Thames Valley Violence Reduction Unit
TACKLING VIOLENCE IN OUR COMMUNITIES

Resource 1: *Overheard conversation*

A: You know things haven't been easy for me recently... I need a way to get some money quickly and these guys are giving me a shot.

B: What are they going to ask you to do for that money though? I don't think you should do this.

A: I'll just do a couple of bits, get what I need, and get out. I won't get too involved. Anyway, I've already agreed, so it's too late to back out now, isn't it?

B: I don't know...this doesn't sound safe.

1. What might Person A and Person B be discussing in this scenario?
2. What could Person A have said if they didn't want to go along with what they had agreed to anymore?
3. Why might saying 'no' have been challenging for Person A?
4. What benefits might there be for Person A if they decided to leave the situation now?
5. Who might Person A go to for help if they wanted to leave the situation? How might Person B help?

A: You know things haven't been easy for me recently... I need a way to get some money quickly and these guys are giving me a shot.

B: What are they going to ask you to do for that money though? I don't think you should do this.

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5. Who might Person A go to for help if they wanted to leave the situation? How might Person B help?

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Resource 2: *Choosing a response*

Difficulties/ disadvantages	Response	Benefits/advantages
	Show the message to a teacher before leaving school and explain what has happened, before sending anything back to Nate.	
	Ignore the message from Nate and drop the phone off at the local police station.	
	Reply and tell Nate that he has decided not to do it anymore.	

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Resource 2a: *Choosing a response – advantages and disadvantages*

A) Freddy might be worried about his reputation being damaged.	**B)** If Freddy is in a risky situation again and an adult already knows what has happened, they can help.	**C)** A teacher might be able to contact other organisations who can help Freddy.
D) Freddy can build a positive reputation for himself if he chooses not to get involved, for example by finding a part-time job to earn money.	**E)** Freddy might find it hard to ignore Nate's message if he thinks Nate is a friend.	**F)** Freddy might be worried about what Nate will say to him if he sees him outside of school.
G) If Freddy walks away now, he won't be responsible for committing a crime.	**H)** A teacher will be able to provide guidance and make a record of what has happened to help keep Freddy safe.	**I)** His connection with Nate won't develop further, so he won't become more involved in risky or dangerous situations.
J) If Freddy makes the police aware of what has happened, they can help to prevent any risk of him becoming involved with the gang in the future.	**K)** Nate might continue to put pressure on Freddy.	**L)** Freddy might be contacted and used in the future to carry out other tasks.

A) Freddy might be worried about his reputation being damaged.	**B)** If Freddy is in a risky situation again and an adult already knows what has happened, they can help.	**C)** A teacher might be able to contact other organisations who can help Freddy.
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G) If Freddy walks away now, he won't be responsible for committing a crime.	**H)** A teacher will be able to provide guidance and make a record of what has happened to help keep Freddy safe.	**I)** His connection with Nate won't develop further, so he won't become more involved in risky or dangerous situations.
J) If Freddy makes the police aware of what has happened, they can help to prevent any risk of him becoming involved with the gang in the future.	**K)** Nate might continue to put pressure on Freddy.	**L)** Freddy might be contacted and used in the future to carry out other tasks.

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Resource 2b: *Choosing a response – teacher notes*

Difficulties/disadvantages	Response	Benefits/advantages
• Freddy might be worried about his reputation being damaged if others find out he has spoken to a teacher.	Show the message to a teacher before leaving school and explain what has happened, before sending anything back to Nate.	• A teacher will be able to provide guidance and make a record of what has happened to help keep Freddy safe. • Freddy can turn the phone in to the police with the help of a responsible adult. • A teacher can put Freddy in contact with others who may be able to help, such as a youth worker who works with young people involved in gangs, or a local police support officer. • If Freddy is placed in a risky situation involving Nate or any of the older people in the future, an adult who is aware of the situation will be able to provide help.
• Freddy might find it hard to ignore Nate's message if he thinks Nate is a friend. • He might be worried about what Nate will say to him if he sees him outside of school. • Freddy might not want to be seen going to the local police station.	Ignore the message from Nate and drop the phone off at the local police station.	• If Freddy walks away now, he won't be responsible for committing a crime. • He won't be at risk of letting his connection with Nate develop and becoming more involved in risky or dangerous situations. • He can build a positive reputation for himself if he chooses to pursue success in a legitimate way, for example by finding a part-time job. • If Freddy makes the police aware of what has happened, they can help to prevent the risk of him becoming involved with the gang in the future.
• Nate might continue to put pressure on Freddy. • He might be contacted and used in the future to carry out other tasks.	Reply and tell Nate that he has decided not to do it anymore.	• If Freddy walks away now, he won't be responsible for committing a crime. • He can build a positive reputation for himself if he chooses to pursue success in a legitimate way, for example by finding a part-time job to earn money.

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Resource 3: *Sources of support*

The friends from Nate's past who he distanced himself from.

Nate's parents, or another family member Nate has a good relationship with.

Teachers at Nate's school, or the safeguarding lead.

A national support service, such as Childline.

A national crime helpline, such as Fearless.

A local police officer, such as a Safer Schools Officer, or a Local Police Protection Officer.

A local youth organisation who work with young people who are concerned about involvement with gangs.

An in-school counsellor.

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Resource 3a: *Sources of support – teacher notes*

Source of support	Challenges	Benefits
Nate's friends	• At first they might be less willing to speak to Nate if they feel upset by his behaviour towards them. • They aren't able to help him without speaking to someone else (i.e. a trusted adult). • He might feel embarrassed or regret his past actions.	• They can help him to find the courage to speak to a trusted adult. • As his friends, they want to help keep Nate safe.
Nate's family	• They might not know what to do to get Nate out of the situation by themselves. • Nate might feel upset if he thinks he has disappointed his family.	• His family can help Nate to contact an organisation who can help him, or the police, and make a choice that will ultimately keep him safe. • If Nate's family know where he is and what he is doing, they can help him to begin creating a safer, more promising future.
Nate's teachers	• They would not be able to act on their own to help Nate, and the safeguarding officer would need to make a referral to the police or social services. • He might feel less comfortable talking to his teachers if he doesn't have a strong relationship with them.	• Nate's teachers can refer him to a range of specialist services who will be able to help him exit the group and receive any additional support he might need. • If Nate makes a disclosure they will take him seriously and do everything they can to help him.
A national support service	• They wouldn't be able to directly intervene to help Nate. • Nate might find it hard to describe his situation to someone who is less familiar with his area.	• Nate can speak to them anonymously and receive guidance. • Nate might feel more in control of when he decides to ask for help and how he does it.
A national crime helpline	• They wouldn't be able to provide follow up support to help Nate, unless he discloses personal information.	• Nate can report a crime anonymously and minimise any fears about this being traced back to him.

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Resource 3a: *Sources of support – teacher notes (continued)*

Source of support	Challenges	Benefits
A local police officer	• Nate may not have enough of a positive relationship with the police to feel comfortable approaching them on his own. • He might be worried about people finding out he has spoken to the police.	• The police will be able to take action to help ensure Nate, and any other young people at risk, are safe. • They will have knowledge of local gangs to be able to make the most informed decision about how to help Nate stay safe. • They will be able to work with other specialist services where necessary to prevent future harm coming to Nate.
A local youth organisation	• Nate might not have easy access to a youth organisation where he lives.	• They will be able to give Nate guidance and support. • They may work with other specialist services to ensure Nate's safety.
An in-school counsellor	• Nate's school might not have a counsellor. • He might not know how to access other mental health services. • A counsellor wouldn't be able to directly intervene to help Nate exit the situation.	• A counsellor would be legally obligated to refer Nate to the appropriate services who will be able intervene to help him, as he is below the age of 18. • They will be able to help Nate with mental health difficulties he might experience following his involvement with the group, or refer him to further support.

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