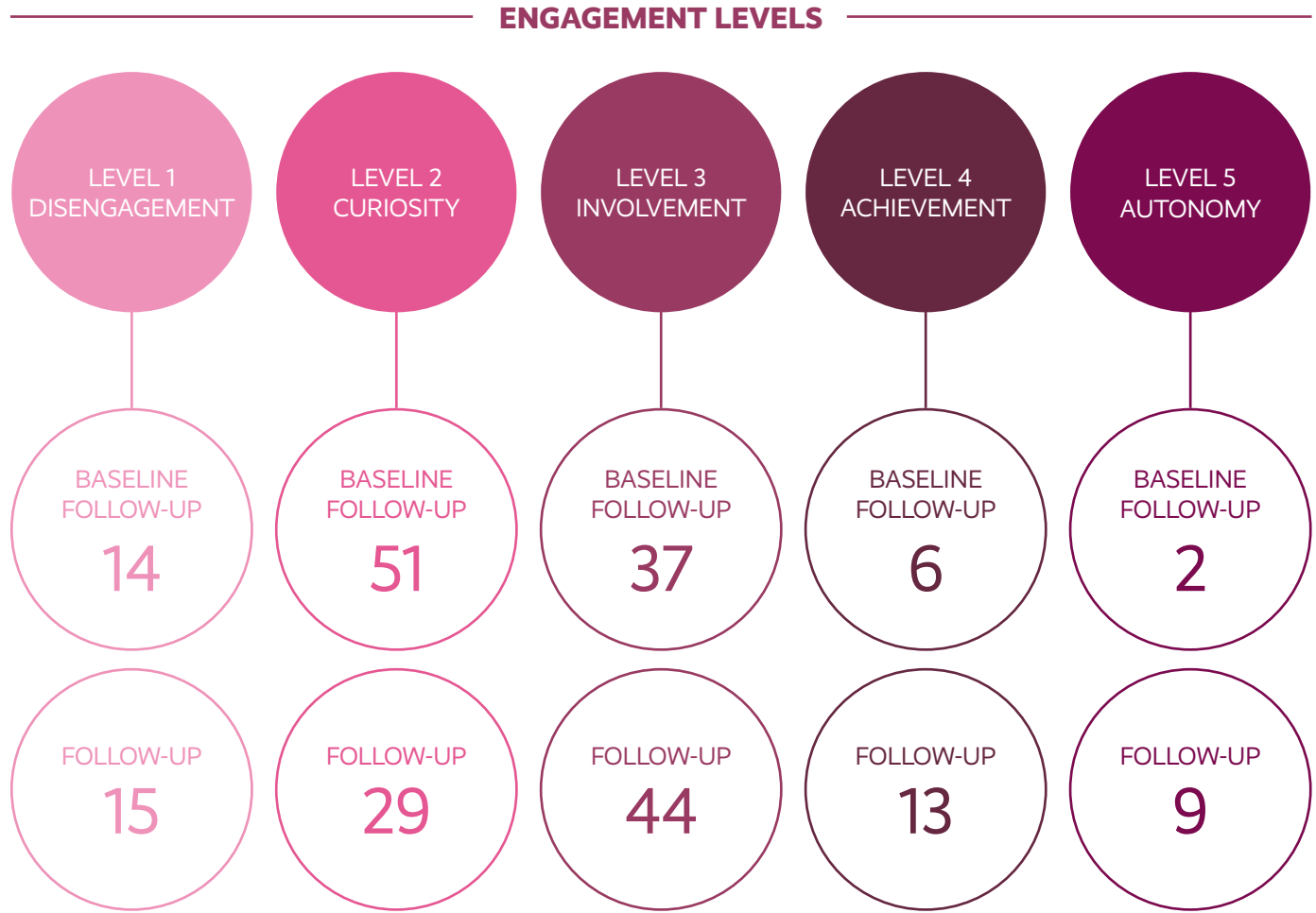
These levels are detailed below.

LEVEL 1 DISENGAGEMENT	LEVEL 2 CURIOSITY	LEVEL 3 INVOLVEMENT	LEVEL 4 ACHIEVEMENT	LEVEL 5 AUTONOMY
Sit out and ignore activity	Watch activity	Join in with others	Complete tasks	Initiate tasks
Encourage disputes	Dip in and out	Respond to instruction	Communicate with staff outside the activity	Help plan and run activities
Walk out	Listen to staff and peers	Enjoy good relationships	Celebrate work publicly	Praise work of others
Make negative comments	Comment on activity	Share facilities	Make connections beyond the project	Deal with conflict
Destroy/damage facilities	Talk to others about activities	Handle conflict with maturity	Receive accreditation and gain qualifications	Volunteer
		Try on own	Attend Regularly	Make ‘career’ choices
		Employment		



While not all of the LTOs involved recorded two readings, StreetGames nevertheless received results for over 100 young people who had attended sessions at Carney’s Community. These results demonstrated that **almost half (48%) of the participants moved up at least one level** during their time with the programme, while 31% maintained their level, and a further 21% decreased their involvement. In addition, the proportion of participants that were seen to be at a level 3 or above increased from 41% at baseline to 60% at the follow up.

For more on this data, please see below.



The **case study interviews** also provided further information on how LTOs offer wider support to their participants, and encourage attendance/progression.

# Case study

## Participant ‘K’ Male Aged 16 St. Matthew’s Project (SMP)

K lives in an environment which is not safe and where gang-related incidents often take place. Although K is not in a gang, he has been chased by youths on mopeds, simply because of where he lives and the fact that he is both black and a teenager. He attends SMP to develop his football skills and because it offers a safe place to go and to seek support, when needed. In November 2018, a participant at SMP and close friend of K was murdered on their estate in a gang-related attack. Coaches provided mental wellbeing sessions from the day after the killing to provide support for all of the participants, and enabled them to talk about how they were feeling with trained counsellors. K was able to speak about how it feels to lose a friend, as well as his fears for the future.

He is still in mainstream education and is doing well in a good school outside of the area. He recently volunteered with SMP at an event on the Tulse Hill Estate. He was also one of the youth forum organisers and took an active role in proceedings, handing out flyers and performing general promotion work in the run up, before helping to run the cage football sessions for young people aged 7-11 on the day.

**Feedback** - How LTOs undertake initial engagement & encourage regular attendance:

*“We worked hard to ensure a positive, supportive and welcoming environment and we also introduced regular competitions on the back of feedback to incentivize attendance and commitment”.*

**WISE Youth Trust**

*“On the 18th of September, musician Tinie Tempah came down to observe the boxing sessions and then did a session in our music studio. This was very popular and enabled us to engage more participants. On 2nd October we had world champion and double Olympic gold medallist, Nicola Adams OBE, come down to surprise one of our boxers whose birthday it was with a cake (this participant was from a very abusive background and had never celebrated a birthday until now), Nicola then did a Q&A with our participants which led to increased engagement. Mercedes also gave one of our lucky participants the opportunity to model for a Mercedes advert in GQ magazine, which was an amazing experience he would not normally have had access to”.*

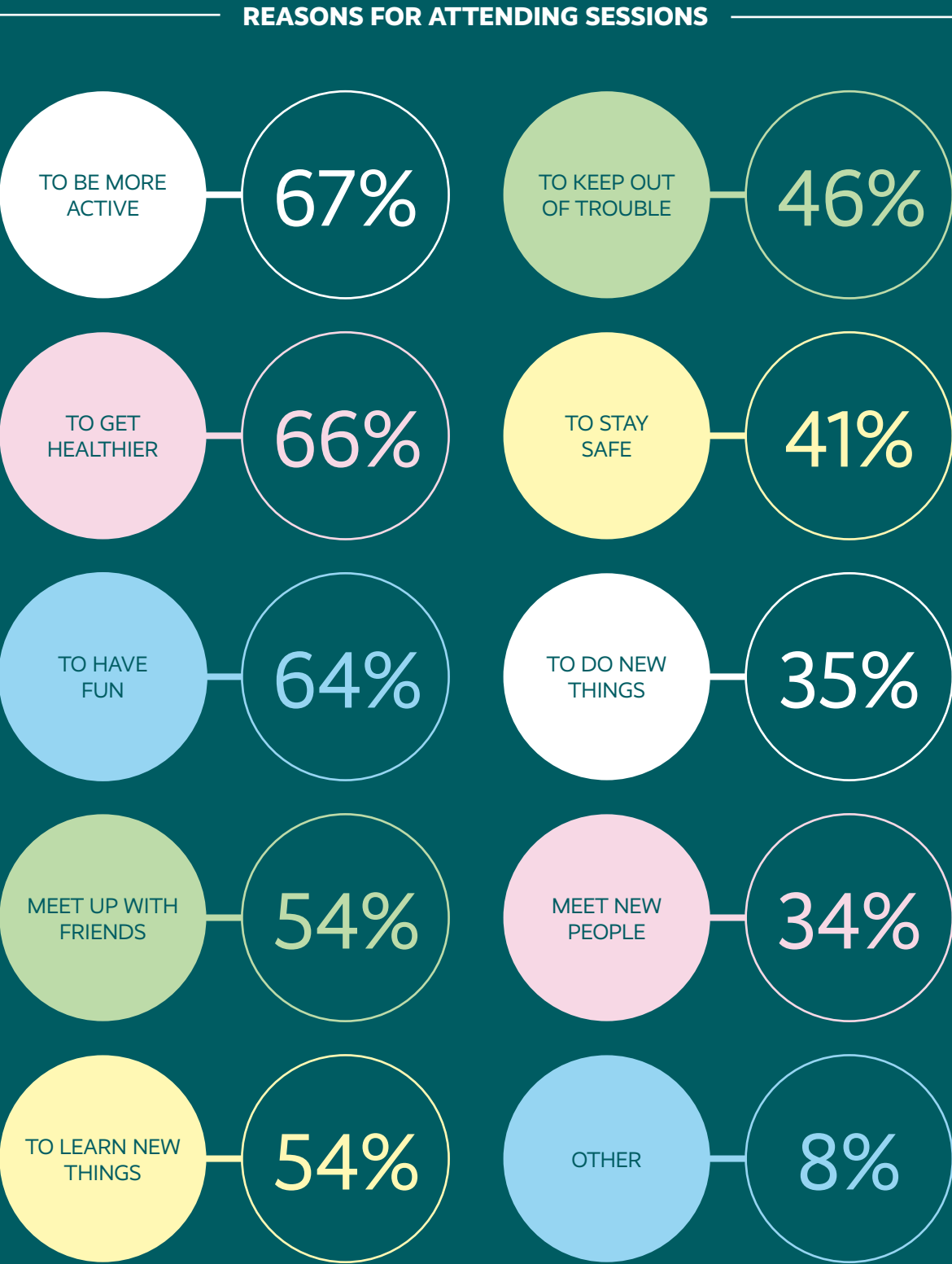
**Carneys Community**

*“The emergence of a football team through the programme also helped to raise individuals’ aspirations and promote inclusion. Being invited to join the team was offered by young people as a reward and recognition of their commitment, progress and hard work. These young people felt proud and also felt a sense of belonging. They were socialising with young people with a common interest, which further distracted from negative influences. Our peer-led approach enhanced social interaction between different groups of children, including between boys and girls and different age groups. It also helped the children develop social skills and learn how to interact in new settings, develop empathy for other perspectives, learn to work in teams and develop a greater sense of responsibility. Our programme provided enhanced options for interactive play, where needed, and for children who may not be interested in specific activities to thrive and flourish at best”.*

**Access to Sports**



The results of the participant survey highlighted the importance of these sessions to the participants. It also revealed a variety of factors motivating their attendance. The below graphic illustrates these factors.



# Young Person's Development

**Case study** interviews conducted with both the participants and coaches during the programme also served to highlight the ways in which LTOs were looking to support personal development, and to evidence the positive impact on attendees. This included both regular participants, as well as those who had undertaken volunteering work, gained new qualifications and been mentored by positive role models.

## Case study

**Participant 'F'**  
Male Aged 16 – Right Development Foundation

Having already moved schools due to fighting and other related issues, F became a part of one of the RDF's community sessions – during which time he discovered many of the benefits of participation. He was later encouraged to volunteer his time and to help other young people within the STTS programme to develop more positive behaviour methods.

*"It is hard to recognise F now that he has developed both his confidence, his leadership skills and more importantly, his resilience so he no longer follows others into negative and troublesome situations – which used to be one of his biggest issues."* Lamar from RDF

**Feedback** - How LTOs have looked to support personal development among attendees:

*"We also had a number of young people helping out in sessions and offering peer support".*

**WISE Youth Trust**

*"We had some young people successfully complete accredited qualifications; some young people improve [on their] disruptive behaviours at school; and some young people show commitment and disassociate themselves with local gangs. We have seen relationships with parents and other young people strengthen. Some committed young people were at the forefront in the development of a new football team, which formed on the back of the programme and has participated in local leagues and tournaments".*

**Fight for Change**

*"Three of our most troublesome participants have taken on new roles within the club called Young Leaders – this is when they step up to roles of responsibility here so they are seen as so much more than just lads who attend our boxing sessions. We also have numerous other participants who 'sign up' to help out before, during and after sessions to support us and act as mentors to other young people who attend; on top of this, a few of our boxers completed the City Leaders programme with London Youth, and a few more completed their youth mental health first aid course so they could better support other young people".*

**Carney's Community**



# Attitudes and Behaviour/ Reduced Conflict & Violence

The **case study** interviews also provided information on how LTOs look to encourage positive behaviour and to support improved attitudes/ reduced conflict. In these respects, many of the young people involved showed great improvement.

## Case study

**Participant ‘J’**  
Male Aged 15 – Carneys Community

J had a lot of stress and high emotions when joining Carneys, and did not have a lot of confidence. The coaches helped him to channel his stress and emotion. He has enjoyed attending: participating regularly and also staying in the youth club part of Carneys to eat and socialise with the other young people. He is now engaging frequently with the Carney’s youth boxing and drop-in sessions, as well as with the Carney’s Cycles Bike Project, where he has flourished to become a skilled young mechanic.

J has grown in confidence and loves to volunteer with the bike workshop run by Carneys. He enjoys using the skills he has learned to teach his neighbours in the local community about fixing bikes. Carney’s has also helped his mother recently, to support her with creating positive progress in J’s behaviour, at a time when J was going through a bad period.

**Feedback** - How LTOs have looked to support participants in relation to improved attitudes/ behaviour and reduced involvement in conflict and violence:

*“During sessions, we have also seen a reduction in conflict and confrontation. As the project progressed and the young people began to see the positive outcomes of their commitment, we started to see a change in attitude. For example: being more supportive and encouraging others and the coaches”.*

**Access to Sports**

*“We always review our focus on improving attitudes and behaviour with individual young people and the group as a whole. The group have come up with the code of conduct and we have been able to use the boxing and group dynamic to help develop transferrable skills and behaviours (structure, routine, positive outlook, resilience etc.) in other areas such as school, in the community and in their family”.*

**Fight for Change**

*“Adopting an asset-based developmental perspective helped the children to develop improved emotional intelligence, which contributed to better time management, task orientation, improvements in mood, increased concentration and resilience. This resulted in an increase in the quality of social interaction with others and a decrease in incidents of challenging behaviour and bullying. 87% of the children who experienced the programme now feel more optimistic about the future”.*

**WISE Youth Trust**



# Self-Esteem

The **case study** interviews also provide examples of how LTOs work to help improve the self-esteem of attendees, with many examples of where this has been successful:

## Case study

**Participant ‘Z’**  
Male Aged 15 – Carneys Community

Z has been attending sessions at Carneys for a number of months and is now attending 3-4 times a week. Although he was initially shy, through the support of his coaches and mentor, he has grown in both self-confidence and resilience. He now acts as a role model and likes to help others who need support. He has been inducted to become a ‘Young Leader’ and is giving up his time to support events and activities. He is also participating in a youth leadership course called City Leaders.

**Feedback** - How LTOs have looked to support participants in terms of improved self-esteem:

*“As the project progressed, so did the self-esteem of the young people and the group. This could be a result of them achieving tangible things for the first time. Regular participation saw fitness and skill levels grow and this saw young people’s self-esteem grow too. Achieving accredited qualifications not only raised the young people’s self-esteem but it also helped raise aspirations. This part of the programme was valuable because – for most young people – it was the first time that they had ever completed any form of qualification. We saw confidence levels grow and the young people taking ownership”.*

**Access to Sports**

*“Our sessions have a constant focus on self-esteem, with each young person having their own individual goals. We then support the majority of those in the group to meet these goals and for those with more challenging behaviour or higher levels of need, we allocate a one-to-one worker to support them to: engage in the group activities and reach their own goals, [and] to help them recognise what they are able to achieve. An example being two participants who appeared on Sky News whilst volunteering at a sports festival, to discuss their views on youth violence and how Carney’s has helped them. We also give out awards every month, to recognise the achievements of the participants”.*

**Carneys Community**

*“Equipping children with positive self-belief was a factor in improving their behaviour, in the learning and play environment. Confidence-building activities were key outputs built into the programme delivery. We use our motivational sessions to directly address negative issues, identifying positive personal solutions and setting goals to enable the young people to build their resilience and to fulfil their individual potential”.*

**WISE Youth Trust**



# Positive Mental Health, Wellbeing and Resilience

Mental health First Aid training was provided as part of the programme in order to help the delivery staff, volunteers and young people to better support attendees. The following case study interviews share examples of how the LTOs worked to improve the mental health, wellbeing and resilience of attendees, whilst also providing examples of young people who have been positively impacted by it.

## Case study

**Participant ‘T’**  
Female Aged 16 – Carneys Community

T has faced some problems with her physical and mental health. At Carneys, she has taken part in boxing, as well as volunteering at Fit & Fed sessions, boxing sessions and other workshops. The coaches and volunteers at Carneys have provided continuing support and guidance when needed, and her mental and physical health has improved. She loves the ‘family atmosphere’ which is created at Carneys. Over the summer, T benefitted from the Carney’s Tutors project that provides academic support for the GCSE exams and has also received mentoring

support and extra personal training sessions. She would like to continue volunteering with Carneys and hopes to do a Business course once she has left school.

**Participant X: St Matthews Project.**

*‘Thank you so much for Thursday football, it means so much to us. It is such an outlet to forget about all the stress and bad things that have happened. It has brought us so close together and helped so many of us in our everyday life’*

**Feedback** - How LTOs have looked to support participants in relation to positive mental health and wellbeing:

*“Our coaches have recently taken part in trauma training, which enables them to recognise when a child or young person is displaying signs of trauma and take the first steps towards helping them to deal with it. Many of the children and young people who attend SMP activities show signs of low self-esteem, challenging behaviour and a lack of confidence. They have quickly developed confidence and social skills and interacted with one another from the outset in the pressure-free environment created by our coaches. The football cage on Tulse Hill Estate where the sessions have been taking place is situated just 50 metres from where a young man, a former St Matthews participant, was recently murdered”.*

**St Matthews Project**

*“Having the right coaches around the young people, especially mentors and coaches who have faced adversity and similar challenges as the young people are currently facing: it has been easy for them to relate to the young people naturally”.*

**Right Development Foundation**

*“We delivered mental health first aid training to all of our coaches and youth workers (as well as a select group of participants), which has helped them in supporting the participant’s mental health and to spot warning signs of deteriorating mental health. Recently, this has led to staff recognising warning signs and speaking to two participants, who we then discovered were struggling with anxiety due to bullying they were going through at school. We also found that [hearing] constructive criticism [had] helped them to develop new skills within the boxing sessions and develop their resilience away from the sessions (there are many boxing analogies that support this)”.*

**Carneys Community**

*“Our team-building exercises helped to develop an anti-bullying ethos among the children, as well as improving both the self-confidence and resilience of the individual. Our programme incorporated bullying-prevention activities, challenging the attitudes and problematic behaviour which facilitate bullying. We were able to build positive relationships, enabling the children to focus on learning and development. This helped to promote Alternative Thinking Strategies (ATS) by developing emotional competencies (expression, understanding, and regulation), self-control, self-confidence, positive peer relations, and problem-solving skills”.*

**WISE Youth Trust**



# Increased skills, confidence & knowledge to support likelihood of entering employment, education & training

In total, **45 training workshops** were provided as part of the programme, engaging over **590 learners**. This helped to increase and to enhance the capacity of the staff, volunteers and skills of young people within these local communities.

The training programme included a diverse range of workshops and accredited qualifications, including:

- **Accredited Qualifications:** the Level 2 Certificate in Coaching Multi-skills Development in Sport; and the Level 2 Certificate for Young Health Champions.
- **Doorstep Sport Workshops:** The Impact of Sport on Youth Crime and ASB; Engaging Women & Girls in Sport & Physical Activity; and Introduction to Behaviour Change and Youth Mental Health First Aid.
- **Activator Workshops:** Multi-skills; basketball; football; boxing; tennis; badminton; street dance; athletics; dodgeball; table tennis; and Parks Activation.

The **case study** interviews provide examples of young people whose lives have been positively impacted. They also highlight LTOs' work to help improve key skills, confidence and knowledge, and to support young people's likelihood of entering employment, education or future training

## Case study

### Participant 'J'

Male Aged 16 – Fight 4 Change

During a challenging time in his life and on the verge of being excluded, J was introduced to the sessions by his school. He was not getting on with teachers and found himself in constant conflict. This was having a negative effect on his school work, relationships at home and as one teacher described it, "J was at a cross roads and at risk of jeopardising his chances of gaining any qualifications".

J quickly built a rapport and respect for Adam, Fight 4 Change's head coach and loved not only the boxing but the fitness aspect and structure of the sessions. J continued to attend the sessions, which allowed him to train and work on his skills. This in turn, increased his confidence and gave him direction and something to work towards. However, J had to work on his behaviour at school so that he could continue to attend the Lambeth Made boxing sessions. This would see J having to transfer the skills he was learning in the boxing ring, i.e. discipline, respect and patience and practice these in the classroom. Reports started coming back that J's behaviour and attitude at school was improving massively, and that he was no longer at risk of being excluded.

His commitment and passion meant that on a recent visit from Prince Harry, Anthony Joshua and Nicola Adams to launch a campaign promoting the importance of sport (Made by Sport), J was asked to represent F4C. He did this in the most impressive way and earned himself a private chat with HRH Prince Harry and training session on the pads with AJ and Nicola.

J has now completed 2 weeks of work experience with F4C and Black Prince Trust, during which time he experienced the role of head coach and managing a charity. "It's fair to say that involvement in the project has helped to give J direction and the opportunity to pursue something he loves, plus he now has a good idea of what he wants to do in the future. The next steps will be [to attend] a boxing tutor award course and to continue volunteering and helping out in the sessions".



**Feedback** - How LTOs have looked to support participants in developing new skills & qualifications:

*“A key aim of our work is to help develop participants to get them to a point where they are able to enter into employment. Sometimes that employment could be with Carney’s, such as our new apprentice who has been working with us since June (following him being referred to us 3 years ago from the Youth Offending Team). We have also had four participants complete a bike maintenance workshop and are working towards being employed in our bike maintenance social enterprise. Added to this, we work closely with Wandsworth Work Match who help support our participants into both part-time and full-time employment”.*

**Carneys Community**

*“Two members of the elders’ group are now taking their FA Level-2 coaching award through us. Many of the Cage Football participants have also accessed our Fit 4 Life mental wellbeing programme”.*

**St Matthew’s Project**

*“Young people have gained skills and qualifications and taken part in leadership and volunteering positions and this has seen [them develop] increased confidence, raised aspirations and the ability to make decisions for themselves and feel more optimistic about their futures. We have also worked with schools to support young people and this has seen us work with those at risk of exclusion to achieve positive outcomes. One young person, in particular, was given support after being excluded and this, to date has seen him show real improvement in and out of school”.*

**Access to Sports**

*“65% of students who have experienced the programme say they now want to try harder in school to improve their grades. They [now] feel empowered to take control of their lives by being able to make better choices, which will help them grow personally and academically. 77% now feel more determined to start on the journey to develop necessary workplace skills”.*

**WISE Youth Trust**



*“Through their own hard work and with support from their teachers and the tutors that we provided through our ‘Each One Teach One’ Tutoring project (in partnership with Allegra’s Ambition), they all achieved highly and have gone on to study in sixth forms and colleges this academic year”.*

**Carneys Community**

*“The progression pathway for the children who are old enough will be our Coach Education and Support; and Transitions through Sport (coach placements) programmes, where they will be able to access provisions to gain nationally-accredited vocational qualifications to become sports coaches or volunteers”.*

**WISE Youth Trust**





# Improved Likelihood of Engagement with Support Services

The **case study** interviews also provided information about how LTOs work with partners and support services:

*"We partner with numerous other support services, such as social services and youth offending team. When we have a participant they are trying to engage we always encourage this and provide opportunities for them to meet at our centre, just before or after sessions and have found that this helps with their engagement. On occasions, we have also allowed participants on orders, to complete their reparation or community service at Carney's where they are more likely to engage".*

**Carneys Community**

*"Crucially, we engaged with parents, schools and other youth services to gauge a clear picture of what was going on in the lives of the young people. A number of young people were having issues at home and/or in school therefore it was important to us to engage them and maintain ongoing dialogue in order for all parties to be on the same page. This approach produced positive results and we have reports from some parents and schools of improved behavior and personal development".*

**Access to Sports**

*"Lambeth Council have helped support sessions through promotion and the renovation of the cage pitch, about which they consulted us with the design. The new pitch, whilst being open to all young people on the estate, is very much linked now to SMP activities and coaches, which also helps in the recruitment of players for SMFC".*

**St Matthews Project**



## In Summary...

The information included in this report demonstrates how the London STTS programme has been able to engage large numbers of young people in positive activities, and make a positive impact on their lives. However, this area of work is not without its challenges, with some LTOs reporting cases of young people who have still been drawn into anti-social behaviour and youth crime.

Fortunately, the number of young people who have benefitted from their involvement far outweighs this small group of reported incidents. It must be remembered, however that this is an area of work that requires continued dedicated support over sustained periods, and the challenges involved should not be under-estimated.

While appropriately-delivered sports activities can certainly contribute to 'transformative' life improvements, neither StreetGames nor the LTOs involved believe that they can take complete credit for any positive outcomes - even when their work has been designed and delivered in line with the aforementioned 10 Key Ingredients. Equally, neither party should be seen as being 'at fault' when some young people wind up following the wrong path. In either case, there are a variety of external factors that may impact on a young person's life.

StreetGames believes that overall, the findings from this study confirm the important role that appropriately-designed community sports projects can play in helping to combat youth crime. However, for real change to occur in local communities, effective projects need to be supported with long-term investment, as well as real long-term partnership support and recognition (i.e. seeing XYZ Boxing Club as an integral part of the solution rather than a desirable added extra). They must know that they can plan and integrate long term support to help vulnerable young people navigate through 'the danger years'.

## Thank you

Last but by no means least, StreetGames would like to say a huge thank you to the six dedicated community organisations. Without their commitment, enthusiasm and hard work, this project would not have impacted on so many young people in such a positive sense, in communities all across London.

StreetGames would also like to offer a special thank-you to the Mayor of London, who provided the investment for this project via their Sport Unites Impact Partnership Project.





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