



## Crime Reduction & Community Safety Group

### Tilley Awards 2007

#### Application form

Please ensure that you have read the guidance before completing this form. ***By making an application to the awards, entrants are agreeing to abide by the conditions laid out in the guidance.*** Please complete the following form in full, **within the stated word limit and ensuring the file size is no more than 1MB.** Failure to do so will result in your entry being rejected from the competition.

Completed application forms should **be e-mailed to [tilleyawards07@homeoffice.gsi.gov.uk](mailto:tilleyawards07@homeoffice.gsi.gov.uk)**

All entries must be received by noon on **Friday 27th April 2007**. No entries will be accepted after this time/date. Any queries on the application process should be directed to Alex Blackwell on 0207 035 4811. Any queries regarding publicity of the awards should be directed to Chaz Akoshile on 0207 035 1589.

#### Section 1: Details of application

Title of the project: **DivERT – Diversionary Rehabilitation Training**

Name of force/agency/CDRP/**CSP**: **Avon and Somerset Constabulary in conjunction with Bristol Youth Offending Team, Bristol City Football Club, Bristol City Education Department, Black Communities Education Support Group, Community Links for Ex Offenders, Connexions**

Name of one contact person with position and/or rank (this should be one of the authors):

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If known please state in which Government Office area you are located e.g. Government Office North West, Government Office London etc:

**Government Office South West**

Name of endorsing senior representatives(s):

Name of organisation, position and/or rank of endorsing senior representatives(s):

Full address of endorsing senior representatives(s):

**Please tick box to indicate that all organisations involved in the project have been notified of this entry** (this is to prevent duplicate entries of the same project):

**Section 2: Summary of application**

**DivERT – Diversionary Rehabilitation Training  
A Bristol District Response to the high incidence of young offenders affected by Dyslexia, Dyspraxia and Attention Deficit/Hyperactivity Disorder (AD/HD)**

During 2003, a great deal of research became available recognising that over 85% of all repeat offenders suffer with some form of dyslexia, dyspraxia or AD/HD. The symptoms of such disabilities limit an individual's opportunity in the employment field, leading to low self-confidence and esteem. This, in turn, increases the risk in becoming involved in criminal behaviour and raises barriers to those wishing to alter their previous lifestyle choices.

The Dore Achievement Centre (known as DDAT) was working in the private sector and targeted a wide range of people who were affected by the conditions listed. The company were utilising ground breaking techniques in the treatment of dyslexia etc and appeared to be having a great deal of success.

Recognising the potential links between criminality and certain medical conditions, as well as the potential benefits in crime reduction terms of addressing both issues, the DivERT Project was formed creating a partnership between Police, Youth Offending Teams (YOT), Community Links for Ex Offenders (CLEO), Black Communities Education Support Group (BCESG), Connexions, HMP / YOI Ashfield and DDAT.

The aims of the Project were to: -

- 1) Identify persons affected by dyslexia, dyspraxia and ADHD, between the ages of 12 and 21 years within Bristol who were either designated as a prolific offender, or those who were assessed as being at risk of becoming a prolific offender in the future, who would be suitable and benefit from, inclusion on the project
- 2) Once identified, provide a course of treatment, with progress being monitored against agreed targets
- 3) Provide support to those engaged on the project
- 4) Provide independent monitoring and assessment of the project by Portsmouth University following clients for up to two years after completing the project.

A number of agencies showed a great deal of interest in the project, including: - The CPS, National Audit Commission and the National Association of Police Authorities. The latter group provided sufficient funding to allow 30 individuals to engage on this programme.

Due to the statistically small numbers involved in the project it was acknowledged that DivERT would be a qualitative rather than quantitative programme, with a view to establishing a likely relationship between offending and dyslexia etc and securing additional funding to run a larger statistically reliable cohort.

### **Section 3: Description of project**

In recent years a number of projects and studies have identified a link between dyslexia and offending. A much higher incidence of dyslexia, usually between 30% and 50% have been found amongst offenders (higher for those subject of a custodial sentence), compared with an incidence of 10% in the general population.

There is evidence of a “route to offending” among certain young people, which starts with difficulties in the classroom, moves through low self esteem, poor behaviour, either enforced or self imposed exclusion from education, and ends in offending. Young people with dyslexia, dyspraxia and ADHD are more likely to be predisposed to this route, because of the difficulties they face with learning.

In a paper produced by the British Dyslexia Association and the Bradford Youth Offending Team (published June 2004) it was found that the incidence of dyslexia appeared to increase with the severity of the offending. These findings are replicated within Bristol where over 90% of young people who were subject of an Intensive Supervision and Surveillance Programme Order (ISSP) were found to be Dyslexic, Dyspraxic or affected by AD/HD. These are amongst the most serious or persistent offenders being dealt with by the YOT.

These facts are becoming more widely accepted: -

“42% of young offenders sentenced in courts have been excluded from school” – **Misspent Youth – Audit Commission – 1999.**

“Half of the 75,000 people in prison gained no qualifications at school and suffer from poor literacy and numeric skills. Around one fifth have hidden disabilities such as dyslexia and other learning difficulties” – **British Dyslexia Association and Guardian Newspaper – 20<sup>th</sup> April 2005.**

During meetings between founders of the DivERT project, it was clear that individual agencies including Police, Education, Youth Offending Teams etc were aware of these problems, but no single organisation had the strategic overview. Consequently it was not possible to determine what the problems were, what effect individuals physical and mental conditions were having on their offending behaviour or how to deal with such issues.

To address these shortcomings it was agreed that the DivERT Team would look to identify young people whose offending behaviour was believed to be as a result of dyslexia, dyspraxia or ADHD.

#### **Objectives of the Project**

To reduce crime by:-

- To identify young persons within the Bristol area who were affected by Dyslexia, Dyspraxia or AD/HD, who were engaged in criminal activity or at risk of becoming involved in such behaviour and where their disability was believed to play a part in their offending
- Once identified to undertake a review of their personal circumstances and motivation / support to establish their suitability to undertake this project
- Provide a course of treatment to address the symptoms of their disability
- Provide encouragement, motivation and support to those undertaking the DivERT Project
- Signpost those undertaking the course onto other agencies to provide support with housing and employment
- Monitor those who had completed the programme for up to two years to monitor levels of re-offending`
- To have the project independently assessed and evaluated by academics to identify potential for conducting a wider project. (Dr Carol Hayden Portsmouth University)

## **Definition of the problem**

From work completed by other groups and projects, both nationally and internationally, it was clear that a link existed between offending and certain medical conditions.

A number of questions were raised by this project :-

1. What are the levels of dyslexia within the target area?
2. Are medical diagnoses in place for all those believed to be offending due to their conditions?
3. What 'interventions' are available to those affected by dyslexia and offending?
4. How do you judge an individual's likelihood of engaging and remaining on the project to its conclusion?
5. How do you provide motivation over a length of time when the benefits of any intervention may not be immediately visible?

It was felt by all members concerned, that dyslexia could be the cause of some individual's criminality, that the work being undertaken by DDAT, although not directly targeted at this cohort, could be of benefit in addressing issues, raising self esteem, calming previously chaotic lifestyles, and allowing individuals to alter previous lifestyle choices.

## **Response to the Problem**

1. There was no data available locally to establish the levels of dyslexic offenders within the area, the level of their offending in terms of both frequency and severity. There were no interventions targeted at dyslexic offender's criminality.
2. It was recognised that although an individual may be affected by one of the conditions being targeted by this project, they may not be subject of a medical diagnosis confirming this. It was therefore agreed that a worker from the project would be trained to deliver local screening tests for dyslexia prior to any individual being accepted onto the programme.
3. It was established that DDAT had already conducted a study working with offenders within Stafford Gaol (2003). This project had begun to show that their intervention was having positive effects with 87% of those engaged stating it had had a positive impact citing improved reading, writing and concentration along with reports of feeling calmer, less angry and generally happier. One prisoner started an Open University Course and has written his own booklet about his experience. It was felt that more research was required regarding the effectiveness of the DDAT programme. However, 93% of all the prisoners who took part in the study thought that the DDAT programme should be made available in all prisons as part of a rehabilitation programme.

The DDAT intervention is based upon what they term 'Cerebellum Developmental Delay'. In summary they believe an impaired Cerebellum function is responsible for the symptoms of dyslexia, dyspraxia and AD/HD. They maintain that by a series of exercises; tailored to the individual, the cerebellum can be encouraged to form additional synapses overcoming the debilitating effects of the conditions.

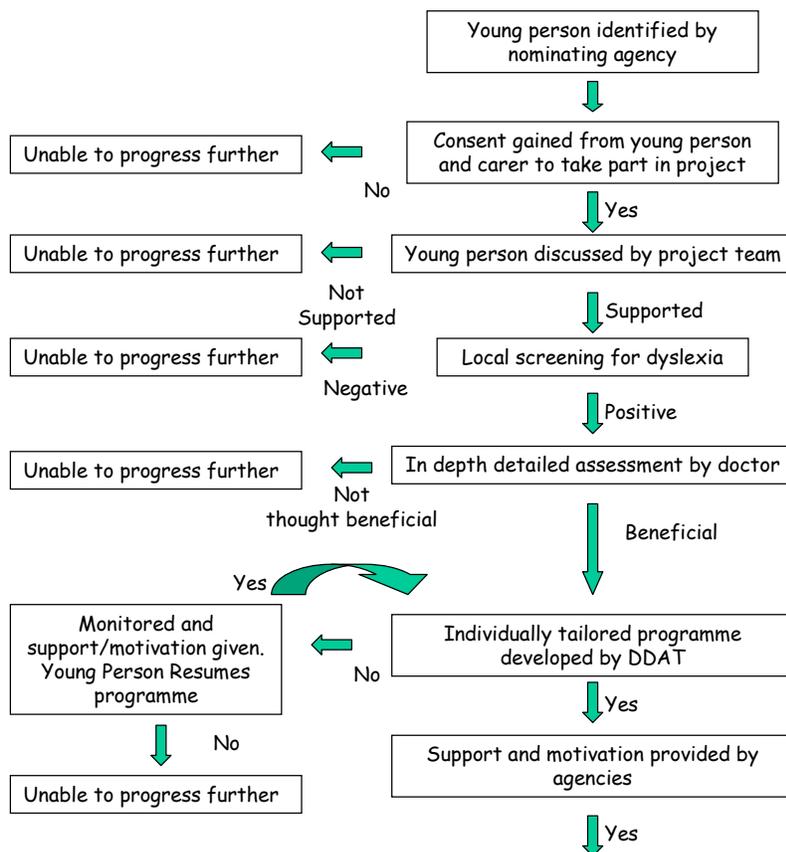
The length of this programme can vary from between 6 to 18 months, although on average it takes approximately 12 months to complete. The exercises consist of gross motor skill and balance exercises, done twice a day (10minutes in length).

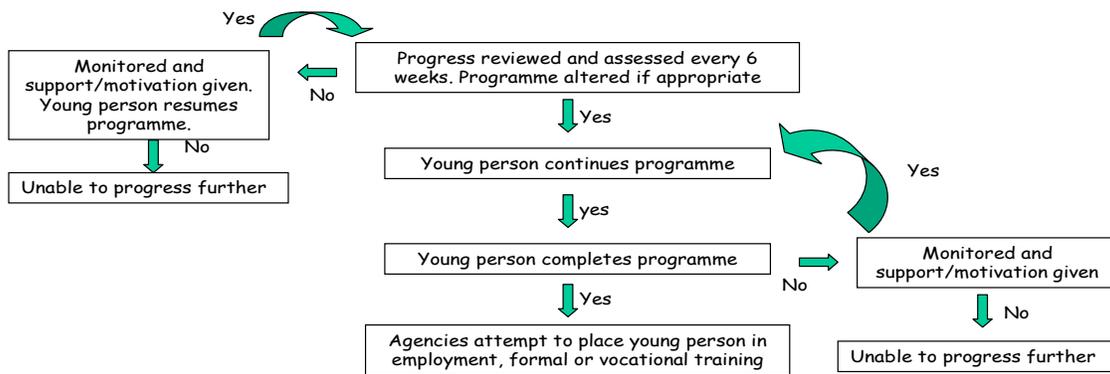
4. It was decided that this project would examine the risk factors, using a wide range of measures, of all those engaged on the project, and that this data would be used in future programmes/studies to enable effective selection of future candidates.

5. A part time support worker was employed by the Project Board to maintain contact with individuals. The Support worker was to ensure that appointments were attended at DDAT's Centre in Cardiff, exercise programmes maintained and to provide motivational treats when appropriate e.g. cinema trip, mobile phone credits etc.

Additionally links were forged with Bristol City Football Club, who agreed to allow clients to attend matches for free, train with the youth squad etc to maintain motivation.

### Process for individual commencing project





### Analysis of those accepted onto the Project

The **original funding was for 30 individuals to attend DDAT**. At the time of writing this report, **information was available for 23 of the 25 individuals accepted**. There have been **26 referrals** in all to the steering group - one individual was not accepted on the project.

Part of the research has involved collating monitoring data on individuals referred to the project. This data has been compiled from the following sources:

**Offending data:** police convictions; ASSET for other offending data, self-reported offending questionnaire (collected from second follow-up DDAT assessment onwards)

**Risk and aspects of individuals' general circumstances:** ASSET, ONSET (see below for explanation)

**Education issues:** LEA, ASSET/ONSET

**DDAT:** other measures of difficulty and monitoring of the intervention

### Referrals to the Divert project

This report is based on the data available on 23 of the 26 cases that have been referred to the project. The analysis of all information on the 25 individuals accepted on the project is not included here for a variety of reasons. Firstly, **one individual is an adult** (the parent of one of the young people on the project and is not included in this analysis). Secondly, another individual had **not given consent** to their information being shared at the time of this analysis. Thirdly, in a further case included within part of the analysis here the individual has **damage to the brain** and although DDAT accepted the individual on the programme, they will not be making available data for research purposes. Finally, there are some gaps in the information supplied or available at the time of the analysis.

The great majority (18 or 78%) were referred by the YOT.

## Characteristic of referrals

### Sex

Of the 25 cases accepted **20 (80%) are male and 5 (20%) female**. The two cases for whom no further data is included are female – the adult parent and the individual for whom there is no consent to sharing data. The referral that was not accepted is also female.

### Offending

#### Nature of offences

There is a mix of offences among the 19 participants who have convictions for offences. These are shown in order of gravity in the table below for what is known as the 'index offence' on the ASSET assessment, with the number of offenders shown in the final column. Most have committed other offences.

| Type of offence             | Gravity (1-7) | Number of offenders |
|-----------------------------|---------------|---------------------|
| Other (not specified)       | 7             | 1                   |
| Robbery                     | 6             | 4                   |
| Domestic burglary           | 6             | 1                   |
| Vehicle theft               | 5             | 1                   |
| Motoring offences           | 5             | 1                   |
| Violence against the person | 5             | 1                   |
| Breach of statutory order   | 4             | 3                   |
| Motoring offences           | 4             | 1                   |
| Non-domestic burglary       | 4             | 2                   |
| Theft and handling          | 3             | 3                   |
| Motoring offences           | 3             | 1                   |

### Gravity Score

As we have seen in the table above the ASSET forms indicate a gravity score for offences, ranging from 1 (least grave/serious) to 7 (most grave/serious).

Among the 19 individuals who have convictions, the gravity scores are as follows:

#### Gravity

|                      |         |         |
|----------------------|---------|---------|
| <b>Most</b> score 7  | 1 case  | (5.3%)  |
| score 6              | 5 cases | (26.3%) |
| score 5              | 3 cases | (16.0%) |
| score 4              | 6 cases | (31.2%) |
| <b>Least</b> score 3 | 4 cases | (21.1%) |

### Age at first conviction

The **mean age** among the 15 participants where the information is given is **13.07 years**, ranging between 9 and 17 years.

### Number of convictions

The number of convictions at the point of referral is available for 17 participants. Ranging from 0 to 20 convictions, the **mean value is 4.94**.

### ASSET/ONSET risk scores at referral

ASSET/ONSET systems calculate a risk score for each individual, based on a rating of 0-4 for each of twelve areas of an individuals' life. The risk calculated relates to the risk of re-offending. Independent research on the instruments shows it to be a reliable predictor of re-offending rates.

The risk scores allocated among the total of 23 ranged from 5 to 34, with a **mean score of 18.17**, equating to the medium-high band shown below.

### Risk score band

The score band shows the young persons' likelihood of reconviction:

| <b>Level of risk</b> | <b>No(%)</b> | <b>Likelihood of reconviction<sup>1</sup></b> |
|----------------------|--------------|---|
| low (0-4)            | 2 (9%)       | 26.6%   |
| low-medium (5-9)     | 2 (9%)       | 33.8%   |
| medium (10-16)       | 7 (30%)      | 49.2%   |
| medium-high (17-24)  | 6 (26%)      | 64.6%   |
| high (25-48)         | 6 (26%)      | 75.8%   |
|                      |              | <b>mean 50.6%</b>                             |

**Young people accepted on the Divert project are predominantly in the medium to high-risk bands** in terms of the likelihood of reconviction within 12 months of the conviction on which the ASSET is based. Accordingly this means that one would expect between a half and three-quarters to be reconvicted by the time that follow-up data is collected via the Police National Computer.

### Education

Educational information on individuals is frequently sketchy and incomplete on ASSET forms. Younger individuals referred by the YISP supply ONSET forms, these tended to have information on schooling. A check is also made with LEA records, in addition to information available from the ASSET and ONSET forms. Checks with the LEA are made on a number of dimensions: last known school/educational institution; records of school exclusion; school attendance; evidence of special educational need; evidence of national test/ examination achievement. Checks have been undertaken on 20 of the 23 reported upon here.

**Only four young people were attending a mainstream school or college** at the time of referral.

The last known education available to the majority of young people was outside mainstream education (17, 73.9%). In six cases the projects/facilities were not listed officially as schools.

### Evidence of SEN (Special Education Needs)

Information compiled from the LEA and ASSET/ONSET data shows that in 16 cases (89% of 18) evidence of SEN is documented, in 2 cases (11%) this was unclear.

### Evidence of school exclusion

Information compiled from LEA, ASSET/ONSET shows that in 6 cases (38% of 16) there is evidence of permanent exclusion. In 7 cases (44% of 16) there is evidence of fixed period exclusion.

### Social Services involvement with family and 'looked after' status

In 13 of 18 cases (72%) there was evidence of SSD involvement with the family. In respect of being looked after (LAC), 5 of 17 cases (29%) had been in this situation (2 were current; 3 were in the past).

### **Crime hotspot**

The ASSET data on whether the young person lived in a crime hotspot showed that in 5 cases (39% of 13 cases where this was indicated) the young person was reported to live in such an area.

### **Formal diagnosis of Learning Difficulties**

There are **7 cases** where there is a **formal assessment** of learning difficulty (50% of the 14 for whom this information is available) from an educational psychologist. Assessments include: ADD and ADHD (4 cases); Autistic spectrum (1); Dyslexic (1); Aspergers and ADD (1).

### **Dyslexia score at referral**

Among the 14 cases for whom data is available the **mean dyslexia score is 1.9** with a range of scores from 0.7 to 3.0.

#### ***Dyslexia score***

|                |               |
|----------------|---------------|
| 0.2 – 1 = mild | 1 individual  |
| 1-2 = moderate | 7 individuals |
| 2-3 = severe   | 6 individuals |

## Evaluation of the Intervention

Although it has not been possible to conduct a full evaluation of the project in quantitative terms, there are a number of positive individual case studies listed below to show the value of such an intervention and to support the wider roll out of the programme.

- 1) Male (18yrs) from a minority ethnic group living in a deprived area of the city. 5 convictions for Robbery and possessing a bladed article, spanning from January 2004 to April 2005. Self confessed user of Class A drugs and Cannabis. Commenced programme in April 2005. Received motivational support through Bristol City Football Club. Did not fully complete the programme but returned to Further Education, states given up drug use and has not come to Police attention since that time.
- 2) Male (14yrs) pupil at school for children with Emotional Behavioural Difficulties. First came to notice in July 2005. Two further convictions for Damage and Assault in 2006. Joined project in September 2005 and is still undertaking the course. The Head of the Unit at the school wrote in June 2006 “...has shown incredible improvement in behaviour and concentration over the past year.....we are certain that his involvement in the DivERT programme has had a massive impact on him. His attendance has improved from 77.2% in 2004-5 to 95.3% in 2005-6. Fixed term exclusions have reduced from 26.5 days to 5 days..... he has shown improvement in concentration, social skills, self esteem, confidence and behaviour .....I hope that this project can continue for a long time as we have many more pupils that we feel would also benefit from the programme”.
- 3) Female (18yrs). 14 convictions beginning in 2002 for a range of offences including assault and public order. 13 of these convictions occurred before commencing on the project. Described as having a very chaotic lifestyle and poor social skills (avoided eye contact and unable to hold a conversation). Did not fully complete the programme however – is now in a long term relationship, is in full time employment and only one conviction in 2006 for a breach of ASBO.
- 4) Male (17yrs). Living in supported housing. 4 Convictions for burglary, possessing an imitation firearm and battery. He commenced the course in March 2005 and his last two convictions occurred in November 2006. Did not fully complete the course but said he felt it had helped him, has now begun to live independently and is in employment.

This project has attracted attention from a number of agencies and groups at a national level. These include The CPS Policy Department, Audit Commission and the National Association of Police Authorities. It has been recognised by Janes Police Review being nominated for the National 2006 Policing Diversity Award.

## The future

The Project Board are currently in discussion to mainstream this project, so that full time support can be provided to clients and that dyslexia screening is conducted at a very early stage when concerns are raised over an individuals behaviour.

Motivation is key to an individual fully completing the programme with DDAT, along with the support that is available from key people in the individuals' life and a great deal of effort is to be spent getting this area right.

The cost of putting an individual through this programme has been approximately £1000. Compared to the Governments estimation of youth crime costs this is a significant saving.

DfES and HM treasury Joint Policy Review of Children and Young People 2007 comments:-

*“..... Youth offending creates large costs. For example a place in a YOI costs over £50,000 per annum and the Audit Commission estimated that if early intervention had been provided for just one in ten of those young people sentenced to custody, public services alone could have saved over **£100 million annually....”***

This project is offender activity specific in a Problem Solving Model. It is possible to say that amongst this group of 23 clients they have 289 separate convictions between them. Where clients have dropped out of the programme at an early stage their offending has continued at the rate/severity of pre intervention.

For those who have completed the course/progressed to an advanced stage, offending levels have either significantly reduced in both the level and severity of offences or ceased all together.

Dr Carol Hayden (Portsmouth University) will conduct a full evaluation, two years following the last client completing the DDAT course.

#### **Section 4: Endorsement by Senior Representative**

This is an innovative project, which has shown real results in terms of crime reduction by tackling the root causes of some individuals' behaviour. It suggests that some offending may be as a result of a medical problem rather than a conscious decision to commit offences. If this is the case it is unlikely that any other form of offender intervention would be successful.

This project has the potential to redesign National policy on the way offenders of all ages are processed through the Criminal Justice System.

ACC Mortimore

### **Checklist for Applicants:**

1. Have you read the process and application form guidance?
2. Have you completed all four sections of the application form in full including the endorsement from a senior representative?
3. Have you checked that your entry addresses all aspects of the judging criteria?
4. Have you advised all partner agencies that you are submitting an entry for your project?
5. Have you adhered to the formatting requirements within the guidance?
6. Have you checked whether there are any reasons why your project should **not** be publicised to other police forces, partner agencies and the general public?
7. Have you saved you application form as a PDF attachment and entitled your message 'Entry for Tilley Awards 2007' before emailing it?

Once you are satisfied that you have completed your application form in full please **email it to [Tilleyawards07@homeoffice.gsi.gov.uk](mailto:Tilleyawards07@homeoffice.gsi.gov.uk)**. Two hard copies must also be posted to Alex Blackwell at Home Office, Effective Practice, Support & Communications Team, 6th Floor, Peel Building (SE Quarter), 2 Marsham Street, London, SW1P 4DF.