

FALMOUTH TOWN COUNCIL

Minutes of a meeting of the Cultural Services Committee held in the Council Chamber, Municipal Buildings, The Moor, Falmouth on Monday 29th July 2019 at 7.00pm.

Present: Councillors G F Evans CC MBE (Chairman), A Parker, J C Robinson, B M A Ross and D W Saunby CC.

Councillor S D Eva also attended.

In Attendance: A M Williams (Town Clerk)
H M Boex (Cultural Services Director)

A876 APOLOGIES

Apologies for absence were received and approved from Councillor Coley (holiday) and Councillor Gillett (family commitment).

A877 INTERESTS

None received.

A878 MINUTES

It was proposed by Councillor Parker, seconded by Councillor Evans and

RESOLVED that the minutes of the meeting held on 1st April 2019 be confirmed as a correct record of the proceedings and signed by the Chair.

A879 CULTURAL SERVICES REPORT

The Cultural Services Director presented her report that was duly noted and forms part of these minutes.

A880 FALMOUTH MUSEUM

Councillor Saunby requested the Committee give further consideration to supporting the creation of a Falmouth Museum. A full discussion ensued. The Committee felt that a dedicated museum would be difficult to sustain, however there could be options to integrate within Cultural Services provision in the Municipal Building. The Town Mayor wished to see the Council Chamber retained for Council meetings.

The Cultural Services Director reported that Cornwall had 70 small museums that struggled to be efficient, mainly volunteer run and seasonal by necessity. She concurred that heritage provision – with the Cultural Services delivery proposed reconfiguration in the Municipal Buildings would be most desirable with integrated virtual interpretation.

It was proposed by Councillor Evans, seconded by Councillor Ross and

RESOLVED that the Cultural Services Director and David Saunby identify local participatory stake-holders to explore the digital and physical exhibition of Falmouth heritage within the Municipal Buildings and its proposed rationalisation.

There being no further business to transact the Chairman declared the meeting closed at 7.45pm.

Signed: Date:

Introduction

This report covers the ten weeks since the Cultural Services committee meeting on 1st April 2019 which was held in the Council Chamber.

Library and Information Service

- 1.1 The last monthly statistical report issued by Cornwall Council was for June 2019 Cornwall Council have changed their reporting and no longer include footfall (despite being told that this was a useful statistic for us), or individual computer sessions. We just know that there were 7,033 issues and 51 new borrowers.
- 1.2 All Library and IS staff are obliged by Cornwall Council to undertake on-line training and I have attached a list at Appendix D at the end of this report. This information has been circulated by our Client Relationship Officer West, Rosemary Phillips
- 1.3 Jayne Cardew attended the Chartered Institute of Library and Information Professionals (CILIP) Conference on 3rd and 4th July and her report is attached at Appendix A
- 1.4 On 3rd April, Henrietta Boex and Cllr Gillett attended the Libraries Partnership Day organised by Cornwall Council to celebrate the success of their devolution programme which is nearing completion.
- 1.5 On 8th April, the Library hosted an evening for Falmouth Poetry Group with a visit from Peter Edwards, the artist who has loaned the large canvas of poets Peter Redgrove (formerly artist in residence at the School of Art) and local Falmouth poet Penny Shuttle.
- 1.6 The Library has also hosted students from Royal College of Speech and Drama who delivered a day-time performance of *Teddies and Blankets*. We had some very positive feedback including "I like the fairy who did spells and things on people" - Thorn aged 6; (Thorn's Mum) - "My son usually doesn't enjoy imaginative plays as he gets a bit scared but he sat for the entire performance and came away smiling - Thank you" and "Excellent event, very entertaining and perfect for babies and children. It's so lovely to have a free event happening in spaces for the community".
- 1.7 On 23rd July the Library hosted an evening for Tell-tales which was very well attended and received.
- 1.8 Sara Baistrocchi also ran a series of fully booked free escape room events in the Library.

Art Gallery:

2. **Supporters Scheme, donations, grant Income and awards**
 - 2.1 Cornwall Museums Partnership have been successful with their bid to the John Ellerman Foundation for match funding for a Trainee Curator programme. The Art Gallery will benefit from this grant funding by having externally funded trainee curators through till 2022.
3. **Acquisitions, Gifts and Bequests**
 - 3.1 There have been no new acquisitions, gifts or bequests during the last two months.
4. **Exhibitions and displays**
 - 4.1 The exhibition *The World as Yet Unseen, Women Artists in Conversation with Partou Zia*, curated by Professor Penny Florence PhD of the Slade School of Fine Art and Clare Cooper of Art First who was Partou's gallerist ran from 6th April 15th June and has been replaced by our Summer family friendly exhibition *Stuff and Nonsense* which will run till September 7th 2019.
 - 4.2 The entrance gallery *René Halkett – From Bauhaus to Cornwall*, curated by freelance writer Marcus Williamson finished on 11th May, 2019 and was replaced by *Kate Nicholson* an exhibition curated by her nephew Jovan which ran until 6th July and has been replaced in turn by a show from our collection entitled *Hook, Line and Sinker* which will also run through to 7th September 2019.
 - 4.3 The exhibition *Nature's Laboratory* originally shown at Falmouth Art Gallery in the Spring of 2018 has been transported to the Royal West of England Academy in Bristol with the support of the Art Gallery Director and funding from the Art Council England through the Cornwall Museums Partnership.
 - 4.4 The Community Gallery up the stairs and on the mezzanine has hosted exhibitions from the Truro School SEN group who visit the Art Gallery, Penryn ARB group who have been doing Arts Award and most recently work from pre-school children who have also been doing Arts Award.

5. Visitor Statistics – art gallery

	Cumulative								Counted % inc
	2012	2013	2014	2015	2016	2017	2018	2019	
Jan	2,355	2,469	2,645	2,814	3,116	2,870	3,046	2,835	-7%
Feb	5,724	5,519	6,081	6,564	6,925	6,830	5,950	5,788	-3%
March	8,898	8,909	9,040	11,000	10,575	10,735	9,759	8,668	-11%
April	12,141	12,685	12,305	14,820	14,471	14,045	13,584	12,509	-8%
May	15,257	17,523	16,121	19,056	18,447	18,377	17,539	16,350	-7%
June	18,537	21,368	19,301	23,062	23,105	22,810	21,825	20,602	-6%
July	22,247	24,889	23,173	27,503	27,603	27,857	26,934	20,602	-24%
August	26,931	30,285	28,288	33,787	32,779	34,551	36,748	20,602	-44%
Sept	30,318	34,814	32,693	38,022	37,242	40,285	41,467	20,602	-50%
Oct	34,251	38,822	36,843	42,163	41,438	45,015	45,435	20,602	-55%
Nov	37,601	41,709	39,896	45,376	44,965	48,593	48,501	20,602	-58%
Dec	39,510	43,680	42,331	47,678	47,557	51,049	50,705	20,602	-59%

5.1 We are 6% down on last year's cumulative figures to date. Which is an improvement from April especially given the fabulous weather that we have been experiencing.

6. Community and learning – art gallery

	Cumulative								% inc
	2012	2013	2014	2015	2016	2017	2018	2019	
Jan	370	361	410	1,016	763	879	763	428	-44%
Feb	936	756	887	2,171	1,775	2,118	1,319	1,061	-20%
March	1,473	1,385	1,597	3,611	2,685	3,492	2,318	2,588	12%
April	1,900	2,017	1,994	4,300	3,417	4,008	3,066	3,634	19%
May	2,523	2,703	3,586	5,697	4,525	4,866	4,185	4,851	16%
June	2,876	3,299	4,244	6,451	5,659	5,833	5,059	5,728	13%
July	3,272	3,562	4,747	7,156	6,170	6,392	6,684	5,728	-14%
August	4,149	4,211	5,260	8,250	7,059	7,536	8,316	5,728	-31%
Sept	4,629	4,791	6,106	9,245	7,812	8,398	8,982	5,728	-36%
Oct	4,629	5,274	7,174	10,019	9,160	9,609	9,793	5,728	-42%
Nov	4,629	5,615	8,037	11,265	10,125	10,809	10,499	5,728	-45%
Dec	4,629	5,921	8,953	11,674	10,768	11,325	11,030	5,728	-48%

6.1 Community engagement numbers, however, are 13% up on last year and it is true that there is barely a day during term time when something and or several somethings are going on.

6.2 Regular sessions for local poetry groups, , Sketch Club, Look Group, Knit Group, Langholme, Stroke Club, Little Fingers, Baby Paint and Baby Jam and our drop in family workshops on the first Saturday of each month and over half-term continue.

6.3 Mawnan WI art appreciation group visited the *Kate Nicholson* exhibition. We also had group visits from Colchester Arts Society (35) Brightwater Holidays (20), Dame Laura Knight society (34), Falmouth Arts Society (30), , a Turkish Friendship group (14), St Mawes Art Group (18) who all had coffee and a talk from the Director. In addition, we hosted receptions for Falmouth Classics (250) on 14th June and Mayor Making (80) on 20th May.

- 6.4 We received visits from St Francis, King Charles Art Ambassadors, Marlborough School, St Mary's reception, Perranarworthal , Mullion pre-school, Devoran pre-school, Heamoor, Wendron, Gorran, Mawnan Smith, Constantine, Falmouth Academy and Truro College SEN groups.
- 6.5 The Director gave talks to Mawnan WI, St Mary's U3A on the Scillies, Lostwithiel U3A, Falmouth WI
- 6.6 Sharon Heal, Director of the Museums Association visited the Art Gallery on 30th May as she has been personally carrying out research into the future of learning in Museums.
- 6.7 Sarah Scott ran a successful ARTiculation training day on 7th May with fifteen learning practitioners from schools and other heritage organisations. She has subsequently run follow up sessions with young people from Falmouth School
- 6.8 Social prescribing day on 16th May saw activities in the foyer, Library, Art Gallery and Chamber to compliment activities on the Moor run by PLUS and other community groups..
- 6.9 Shallal Main Company performed *Embodied Space* in the Municipal Building on 3rd May.
- 6.10 Writers Joanna Kavenna and Ella Frears held a writing workshop in the Chamber on 1st June followed by a panel discussion with Penny Florence and Clare Cooper, curators of the exhibition *The World as Yet Unseen*.
- 6.11 Performers *We are Splendid* erected a yurt in the main gallery on 6th June and gave workshops and performances on 7th June which were well attended.
- 6.12 Zoe Burkett, learning officer at Penlee House Museum and Art Gallery brought her Carefree Culture Pass group for an early evening workshop on 26th June.

7. Staffing, training and volunteering

- 7.1 Alex Hooper had his leaving party on Wednesday 8th May. We are all very sad to loose Alex after thirty one years with Falmouth Town Council.
- 7.2 Our LUMEN (Leicester University Museums Network) placement Wen Shan started on 15th July. This is at no cost to the Town Council. Amongst other things, she will be accessioning the Rodney Peppe collection and setting up a new store in the basement of the Post Office while she is with us.
- 7.3 Catherine Marshall who has been undertaking temporary supply in the Information Service will be joining the Town Council as a Visitor Services officer . Her role will be

embedded in Cultural Services but also developing and managing the use of the Atherton suite.

- 7.4 Sara Baistrocchi and Sarah Scott attended safeguarding training at Bodmin Regimental Museum on 25th June.

Youth Services

- 8.1 Kate Springfield will be reporting twice annually at the end of March and September. Mark Williams has asked that I include a report from Dawn Frogatt on the *Believe Project* that she has been running here in Falmouth funded by the Office of the Police and Crime Commissioner. Full details can be found at Appendix B & C.

Festivals & Events

- 9.1 This is covered by the Town Team's report to full council

Parks & Gardens

- 10.1 Jacqui Owen has been working hard on Pride in Parks and supporting the South West In Bloom judging which took place on 12th July.
- 10.2 She also conducted a tour of Gyllyngdune Gardens, Queen Mary Gardens and Fox Rosehill Gardens for volunteers and staff from Goldolphin & Glendurgan National Trust properties.
- 10.3 She attended Prislow Fields opening and open day on Saturday 15th June and built a bug hotel with local community, ran an educational workshop with Sarah Scott at Constantine School on bugs and beasties and King Charles school in Kimberley Park – bugs and beasties workshop for year 6s
- 10.4 A second Dementia Friends and Well-being session was held at Gyllyngdune Gardens on 1st July There was a good mix of people that came along, but again, despite contacting the memory cafes, PLUSS and Dementia nurse practitioners the representation from those living with dementia was disappointing. We did however have a contingent that would come under the well-being heading and the children from Kennall Vale School.
- 10.5 In the 60% of her time that she is seconded to the GI4G (Green Infrastructure for Growth) EU funded project she has worked with the following schools and community groups –Roskear School, Camborne – pre-bug hotel building workshop to make 'rooms' for bug hotel; Friends of Bolitho Gardens in Penzance to promote their wildflower/ pollinator project); Alverton School, Penzance – pre-bug hotel building workshop to make 'rooms' for bug hotel; built bug hotel structure on Mann's Field,

Penzance ready for school bug hotel educational workshop next week ; built bug hotel structure at Park an Tansys, Camborne ready for school bug hotel educational workshop. Met with Rob Nolan – CC portfolio holder for environment at GI4G site inspection.

Ponsharden Cemeteries

- 11.1 A successful Open Day was held on Sunday 16th June as part of Love Your Burial Ground week.

Joint Marketing and Publicity

- 12.1 The July – December leaflet landed on doormats at the end of June. Any feedback will be gratefully received.
- 12.2 Work is progressing on how our websites can be streamlined and integrated.
- 12.3 The Director did a twenty minute slot on Source FM promoting Stuff and Nonsense on Saturday 13th July..
- 12.4 Jacqui Owen did an interview about the wildflower projects on Sunday Politics South West on 21st July.

Henrietta Boex,
Director of Cultural Services
July 2019

Appendix A

Chartered Institute of Library and Information Professionals

Conference 3rd and 4th July attended by Jayne Cardew

Nick Poole CEO for CILIP welcomed conference attendees and opened the conference. The breadth of the profession was embraced by keynote speakers and breakout sessions at CILIP Conference 2019. Topics covered on day one ranged from artificial intelligence (AI) to public libraries in Kirklees working with excluded children.

AI technologist Kriti Sharma delivered the opening keynote (see below) in which she outlined why AI seemed to be reflecting more of the bad than the good in society and how to redress the balance. She said that most of the delegates would at some point be involved in an AI project of some kind and offered a five-point check list for areas where ethics are likely to be a problem.

Later in the day Liz Jolly, Chief Librarian at the British Library, delivered an important and personal account of her experience of professionalism and how it gave her direction in challenging times. Her vision of the wider profession included the importance of developing as a reflective practitioner, having professional confidence, working as part of converged teams with greater collaboration with other professions, more focus on developing inclusive routes into the profession, and the urgent need to address the lack of diversity in the profession, including social class. She also stress the importance of balance and staying true to ourselves

Five breakout streams were on offer to delegates with Knowledge and Information Management digital innovation, health, social media and 25 years of Libraries Change Lives.

I attended the workshop "Don't be afraid of social media" run by Mike Jones of University of Winchester and Jo Wood of Cafcass (Children and Family Court Advisory and Support Service), there was a lot of discussion about how many of us use social media to fully promote the service we work in and whether it was better to have separate personal and professional profiles or whether a single "professional " (combination of the two) would do. It also included a discussion around curating feed, strategizing content and fact checking.

Afternoon breakouts also covered a broad range of topics with a K&IM session another session on innovation in public libraries in which Dave Rowe from Libraries Hacked about gathering mobile library data and what could be done with it while Amy Hearn from 100% Digital Leeds, talked about identifying and engaging the people most in need of digital literacy.

At the British Libraries: Living Knowledge the first breakout session in the afternoon there was discussion about the need to pursue an industrial strategy putting investment in knowledge innovation and creativity at the heart of a recipe for growth, that not just British Library but libraries as a whole across the UK are viable enablers and that the development of partnerships will help transform libraries into hubs of creativity and enterprise in the heart of communities. This session with run by Isabel Oswell, Head of Business Audiences and Liz White, Head of Strategy and Development both at British Library.

Day two of CILIP Conference opened with a focus on two exciting and important areas for CILIP – the new BAME Network and LibrariesDeliver. The LibrariesDeliver seminar gave delegates the chance to meet the team behind the project's US inspiration, EveryLibrary. That has seen billions of tax-dollars raised for libraries and CILIP is working in partnership with the EveryLibrary team to replicate its successful advocacy over here.

Hong-Anh Nguyen Information Service Manager with The King's Fund opened the full conference with a keynote that was a call to action for all those working in the profession. Speaking on diversity and inclusion, she told the conference that everyone has the power to change something and she urged people to exercise that power and to make a positive change.

Patrick Lambe delivered the second keynote looking at the power of the book, and a metaphor for information, organisation and communication. He said that even those who do not work with books should understand how they can be conduits of knowledge and are transactional. The knowledge is formative and impacts society and individuals.

Elsewhere around the conference on day two there were opportunities to delve into areas ranging from K&IM, higher education and schools to skills, career and more on diversity and inclusion.

Architect and pioneer and advocate of Third Places for All Aat Vos, closed the conference with a keynote that delivered a simple message about how and where we spend time when we are not at work or at home. The idea is that public spaces, including libraries, can become a third place for individuals to connect to their communities but these third places need to be carefully planned and flexible. He warned of the danger that places in the public domain increasingly can become places for those who have and that they need to be everyone and that they need to be relevant and through them they can create healthy societies.



AI Ethics: "When the robots do take over, at least they could be nice."

Kirti Sharma (@sharma_kriti), AI technologist, business executive and humanitarian, gave the opening keynote at CILIP Conference 2019 with a five point guide to keeping your future AI projects ethical.

After running through the many ethical problems AI has run into in areas ranging from face recognition to recruitment, Kirti said anyone looking at AI would do well to check:

1. That AI should reflect the diversity of the users: is it working for everyone? Who is being left behind?

2. Is AI being held to account? Don't let AI do things you wouldn't let a human do. Whether it's discriminating against women in a hiring process or discussing how self-driving cars can be made accountable.

3. Transparency: Show what's working. AI can be very complicated and we need to make them accessible. But also users need to know simple things, early on, like are they talking to a human or a machine.

4. Positive: What are you using it for? One of the biggest uses of AI in the real world is helping people click more ads. Or driving digital addiction. Are you doing something better? Kriti is a founder of AI For Good.

5. Jobs: AI is going to replace some jobs and create new ones. Need to see the impact and understand what effect it's going to have.

On this last point Kriti gave an example of AI designed to help a customer support queries. It aimed to take over 80% of the mundane work, leaving humans to work on the 20% complex problems. However a survey showed that workers saw the change as "My job used to be 80% easy, 20% difficult. Now it's 100% difficult."

Kriti recommended employers looking at upskilling and working policy alongside AI projects that might fundamentally change working practice.

In her talk Kriti also said that if we can get the ethics in place "When the robots do take over, at least they could be nice!"

Appendix B



Why the Believe Project...? Because we believe every young person has potential. No matter what!

Who is it for...? Young people (11-19) in Falmouth & Penryn who may benefit from targeted Youth Work support, may become involved with Anti Social Behaviour or the Criminal Justice System. Or just need someone to talk to.

Aim of intervention:

- Build positive Youth Work relationships with young people by being an emotionally available adult (Headstart Practitioner)
- Wherever possible provide early intervention, prevention and diversionary activities
- Develop life skills including staying safe, looking after self: healthy body healthy mind, communication, boundaries, managing emotions, consequences, impulse control and more...
- Offer 3-6 months support and longer if individual needs this.

Review process:

Provide reports to relevant partners / funders. Ask young people for their feedback. Change what does not work for them. Evolve as young people need.

Monitoring / evaluation process:

Session records = summary of identified needs, actions, outcomes.

Referral process:

Email / call / text Dawn...

dawn@dracaenacentre.org

Work Mobile: 07596705072

Appendix C

BELIEVE PROJECT PILOT FINDINGS – Funded by the OPCC September 2018 - March 2019

Dawn Froggatt

Youth Justice Coordinator, Dracaena Centre, Falmouth & Penryn
Bottom Up Research

QUANTITATIVE

Bottom Up Research participants counted so far:

52 Community Partners / Professionals
41 young people / local community members

Numbers of individuals who have engaged in Believe Project sessions to date (1st September-27th February 2019): 59

QUALITATIVE

Examples of Evidence from Literature Review:

1. “Early Intervention can reduce demand on the Police by preventing crime happening in the first place. There is a strong body of evidence to show that the right help given at the earliest opportunity can significantly improve the life chances of vulnerable children and young people, and steer them away from crime. This can deliver substantial economic and social benefits over time” (Early Intervention: A guide for frontline Police Officers and PCSO’s. A Home Office Crime Prevention Panel Project. Stephanie Waddell & Donna Molloy, 2015)
2. Millions of children ‘fending for themselves’ and facing ‘serious risks at home’ e.g. mental health, domestic violence, substance misuse aka ‘the toxic trio’. “Supporting vulnerable [children & young people] should be the biggest social justice challenge of our time...the cost to the state is ultimately greater than it should be, and the cost to those vulnerable children [and young people] missing out on support can last a lifetime. It’s our most vulnerable children [and young people] who are paying the price for the punishing central Government cuts to Council budgets, and being left without the early help they desperately need” (Imran Hussain, (4th July 2018) Radio 4, A Million Lost Children)
3. “...there is a growing body of evidence which suggests that the brain is not developed or mature in certain parts until the early or mid 20’s. These are the parts of the brain that control impulse and interpret emotions as well as the capacity for moral reasoning, all heavily linked to criminal justice behaviours. Furthermore,

transitioning to adulthood can often be a difficult time; family relationships, leaving home as well as school mean young people often require a heightened level of support as they are most at risk of social exclusion” (viewed on www.Nacro.org.uk, ‘Have you got anybody you can stay with?’ Housing Options for Young Adults Leaving Custody, Policy Report with Centrepoin, June 2018)

4. ‘Common features...that are most likely to bring about positive change...include empathy and genuineness...a working alliance...person-centred, collaborative, client-driven approaches...key rationale [is] on building positive relationships with young people [and] adolescence as a period of transition, a period of malleability during which there may be the opportunity to enable the development of positive identities before negative messages are internalised. It is through the quality of the relationship between professional and young person at this crucial point of personal development, rather than the content of any intervention, that real progress can be made in the prevention of future offending’ (Youth Justice Board: Engaging young people who offend, McNeill, 2008, p.19)
5. What Works: “Life skills: consequences, problem solving in life; navigating relationships; impulse control; awareness of self – actions and choices; learning empathy and compassion for self and others” (Evidence it works: Crime Reduction Toolkit, www.whatworks.college.police.uk; Vital Steps from Cornwall’s Vital Signs, 2017)
6. Cornwall’s Vital Signs, 2017 states in the ‘Work and Local Economy’ theme that “things are going very badly” and within the ‘Housing & Homelessness and Learning and Strong Communities’ themes that “things aren’t going very well”.
7. Evidence that bottom up is best: “It’s not for us if it’s not by us” (DCD Hub Baltimore trauma and resilience).
8. Headstart Trauma Informed School trained staff: one emotionally available adult can make a difference
9. Mentoring: “...may help to reduce crime by diverting individuals from criminal activities and attitudes, as well as by fostering healthy or positive development [by] providing information or teaching to help the mentee manage social, educational, legal, family and peer challenges; advocacy; emotional support...to promote self-efficacy, confidence and sense of self-worth...[it is] a valuable component of a long-term intervention strategy” (from WhatWorks.college.police.uk, 3/11/18)

Our Believe pilot project research was Bottom Up. We asked young people and local community directly what their needs are and what they consider to be the gaps in provision.

- Significant cuts to early intervention, preventative work and diversionary activities means those most in need are falling through the gaps.
- Un-met needs have resulted in disruptive and anti-social behaviour, increasing levels of debt and poverty and thresholds to many services too high: one Pilot Participant

stated, “there’s lots of us caught between services – there’s nothing in the middle ground”.

- Through our Dracaena Multi Agency Meetings with partners, we see part of a generation who are experiencing mental illness, anxiety and depression. With low employment opportunities we see more crime (including violence and knife crime) within our communities.
- Within the pilot, partner agencies have said there is a need for this work and they will refer young people to us.

Evidence of support from Partner Agencies:

Phil Robson, Probation

Thinks Believe is needed and that it is this kind of: “Grass roots stuff that has the immediate impact”

Sam Dixon, YZUP Team Leader

“Love it! [Believe] ...what is missing most is the targeted work...this is a more long term and sustainable model of helping young people achieve their potential [supporting] specialist services i.e. Substance Misuse Services or Youth Offending Services, it allows those who are involved in these services to be encouraged to access Universal Youth Work and to continue to make informed choices within a supportive environment”

Jules Brown, Together for Families and Cornwall Housing “It’s the diversionary activities for young people that is missing, there is a lot of anti-social behaviour going on”

Amy Lenney, Youth Offending Service Manager

“The Youth Offending Service used to have lots of young people, now have young people really needing support...if had prevention, early intervention, diversionary activities behaviours may not be so entrenched...definitely think that bespoke stuff is really important”

Sam Law, Senior Youth Offending Service Practitioner

Really supportive of Believe Project: “Most important for young person is attachment to worker, feel safe, be listened to, be empowered to address their needs...it's their relationship with their worker that facilitates change. Believe Project is a vehicle to engage, it's the engagement that works...helping young people to identify strategies that get their needs met: mentoring & empowering young people to change their life situation; change the way they react; change their behaviour. Believe is the GAP between YOT and Youth Club. It's the middle ground that's missing. Nobody is doing stuff below the threshold: at Stage 1 ABC's”

Jay Dorman, Police Youth Intervention Officer is: “fully behind the Believe Project!”

Jenny Robinson, Gweres Tus Yowynk: "With cuts - the threshold is higher now. Child Protection teams can't cope, CAMHS and Social Care Services can't cope. Massive waiting lists. Because of reduced funding and increased workloads, services are under a lot more pressure"

Police Officer friend and ex-colleague (Hampshire Police): Thinks this is needed, concerned over engagement with offenders; difficult for Police to support as their jobs are fire fighting and no opportunities for prevention.

Bottom Up Evidence of impact with young people and local community

"Finding something you enjoy distracts you from bad group association" Female, 13

"Building relationships of trust where key individuals spread the word and other young people feel they can reach out / engage too" Female, local community member

"Inspirational and completely on board for mustering support from many ex young people who attended our Youth Work sessions when Cornwall Youth Service. Thinks the young people who are focus of project need something like this and happy to talk to parents on Old Hill and support meeting with young people" Ex-young person, now age 22

"...he did play Fortnite but not since Easter. Was taking over life. So we took hammer to PS4 😊 not surprised there's warnings [and] from the parents perspective it's the best thing ever done. He's interacting with us again, he's going out socialising with friends, doing homework etc. Gaming is the worst invention. Ever!! We need kids to become kids again not isolated in a virtual reality world" Mother of teenage son

"It's the help before you get to crisis point, the early intervention" Female local community member and parent of 4 children & teenagers

"What Works? Believe in change – 'cos that works. When someone wants to change their life around like drugs / alcohol. Balance is everything - if you do one thing at a time. Do think Believe project is needed especially on Old Hill but not just there everywhere" Father of local children & young people, local community member and ex-Youth Club member from 1972 😊

"Think project is good. Activities sound good and will target different individuals" Young person, 18

Key subjects that are coming out within weekly sessions of actual 1:1 and 2:1 Targeted Believe Project sessions:

- Mental Health including anxiety, depressions, stress, PTSD, self harm, suicide, hearing voices, loneliness

- Substances including alcohol, cannabis, harder drug dabbling and harm reduction work around staying safe
- Anti-social behaviour and young people on Stage 1 / 2 ABC's
- Criminal Justice work with young people on tag / Court Order / Reparation / consequences and risks of behaviour – staying safe, making choices
- Using Headstart Trauma Informed Schools practitioner training to focus on PLAY, CARE (Attachment), SEEKING versus FEAR / RAGE / PANIC / LOSS / GRIEF
- Bullying
- Relationships: family, friends, personal, with self
- SAFETY – choices, risks, consequences, impulse control
- Homelessness – risk of, moving around, insecure accommodation
- Safeguarding including: CSE & County Lines – risks of, awareness of, confidentiality policy and what we need to do if concerned for young people or others safety
- Additional needs including Autism, Aspergers

To the OPCC: Thankyou for your support funding this project, is an absolute honour and privilege to work with these young people and families and you made it possible!!! Dawn ☺

BELIEVE PROJECT PILOT FINDINGS – Funded by the OPCC September 2018 - March 2019

Dawn Froggatt

**Youth Justice Coordinator, Dracaena Centre, Falmouth & Penryn
Bottom Up Research**

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52 Community Partners / Professionals

41 young people / local community members

Numbers of individuals who have engaged in Believe Project sessions to date (1st September-27th February 2019): 59

QUALITATIVE

Examples of Evidence from Literature Review:

10. "Early Intervention can reduce demand on the Police by preventing crime happening in the first place. There is a strong body of evidence to show that the right help given at the earliest opportunity can significantly improve the life chances of vulnerable children and young people, and steer them away from crime. This can

deliver substantial economic and social benefits over time” (Early Intervention: A guide for frontline Police Officers and PCSO’s. A Home Office Crime Prevention Panel Project. Stephanie Waddell & Donna Molloy, 2015)

11. Millions of children ‘fending for themselves’ and facing ‘serious risks at home’ e.g. mental health, domestic violence, substance misuse aka ‘the toxic trio’. “Supporting vulnerable [children & young people] should be the biggest social justice challenge of our time...the cost to the state is ultimately greater than it should be, and the cost to those vulnerable children [and young people] missing out on support can last a lifetime. It’s our most vulnerable children [and young people] who are paying the price for the punishing central Government cuts to Council budgets, and being left without the early help they desperately need” (Imran Hussain, (4th July 2018) Radio 4, A Million Lost Children)
12. “...there is a growing body of evidence which suggests that the brain is not developed or mature in certain parts until the early or mid 20’s. These are the parts of the brain that control impulse and interpret emotions as well as the capacity for moral reasoning, all heavily linked to criminal justice behaviours. Furthermore, transitioning to adulthood can often be a difficult time; family relationships, leaving home as well as school mean young people often require a heightened level of support as they are most at risk of social exclusion” (viewed on www.Nacro.org.uk, ‘Have you got anybody you can stay with?’ Housing Options for Young Adults Leaving Custody, Policy Report with Centrepoin, June 2018)
13. ‘Common features...that are most likely to bring about positive change...include empathy and genuineness...a working alliance...person-centred, collaborative, client-driven approaches...key rationale [is] on building positive relationships with young people [and] adolescence as a period of transition, a period of malleability during which there may be the opportunity to enable the development of positive identities before negative messages are internalised. It is through the quality of the relationship between professional and young person at this crucial point of personal development, rather than the content of any intervention, that real progress can be made in the prevention of future offending’ (Youth Justice Board: Engaging young people who offend, McNeill, 2008, p.19)
14. What Works: “Life skills: consequences, problem solving in life; navigating relationships; impulse control; awareness of self – actions and choices; learning empathy and compassion for self and others” (Evidence it works: Crime Reduction Toolkit, www.whatworks.college.police.uk; Vital Steps from Cornwall’s Vital Signs, 2017)
15. Cornwall’s Vital Signs, 2017 states in the ‘Work and Local Economy’ theme that “things are going very badly” and within the ‘Housing & Homelessness and Learning and Strong Communities’ themes that “things aren’t going very well”.

16. Evidence that bottom up is best: “It’s not for us if it’s not by us” (DCD Hub Baltimore trauma and resilience).
17. Headstart Trauma Informed School trained staff: one emotionally available adult can make a difference
18. Mentoring: “...may help to reduce crime by diverting individuals from criminal activities and attitudes, as well as by fostering healthy or positive development [by] providing information or teaching to help the mentee manage social, educational, legal, family and peer challenges; advocacy; emotional support...to promote self-efficacy, confidence and sense of self-worth...[it is] a valuable component of a long-term intervention strategy” (from WhatWorks.college.police.uk, 3/11/18)

Our Believe pilot project research was Bottom Up. We asked young people and local community directly what their needs are and what they consider to be the gaps in provision.

- Significant cuts to early intervention, preventative work and diversionary activities means those most in need are falling through the gaps.
- Un-met needs have resulted in disruptive and anti-social behaviour, increasing levels of debt and poverty and thresholds to many services too high: one Pilot Participant stated, “there’s lots of us caught between services – there’s nothing in the middle ground”.
- Through our Dracaena Multi Agency Meetings with partners, we see part of a generation who are experiencing mental illness, anxiety and depression. With low employment opportunities we see more crime (including violence and knife crime) within our communities.
- Within the pilot, partner agencies have said there is a need for this work and they will refer young people to us.

Evidence of support from Partner Agencies:

Phil Robson, Probation

Thinks Believe is needed and that it is this kind of: “Grass roots stuff that has the immediate impact”

Sam Dixon, YZUP Team Leader

“Love it! [Believe] ...what is missing most is the targeted work...this is a more long term and sustainable model of helping young people achieve their potential [supporting] specialist services i.e. Substance Misuse Services or Youth Offending Services, it allows those who are involved in these services to be encouraged to access Universal Youth Work and to continue to make informed choices within a supportive environment”

Jules Brown, Together for Families and Cornwall Housing “It’s the diversionary activities for young people that is missing, there is a lot of anti-social behaviour going on”

Amy Lenney, Youth Offending Service Manager

"The Youth Offending Service used to have lots of young people, now have young people really needing support...if had prevention, early intervention, diversionary activities behaviours may not be so entrenched...definitely think that bespoke stuff is really important"

Sam Law, Senior Youth Offending Service Practitioner

Really supportive of Believe Project: "Most important for young person is attachment to worker, feel safe, be listened to, be empowered to address their needs...it's their relationship with their worker that facilitates change. Believe Project is a vehicle to engage, it's the engagement that works...helping young people to identify strategies that get their needs met: mentoring & empowering young people to change their life situation; change the way they react; change their behaviour. Believe is the GAP between YOT and Youth Club. It's the middle ground that's missing. Nobody is doing stuff below the threshold: at Stage 1 ABC's"

Jay Dorman, Police Youth Intervention Officer is: "fully behind the Believe Project!"

Jenny Robinson, Gweres Tus Yowynk: "With cuts - the threshold is higher now. Child Protection teams can't cope, CAMHS and Social Care Services can't cope. Massive waiting lists. Because of reduced funding and increased workloads, services are under a lot more pressure"

Police Officer friend and ex-colleague (Hampshire Police): Thinks this is needed, concerned over engagement with offenders; difficult for Police to support as their jobs are fire fighting and no opportunities for prevention.

Bottom Up Evidence of impact with young people and local community

"Finding something you enjoy distracts you from bad group association" *Female, 13*

"Building relationships of trust where key individuals spread the word and other young people feel they can reach out / engage too" *Female, local community member*

"Inspirational and completely on board for mustering support from many ex young people who attended our Youth Work sessions when Cornwall Youth Service. Thinks the young people who are focus of project need something like this and happy to talk to parents on Old Hill and support meeting with young people" *Ex-young person, now age 22*

"...he did play Fortnite but not since Easter. Was taking over life. So we took hammer to PS4 😊 not surprised there's warnings [and] from the parents perspective it's the best thing ever done. He's interacting with us again, he's going out socialising with friends, doing

homework etc. Gaming is the worst invention. Ever!! We need kids to become kids again not isolated in a virtual reality world” *Mother of teenage son*

“It's the help before you get to crisis point, the early intervention” *Female local community member and parent of 4 children & teenagers*

“What Works? Believe in change – ‘cos that works. When someone wants to change their life around like drugs / alcohol. Balance is everything - if you do one thing at a time. Do think Believe project is needed especially on Old Hill but not just there everywhere” *Father of local children & young people, local community member and ex-Youth Club member from 1972 ☺*

“Think project is good. Activities sound good and will target different individuals” *Young person, 18*

Key subjects that are coming out within weekly sessions of actual 1:1 and 2:1 Targeted Believe Project sessions:

- Mental Health including anxiety, depressions, stress, PTSD, self harm, suicide, hearing voices, loneliness
- Substances including alcohol, cannabis, harder drug dabbling and harm reduction work around staying safe
- Anti-social behaviour and young people on Stage 1 / 2 ABC's
- Criminal Justice work with young people on tag / Court Order / Reparation / consequences and risks of behaviour – staying safe, making choices
- Using Headstart Trauma Informed Schools practitioner training to focus on PLAY, CARE (Attachment), SEEKING versus FEAR / RAGE / PANIC / LOSS / GRIEF
- Bullying
- Relationships: family, friends, personal, with self
- SAFETY – choices, risks, consequences, impulse control
- Homelessness – risk of, moving around, insecure accommodation
- Safeguarding including: CSE & County Lines – risks of, awareness of, confidentiality policy and what we need to do if concerned for young people or others safety
- Additional needs including Autism, Aspergers

To the OPCC: Thankyou for your support funding this project, is is an absolute honour and privilege to work with these young people and families and you made it possible!!! Dawn ☺

Appendix D

Log of on-line training undertaken by Library and IS staff -

Course Name	User First Name	User Last Name
Anti-Money Laundering Awareness (E-learning)	Sophie	Sanders
Anti-Money Laundering Awareness (E-learning)	Miranda	Ortega
Anti-Money Laundering Awareness (E-learning)	Valerie	Rogers
Anti-Money Laundering Awareness (E-learning)	Kate	Bassett
Anti-Money Laundering Awareness (E-learning)	Leonora	Johnson
Anti-Money Laundering Awareness (E-learning)	Glen	Freestone
Information Governance 2017 (e-Learning)	Jayne	Cardew
Library 101 V4.0 - (E-Learning)	Kate	Bassett
Library 101 V4.0 - (E-Learning)	Leonora	Johnson
Library 101 V4.0 - (E-Learning)	Glen	Freestone
Mandatory Equality & Diversity Awareness for Managers (e-Learning)	Valerie	Rogers
Mandatory Equality & Diversity Awareness for Managers (e-Learning)	Miranda	Ortega
Mandatory Equality and Diversity Training 2018 (eLearning)	Jayne	Cardew
Mandatory Equality and Diversity Training 2018 (eLearning)	Nicola	Adams
Mandatory Equality and Diversity Training 2018 (eLearning)	Kate	Bassett
Mandatory Equality and Diversity Training 2018 (eLearning)	Leonora	Johnson
Mandatory Equality and Diversity Training 2018 (eLearning)	Glen	Freestone
Mandatory Equality and Diversity Training 2018 (eLearning)	Sophie	Sanders
Mandatory Information Governance 2018 (e-Learning)	Jayne	Cardew
Mandatory Information Governance 2018 (e-Learning)	Leonora	Johnson
Mandatory Information Governance 2018 (e-Learning)	Valerie	Rogers
Mandatory Information Governance 2018 (e-Learning)	Miranda	Ortega
Mandatory Information Governance 2018 (e-Learning)	Sophie	Sanders
Mandatory Information Governance 2018 (e-Learning)	Kate	Bassett
Mandatory Information Governance 2018 (e-Learning)	Glen	Freestone
Mandatory Information Governance 2019-2020 (e-Learning)	Jayne	Cardew
Manual Handling Awareness (E-learning)	Miranda	Ortega
Manual Handling Awareness (E-learning)	Sophie	Sanders
PCI DSS 2018 (e-Learning)	Jayne	Cardew
PCI DSS 2018 (e-Learning)	Leonora	Johnson
PCI DSS 2018 (e-Learning)	Nicola	Adams
PCI DSS 2018 (e-Learning)	Sophie	Sanders
PCI DSS 2018 (e-Learning)	Julian	Beesley
PCI DSS 2018 (e-Learning)	Miranda	Ortega
PCI DSS 2018 (e-Learning)	Valerie	Rogers