



Past on Your Doorstep, Future in Your Hands

Programme outcomes in
Haringey



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Background

Groundwork North London has been running the Past on Your Doorstep project since 2006. Funded mainly by the Heritage Lottery for a 3 year period, the project has worked in 3 schools in Islington, 1 in Camden and 3 in Haringey and will work in 2 schools in Westminster commencing in April 2009.

Introduction

Past on Your Doorstep is an education programme working with small groups of 13 – 14 year olds in mainstream schools in four London boroughs. The focus of the project is crime and punishment – past and present.

The programme works in an alternative way with young people at risk of exclusion or offending. By working in partnership with local agencies and criminal justice professionals the programme aims to demystify the legal and criminal justice system and explore the consequences of crime for young people and their communities. The objective is to tackle youth issues in a creative way and support the schools' drive to raise standards of behaviour, attendance, attainment and achievement. The aims and objectives were identified before the programme started and are further explored in the table on page 2.



Through our experience with other heritage youth projects, we have found that heritage provides a valuable tool to engage, stimulate and motivate young people who live in some of the most deprived areas of London, where social exclusion is at the root of a large number of problems. Many young people in the borough interface with the legal system in negative ways and are likely to feel disaffected by the criminal justice system.



Past on Your Doorstep in Haringey

The programme ran in 3 schools in Haringey: St Thomas More, Alexandra Park and Greig City Academy. These were self-selecting as all Heads of Year 8 and 9 in the borough were contacted.

Each school programme lasted for one term and was tailor made to incorporate the groups' ideas and suggestions. Both historical and current issues, events and techniques are explored using engaging activities, visits and inspiring role models.

The projects were documented on DVD which the group can share with their community, and the groups also produced artwork inspired by their activities.





Past on Your Doorstep aims, objectives and outcomes

Aims	Objectives	Benefits and outcomes
To identify schools who are interested in the programme and can commit the time, space and staffing for the project to run smoothly.	To set up a programme of activities which engage the students for one day a week over the course of a term.	Engaged a total of 34 young people in Haringey.
For the school to select the appropriate students who will benefit the most from the project.	A coherent and static group of students who can attend every session and gain the greatest benefit from the entire programme of activities.	The students have a wide range of shared experiences which they can discuss and share with others. For all students to access the range of creative opportunities and role models.
Target students who are losing motivation and have started to get involved in committing minor offences	To provide an exciting programme of activities which raise awareness of the consequences of crime, and also their rights and responsibilities.	Students feel more engaged in school and more informed about criminal justice system.
To introduce the students to a wide range of professionals from different careers involved in the criminal justice system.	To provide a new set of role models for the group and inform them about a wide range of career paths. The role models either visit for Q&A sessions or run an activity.	Part of the Work-Related Learning agenda and addressing the need to tackle worklessness.
Increase participants understanding, awareness and appreciation of their legal heritage.	Visits to museums and local cultural centres which enhance learning of the criminal justice system. Studying local archives and re-enacting local historical crimes.	Positive feedback from partners and students.
To produce artwork to document the project	For the legacy of the project to be reflected in creative work that can be shared with the school and wider community.	DVD, Graffiti placards, T- Shirts, mouse-mat designs, posters.
For the project to feed in to current school targets and initiatives	Every Child Matters agenda, Citizenship curriculum, Inclusion, Aim Higher and Work – Readiness.	Positive feedback from teachers.



Targets

The original plan was to work with 20 – 30 students in each of the schools. However in order to produce a high quality project which would maximise the benefits to the targeted students it was decided that a group of 12 would work best. The group chosen by the school were students who were disengaging with education and therefore needed a high student : staff ratio to ensure that they were focused and participating fully.



The programme was adapted to spend more time with the students. The original proposal was to spend 2 hours a week on the project over one term. However in order to have a greater impact the project worked with the students for one school day each week over a term. This allowed for a wider range of activities and a larger number of visits to the school by key figures.

Due to the nature of the group there were sometimes behavioural issues during the school week which led to one of the students not being available to attend the programme. The majority of students attended all the sessions.

Each school has held a celebration event to mark the end of the project, where each student received a Certificate of Achievement, copies of their artwork and a DVD documenting the project.



Programme Outputs for Haringey

School	No. of Year 9 students	Male	Female	% of participants from BAME groups
St Thomas More School	11	6	5	100
Alexandra Park School	13	11	2	80
Greig City Academy	10	10	0	100
TOTAL	34	27	7	

Outputs for Islington

School	No. of Year 9 students	Male	Female	% of participants from BAME groups
Highbury Grove School	9	-	-	-
Islington Arts & Media School	11	8	3	80
Elisabeth Garret Anderson School	13	0	13	90
TOTAL	33	8	16	-

Outputs for Camden

School	No. of Year 9 students	Male	Female	% of participants from BAME groups
South Camden Community School	10	8	2	80



Programme Focus

1. Heritage

Through our visits to The Clink and the London Dungeon the groups were made aware of prison conditions in the 18th and 19th century and the types of punishments allotted to different types of crimes. They also learnt about what was considered a crime in the past and methods used to obtain information from witnesses and suspects.

Some of the students had the opportunity to meet a judge at the local heritage centre Bruce Castle Museum. The students were able to look through the archives documenting local crimes and investigate what sentences were given. The judge then put the same crime into a present day context and discussed what, if any, punishment would be given for such a crime today.

One group visited the Thames Water Police Museum in Wapping which explores how the Thames was policed. They saw the site of Execution Dock where pirates were covered in tar and hanged next to the Thames as a deterrent to others. The students were able to try on police uniforms from different decades and handle the equipment used by law enforcement at different points in history.



Two of the groups set out to discover more about the world famous Tottenham Outrage – a chase that took place across Tottenham in 1909 with the police issuing a hue and cry to catch 2 immigrants who had stolen the wages from a local shoe factory. The group went on a bike tour of Tottenham Marshes to follow the route taken by the criminals. At key spots along the route, where specific injuries had taken place, the group were taught the first aid that would be appropriate to address the injuries.

Visits to the Armouries at the Tower of London and The Wallace Collection are planned before March. Both will look at protective clothing past and present.



2. The Current Justice System

Many of the students had specific requests about what they would like to learn and who they would like to meet linked with the criminal justice system. There were sessions on Forensics, Surveillance, Crime and Consequences, Victim Support, Gun and Knife Crime,



Visits were arranged to sit in on a trial at Wood Green Crown Court, meet with staff working there and look at their holding cells. One group went to visit Wellingborough prison to talk to inmates and see what prison conditions are like. A group also visited the Arsenal Stadium to look at the control room and gain an understanding about surveillance techniques. They also met with a commissioner from the IPCC (Independent Police Complaints Commission) to talk about their personal experiences with the law.

The groups met with local professionals: their school PCs, a local Chief Inspector, a Positive Futures officer, a judge and a Victim Support officer working specifically with youth. They were also shown inside a CCTV van and a Covert Operations car. Haringey Forensic team visited to talk about their work and show them how to take finger and trainer prints. During the discussions the groups had the opportunity to share their experiences, hear feedback and ask advice from the visitors. Issues such as Stop and Search rights, Police complaints and 'snitching' came up in discussions, as well as personal issues affecting their safety.

The groups also met with ex-offenders from Foundation 4 Life who talked about their experiences and discussed how their choices led to time in prison and criminal records. Safety Box visited to talk about avoiding conflict.



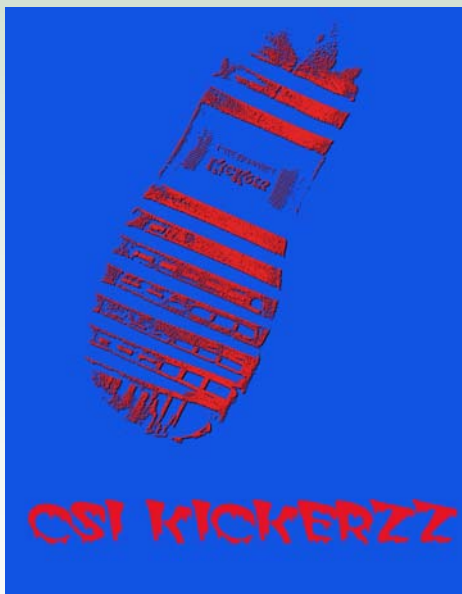
3. Creativity

Drama: In terms of creativity the groups used role play to look at situations which might lead to committing a crime. With ARC Theatre group they explored various scenarios and choices that might produce different outcomes. During their visit to Wood Green Crown Court they ran a mock trial in a courtroom, using wigs and gowns as props.

Games design: A group of designers visited from Rolling Sound Studio to demonstrate a new anti crime game which they had created with young people. The groups played the game, discussed the content and gave feedback to the studio.



Graphic design: Two groups used their forensic evidence collected with the Haringey Forensic Team – finger and trainer prints and portraits—to create a range of designs based on their identity using Photoshop. The designs were printed onto posters, T-Shirts and mouse mats for an exhibition.



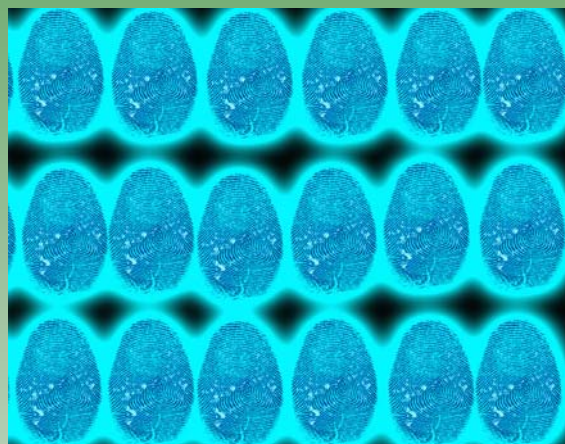
Graffiti: The groups worked for a day with a graffiti artist producing panels that could be used for permanent exhibitions in the school.

Film and photography: All the groups took photos documenting their visits and activities. These were collated along with some film making into a DVD which presents interviews with the participants. Each of the students who participated in the project and their school were given a copy as well as all the partners linked with the project.



4. Legacy

One of the most important aspects of this part of the project was to expose the group to as many positive **role models** as possible, not only to inspire them to follow a career path but also to encourage respect for the processes and people involved in the criminal justice system. The visitors either ran a session or came in for a question and answer sessions. As well as explaining what their job entailed they were also asked to talk about their route into their jobs and what choices they had made. The aim of this was to increase motivation and set up possible career goals.



The programme was designed to engage and challenge students of all levels and abilities. One of the most marked improvements was in their **speaking and listening skills**. The sessions were very interactive and physical which suited the groups well. The groups developed during the projects and became more opinionated and articulate as they talked to professionals and external organisations.

5. Exhibition and Celebration Event

The schools were encouraged to exhibit the artwork and Groundwork organised a celebration event to share the DVD with parents and the school. During this event they were each given a certificate of achievement.



Copies of the DVDs are available from Judy Hallgarten at Groundwork
Tel: 020 7278 1514 or email: judy.hallgarten@groundwork.org.uk



Programme Finance

Funding:

Funder	Amount
Heritage Lottery Fund	£93,400
Junior League	£4,870
Boeing	£9,877
Barclays Premier League	£2,000
Aviva	£500
TOTAL for 3 year programme	£110,670



Breakdown of project costs for Haringey:

Budget heading	Amount
Salary costs	£22,000
Overheads	£5,367
Programme delivery costs	£9,600
TOTAL for 3 schools	£36,967





St Thomas More School Schedule - May – July 2008

The table below describes the activities that made up the programme for a full term

Session 1	Introduction to project. Exploring words & issues linked to crime, law, rights and punishments.		
Session 2	Tour of The Clink Prison	Riverbus to Wapping	Tour of Thames Police Museum
Session 3	Visit to Wood Green Crown Court all day. Observe trial and meet clerks, barristers, usher.	Act out a mock trial in a courtroom	See the holding cells, meeting prison officers
Session 4	Visit to Bruce Castle to study archives of old local crimes and the sentences carried out	Meeting a judge to discuss the current judicial system	Victim support visit – role play around a stolen bag. DVD on replica guns
Session 5	Haringey Forensic team visit to talk about their jobs and teach finger and trainer printing.	Inspector Dave Mann brings a covert operations/ Q Car to the school.	Inspector talks about local policing issues in wood Green.
Session 6	Visit to Rolling Sound studio to look at their new anti-crime video game designed by young people.	Stop & Search quiz	Visit to The London Dungeons
Session 7	Graffiti art workshop and explanation of criminal damage and the law	Filming participants for DVD	Interviewing participants for DVD
Session 8	Celebration event with DVD showing and certificates		



Alexandra Park School Schedule—Sept – Dec 2008

The table below documents the activities which took place during the project.

Session 1	Serious Intentions workshop – role play about image	Visit by Crime Concern and Positive Futures	Meeting the school PC
Session 2	Visit to The Clink Prison	Visit to the London Dungeon	
Session 3	Victim support visit	Rolling Sound anti – crime game	Serious Intentions – exploring negative peer pressure.
Session 4	Haringey Forensic team visit	Looking inside a CCTV van	BPP Law students workshop on crime and punishment.
Session 5	Foundation 4 Life workshop on Crime & Consequences	Drama workshop	Chief Inspector Dave Mann from Operation Blunt 2
Session 6	Haringey City Learning Centre Photoshop workshop looking at identity based on trainer and fingerprints	Drama Workshop	
Session 7	Visit to Wellingborough prison with Glen Banks	Tour of prison	Q&A session with prisoners
Session 8	Foundation 4 Life workshop looking at Identity	Bike ride on Tottenham Marshes to study The Tottenham Outrage story	First Aid based on the wounds from the Tottenham Outrage story
Session 9	Graffiti workshop and filming all day		
Session 10	Celebration event, DVD showing and certificates		



Greig City Academy Schedule - Jan—March 2009

The table below documents the activities which took place during the project.

Session	Partners/Content	Partners/Content	Partners/Content
Session 1	CSI workshop	CSI workshops	Serious Intentions – Image and Identity
Session 2	Visit to The Armouries for workshop on protective clothing through the ages	Tower of London	The London Dungeon
Session 3	Safety Box workshop on how to avoid crime	Photoshop workshop on finger and trainer prints	Serious Intentions – peer pressure
Session 4	Visit to the Control rooms to look at surveillance at The Arsenal Stadium	Bike ride on Tottenham marshes to follow the Tottenham Outrage route	First Aid based on the Tottenham Outrage story
Session 5	Visit by Chief Inspector Dave Mann & Victim Support Haringey and Camden	Foundation 4 Life – ex-offenders workshop	BPP law students – Stop & Search workshop
Session 6	ARC drama activity	Foundation 4 Life workshop 2	Rolling Sound anti-crime game—Deep Endz, looking at EEG technology
Session 7	Wood Green Crown Court all day		
Session 8	Visit to the IPCC – Independent Police Complaints Commission to meet Commissioner Mike Fletcher	Riveting Armour workshop at The Wallace Collection	
Session 9	Graffiti workshop	DVD making all day	
Session 10	Celebration event, DVD showing and certificates		



Partners & In kind support from:

London Borough of Haringey

Staff and students from St. Thomas More School, Alexandra Park School & Greig City Academy

Haringey City Learning Centre - Chris Orme

Haringey Police Force and Operation Blunt Chief Inspector - Dave Mann

Haringey Police Force/London Met - PC Frost, PC Michaels, PC Gilchrist

Haringey Police Force/London Met Forensic team – Lyn Henry, Fiona Charalambous

Foundation 4 Life - Gifford Sutherland, Denzle Howell, Lewis Walters

Positive Futures/ Crime Concern - Mark Blake

Haringey Education Business Partnership

Tony Cealy – drama worker

ARC Theatre - Natalie Smith, drama worker

The Clink - Maralyn Bossick

Rolling Sound Studios - Kris Turvey

Luke Warburton, graffiti artist

Neal Flynn—Film –maker and editor

Camden Victim Support -Ifeoma Williams & Hannaa Mohabeer



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Partners & In kind support continued:

Haringey Victim Support Service - Jean Barton & Sarita Fernandes

Tottenham Marshes Stonebridge Lock biking centre - Dave Webb

Wood Green Crown Court - Jacki Childs

Serious Intentions - Steve Beckles Ebusua

Arsenal Football Club - Peter Dearden -Arsenal Football Intelligence Officer

BPP law students

CSI Workshops -Tina Ffrench

Wellingborough Prison - Glen Banks

Thames Police Museum - Rob Jeffries

Safety Box - Nathaniel Peat

The Armouries - Amy Preece

Bruce Castle Museum – Bridget MacKernan

The Wallace Collection – Caroline Dorset

Independent Police Complaints Commission - Mike Franklin & Nicky Every

National Centre for Citizenship and the Law - Laura Dean

Anthony Bradbury - retired judge



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Student Feedback

I learnt that police go on My Space and Facebook. If they find someone holding a weapon they research it. David

I thought the session with Foundation 4 Life was really good. It taught me a lot of stuff that messing around and how doing small petty things can escalate. Patrick

The Deep Endz game was so cool. It was quite realistic. Rolling sound showed us how they made games. Billy

Visiting the prison was really interesting. We had some prisoners come and speak with us. It was fascinating. I really enjoyed that. We learnt about their lives and their views on their crimes. Patrick

The forensic team taught us how they caught people by tracing back their DNA. It was really interesting. The computer artwork we did afterwards with our finger and trainer prints was a lot of fun. Angus

One of my favourite sessions was the graffiti workshop. Billy

It was really interesting. I learnt a lot of stuff – that half a bridge still hasn't changed from 100 years ago and it's on Tottenham marshes. Stephanie

I enjoyed most of the activities because they were good fun, I learnt a lot and it was a good way of showing how we can stop crime.” Jamie

I have learnt not to be involved in crime, how to avoid it and what we might do to stop it. Dayle

I have learnt to think before you do anything stupid. Ryan

I learnt from Victim Support that you don't have to go to the police to talk about what has happened or what you saw. Antoinette

I have learnt a lot of things like how to be more confident and share ideas. Jamie

I enjoyed the programme because everything was interesting and fun. I learnt that crime is not the way. Joy

The Deep Endz game was really good – even though it was designed by young people. I enjoyed it alot because it's what's going on now. It's real – Ryan

The best bit was the London Dungeon. It was fun and I actually learnt stuff at the same time. Jamie

I enjoyed being a judge in the mock trial at Wood Green Crown Court. Paul

I really enjoyed the session with Victim Support. It made me think about when people get hurt and what it does to them. It affects a lot of other people too. Antoinette



School Feedback

Group work about subjects that meant something to them helped them speak and listen more confidently. Chris Murphy - teacher

The forensics day was a real success. The children learnt how officers use the clues, both obvious and not, to derive who committed the crime. Interesting stuff. Mr Miele - teacher

The Victim Support session was well received and could be built upon, as pupils could see the consequences of crime. Chris Murphy - teacher

The children have improved their behaviour particularly in other classes. There has been a positive change. Sara Bona - teacher

All the students have benefited a great deal. I would recommend this project to another school. Judy facilitated it very well and we worked together on planning the project based on the strengths and weaknesses of certain characters in the group. Kirsty Tibble - Learning Mentor

The children got a lot from their contact with various people involved with the law – police, law students, ex-offenders and prisoners. Meeting the prisoners was a humbling experience – finding out that they were just like themselves but had made poor choices in their lives. Kirsty Tibble - Learning Mentor

I think that every student in the group has gained a lot of skills from the project. Kirsty Tibble - Learning Mentor

