



# Workshop: 1<sup>st</sup> and 2<sup>nd</sup> November 2016

## College of Policing, Ryton

WELCOME

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**College of Policing**



EARLY  
INTERVENTION  
ACADEMY  
FOR POLICE LEADERS

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**Early Intervention Foundation**



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## AIMS OF THE SESSION

- Assessing progress since the stakeholder event in June and identifying key goals & areas of focus for the Academy over the next 12-18 months
- Sharing learning and ideas on some of the most difficult barriers to progress
- Exploring how we turn the principles of the Charter into reality: A national strategy for early intervention in policing?

- Current work programme supported by 4 Government departments
- Diversification of funding
- Clearer focus – signals of risk
- More specificity about our core functions




- Developing our evidence work - shift from reviewing and assessing evidence on programmes to looking at evidence on practice and wider systems
- Focus on workforces
- More to ensure testing and evaluation of new approaches, help the evidence keep up with pace of innovation
- Need to ensure all projects have generate - disseminate - adopt stages built in

## EARLY YEARS

### “Foundations for Life: What Works to Support Parent Child Interaction in the Early Years”

... a **groundbreaking** assessment by the Early Intervention Foundation of **75 early intervention programmes** aimed at improving child outcomes through positive **parent child interactions** in the **early years**.



EARLY INTERVENTION FOUNDATION

#EIFearlyyears  
FREE

2016/17  
EVIDENCE SEMINARS

What works to support parent-child interaction in the early years?

1  
London  
16 November 2016

Book now at: [www.EIF.org.uk/Event](http://www.EIF.org.uk/Event)

## ‘A neglected site for early intervention’

- How parents relate to each other is a primary influence on children’s mental health and long-term life chances.
- Parenting interventions which do not address inter-parental conflict –unlikely to be successful in improving child outcomes.
- This isn’t about relationship structure but about relationship functioning in both intact and separated families
- Supporting parental relationship quality a potentially significant protective factor for families facing key transitions or stresses e.g poverty
- BUT – not an issue considered by many services
- EIF focusing now on how to apply the evidence in the review



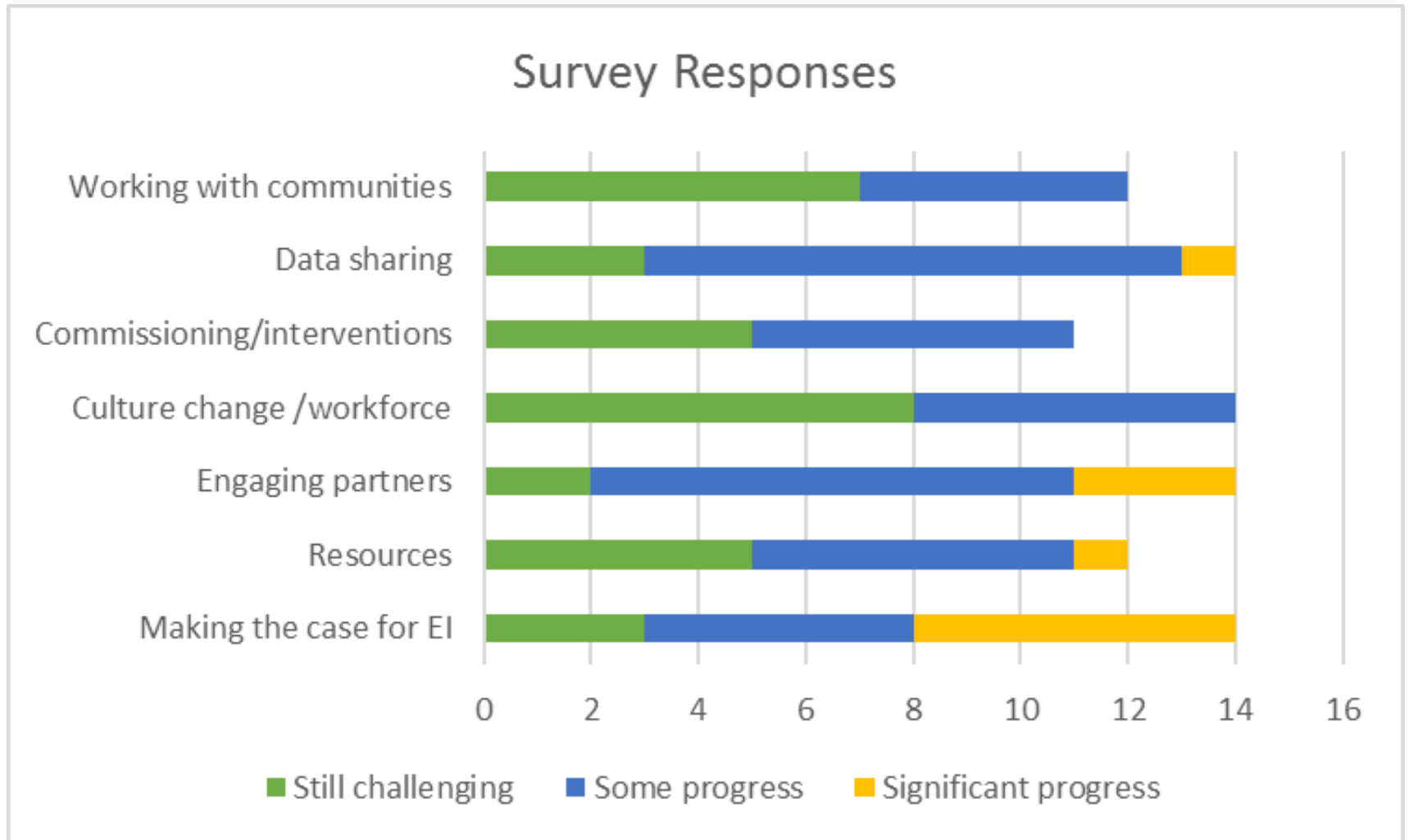
# THE FUTURE OF THE ACADEMY

- For further exploration today.
- No HO funding this financial year, but...
- Encouragement to consider a Police Transformation Fund bid in January.
- We'd like to work with you to achieve this! More on this later...



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# SURVEY RESPONSES



# SURVEY RESPONSES

Developing a partnership maturity matrix

Embedding cultural change

Understanding colleagues' journeys: successes and learning points

Is there anything else that the Academy could support you with?

Evaluation

The design of a strategy

Continued events like this

Evidence of good practice

# GROUP SESSION 1: PRACTICE SHARING

GROUP D:  
Integrated place-  
based working

GROUP A: Making  
the case for EI



GROUP C:  
Workforce  
development

GROUP B:  
Developing an EI  
Strategy

- Training can make a difference, but we often don't know much about impact:

*“Police training and capacity building programmes [in this area] are widely implemented but infrequently evaluated ..”*

(What Works review on police training programmes around domestic violence and abuse)

- Evaluation is predominantly focused on staff experience of training, mostly via tick-box surveys at the end of the course.
- Insufficient evidence to be able to state to what extent these programmes have changed staff behaviours and impacted the outcomes on individuals and families with whom police work after their values-based or soft-skills training.

## One off training days on their own are insufficient

- Many training programmes are in fact one-off/day-long courses without refreshers or follow-up: this is less likely to facilitate long-term change in attitudes and habits amongst participants.
- Training programme likely to work better if they are a blended mix of different activities with opportunities for refreshers, reflection and follow-up

## They have to be delivered by people with the right experience & credibility

- Programmes are often delivered by people who lack first-hand knowledge of policing or work with families: there is less trust and respect amongst participants in believing that this type of training is relevant to their work

**Any new approaches being promoted have to be endorsed by senior leaders and supported by the wider organisational structure**

- Training often focuses on front line practitioners/managers rather than those who set the strategic direction for local services.
- There is often a lack of buy in and participation from senior police officials
- Participants more likely to trust and respect training if they can see clear endorsement by wider organization
- Must be linked to wider institutional change: if there is a disconnect between new approaches and the status quo, this is likely to undermine participants' acceptance that new models are going to be embedded or will work.
- Need clear demonstration that it links to the vision and organisational reform

### In relation to early intervention/work with complex families emerging evidence suggests some merit in training police alongside partners

- Increasingly through indicatives like TF, Police being trained alongside partners to support integrated early help/early intervention models.
- No evidence about the impact of this type of training on work by frontline officers (yet) but recipients are often very positive.
- There is some evidence that those who work in an integrated way work better together and develop a common mission (see [Diamond Initiative Evaluation](#)).
- May be merit in considering how to involve other agencies and participants where possible to develop an integrated multi-agency training programme



## Worth thinking about multi-layered strategies

Example: County Durham comprehensive [Think Family Workforce development Plan](#)

- Aim = all professionals across the County Durham Partnership to understand and use integrated whole family approaches in the setting in which they work to initiate long term cultural change in how vulnerable families are worked with.

**Priority 1:** To support the workforce development needs of leaders and managers in order for them to support their teams to use and understand integrated whole family approaches in their service area. *Work to establish consensus on core skills, dedicated mentors assigned to key teams across the partnership,*

**Priority 2:** Practitioners take an integrated 'Think Family' approach in all contact with children, young people, families and adults who are parents and carers. *Development of induction programme, Training needs analysis tool for practitioners [Operational and Practice Guidance](#), e-learning modules, quarterly Think Family Learning Networks' ...*

DCC Andy Rhodes  
**Lancashire Constabulary**



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## EIF is keen to:

- Maintain the Academy network
- Provide a national platform for your work
- Support implementation, testing and good quality evaluation in order to...
- Contribute to the evidence base for early intervention, and...
- Support you to sustain/scale up promising approaches, and...
- Share good practice



# FUTURE OF THE ACADEMY

- We would like to work with you all on a Police Transformation Fund bid to the Home Office in January, to continue the Academy.
- This will include ongoing EIF and other expert support, and practice sharing events.
- It will also need to include a manageable number of specific projects which we can implement and test. This might be in one Force area, or several.
- These projects will help us build the evidence base for early intervention in policing (and more broadly).
- This session is the start of our bid development!

Possible priority implementation and testing projects

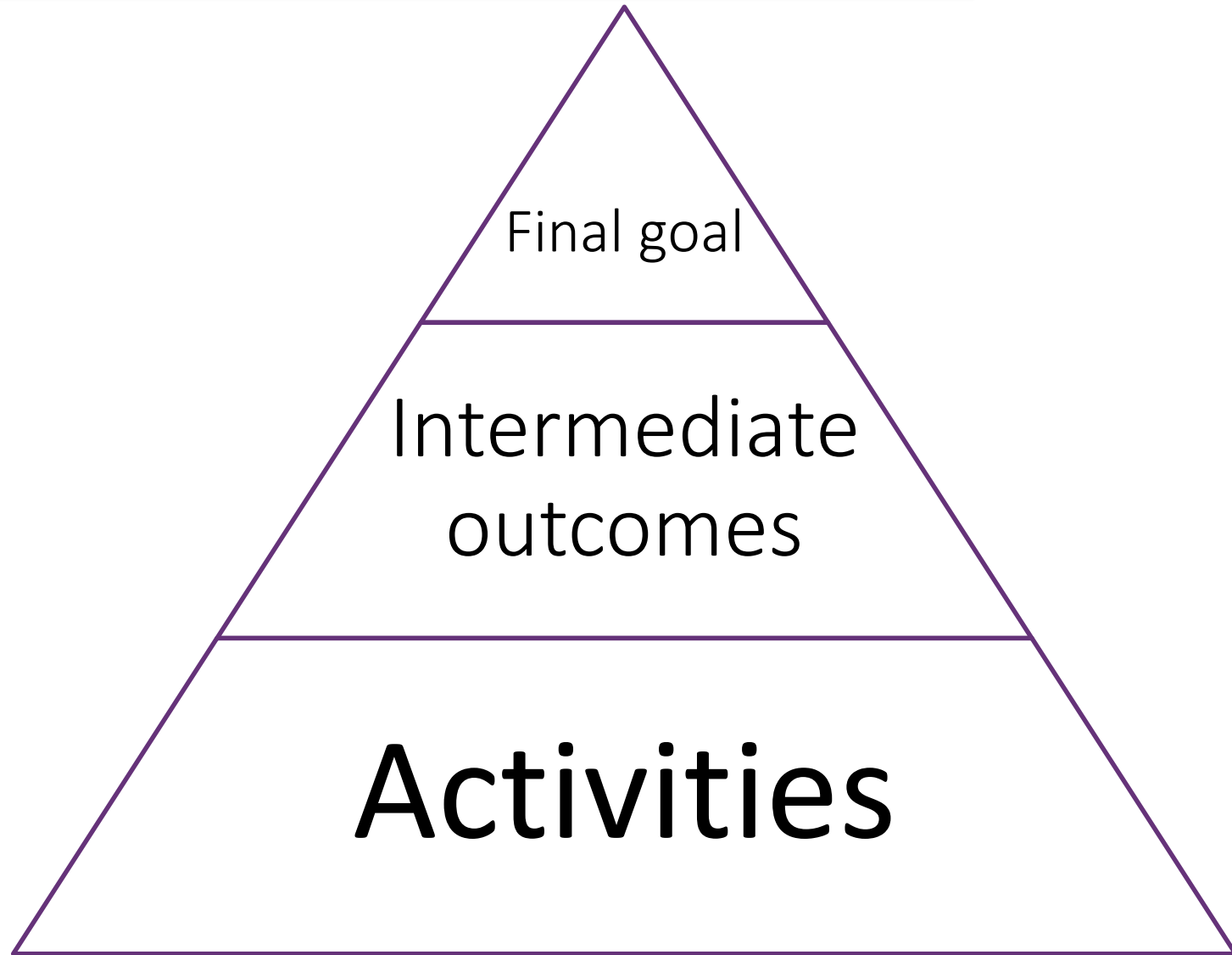
APPROACHES	DESIRED OUTCOMES
Integrated EI Hubs?	Domestic Abuse?
Workforce development?	Antisocial behaviour?
Other?	Gang involvement?
	Sexual exploitation?
	Other?

### Working through a theory of change

- A **theory of change** is a tool to help you describe a project's pathway from the need you are trying to address, to the changes you want to make (your outcomes) and what you plan to do (your activities).
- The output of a theory of change process is a diagram setting out a hypothesis of how a project is intended to work, which in turn provides a template for evaluation and data collection.

### Working through a theory of change

1. **DEFINING YOUR FINAL GOAL:** this should be realistic, succinct, and relatively long-term. Think about the interests of commissioners, funders, and your partners.
2. **INTERMEDIATE OUTCOMES:** the changes in children and families that will contribute to achieving your final goal.
3. **ACTIVITIES:** for each intermediate outcome. The resources you will use, the specific activities, how children and families will engage with the work.





# PLANS FOR TONIGHT/TOMORROW