

GET READY FOR CONSTRUCTION

EVALUATION



IN PARTNERSHIP WITH



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Executive Summary

The 'Get Ready for Construction' course aims to support 16 – 18 year olds, who are at high risk of serious violence, into employment within the construction industry. This course was requested by criminal justice-involved young people to create a pathway to construction and is designed to maximise their employability in the sector. This course is a collaboration between key partners working together. During the course, attendees receive 5 days of education towards essential qualifications, as well as making connections to employers, and are supported by tailored, high intensity 1-1 support. After the course has finished they are mentored for 3 months to help the transition towards employment, which focusses on working towards their CSCS card (qualification required to work on construction sites in the UK) and employment.

This evaluation was conducted to understand the impact of this intervention on the first four cohorts, which were in Portsmouth and Southampton and included 28 participants (all males). Effects measured the impact on: offending behaviours (suspected offences, arrests and crime severity), missing episodes and victimisation. Further effects were measured, including 'cultural capital', which refers to a person's pro-social characteristics, professionals' perceptions, as well as the number of qualifications participants gained.

Some key findings were as follows:

- Most positive effects on offending behaviours were seen in the Southampton 1 cohort, 23% (25) reduction in suspected offences, 38% (14) reduction in arrests, 34% (41) reduction in offences arrested for, and 7/10 individuals recording decreases in the severity of offending, as measured over 15 months post-course.
- The remaining courses saw mixed results with lower effects.
- Across all courses, a total of 62% (52) of all qualification were achieved with 25% (7) achieving three qualifications
- Participants reported an increase in all measures of cultural capital, particularly teamwork and communication.
- Professionals rated the participants positively in most measures of cultural capital, including behaviour changes and social skills development.
- Self confidence and motivation were maintained throughout the mentoring period for those who completed three surveys.

This evaluation has demonstrated promising impact of this intervention on reducing serious violence and supporting these young people to pathways into employment. These early findings show that the programme may positively influence a reduction in offending behaviour, with the greatest effects seen with those most at risk. It is recommended that future courses work with young people with the highest need.

This course appears to support young people gaining relevant qualifications, and a pathway into employment within the construction industry. It also contributes to 'cultural capital' and personal development.

Overall, this intervention shows promise as a public-health informed intervention to reducing serious violence. Underpinned by effective working relationships between agencies, this course represents the value of listening to what young people want and need, and has the potential of benefitting them as well as wider society.

Introduction

Knife crime and serious violence continues to be a growing concern across the UK, as in 2023/24 the number of all proven violent offences committed by children increased by 9%, and the number of arrests of children for violent offences increased by 5%. Whilst there was a reduction in the number of proven knife offences amongst children, the figure is still 20% higher than 10 years ago [1]. The Youth Endowment Fund (YEF) in their 2024/25 report found no improvement in any of the 11 indicators of serious violence among children [2]. A young person's involvement in violence is influenced by a complex mix of risk factors. One of these is being NEET (Not in Education, Employment, or Training), as it can increase vulnerability to exploitation, contribute to poverty, and remove day-to-day structure and contact with trusted adults.

Many of these young people are NEET, often as a consequence of disrupted education including exclusions, persistent absence, reduced timetables and time spent in alternative provision. Rates of violence are noticeably higher in pupil referral units, with 40% of young people self-declaring they had perpetrated serious violence, compared with 16% in the general population [5]. NEET young people are also more susceptible to exploitation, meaning they are more likely to be involved in gangs, carry weapons and go missing [6].

Access to education, training, or employment therefore acts as an important protective factor against these risks. Employment and education can impact positively on young people's self-narratives and their own pro-social identity, while also encouraging social inclusion [3]. Many organisations and professionals, such as the YEF, highlight education and employment as key protective factors that help reduce youth involvement in serious violence [4].

Another commonality in young people who have offended is vulnerability, often due to childhood trauma. There are numerous studies which show the increased risk childhood trauma can have on offending behaviour, with evidence finding children suffering from abuse, violence and poverty are all more likely to go on to commit offences [7]. These vulnerabilities also mean, young people with these traumas may be more susceptible to affiliating with a gang, often drawn in by the 'sense of belonging' a gang may offer that person [8]. This vulnerability is further evidenced by the positive correlation between offending and being a victim of crime and having missing episodes [9].

The evidence supports the need for interventions to establish educational and employment opportunities for young people at risk of involvement in serious violence. Not only to reduce their offending, but to also address their wider needs and help them build a pro-social identity. As a result, the Hampshire & Isle of Wight Violence Reduction Unit (VRU) have established an intervention with the aim of reducing serious violence amongst young people across its communities.

The VRU

The VRU coordinates the Hampshire & Isle of Wight Violence Reduction Partnership (VRP). The VRP bring a range of agencies together to meet their statutory obligations of the Serious Violence Duty. The VRU are delivering on its mandate to reduce serious violence in local communities with a focus on young people who may be drawn into violence or at risk of exploitation.

The VRU commissions interventions based on Child-first principles. Child-first is an evidence-based principle in which children and young people involved in the criminal justice system are treated as a child or a young person first, with the same rights as other children and young people, and it follows these four tenets that form an ABCD approach [10]:

Table 1: A description of the four tenets of Child-first interventions

Tenets	Description
As children	Recognise how children are developmentally different from adults and require different support
Building pro-social identity	Promote children’s strengths and capacities to develop a pro-social identity, focusing on positive child outcomes rather than just trying to manage offending.
Collaborating with children	Involve children meaningfully to encourage their investment, engagement, and social inclusion.
Diverting from stigma	<p>Promote supportive diversion from the criminal justice system where possible, or minimising stigma within it, as we know that stigma causes further offending.</p> <p>Reflecting current evidence in our revised case management guidance is an important step towards to achieving a Child First youth justice system that enables children to make a constructive contribution to society. This will prevent offending and create safer communities with fewer victims.</p>

The VRU has adopted this approach into all areas of its work and advocates this approach to all organisations and partners, changing the narrative towards viewing the child as a whole, including their needs, abilities and environments [11]. This promotes a positive and strength-based focus towards a child to reach their full potential.

The need for this focus on young people is supported by local data as well as the national data. According to the Hampshire & IOW Strategic Needs Assessment (SNA), during 2024/25, 20% of all suspects of serious violence across the two counties were aged 10-17 years. This assessment highlights that a high proportion of serious violence suspects are children, and predominantly male.

The ‘Get Ready for Construction’ course

The ‘Get Ready for Construction’ course aims to support 16 – 18 year olds, who are at most risk of serious violence, into employment within the construction industry. During the course, attendees are given 5 days of education towards some essential qualifications, as well as making connections to employers. Throughout the course the young people have tailored, high intensity 1-1 support. After the course has finished they are mentored for 3 months to support the transition towards employment, focussing on helping them earn their Construction Skills Certificate Scheme (CSCS) card (qualification required to work on construction sites in the UK). This course is delivered in partnership between the VRU, Hampshire & IOW Constabulary, Youth Justice, Education, and the delivery partner, The Kings Trust.

This course was developed because young people working with YJS expressed an interest in construction and the need for qualifications such as a CSCS card. No such course existed for this cohort due to concerns of risk, high support needs and most of the desired cohort were not in education settings, and therefore not accessing education or support.

The approach to forming this intervention was data-driven, due to the concern regarding the high proportion of young people’s involvement in serious violence across HIPS [13]. Data also identified Portsmouth and Southampton as places where serious violence was more prevalent, with them recording the highest rates in offences such as violence with injury, possession of weapons and robbery. Therefore, this evidence underlined the need for a tertiary intervention, working directly with young people involved in serious violence, in places where it would be most effective.

In summary, the combination of strong evidence on the protective benefits of employment and education, along with the local data picture, and the limited provision for young people who have offended created a clear motivation to establish a Child-first intervention capable of addressing this gap.

Evaluation aims

This evaluation will measure the effectiveness of the Get Ready in Construction intervention. The aims of this evaluation are as follows:

- To identify any change in offending pre and post intervention.
- To identify any change in the harm of offending pre and post intervention.
- To identify any change in victimisation and missing periods pre and post intervention.
- To assess the distance travelled in the participants’ perceptions of their own ‘cultural capital’ on Day 1 and 5 of the intervention. (Cultural capital refers to a persons social characteristics).
- To understand delivery staff’s perceptions of participants’ experiences of the intervention.
- To understand the participants’ perceptions of the mentoring service and identify any continued distance travelled in their cultural capital.

Course Description

Cohort Selection

Cohort selection is very important, and takes 2-3 months, involving 3 in-depth multi-agency meetings to ensure the right cohort are identified and invited to apply for the course. Each course is commissioned for up to 10 people. The selection meetings are attended by the VRU, Youth Justice Service, Police, Education Teams, and the Kings Trust. Data from relevant partners is considered to arrive at an agreed decision. Selection is guided by the following eligibility criteria:

1. 16-18 year olds identified from Police data as being involved in serious violence; serious violence dataset (monthly) and Habitual Knife Carriers (HKC) list (Quarterly). [A HKC is someone who has had at least two knife related offences in the last two years]
2. Nominations of 16-18 year olds by professionals working in Youth Justice Service, Education Teams and Police, based on a high risk assessment indicating a vulnerability to future serious violence.

Additional considerations to help decide whether someone should be included in the course are:

- Voluntary attendance on course
- Seeking employment in construction industry
- Able to engage with employment following successful completion of the course
- Would not otherwise access CSCS support routes
- Consent of school and education authorities where required
- Not excluded on grounds of risk assessment
- Now with probation but still known to Youth Justice Services (18 year olds only)

Candidates are considered if they don't live in the local area but do offend there. These are decided on a case by case basis based on professional judgement.

At the first cohort selection meeting, each individual identified is discussed and consideration given to: offending history, current situation, aspirations, motivation and any potential barriers for that person that might impact them on the course, such as feuds. If a young person is deemed suitable for the course their key worker contacts them to discuss the opportunity and seeks their views. Where this course is not the right option, other routes are considered such as a bespoke CSCS offer or support via the Education Team.

At the second meeting, professionals provide updated information on the young people as well as hearing the views from key workers about young peoples' motivation and commitment for the course. Professional judgement is key in making informed decisions from the people who know these young people the best.

The next phase is a 1:1 session between invited candidates and the Kings Trust. This allows the Kings Trust to introduce themselves to the young people, understand their needs, implement safeguarding checks and explain to them what the course will look like. They also share a phone number with the young people to stay in contact with them throughout their time on the course. Following this the final cohort is selected to be invited to the Taster Session.

Meet the Team

The 'meet the team' event takes place one week prior to the course and is for professionals delivering the programme, it focusses on:

- What to expect e.g. course content, timetabling
- Risk assessments
- Learning and support needs for each young person
- Venue familiarisation including; learning space, breakout spaces, safe access and exit routes
- Staff champions (1:1 buddy/mentoring support)

Taster Day

The taster day takes also place one week prior to the course. This is the first time young people attend and meet other participants on the course. This session focusses on:

- Set out plan for the week
- What to expect and short introduction to the course content
- Conduct and behaviour contract
- Professionals introduce themselves to the young people
- Ice breaker activities

This is an important final selection phase. At this stage, some young people may decide the course isn't right for them, equally professionals are looking at the group dynamic, particularly that no additional risks become known which impact the group. Final selection for the course is not complete until after Taster Day. Young people not selected are offered a bespoke route.

Course (Day 1 – Day 5)

The course takes place in A classroom-type area in Youth Justice or community youth spaces and is delivered by an accredited Health and Safety partner and the Kings Trust. Learning support needs are met by high staff ratio assisting young people to access the course. Breaks are provided each day, with the number depending on how the young people are coping with the content. Reflective practice happens at the end of each day between staff supporting the course, to maximise the young people's ability to engage with course and remove any concerns or barriers. The following is a typical day-by-day structure of the course:

Day 1-2

Health and Safety Level 1 qualification. The young people sit their test at the end of Day 2 and if successful will gain this qualification. This is part 1 of the CSCS qualification. Typical learning strategies throughout these two days are teaching, revision games and hands on demonstrations. These learning strategies continue throughout the week.

Day 3

Tower Training. This is part theory, and a test that participants must pass to take part in the practical exercise, to construct a mobile tower and work at height. This requires following instructions, teamwork, and applying the knowledge they have learnt. All participants wore their PPE (Personal Protective Equipment) for the first time.

Day 4

CSCS preparation. In the morning participants work on revision. The afternoon then consists of careers talks with employers from the local area to discuss employment expectations and opportunities. 1:1 plans are developed with each young person about the mentoring phase.

Day 5

Celebration event. Young people celebrate their achievements throughout the week, these include qualifications earned and personal achievements. Full PPE is given to each young person, alongside speeches from all involved in the course on the strengths of the group.

Bespoke offer

Some young people are not able to attend the course, possibly due to group dynamic or personal need, and may be offered a bespoke offer. This offer varies but generally involves the Health and Safety Level 1 being delivered individually by a professional.

Site visits

In the week after the course, the young people are offered 1-2 visits to building sites. During these visits, they tour the site, speak with workers and have work experience.

Mentoring

All young people attending these courses are offered 3 months of mentoring from the Kings Trust. This is a one hour session every two weeks, in person. During this session the Kings Trust staff help them revise, book their CSCS test, and look for job opportunities. The location of the mentoring service differs, depending on location. In Southampton it takes place in their youth hub (a Youth Justice space) and in Portsmouth it takes place in the Careers and Employability Office. Throughout the mentoring process the young people are in frequent contact with the Kings Trust via phone, where staff can reach out to them and the young people have the opportunity to contact them for support at any time. The Kings Trust liaise with other involved professionals throughout the mentoring phase to ensure this process has the most benefit for the young person.

Funding

This course was funded by the Home Office, through the VRU, and match-funded by the Office of the Police and Crime Commissioner for Hampshire and IOW. The cost of each course came to £22,273 (£89,092 for all four courses). The breakdown of this is as follows:

- Delivery Staff - £8061
- Young People's expenses - £500
- External training provider - £2800
- Delivery partner - programme support costs - £5462
- Delivery partner - central support and infrastructure - £5450

Method

Design

This was a mixed methods study. Quantitative and qualitative data were collected simultaneously, analysed independently and then merged to assess the overall findings. This design was chosen to offer a more holistic picture of the interventions effectiveness.

Participants

The experimental group for this evaluation consisted of 28 males aged 16-18, with an average age of 16.7 years old. They were split across the four courses as follows: ten from Southampton 1 (one did the bespoke version), two from Portsmouth 1, eight from Southampton 2 (one did the bespoke version), and eight from Portsmouth 2. All young people were from the area in which their course took place, with the exception of 1 participant who attended the Southampton 1 course, but resided in wider Hampshire.

A comparator group was formed of young people who took part in the cohort selection process but were not selected for the course. This group consisted of 28 males aged 16-18. Each comparator group was selected from the same cohort selection as it's corresponding course group.

The inclusion criteria for the comparator group was to be in the same cohort selection process. The exclusion criteria was those who had been selected for a 1:1 and had failed to turn up. The reason these individuals were not selected for the course itself, was because it was not the right option for them and was often due to the circumstances mentioned in Page 7.

Ethical Considerations

Everyone that took part in the evaluation provided informed consent, with the procedures and purpose fully explained to them. All information was stored confidentially and appropriately. All participants had the right to withdraw from the evaluation and were made aware of this.

Data Collection/Materials

This evaluation used several data collection resources. To capture the offending data, Police data was used. The time periods for the data required can be seen in Table 2. The data produced included, suspect, arrest, number of serious violence and knife crime offences, missing episodes, and victimisation. This data was given for each participant within each cohort*.

The Cambridge Crime Harm Index (CCHI) was also used. The CCHI is a tool designed to measure the harm caused by a crime by applying a higher number to offences that are more harmful (homicide, rape etc.). This tool was applied to all offences a participant was arrested for or a suspect of, in the required time period.

**Portsmouth 2 cohort were not included in the analysis of offending behaviours, missing and victimisation as not enough time had elapsed since the course had finished*

Table 2: The data collection period for each course.

Course	Data Period (Pre and Post)	Pre-Intervention Data	Post-Intervention Data
Southampton 1	15 Months	17th August 2023 – 17th November 2024	18th November 2024 – 18th February 2026
Portsmouth 1	12 Months	2nd February 2024 – 2nd February 2025	3rd February 2025 – 3rd February 2026
Southampton 2	10 Months	June 27th 2024 – April 27th 2025	28th April 2025 – 28th February 2026

Cultural capital was measured using multiple surveys. Firstly, the participant feedback form was a 12-point questionnaire which was completed by the participants on Day 1 of the intervention. The second participant feedback form was a 9-point questionnaire and was completed on Day 5 of the intervention (see Appendix 1). The second measure of cultural capital was the professional's survey. This was a 10-point questionnaire that was to be completed by a member of the Kings Trust delivery staff. One of these questionnaires was filled out for each participant. This survey can be found in Appendix 2. The third measure was the mentoring survey. This was a 5-point questionnaire which can be found in Appendix 3. This was completed by the participants during the mentoring phase of the intervention at multiple time points.

Procedure

The feedback forms were completed on Day 1 and 5. These were completed in a classroom setting, and some participants had support from staff to read the questions. The week after the course the professional's survey was sent by the researcher to the lead delivery staff member (Kings Trust) and was completed online in their own time online in their own time.

The next step was the mentoring surveys. The Kings Trust staff were instructed to have the participants complete these monthly, which would result in three surveys per participant. For the first three courses, the mentoring staff were instructed to give the participant the survey to complete during their mentoring sessions and choose when it was appropriate to do them. However, the mentoring struggled to attract participants, and there were uneven gaps between surveys. So, for course four, the surveys were to be completed on dates agreed by the mentoring staff and the researcher. This was more successful in attaining consistent survey responses.

Data Analysis

For all surveys, descriptive statistics were applied to quantitative questions and thematic analysis was applied to qualitative questions. Both the Participant's survey and mentoring survey, were compared to show any distance travelled in their results. For the offending data, the number of offences were counted and the CCHI score was applied. The data was then compared for pre and post intervention effects.

Results

Offending Behaviours

Table 3 below shows the offending behaviours for the Southampton 1 cohort 15 months before and after attending the course. Overall, suspected offences fell by 23% (25) post-intervention. Six individuals showed a reduction in suspected offending. There was also a slight reduction in the number of suspected serious violence offences (5), though the proportion stayed similar.

Arrests decreased by 14 (38%) and offences arrested for decreased by 41 (34%). Seven individuals saw reductions in their number of arrests, including four who had no arrests at all post intervention. Eight participants saw a reduction in the number of offences they were arrested for.

Lastly, the total CCHI score reduced by 11% (1280.5). Seven participants showed substantial reductions, including three who fell from over 1000 to less than 5. Notably, three participants contributed for 96% (9,920) of the total CCHI score post the intervention, compared with 38% (4468) of the total CCHI score before the course, indicating that post-course risk was concentrated among a small number of participants.

Table 3: A table showing the offending behaviours of Southampton 1, 15 months before and 15 months after their course.

15 Months Before					15 Months After			
CCHI	Arrests (No. Offences) *	No. of Suspected SV Offences	Suspect	YP	Suspect	No. of Suspected SV Offences	Arrests (No. Offences)	CCHI
2239	3 (12)	1	7	1	1	0	0	1
1927	6 (17)	2	11	2	13	2	3 (10)	2965.5
1469	2 (2)	2	4	3	0	0	0	0
1886	4 (8)	2	14	4	18	2	2 (3)	412
1104	1 (2)	2	4	5	2	0	0	4
184	1 (2)	1	1	6	0	0	0	0
1389	9 (42)	3	40	7	30	3	9 (45)	4666
219.5	1 (3)	2	3	8	3	1	1 (3)	22
97	5 (15)	0	13	9	3	0	1 (2)	27
1152	5 (16)	2	12	10**	14	4	7 (15)	2288.5
11,666.50	37 (119)	17	109	Total	84	12	23 (78)	10,386

*The number outside of the bracket refers to the number of times they were physically arrested, the number in the brackets refers to the number of offences they were arrested for.

** completed the bespoke version of the course

Table 4 shows the offending behaviours for the Portsmouth 1 cohort 12 months before and after the course. Both participants had an increase of 2 suspected offences. One also showed a slight increase in suspected serious violence (2). The total number of arrests were unchanged, as one participant's arrests reduced and one increased. Finally, both participants recorded considerable increases in their CCHI, with a combined increase of 1297 (70%).

Table 4: A table showing the offending behaviours of Portsmouth 1, 12 months before and 12 months after the course.

12 Months Before				12 Months After				
CCHI	Arrests (No. offences)	No. of Suspected SV Offences	Suspect	YP	Suspect	No. of Suspected SV Offences	Arrests (No. offences)	CCHI
1846	3 (6)	1	3	1	4	0	2 (2)	2389
3	1 (1)	0	1	2	3	2	2 (5)	757
1849	4 (7)	1	4	Total	7	2	4 (7)	3,146

Table 5, summarises suspected offending behaviours for the Southampton 2 cohort 10 months before and after the course. Overall, suspected offences decreased by 63% (22). It was largely driven by YP3 who accounted for a reduction of 24 offences alone. Three participants showed a reduction, three showed increases and two remained the same. There was also small reductions in the number of suspected serious violence and knife crime offences.

Arrest patterns showed a modest improvement. The total number of arrests dropped by 1, while the number of offences arrested for reduced more substantially (9). Three participants reduced their number of arrests, five continued to have none, and one increased.

Lastly, the cohorts CCHI score decreased substantially by 64% (1851). All but three participants either reduced their CCHI score or remained at zero.

Table 5: A table showing the offending behaviours of Southampton 2, 10 months before and 10 months after the course.

10 Months Before					10 Months After			
CCHI	Arrests (No. offences)	No. of Suspected SV Offences	Suspect	YP	Suspect	No. of Suspected SV Offences	Arrests (No. offences)	CCHI
1647.5	2 (3)	1	3	1	9	2	5(6)	977.5
1	0	0	1	2	0	0	0	0
833	3 (11)	4	25	3*	1	0	1 (2)	11
0	0	0	0	4	1	0	0	2
22	1 (2)	0	3	5	3	0	0	23
0	0	0	0	6	0	0	0	0
368	1 (1)	1	3	7	0	0	0	0
0	0	0	0	8	1	0	0	10
2871.5	7 (17)	6	35	Total	13	2	6 (8)	1,023.5

*Did the bespoke version of the course

Offending Behaviours: Comparison Group

This section will compare the previous results to comparison groups. It should be noted that the comparison groups and experimental groups vary in pre-offending levels, which may effect the level of any changes. The comparison groups are not strictly control groups, and so individual differences and external influences may be present. Therefore, these results should be interpreted with this in mind.

Table 6 below is a comparator group for the Southampton 1 cohort. The first notable difference is the pre-offending data is lower than in the experimental group. When comparing the changes, there was a larger reduction for suspected offences in the comparator group (45%) than the experimental group (23%). There was also a larger reduction in serious violence offences suspected of amongst the comparator group (12 compared to 5). However, the experimental group did record a larger reduction in arrests (38% compared to 14%) and offences arrested for (34% compared to 6%). Lastly, the reduction in CCHI was much greater amongst the comparator group compared to the experimental group (55% compared to 11%).

Table 6: A table showing the offending behaviours of Southampton 1 comparison group, 15 months before and 15 months after the course.

15 Months Before					15 Months After			
CCHI	Arrests (No. Offences)	No. of Suspected SV Offences	Suspect	YP	Suspect	No. of Suspected SV Offences	Arrests (No. Offences)	CCHI
1303.5	2 (4)	2	9	1	1	0	1 (2)	554.5
1135	3 (10)	0	9	2	4	0	1 (5)	18
72	3 (8)	0	12	3	10	0	10 (31)	595
597.5	2 (8)	2	9	4	12	0	1 (2)	54
477	4 (8)	2	8	5	6	1	2 (2)	1108
1468	1 (1)	3	6	6	0	0	0	0
1462	2 (2)	4	6	7	6	1	2 (2)	751.5
222	4 (8)	1	14	8	0	0	0	0
34	1 (1)	0	4	9	3	0	2 (6)	410
1110	1 (3)	1	1	10	1	1	0	5
7,881.00	22 (53)	15	78	Total	43	3	19 (50)	3,496

Table 7 below is a comparator group for the Portsmouth 1 cohort. Firstly, the comparison group consisted of lower offending levels prior to the course period, in comparison to the experimental group. Overall, the comparison group reduced in all metrics, which is in contrast to the experimental group, who saw increases in all but one measure (number of arrests).

Table 7: A table showing the offending behaviours of Portsmouth 1 comparison group, 12 months before and 12 months after the course.

12 Months Before				12 Months After				
CCHI	Arrests (No. offences)	No. of Suspected SV Offences	Suspect	YP	Suspect	No. of Suspected SV Offences	Arrests (No. offences)	CCHI
5	0	1	1	1	0	0	0	0
11	0	0	2	2	1	0	0	2
16	0	1	3	Total	1	0	0	2

Table 8 below is a comparator group for the Southampton 2 course. This comparator group is different from the rest as its offending levels pre-course, are higher than the experimental group. The experimental group saw a larger proportional decrease of suspected offences (63% vs 50%), though that was heavily attributed to one individual in the experimental group. The comparison group had larger reductions in number of suspected serious violence offences (7) and arrests (7). Lastly, the comparison group had a higher CCHI score reduction than the experimental group (2292.5). However, its final score was still higher than the experimental groups. Overall, this was mixed, though the experimental group had much lower pre-offending levels which meant any reductions were always going to be more limited than that of the comparison group's.

Table 8: A table showing the offending behaviours of Southampton 1 comparison group, 10 months before and 10 months after the course.

10 Months Before				10 Months After				
CCHI	Arrests (No. offences)	No. of Suspected SV Offences	Suspect	YP	Suspect	No. of Suspected SV Offences	Arrests (No. offences)	CCHI
383	3 (3)	2	7	1	0	0	0	0
43	1 (2)	0	11	2	4	0	1 (3)	1290
3	0	0	3	3	1	0	0	3
46	2 (8)	2	10	4	11	0	1 (2)	52
2940	4 (7)	0	2	5	0	0	0	0
34	0	0	5	6	3	1	1 (1)	564.5
787	2 (3)	3	17	7	9	0	3 (4)	44
10	1 (1)	1	1	8	0	0	0	10
4246	13 (24)	8	56	Total	28	1	6 (10)	1,953.5

Victimisation and Missing Episodes

Table 9 below summarises victimisation and missing episodes for the Southampton 1 cohort in the 15 months before and after the course. Missing episodes fell by 53% (23), a reduction largely driven by YP4. Victimisation reduced from 7 incidents before the course to 4 after. All three who were victims before the course experienced fewer incidents post-course, although two participants increased from 0 after the course.

Table 9: Number of victim and missing episodes for participants in the Southampton 1 cohort, 15 months before and after the course

15 Months Before			15 Months After	
Missing	Victim	YP	Victim	Missing
0	0	1	0	0
0	0	2	0	0
0	0	3	1	0
42	3	4	2	15
1	0	5	0	0
0	0	6	0	0
0	2	7	0	5
0	0	8	1	0
0	0	9	0	0
0	2	10	0	0
43	7	Total	4	20

Table 10 shows the number of times the Portsmouth 1 cohort were victims of crime or had missing episodes 12 months before and after the course. Both reduced by half (1 and 3) respectively, though numbers were already low. Only YP1 had been a victim before the course. YP2 reduced from 2 missing episodes to 0 whilst YP1 dropped by 1.

Table 10: Number of victim and missing episodes for participants in the Portsmouth 1 cohort, 12 months before and after the course

10 Months Before			10 Months After	
Missing	Victim	YP	Victim	Missing
4	2	1	1	3
2	0	2	0	0
6	2	Total	1	3

Table 11 shows victimisation and missing episodes for the Southampton 2 cohort 10 months before and after the course. Victimisation increased slightly with 3 young people increasing from 0 post-course. In contrast, there was a large reduction in missing episodes (17), a reduction driven almost entirely by YP3 (16). Only YP 1 recorded a missing episode after the course.

Table 11: Number of victim and missing episodes for participants in the Southampton 2 cohort, 10 months before and after the course

10 Months Before			10 Months After	
Missing	Victim	YP	Victim	Missing
7	0	1	1	6
0	2	2	0	0
16	2	3	1	0
0	0	4	0	0
2	0	5	2	0
0	0	6	0	0
0	0	7	0	0
0	0	8	1	0
25	4	Total	5	6

Qualifications

Across the 28 participants, outcomes varied (see Table 12). One in four participants (25%, 7) went on to achieve their CSCS card. The most commonly achieved qualification was Health and Safety Level 1 with a 89% (25) completion rate. Tower training and first aid had a 72% (13) and 70% (7) completion rate respectively. First aid only applies to the first course as it was replaced by tower training for the subsequent courses. Overall, there was a 62% completion rate with participants completing 52 qualifications out of a possible 84.

Table 12: Pass completion for each qualification by course

	CSCS (28)	Health & Safety Level 1 (28)	Tower Training (18)	First Aid (10)	Total
Southampton 1 (10)	2 (20%)	7 (70%)	N/A	7 (70%)	53% (16)
Portsmouth 1 (2)	0 (0%)	2 (100%)	2 (100%)	N/A	66% (4)
Southampton 2 (8)	2 (25%)	8 (100%)	5 (63%)	N/A	63% (15)
Portsmouth 2 (8)	3 (38%)	8 (100%)	6 (75%)	N/A	71% (17)
Overall Pass Rate across all applicable courses	25%	89%	72%	70%	62%

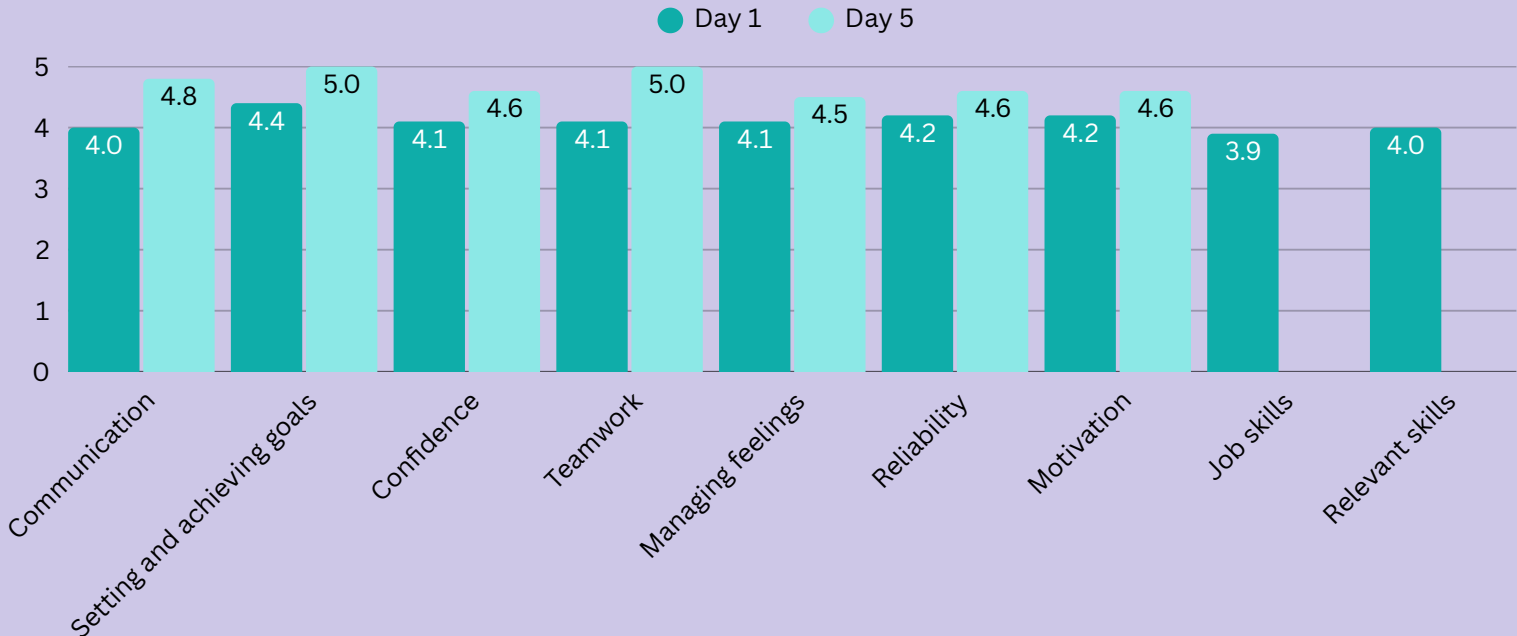
Cultural Capital

Young People’s Perception

The first measure of cultural capital was assessed using Day 1 and Day 5 surveys. Of the 28 participants, 22 participants completed both. Figure 1 presents the average scores (rated from 1=lowest to 6=highest). All measures increased from Day 1 to Day 5. The largest improvements were in teamwork (+.9) and communication (+.8). While managing feelings, reliability, and motivation (+.4) showed smaller increases. By Day 5, setting and achieving goals and teamwork (5), had the highest mean scores. Job skills and relevant skills were only captured on Day 1.

Figure 1: A table showing the average scores for the measures from both the Day 1 and Day 5 survey

Average Scores for Cultural Capital Measures



The remaining items were qualitative questions, with the first being ‘What are your hopes for the future?’. Responses broadly were consistent from Day 1 to Day 5. The top 3 themes remained the same: Jobs (Day 1 : 16, Day 5 : 14), Wealth (Day 1 : 6, Day 5 : 8), and CSCS Card (Day 1 : 3, Day 5 : 4) These suggest a positive stability in participants’ employment-focussed aspirations.

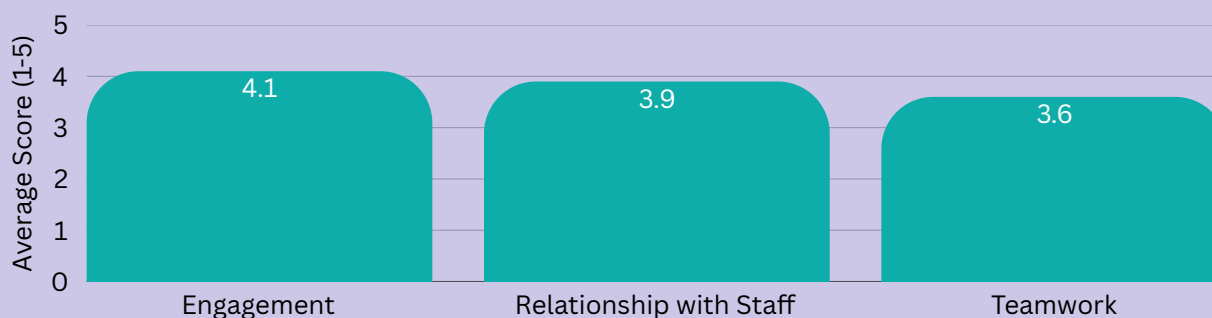
The second question asked ‘What do you think you can do to keep learning after finishing school?’. From 18 answers, the most prominent Day 1 themes were College (7) and Nothing (5). By Day 5 themes shifted towards CSCS card (6), Job (5) and College (4). This shift suggests that participants developed a clearer understanding of available learning and progression routes, particularly influenced by what they had learnt about CSCS during the course.

The final question, ‘What do you hope to learn, or do on this course?’, was only asked on Day 1 survey. Among 22 answers the key themes were Health & Safety (5), CSCS (5), and Employment (5). This indicates that most of the participants had an accurate understanding of the course content and entered it with appropriate expectations.

Professionals Perceptions

The second measure of cultural capital was the Professionals survey, completed for 25 of the 28 participants. Two of the three remaining participants were those who completed the bespoke version of the course. Professionals rated each participants level of engagement, relationship with staff, and teamwork during the course on a 1-5 scale (1=lowest, 5=highest). See Figure 2 below for the results.

Figure 2: Average scores reflecting professionals' assessments of how well the young people performed across these measures



The highest rated measure was engagement with an average score of 4.1, followed by relationship with staff with 3.9, and the teamwork with 3.6.

The remaining items on the professional survey were qualitative. Professionals were asked to note any additional needs identified during the course, 18 participants had at least one additional need recorded. The most frequent themes noted were Learning Needs (6), Difficulties with Socialisation (5), Concentration, Fatigue, Behaviour, External Issues (all 2), and less common needs included 1 to 1, Disability, and Travel (all 1).

Professionals were also asked what additional support was required. Six required no additional support, meaning 19 participants required at least one form of additional support. The themes are as follows; Learning Support (8), 1 to 1 (7), Fidget Toys (5), Travel (4), Caseworker (4), Breaks (2), and Check-ins (1).

Professionals were asked to identify any behaviour changes between Day 1 and Day 5. The majority were positive (10 participants), followed by mixed (8), negative (4), and no change (3).

The next question asked professionals to identify any development in socialisation observed during the course. The most common theme was in building relationships with other young people (15) and staff (14). There were also participants who were noted as developing leadership skills. Just four participants showed no progress socially.

Next, the professionals gave their judgement on whether each young person showed a willingness to engage with future opportunities. For 20 participants, professionals perceived them to show willingness. For the remaining five, four showed mixed signs (appearing willing at times but not consistently) and one participant who judged to have shown no willingness.

The final question asked professionals to identify any difficulties the participants faced and how these were overcome. Five participants were reported as to have faced no difficulties, meaning 24 encountered at least one. The main themes were identified as Learning Needs (4), Concentration Issues (3), partaking in Physical activities, Low Mood, Difficulties with Socialisation, Punctuality, and External Issues (all 1). Professionals also highlighted three ways in which participants overcame their difficulties, these were Perseverance (4), Personal Support (3), and Breaks (1).

Mentoring Service

The final measure of cultural capital was the mentoring survey. With the aim to be completed by each participant 3 times over 3 months, 19 participants completed at least 1 survey, 10 completed at least two surveys, and five completed three surveys. As can be shown in Figure 3 and 4 below, average scores for motivation and self-confidence remained similar throughout, with motivation dipping on the second survey before increasing, while self-confidence followed the opposite pattern. You would expect these two measures to be highest right after the course had ended, so maintaining this over three months is a success, although participation by the third survey and so the sample is not very representative.

Figure 3: Average motivation score during mentoring

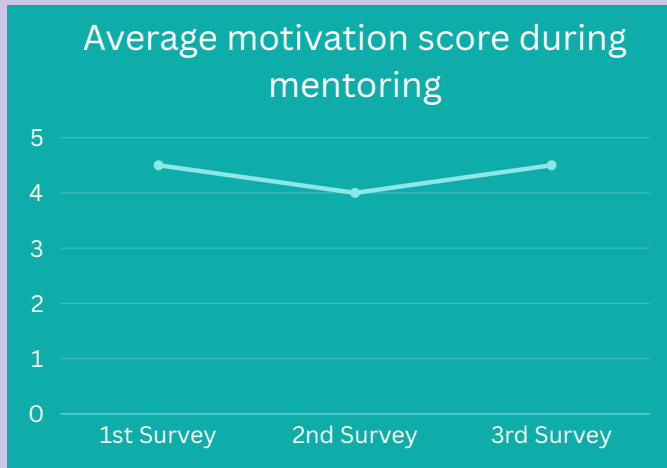
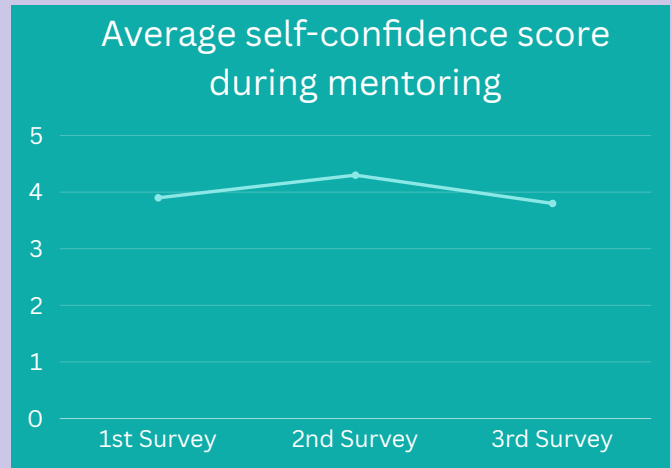


Figure 4: Average self-confidence score during mentoring



When asked about the future, employment was consistently the most common aspiration across all surveys. In the first survey the most common themes were employment (15), wealth (5), CSCS card (3), and general success (2). In the second survey, employment (9), wealth (1) and general success (1). Finally, in the third survey, employment (4), wealth (2) and recovery (1).

The next question was on what ways the participants felt they could continue learning after school. For the first survey only 15 people responded. The most common themes mentioned were CSCS (8) followed by College (5), work experience (2), courses (3), keep learning, apprenticeships, and a job (all 1). The second survey saw CSCS and College as the most common themes (4) followed by, a job (2), work experience, YouTube, bricklaying, revision (all 1). The third survey saw College (3) as the most common theme followed by, CSCS (2) and practice and opportunities (1).

Lastly, when given the opportunity to share on anything else, positive feedback was most commonly mentioned, in the form of praise or stating things they'd learnt. Only Survey 1 had 2 pieces of constructive feedback. Below are two examples of positive quotes received:

“all I want to say is thank you coming from a dark place to light again and I want to carry on going so thank you very much kings trust”

“thank you for giving me this opportunity it has helped me a lot”

Discussion

Overall, the results of this evaluation are mixed. The impact of the intervention differed on a case-by-case basis, which can be expected when aiming to support young people with complex needs. It is also important to remember these young people are still going through a transitional time (16-18) in their life and progress is often not linear.

This section will discuss the measures individually, wider impacts, limitations and future considerations before coming to a final conclusion.

Offending Behaviours

The interventions effect on the participant's offending behaviours varied from person to person, which aligns with research that desistance is a very personal experience [14]. On the whole, one course saw substantial reductions across all offending measures, one course demonstrated slight reductions and one course showed no obvious improvement.

Southampton 1 was a standout course for reductions in offending behaviours. This course included individuals with the highest pre-course offending rates, and showed the greatest reductions. In the 15 months following the course, five out of ten participants showed immediate reduction in their offending behaviours, and one participant reduced after a further 6 months. Three individuals continued to offend and their offending data has inflated the overall statistics. Overall, these are promising results. It shows the course can be run with high risk, NEET cohorts and still achieve positive outcomes for over half of the participants. Learning from this course has helped direct where this intervention should be focussed. In comparison, the other two cohorts differed in size or offending profile. As a result, the reoffending rates were not as substantial. This result would suggest that for greater effects in reducing offending behaviours this course should be aimed at individuals with the highest risk of serious violence.

For some high risk individuals there was no notable improvement in offending behaviours, however this course allowed for professionals to better understand the influences in their lives. The reasons a young person may offend are complex and personal to them. A standout example of this is YP1 in Southampton 2, who was arrested during the course, and delivery staff discovered the extent to which that individual was being exploited. The high-level wraparound support and focus helped highlight this issue, and it would suggest much more was going on in this individual's life than may have been previously known. This case demonstrates that for some individuals, employment alone may not be enough to support them to desistance. Especially, when concerned with factors such as exploitation which could present seemingly more lucrative opportunities and then become difficult to get out of. To increase ongoing support, the course has now developed its approach to the mentoring service.

The last notable finding was a consistent reduction in the severity of offending after the intervention, as measured by the Cambridge Crime Harm Score. As mentioned, the reduction in the number of crimes has been mixed and are often difficult to achieve consistently. However, the severity of reoffending dropped more consistently across the board (12/20 participants). This is meaningful as less serious offences are being committed, leading to reduced harm to victims and society. Therefore, it is a positive, tangible result that suggests people and communities are safer.

The comparator group showed similar, if not better, outcomes to the experimental group. While this may suggest that the intervention had limited impact, it is important to note that the comparator group served only as a comparison. It consisted of individuals for whom the course was not considered an appropriate option, meaning there were inherent individual differences between the two groups. Furthermore, although there were not many positive differences between the experimental groups and comparison groups, the course provided benefits to the experimental groups, which in itself should be viewed as a positive outcome.

Missing and Victimization

Post-course, all cohorts saw a reduction in missing episodes and two cohorts recorded a slight reduction in victimisation. This is a positive result and it shows how vulnerability is closely associated with offending behaviours [9].

When looking at the rates of missing episodes for each participant, YP4 of Southampton 1 cohort and YP3 of Southampton 2 cohort stand out as they reduced their missing episodes by 64% and 100% respectively. On further examination, these two both stopped going missing around the same time their offending behaviour stopped (YP4 was only suspected of 1 offence after May 2025). Whilst the remaining participants who recorded missing episodes after the course, all continued with higher levels of offending behaviours than their peers. This supports the idea that missing episodes correlate with offending behaviour, and so if an intervention aims to reduce offending behaviours there should also be an expectation to reduce missing episodes.

It should be noted that measuring missing episodes can be difficult due to the inconsistencies in reporting. If an individual lives in supported living accommodation, then they are more likely to be reported missing than those who don't, due to safeguarding policies. Therefore, it is hard to measure this consistently.

Qualifications

Altogether, participants were successful in achieving a high proportion of qualifications available, with 25% of participants completing all 3 qualifications including the CSCS exam. This is a positive result. The majority of the participants had experienced disruption in their education settings, persistent absence over a significant amount of time. Meaning many had not sat in a classroom environment in a long time. Educational achievement is negatively impacted for children who offend. From 2014/15 to 2017/18, 91% of students in England achieved at least 5 GCSEs, in comparison to those who have offended for whom it's 49%, falling to 40% for those who have committed a serious violence offence [15]. So, this intervention has supported a group of young people, who are statistically more likely to be less qualified, to gain qualifications and improve their life chances [16].

Literature states that for those who desist from crime, it is often after improvement in a person's 'capital and social characteristics', such as education and employment [17]. This logic can be applied to this intervention. It was evident from participants that this course reduced the negativity they had towards their conviction and increased their aspiration towards a positive future.

This course was well received by participants who appeared to recognise it was an opportunity to turn their life around and they themselves recognised it as an important protective factor which would help them desist from crime and follow a positive path. This is supported by evidence that shows that employment can offer structure in their lives, that they may not have had before. Therefore, the positive success rate in qualifications improves the chances of the participants desisting from crime.

It must also be noted that teaching this cohort of young people can be challenging. Professionals observed high levels of learning and support needs. Neurodiversity and learning difficulties were common amongst this cohort and this is the case in other national studies [18]. These difficulties were much higher than anticipated, this could be due to lack of attendance in school where these needs would usually be identified and addressed. For this course a 1:1 buddy system was used, which meant all staff had a dedicated focus on a named young person. This method is backed as a SEN-friendly way of working with those in the offending population [19]. This tailored support method was well received by participants who responded well to it. Teaching style also made use of measures such as breakout spaces and fidget toys.

Another important factor that may have influenced this success is motivation. Literature recognises that motivation is central to sustaining participation in education, and that learning is most effective when it fulfils an intrinsic need within the learner [20]. This intervention was developed in response to what these young people wanted, with many aspiring to work in construction. By offering practical, construction-focused learning, the course aligned directly with their interests, helping to sustain motivation by ensuring the participants were engaging in learning they found meaningful [21]. This is supported by the survey findings, which showed an overall increase in motivation and a clear understanding of what the course involved. In contrast, traditional qualifications such as GCSEs can often be perceived as irrelevant to construction careers, reducing motivation. Whereas this course, offers a clearer pathway into construction, with all qualifications designed to support employment in construction [22].

Cultural Capital

Overall, there were increases in the cultural capital measures, mostly positive recognition from delivery staff, and consistent maintenance of positive social characteristics during the mentoring service.

It's not just external factors that support young people from desisting from crime, but also internal characteristics such as prosocial characteristics and identity [23]. Research has found that shifting a young person's self-identity in a positive direction is related to reduced offending and arrests [24]. The characteristics assessed in the surveys formulate a positive self-identity and demonstrates the participant's awareness of their improvements in these characteristics. By improving in self-identity, they are contributing to a more positive future vision away from a life of offending behaviour. These characteristics are also important to have in the workplace. Therefore, the impact on cultural capital can equip participants with skills to desist from offending, in addition to supporting them in employment.

Due to lack of attendance, there was a drop in the number of responses to the mentoring survey, especially in the Southampton 1 and Portsmouth 1 cohorts. The high level of support reduced slightly during the mentoring period. However, it is important to try and maintain a high level of support after the course has finished. This is further backed by professional opinion that there is need for a structured aftercare once a young person has completed an intervention. Unfortunately, this does mean that the ability to measure the strength of cultural capital during the mentoring service was weakened. This was addressed for the Southampton 2 and Portsmouth 2 cohort going forwards, where the service was more ordered and the requirement to attend was made clearer to participants.

Societal Impact

Aside from the individual impact, it is important to understand what the impacts are on wider society. One of these impacts is added social value, in this case social value is where social outcomes are quantified to show their monetary benefit. The social value of recruiting an employee who was NEET is £53,013 [25]. For reference, all four of the courses cost £89,092, so if two participants go on to have jobs as a result of these courses, then the proposed social value would account for the cost of all four courses. At least one young person has gone on to have full-time employment, and so in theory, the social value of this has accounted for two of the courses. More young people may have got jobs, but it is difficult to track this data due to closing youth justice orders. Regardless, this measure is powerful in showing the impact success with just one young person can have on wider society. This is further supported by similar courses, such as Mind the Gap, who support offenders into the construction industry on a much larger scale. They created more than £3.5m of social value in 3 years by opening job opportunities and delivering sustained employment outcomes [26]. Therefore, interventions with a focus on pathways into employment have an added potential of high economic benefits.

Similar Interventions

In Hampshire, this intervention is one of the first of its kind. Similar work has been established across the country [27] [28], however, there is a lack of evidence on the impact of similar courses in the UK. This means it is hard to compare the results of this course to other similar courses. It is positive that this evaluation can provide evidence to support towards introducing this intervention to other agencies who want to work in evidence-based ways.

There has also been work in changing the culture within the construction industry. Mind the Gap (as mentioned above) are a good example of bringing businesses together to create a more accepting culture and training firms on the best ways to recruit people who may have offended. This is beneficial for the construction industry who are currently facing a skills shortage [29]. It also strengthens the multi-agency response and ensures all partners are working effectively by supporting businesses within the construction industry to understand the position and responsibility they have towards this.

Limitations

There are areas of the study which could be improved. Firstly, it would be desirable to collect data over a longer period on particularly the second and third courses' to understand the interventions effects on offending behaviour. A longer timeframe would offer more robust results, however, this was not possible due to time constraints on this report.

In addition, this evaluation was only able to evaluate four courses, and three courses worth of offending data. This means it is hard to measure the significance of the overall results, due to the small sample size, and so the results have to be interpreted subjectively. More courses have since taken place, so the amount of data available in future evaluations will address this issue.

Another limitation is the possible presence of social desirability bias in the young people's survey answers [30]. Although they were written in private, there is a possibility the participants may have inflated the results 'to fit in' or as how they wanted to be perceived. This has been aimed to be addressed by the professional surveys which allows the researcher to corroborate both accounts, however, it does not remove that risk completely.

For the intervention itself, as mentioned there is a need to focus on how to improve the uptake of the mentoring service. It has been amended so that the mentoring service is positioned as important as the course itself, so the young people understand it is a requirement to attend. As time has gone on the working relationship between the Kings Trust and partners has become more effective and so there is becoming more of a multi-agency plan around the mentoring service. The effect of this can be evaluated in future studies.

Future Considerations

The first consideration is ensuring that cohort selection focusses on the right people. This evaluation has showed that the intervention had the greatest impact on cohorts with higher pre-offending levels. Southampton 2 and Portsmouth 1 cohort had considerably lower levels of offending pre-course, and any positive effects were lower as result. In addition, the cost savings were far greater than the other two courses. This learning should inform future cohort selection meetings by encouraging partners to prioritise, where appropriate, those who are at most risk. This will require multi-agency approach to identify and support these individuals, as higher risk individuals often require a higher level of guidance.

An additional consideration is to offer participants the opportunity of paid work experience. In its current state the course allows young people to visit sites, meet employers and be supported towards employment, however there is no scope for pre-arranged paid work experience as part of the course. Across multiple industries, there have been projects that have given young people paid work placements and they have seen reductions in offending [31]. It also contributes to a more structured support plan for participants, where the mentoring service may sometimes struggle by itself. This is also of interest to construction companies, who have a legal requirement to give employment to a certain amount of people from the local area and give back to local communities, creating a positive two-way transaction.

The final consideration is sustainability. The VRU is Home Office-funded and is currently not guaranteed to exist past March 2027. The VRUs ability to bring partners together has been commended, but there requires a way to ensure that the partner agencies are prepared to consistently commit to running this intervention without them. Ways to ensure this include nominating SPOCs within each agency who understands the intervention and to ensure their agencies support in it, as well as hosting the intervention across wider HIPS which will share the learning and experience of the intervention, instead of concentrating this skill in smaller areas.

Conclusion

This evaluation has demonstrated the impact of a promising intervention aimed at reducing serious violence and supporting young people to pathways into employment. The findings show that the programme can positively influence offending behaviour, with the greatest effects seen with those most at risk of involvement in serious violence. Alongside this, it has also contributed to cultural capital, improving another factor known to contribute to desistance, while equipping individuals with tangible skills and qualifications to pursue careers in construction.

From a delivery perspective, staff have demonstrated strong awareness of participants' learning needs and how to address them. Wider evidence suggests this supports individuals towards successful outcomes and this aligns with this intervention. The staffing ratio and the multi-agency approach also enhances its quality, bringing together varied expertise and relevant organisations who know these individuals best to offer comprehensive, wraparound support.

The evaluation also highlights potential wider economic benefits. As evidenced, young people becoming NEET is costly to the taxpayer, and this intervention has shown its potential to reduce these costs, indicating its not only effective for the individuals it serves but also a beneficial use of public money.

There remains areas for improvement to be made, particularly in the mentoring service. However, as mentioned throughout, this has been worked on and future evaluations will measure the impact of any changes. Continuous learning and flexibility are essential to increasing the effectiveness of this unique intervention.


Overall, this intervention shows promise as a public-health informed approach to reducing serious violence. It represents the value of listening to what young people want and need, benefitting them as well as wider society and business, whilst reinforcing effective working relationships between local agencies.

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Appendices

Appendix 1: An example of the Day 1 and Day 5 surveys.



My Journey

Prince's Trust

First Name _____

Last Name _____

Date of Birth / /

Prince's Trust staff use only

Interaction ID: -

Session ID:

Session Start Date: / /


Session name: _____

Staff name: _____


Use the My Journey Scale to decide your rating for each skill, then put an X in the squares to create your own skill journey

Start: At the start of your programme rate your skills.
Reflect on Start: During your programme you will learn more about the skills and yourself; rate your skill level for the start of the programme again.
End: At the end of your programme rate your skills.


Example
1=low score
6=high score




Communication
Speaking, listening, paying attention



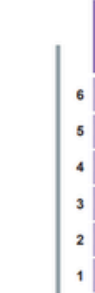
Working with others
Teamwork, getting on with people, respecting others



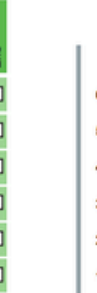
Setting and achieving goals
Motivation, planning and organising, problem-solving, hard work




Managing feelings
Dealing with issues, coping, managing problems



Confidence
Self-esteem, self-belief, self-respect, self-awareness, dealing with nerves



Reliability
Time-keeping, meeting deadlines, taking responsibility, attendance



Page 1

Complete this page at the end of your programme to help us make improvements.

Tell us how much the programme helped each skill:	Not at all	Very little	A little	Some	Quite a lot	A lot
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting and achieving goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you get what you wanted from the programme, such as overcoming your challenges or achieving your goals?
 Not at all A little Quite a lot A lot

How much do you feel the programme has increased the opportunities available to you for getting in to or staying in education or training?
 Not at all A little Quite a lot A lot

How much do you feel the programme has increased the opportunities available to you in your career or helped you to get into self-employment?
 Not at all A little Quite a lot A lot

Would you recommend the programme to others?

 Yes No

How helpful was the guidance from the staff for deciding what you want to do next?

 Not at all A little Quite a lot A lot

How much has the programme helped how satisfied you feel about your life?

 Not at all A little Quite a lot A lot

What did you think of the support you received from The Prince's Trust staff?

 Excellent Good Satisfactory Poor

What did you think of the support you received from The Prince's Trust volunteers?

 Excellent Good Satisfactory Poor

What part of the programme did you find the most helpful and why?

What part of the programme did you find the least helpful and why?

Do you have any suggestions on how the programme could be improved or any other comments?

Complete at the end of your programme - Do we have your current mobile number?
 → The Prince's Trust would like to send you two simple surveys about how you are getting on by text message
 → One at three months and another at six months after you finish your Prince's Trust programme. It helps The Prince's Trust if you reply
 → You do not have to respond to the survey but your answers and feedback will help us to understand if our support has helped and how we can improve the impact of our support
 → If you do not have a mobile phone we will contact you another way
 → It's free to reply to the text message surveys and you do not need any credit to respond
 → If you do respond you'll be entered into a prize draw

The information on this form will help The Prince's Trust and organisations working with us to run, fund and evaluate our work.
 Please tick the box and sign and date this form to give your permission for The Prince's Trust to collect this information.

 I consent to The Prince's Trust collecting the information on this form

Signature: _____
 Date completed end of programme sections: / /

Mobile number:
 Second Mobile number:

For staff - This form should be passed to PT Operational Support within two weeks of being completed.
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- First day - young people survey
1. What are your goals (or future aspirations) in life?
 2. On a scale of 1 – 5, how motivated are you to find employment? (1 – Not motivate at all, 5 – Very motivated)
 3. What would you like to achieve on this course?
- Last day - young people survey
1. On a scale of 1 – 5, how motivated are you to find employment?
 2. What are your goals (or future aspirations) in life?