

# Building Resistance Against Violence & Extremism Project (BRAVE)

## Summary Report

### Background and rationale for BRAVE

The BRAVE (Building Resistance Against Violence and Extremism) project grew out of the experience gained by St Giles Trust (SGT) in delivering the SOS and SOS+ services which are designed to address the issue of gang membership, exploitation and youth violence.

In 2016, SOS staff became aware that some members of a South East London gang had become radicalised and had travelled to Syria. This indicated a 'cross over' between gang involvement and radicalisation, illustrating how grooming and exploitation techniques are being used to involve young people first in gang activity and then into developing extremist views which are then acted upon by joining terrorist groups. SGT realised that it was vital to be able to tackle this highly dangerous cross over phenomenon to prevent young people from being sucked into extremist views and violent terrorist activity through gang routes.

SGT began discussions with ConnectFutures, an organisation with a strong academic base that delivers training on extremism. Their expert input on radicalisation, along with good quality staff training and positive partnership working, enabled SGT to build its knowledge base and be proactive in meeting the increased Prevent responsibilities for organisations delivering to children and young people.

Having established a positive and creative partnership with ConnectFutures, the Home Office Prevent Innovation Fund (PIF) programme provided an ideal opportunity to develop and pilot a joint gangs and extremism programme that could be delivered in schools and colleges. SGT had identified demand for this type of programme in London through its existing contacts. ConnectFutures' Birmingham base and local knowledge brought a further positive dimension to the BRAVE project, enabling it to be delivered in two cities experiencing significant issues with gangs, youth violence, extremism and radicalisation.

The overall aim of the project was to test the idea that delivery of joint gangs and radicalisation sessions would be more effective in communicating a number of key messages identifying the similarities between gang involvement, extremism and radicalisation. The project set out to deliver sessions that would:

- help children and young people have greater awareness of the realities and issues surrounding gang involvement, drugs, violence, extremism and radicalisation, and learn about strategies to help avoid the risk of becoming involved in these activities
- support schools and colleges to be able to tackle issues that they may feel ill equipped to deal with, without the adverse publicity of being seen as 'having this problem'

### Delivery

The project has exceeded its targets in terms of sessions delivered and participants engaged, delivering 24 BRAVE sessions, against a target of 20, and engaging:

- 1,588 children and young people (76% in Birmingham, 24% in London; 50/50 male/female; 76% in the 11-15 years old age group )
- 110 teachers and support staff
- 35 parents

This is particularly impressive given the short lead in time for the project. The table overleaf shows the range of establishments and target groups of young people involved in the project.

## London

Establishment	Borough	Type	Session numbers & Age/year group	Expected numbers	Actual numbers
Mount Carmel Catholic College	Islington	School	Year 8 girls	140	140
Jean Stokes Centre	Islington	Community Centre	15- 18 boys	30	40
The Arsenal Hub	Islington	Community Centre	Somali families – mainly boys of various ages, with parents	50	50
Harris Academy Merton	Merton	School	Year 10, 2 sessions - mixed	60	60
Samuel Rhodes School	Islington	School	Year 7 moderate learning difficulties	30	50
Islington Arts & Media	Islington	School	Year 10	100	100

## Birmingham

Establishment	Area	Type	Session numbers & Age/year group	Expected numbers	Actual numbers
St Michaels CofE Primary Academy	Handsworth	Primary School	4 sessions Years 5 & 6 mixed	120	116
St Pauls Catholic Primary	Kings Norton	Primary School	4 sessions Years 5 & 6 mixed	60	56
Bournville College	Longbridge	FE College	4 sessions 16-19 mixed	520	180
St Thomas Aquinas Catholic School	Kings Norton	Secondary School	Staff Briefing & 3 sessions Year 9 & 10, mixed, and a smaller specific at risk group Staff briefing & 3 sessions Years 7 & 8 mixed, and a smaller specific at risk group in year 9/10	900	862

Different methods were used in London and Birmingham for selecting schools, colleges and other organisations to take part. In London, in response to Home Office priorities, the boroughs of Islington and Merton were prioritised. Because of the tight timeframe for delivery, SGT used existing contacts and requests for support to ensure that sessions could be booked in within the timeframe. All organisations were contacted and sessions booked on a first come, first served basis. All participating London organisations had previously highlighted issues with potential/actual gang and extremism involvement. There was significant demand from other boroughs outside of the pilot areas. A greater proportion of BRAVE sessions would have been delivered in London if these had been able to be included.

Birmingham was an area new to SGT and required a different approach. ConnectFutures and SGT contacted safeguarding leads and the police to help identify schools and colleges with issues around gangs, youth violence and extremism. The south and east of Birmingham were identified as areas with particular issues. Introductions to potential organisations were made by police contacts and there was significant demand and enthusiasm for the BRAVE sessions being delivered to their young people. The choice of organisations – 2 primary schools, a secondary school and an FE college – was made partly to provide a range of delivery environments. Bournville College was keen to have delivery across all their campus locations (having merged with South & City Colleges), although this was not possible within the capacity of the pilot.

Attendance numbers for most sessions were broadly in line with expectations. The exception was Bournville College where expected numbers were significantly higher than actual attendance. This was

due to an over estimate on the part of the college – all students on the various vocational courses were counted, however, the reality was that some students would have other commitments. In addition, because attendance at this type of session for FE college students is voluntary, it could be expected that not all students would attend.

The schools, colleges and communities involved in the project had all expressed an interest in having BRAVE sessions because they felt that their students were at risk of being affected by gang involvement, drugs violence, extremism and/or radicalisation. Some examples of the backgrounds for delivery include:

- **St Michael's CofE Primary Academy:** 41 different ethnic groups within the school; the area has long standing gang issues; the school was made into an academy as a result of being put into special measures; the new head teacher is proactive and keen to safeguard children with regard to gangs and radicalisation.
- **St Thomas Aquinas:** Large secondary school in a community with 6 active street gangs competing in a small area with associated violence; the school is targeted by gangs and central to their activities; gangs are mixed ethnicity, focussed on territory, all using Krown productions for youtube<sup>1</sup>; far right activity also known in the area.
- **St Paul's Catholic Primary:** Feeder primary into St Thomas Aquinas with associated problem of gangs recruiting very young children in area.
- **Bournville College:** 7000 students 16-19 year olds and a PRU of 200 14-16 year olds. Concerns around gangs and radicalisation with significant local gang activity and a fairly recent knife crime incident.
- **The Arsenal Hub:** Somali parents concerned about their children becoming involved in extremism, radicalisation and gangs; some parents have poor English language skills which is a further challenge when trying to understand what their children may be involved in.
- **Primary schools (London and Birmingham):** many children very negative about the police, leading to the risk (and reality) that they would not speak to the police if they were concerned about gangs, violence or extremist activity.

Schools and colleges were asked to describe the main concerns that they had about their students ahead of the BRAVE sessions. A variety of issues were highlighted including:

*“Our main concerns were to make our students aware of the many forms of manipulation that there are out there, and the ways in which people/organisations will use them in order to recruit for whichever cause they feel relevant at the time. In addition, to highlight that terrorism does not just come in the form of Islamic organisations, there are also white, Christian and many other organisations that cause harm to people under the guise of terrorism”*

*“Young people were at risk or already on the periphery of crime and ASB.....and were not able to articulate how to keep themselves safe from the threat of radicalisation.”*

The BRAVE sessions were jointly developed and delivered by SGT and ConnectFutures, combining their expertise, experience, skills and knowledge. The sessions covered gangs, violence, drugs, sexual and other forms of exploitation, grooming, extremism and radicalisation. Various media were used including powerpoint, video footage of extremist activity and of personal testaments from former extremists/radicals, and personal stories of the SOS presenter, himself an ex-offender and former gang member involved in drug crime.

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<sup>1</sup> Krown productions originated in the USA, producing videos to 'promote' gangs, similar videos are now being produced in the UK

Some of the key messages that SGT and ConnectFutures wanted to communicate included:

- **extremists come in many forms** – far right and white supremacist, cause based (animal rights, IRA), religious fundamentalist (Muslim, other religions)
- **question everything** – don't believe everything that you are told, or that you see in the media. This includes the myths pedalled by gangs and extremist groups of the 'benefits' of being with them – money, glory, power, friends etc.
- **have three people that you trust that you can talk to** – they can help you to challenge myths and misinformation, and help prevent you from becoming isolated and vulnerable
- **know when to tell the police** – don't see them as the enemy, but realise that they are an important support for you, and to tackle gangs and extremism

The sessions were tailored in terms of materials, language and length of session to ensure that each one was age, ability and audience appropriate. Audiences ranged from children and young people from Year 5 through to Year 12 of varying abilities, with teachers also taking part, to Somali parents and their children of varying ages. Young people with special educational needs and disabilities (SEND) were included in the programme, either in discrete sessions eg: Samuel Rhodes School, or in mixed groups with other students eg: Bournville College where one session included students with SEND alongside those on vocational courses and others studying higher level public service qualifications.

All sessions took place during the school/college day, apart from those delivered for Somali families at the Arsenal Hub. It was important to deliver during school hours to avoid the potential for young people to feel 'singled out'. Out of hours delivery can be perceived as a detention or at the very least, encroaching on a young person's free time.

Across the project, 7 sessions were delivered to assemblies in schools, representing 35% of the 20 project target or 28% of the actual 25 delivered. Assembly sessions were large with over 200 young people. Other sessions varied in size with a number having between 20 and 40 young people, and some targeted groups with fewer. There were pros and cons with the various group sizes. Whilst it is clear that all sessions resulted in good impacts, there were a number of comments from school/college staff to suggest that smaller groups may have enabled greater participation and discussion which would have created even more engagement: *"The younger ones actively engaged in conversation – the older ones would have preferred a smaller group setting so they could ask more pertinent questions"*.

That said, the advantage with delivery during school assembly is that a large number of young people can be reached, and, more importantly, young people are not singled out as a 'problem'. In addition, those young people who may be on the very fringes of potential involvement in gangs or extremism, or who have successfully hidden their involvement so far, may hear something which enables them to move away from risky behaviours or seek the support that they need, without 'going public' which could potentially put them in danger from reprisals.

One highly skilled SGT facilitator, with 'lived experience' of gang involvement and being in prison, delivered all the gangs elements of the sessions. He has significant experience of delivering to a wide range of audiences and has the ability to adapt his style, language and session content very flexibly to suit the age, gender and background of the participants.

Four different facilitators delivered the extremism/radicalisation elements. Some of the ConnectFutures facilitators are freelance and were relatively new to the organisation. One facilitator was experienced and confident with some audiences eg: older teenagers and professionals, but found other groups such as primary school children a challenge to connect with. This was identified by ConnectFutures and SGT very early in the project delivery and addressed by engaging other facilitators with the appropriate experience and skills relevant for each different session and organisation.

Dovetailing the SGT and ConnectFutures input has taken time. Given that this was a pilot project, part of the learning experience has been to test and review a range of different ways of delivering jointly. This has been quite challenging, but towards the end of the delivery period, breakthroughs have been made. This progress has resulted from three key factors:

- delivering a number of sessions in a relatively short and intensive period has provided an opportunity for rolling testing, development, review and re-testing – *“we were impressed to see continual improvements being made after each session and adapted for the age groups”* (Birmingham Primary & Secondary Academy)
- in the last few sessions, the ConnectFutures facilitator remained the same, allowing the two facilitators to develop an effective ‘double act’ which connected the two topic areas more cohesively than previously
- both SGT and ConnectFutures have maintained a very open and positive relationship which has fostered mutual trust and enabled a ‘critical friend’ approach to joint development

The gang element of the sessions relies mainly on personal testament and active engagement with the audience. Powerpoint is used to reinforce learning rather than as the primary method of giving information. The radicalisation element of the sessions is delivered through a range of visual media including film clips of extremist rallies and personal testaments from de-radicalised individuals, as well as media images to help explain the concept of misinformation and propaganda. Much of the information is powerful, however, there is a lot of very varied content delivered in a short space of time that may be confusing to some. One of the personal testaments is delivered in quite ‘oblique’ terms and it may not be apparent or feel to a young audience that this young woman was indeed an extremist.

It is clear that there are a number of themes that are ‘common’ to gangs and radicalisation. Development of the programme could usefully focus on how these can be presented in a more coherent way, without losing the unique impacts of each.

## Impact

The project has directly supported the delivery of the Prevent strategy’s objectives:

Prevent Strategic Objective	BRAVE response
1. To respond to the ideological challenge of terrorism and the threat from those who promote it.	<ul style="list-style-type: none"> <li>➔ A range of materials and personal testimonies that enable young people to challenge extremist views</li> <li>➔ Exploring how people become vulnerable to ideological exploitation</li> </ul>
2. To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.	<ul style="list-style-type: none"> <li>➔ Providing strategies for young people to prevent them from being drawn into terrorism and gangs: <ul style="list-style-type: none"> <li>• Question everything</li> <li>• Find 3 people that you can trust and talk to them</li> <li>• Know when to tell the police</li> </ul> </li> <li>➔ Challenging myths about the ‘benefits’ of being part of an extremist group</li> <li>➔ Understanding the links between gang activity and extremism</li> </ul>
3. To work with sectors and institutions where there are risks of radicalisation that need to be addressed.	<ul style="list-style-type: none"> <li>➔ Delivering BRAVE sessions in schools, colleges and community centres that have identified actual or potential risks to students from gang activity and extremism.</li> </ul>

The intention of the BRAVE programme was to inform and change perceptions amongst children and young people. Given the short timescale and budget for the project, follow up activities could not be included in the delivery, the measurement of impact at this stage rests on feedback from the staff at participating organisations, and any feedback and comments from children and young people.

All feedback has been highly positive and demonstrates significant and powerful impacts from the sessions. Some examples from staff include:

**Secondary School, London:** *“the delivery was fantastic as 99% of the pupils got it, even some of the pupils with severe learning difficulties. It’s been completely on point. The pupils and staff were blown away by the workshops and information learnt via it and it alleviated all of their concerns. One class who had further questions asked if they could go into the workshop a second time in order to have all of their questions answered....It truly surpasses their expectations.”*

**Community Session for young people and families, London:** *“Excellent, open style of delivery – very open minded and informal. The most powerful thing here was the personal experience of (the facilitator) and his background in talking about gangs. The audience was really impressed with the second session on extremism as the speaker had lived in the middle east and had actually been arrested there as a suspected terrorist so they all felt he was credible in understanding what it is really like.”*

**Primary & Secondary Academy, Birmingham:** *“Students were very engaged and have continued to talk about the sessions. Targeted individuals seemed to show an improvement in low level disruptive behaviours.”*

A number of schools and colleges have stated that they intend to do some follow up work. One particularly good example of this is a primary school where Year 5 and 6 pupils felt extremely negative about the police, leading to the risk that they would not ask for help or tell the police about issues when appropriate. The BRAVE facilitator suggested that they needed to rebuild relationships with the police and now the head teacher is planning interaction days with police visiting the school to build trust and understanding.

An Ofsted inspector attending one of the BRAVE sessions was extremely positive about the programme and felt that the young people were *“very engaged”*. The sessions are supporting schools and colleges to meet their duties under the Prevent strategy. This is very helpful for institutions that are clearly very committed to ensuring that their students are not at risk of involvement in extremism but that may find the reality of tackling this issue quite challenging.

Comments from young people demonstrate that they have taken on board the information and strategies delivered during the sessions:

Secondary school – comments collected by staff after the sessions:

- *“I was very surprised about the ways in which the terrorists attract women over there, by using chocolate bars and kittens to make you think you will be at home.”*
- *“It was sad that the young girl thought she would be able to get back home but was killed in the end.”*
- *“I never realised that there was white terrorist groups; I thought it was just Muslims”*
- *“I will never allow someone to manipulate me like this. Why would you give up your life in that way”*
- *“I will try to always remember to have three people that I can trust so I will always have someone to talk to if I need to.”*

Verbal feedback to independent evaluator from college students directly after sessions:

- *“It was really good. It was interesting and I learnt a lot – more than I did when we had something before about extremism”.*
- *“It wasn’t boring like some other stuff that we’ve had. It made me think.”*
- *“I found out stuff that I didn’t really know, and stuff that I thought was true and it turns out it isn’t, and that does make you realise that you have to question things”.*

Via twitter from a young person:

- *“Nice to have you at the school today...you really taught(sic) me something!! You seem really cool!!”*

The final comment is significant and important as it illustrates that the children and young people are able to connect with the facilitators and seeing them as ‘cool’ is a key factor in them feeling that they have credibility. This increases the level of engagement considerably by also providing role models to show that it’s possible to be cool and not be involved in gangs, violence and extremism. In addition, the posting of a comment via Twitter demonstrates that the young person is confident about being positive about the programme publicly.

Although the project was not directly concerned with providing training or information to professionals and parents, it’s clear that it has provided significant added value by doing so. Staff in varying numbers were present at all sessions delivered in schools and colleges, and the feedback detailed above indicates the value to them as well as to their students. Discussions between SGT/ConnectFutures with staff before and after delivery highlighted that staff would not feel confident in trying to deliver sessions on gangs or radicalisation because of lack of knowledge and, often, reluctance to tackle these very challenging issues.

Clearly, these topics are ‘high risk’ in a number of ways, not least in terms of the reputation of an institution, perception of parents etc. Involving an external and expert delivery partnership to provide this vital input is a major benefit for schools and colleges.

Feedback from staff with regard to their expectations before the sessions strongly suggests that they and the participating young people didn’t know what to expect from the sessions – *“they were not so sure what it was all about or why they needed to be there.”* Given this feedback, it may be helpful to consider how participating organisations could be helped to prepare for sessions. This could give staff more confidence as well as supporting engagement from students. Providing some form of video ‘trailer’ might be useful, particularly since this would reduce the risk of misunderstandings or inadvertent misinformation being given ahead of the sessions.

Preparation with staff would also help to mitigate against potentially serious risks to the project facilitators and/or students. In one session, a student filmed the presentations (without permission) and then posted some clips on social media. This placed the gang session facilitator in potential danger. It was discussed with a member of staff after it came to light, and demonstrated the need for teachers to have a clear set of rules and boundaries to give to participants ahead of the session. Where students speak out about experiences in sessions, there is also a risk that they may become targets. Staff would benefit from training and development to help identify these risks and understand the action to ensure the safety and protection of the young person.

The presence of teachers (and parents) during sessions is very helpful and provides added value as

outlined above. That said, it was apparent in some sessions that teachers' presence could inhibit young people and this may reduce the impact of the sessions if they don't feel able to share experiences or ask questions. Even where staff – student relationships are positive, it may be difficult for a young person to be open, and this could be a lost opportunity in terms of supporting them. This is a difficult issue to resolve but, for future programmes, it may be worth exploring with staff ahead of sessions so that young people are able to get the maximum benefit.

Many young people wanted to talk to the facilitators at the end of sessions, and many schools/colleges would like to, or intend to plan some form of follow up to the sessions. Also, one of the key messages facilitators wanted to get over was to have 3 trusted people to speak to. This could of course include teachers, student counsellors and other support staff.

Staff feedback indicates that a number were surprised at the extent to which students knew about and/or were on the periphery of involvement local gang and violent crime. For example, *“Staff were surprised by the type of material students were accessing via social media, how many knew about serious violent crimes in the community and their knowledge of gangs in the local area. Police officers have also been surprised at the seeming lack of trust and confidence claimed by students and pupils.”* (Primary & Secondary Academy, Birmingham)

BRAVE delivery should include training for relevant professionals (teachers, support staff, associated services such as police, social workers) so that they have the awareness and skills needed to be able to deliver further activities to tackle gang and extremist risks, to identify potential issues amongst their students and to provide a 'trained, trusted and approachable ear' for students.

BRAVE sessions have also prompted a number of staff to plan and deliver follow up with the young people. This includes actions such as *“to link some of the young people into local youth provision and support”, “to do some in-house work around gangs/extremism via PHSE”* and *“meet with a small target group to understand how they see the work developing and look for further opportunities to engage external agencies in order to prevent and deter them from becoming involved in the offending they appear to be at risk of.”*

These plans indicate that BRAVE is helping schools and colleges to consider how they can work more effectively with other agencies to support young people. This could make a powerful additional impact in creating a support network to help support young people so they have greater resilience to gang and extremist activity.

## **Key learning points and areas for development**

The BRAVE pilot has enabled the identification of a number of key learning points that will be drawn on in the development and delivery of any subsequent programme:

- ➔ **A joint approach to radicalisation and gangs is effective, including in terms of time, however, presentations and materials need to be easy to understand, impactful, engaging and coherent.** At the outset of the project, the gangs and radicalisation elements were delivered as two distinct and separate sessions. As the project continued, delivery evolved and during the final few sessions the two facilitators had developed a more linked approach. This is helpful as there are common themes across gangs and radicalisation, and by linking these and integrating the gangs and extremism sessions, the programme would be more cohesive and avoid repetition. Further refinement and



linkage both in terms of the materials used and facilitator delivery would benefit the development of the programme. Some common themes that could be used to structure an integrated approach include:

- Grooming and exploitation
- Myths
- Media
- Isolation & fear

- **Lived experience is a very powerful tool in engaging young people.** The gang facilitator's background enabled him to use powerful, personal storytelling which brought significant credibility and impact. Whilst the videos of testimonies of previously radicalised/extremist people were helpful in explaining how they had been drawn into extremism, and managed to ultimately reject and move away from it, in person storytelling would add to the impact of this element of BRAVE.
- **A small, cohesive, skilled and flexible team of facilitators** is essential for effective delivery:
  - **small & cohesive:** SGT is currently dependent on one highly skilled facilitator – an additional facilitator is needed if the programme is to continue and to expand. ConnectFutures has a team of freelance facilitators – a small team of 2 or maximum 3 facilitators who have the required skillsets is needed. The relationship between the SGT and ConnectFutures facilitators evolved over the delivery of the project. By creating a small team, the facilitators can build relationships with each other to maximise delivery impact.
  - **Skilled & flexible:** between them, the facilitator team needs to be able to work with a range of different audiences to a consistent level of engagement. This flexibility is essential in being able to deliver to a wide range of schools, colleges and community organisations.
- **Preparatory work with staff to increase support, impact and reach.** As detailed earlier in the report, providing a 'trailer' ahead of sessions may further increase engagement from young people as they will have an accurate understanding of what the session is about and, by using video, the engaging style of the facilitators. In addition, preparatory sessions with staff would enable key points to be explored, such as whether or not staff should be present in sessions, and the need for confidentiality in sessions ie: no filming. Professionals training for staff and other interested professionals and parents, building on the STOP training that SGT already delivers by including a radicalisation element, could significantly widen the reach of the programme and the support infrastructure available to children and young people.
- **Delivering to a range of group sizes to enable more targeted sessions where there are significant gangs and/or radicalisation issues.** Being able to deliver to smaller groups as well as large assemblies would provide increased opportunities to reach young people who may be particularly at risk, and enable them to feel more able to explore issues that are affecting them. Providing each school/college with a package that includes a 'mass' session such as an assembly, followed by smaller sessions either for different year groups or particularly at risk/vulnerable young people would provide an effective model in terms of impact, human resources and costs.

- **Being aware of particular learning/communication needs.** The project was very successful in engaging young people with SEND and it is clear from feedback that they benefited from the sessions. That said, the ESOL needs of parents within the Somali families group were not expected and some struggled to understand the session. This would be anticipated and catered for in any future delivery, making available interpreters as required and modifying materials to meet the needs of people with poor English language and/or literacy.
  
- **Identifying the impact on young people’s attitudes and actions requires further ongoing assessment.** The timescale for the project did not allow for follow up with young people to find out what impact the sessions may or may not have had on their thinking and choices back in the real world. Indications are that messages have been taken on board, but future work would benefit from a longer timescale, and some form of self-assessment by young people about attitudes and choices before and after the session, and a few weeks later. Whilst this would not provide the sort of evidence available through a randomised control trial, it would at least give an indication of impact and the resulting changes.

## Moving forward

The project has been highly successful in achieving its targets and aims, and demand for sessions outstripped supply. The project is capable of being further developed, scaled up and rolled out. Given the very positive results to date, project development and expansion as described overleaf will have significant impacts, including:

- enabling more young people to gain information and insights that enable them to challenge actual and potential grooming and exploitation and become more resilient with respect to gang involvement, violent crime, drugs and radicalisation
- enabling the development of a network of support for young people through training teachers, support staff, governors and parents so that they can identify the signs of young people being at risk of or involved in gangs and/or extremism and provide appropriate support and signposting
- facilitating the involvement of other key agencies such as the police, safeguarding leads, social workers and others in the work with schools, colleges and community centres to create a more effective infrastructure to tackle gang and radicalisation issues.
- supporting reductions in community tension through improved understanding of the range of extremism and the negative impacts of stereotyping and ‘false news’

A number of schools were interested in follow up work and others said that they would like to book further BRAVE sessions – *“Many members of staff said that they would like to see something similar in their children’s schools. I would definitely book this again next year.”* At least 7 schools/colleges in Birmingham and 16 in London have requested BRAVE sessions.

## Model for development and roll out

The suggested model incorporates development of various elements of the BRAVE programme to increase further its effectiveness and enable greater assessment of impact on attitudes and choices, as well as wider geographical roll out in areas that have particularly high need for support around radicalisation and gang activity.

Element	Rationale
<b>Core</b>	
Development of STOP+ sessions on gangs and radicalisation for school/college staff, Governors, other relevant professionals and parents.	The current STOP training for professionals is highly effective in respect of gangs and enables professionals to identify signs of at risk/involved young people, offer support and take appropriate action. STOP+ will incorporate training with regard to radicalisation.  Staff have been very interested in attending BRAVE sessions and there is an appetite for this type of training. It also will help institutions to meet their requirements for the Prevent strategy.
Development of a video trailer for children and young people	To enable staff to promote and engage young people in the idea of taking part in the BRAVE sessions
Further development of the BRAVE sessions (materials and delivery)	To create a highly coherent and impactful session that is capable of being delivered to a range of ages and audiences, integrating the key themes of gangs and radicalisation and providing persuasive and clear messages. This will include exploring ways of bringing in lived experience for radicalisation/extremism as well as gangs/violence.
Establishing a cohesive team of SGT and ConnectFutures facilitators.	The facilitator team needs to incorporate all the relevant skills and experience required for a range of audiences and must have the capacity to deliver in additional geographical locations. The team members need to have lead in time to develop working relationships that enhance delivery.
Development of a range of materials to enable wider assessment of impact.	The current bank of materials provides feedback on the sessions but is not designed for further follow up. Materials that provide relevant 'scenarios' for young people and ask them what choices they would make could help in assessing impact on attitudes and choices. This would provide more robust evidence for SGT and ConnectFutures as well as for the Home Office.
Delivery of STOP+ sessions to professionals	Provision of STOP+ training will enable professionals/parents to be better prepared for the BRAVE sessions and to offer support and guidance to young people after the sessions.
Delivery of new BRAVE sessions in selected schools, colleges and community settings in London, Birmingham, Leeds and Cardiff	There is additional demand in London and Birmingham, including some schools and colleges that have already had BRAVE sessions and have requested additional sessions.  Leeds and Cardiff are areas with specific needs around the Prevent

Element	Rationale
	strategy and both are potential areas for expansion.
<b>Optional</b>	
Delivery of STOP+ and new BRAVE sessions in other locations with significant gangs and radicalisation issues	Once the expanded programme has been established, develop contacts and discuss with key agencies in other locations such as Manchester metropolitan area, Derby, Luton, Bedford, Peterborough. Areas to be discussed and agreed with the Home Office.
Delivery of STOP+ and new BRAVE sessions in Youth Offending Institutions	Delivery to young people in YOIs who are particularly vulnerable to exploitation and who are at risk of becoming involved/returning to behaviours that may involve them in gangs and/or radicalisation.
One-to-one support for young people who request it after a BRAVE session.	An expanded BRAVE programme could include some caseworker capacity so that young people needing 1:1 support could be referred immediately to a caseworker/ broker who would deliver a brief intervention, building on the trust and rapport gained by the BRAVE facilitators and aiming to introduce the young person to local support services
Development support for schools/colleges/other organisations to take forward their gangs/violence/extremism work	Some schools and colleges have requested additional help to take forward their work. This could include, for example: <ul style="list-style-type: none"> <li>➔ How to work with police and partners</li> <li>➔ Support to develop lesson plans and a student research project that could be incorporated into SMSC/PSHE to enhance learning and ensure that the subject is further embedded</li> <li>➔ SGT and CF working with school to develop a gangs/ extremism strategy</li> </ul>

## Commercial model and costings

The model and costings outlined below have been prepared by SGT as a proposal to take forward the BRAVE work- it includes a range of costed options and overall provides the opportunity to reach a wide range of audiences with a powerful and tailored message.

The key to this financial model is that SGT and CF are charging for whole days of facilitator time- with the intention that they deliver three or more sessions in a day. This efficient use of facilitator time produces lower unit costs and is a better use of resources; it also makes it clear how much ongoing delivery will cost once development work on the sessions has been completed.

It is estimated that each delivery day will reach over 200 learners, bringing the unit cost per learner down to under £12.50 per person.

ITEM	COST	NOTE	Essential/ Desirable
To develop materials for presentation to teachers/ governors/ parents – called STOP +	7,600		<i>Very desirable as increasing the delivery options increases the cost efficiency of delivery</i>
To produce a film that can be shown in advance of BRAVE sessions and can be hosted online	10,000		<i>Desirable – particularly useful if a wider roll out is planned</i>
To provide 1:1 work with young people who reveal needs in BRAVE sessions	27,500	<i>Part time worker option</i>	<i>Desirable – improves service quality overall and again particularly useful in areas where SGT and CFG have less footprint</i>
To deliver consultation to schools/ colleges either pre or post BRAVE delivery	9,640		<i>Desirable</i>
To allow ongoing BRAVE delivery in 17/18 in London and Birmingham	54,000	<i>20 days delivery</i>	<i>Essential – this is the minimum necessary to keep the project in delivery</i>
To expand BRAVE delivery into Leeds, Cardiff and other 'known' areas, including scoping new area and identifying local needs and issues	56,100	<i>20 days delivery</i>	<i>Desirable</i>
To expand BRAVE delivery into new areas, including scoping new area and identifying local needs and issues	61,900	<i>20 days delivery</i>	<i>Desirable</i>
<b>GRAND TOTAL</b>	<b>£226,740</b>		

*More detail is available in the attached spreadsheet*

## Proposed timescales

Timing	Element
June/July	Develop the new integrated session, video trailer and STOP+ training Establish the delivery team to enable them to prepare delivery of the new sessions Recruit and train new facilitators Identify organisations for delivery in London, Birmingham Development of contacts and identification of organisations in Leeds, Cardiff Carry out initial discussions
Sept - Oct	First phase delivery: London, Birmingham
Nov-Dec	Second phase delivery: London, Birmingham, Leeds, Cardiff
Jan – April 2018	Map further expansion
April 2018	Begin delivery in new areas