

A Scoping Audit of the Use of Sport and Physical Activity as a Crime Prevention Tool Across Police Forces and Police and Crime Commissioners in Wales

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Abstract

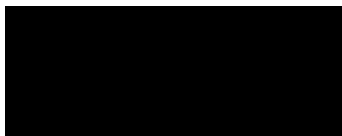
In Wales, there is currently a lack of research into the use of sport or physical activity as a diversionary programme to help prevent young people becoming involved in criminal activity and the Criminal Justice System. Research has shown that using sport as a preventative measure for young people can help them deviate away from the criminal justice system and set them up for a positive transition into adulthood as sport offers a variety of benefits including life skills (Coalter et al., 2000). The promotion of physical activity and sport can help deliver against many of the objectives or pillars contained within Commissioners' Police & Crime Plans, particularly in relation to youth crime, serious crime and for those who are most at risk of involvement in the Criminal Justice System. This study aims to identify and critically discuss the programmes currently being funded by every Police Force and/or Police and Crime Commissioner in Wales. The research adopts the RE-AIM framework (Glasgow, 2019) to explore available information on the Reach, Effectiveness, Adoption, Implementation and Maintenance of the programmes.

Initial meetings were held with individuals working for the Police and Crime Commissioners' offices to enable broad scoping of programmes offered in different areas of Wales. Subsequent informal interviews were held with the relevant programme leads and/or funders to obtain more detailed data regarding their programmes. There are four programmes throughout Wales with the majority located in Dyfed Powys, South Wales and Gwent Police Forces. The North Wales Police and Community Trust (PACT) indirectly funds one programme in North Wales, however, data are sparse regarding this programme. Preliminary analysis of the data gathered indicates that there is no homogeneity across areas in delivery and reporting mechanisms of the results. Youth involvement in the programmes varies across Wales, with direct referral requirements for South Wales and Gwent programmes and an open entry process elsewhere. Involvement of youth support networks (e.g., education of families) is included in some programmes but not all. Programmes report that they are successful, but indices of success are not all identified or clear and are not comparable across the programmes. In addition, financial investment towards sport programmes varies considerably across the Forces. Additional research is required to understand the long-term outcomes on crime rates for those young people involved in a programme over a sustained period of time. There was clear acknowledgement of the need for preventative programmes for young people and clarity on delivery details of the programmes, such as, number of sessions delivered by whom. However, there was insufficient evidence of long-term delivery and effects of programmes.

Declarations

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

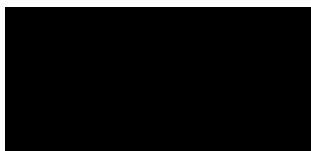
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This thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

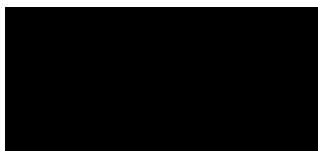
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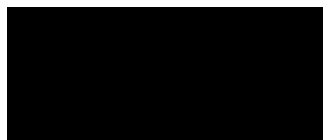
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The University's ethical procedures have been followed and, where appropriate, that ethical approval has been granted.

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1. Introduction

There are still many young people continuing to enter the criminal justice system and are involved in criminal activity in today's society. However, there is considerable evidence to suggest that regular engagement in sport and physical activities has many positive effects on young people especially if it is used as an intervention or preventative programme to stop young people offending. Additionally, on top of the positive effects it can have on the number of young people entering the criminal justice system and young people offending or reoffending it also provides them with opportunities that would help them develop into the 'real world', by providing them with the skills that sports can offer people. As well as the psychological and physical health benefits that participating in sports and physical activity can have on a young person (Malm et al., 2019).

There are and can be many contributing factors as to why a young person might be involved in criminal activity but there are also ways to help prevent them from reoffending or offending in the first place. It is important to note that the evidence presented is based on programmes that were run during the pandemic, therefore this may not be a true reflection of the current situation as the COVID-19 pandemic may have influenced the way programmes were delivered.

1.1 Youth crime statistics in Wales

Between April 2018 and March 2020 across Wales there were a total of 1,901 children aged between 10-17, sentenced or cautioned across all ethnicities. That is approximately 0.53% of that age range population (i.e., 358500 young people between 10-19 years old in 2021; ONS, 2021). The largest group that had been cautioned or sentenced were white males who made up 72% of the total children sentenced or cautioned in Wales. This was broken down as follows:

Table 1.1*Demographics of children sentenced or cautioned in Wales*

Forces	Black	White	Mixed	Unknown	Other	Asian
TOTAL	57	1663	68	52	35	25
TOTAL (%)	3.0	87.5	3.6	2.7	1.8	1.3
Boys						
Dyfed Powys	4	261	6	4	4	0
Gwent	7	245	20	1	4	5
North Wales	3	310	9	11	1	1
South Wales	32	555	24	25	24	19
TOTAL	46	1371	59	41	33	25
TOTAL (%)	2.4	72.1	3.1	2.2	1.7	1.3
Girls						
Dyfed Powys	0	65	1	0	0	0
Gwent	2	63	3	1	0	0
North Wales	2	63	2	5	0	0
South Wales	7	101	3	5	2	0
TOTAL	11	292	9	11	2	0
TOTAL (%)	0.6	15.4	0.5	0.6	0.1	0.0

Note. Table showing the number and percentage of children that have been sentenced or cautioned in Wales during the year 2018 – 2020 (Youth Justice Board for England and Wales, 2021).

During the year 2018/19 there were 986 children cautioned or sentenced, and during the period 2019/20 there were 915 children cautioned or sentenced. In Dyfed Powys throughout the two year period as stated above there were 345 children cautioned or sentenced, 172 during 2018-2019 and 173 during 2019-2020. In Gwent 351 children were cautioned or sentenced; 211 during 2018-2019; and 140 during 2019-2020. For North Wales, 407 children were cautioned or sentenced; 2018-2019 saw 190 children cautioned; and 217 during 2019-2020. South Wales saw almost double the number of children cautioned in the two-year period to 798. There were 413 children cautioned or sentenced in the year 2018-2019 and 385 during the year 2019 -2020.

Table 1.2*Number of children that have been sentenced or cautioned by local authority*

Police Force and Local Authorities	No. of Children	2019 midyear pop est.	Rate per 10,000
Gwent Force			
Blaenau Gwent & Caerphilly	62	23028	26.9
Monmouthshire & Torfaen	35	16941	20.7
Newport	43	14857	28.9
Gwent Total	140	54826	25.50
South Wales			
Bridgend	36	12870	28
Cardiff	159	31584	50.3
Cwm Taf	82	27520	29.8
Neath Port Talbot	29	12524	23.2
Swansea	40	21113	18.9
Vale of Glamorgan	39	12462	31.3
South Wales Total	385	118073	32.6
Dyfed Powys			
Carmarthenshire	56	17040	32.9
Ceredigion	23	5626	40.9
Pembrokeshire	64	11071	57.8
Powys	30	11268	26.6
Dyfed Powys Total	173	45005	38.4
North Wales			
Conwy & Denbighshire	84	18482	45.4
Flintshire	54	14729	36.7
Gwyneth Mon	47	16635	28.3
Wrexham	32	12863	24.9
North Wales Total	217	62709	34.6

Note: Table showing the number of children cautioned or sentenced by each Forces' local authority with the rate per 10,000 based on estimated population of children aged 10 – 19 in 2019.

Although numbers of cautions and sentences are recorded, the nature of the offence is not clearly identifiable within the recorded data. The associated guidelines followed are open to interpretation therefore, they might be interpreted differently between the different Forces. The Home Office produces rules on recording data when children are cautioned or sentenced, and there is nothing to suggest that the figures are inaccurate, as they detail when a caution or sentence has been administered. However, the reasons issuing cautions and sentences are subject to guidance which is open to interpretation, but it is still not possible to determine if the guidance is interpreted similarly across Forces and individuals.

1.2 Reasons why some youth get involved in crime

There are a multitude of reasons why young people get involved in crime and criminal activity, and there is no simple answer as the reasonings can be extremely complex (Thompson., 2019).

However, one factor that can have a considerable effect on a young person included in crime is their exposure of adverse childhood experiences. Further reasonings could be their gender, race, socio economical setting, lack of education and poor relationships (Bellis et al., 2012) which are discussed further in the literature review (section 2.5).

1.3 Different approaches to helping young people stay out of and not return to crime

Various approaches to enable young people to move on positively with their life without involvement in the criminal justice system or criminal activity can be used. Sport may not be the answer for every young person, as a young person motivations could lie elsewhere such as in literature, music, crafts and arts. Essentially, the interventions are required to provide a safe place where young people can build, and form trusted relationships (Hough & Quiqq, 2012).

Furthermore, diversionary activities can provide more than just keeping the young people out of the criminal justice system, the activities have an increasing potential to support young people by improving their wellbeing, mental health, provide positive life experiences and life skills, such as, responsibility, accountability and communication (Moore et al., 2019). These are discussed further in section 2.10 in the literature review.

1.4 Sport as one of these approaches

The relationship between sport intervention programmes and youth crime has been claimed as most effective when they are used as a distraction from anti-social activities such as drug or gang involvement (Carmichael, 2018). Previous programmes that have been run outside of Wales that use sport, with the objective of reducing youth crimes, found that crimes associated with young people were reduced by a considerable percentage when the programme was running (McMahon & Belur, 2013).

1.5 Reason why sport is used

Furthermore, sports offer more than just steering young people away from crime and the criminal justice system. Sports can foster values of teamwork and discipline as well as building self-esteem and building confidence, providing young vulnerable people experiences and skills they may not

have experienced if it was not for participation in the programmes (UNESCO, 2020). Additionally, it may not be the sport itself that causes the change, but the wider package that the sporting programmes offers for example education, mentoring and support that goes with the programme(s) (Nevill & Poortvliet, 2011).

1.6 Different funding models of programmes

Funding models vary across sporting initiatives throughout Wales. Funding varies considerably depending on their sport, the reasons for the programmes, the target population and so on. Different funders include Sport Wales, local councils, local sporting clubs or teams, and National Governing Bodies like Welsh Rugby Union.

Mason et al. (2017, p. 10) have reported on the cost-effectiveness of sporting interventions, and by using data on the fiscal costs of antisocial behaviour (from December 2016), it was found that the statistically significant benefits of the interventions were achieved with an investment of £263,800 which resulted in a net saving of £149,804. The savings were based on the reduced demand for police calls and services relating to youth anti-social behaviour.

A study by Meek (2012) exploring sports intervention for youth in detention also reported a cost analysis. Meek reported that the Ministry of Justice offer a cost of £47,137 per year for each prisoner to be held in a Young Offender Institution (under 21 years of age). This compares to the cost of the 2nd Chance Project at £1,130 per prisoner per year. This suggests that, if just two of those individuals who would have reoffended are prevented from doing so in one year, the project would have more than saved the initial expenditure. However, the actual reduction in reoffending was greater, so the programme was cost effective.

1.7 Police and Crime Commissioners in Wales

Police and Crime Commissioners are directly elected politicians who are returned to their role every four years by the public to represent their views on the local crime and policing, with no limit on how many times a Police and Crime Commissioner can serve. The previous election was on the 6th of May 2021, though as elections were postponed in 2020 due to the pandemic, the next election will be in May 2024.

The Police and Crime Commissioner has six duties that they must adhere to under the terms of the Police Reform and Social Responsibility Act 2011. They must:

- secure efficient and effective police for their area;
- appoint the Chief Constable, hold them to account for running the force, and if necessary, dismiss them;
- set the police and crime objectives for their area through a police and crime plan;
- set the Force budget and determine the precept;
- contribute to the national and international policing capabilities set out by the Home Secretary; and
- bring together community safety and criminal justice partners, to make sure local priorities are joined up (APCC, 2021).

Each Police and Crime Commissioner is held accountable as they are scrutinised by police and crime panels which consist of at least ten representatives from the local authorities within the Force area that Police and Crime Commissioner represents. That panel also decide the appointment of the Chief Constable as well as the level of the council tax precept where two thirds of the panel must agree (Shuttleworth, 2022). The Home Office has a police grant which the Police and Crime Commissioner's receives. There is also a 'top up' grant for the Police and Crime Commissioner in Wales to ensure they receive the same main police grant as Police and Crime Commissioners in England alongside the grants from the Welsh Government (Shuttleworth, 2022).

1.8 Varied provision across Wales with no overall approach or understanding of the current provisions

Over the years there has been varied provision for interventions to help deviate young people away from the criminal justice system. However, as the data is sparse, there appears to be a gap and disagreement on who should provide these programmes and who should fund them given the nature of the activities and what they are aiming to prevent. There has not been any previous programme that has been sustained for a substantial time period to understand or measure how effective the programme has been. To prevent young people from re-offending or offending in the first case is a purpose of the programmes, and sport by itself may not conquer that, but the values, life skills that sport offers can enable a strong grounding for further support to be offered to prevent the young people from entering the criminal justice system.

1.9 Purpose and aim of this study – using RE-AIM framework to review current provisions throughout Wales

The overall central research question that this study is aiming to achieve is to conduct a scoping audit of current physical activity and/or sporting programmes in place for young people living in Wales that are in currently in or to prevent them entering the criminal justice system throughout each Police Force that is funded by the Police Force or the Police and Crime Commissioner.

Through evaluating each programme using Glasgow's RE-AIM framework to understand how each programme is being delivered on a breakdown basis. The purpose of this study is to use the RE-AIM framework (Glasgow et al., 2019) to understand the current sporting or physical activity provision across Wales which have been designed to prevent young people from entering the criminal justice system. The three main objectives are:

Objective 1: Conduct an audit of investments and programme provisions made by the Police Forces and Police and Crime Commissioners in Wales that focus on physical activity and sport initiatives as a prevention method to young people who are identified as at risk of entering the criminal justice system.

Objective 2: Apply the RE-AIM framework (Glasgow et al., 2019) to understand and gather good practice for preventative programmes that are currently in place for young vulnerable people across all Welsh. Critically appraise the measures of programme effectiveness.

Objective 3: Interpret insights from objectives 1 and 2 by using the RE-AIM framework to produce recommendations for future process and evaluation to maximise effectiveness of programmes across Wales.

By gathering an overview of what the current state is for physical activity intervention programmes for young people at risk of entering the criminal justice system in Wales, this will then provide learning opportunities for each Force and the National Police Board. Furthermore, it would help enable each Youth Offending Team and social services in each Council in Wales to recommend initiatives to the wider charities to help the young people before they require police intervention and hopefully stop the necessity for Police services.

The evidence presented in this study is based on programmes that were run during the pandemic, therefore this may not be a true reflection of the previous / current situation, as the COVID-19 pandemic may have influenced the statistics due to government-imposed restrictions.

2. Literature review

2.0 Overview

This literature review includes published literature identified from searching various databases including SportDiscus, EBSCO, Sage Research Methods, PsycINFO, Web of Science, Scopus and EthOS. In addition to the academic literature, this literature review includes grey literature which covers documents from various United Kingdom and Welsh Government sources including the Ministry of Justice, Youth Justice Boards, Public Health England, Sport England, Sport Wales, The Culture and Sport Evidence Programme (CASE), Local Government Association, Anti-Social Behaviour, Crime and Policing Act 2012, Crime and Disorder Act 1998, College of Policing (Safer Streets Fund), Understanding and preventing youth crime, Sports-based Programmes and Reducing Youth Violence and Crime (Project Oracle), Youth Justice Statistics 2020/2021, Wales Youth Agency – Newline, Youth Work and Crime Prevention (Policy Guideline), Wales Violence Prevention Unit Youth Crime Prevention in Wales (Strategic Guidance), Youth Justice System Blueprint Flyer, Framework to Support Positive Change for Those at Risk of Offending in Wales, The Social Services and Well-being (Wales) Act 2014, and the Well-being of Future Generations (Wales) Act 2015. Key terms that were involved in the searches were, youth crimes, sporting programmes, physical activity interventions, Welsh children, youth justice service, child behaviour and social change.

2.1 *Welsh Government policies*

The Wales Youth Justice Committee is made up of representatives from stakeholders including the Home Office, Police, Welsh Assembly Government, Youth Offending Team Managers Cymru and the Youth Justice board. This committee oversees targeted youth crime prevention in Wales.

Youth Crime Prevention Strategy Wales (Youth Justice Board, 2008) identifies seven core aims for children in Wales which are: to have a flying start in life; have a comprehensive range of education and learning opportunities; enjoy the best possible health; be free from abuse, victimisation and exploitation; have access to play, leisure, sporting and cultural activities; that they are listened to, treated with respect and have their race and cultural identity recognised; they have a safe home and a community, which supports physical and emotional well-being; and are not disadvantaged by poverty.

In addition to these seven core aims, there is a three-tiered approach to the prevention of youth crime which is defined as diversionary intervention, targeted prevention intervention, and early intervention. Tier one, diversionary interventions, can include intervention programmes such as intensive detached youth work in anti-social behaviour hotspots and school programmes which work alongside police school liaison officers to deliver education around a variety of issues like anti-social behaviour and substance abuse. Tier two are the targeted prevention interventions; these include programmes which are funded by the Welsh Assembly Government and the Youth Justice Boards. There is a methodological process that decides what type of programme will be delivered which includes a review. The programme methodology is where there has been a multi-agency identification of the requirement of a programme to be delivered, followed by the engagement with services on how it will be delivered, and by who, then an assessment of how it can be delivered. This is followed by the planning of the programme which would include the facility, staff, and recruitment of young people. The next stage would be the programme delivery itself which is consequently followed by a review of the programme delivery to gather an understanding of whether it is beneficial in preventing young people deviate away from the criminal justice system. Furthermore, there is an exit strategy to ensure that the young people are at the right stage to leave the programme and if not, put alternative support measures in place for that young person which would come as part of the final stage - which is universal provision. The third tier, which is the early intervention approach, provides the transfer of information between teams, an opportunity to build upon programmes that address criminogenic risk and resilience to help reduce the potential harmful situations young people can become involved in and provides the continuity of case responsibility from prevention to statutory intervention.

Further to the tiered approach to the prevention of youth crime in Wales, there is also a four staged approach to anti-social behaviours. Stage one consists of a warning letter or home visit, stage two is a home visit, the third stage is drawing up of an Acceptable Behaviour Contract between the young person involved, their family and the Anti-Social Behaviour Team. The fourth stage is an Anti-social Behaviour order. This process works in collaboration with the Youth Justice Board and the Welsh Assembly Government.

Wales has the following policy initiatives in place to help prevent criminal activity which are: neighbourhood policing, offences brought to justice, youth crime action plan, local service boards and agreements, seven core aims for children in Wales, all Wales youth offending strategy, children and young people's partnerships, communities first, and extending entitlement. A framework to support positive change for those at risk of offending in Wales 2018 – 2023 is aligned to the Welsh Government Well-Being of Future Generations (Wales) Act which includes the work of Public

Service Boards. It is essential to note these documents in this research study, as there is a cross-over occasionally on health and crime, though health is a devolved matter in Wales whereas policing is not. This essentially means that funding comes from different areas, and without certain initiatives and strategies in place, it would be more difficult for the Police and Crime Commissioners to provide funding for sporting programmes where the aim is to help prevent young people in Wales entering the criminal justice system, if there were not the background policies in place.

Even though Crime and Justice is not devolved to Wales, there are several pieces of Welsh legislation and policy that have had a direct impact on reducing crime and helping deliver the outcomes identified in this Framework.

These include:

- The Housing (Wales) Act 2014
- The Social Services and Well-being (Wales) Act 2014
- The Well-being of Future Generations (Wales) Act 2015
- The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Children and Young People First Strategy (2014)
- Working Together to Reduce Harm the Substance Misuse Strategy 2008–18
- Together for Mental Health - a Strategy for mental health and wellbeing in Wales
- Tackling Hate Crime and Incidents: A framework for Action (2014)
- Equality Objectives (2016 – 2020)
- Financial Inclusion Strategy for Wales (2016)
- Additional Learning Needs and Education Tribunal (Wales) Bill

Within the document A Framework To Support Positive Change For Those At Risk Of Offending In Wales 2018 -2023 (Welsh Government, 2017). The Welsh Government has identified that there are six priority areas. The six priority areas include: reducing the number of women in the criminal justice system; challenge domestic abuse perpetrators, hold them (the perpetrators) accountable for their actions and provide interventions and support to change their behaviour; improve provision for Ex-Armed Services personnel; provide support for young adults/care leavers; support offenders' families following sentencing and black Asian and minority ethnic groups. The framework provides guidance for groups, including PCCs, on how to direct activities and programmes to support crime prevention. This said, the crime statistics that are highlighted in Table 1.1 do not echo this, however the crime statistics in section 1.1 are for children between 11-19 and this document includes all ages.

2.2 Well-being of Future Generations (Wales) Act 2015

In Wales, the Well-being of Future Generations (Wales) Act 2015 is unique in the United Kingdom in providing a statutory obligation for organisations and individuals to consider the long-term impact of their decisions and actions.

The goals of the WCFG (Wales) Act (2015) are to foster:

1. A prosperous Wales
2. A resilient Wales
3. A more equal Wales
4. A healthier Wales
5. A Wales of cohesive communities
6. A Wales of vibrant culture and a thriving Welsh language
7. A globally responsible Wales

Due to the nature of devolution, the public bodies referred to in the legislation do not include Police Forces or Police and Crime Commissioners, as policing is not governed by the Senedd. However, under Section 30 of the Wellbeing of Future Generations Act, a public service board for a local authority is obliged to involve Police Forces and Police and Crime Commissioners in their activities, which will impact on the delivery of policing services. This would tie in with this research study as it is impacted by how much money each Police and Crime Commissioner prioritise and where they want to spend on different areas of policing. For example, it could be for more preventative programmes for youth to deviate away from crime, or more support for the Police marine unit. This will be determined by the Policing and Crime Plan which Police and Crime Commissioners are obliged, by legislation, to produce. Each Police and Crime Commissioner has autonomy in determining what is in their plan and this will provide a focus for the Force to direct their activities. If diverting youths from becoming involved in criminal activity is not part of the Policing Plan it will be difficult to obtain support for diversionary activities.

As the title of the legislation implies, the focus is on longer term goals and sustainability, to promote wellbeing. Many crime prevention initiatives are short term and narrowly focussed on producing results in the short term. There is no in-depth research on how effective interventions are in the long term. This is due to the way that Police and Crime Commissioners' and Chief Constables' priorities change over time. Where a diversionary programme may be developed and is successful at reducing youth crime to a position where it is no longer a local issue, the focus of a

new Police and Crime Plan could be another area where there is a high level of crime, and the funding for the youth programme may be stopped.

Operation Sceptre is an example of a short-term crime prevention measure. This is where a Force will set up “amnesty bins” where knives and other bladed weapons can be deposited so they are removed from circulation (National Police Chiefs’ Council, 2020). However, these initiatives are usually local and only last a few weeks, with few follow up actions, and they do not make a significant impact on the number of offences involving knives. The only area where there has been a reduction in knife crime in England and Wales is in London, where there has been -25.8% change per 100,000 people from 2012/11 to 2020/21, while every other Force in England and Wales has seen an increase (ONS, 2021).

In Scotland there was a holistic approach to address violent crimes which focussed on the health of the individuals involved rather than their behaviours or the weapons used to commit offences; this has become known as the “Glasgow Model” (Dennis, 2019). This was introduced in 2005 following a continuous rise in violent crime which reached a peak of 16,074 offences in the year 2002-03 and was reduced by 39% to 6,272 offences in 2014-15. Although numbers have risen to 8,972 in 2020-21 the overall impact has been substantial, although it may not be youth or sport related previous literature - as seen above implies that if there are programmes in place to reduce young people offending then there may be a lesser tendency for them to carry on or begin offending in adulthood.

2.3 Collaborative Approaches to Preventing Offending and Re-Offending in Children (CAPRICORN)

It has been estimated that the cost of late crime-related intervention for young people is approximately £16.6 billion pounds per year (Chowdry & Fitzsimons, 2016). Collaborative approaches to preventing offending and re-offending in children (CAPRICORN) is a whole system collaborative approach offered by Public Health England which has eight subcomponents; a place-based approach, creating the right environment, distributed leadership, clearly articulated, vision, assets-based approach, system thinking and map and understand the system.

Alongside these, there are ten core life skills which are problem solving, critical thinking, effective communication, decision-making, creative thinking, interpersonal relationship skills, self-awareness building, empathy, coping with stress and coping with emotions. By educating young people with these life skills, they can become a protective barrier for young people and prevent

them from entering the criminal justice system as this can give them an alternative way to look and deal with different situations they might encounter.

In section 7.1 of the CAPRICORN (P.31) framework it highlights action at individual level for upstream prevention of reducing offending, and whilst young people are in secondary school, to action support to those who are at risk of exclusion and promote the building of life skills and participation in sports and extracurricular activities. Furthermore, section 8 (P.51) recognises the importance of prevention / reducing re-offending, which in turn, notes the importance of peer mentoring which is also included as part of the benefit of a successful sport programme. Although CAPRICORN does not highlight any approaches that include sport in its framework, sporting programmes provide opportunities to develop life skills that the framework highlights (UNESCO, 2020) whilst working collaboratively with other agencies.

2.4 The role of local government in youth criminality prevention

Local governments have a crucial role to play in preventing crime and victimisation among young people and providing them with positive choices like participation in sports programmes, to reduce the likelihood of the young people becoming involved in criminal activities. By creating an environment that increases a young person's resilience, which in turn can have a positive effect on the young person and can help steer them away from criminal activity. Furthermore, local government can play an increasingly significant role in boosting the quality of life of all citizens by investing time, effort and resources in improving life chances of young people (Local Government Association, 2022).

Access to education, supportive and consistent parenting, and meaningful community and social involvement will increase a young person's resilience to crime (Lucas & Staines, 2022). One of the primary challenges facing local governments and the criminal justice system is to provide adequate alternatives, beyond law enforcement and prison-based options, for young people who are likely to commit crime (Taylor, 2016).

Both the social and environmental situation, and the local context in which crimes are committed, need to be considered when planning crime reduction strategies. For local governments a reduction in crime should form part of assessing whether overall community development has been successful (Thompson, 2022). Targeting young people and building their specific needs into programmes is a key route to achieving this.

Results of crime prevention programmes, particularly youth-based programmes are often long-term and not immediately evident to the public. It is therefore vital that local governments are able to

justify the value of such programmes and ensure wide support from the community. There is also a need for increased community awareness of the effectiveness of prevention rather than punishment and the role that local government can play in prevention (Ehasni et al., 2012).

2.5 The effect of the COVID-19 pandemic

Since 2020, the pandemic had a considerable effect on the number of crimes or anti-social behaviour that were reported or acted on. Additionally, there was a considerable change in the type of anti-social behaviour that was being reported due to the then new legislations and government enforced restrictions during the pandemic, and so the rates of anti-social behaviour reports increased considerably (Dixon et al., 2022). With many businesses closed during lockdown periods and people working from home, there were however, fewer opportunities for acquisitive crimes. Though, as the childhood experiences of education, social interaction and development changed considerably, it will be some time before the full effects will be known.

This research focusses on programmes that were delivered and data that were received during the pandemic - therefore the possible consequences of the COVID-19 pandemic needs to be considered to contextualise the results.

2.6 Mental health and wellbeing

Mental health is defined as “a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (World Health Organization, WHO, 2004, p.11). The Mental Health Foundation (2019) states that mental health problems affect around one in six children and are often, but not always, a direct response to their life experiences. Children’s mental health is just as important as their physical health. When young people have good mental health they are able to cope more easily with life’s challenges and having good mental health is the basis that allows them to develop resilience (Public Health England, 2021). It is everyone’s responsibility to promote children’s wellbeing and to recognise any concerns, especially when they are working with children (NSPCC, 2021).

The above section illustrates the importance of maintaining good mental health in young people, furthermore negative life experiences can contribute to poor mental health and can have an effect on the decisions young people make. The below section highlights some of the reasons which may

influence why young people participate in criminal activity which includes negative life experiences.

2.7 Why young people get into crime

There are a variety of reasons why young people become involved in youth crimes. A major factor for children becoming involved in crime is their exposure to adverse childhood experiences (ACEs). “*Adverse childhood experiences are traumatic events, particularly those in early childhood that significantly affect the health and well-being of people*” (Public Health Wales, 2022). In a study on Welsh ACEs, it was found that those individuals with four or more ACEs were 16 times more likely to have committed violence against another person in the last 12 months (Ashton et al., 2015). A few risk factors for youth crime involvement are not limited to adverse childhood experiences (ACEs), as gender, race, poverty, unemployment, lack of education and poor relationships also contributes (Bellis et al., 2012). It is suggested that there are two groups of young people who engage in youth violence. The first group start their involvement very early on in their lives and this then persists into their adulthood, consequently resulting in patterns of violent behaviour. The second group are young people that have become involved in youth violence during their adolescent years and continue into adulthood - as evidenced by the Ashton et al. (2015) study. Both groups have experienced poverty at household and neighbourhood level (Moffitt, 1993). Research has also shown that there are usually multiple factors contributing to young people getting involved in crime (Northern Ireland Direct, 2022); with the reasons being extremely complex (Thompson, 2019) that include but are not limited to; peer pressure, lack of positive role models, broken homes, instability at home and chaotic lifestyles. Furthermore, a document by the Youth Justice Board in 2008 provided evidence to suggest that young people who enter the criminal justice system or who are seen by youth offending teams (YOTs), generally come from more deprived areas and are living unstructured, chaotic lives, meaning there is no consistency in their education, relationship or other life elements (Mason & Prior, 2010).

2.8 Definition of youth crime

Youth crime is difficult to define, many dictionaries and legal texts will have different versions of a definition. Generally, a crime consists of an act or failure to act, which is in breach of legislation or common law and is punishable in a criminal court (lexisnexis, 2022). When these acts or omissions, which amount to a criminal offence, are committed by a young person, it will be considered as youth crime. However, children under the age of 10 in England and Wales are deemed to be below the age of criminal responsibility and cannot be punished as a young offender. Youth cautions

(sections 66ZA and 66ZB Crime and Disorder Act 1998, inserted by section 135(2) Legal Aid Sentencing and Punishment of Offenders Act 2012) are primarily administered by the police and they replaced reprimands and warnings for youths, beginning in April 2013 (section 135(1) Legal Aid Sentencing and Punishment of Offenders Act 2012; LASPO). Following a misdemeanour, a youth receives a reprimand, then if they are caught engaging in further criminal activity, this is followed by a warning, and subsequent criminal activity would be followed by sentencing in court. Prior to this, youths engaging in criminal activity faced first a caution and subsequently court if caught offending again. There is flexibility in the system, which allows serious offending behaviour to be dealt with in court without the offender being issued with a warning or reprimand. Additionally, they could receive a second reprimand/warning for minor offences if authorised by an Inspector, Sergeant or trained Police Constable. The term Youth Justice Services replaced the term Youth Offending Teams. This is important as it heralded a shift from punitive measures and prosecutions to putting the child at the centre of the process. The focus is more on preventing future offences by addressing the child's behaviour, rather than the previous approach of looking backwards at what offences have been committed. Children and young people are treated differently from adults in the Youth Justice System (in as much as the focus in dealing with youths who are involved in crime is on diversion and rehabilitation). The driving factors behind this approach is to avoid the young person becoming more deeply involved in criminal activity (Youth Justice Statistics 2020/21, 2022).

The United Kingdom Government published its Serious Violence Strategy in 2018 which encourages a multi-agency, whole system public health approach to violence prevention (Home Office, 2018). Within the strategy the claim is made that, “*a significant proportion of organised criminals have a history of prolific offending at a young age, with many receiving a criminal sanction before they were 18 years old*” (Home Office, 2018). This means that if it is possible to prevent people offending at a young age it could reduce the ‘*significant proportion of organised criminals*’ which puts an emphasis on the need to have programmes available to deviate young people away from the criminal justice system before they are 18 years old.

2.9 Crime rates

Amendments to the Codes of Practice for the Police and Criminal Evidence Act 1984 (PACE) were introduced in 2014 which added “necessity” to the grounds for arrest. It is no longer sufficient to only suspect someone of having committed an offence to make an arrest; and a police officer is required to consider alternatives and justify the necessity of arrest if they invoke that power. This,

alongside the measures introduced by LASPO, contributed to reductions in the number of children and young persons arrested for all offences (Youth Justice Board for England and Wales, 2022).

Data from the Youth Justice Board for England and Wales shows a decrease in trends in the arrests of children for notifiable offences in England and Wales between the years ending March 2011 to 2021 (Youth Justice Board for England and Wales, 2022, p. 9). As a result of the reductions in the number of young people arrested for all offences, there has been an effect on the number of proven offences committed by children which has shown a steady decrease from 2011-2021 (Youth Justice Board for England and Wales, 2022, Page 20).

Data from the Youth Justice board for England and Wales, shows that the nature of offences committed by children during the same period has changed. The levels of acquisitive crimes were reduced by 11.6% with a corresponding rise in violent offences (Youth Justice Board for England and Wales, 2022, Page 21). However, during the same period, Police Forces were criticised for under-recording many offences which led to changes in policies within the Forces and this may account for some of the changes in the figures - as many violent offences committed had not been previously recorded (HMIC, 2014). Some of the practices identified by HMIC which led to under-recording were classing some criminal offences as anti-social behaviour or recording the incident as a lesser offence (e.g., a burglary classed as theft).

The term 'crime' is used to describe the legislation, and 'offence' is used when discussing what a young person has done (Crown Prosecution Service, 2022). It is more likely for an offender to be given a custodial sentence for a violent offence than an acquisitive offence. Yet juvenile custody rates decreased over the period 2011-2021. This suggests that the actual number of violence against the person offences had not increased, instead the recording policies had changed. Interpersonal violence has severe consequence for an individual's health and social prospects, along with the individual impacts, such as the effect on education and future employment prospects (Mercy et al., 2017). Violence affects communities, wider society and families, placing further pressure on the already stretched public services including health and social care services, the criminal justice service and other relevant sectors like housing, education and transport. Additionally, interpersonal violence is a global public health issue (WHO, 2014) as it is a human rights, pervasive public health, and development challenge (Rosenberg et al., 2006).

As illustrated above there is a need to address the amount of young people in Wales who are involved in criminal activity, although some areas may have seen a reduction in crime rates, for example acquisitive crimes, there have been increases elsewhere such as violent offences. The

sections below highlight some of the descriptions of youth crime problems and expected results from addressing the issues.

2.10 Youth crime problems

Clearly youth crime is a complex social issue and there are many risk factors, such as broken homes, housing, employment, family makeup, mental and physical health issues, which contribute to offending behaviour (Cox, 2012). Moreover, anti-social behaviour continues to be recognised as a significant public concern (Sport England, n.d.), whether youth crime is a specific problem itself is under constant debate. There is a strong argument that it is not the child or the offending, which is the problem, but the problem that needs addressing is that their behaviour is a symptom of innocent, vulnerable children who are in need of care (Case et al., 2021). The expected result from addressing these care issues is that youth crime rates will decrease.

2.11 Sport and Crime

Nichols (2007) identifies that sport is a physical activity with gross bodily movement. Additionally, it may have a competitive element, but individual sports such as weight training are also included. Sport can be used to help reduce crime as it is believed to divert vulnerable young people from criminal activity, as it teaches them to abide by societal norms and motivates them to pursue a more positive future (Armstrong & Hodges-Ramon, 2015). Research by Lauwerier et al. (2020) concluded that to reduce the likelihood of social exclusion further on in life, young people should engage in a combination of activities within which sport makes a contribution. Additionally, Positive Futures, which was initially launched in 2000 across the United Kingdom as a national sports-based inclusion programme, has shown that sport can benefit many young people with a range of social issues including, anti-social behaviour, educational underachievement, and drug and alcohol awareness. This is due to the fact that sport is an activity that attracts and engages young people, during which social and personal developmental work can take place (Sport England, n.d.).

According to Nevill and Poortvliet (2007), it was estimated that there were approximately 75,000 new entrants into the youth justice system in the United Kingdom annually. This may be why using physical activity as a way to help prevent crime is very much focused on the young “at-risk” population and young offenders (Kelly, 2012; Nichols, 2007). The *Kickz* initiative in the United Kingdom is an illustrative example. Funded by the English Premier League and Metropolitan Police, *Kickz* uses football to work with young people aged 12 to 18 years in deprived areas which suffer high levels of anti-social behaviour and crime (Nevill & Poortvliet, 2011). The project is delivered by staff employed by professional football clubs on three or more evenings a week.

Central to these sessions is football coaching, but other sports and a range of workshops are provided, including addressing issues around drug awareness, healthy eating, volunteering, careers, and weapon carrying. While examining the relationship between organized sport participation and youth crime, sociologist and criminologist Carmichael (2008) argued that sport-based interventions were most effective when used as a distraction from anti-social activities, such as gang or drug involvement. Thus, the *Kickz* project works as a diversion as well as a “hook” because football is used to attract troubled individuals who can then, ideally, develop positive relationships with football coaches, youth workers, the police, and other young people, as well as be provided with opportunities for attaining qualifications, work experience, and employment (Cox, 2012).

A study conducted by Project Oracle¹⁸ evaluating sports-based programmes aimed at reducing crime in London, found that on days the *Kickz* sessions were running, crimes associated with young people were reduced by 23% in the case of robbery, 13% for criminal damage, 8% for anti-social behaviour, and 4% for violence (McMahon & Belur, 2013). Further analysis on one specific *Kickz* project in Elthorne Park (North London) revealed that every £1 invested in the programme generated £7 of value for the state and local community (Cox, 2012). The New Philanthropy Capital’s¹⁹ evaluation of *Kickz* in 2011 discovered a 66% reduction in youth crime within a one-mile radius of Elthorne Park since the initiative’s inception (Nevill & Poortvliet, 2011). Team games can foster values of teamwork and discipline, as well as build confidence and self-esteem (UNESCO, 2020). We must not forget that although there are positive outcomes associated with sports and team sports, on the contrary there can be negative outcomes that can have a detrimental effect on participants’ physical, psychological and social state (Merkel, 2013). Of course, such a project has little to offer those who avoid sport. Teaching those engaged in sports programmes the dangers of crime and changing attitudes and aspirations can effect a long-term change. But for these interventions to be successful, the social context in which they occur - for example their social setting and peer pressure (i.e., dynamics of the individual’s mental and physical health, tendencies toward violence, gang tensions, racial and ethnic diversity, and economic deprivation) must also be taken into an account by tailoring each programme to meet the needs of young people of that session. For example, if there were some young people who did not get along with each other or clashes in personalities, the beginning of the sessions could be split in to two groups and overtime could bring the two groups and amalgamate into one group. There is evidence to suggest sport can be an effective vehicle to make positive changes in the lives of disillusioned individuals. However, it may not just be the physical activity involved in participating but it could include the wider package of mentoring, education and support that comes with it (Nevill & Poortvliet, 2011). For example the United Nations Office on Drugs and Crime (UNODC), have said that sport promotes mutual respect and tolerance whilst also teaching social and interpersonal skills. UNODC have said

that through using sport, it has been proven to be an effective way of keeping young people from falling into a cycle of anti-social behaviour, crime, violence and drug use (UNODC, 2018).

The results in England show that a 10% increase in sports participation leads to a fall in overall youth crime between 1.30 and 1.56% and a fall in youth property crimes of between 0.64 and 0.73% (Stephen, 2017). Most attention in studying the relationship between sports participation and crime tends to focus on youth crime rather than crime more generally (Coalter, 2005). In a case study by Ehsani et al. (2012) it was identified that it is possible to reduce the offending rates by diverting young people from criminal activity by engaging in sport and other physical activities whilst also showing how community infrastructure and environments can help lead to pro-social choices more easily than the anti-social choices. Thus, showing how being part of a community and building healthy relationships with neighbours and the surrounding community improves the pro-social choices as one positive change is an initial step into making further positive changes. There are many potentially positive contributions that sport can make to reduce the propensity of young people to commit crime (Ehansi et al., 2012), by providing appropriate support that is accessible.

In a review by the United Kingdom Government (2015) on the social impacts of sport it was illustrated that there was indicative logical model in how participation in sport can help reduce children committing crimes. The initial two stages are project inputs followed by project activities, these come under the bracket of planned activities. Project inputs are the interventions to improve awareness of participation in sport, followed by project activities which are the sporting activities themselves (e.g., swimming, football, boxing). Following that there are the anticipated results, which included project outputs, crime outcomes and impacts. Project outputs are the increased social interaction, increased skills and achievement in sport, increased sports participation, and increased confidence and self-esteem. Crime outcomes are the reductions in recidivism, reduced violent crime and reduced non-violent crime. Impacts are the reductions in overall crime along with increased citizenship and community cohesion (Davies et al., 2015).

2.12 Benefits of sport

Sport has many physical and mental health benefits which are contributors to individuals' likelihood of living healthy long lives whilst extending their life expectancy and improving their overall wellbeing. Additionally participating in sports or any form of physical activity reduces the likelihood of an individual becoming ill or developing major non communicable diseases such as diabetes, certain cancers and heart disease (Taylor et al., 2015). In addition to moral values and essential skills, sports help foster social integration and aid individuals' ability to cope with life's challenges which can result in psychological benefits like reducing depression, stress, anxiety and

improving concentration (Davies et al., 2015). Additionally, there has been considerable evidence supporting the positive effects of sport and exercise particularly its many cognitive and psychological benefits, along with reduced social and ethnic tension. Furthermore, sport has been described as including social interactions that can be described as ‘social glue’ (Taylor et al., 2015).

Sport remains one of the most visible institutions for producing positive social change (Kidd, 2008). A study by Burner et al. (2021) showed that sport-based positive youth development interventions can be effective in improving the lifestyle of young people. Organised sport has been identified globally as a context with the capacity to promote Positive Youth Development (PYD; Holt, 2016).

Sport has inherent developmental value that can impact society in the future (Hall & Reis, 2018). Previous evidence has suggested that a life skills programme integrated in a multi-sport, physical education (PE) setting has positive outcomes in motor and cognitive domains, which are relevant to physical and mental health, including transferable outcomes in cognitive life skills and inhibitory executive function (Pesce et al., 2016). The findings also highlight the usefulness of behavioural, sport-related measures of life skills to identify pathways through which the life skills programme in PE positively impacted fitness and sport skill development (Pesce et al., 2016). Sport for Development (SfD) has been defined as “the use of sport to exert a positive influence on public health, the socialisation of children, youths and adults, the social inclusion of the disadvantaged, the economic development of regions and states, and on fostering intercultural exchange and conflict resolution” (Lyras & Welty Peachey, 2011, p. 311).

Sport provides an opportunity for participants to enter unfamiliar territory and meet new people. Enabling the young people to reflect and talk through performances, be encouraged by peers and coaches, whilst taking responsibility for their own actions and decisions (depending on the sport). The young people are able to recognise the importance of partnership and consensus whilst understanding the reliance on others through their own experience and are then able to experience strong and open intergenerational contact. By sport providing these benefits, it fosters more respectful forms of interaction (Home Office/Sheffield Hallam University, 2006).

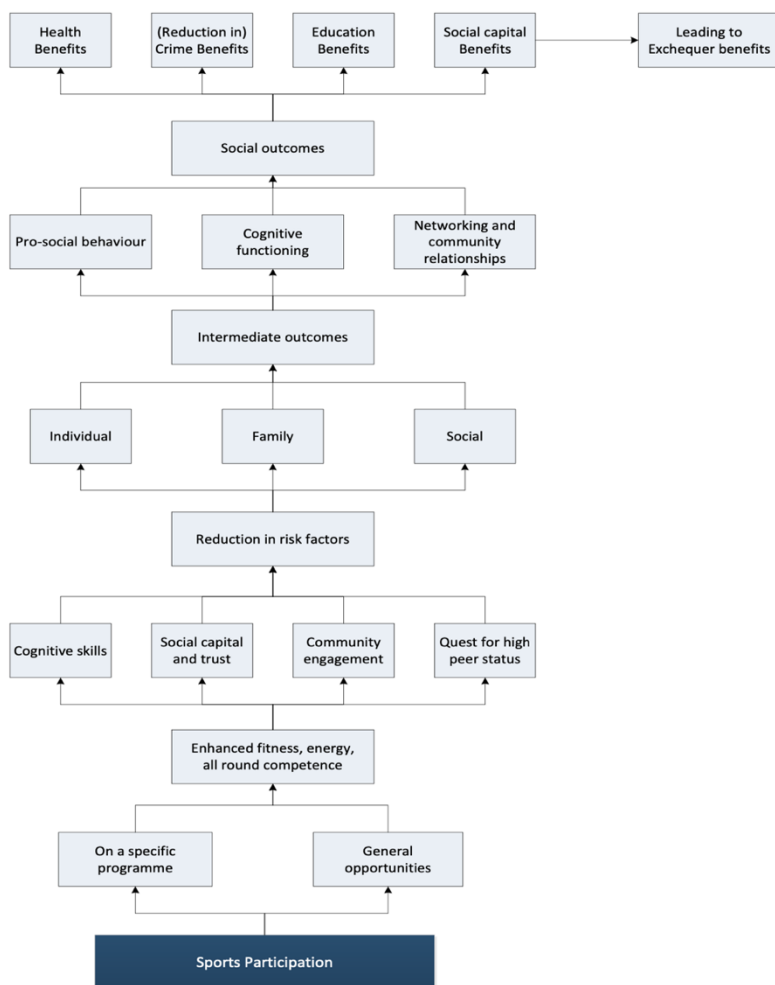
It is essential to remember, especially for young people, that they must have balance between education, training, sporting activities and personal development in their lives (Ghildiyal, 2015). Therefore they (professionals and participants) must be cautious and aware that too much preoccupation with sport and physical activity can have detrimental effects on their physical and mental health. This can occasionally lead to young people becoming preoccupied with their appearance and they may develop distorted self-perception, resulting in engaging in negative

behaviours. In turn this can result in various eating disorders including anorexia and bulimia as well as other serious mental health conditions like body dysmorphia (Chan et al., 2020). Additionally, if young people are currently attending programmes that have been funded and they (the young person and their family/guardians) are not in a position to provide financial support needed for participation (e.g for transport and equipment). This can have a knock on detrimental effect on the young person and as a consequence could result in them being more vulnerable to crime as it may cause them to feel different and let down (Bean et al., 2014).

Furthermore, there are several positive benefits of the use of sport in a social environment, not only to the young person but to the wider community and economy (Davies et al., 2015). This is due to sport being able to improve the social capital benefits, reduction in crime benefits, educational benefits and health benefits. The illustration below demonstrates a summary of the social impact of sport.

Figure 2.1

Summary of the social impacts of sport



Note. A logic model demonstrating the social impacts of sport for young people and society

Source: (CASE, 2015, p. 19).

2.13 Effects of different sports

As with everything, there is no ‘one-size fits all’ (Ehansi et al, 2012) approach to which sports are best suited to vulnerable and most at-risk young people. Thus, a needs-based approach should be employed rather than product-led approach (Coalter et al., 2000), adapting sessions to the individuals involved. There has been some evidence that programmes aimed at developing social and personal skills and improving self-confidence can be effective, as it is hoped that these skills will then be transferable to the wider social context. They can help prevent or reduce offending behaviours as they involve activities that are classed as ‘demanding physical activity programmes or adventure activities that utilise outdoor spaces (Coalter, 1988; Taylor et al., 1999; West & Crompton, 2001). These would be activities like, sailing, surfing and rock climbing. Additionally, some young people may require more individual activities or small-group activities which have less emphasis on competition, minimum formal rules and regulations, and have more emphasis on personally- constructed goals (Ehsani et al., 2012). Certain activities, such as dance or yoga, are more likely to appeal to a larger number of girls, and there is some evidence that children and young people with higher baseline aggression are more attracted to contact sports (Anderson, 1999).

The review, *A Sporting Chance*, was commissioned by the Ministry of Justice to identify best practice across the prison estate and highlight the vital role that sport can play in rehabilitation and reducing offending (Meek, 2018). Many of the current sporting programmes help offenders to achieve vocational qualifications and provide them with tangible employment prospects on release. Team sports like rugby, football and cricket were shown to improve mental and physical health and helping young people with often complex behavioural issues. For example, frequently requiring police interventions for criminal activity, or the young people could be known as ‘nuisance and/or annoyance’ in their community for vandalism and theft. However, team sport can help to change their attitudes and lifestyles and the young person’s views towards life, their community and society (Holloway, 2019). This being said, the evidence does show that sport can help young people, but participation in sport does not guarantee that it will help all young people, it may help some more than others and not all sports contexts will be equally effective for all individuals. A study by Burner et al. (2013) found that there were greater effects for positive youth development, for example it was reported that their skills improved for participants when the intervention involved exposure to individual sports. However, team sport-based programmes resulted in larger effects in the life skills category. Additionally, in a scientific study on the physical effects of sports on individuals Robbins et al. (2021) found that even when two individuals experience the same form of sport there is a variability in responses, for example in a physiological context one may see improved endurance while another may see improved blood sugar. In relation to this study, it is

similar for psychological and social benefits, two participants may see different results, for example one individual may see an improvement in their communication and social skills whereas another may improve their self-confidence. These reasons are not obvious, but this could be due to many factors like, stress, nutrition and sleep which can impact how someone responds to sports (Gam, 2021).

2.14 Various approaches to help young people deviate from criminal activity

Sport-based activities can have a fundamental role to play in preventing young people entering the criminal justice system or becoming involved in criminal activity. This is as sport focused activities can focus on protective factors such as improving relationships, developing everyday life skills, increasing wellbeing and bringing communities together (Coalter, 2013). Research performed collaboratively by Merseyside Violence Reduction Partnership, Edge Hill University, Liverpool Hope University, University of Liverpool and Liverpool John Moores University examined the Merseyside Violence Reduction Partnership 2020-21. This research (which included the use of physical activity) found that tiered management (which focused on different supportive elements depending on how regularly the young person was involved in criminal activity) and targeting interventions in areas where individuals were most-at risk, was appropriate. Additionally, it highlighted the benefits it provided young people and these programmes should be continued with clear monitoring and evaluation of both long and short term impacts (Hough et al., 2021). The benefits of using a tiered approach to deliver the activities is that they used the expertise of commissioning agents who have first-hand experience of working with local service providers and the community. Through sports, a clear focus on diversionary activities, non-traditional means of education (outside of a classroom environment), confidence and team building whilst building participants' mental wellbeing can be implemented (Hough et al., 2021).

The prevention of offending is important as this then results in youth entering the YJS which in turn leads to re-offending (Haines & Case, 2018). These authors describe the best interaction that work for young people and the youth justice system are child-friendly interventions which work on diversion from the formal youth justice system, practice underpinned by participation, engagement and evidence-based partnerships. This suggests that success is measured in lack of involvement with criminal justice system rather than ongoing engagement. Furthermore, Haines and Case (2018) also suggest that waiting to use interventions at a later stage, which are primarily aimed at treating offenders, will potentially escalate matters. This is attributed to a range of factors, for example, mixing with other offenders, a feeling of illegitimate treatment by the young person, not addressing the root causes, and restrictions on future opportunities due to the labels that can be attached to

offenders and criminalisation.

According to HM Government's Serious Violence Strategy (2018), although early intervention and prevention work can adopt universal or targeted approaches, it is necessary to be cautious as the evidence of the long-term benefits for early intervention and prevention programmes is limited (HM Government's Serious Violence Strategy, 2018). The approaches are classed as 'Universal' (primary prevention) and 'Targeted' (secondary intervention). Universal intervention approaches include programmes accessible by all young people regardless of risk factors. Targeted approaches are based on work with sub-populations and certain individuals (Hennigan et al., 2015). These approaches can be used to prevent short-term consequences at the secondary level (where a young person has offended), or after violence has taken place in an attempt to prevent long-term consequences. At the tertiary level (repeat offending), and before violence takes place at the primary level, immediately after violence has taken place (HM Government's Serious Violence Strategy, 2018). In regard to sport, the tertiary level requires extreme levels of expertise and resources, therefore focus is more often placed early intervention and prevention work at the primary and secondary level.

Dubow et al. (2016) recommend that to reduce the likelihood of young people getting involved in violence, prevention programmes should start during primary school and continue into late adulthood. Programmes that focus on prevention are more likely to be accepted by the community as they tend to be in agreement that there is an ongoing issue surrounding anti-social behaviour and/or crimes and they can see that preventative work is being approached as a way of improving their community, and therefore are more easily adopted (Gebo, 2016). There were four key aims identified in the Government's Strategy for primary prevention programmes, however the one section that is relevant to this study is to support positive choice and provide young people with the ability to engage successfully with society, improve their critical thinking, provide a healthy, supportive and stable framework in home or school, and to build self-confidence, character and resilience in young people (Author, 2018). With all these potential positive outcomes that primary prevention has to offer young people there is a need to be cautious as this approach could reduce the intensity and focus on addressing the needs of high-risk youth who may drop out of the Universal programmes.

There is further evidence to support diversionary activities having an increasing potential to support young people, improve their wellbeing, mental health, feel connected within their communities, reducing the risk of violence and building resilience (Hughes et al., 2018; Fancourt & Finn, 2019; Kappe, 2015; Moore et al., 2019).

Diversions programmes need to be based on more precise understandings and definitions of the causes of criminality, the nature of sports processes which are relevant to addressing such factors, and an understanding of the intermediate outcomes (changes in negative attitudes towards life and society) required to achieve the desired final outcomes (changes in criminal and negative behaviours) (Ehansi et al., 2012). Available evidence suggests by Coalter (2005) that outreach approaches (programmes that are in a different setting to the area the young people know), credible leadership, 'bottom-up' approaches, and non-traditional (not in a classroom setting) local provision appear to have the best chance of success with the most marginal at-risk groups. A needs-based, youth work approach may be more appropriate than a product-led sport development approach for these individuals if the young people are unable to participate in sporting activities or their motivations may lie elsewhere such as arts, crafts, music, dance or literature.

Crucially, sport is at its most effective when combined with programmes that address issues of personal and social development. "It appears that... playing sport will not lead to a permanent reduction in crime by itself. Successful programmes require a variety of other support mechanisms to be in place" (Coalter, 2005 p.31). Meaning it is the mentoring, positive experiences, positive relationships, continuity and personal development that assist in the reduction of crime.

In a Welsh context Hughes et al. (2018) examined ACEs, stating that building resiliency can support young people in overcoming trauma and hardship. They also found that resiliency resources helped to protect against mental illness, and sport can help with ACE's as participation in sport was associated with lower levels of mental illness, including those living with ACEs. There are key sources of resiliency during childhood, including relational, community and personal resources, leisure and social activities and trusted relationships (Hughes et al., 2018). The interventions must be able to provide a space where young people feel safe and have an opportunity to build and form trusted relationships (Hough & Quigg, 2021). It is not just the relationship between the young person and the service provider or deliverer that is important, the wider network of relationships between their communities, other young people and between authorities are important, as this can help them develop a sense of belonging and social bonds (Wood, 2014).

Witt and Caldwell (2010) identified eight positive elements of a programme design, and those eight features are: physical and psychological safety, appropriate structure, supportive relationship, opportunities to belong, positive social norms, support for efficacy and mattering, opportunities for skill building and integration of family, school and community efforts. Feature one, physical and psychological safety is the safe and health promoting facilities and practises that contribute to a safe peer group interaction and reduce confrontational peer interactions. Appropriate structure is setting

limits, continuity and predictability, clear boundaries and constant rules and expectations with age-appropriate monitoring. Supportive relationships are described as good and clear communication, support, guidance and responsiveness. Opportunities to belong is where there are opportunities for meaningful inclusion regardless of one's ethnicity, sexual orientation, gender or disabilities enabling social inclusion, integration and engagement. Positive social norms are the values, morals, obligation for service and expectations. Support for efficacy and mattering are empowerment practices that support autonomy, having an impact in their community; practices that includes responsibility granting and meaningful challenge therefore practices that focus on improvement rather than on relative performance levels. Opportunities for skill building which are the provisions to enable learning physical, psychological, emotional, intellectual and social skills along with preparation for adult employment and communication skills. The final feature is integration of family, school and community efforts which is co-ordination and synergy among family, school and community.

2.15 Sport core values

There are many core values to sport; The United Nations Educational, Scientific and Cultural Organization (UNESCO) state that sport offers values including fairness, teambuilding, equality, discipline, inclusion, perseverance and respect (UNESCO, 2020). These values are compatible with the principles necessary for development and peace and when they are learnt through sport they can help empower individuals and enhance their psychosocial well-being, such as their self-esteem and increase their resiliency (Charity et al., 2013).

Additionally, Inspiresport describes development as being part of a *“process of enlarging people's choices and increasing the opportunities available to all members of society”*. Sport can have a significant positive impact on young people, not only does it keep them active and healthy, but it also encompasses many key life skills, such as responsibility, teamwork, self-discipline, and respect among many others (Inspiresport, 2022). It must be noted that sport does not always lead to positive outcomes. Ehsani et al. (2012) state that “Sport, however, is a reflection of society” (p. 100) due to encompassing some of the worst human characteristics, for example discrimination, racism, drug abuse, cheating and violence. This does not mean that all the negatives outweigh the potential positive results from sport. These potentially negative outcomes for some participants notwithstanding, sport can provide an environment that might not otherwise be available for some children to help them to develop essential life skills. For example, vulnerable children who have not had the support, background, opportunities and role models might make the wrong choices if they encounter these factors in sport. For example, when faced with the opportunity to cheat, take drugs

etc. they might be more likely to do so for the above reasons. It was reported by UNODC (2002), that sports have been found to be linked with alcohol and other drug use by young people. Also, some studies suggest that young males who participate in sport are at greater risk than young females whereas others show that girls are just as likely to use substances in harmful ways (Okruhlica et al., 2001). Studies also suggest that even those who play sports on a recreational basis may use substances in risky ways (for example, while they play their sports; T Crabb, 2000).

It is important to define life skills. Currently, within the sport psychology domain, a number of definitions exist that have been developed to describe the term life skills. For example, Danish et al. (2004) defined life skills as, “Skills that enable individuals to succeed in the different environments in which they live, such as school, home, and in their neighbourhoods” (p. 40). Furthermore, Danish et al. (2004) considered life skills as behavioural (e.g., communicating effectively with peers/adults) or cognitive (e.g., making effective decisions), interpersonal (e.g., being assertive), or intrapersonal (e.g., setting goals) in nature. Building on this definition, Gould and Carson (2008) proposed that life skills are, “Those internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sport and are transferred for use in non-sport settings” (p. 60). In their review of the life skills development literature, Gould and Carson (2008, p. 67) noted that, “too often, researchers have failed to identify explanations for how life skills may function to improve a young person’s life and well-being”, and consequently, outlined a set of recommendations for sport-based life skills researchers. These included: (1) identifying theoretical explanations for life skills development, (2) promoting a variety of research advances (e.g., valid measures, longitudinal studies and experimental trials) focused on life skills in sport, and (3) examining the conditions that might facilitate the transfer of life skills from sport .

This is important to take into consideration for those who are organising and delivering sport programmes aimed at youth crime prevention as the sporting prevention programmes might provide the only direction and structure that these young people encounter. Thus, it is important to ensure the content within the programme can contribute to the development of the life skills of the young people.

2.16 Risk factors for young people offending

Many of the risk factors correlated with high-rate offending are those associated with deprivation and disadvantage. High-rate offending is defined as statistically the most likely to commit another offence and typically have more than one offence (Farrington et al., 2010). Among these were poor

child-rearing and supervision, antisocial parents and siblings, low family income, and school failure (Farrington, 2010). Thus, children who come from homes where discipline is inconsistent and erratic; where parents do not care for them; where parents themselves may have problems with drugs and crime; where parents are poor and unemployed,; and who do not achieve at school, and who do not make a successful transition to the labour market, make up the group of individuals who are most likely to be potential offenders. The United States Surgeon General (2001) reported that these risk factors are most important during childhood, while during adolescence peer-related risk factors become more important. These factors include weak ties to peers and belonging to a gang. Protective factors include being tolerant of deviance and being committed to school (Surgeon General, 2001).

To be successful, social development programmes must change some or all of these factors that put youth at risk of behavioural problems and other factors that can lead to offending. However, while programmes must address these risk factors, programme planners must always remember that not all children who are at risk will become offenders. Thus, it is important that programmes do not make the situation worse by singling some children out and consequently stigmatizing them. Further, Greenwood and his colleagues (1998) have shown that interventions targeting at high-risk youth are more cost-effective than interventions aimed at all youth. In team sports especially, there is a sense of camaraderie, and the young people tend to follow by examples (Inspiresport, 2022) therefore if there are programmes that have a strong positive leadership/role model who can gain a good working relationship with the young people the children have the opportunity to see how they have more life options than their current life situation. Regardless, many of the factors that place some children at risk of involvement in youth crime are deeply embedded in their background and social contexts (US Office of the Surgeon General, 2001), therefore making it difficult for an intervention such as a sport programme to be effective in the light of these risk factors (UNODC, 2002).

2.17 Barriers to successful programmes

Funding, collaboration, negative peer pressure, lack of access/accessibility of programmes, inclusivity, too much of a targeted approach rather than open approach, are all potential barriers to a successful programme being run. In a systematic review by Hoare and Somerset (2018) it was identified that key barriers to programmes being run successfully are ‘cost’ and ‘time’. Furthermore, the retention of participants can be difficult especially if there is inconsistency on how frequently sessions are run, due to different factors including illness of programme deliverers or consequences of a global pandemic.

Understanding the barriers and enablers to successful programmes and potential outcomes of programmes does not tell us why or how the process of change happens for the participant. Although this study does not explore this process, it is still relevant to discuss potential explanation for the process of behaviour change.

For example, learning theories explain the process of changing a young person's behaviour, such as using role models, retention of visual information (for example a demonstration on how to conduct a particular movement in boxing) amongst other factors. The section below discusses the most influential theory that outlines the process of behaviour change.

Despite the positive outcomes sport can offer young people, evidence from a sporting programme in Brazil that used rugby to foster positive social transformation for young people suggested that any overall positive changes only occurred in a few individual cases although an explanation for this was not offered (Hall & Reis, 2018).

Clearly, there is potential for sport programmes to be effective, although not consistently. Identifying factors that influence the varied outcomes appears to be important therefore, so that any modifiable influencing factors can be identified and manipulated to improve the potential of positive outcomes for as many participants as possible. Factors associated with programme delivery and implementation could offer modifiable factors (Bolling et al., 2018) and therefore being able to identify and evaluate these consistently across different programmes to enable comparisons between them, would be useful. The RE-AIM framework provides a method of doing this, and although it has been widely used to plan and evaluate other social and health related intervention programmes, there is no research which has used the framework within the context of sport programmes for preventing youth involvement in crime.

2.18 RE-AIM framework

A regularly used framework within the U.S health and medical research agencies is Glasgow and colleague's RE-AIM framework; it has been implemented across populations, settings and health conditions. The RE-AIM framework expands on previous clinical effectiveness research which focused on physiological outcomes, by incorporating multiple factors (including policy, environmental, and individual components) that impact public health (Glasgow et al., 2019). Additionally, RE-AIM considers adaptations to data collection in a longitudinal, multi-method and multi-level manner which includes data collection at multiple timepoints and from multiple stakeholders, using various data collection approaches (Harden et al., 2018), for example interviews, observations and focus groups.

A similar framework to the RE-AIM framework is the Implementation Outcomes Framework (IOF). The principal distinction between the two frameworks was an inclusion of individual level factors (RE-AIM) and predictors or antecedents of dissemination and implementation outcomes (IOF). IOF was developed to clarify dissemination and implementation outcomes for the specific field of dissemination and implementation research (Proctor et al., 2010). The RE-AIM framework is however, more appropriate to use in the current research as it was developed to be used across research areas and encourage some assessment of external validity in efficacy trials and assessment of internal validity in dissemination and implementation trials (Estabrooks & Gyurcsik, 2003). A similar model that is included within Glasgow and colleague's (2019) RE-AIM model is the Practical, Robust, Implementation, and Sustainability Model (PRISM). A unique factor of PRISM is its focus on enhancing setting-level maintenance characteristics through focusing on the implementation and sustainability infrastructure which include job requirements, ongoing audit(s) and feedback as well as institutionalisation of intervention activities (Beck et al., 2009). PRISM concentrates on specific contextual factors that range from external macro-level ones that include policies, guidelines, characteristics of an intervention (for example, cost, complexity) and the particular intervention and implementation system (Glasgow et al., 2019). PRISM facilitates an in-depth review of each element in the model but was not applied in the current study due to the fact that the data collected was not suitable to implement the PRISM model. Instead, RE-AIM was deemed an appropriate framework for use here.

RE-AIM stands for Reach (R), Effectiveness (E), and Maintenance (M), these are the individual participant levels within the framework (for example Reach, Effectiveness and Maintenance refer to intended benefits to the participants in the programme). Adoption (A), Implementation (I), and Maintenance (M) include elements that concentrate on the staff that are delivering the programme(s) and on setting levels. Maintenance therefore has two areas that it covers; the individual participant level investigates the long-term effectiveness and the setting-level looks at sustainability after originally-funded research is completed (Glasgow et al., 2019). The setting level within the RE-AIM framework often incorporates multiple-levels and real world contextual factors for example, settings may include clinics, or schools, within communities or larger systems, and within these settings are nested clinicians, teachers, or human resources staff responsible for implementation (Glasgow et al., 2019).

Reach

Reach is the number, percent of target audience and representative characteristics of those who participate. This refers to who was intended to benefit from the intervention programme or service and who actually participated. The data required is the denominator, which is the number of eligible participants, the target population. The numerator is also required; this is the number of eligible participants that take part.

Effectiveness

Effectiveness refers to the change in outcomes and impact on criminal activity and any adverse outcomes of the intervention. Effectiveness identifies the most important benefit the programme is trying to achieve and any likely negative outcomes. To gather this information the required data are the primary intended outcome and the potential negative outcomes.

Adoption

Adoption is the number, percent and representativeness of settings that deliver the programmes. For example, where the programme is or was applied and who applied and delivered the programme. Data that are required is the denominator, which is number of eligible providers that could provide the programme, and the numerator, which is the number of actual eligible service providers. Lastly comparative information is needed on the target population of programmes. For example, whether or not the programme could be scaled up or applied in a different setting and if so, how this would be achieved.

Implementation

Implementation is the extent to which a programme is delivered consistently, along with the duration of the programme (for example, 12 months) and cost of the programme. Questions asked in relation to implementation are, “how consistently was the programme delivered and how was/will it be adapted?” To explore implementation the following information is required: information on key components and essential elements of the programme; variability in delivery of the programme (i.e., consistency across staff, settings, time, and programme components), and the resource allocated to provide the programme.

Maintenance

Maintenance is explored by identifying when the programme was made operational, how long was/will it be sustained for, and, how long the results are sustained. To enable measurement of maintenance the following data are required: documentation of sustained delivery, and the primary outcome data 6 or 12 months post intervention.

In summary the dimensions of RE-AIM include **R**each into the target population, **E**ffectiveness in changing health outcomes, rate of **A**doption in delivery settings, degree of **I**mplementation as intended and related costs, and **M**aintenance of health outcome changes and implementation of the intervention over time (Kennedy et al., 2021).

In regard to the current study, settings include programmes that are run within communities for young people and within these settings there are programme leaders/deliverers who are responsible for implementation (Glasgow et al., 2019). Furthermore, all dimensions within the RE-AIM framework are complex, however, implementation has the most indices as it concentrates on the extent to which a programme is implemented consistently across various settings, staff and individuals who are participating in the programme. RE-AIM incorporates costs and adaptations that have been made from various stakeholder perspectives (Glasgow et al., 2018); these are included within the Implementation and Maintenance at the setting level as programmes could not run without the budget and participants to implement and maintain the programme.

The RE-AIM framework has been applied previously in one study to review the implementation of school based physical activity programmes, as discussed in the review which evaluates physical activity interventions in schools (Kennedy et al., 2021). Through implementing the RE-AIM framework this study provided recommendations for the programmes on how to improve future practices and how the intervention can be measured and communicated. Additionally, the recommendations highlight how future interventions should be designed with dissemination in mind and be guided by appropriate frameworks which would improve the accuracy of data collected and reporting to articulate accurate results. As illustrated by this example, RE-AIM has been previously used as a framework to implement and evaluate programmes/provision aimed at health prevention in young people. Therefore, this is a suitable framework for use in the current study which aims to carry out a scoping review of sporting/physical activity programmes that are commissioned by Police and Crime Commissioners (PCC) in Wales to prevent young people who are vulnerable from entering the criminal justice system. The value of using the RE-AIM framework in this way and in

this context is that it offers a consistent framework that can be applied across the different contexts and regions in Wales, irrespective of any variations in the programmes that are offered, e.g., in terms of delivery or data recording. In addition, it offers a framework that has immediate real-world applicability which will enable practical recommendations to be made for the PCC Offices in developing an all-Wales approach to their programmes aimed at preventing youth involvement in crime. In doing so, this study will make a novel contribution to the literature as there is no such study which has yet to do this.

In relation to this study, it has been noted that not all evaluations or studies need to focus on all components of RE-AIM, especially those which do not have large budgets. Smaller projects should address the components which are best suited for their question, stakeholders and stage of research (Glasgow et al., 2019). It has also been noted that although the use of RE-AIM in real world settings can be a challenge due to the nature of the various forms of data collections it can require alongside the various elements of RE-AIM. For example, the challenge may lie in the fact that in a real-world setting the required data might not be collected or be able to be collected. This being said RE-AIM can be successful and could lead to more in-depth evaluations and successful outcomes of interventions due to the nature of the framework (Glasgow et al., 2013).

2.19 Research rationale

There are currently gaps in research for sporting/physical activity programmes that are used to prevent young people from offending or entering the criminal justice system in Wales. Based on a literature search at the time of writing, this is the first piece of research that takes a whole Wales approach to identify and understand programmes funded by the Police and Crime Commissioners, and, which adopts the RE-AIM framework to provide a scoping review of this provision. There is a need to better understand and enhance the quality of youth sport based Positive Youth Development (PYD) intervention research, including stronger research designs and better implementation protocols (Murphy et al., 2018). Furthermore, it has been noted that despite the popularity of sport as a development tool, evidence that sport produces extensive positive change remains anecdotal (Coalter, 2015). Subsequently, a 'lack of evidence' discourse in the field has emerged in the literature (Nichols et al., 2011) specifically concerning underlying assumptions, as well as the monitoring, evaluation and reliability of evidence produced by SfD programmes (Harris & Adams, 2016).

Implementing the RE-AIM framework (Glasgow et al., 2012) enables a systematic approach to audit data collected from police and crime commissioners and the programme providers. This

framework encompasses the key factors that need to be considered to make an intervention successful. Therefore, ensuring that the research adopts a comprehensive approach to analysing the programme.

2.20 Applied rationale

It is important to focus on young people as evidence by (Fraser-Thomas, Côté et al. 2005) has shown that early intervention can divert young people's attention away from crime and offending and can be very successful in helping them achieve a future without offending by developing life skills. Research has shown that physical activity and sport for young people who are vulnerable and at risk of offending provides them with an opportunity to change their lifestyles, if they are given appropriate support (Welshman, 2007). Not only can it have benefits for them but also the community that they are living in as it can divert young people from crime and anti-social behaviour. However, it is worth noting that even though physical activity and sport can help divert young people from crime they are not always as effective as they could be (Streetgames.co.uk). The young people can still be affected by peer pressure and if there are financial or transport constraints which can limit their participation in the programmes. Also, there could be inconsistencies in the delivery of programmes, the funding provided may not have been substantial enough. Furthermore, programmes only provide support and guidance whilst the young people are attending, therefore when the young people return to their usual environment this could possibly hinder the positive effects that participating in the programmes might offer.

Sport clearly has the potential to provide a variety of social and recreational networks. By providing a routine it promotes social interaction which are important to community development, mental health and social inclusion (Coalter, 2005).

3. Methods

3.1. Research Design

3.1.1. Research philosophy

I have adopted a pragmatic philosophical approach to this research. Giacobbi et al. (2005, p. 18) state that, “the pragmatic researcher is sensitive to the social, historical and political context”, which is of particular and primary relevance here. According to Rorty (1991), pragmatism emphasizes the practical problems experienced by people, the research questions posited, and the consequences of inquiry, the benefit of pragmatism in comparison to other approaches of research is that it creates room for the exploration of how an individual experience(s), and views knowing and acting as shaped through social interaction. For example, the way that programme managers in the projects choose how to evaluate the programme may be shaped by normative beliefs surrounding the nature of evidence (Cordeiro & Kelly, 2020). Pragmatists tend to use one or more appropriate methods to the specific research question being asked while simultaneously considering the consequences of such inquiry (Cherryholmes, 1992). Furthermore, pragmatists opt for methods and theories that are more useful within specific contexts (e.g., those that provide answers to practical problems; Giacobbi et al., 2005). Pragmatists evaluate research findings based on their practical, social, and moral consequences. A pragmatic research philosophy embraces mixed method approaches to applied research questions. The use of mixed methods within a pragmatic philosophy helps address applied research questions from a theoretical perspective (Giacobbi et al., 2005). For example pragmatism is often associated with mixed methods and has been said to be “where the focus is on the consequences of research and on the research questions rather than on the methods” (Walsh & Kushik, 2019). In relation to this research study the focus is on identifying the physical activity/sport programmes that are currently available throughout Wales for crime prevention in young people that are funded by the PCCOs and Police Forces, and, the characteristics of each programme. As a consequence, pragmatism was the most relevant approach for this study due to the fact it was somewhat of an unknown nature of data that would be available when I began on the project. Furthermore, as previously stated, the study is to help the PCCOs understand the current provision of sporting and/or physical activity preventative programmes in place throughout Wales to aid them improving the current programmes that are in place. It has been said by Kaushik and Walsh (2019) that “pragmatism is focused on the future” which reflects what this study intends to achieve, focusing on current provisions in place and how they can be better implemented in the future.

This research is looking at young people who are vulnerable to entering the criminal justice system in Wales and by taking a pragmatic approach there is a strong fit with pragmatism and advocacy of social justice (Morgan, 2014). It has been said that pragmatism concentrates on meaningful research with a desire for a better world (Wolfe 1999). Essentially, this research wants to be able to provide the PCCOs in Wales with an audit of current programmes in place and recommendations on how to improve the current programmes to benefit the young people, pragmatism enable to build communities that make necessary opportunities and resources available for each individual such that they fully realize their capacities and potentials through participation in political, social, and cultural life (Westbrook 1991).

Mixed method research involves a combination of procedures where two or more data collection techniques and forms of analyses are used and both contribute to the final results (Tashakkori & Teddlie, 1998). As discussed by Creswell (2003) and Tashakkori and Teddlie (1998), mixed method research involves both data collection techniques and analyses because the data collected dictates the analyses performed. This aligns with the pragmatic approach to the research as I did not have control over what type of data was collected as the data retrieved was secondary data which resulted in a range of data types being available for analysis. A mixed methods approach allows the researcher to produce a coherent research whole that better represents the research question, and, therefore, furthers understanding of the complex political, social, cultural and historical trajectories of the phenomenon under investigation.

The research examines real-world interventions that are delivered within a political context of Welsh Government policy based on the WBFGA (2015) and explicitly recognises the different social environments of the regions throughout Wales that are under examination. This considers the region's demographic and socioeconomic profiles and the geographical context within each Police Force region. As part of the researcher's pragmatic approach, the research includes both quantitative and qualitative data sources and, adopting a mixed methods approach, integrates these to arrive at conclusions based on the most comprehensive dataset available. These conclusions will be used to derive real-world practical recommendations to improve the ongoing work being carried out. A case study approach is adopted in this research which enables it to account for the different contexts, for example, the Police and Crime Commissioners Offices' and the Forces' programme providers. Furthermore, this case study approach involves initially examining the Forces as four individual cases which enables the research to adopt an all-Wales approach via a cross case analysis. This is discussed further in section 3.1.2 .

3.1.2. Research methodology

This research is using a case study methodology (Crowe et al., 2011) approach and methodology. According to Yin (2018), research that concentrates on the questions of who, what, where, how and how many, shares similarities to survey and archival analysis research. This research study addresses these types of questions and as such, is aligned with this case study approach. Focusing on contemporary events within the research areas of interest, the research uses secondary sources of data to explore these types of questions. The case study approach allows in-depth, multi-faceted explorations of complex issues in their real-life settings. The value of the case study approach is well recognised in the fields of business, law and policy, but somewhat less so in health services research (Crowe et al., 2012). Case studies are an empirical method, which investigate a current phenomenon in depth and within its real world context relying on multiple sources of evidence (these are discussed in detail in section 3.5).

Smith and Sparkes (2016) identify four functional versions of case studies: intrinsic; instrumental; collective, and crucial. An intrinsic case relates to a specific interest, for example, an individual or occurrence of a particular event, that is not tied to an overarching concept or theoretical construct. An instrumental case pertains more specifically to the generation of a wider understanding about the phenomena behind the case of interest. Within health-related contexts, case studies are deemed to be an under-utilised resource, particularly when an enhanced understanding of the mechanisms behind a phenomenon that underpin any observed effects, could indeed be vital to the success of long-term implementation strategies (Paparini et al., 2020). Where multiple cases are reviewed concurrently the term collective case is used. This approach encompasses data collected from several instrumental cases, often with the aim of strengthening theoretical construction and/or the generalisation of findings. The final, and least accepted type, of case study is the crucial approach (Gerring, 2004). These cases are often deliberately selected because they are unique or represent a specific target of interest. Hodge and Sharp (2019) raise concerns regarding the definition of what constitutes the most ‘crucial’ element of a particular concept of interest. Such cases often explore deviants, negative examples (i.e., a failure of effect, selection for a team) or closely align to a theoretical perspective (Hodge & Sharp, 2019). Often a misunderstood mode of research inquiry (Yin, 2018), case studies afford researchers the unique opportunity to holistically explore in depth a specific, often complex phenomenon, bounded by place and time, in a pragmatic real-world context (Schwandt, 1997). The ‘case’ can be a person, group, event, or community, whose situation and collated data is used to help explain ‘how’ and ‘why’ the phenomena of interest may work (Stake,

2005). In case study research it is important to narrow down the focus, depth and breadth of the case, establishing not just what it will be, but conversely what it will not be (Baxter & Jack, 2008).

This study is an instrumental case study as it focuses on a particular case, which in this study are sporting preventative programmes that are run in each Police Force in Wales that are funded by the Police and Crime Commissioners in Wales and which are used as a preventative measure to help divert young people in Wales from the criminal justice system and criminal activity. This is examined to provide insight into an issue and to draw a generalisation, whilst also providing a supportive role by providing information that could be used to support practise with recommendations for optimal practise. By providing a supportive role it enables external professionals to understand the current picture in Wales on a Force by Force basis, giving external professionals (local authorities and governments) an opportunity to see how they could implement physical activities and/or sport interventions to aide young people living in Wales. In this study the cases are referred to as the programmes.

3.2 Welsh Police Forces Context

3.2.1. Dyfed Powys

Dyfed Powys has a population of over 515,114 (which increases with tourists each year), and is populated by predominantly white British people. Black and minority ethnic groups represent just over 2% of the population. The Force covers the four western counties of Wales: Carmarthenshire, Ceredigion, Pembrokeshire and Powys. Geographically, Dyfed Powys is the largest Police Force in England and Wales; the Police Force covers a land mass of over half of Wales, covering a vast 4,188 square miles, including 350 miles of coastline. The geography presents significant challenges; there are many remote rural communities along with a number of relatively small centres of population ranging from St David's in the West across to Crickhowell in the East, up to Welshpool in the North, and Llanelli in the South. Additionally, there are two main ports, one in Pembroke Dock and another in Fishguard which provide a potential criminal pathway between the UK mainland and Ireland. The mountainous areas in Wales inhibits communication networks, especially in rural settings such as Pembrokeshire in Dyfed Powys. Around 0.5 million people who live within Dyfed Powys live in a predominantly rural setting. A rural setting is described as an open swath of land that has few buildings or homes, and the populations density is very low (National Geographic, 2022). Furthermore, Dyfed Powys is home to Aberystwyth University and University of Wales Trinity St David, and this has an impact on the population density during academic term times.

Dyfed Powys has a lower than national level of deprivation, as the Welsh average was 16% (Welsh Government, 2019). Carmarthenshire had a deprivation level of 16% followed by Powys and Ceredigion at 12% and Pembrokeshire at 11% (Welsh Government, 2019) - although there are some more affluent areas (HMICFRS, 2016). Dyfed Powys Police Force currently includes 1,194 Police Officers, 794 Police Staff, 85 Special Constables, 144 Police Community Support Officers and 45 Volunteers (The Police and Crime Plan, 2021).

3.2.2. Gwent

Gwent has a total population of 583,500 people living within five local authorities: Blaenau Gwent, Caerphilly, Monmouthshire, Torfaen and Newport (Gwent Police and Crime Commissioner, 2021). Gwent covers 155,542 square km and its population has increased by 2% over the last 10 years. The county is economically and culturally diverse, with areas of both affluence and deprivation; 12% of Gwent is defined as “most deprived” (Welsh Index of Multiple Deprivation, 2019), and socio-economically disadvantaged communities present additional policing challenges. They may be more vulnerable to crime, particularly where poverty intersects with characteristics such as race and disability. The reasons which make the young people vulnerable to crimes are difficult to identify, however it could include that they are more influenced by repeated exposure to negative portrayals within mainstream media and social media (College of Policing, 2022). Gwent has an ethnic minority population of around 5.2%, rising to around 12.5% in Newport. Newport has the highest proportion of people from a non-White British background in Wales, second only to Cardiff. Additionally, Gwent Police Force has one university in its patch, University of South Wales which changes the population during term time. Gwent Police has two Local Policing Areas – East, which covers the local authority areas of Newport and Monmouthshire, and West, which incorporates Caerphilly, Torfaen and Blaenau Gwent. Gwent Police has an establishment of approximately 1,335 officers, 727 staff and 122 Police Community Support Officers (PCSOs). The Force is 10.3% larger than it was in 2016. During 2019/20, Gwent Police dealt with 181,170 incidents and 57,282 crimes (Joint Strategic Equality Plan 2020-2024, 2020).

3.2.3. North Wales

North Wales Police covers the whole of North Wales, including the counties of the Isle of Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham. The area is mostly rural and includes the Snowdonia National Park, the demonstration of the topography of North Wales and the

nature of its roads is demonstrated by the average travel time being 22 minutes longer than the nation average of 30 minutes whereas North Wales is 52 minutes (His Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS), 2015). The area covers 2,375 square miles with approximately 450 miles of North Wales coastline (HMICFRS, 2015). Similar to Dyfed Powys it also has a vast coastal area, around Anglesey, the Llyn Peninsula and the north coast of Wales. Serving a population of 687,800 people, it has around 1,450 police officers and 250 Police Community Support Officers along with 800 staff (OPCC North Wales, 2022).

The Operational Improvement Programme reviewed a number of operational business areas to improve efficiency and effectiveness. This review was highlighted as an area of good practice by the Welsh Audit Office and resulted in changes to operating models for officers working in response, neighbourhood and custody roles (HMICFRS, 2020).

This diverse mix of areas poses a variety of policing challenges from organised crime groups and cross-border criminality to the prevention and investigation of rural and wildlife crime. In 2018/19 the Force dealt with 402,479 calls, of which 188,874 were incidents. The Force recorded 59,804 crimes for the same period. Nationally, the Force has the lowest risk of personal crime (HMICFRS, 2020).

3.2.4. South Wales

The South Wales Force area includes 64 of the 100 most deprived communities in Wales and is a diverse region featuring rural, coastal and urban areas including the two most populated cities in Wales, Swansea and the capital city, Cardiff, which attracts over 18 million visitors per year. Swansea and Cardiff are also home to over 80,000 students. South Wales Police is the largest police Force in Wales although it is geographically small, covering around 812 square miles and equating to just 10% of the geographical area of Wales. South Wales Police provides a policing service to 1.3 million people (42% of the country's population), serving the following counties Bridgend, Cardiff, Merthyr Tydfil, Neath Port Talbot, Rhondda Cynon Taf, Swansea and the Vale of Glamorgan.

The Force has almost 3,000 police officers and over 2,200 police staff, including Police Community Support Officers (PCSOs) and a team of dedicated volunteers that includes over 200 Special Constables and around 200 Police Youth Volunteers, with a budget of £287 million (South Wales Police, 2022).

South Wales Police Force area includes 43% of the total crime in Wales. South Wales Police reports the most crimes in Wales per 1,000 population, is the 7th most effective in England and Wales in terms of identifying suspects and the 4th most effective in taking action against suspects. South Wales Police is developing ever closer partnerships to protect vulnerable people through multi-agency hubs, and partnerships with local councils, social services, NHS service and St Johns Ambulance. Furthermore, the Force delivers services collaboratively with other Forces where there is not sufficient resources or expertise within South Wales, for example if there is an event in the capital, officers from other Forces may be tasked to join and help provide additional operational support which is called mutual aid (Linda Waters, 2021). South Wales Police is the strategic Force in Wales delivering not only a local service but also providing support for major national events outside the Force area, including in London for the Queens period of mourning and funeral.

The Force polices approximately 500 events each year including national and international sporting events, royal visits, and demonstrations whilst policing the night-time economies in Cardiff and Swansea (HMICFRS, 2019). Policing a capital city brings its own demands and the presence of the Welsh Government requires a dedicated policing unit to ensure the Welsh Government buildings and its staff are safe in their workplace. Despite the increased demand, the Force does not receive capital city status funding (HMICFRS, 2019).

Figure 3.1

Map of Wales's Police Forces



Note. Image showing the geographical areas of each Police Force in Wales.

Source: (Cross Party Group, Senedd, 2018).

Figure 3.2

Map of Dyfed Powys Force



Note. Image showing the geographical area and local authorities of Dyfed Powys Police Force.

Source: (HMIC, 2018).

Figure 3.3

Map of Gwent Police Force



Note. Image illustrating the geographical area and local authorities of Gwent Police Force.

Source: (Estate Strategy, 2017).

Figure 3.4

Map of North Wales Police Force



Note. Image showing the geographical area and local authorities of North Wales Police Force.

Source: (ITV, 2015)

Figure 3.5

Map of South Wales Police Force



Note. Map illustrating South Wales Police Force areas.

Source: (Merthyr Tydfil Borough Council, 2017)

3.2.5. Universities in Wales Police Forces

A key similarity between all four of the Welsh Police Forces is that they all have more than one University within their areas. Within the Dyfed Powys area there are two Universities, Aberystwyth University and University of Wales Trinity Saint David. Aberystwyth University is currently home to 8,040 students (Higher Education Statistics Agency, HESA, 2022) with over five campuses within Aberystwyth, Ceredigion, and four student residences. University of Wales Trinity Saint David has six campuses in total, however only two of those reside in the Dyfed Powys area: Lampeter campus and Carmarthen Campus. Both campuses include student residences. The University of South Wales has one campus in Newport, Gwent which does not include any hall of residences but there are nearby private student residences available.

South Wales Police Force area has five universities: Cardiff University; Swansea University; University of South Wales (Pontypridd campus); Cardiff Metropolitan University, and includes one of University of Wales Trinity Saint David's (UWTSD) campuses, with a combined total of over 89,560 students (there were no data available for University of Wales Trinity Saint David, Swansea Campus). For each university, student numbers are as follows: Cardiff University (33,510), Swansea University (21,465), University of South Wales (23,150) and Cardiff Metropolitan University (11,435), UWTSD Swansea Campus (unknown) (HESA, 2022).

North Wales includes two Universities: Bangor University and Wrexham Glyndwr University, both with a relatively small number of students in comparison to universities within South Wales. Bangor is home to 9,705 students, and Wrexham Glyndwr University has 9,485 (2022). Both Universities have two campuses, Bangor has two halls of residences, and Glyndwr has three halls of residence.

The increase in population during academic terms can cause significant pressures on the police Forces and the type of calls and incidents they receive. For example, more calls are from the local community regarding noise disturbances and anti-social behaviours. Additionally, there are further pressures in Dyfed Powys Police and North Wales regions as the population increases in the summer due to tourists, which can include pressures due to wildlife disturbances. For instance, recently the Welsh police Forces have launched a new campaign with partner agencies such as the RSPCA to raise awareness to tourists about the disturbance to wildlife in coastal areas (Jacques, 2022).

3.2.6. Budgets

There are four Main components and sources of police funding. The main source is government funding to the police and Crime Commissioners (as agreed in the police funding settlement), followed by Council Tax percept (agreed locally based on Welsh Government Council Tax referendum principles), National Priorities (includes funding agreed in the police funding settlement and additional serious violence funding agreed outside of the settlement), counter terrorism policing grant, and then the police capital grant (UK Government, 2022). The total police budget for the year 2021 – 2022 was £768,639, this was broken down as follows; Dyfed Powys £119, 834, Gwent Police £147, 555, North Wales Police £173,364 and South Wales Police (Welsh Government, 2022).

3.3 Youth sport programmes in Wales

Throughout Wales there is a varied number of programmes delivered. In some areas there are more opportunities to engage in sports programmes to help divert young people away from youth crime whereas in other areas they do not have the facilities to participate in similar programmes.

Available programmes available try to engage young people from 8 – 25 sporting activities that are aimed at diverting them away from the criminal justice system. Through Wales, these programmes vary from football sessions, scheduled diversionary activities, small community sport programmes, boxing and kickboxing.

3.4 Programmes reviewed in this research

There are three main aims in this research. Aim one; Conduct an audit of investments made by the Police Forces and Police and Crime Commissioners in Wales that focus on physical activity and sport initiatives as a prevention method to people entering the criminal justice system. Aim two; gather best practice across all Forces in conjunction with the National Board. Aim three; interpret this insight and its relevant value to communities in Wales. The following inclusion criteria identifies the requirements on whether to include the programme or not. Programmes that were included were programmes that focused on: sport and/or physical activity; youth and young people who were predominately involved in criminal activity, or were identified as a possible vulnerable young person who has not yet participated in criminal activity but may do so; and programmes where the one of the objectives was to prevent young people being involved in criminal activity and improve their behaviour. The ages of the young people included in the programmes were between

11 – 18 years old. Furthermore, the inclusions criteria included programmes that were funded by the Police and Crime Commissioners Offices directly or indirectly.

The date range that was searched between in this research was the years 2018 – 2022, this was the date period that the PCCOs requested as the focus for the research. The date range was originally going to be 2020-2022 however, this would have resulted in research and data being received from programmes that were run only during the COVID-19 pandemic and would not have provided clear and accurate for programmes to be delivered without government enforced restrictions.

Additionally, it ensured that the data was up to date and it was only the most recent programmes that related to this study that were searched for.

The 2018 to 2020 were used to understand the criminal justice systems' crime statistics for young people living in Wales. However, the programmes that were looked at were the programmes that were run between 2021 – 2022. Key terms that were involved in the searches were, youth crimes, sporting programmes, physical activity interventions, Welsh children, youth justice service, child behaviour and social change. The exclusion criteria were programmes that were not related to sport for examples activities like arts, furthermore programmes where the main objective was to improve mental health, wellbeing and physical health were excluded.

The review of each programme sought to identify the following information: (1) the age range of the young people involved; (2) the target geographical area that the programme would like to involve; (3) how children can participate (for example, is a referral necessary or can young people attend on an ad-hoc basis); (4) the socioeconomic status of that area; (5) how long the programme is run for; (6) the main funders of the programme; who runs the programme and if it is a non-profit organisation; (7) how often sessions are delivered and their duration; (8) how long the programmes have been established; (9) how the programme effectiveness is evaluated; and (10) if the programme works in collaboration with other agencies.

3.5 Procedure

Initially, publicly available information and documents were retrieved from various website searches with key words relevant to this study, newspaper articles, social media content (Facebook, Twitter, Instagram) and Police and Crime Commissioners' websites. Key search words were youth crime, sport prevention programmes, and youth justice system and five days were given to retrieve the required documents. Five days provided ample opportunity to retrieve documents, but also ensured that unnecessary documents were not included.

Following that an initial virtual meeting was held with representatives from each Police and Crime Commissioner's Office where they provided a brief overview of programme provisions in their areas and provided contact details for personnel related to the programmes with whom to liaise throughout the research. These contacts were then approached to hold an initial meeting where further contacts were identified who would be able to offer experiences and information relevant to the aims of the research. They also signposted the researcher to further individuals who would be able to give input into the research and to sources of relevant information. Thus, a snowball sampling approach was used to identify informants and sources of information to include in the research.

Once information was sourced and retrieved it was organised in a document with one for each individual Force. Headings were used to structure the information regarding each programme, which enabled summaries of each programme to be constructed and carry out comparisons between the programmes.

3.6 Sources of information

Yin (2018) identifies six sources of evidence: documentation, archival records, interviews, direct observations, participant observations and physical artifacts. This research used three of these sources: documentation, archival records and direct observation. Documentation consulted was as follows: emails, minutes of meetings, progress reports of programmes, internal records programmes previously and currently offered, proposals of programmes, administrative documents which include budgets, evaluations of effectiveness of previous and current programmes, news clippings and articles that have been published in community newspapers regarding programmes that aim to prevent young people from offending. Archival records included government statistical data which included crime statistics, deprivation statistics and population estimates, service records or previously delivered programmes nationally, organisational records by Police areas, and budgets.

Table 3.1*Data received from programmes offered by each Police Force*

Dyfed Powys Police	Gwent Police	North Wales Police	South Wales Police
<i>Evidence:</i> PCC website Press Release (Dyfed Powys PCC website, 3 rd November 2020). Qualitative data.	<i>Evidence:</i> Quarterly monitoring reports from Positive Futures and St Giles Trust. Qualitative data and quantitative data.	<i>Evidence:</i> Police and Community Trust Fund (PACT) Impact report produced by Wrexham Glyndwr University in April 2021. Qualitative data.	<i>Evidence:</i> Programme observation. Attended Step into Sport programme in Cardiff in September 2021. Qualitative data.
<i>Source:</i> Identified from a Google search.	<i>Source:</i> Gwent PCCO.	<i>Source:</i> Wrexham Glyndwr University.	<i>Source:</i> Field notes on observations and conversations with participants and key stakeholders: staff delivering the programme and Cardiff Metropolitan University researchers evaluating the programme.
<i>Evidence:</i> Swansea City AFC website press release. Qualitative data.	<i>Evidence:</i> Quarterly service delivery reports - author Positive Futures and St Giles Trust. Qualitative data and quantitative data.	<i>Evidence:</i> Case study from Wrexham Inclusions Football Club. Word document Qualitative data.	<i>Evidence:</i> News article, qualitative data.
<i>Source:</i> Google	<i>Source:</i> Identified from Gwent PCC office. Spreadsheet.	<i>Source:</i> Received by PACT.	<i>Source:</i> Cardiff Metropolitan University website.

Evidence: Newspaper articles. Qualitative data.

Source: Pembrokeshire Herald

Evidence: News report and programme delivery report. Qualitative data and quantitative data.

Source: Dyfed Powys Police Facebook and Dyfed Powys PCC website.

Evidence: Proposal forms for Swans Kickz 2021/2022, from Swansea City Community Trust to the PCC office as a

Evidence: Quarterly and mid-year expenditure reports – author Positive Futures and St Giles Trust, spreadsheet format. Qualitative data and quantitative data.

Source: Gwent PCC office.

Evidence: Aura Leisure description, Word document. Qualitative data.

Source: Aura Leisure.

Evidence: Dechrau Newydd annual report. PDF document. Qualitative data.

Source: PCC office.

Evidence: Checkpoint descriptive overview, word document. Qualitative data.

Evidence: News release. Qualitative data.

Source: South Wales PCC website.

Evidence: Programme report and article publications following an ‘open day’ for professionals and funders to meet the young people involved and the young people’s mentors. Qualitative data.

Source: South Wales Police Facebook and Twitter accounts.

PDF format.

Qualitative data.

Source: Accessed
from PCC office.

Source: Checkpoint
Cymru.

Evidence: Swansea
Community Trust –
Report by Swansea
City AFC, PDF
format. Qualitative.

Source: Accessed
from PCC office.

Evidence: PCC letter
re public
consultation letter.
PDF document,
qualitative data.

Source: From PCC
Office.

Note. Table showing where and what format data was collected in each Police Force.

3.7 Data Analysis

3.7.1 Qualitative Data

Data were analysed in a two-part process, involving first a descriptive element and a second cross case analysis that involved critical review of evidence. The descriptive element involved identifying relevant programmes using the inclusion and exclusion criteria stated above followed by retrieval of information about each programme as identified in Section 3.4. The second element, the cross-case

analysis, identified similarities, differences, areas of good practice (how they record and monitor the programmes, what's on offer and who is the programme targeted at and how they recruit participants) and areas for development across the programmes (Mathison, 2005).

After receiving the data from the relevant programmes which have been identified in Table 3.1 qualitative data were analysed, followed by the quantitative data by tabulating all the information programme by programme using categories that would enable direct comparison between programmes. Once tabulated with clear sections for each programme, written descriptive elements of each programme and their key characteristics were completed. The key characteristics were then entered into a table comprising information about programmes in all four Forces which were used to produce written narratives, summarising and giving a brief overview of each of the programmes that are offered in Wales to enable cross case analysis and the identification of common themes and differences.

Next, the tabulated data and written summaries were used to apply the RE-AIM framework (Glasgow et al., 2012) at an individual level and a service delivery level. The individual level is the Police and Crime Commissioners in this study, and the service delivery level are the programme deliverables assess the Reach, Effectiveness, Adoption, Implementation and Maintenance of each of the programmes (Estabrooks et al., 2021). This was followed by a final cross case analysis of the programmes delivered in Wales using the RE-AIM Framework to identify their good practices, areas for development and similarities.

3.7.2 Quantitative Data

The quantitative data consists of budgets for each programme, funding awarded by the Police and Crime Commissioner, any matched funding, by whom and how much, age of the participants, the number of participants involved, how regularly the sessions are held, the duration of each individual session, the duration of the whole programme, gender composition of programme participants, number currently involved in the youth criminal justice system, and, how many programmes are delivered through a referral process. These data were tabulated, including data from all four Forces to enable descriptive data for the above variables to be produced (see appendix A). These were then used as the basis for written quantitative data overviews for each Force. Followed by a document describing the current Welsh Police context and how it varies in different areas of Wales, these data and summaries were then used for the RE-AIM framework and the cross-case analyses.

3.8 RE-AIM Framework

This study used the RE-AIM Framework which specifies five types of outcomes for programme interventions that are important to decision makers: Reach, Effectiveness, Adoption, Implementation (including costs), and Maintenance (Estabrooks et al., 2021). The model was originally developed in 1999 by Glasgow and colleagues to evaluate potential for actual public health and population impact of health interventions (Glasgow., 1999). It is worth noting that effectiveness was measured as defined by the programme deliverers and funders, thus illustrating the pragmatic approach that was adopted here. I had no control over their effectiveness measures and there was a range of effectiveness indicators as this was not done consistently across Forces. Ideally, this measure would focus on reduction in criminal activity and children entering the criminal justice system. However, any positive outcome (e.g., a case study of improved community cohesion or changed life circumstances for an individual participant) identified by the programme deliverers and funders was used to indicate effectiveness. In addition, this research aimed to identify and compare the measures of effectiveness used in the different regions.

3.8.1. Reach

For this study, reach was the number of the targeted young people who would benefit from the programme and the number of eligible young people for the programme, followed by the number of young people who were eligible that did participate.

3.8.2. Effectiveness

To gather this information the required data was the primary intended outcome and the potential negative outcomes of each of the individual programmes.

3.8.3. Adoption

Data that are required is the denominator, which is number of eligible providers that could provide the programme, and the numerator, which is the number of eligible service providers. Lastly comparative information was needed on the target population of programmes. For example, whether or not the programme could be scaled up or applied in a different setting and if so, how this would be achieved.

3.8.4. Implementation

Questions asked looked at in relation to implementation were, how consistently was the programme delivered and how was/will it be adapted? To explore implementation the following information was required: information on key components and essential elements of the programme; variability in delivery of the programme (i.e., consistency across staff, settings, time, and programme components), and the resource allocated to provide the programme.

3.8.5. Maintenance

Maintenance was explored by identifying when the programme made operational, how long it was sustained for, and, how long the results are sustained. To enable measurement of maintenance the following data was required: documentation of sustained delivery, and the primary outcome data 6 or 12 months post intervention from both the stakeholder (PCCOs) and from the programme deliverers. In this study, maintenance was addressed by documents received from either the programme deliverers or the relevant PCCOs along with informal discussions over Zoom[®] and emails.

4. Results

4.1 Results overview

4.1.1. Key characteristics

A key characteristic throughout all the programmes that are delivered and funded through the Police and Crime Commissioner is that they all included collaborative working and partnering with other external agencies to help deliver the programmes, whether that's local football/boxing clubs, universities and / or volunteers. Throughout the research project there have been many warming stories that I have heard from the professionals and stake holders that have run the projects, and so hearing how some young people have benefited from having the opportunity to take part in sporting activities that they may not have had the access to participating in if it wasn't for the programmes.

4.1.2. Dyfed Powys overview

Working with Swansea City AFC Community Trust, Dyfed Powys delivered a football programme called Premier Kicks (it is also a national programme). Originally, there was a pilot project run in Llanelli and Pembrokeshire areas of the force that was deemed to be very successful and worked closely with the local Police Community Support Officers. The project was aimed at young people between the ages of 8 – 18, however the project also enabled young people from 16 – 25 to have the opportunity to volunteer and act as role models in the project. It is a project that welcomed young people from all backgrounds and abilities in football, sport and personal development with the intentions and aim to prevent and in turn reduce anti-social behaviour.

Premier League Kicks intended to enhance the local community to build a more inclusive community and reduction in anti-social behaviour and youth annoyance. Leading the project are Swansea City AFC Community Trust with external services involved too, such as police, local councils and fire. Additional, proposed outcomes from the project were to provide educational and informative sessions on a multitude of factors, for examples, county lines, knife crime and online safety.

The sessions happen weekly for two hours (first hour 8-11 year olds, second hour 12-18) and it enables young people to participate in playing, officiating, coaching in football and other sports. According to Swansea City Community Trust proposal form, they said they had engaged with over 100 young people from more deprived areas and additional there were 380 young people who attended either virtual and in person workshops around various topics during 2020/2021.

Participants felt overall that they contributed to stronger safer and more inclusive communities (78%).

In the proposal form they wrote about how they would like to be able to deliver the programmes to young people who currently engaged in football clubs and may be disengaged from other community activities. Additionally, they would like to be able to deliver the programme over a wider geographic area within Dyfed Powys with more emphasis given on more rural communities where there previously has been a lack of this type of interventions and provision, towns like Aberystwyth, Carmarthen, Llanelli, Newtown, Pembroke

4.1.3. Gwent overview

Within the Gwent area there were two programmes that were run, Positive Futures and St Giles Trust both programmes began in April 2021 and were due to finish in March 2022.

Positive futures offered diversionary activities to over 2000 young people with the main ages between 12 – 18 year-olds, however the project did include people younger than 12 and older than 18 in the areas of Caerphilly, Newport, Torfaen, Blaenau Gwent and Monmouthshire. Additional to the scheduled diversionary activities there were unscheduled reactive session in certain counties which had been requested by Police and community safety. Positive futures accept referrals from the different sections of the community for example Youth Justice Service and Domestic Violence services and it is open to anyone from all backgrounds.

St Giles is more focused than positive futures as there are just under 30 individuals who have benefited from the programmes funding. The young people involved in St Giles have additional learning needs and learning disabilities, and referrals are sent via Youth Offending services. Different to Positive Futures, there are not necessarily ‘scheduled diversionary’ activities, but the young people are supported by case workers, and peer advisors in every area of Gwent Police Force. The programme works very closely with partners such as Social Services and local authority.

4.1.4. North Wales overview

North Wales currently does not fund or offer any physical activity or other diversionary projects from the Police and Crime Commissioner Offices like the other forces do. However, the Police and Crime Officer funds the Police and Community Trust fund (PACT), which funds community based initiatives and are an independent charity. It does not look at large scale interventions; they fund

projects that are small in size but could play a big part in a bigger picture scenario. In regard to physical activity and sport, they offer funding to Aura Leisure who provide predominately free of charge sport and physical activity activities working closely with Flintshire Youth services. At the time of writing Aura Leisure were in the process of writing a Social Impact Study based on their involvement and how it benefits the young people within their area.

4.1.5. South Wales overview

Offering 140 hours of one to one physical activity sessions to young people between the ages of 11 – 18 in South Wales, is Step into Sport which received funding from the South Wales Police and Crime Commissioner and Cardiff Metropolitan University. The programme hoped that by using the values of sport it can contribute to helping the young people in the Cardiff area help a social change and strong community engagement to assist with the early intervention for youth crimes. Similarly, to other projects throughout this research South Wales also work in partnership with other agencies like Youth Justice System and Sport Cardiff.

4.2 Participants recruited in the programmes

How participants are recruited in the various programmes that are run throughout Wales vary quite considerably. In some programmes, it is a referral process sometimes resulting in the process going to a board for professionals to determine whether that young person is suitable for that programme. In other programmes they are open sessions so anyone could participate, however it is advertised predominately for the young people who may be heading down a more ‘destructive path’ in life and need some additional guidance to help put them on a path that could help them reach their potential. The main age for the programmes is between 12 – 18, however some programmes that there are young people who are over 18 who engage in the sessions but may have different roles and in some other programmes there are young people below the age of 12.

4.3 Budgets

Between three out of the four forces (Dyfed Powys, Gwent and South Wales), the amount of funding that has been successfully awarded to fund the sport programmes and programmes in their areas varies from £20,000 to £300,000. Furthermore, it is worth noting that on top of what the Police and Crime Commissioner agrees to award as a grant that some of the programmes also benefit from partnership working from other agencies like Universities and Social Service therefore

some of the programmes may also actually have a bigger budget than what is awarded by the Police and Crime and Commissioner. At the time of writing, I was unable to get a figure for North Wales.

4.4 Staffing

Throughout the programmes in Wales, all have at least one full time member of staff, some programmes may have additional full, part time or casual members too. Additionally, all the programmes recruit volunteers that play different roles in the programme depending on what the programmes are offering in their areas this could be as a support worker, sporting coach etc.

RE-AIM section of results

4.5 Reach

4.5.1. Dyfed Powys

Within the Dyfed Powys Policing area, there is one programme: *Swans kicks* which recruits children between the ages of eight and 18, 16-25 are able to participate as volunteers. The programme was run in 6 areas: Llanelli, Carmarthen, Pembroke Dock, Aberystwyth and Newtown. Throughout all the programmes there were a total of 1500 participants, who came from a broad range of ethnicities, but the data were not recorded in measurable way. Unlike some programmes which had referral criteria, there were no barriers to participation and there was an open invitation for all children in the area. However, they were targeting young people who were not active members of a football club and local participants that may be disengaged from other community activities.

4.5.2. Gwent

The two programmes in Gwent are Positive Futures and St Giles trust.

Positive Futures is a programme which is designed to engage with children primarily under the age of 25, however there were four participants who were over 25. Positive Futures offers their activities and services to more than 2000 young people throughout the Gwent Police force area. It is an inclusive programme within which males and females are able to engage in, as well as including a diverse range of ethnicities within the programme. The programme is open to all young people, and to include those who may have not heard of it or are reluctant to engage, the programme

accepts referrals from various services in their community; for example, agencies which work in Youth Justice Service or Domestic Violence specialisms are encouraged to refer youths who may benefit from the programme.

St Giles Trust is a small but intense (there is more than a single one hour session per week) programme that covers the whole of the Force area. There were only 29 individuals who participated they all have previous history with substance misuse or come from dysfunctional family background along with additional learning needs. This can the young person more vulnerable, which the possibility of becoming involved in criminal activity. Referrals are made by the Youth Offending Service and then discussed at a panel; police also have the authority to instigate a referral for a young person to participate in the programme.

4.5.3. North Wales

North Wales's Reach cannot be determined due to the fact there was no data reported.

4.5.4. South Wales

Step into Sport provides sporting intervention for children between the ages of 11-18, male and female. The programme does require a referral criterion, the programme is only available to young people who live in the Cardiff area of South Wales.

4.6 Effectiveness

4.6.1. Dyfed Powys

Dyfed Powys began by introducing a pilot programme that was deemed 'very successful' when it was run in Llanelli and Pembrokeshire. They aimed to engage 8-18year olds from all backgrounds and abilities with the aim to prevent and reduce anti-social behaviour. Additionally, the programme aims to give opportunities to 16–25-year-olds to volunteer and act as role models to the younger children.

Proposed outcomes were to provide informative education sessions on issues such as knife crime, county lines, and online safety to aid the reduction of anti-social behaviour. The programme aims to give young people the opportunity for them to realise their potential and encourage enhanced

physical and mental wellbeing amongst other elements. Furthermore, the programme aims to build a more inclusive community and reduction in youth annoyance.

Swansea Kickz receives £300k from Dyfed Powys Police and Crime Commissioner and works along with other agencies including Swansea City AFC and other emergency services.

There was one report document in a PDF format which had some qualitative and quantitative data and there was a proposal form for the programme. Indicating how they previously delivered the programme and subsequently adapted their delivery during the COVID-19 restrictions. It also has quotes from some young people who have participated in the programme sharing how the programme is helping them improve their confidence and skills. Furthermore, it highlights some results from questionnaires they gave the participants showing that 100% of those who completed the survey feel more confident working in a team.

4.6.2. Gwent

Positive Futures had clear desired outcomes and aims of their programme; they wanted to be able to provide scheduled diversionary activity sessions for targeted group populations. They wanted to be able to provide alternative education sessions to young people whilst being able to have young people commit to volunteering with employment opportunities being available. Along with those outcomes, the programme hopes to improve the physical and mental wellbeing of the young people involved in the programme. Positive Futures received £197,922 from Gwent Police and Crime commissioner, additionally the programme worked in collaboration with other agencies, from social service, youth offending teams and the council. There were group and individual data available for the young people involved in quantitative and qualitative forms, furthermore they submitted quarterly and midyear service delivery and expenditure reports which had breakdowns of where and what the money had been spent on, for example, volunteer training, facility hire and staff expenses.

St Giles Trust aims to provide face to face support to young people in the Gwent area, as well as providing phone contact between the meetings. The programme provides diversionary activities that entail going to the gym, cv writing, job applications, and interview techniques. They also help with providing safety plans tailored to each young person. St Giles Trust additionally supports the families of the young people by providing emotional support, advice, guidance on how to care for their child and the warning signs that the children may be participating in criminal activity to look out for. Providing whole school sessions through PowerPoint presentations is one of their aims to help children and young people and their families be better supported to manage risky and unsafe behaviour. By providing sessions similar to those stated, its desire is that the children young people

will have an increased awareness, skills and confidence to make positive choices and not become involved in organised crime and serious violence.

Gwent Police and Crime Commissioner funds the programme with £123,794, similarly to Positive Futures, St Giles Trust provide quarterly and midyear expenditure and service delivery reports in individual and group data format.

In summary, it wouldn't be fair to say if the programme was effective due to the fact the programme was still on going and there is not enough data to make a fair conclusion. However, it would be right to say that the programme is on the right track to being an effective programme as they currently have the funding, provision and staff in place to make the programmes be effective.

4.6.3. North Wales

Effectiveness cannot be determined as there is no programme / data.

4.6.4. South Wales

Step into Sport reported that they had a 100% success rate as there were zero crimes reported among the young people that were chosen to participate as they were suggested as the young people who are currently in the criminal justice system or to prevent them from entering the criminal justice system. The Step into Sport programme aims to have young people use the value of sport to help a social change whilst building a strong commentary engagement to assist with early interventions for youth crime. The aim is to work collaboratively with partners to empower young people and for the young people to realise their potential. Partners include social services, local sporting facilities and Cardiff Metropolitan University who have match funded the programme with the South Wales Police and Crime commissioner, with both partners providing £20,000 each to the programme.

4.7 Adoption

Throughout Wales, there is evidence to show that all the Police and Crime Commissioners and Police Forces are willing to provide funding and offer programmes to help prevent young people from crimes and entering the criminal justice system. However, there is great variation in the way they are or have been willing to provide programmes, willingness was determined by how many programmes have previously been offered and if there is scope for any programmes to be developed

and funded by the Police and Crime Commissioners. This indicates that in the future there may be not new programmes provided for the young people who are vulnerable to crime.

4.7.1. Dyfed Powys

Data collected shows that Dyfed Powys are willing to provide funding for preventative programmes to reduce the number of young people involved in criminal activity. This is demonstrated by the fact there was a pilot programme which was deemed successful and enabled the programme to develop by working in conjunction with external agencies in additional locations in the Force area.

4.7.2. Gwent

It is evidenced that Gwent Police and Crime Commissioner is keen to provide programmes for young people living in the Force area as they currently offer two heavily funded programmes which see many young people attending.

4.7.3. North Wales

North Wales, however, has taken a slightly different approach to funding a programme. Fundamentally, they are willing to adopt programmes to prevent young people from entering the criminal justice system. However, the programme they fund is done so indirectly, as they fund a community project and the community project: PACT fund Aura Leisure who provide free sports sessions on Fridays to young people in North Wales.

This said, North Wales did previously participate in the Street Games project which also provides evidence that they are willing to deliver programmes, this however was with the previous Police and Crime Commissioner.

4.7.4. South Wales

South Wales is willing to provide programmes for young people, however at the time of writing the programmes were only available to the young people of Cardiff, meaning that there are many other young people living in other locations within the South Wales Force who are unable to access the programme, which could be beneficial. Nevertheless, it does show that the Force is willing to offer programmes and it is a new programme which allows plenty of time for it to expand if it is successful.

4.8 Implementation

4.8.1. Dyfed Powys

Dyfed Powys provide regular weekly sessions, and the funding allows the programme to work collaboratively and provide the resources to implement the programme from a successful pilot programme. From the pilot programme it allowed them to be flexible with their approach and to exhibit a breakdown of spending costs. Sessions are run on a weekly basis; each session is 60 minutes long and there have been 225 sessions offered.

4.8.2. Gwent

Funding from the Gwent Police and Crime and Commissioner's Office enables Positive Futures to provide scheduled diversionary interventions to the target population as stated in relation to Reach (see section 4.5.2). Additionally, it allows the programme to work collaboratively with other agencies to enable the targeted young people the best opportunities to achieve the best outcomes from the programme. Furthermore, by providing quarterly and midyear analysis allows an understanding of where there are gaps in provision and where the funding is allocated. The secure funding allows the programme to have the resources to implement the regular scheduled programmes throughout the whole of Gwent Police area Force. The programme offered 387 scheduled diversionary activities, 40 unscheduled reactive sessions (due to ASBOs, requested by Police in Caerphilly, Newport and Torfaen), 96 targeted group interventions, 347 sessions offered from community referrals, 659 alternative education sessions were delivered, 889 hours of sport and physical activity per participant and 469 hours of education per participant.

Similar to Positive Futures, St Giles Trust receive a substantial amount of funding from their Police and Crime Commissioner, which enables them not only to have regular face to face contact with service providers but also to enable the young people to have telephone contact in between the face-to-face meetings. Likewise with Positive Futures, St Giles Trust work with external agencies to provide the best support for the young people whilst also providing educational sessions to schools within the Force. The quarterly and midyear expenditure and service delivery reports allow the providers to see where their funding is being spent and those areas that would benefit from more funding.

4.8.3. North Wales

The only information that was made available is that the delivery of the programme was weekly and free of charge for the young people.

4.8.4. South Wales

Step into Sport works in collaboration with other agencies like Cardiff Metropolitan University; the South Wales Police and Crime Commissioner and Cardiff Metropolitan University each provide the programme with £20,000. This provides weekly 60 minute sessions to 25 young people within the Cardiff postcode and by using local sporting facilities and agencies it helps build a strong community engagement. Looking ahead, the collaboration with a university could provide future research and data reporting on how physical activity interventions could be beneficial to young people, the community and society.

4.9 Maintenance

There are no data available from any programme to show long-term effects on the programme's outcomes six or more months after the most recent intervention.

4.10 RE-AIM Critical analysis

4.10. Reach

4.10.1. Dyfed Powys

In relation to the Reach element for Dyfed Powys, there is no information provided on the young people who are involved in the programme. The gender of the children has not been reported along with inconsistent ethnicity reporting (for example, stating that there is a mix of ethnicities however it is not mentioned by what proportions, and which ethnicities participate). Additionally, it is not known if any of the participants have disabilities as this is not disclosed in any documents. Furthermore, it is unknown how the total number of participants has been quantified; for example, a young person could have just attended one session and no others or could have attended all the sessions but as the data provided was regarding total attendees these details cannot be determined.

4.10.2. Gwent

Positive Futures overall report their Reach clearly and directly (e.g., providing details on each participants ethnicity, gender and age). However, although a referral criterion is noted as being applied to recruit participants, the programme is open to all young people in the area. Although attempts were made to gain clarity on this, the required clarity was not achieved.

Similarly, overall St Giles Trust provides a clear report on their disability Reach although there is no report of the participants' ethnicity, religion or their sex. Furthermore, there is a strict referral criterion, but it is unknown what is included. It does allow vulnerable young people to be engaged in an intense intervention programme, however only a very small sample is included from the total potential targeted population. Only 29 young people participated in St Giles Trust, it is unknown the exact amount of young people who reached the criteria but are not part of the programme. Additionally, attempts were made to gain clarity on the selection process which would have addressed these answers, the clarity was not achieved.

4.10.3. North Wales

No data available to analyse.

4.10.4. South Wales

Step into Sport has a referral process in place, however, there is no clarity on who can make referrals and there is no clarity on who makes the decision on whether the programme is suitable for the young person to accept them onto the programme. Without knowing the source of referrals, it is not possible to determine if all potential vulnerable young people who could benefit from involvement in the programme are targeted and in a position to be referred. The programme does not report the young people's ethnicity, nor does it mention any disabilities.

Furthermore, South Wales Police Force region has a high population in a relatively small geographical area in comparison to other Welsh force regions, however, the programme is only available for the young people residing in the Cardiff area. This means young people in other cities and towns like Swansea, Bridgend, Port Talbot, the Valleys and Barry are not able to attend any sessions.

4.11 Effectiveness

4.11.1. Dyfed Powys

Although Dyfed Powys ran a pilot programme that they ‘deemed successful’, there is no information on how they measured the success and no pre and post measures of factors that could be influenced were taken to understand how it was successful. There is group data available, however it is difficult to understand what data is from the pilot programme and what data is from the current programme. It is positive to see that the participant’s sex is reported and the number of participants from all locations, but it would be beneficial to understand the number of attendees at every location in relation to the crime rates in that area. This would help establish an understanding of whether the programme is reaching the targeted population and is effective.

4.11.2. Gwent

It is difficult to establish *Positive Futures* effectiveness as there were no pre and post data available to measure the effectiveness of the programme or to understand whether they have achieved their intended outcomes.

St Giles Trust has some data reported from case studies which provides evidence of a young person’s experience but statistically it is not possible to compare it to crime rates.

Service delivery reports do not present any pre and post data on potentially influenced variables for comparison.

4.11.3. North Wales

4.11.4. South Wales

The programme identifies a quantifiable measure of effectiveness in number of reported crimes and using this criterion, reports a 100% success rate with zero reported crimes. However, the number of crimes reported prior to the introduction of the programme is not reported for comparison.

4.12 Adoption

To improve every programmes adoption, it would be beneficial for all forces to provide more concise data reporting which includes the target ages, gender, ethnicity, how often the young people attend, pre and post data on crime statistics of the young people to see a pre and post intervention and determine whether the programme is successful. Eventually, providing data which shows the

effectiveness of the programmes, ‘does the programme work?’ after the costing, is it costing more to provide the interventions than it is to have the young people committing crimes over a period of time.

4.13 Implementation

4.13.1. Dyfed Powys

There is no information available detailing the number of staff and/or volunteers that are running the programme and if, with the programme’s expansion, the number has increased from that originally proposed. There is currently no process of consistent monthly or quarterly collection and reporting of monitoring data, including delivery costs. Furthermore, there is no information to show whether there is a limit on the number of sessions that are available to the young people.

4.13.2. Gwent

There are several additional pieces of information that *Positive Futures* could report to enable programme implementation to be better assessed in the future. These include how often sessions are run, the duration of each session and some clarity on whether there is a limit on the number of sessions available per participant. Recording of the number of staff and volunteers would help establish a professional to participant ratio and the cost of this per participant.

Similar to Positive Futures, St Giles Trust could implement more rigorous reporting of how often ‘regular’ sessions are held, the duration of each session, whether every participant receives phone calls in between meetings and whether there is a limited time period for which young people can participate in the programme.

4.13.3. North Wales

4.13.4. South Wales

Step into Sport could adopt more rigorous reporting on how many sessions each participant is able to attend and report on how many sessions have been delivered. However, the programme is currently being evaluated by Cardiff Metropolitan University, which includes both a process evaluation of programme delivery and management, and an effectiveness evaluation of the impact

on participants and intended programme outcomes. Furthermore, the programme does not use any other types of interventions other than physical activity interventions, nor did it have a trial period.

Step into Sport does not provide a breakdown of costs, therefore it cannot be established how the funding is allocated, for example in relation to staffing, equipment, facility rentals, transport and so on. There has not been an information disclosed providing information on whether there is a limit on the amount of the sessions available per individual, nor is the information to show how often the young people participate.

4.14 Cross case analysis

4.14.1 Similarities

4.14.2. Aims

All the programmes share the same aims and objectives, although this may be expressed differently between programmes. Essentially the aim is to ensure young people receive the opportunity to use sport as a positive experience to help steer them away from the criminal justice system. Further, all programmes aim to help build a stronger community engagement to support intervention in youth crimes and would like to achieve a reduction in anti-social behaviour.

4.14.3. Funding

A key similarity across all the Police and Crime Commissioners' Offices is a willingness to provide some funding for physical activity and/or sports as an intervention tool to prevent young people entering the criminal justice system. Although North Wales does not fund a sporting intervention directly, they do invest indirectly, as they fund a community trust fund which provides funding to Aura Leisure who in turn provide free sessions on Friday evenings to young people in the community.

4.14.4. Delivery

All the programmes include young people up to the age of 18 years and all the programmes in Wales work collaboratively with external agencies. Furthermore, all programmes have at least one paid member of staff, who work alongside volunteers to help establish the programmes. The majority of Forces' programmes require a referral to participate in the programme or there is an

entry requirement which has its positives and negatives. All programmes include opportunities for participants to get involved in other activities that are not just sport related, for example, education around drugs, knife crimes, CV writing, job applications and so on.

4.14.5. Monitoring

All programmes provide group level data for total number of participants and the geographical area covered.

4.15 Differences

4.15.1. Funding

There is considerable variation in the amount of funding that is allocated to youth sport-based crime prevention programmes across the Police and Crime Commissioners' Offices. For example, in Gwent there is a total of £321,786 (£197,992 for *Positive Futures* and £123,794 for St Giles Trust) which is 24.0% of the 2020/2021 budget of £1,339,683.00 (Gwent PCC, 2021) allocated to funding programmes. In contrast, *Step into Sport* in South Wales is only allocated £20,000 and Dyfed Powys allocates £300,000 which is 4.8% of the Police and Crime Commissioner's budget for 2020/2021 of £6,196,00 (Dyfed Powys PCC, 2021). At the time of writing, South Wales Police and Crime Commissioners website was unavailable therefore data wasn't collected. It is unknown how much funding is provided to the programme by North Wales Police and Crime Commissioner.

4.15.2. Monitoring and reporting

The amount and type of information for each programme varies considerably, for example at the time of writing there is only a two-page summary written report available for *Step into Sport* and Aura Leisure provision, in comparison with the programmes in Gwent which both produce detailed quarterly and midyear service delivery and expenditure reports. The inconsistency of reporting approaches and evidence offered regarding the programmes makes it difficult to draw comparisons between the programmes and to compare their effectiveness. Equally, not all programmes provide a breakdown of costs, so it is not known where and how much funding is being spent in different areas, for example, whether or not funds are allocated to equipment, venue hire, staff, transport etc. The production of quarterly and midyear service delivery reports are beneficial for capturing the detail required for effective evaluation and development of the programmes. These processes will also enable future comparison across programmes.

4.15.3. Delivery

There appear to be differences in the level of support offered in each programme (ranging from, one weekly session to supporting job applications as well as sports participation). There is also a variation in how often sessions are available for the participants, however it is also difficult to determine this as some programmes report 'regular' sessions but there is no description of what regular means. Programmes run in North Wales and South Wales have both worked in collaboration with a university; therefore, further data and reports are likely to be available in the near future, however there are no such collaborations in programmes held in Gwent and Dyfed Powys.

4.15.4. Good practice

Various elements of good practice are demonstrated by all the programmes, including collaboration; delivery approaches; monitoring and reporting mechanisms; extending opportunities beyond sport participation, and, extending support.

An important point of the good practise is the monitoring and reporting mechanisms of the programmes, this is as it gives everyone who is part of the programme and the funders are clear idea of what is going well and areas to improve on within the programme. Furthermore, it also would highlight the retention duration of the participants and it can show if there is a trend in when participants become less involved or begin to drop off. Monitoring and reporting can be integrated into every section of a programme not just the sporting element but also if it's providing further developmental opportunities for the young people such as volunteering.

4.15.5. Collaboration

One element of good practice is partner collaboration with a university as this enables ongoing evaluation and generates employment opportunities for students graduating from Welsh universities. Furthermore, the programmes that work with local sport providers and facilities can help alleviate the need to purchase additional equipment. A final area of good practice that could be shared in relation to collaboration with external agencies is establishing and maintaining clear and open dialogue between services such as, local councils, health boards, education, and social services.

4.15.6. Delivery approaches

Another element of good practice is when the programmes are run throughout the whole of the force area therefore, they are less likely to not have young people engaged and it opens it up to the majority of young people who are eligible. Clear scheduled diversionary activities and a clear timetable of events provide a clear structured programme for the young people and the providers.

4.15.7. Extending opportunities

A second element of good practice involves supporting young people who are over the age of 18 but under 25 years of age to assist in the running of the programmes, especially those who have gone through the programmes themselves. Another area of good practice that could be shared throughout all the programmes in Wales is additional diversionary activities that are not primarily sporting or physical activity interventions, for example, activities such as, CV writing, interview techniques, educational sessions on current issues affecting young people (knife crime, drugs, mental health) and online safety. Incorporating these into sport-based programmes appears to be a “hook” to engage young people in activities such as these in which they might normally be reluctant to engage.

4.15.8. Extending support

Following on from extending opportunities, mentoring programmes could be beneficial for additional young people and providing as and when required support, for example phone call check-ins between sessions are used by the *St Giles Trust* for the young people who attend the programme. A further example of good practice is the support provided by the *St Giles Trust* to the families of the young people who participate, offering emotional support, advice and guidance whilst also working with the young people to create a safety plan, the data provided does not state whether or not families are involved in the making of the safety plan.

5. Discussion

The overall central research question that this study is aiming to achieve is to conduct a scoping audit of current physical activity and/or sporting programmes in place for young people living in Wales that are currently in or to prevent them entering the criminal justice system throughout each Police Force that is funded by the Police Force or the Police and Crime Commissioner. The purpose of this study is to use the RE-AIM framework (Glasgow et al., 2019) to evaluate each programme and to understand the current sporting or physical activity provision and how each programme is being delivered on a breakdown basis across Wales which have been designed to prevent young people from entering the criminal justice system.

By gathering an overview of what the current state is for physical activity intervention programmes for young people at risk of entering the criminal justice system in Wales, this will then provide learning opportunities for each Force and the National Police Board. Furthermore, it would help enable each Youth Offending Team and social services in each Council in Wales to recommend initiatives to the wider charities to help the young people before they require police intervention and hopefully stop the necessity for Police services.

5.0 Discussion

The purpose of this study was to establish and gather an understanding of what current physical activity and sport interventions are available and being used as a crime prevention tool across the Police Forces and funded by the Police and Crime Commissioners in Wales. The overall findings indicate that the physical activity programmes that are provided vary considerably throughout the country and the funding for each project is considerably different. As far as the author is aware, this is the first study to complete a research audit on the physical activity based programmes to prevent crime that are currently available for young people in Wales. The data suggests that there is preliminary evidence that physical activity can be used as a positive intervention tool to help prevent young people in Wales from entering the criminal justice system. Nevertheless, this evidence is mostly anecdotal and is in varied formats across different Forces, making direct comparison difficult.

Specifically, the three main objectives of the research were:

Objective 1: Conduct an audit of investments and programme provisions made by the Police Forces and Police and Crime Commissioners in Wales that focus on physical activity and sport initiatives

as a prevention method to young people who are identified as at risk of entering the criminal justice system.

Objective 2: Apply the RE-AIM framework (Glasgow et al., 2019) to understand and gather good practice for preventative programmes that are currently in place for young vulnerable people across all Welsh Forces. Critically appraise the measures of programme effectiveness.

Objective 3: Interpret insights from objectives 1 and 2 by using the RE-AIM framework to produce recommendations for future process and evaluation to maximise effectiveness of programmes across Wales.

In relation to objective 1, the audit of investments identified collectively four programmes supporting 3,985 young people across the whole of Wales during 2018 - 2022 with variations between Forces. In relation to objective 2, good practices were identified from across all the regions, including working collaboratively, providing regular sessions, and additional learning opportunities. For example, volunteering opportunities and CV writing, as well as sporting provision. Finally, in relation to objective 3, based on findings, key recommendations are made such as improving consistency of data reporting (e.g., criminal offence rates for the participants before the programme and after to enable accurate measurement of effectiveness), application of an overarching, shared framework whilst simultaneously embracing local needs and exploring mechanisms for tracking participants' trajectories in early adulthood. This could collate evidence of the long-term impacts of programme participation.

Analysis using the RE-AIM framework highlighted the need to clearly identify target participants (Reach) and methods of defining programme success (Effectiveness). There was clear acknowledgement of the need for preventative programmes for young people (Adoption) and clarity on delivery details of the programmes, such as, number of sessions delivered by whom (Implementation). However, there was insufficient evidence of long-term delivery and effects of programmes (Maintenance).

This echoes evidence from previous research into programmes that have been evaluated, for example, research into sport based PYD intervention programmes found that it is necessary to enhance the quality and improve implementation protocols (Murphy et al., 2018) and to extend the evidence base beyond the largely anecdotal evidence for positive change through sport (Coalter, 2015). The current study also supports what has been previously noted by Harris and Adam (2016)

stating that there is limited monitoring, evaluation and reliability of evidence produced by SfD programmes.

The sections below initially consider findings for each Force region in turn, collating evidence relating to each aspect of RE-AIM, followed by a synthesis of findings to determine best good practice and areas for development across programmes in Wales.

5.1 Dyfed Powys

The current study found that Dyfed Powys' Swans programme shows potential to become very successful, however, it is difficult to understand how effective the programme is currently due to the lack of available data. This said, in 2020 there were 1,500 participants in the programme. Although their ages or sexes are not recorded, the crime statistics from 2018-2020 report 345 children cautioned or sentenced throughout the Force (see Table 1.1). This does show that the programme is likely reaching a wider population than just those who have been cautioned or sentenced, however, it is unknown whether the 345 young people sentenced or cautioned in 2018-2020 participated in the programme. It is also unknown if some children were sentenced or cautioned more than once. The number of children who have been sentenced/cautioned since the programme started in 2020 is also unknown, therefore it is not possible to determine how many of the 1,500 programme participants are "in the system" and how many are children that have not yet been cautioned or sentenced. Furthermore, whilst looking at the 2019 mid-year population estimate and the rate per 10,000 of children that have been cautioned or sentenced, Pembrokeshire, which is part of the Dyfed Powys Force region, has the highest rate at 57.8 throughout the whole of Wales, with Ceredigion at 40.9 and Carmarthenshire at 32.9 (see Table 1.2). This shows that there is definite need for intervention programmes for the young people residing in Pembrokeshire, if the programmes prove to be successful with more rigorous evaluation. The lack of data on ethnicity and cultural backgrounds makes it difficult to fully describe the population the programmes have reached, however the data from the Office of National Statistics (ONS) does show that the young people who are cautioned are predominately young white males.

The pilot programme that was run in Seaside (Llanelli) and Pembroke identified that there was a need for such a diversionary programme in the region and the programme was deemed 'successful', however there was no evidence to understand how it was deemed successful. Questionnaires were completed by participants in the pilot programme, but it is unknown how many participants completed the questionnaire. The questionnaires provided a brief overview of the participants' experiences of the programme but did not include their opinions before the programme. A further

limitation of this data is that it is only from the Seaside (Llanelli) project, which does not include the Pembroke project that also conducted the pilot programme. The pilot programme review reported that additional outcomes would be collected quantitatively and qualitatively to demonstrate the impact of the project with the aim of achieving a 75% positive outcome. In addition, a video case study and individual impact reports for each site would be collected to provide evidence of the positive influence of the programme and justify the investment. This demonstrates that it was part of the programmes' plan to gather data on the effectiveness of the programme, however these evaluations were not available at the time of conducting the research.

Extending from Seaside (Llanelli) and Pembroke into Carmarthen, Newtown and Aberystwyth highlights the fact that the Police and Crime Commissioner is willing to use sport-based programmes to address the current problems of youth crimes in their Force. Furthermore, the results gained by applying the RE-AIM framework show that the Force currently has the resources (funding, venues and facilities) in place to implement and maintain and improve their programme.

A major challenge in reviewing the effectiveness of the programme is the absence of pre or post measurements of effectiveness. It is positive to see that there is clear consistency in how often and how long each session lasts in each area in which the programme is run. However, there is no indication of how COVID-19 affected these sessions in terms of cancellations or changes to online delivery and whether these have had longer-term implications on delivery. Furthermore, the data that was made available for this research was not comprehensive and inconsistent data from pilot programmes and the extended programmes.

5.2 Gwent

The currently available data suggest that Gwent Police Force illustrates some elements of best practices on how to provide and deliver the programmes. This includes clarity on how the programmes will be run, how and where they are spending their funding, the target participants they would like to reach and whether or not there is a referral process.

The results from *Positive Futures* are promising as it manages to engage with a wide range of society. However, there still is no available data to determine whether the programme is effective in helping prevent young people from entering the criminal justice system. Participation profiles cannot be identified either, as the data do not indicate how many sessions each young person attended, only the total number of participants is reported. This means there is no way of knowing if maximum potential benefit is being gained through offering the programme, since a young person

could attend on an ad hoc basis which leads to high attendance figures but might not produce the intended outcomes from the programme as there is no consistency in engagement. Although there is a referral process in place, the referral criteria are not made clear, and it is not possible to identify if any referrals are not accepted into the programme, or why.

Although participants' sex and age are known and results indicate that white males make up the majority of participants in the programme, there is no available information on participants' history regarding police intervention. It seems though that the programme is reaching some of the most vulnerable young people who have been cautioned or sentenced within Gwent as the data from the ONS report that 351 children were cautioned or sentenced and the majority of these were white males.

Furthermore, as recommended by Coalter (2005), *Positive Futures* offers opportunities in addition to sports or physical activity, such as educational sessions, volunteering opportunities, and development of employment skills. Sport might be a vehicle to engage young people in these activities when they might not normally do so through choice or opportunity. These additional activities can help them develop key life skills by being able to interact with others, learn from mistakes, make friends and realise their potential, this also reinforces findings from previous research by Pesce et al. (2016) who have noted that a combined programme with multi-sports and a life skills programme has positive outcomes in cognitive domains which are transferable into cognitive life skills.

Working with external agencies appears to be a strength of *Positive Futures*, which supports previous evidence by the Home Office (2018) that working collaboratively with other agencies increases the likelihood of the children and young people achieving the best possible outcomes. This could be attributed to a few factors. Importantly, when different agencies work together, they all offer something different, which is beneficial for the young people as there is no standard procedure for what helps a young person. Every young person will have their own personality and individual preferences, highlighting the need to offer a broad range of activities for children which are underpinned by the core aim of preventing youth crime (Scottish Government, 2020).

Maintaining this holistic approach to support a key element for young people who have come from deprived backgrounds or have had unstable upbringings is being able to build a rapport and relationship with other people (Bellis et al., 2012). By *Positive Futures* employing full time staff members and volunteers enables the young person to develop consistent relationships with supportive and positive role models, something they may not be used to. This continuity could be

key in the young person's learning about how to interact and gain social skills that will benefit them in other settings.

Attendance in different areas is proportionally in line with the crime statistics, for example, Monmouth and Torfaen have the lowest rate of children cautioned or sentence at 20.7 per 10,000 and they also have the fewest attendees and the least referrals. In contrast Blaenau Gwent and Caerphilly rate 26.9 per 10,000 and Newport 28.9 per 10,000 with significantly more attendees at each session (see Table 1.2).

The second programme, *St Giles Trust* in Gwent has the strongest links with external agencies for service delivery throughout Wales and appears to have a very structured and tailored programme for each individual. The results indicate that they provide tailored sessions for each participant, for example each participant is able to receive telephone contact between sessions. The programme also helps the young person as an individual by providing them with suitable opportunities, for example for one person, they may be trying to get into work so the programme is offering them support with CV writing whereas another young person may be using the sports to improve their overall health. Furthermore, as there are not many participants, there is a more personal approach because the programme providers can spend more time with each individual. Although the programme does not reach a wide population, the referral criteria is clear about which young people can be included in the programme. It offers many alternative ways for young people to change their behaviours (e.g., job application support, sporting activities and educational sessions on issues such as knife crimes and drugs). Additionally, there is regular communication between the service user and the provider, which will likely enable the young people to have a successful and positive experience in the programme (Witt and Caldwell, 2010). Furthermore, the engagement with the young people's families and/or carers has a great potential benefit, because these young people are going to homes that may not offer a safe environment and there may be conflicts between the behaviours modelled at home and those learnt in the programme. Including the families and carers provides a holistic approach to supporting the young people, as stated in the literature crime places further pressure on families (WHO, 2014).

However, it is unknown how many sessions are run and there is no description of what 'regularly' means in terms of how many sessions are run per week. The data indicates that crisis work is carried out but it does not define what is meant by this, whether there is a 24 hour a day, 7 days a week phone line, or whether crisis plans are identified for the young person so they know who and where they could go to in their hours of need. The referral process includes a panel that decides

whether or not the programme is suitable for the young person, however the data does not inform how the panel is made up and how they consider who is suitable or not for the programme.

5.3 North Wales

North Wales does not currently have a programme in place that uses sport or physical activity to help prevent young people from entering the criminal justice system or participating in criminal activities. However, there are alternative programmes that help the vulnerable people in that area, for example, a considerable amount of funding was awarded to a programme working in collaboration with Adferiad (previously Hafal) to help young people (over the age of 18 years) recover from early onset psychosis and other mental health difficulties and get back into everyday life. This was done via a sailing trip around the United Kingdom. This project also works with Bangor University, and the physical activity intervention (sailing) was coupled with psychological support from the charity Adferiad and their Community Mental Health Teams. The effectiveness of the programme is being assessed by Bangor University in another example of collaboration with an external agency. The lack of programmes offered in this area was somewhat unexpected as the A55 corridor is a key corridor for County Lines, offering an easy commute with links into North Wales from Liverpool, Manchester and Birmingham. Additionally North Wales has the third highest rate of young people cautioned or sentenced per 10,000 in Wales, in Conwy and Denbighshire at 45.4 (see Table 1.2). However, it is possible that many of this population are receiving another type of intervention support.

A second example of an indirectly funded programme is the programme offered by Aura Leisure via the PACT fund. Wrexham Glyndwr University is currently working with Aura Leisure to produce a social impact study to understand what community progress was being made by delivering their sessions. However, the report will not include data from service and programme users. The participants may have varied positive and negative experiences and feedback that could be shared to help improve the running of the programme.

5.4 South Wales

Step into Sport does not reach a wide area of the Force, nor does it include a lot of the population of young people who have been cautioned or sentenced, it in fact only reaches 15.7% of the young people who have been cautioned in the Cardiff area. Cardiff is also the area with the second highest rate of young people who have been cautioned or sentenced in Wales, at 50.3 per 10,000 (see Table 1.2). However, there is a referral process and clear participant criteria. There are no sporting

interventions being delivered in any other key areas in South Wales Police Force like Bridgend, Cwm Taf, Neath Port Talbot, Swansea and Vale of Glamorgan even though the South Wales area overall has the greatest number of children that have been sentenced or cautioned throughout the whole of Wales by almost double the number of the North Wales, which has the second highest.

The programme claims to have a 100% success rate as they state that there have been zero reported crimes amongst the young people who participated; however, no data are provided regarding the previous crime statistics for the 25 participants prior to the programme. At the time of the writing there was no support plan in place to allow the young people to continue participating in the programme once they reached 18 years old. This could end up potentially having a negative effect without a full transition plan in place to enable them to maintain and continue their new patterns of behaviour (NICE, 2015).

A positive aspect of the programme is that there is a clear working collaboration with external agencies such as social services, local sports facilities and Cardiff City Council which provides good provision for the programme to be able to deliver effectively. Cardiff Metropolitan University provides financial and academic input into the programme to develop not just the services it offers, but to assess the effectiveness and document the findings of the programme and identifying areas for development (these were not available at the time of writing).

5.5 Summary of key findings using the RE-AIM framework

Reach - Considered in relation to target, reach varies across all Force regions but is somewhat limited; for instance, in South Wales, where the programme reaches 15.7% of the young people who have been cautioned in the Cardiff area (the area with the second highest rate of young people who have been cautioned or sentenced in Wales, at 50.3 per 10,000). Although all schemes provide some demographic data, full reporting of demographic profiles is not evident across all the programmes, meaning that reach to different sex, ethnic, disability and religious groups is not known. Referral mechanisms vary across the programmes, with some lacking clarity and consistency between criteria that are stated and those that are applied. The target audience is specified in some cases (e.g., children with learning needs or disabilities or who come from dysfunctional families), but not all cases, and calculating percentage representation on the programmes is difficult, as patterns of attendance (e.g., serial vs. one-off attenders) are not consistently reported.

Effectiveness - Evidence pertaining to the effectiveness of the programmes is offered in varied formats, ranging from individual case studies of participants' stories to reports of a 100% success rate on the basis of no crimes committed. However, indices of reported success are not always clearly identified with no pre and post programme participation measures obtained. There is limited systematic consideration of cost-effectiveness and potential negative outcomes for participants, deliverers and/or communities. The lack of a consistent approach to selecting outcome measures and the use of different reporting methods means evaluation of effectiveness is problematic.

Adoption - All Offices make some investment into delivering programmes, with only North Wales indirectly, not directly, funding a programme. This investment varies across the Force regions, from £20,000 in South Wales to £321,786 in Dyfed Powys. How this reflects the relative outcomes, youth crime rates and proportions of potential beneficiaries reached, is yet to be determined. The scale of delivery varies across programmes, from, for instance, *Swans Kicks* delivered to approximately 1,500 participants across a spread of geographical locations (Llanelli, Carmarthen, Pembroke Dock, Aberystwyth and Newtown) to cohorts of 25-30 participants at the *St Giles Trust* and *Step into Sport*, with the latter delivering only in Cardiff. Whether smaller programmes could be scaled up to reach a wider audience requires consideration. It should be noted that the *St Giles Trust* delivers to a highly specific target audience.

Implementation - The programmes reviewed share similar aims and similarities in delivery, all employing at least one staff member, who is supported by volunteers. All programmes incorporate additional activities such as education on drugs and knife crime and involve some degree of collaboration with other agencies. This partnership working ranges from agencies referring children onto the programmes (e.g., Youth Justice System, Youth Offending Service, Swansea City Football Club Community Trust) to partnerships with universities for delivery and evaluation (Cardiff Metropolitan and Wrexham Glyndwr Universities). Detailed breakdowns of budget allocations and actual costs were not available therefore it is not possible to determine programme intended and actual spend on different elements of delivery. Reporting of individual engagement varies across the Force regions, with some programmes providing detailed breakdowns of hours of activity and education offered per participant. Individual participant engagement in programmes and individual sessions is less straightforward to ascertain from available data, both in quantitative and experiential terms.

Maintenance - There was insufficient evidence at the time of the research to determine whether programme delivery is intended to be a continuing practice and policy of the Offices of the Police and Crime Commissioners, although re-investment in some programmes has occurred (e.g., *Step*

into Sport). Similarly, there was insufficient evidence available to determine long-term effects on participants and whether their involvement in a programme is associated with a subsequent atypical life trajectory for this group of young people. Individual success stories provide initial indices of the potential for long-term effects, as does the involvement of young people who have completed the programme as volunteers delivering to subsequent cohorts, as is the case in *Step into Sport*. However, exit routes into post-programme support networks were not routinely identified.

5.6 Highlighted good practice

Monitoring processes in Gwent provide an example of good practice that was observed, involving detailed quarterly reports on programme delivery, participants and spending. Wrexham Glyndwr University has begun working with Aura Leisure to produce a social impact study to understand the community progress made by delivering their sessions. Cardiff Metropolitan University has begun an evaluation of *Step into Sport*.

A range of examples of good practice in partnership working can be highlighted, including working with Swansea City Football Club Community Trust, with Aura Leisure, and, as noted above, with local universities. Programmes such as *Step into Sport* offer opportunities for young people who have completed the programme to volunteer with delivery and act as role models for younger participants. Various programmes include additional activities such as CV writing, interview techniques and online safety. The *St Giles Trust* programme extends its support to families and offers between session contact with the young people.

5.7 Position within previous literature

The key take home message(s) from this scoping audit reflect those in previous literature that has researched sport as an intervention programme. However (at the time of writing) this is the first study that has looked at sporting intervention programmes from a Welsh policing perspective, enabling cross region comparison.

The use of the RE-AIM framework has been a useful, consistent way of getting results from different areas (for example cost of programmes, the target audience, outcomes etc). and individual and setting levels. By using the framework it has enabled practical recommendations to be forwarded for the PCCOs and those who deliver the programmes. It has been observed previously that RE-AIM framework can be supportive to show how these political priorities put emphasis on some aspects of programmes such as reach, while other dimension are neglected including

implementation or maintenance (Lee et al., 2017). For example, the political priority is meant that the Reach element is prioritised over implementation and maintenance. Furthermore, by addressing cost, adoption and implementation factors, RE-AIM can guide the expansion and sustainability of successful programmes. Through focusing on factors related with the reach, real-world implementation, and sustainability of successful sport programmes, such initiatives could reach broader populations, a wide range of organisations and inform decision makers (Lee et al., 2017). This meaning that the evidenced gathered in this study using the RE-AIM framework could be used in future initiatives.

Current crime and prevention initiatives are limited, and we do not have the data or research on how effective the interventions are in the longer term for the participants, but also it is not possible to see the effect on youth crime rates as a whole. In line with previous recommendations therefore, current findings reinforce the need for robust monitoring and evaluation of both long and short term impacts (Hough et al., 2021).

Although this scoping audit is limited in the degree to which effectiveness of the programmes can be determined due to the lack of data, this does not mean that the programmes are ineffective or have had any negative effects on the participants' psychological, physical and social states. Merkel (2013) discusses the potential for null or negative effects and therefore future researchers should incorporate these as potential outcomes in their design and analysis. Within all the programmes there are elements of good practice, for example, Dyfed Powys reports that they are expanding their programme to different locations throughout Dyfed Powys, South Wales is working collaboratively with Cardiff Metropolitan University in producing and evaluating a scheme for the identified young people in the Cardiff area, Gwent is providing higher intensity programmes by providing more personal sessions (including 1:1 tailored support) during a week. However, the WBFG (Wales) Act (2015) focuses on longer-term goals and sustainability to promote wellbeing. Currently, there is insufficient evidence to explore the longer-term and sustainable outcomes of the programmes. This is therefore a priority for the future. Furthermore, all the programmes reviewed in this study focus on preventing / reducing re-offending. This is recognised as an important element of these programmes in CAPRICORN (Public Health England, 2019) along with peer mentoring as a way to support this. However, it appears that these peer mentoring and personal development opportunities are more advanced elements in Gwent's programmes than in other regions. This is an important consideration for future programmes across all regions as it has been highlighted by Guildiyal (2015) as essential for young people to have a balance between sporting activities and personal development.

Dyfed Powys's programmes are the only programmes that used team sports for the participants as they are primarily a football orientated programme which has been said to help change young people's attitudes and views towards life and society (Holloway, 2019). A study comparing participation in team sports compared to individual sport and non-sport participation found that young people who participated in teams sports had fewer mental health difficulties, lower social problems, lower attention problems and was associated with 20% lower rule-breaking behaviour scores for females (compared to males; Hoffmann et al., 2022). However, *Step into Sport* uses individual sports which have been reported to have greater effects to help cultivate other important psychological skills, for example, when a young person takes part in a sport alone they can improve their ability to concentrate and individual sport also encourages responsibility and self-reliance (Pluhar et al., 2019). Team sports in contrast result in greater effects in improving the participant's life skills (Burner et al., 2021).

In addition, *Swans Kicks* and *Positive Futures* both allow participants to participate during primary school which has been evidenced to reduce the likelihood of young people getting involved in violence (Dunbow et al., 2016).

5.8 Strengths

The research adopted a pragmatic approach, gathering data in a range of different forms and different types to ensure that as much information was collected as possible. It was argued by Kaushik and Walsh (2019) that Pragmatism has the potential to closely engage and empower marginalised and oppressed communities and provide evidence for micro to macro level discourse. The relationships built up with members of the Police and Crime Commissioners' Offices helped support an open dialogue which meant that all available data and insights could be included in the research audit.

A further strength to this research was the adoption of the RE-AIM framework, which enabled a clear picture of what data was required from the two settings (Police and Crime Commissioners and the programmes) to gather a clear understanding of the current provisions in place for sport programmes to prevent young people being involved in criminal activity. It ensured that all elements were covered, for example, targeted participants, how many participants, duration, cost to run the programme, total funding received and so on. Furthermore, it provided a framework to contextualise the findings and for a cross-case analysis to gather an understanding of best practices throughout Wales and where there could be areas for improvement. This has echoed what has been said by Jauregui et al. (2015) that using the RE-AIM framework to evaluate programmes can lead to

the development of policies and standards that can increase the execution and reporting of RE-AIM indicators. Which as a result may produce important information on the effectiveness and replicability of programmes, by improving key programme details like the allocation of programme funding and training of programme staff (Jauregui et al., 2015).

5.9 Limitations

There are several limitations to the current study. First, the research was conducted during the second year of the COVID-19 pandemic which had an effect on data collection and what could and could not be done due to government guidelines on lockdowns. This made it difficult to gather data in a timely manner, due to emails being the main source of communication with stakeholders, resulting in a delay between emails sent and received along with technology errors, such as documents not being attached.

Second, determining which data to include as part of the project was difficult as there were some programmes which partially met the inclusion criteria. However, to limit the scope of the research it was decided to only include programmes that fully met the criteria. Third, the research has only reviewed programmes that were delivered between 2020 – 2021 meaning that investments prior to this and more recent investments are not included. As the programmes reviewed were all held during the COVID-19 pandemic, the crime statistics used to assess Reach are those reported before the pandemic in 2020. Given that crime statistics and patterns during the pandemic differed from those prior, these might not present the most accurate picture of programme Reach.

Fourth, there was only one programme I was able to attend due to the pandemic to gain insight into how the programme was run, to meet the programme providers and also the key funders involved.

5.10 Additional information

Each Force has its own Police and Crime Commissioner who has a political affiliation which needs to be taken into account as this will influence their aims, objectives and desired outcomes for their Force area. Furthermore, there is not a cost benefit analysis available for any programme offered throughout Wales which makes it difficult to identify whether the funding is offering value for money invested. This issue aside, the cost in relation to transforming young people's lives is negligible, but further evidence is needed to demonstrate that the potential of the programmes is realised. With this in mind, a year for a programme is not a long enough duration to notice a possible long-term behaviour change (HM Government's Serious Violence Strategy, 2018).

especially with young people as they may have several external and environmental factors that could easily contribute to their lifestyles, for example their friendship groups and relationships.

5.11 Recommendations for the programmes and applied implications for the Police and Crime Commissioners' Offices

To improve the programmes that are available throughout Wales it would be beneficial if the Forces could communicate with each other to share practices and lessons learnt especially if there are geographical areas that overlap, for example, Dyfed Powys Swans Kicks uses Swansea City AFC which is based in South Wales Police Force. A key element that would develop the programmes is if they could adopt the RE-AIM framework as a way of planning provision and reporting data and statistics. This would enable clear, comparable and measurable outcomes which would help determine whether a programme is successful or not as well as the success rate of the programme. This would include the reporting of disabilities, gender, ethnicities and other critical factors such as sexuality of the participants. Furthermore, if Forces were able to provide similar proportions of funding relative to the area they cover it may help provide equal opportunities across all the programmes. Having clear participant requirements and pre-requisites to participate throughout Wales would help an all-Wales approach, with all programmes promoting and advertising their programmes equally.

In summary the recommendations for the programmes using the RE-AIM framework would be, for the Reach element to begin monitoring of detailed demographic profiles and attendance patterns in relation to regional populations of young people and crime rates which would enable increased understanding of the reach of the programmes and whether the target audience is being successfully reached. Additionally, a review of referral agencies and whether these are best used to refer appropriate young people to attend the programmes is recommended.

In relation to Effectiveness, having clearly defined short-term and long-term measures of success would help to provide objective evidence of the success of the programmes and, where applicable, allow comparisons to be drawn between programmes although these need not be identical across programmes.

In relation to Adoption, investigation of the scalability of all programmes (in particular those with small cohorts) and of a cost-benefit analysis of current delivery models is suggested to determine if and how practice can be extended across Wales.

For Implementation, partnership working with organisations, such as universities, can offer opportunities for external evaluation of provision, student placements and exposure to aspirational role models and university life for the programme participants, and, academic expertise to help optimise effectiveness. Also, adopting a pan-Wales collaborative approach could support the sharing of good practice to maximise benefits for the Offices of the Police and Crime Commissioners and programme participants.

For Maintenance, the exploration of mechanisms for tracking participants' trajectories throughout education and in early adulthood would be advisable to collate evidence of the long-term impact of programme participation.

By implementing the changes above and having the programmes being delivered and evaluated over a longer period of time should allow the stakeholders (PCCOs) to have a more detailed and comprehensive review of how beneficial (or not) the programmes are. This in turn could result in the PCCOs having a greater understanding of the demographics of participants and how the programmes are affecting the crime rates in each area, which would enable them to understand which areas may need changes to the number, location and target reach of the programmes being run.

In summary the recommendations for the PCCOs are: (1) Applying an overarching, shared framework to enable to an All-Wales approach and comparability of programmes, whilst simultaneously embracing local needs. (2) Using a combination of statistical data and case studies in quarterly reports is advisable to create a fuller picture of the impacts the programmes are having on young people. (3) To explore mechanisms for tracking participants' trajectories in early adulthood to collate evidence of the long-term impacts of programme participation. (4) Roles of key personnel should be considered to maintain the effectiveness of programmes.

5.12 Study contributions and recommendations for future research

A key contribution of this research is that it is the first study of its type, aiming to understand and look at the current provision(s) of sporting activities and/or physical activities for young people to prevent them from entering the criminal justice system that is funded by Police and Crime Commissioners and Police Forces throughout Wales. Adopting an all-Wales approach, that includes details of each Force considered as individual cases, allowed for recommendations to be identified to further develop the programmes and their monitoring, to help the young people living in Wales deviate away from crimes and the criminal justice system. Which can be applied by all Force

PCCOs and the Police Forces that are delivering the programmes, working collaboratively with local authorities and local agencies (for example, within Dyfed Powys, Haverfordwest region would work with Pembrokeshire County Council and other local agencies/organisations within that immediate area. Whereas Aberystwyth would work Ceredigion County Council and their immediate area).

The following are suggestions for future research within this area. More cross case comparisons at a national level in England, Northern Ireland and Scotland as has been done here for Wales. This will enable researchers to be able to see the bigger picture across the United Kingdom on programmes that specifically target sporting and/or physical activity that are aiming to reduce the number of young people who enter or are at-risk of entering the criminal justice system. This could result in more thorough evaluations and data between the various Forces, enabling greater comparable practises in ‘real-life’ settings. Additionally, Identifying and comparing the effects of different types of sport, exercise and physical activity interventions and exploring the effects of broadening this beyond traditional sports such as boxing and football.

Exploring whether the use of the RE-AIM framework to plan, implement and evaluate the programmes across Wales leads to improved outcomes for stakeholders and participants.

It has been said that future research and development in the sporting area should emphasise continued development of locally relevant examples and interactive activities and streamlining of RE-AIM measures to help aid adoption on a broader scale (Lee et al., 2017).

With increased detail in reporting demographic profiles of participants, explore whether effects vary between different demographic groups, and, identify the preferences for different sports, delivery formats and how to integrate additional elements such as peer mentoring across these demographic groups. Research (and the programmes) need to be over an extended period of time to enable the longer-term effects to be determined.

The present review results may not be sufficient to deem that the programmes are all ‘successful’, but they show that all the PCCOs are willing to provide interventions to help prevent young people from entering the criminal justice system in Wales. However, more research and better data quality is needed to have a greater understanding of when and how these types of interventions may be effective and what type of sporting interventions are effective (for example, team sports, individual sports or a mix of both).

5.13 Conclusion

The pragmatic philosophical approach to this study was aimed at conducting an audit of the current investments and provision for sports and/or physical activity being used as a preventative programme to help prevent young people from offending and participating in criminal activity. Through quantitative and qualitative analysis and implementation of the RE-AIM framework this research can contribute to future sporting programmes in Wales to help reduce young people being involved in criminal activity. The RE-AIM framework appears to be suitable for the purposes of planning and evaluation of individual programmes and all-Wales provision. The development and adoption of an all-Wales Youth Crime Reduction through Sport Strategy could help to implement the RE-AIM framework. The novel contribution of the RE-AIM framework to this study has helped evaluate current programmes and has increased our understanding of factors that contribute to effective programmes with a broad reach, successful implementation, and long-term outcomes (Jauregui et al., 2015). This study confirms that there are current programmes in place throughout Wales, however the programmes that are delivered in each Force are very different.

Despite the limitations of this study and the data, it does offer a cross case analysis of the current practises in Wales and where there are areas of improvements and good practise that could be shared. Future research should include data that has been provided over an extended period of time with consistent data reporting to understand how effective the programmes are and the long-term effects of programmes, with reference to the young person's criminal history before, during and after the intervention.

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B. Ethics approval


APPLICATION FOR ETHICAL COMMITTEE APPROVAL OF A RESEARCH PROJECT

All research with human participants, or on data derived from research with human participants that is not publicly available, undertaken by staff or students linked with A-STEM or the College of Engineering more widely must be approved by the College of Engineering Research Ethics Committee or NHS REC. **Your application must be saved as: [applicant first name]_[applicant last name]_[date of submission], if you submit more than one application suffix the subsequent file name with a letter e.g. John_Smith_01-01-1905a. Failure to assign the correct file name will result in the application being returned to sender. Amendment documents 'file name' must include your previous approval number: [applicant first name]_[applicant last name]_[approval_number:#####] e.g. e.g. John_Smith_approval_number:JS222929. Failure to assign the correct file format will result in the application being returned to sender.**

RESEARCH MAY ONLY COMMENCE ONCE 'FULL-ETHICAL APPROVAL' HAS BEEN OBTAINED AND AN APPROVAL NUMBER HAS BEEN ISSUED

The researcher(s) should complete the form, with clear plain English and with as much detail as will be necessary for the committee members to make an ethical decision (**failure will result in the application being returned to sender**). If a student researcher is the main applicant, the form should be completed in consultation with the project supervisor. If the applicant is a student, both the supervisor and student will need to sign the form. The completed form should be submitted electronically to coe-researchethics@swansea.ac.uk by the 1st of the month that you wish the application to be reviewed.

Applicants will be informed of the Committee's decision via an email containing an official College of Engineering Ethics Committee Decision letter, to the applicant/supervisor.

1. TITLE OF PROJECT
A scoping audit of the use of physical activity and sport as a crime prevention tool across Police Forces and Police and Crime Commissioners in Wales
2. DATE OF PROJECT COMMENCEMENT AND PROPOSED DURATION OF THE STUDY
July 2021-December 2022 (duration: 18 months)
3. NAMES AND STATUS OF THE RESEARCH TEAM <i>State the names of research group members including the supervisor(s), if applicable. If this includes students, state the current status of the student(s) in the group i.e. undergraduate, postgraduate, staff or other (please specify). State clearly, which team member is the principal investigator.</i>


4. RATIONALE AND REFERENCES

Describe in **no more than 300 words** the background to the proposed project. Please use language suitable for a lay audience.

The promotion of physical activity and sport can help deliver against many of the objectives or pillars contained within Commissioners' Police and Crime Plans, particularly in relation to youth crime, serious crime and for those who are most at risk of involvement in the Criminal Justice System. In response, the Policing in Wales Board (comprising the four Chief Constables and four Police and Crime Commissioners in Wales) has recently (March, 2021) proposed that a Strategy for Sport and Physical Activity should be developed.

The Welsh Commissioners and Forces already invest in local sports programmes and initiatives. For instance, the South Wales Police Trust has recently invested in 'Step into Sport', the funding for which will augment the current capacity of professional partners – Sport Cardiff, the Youth Justice Service, the expertise on Reparation (restorative justice is one principle while treating the young offender as a "Child First" is another) and the Cardiff Youth Service.

There are various strategic areas where sport is already being used as a prevention method, such as violence prevention units and in youth crime (criminal justice system). However, these initiatives vary across the different policing regions of Wales and there is not currently a comprehensive pan Wales picture available that captures these initiatives. Importantly, these initiatives are yet to be rigorously evaluated for their effectiveness in crime prevention, associated economic, societal impact and health implications.

Compiling a comprehensive catalogue of sponsored activities is one of the recommendations to develop the Strategy for Sport and Physical Activity. Doing so would enable collaborative working and sharing of developed understanding across the policing regions of Wales. This will provide a comprehensive analysis of investments made to date; and, will help shape future strategy regarding the use of physical activity and sport in the area of crime prevention.

5. OBJECTIVES

State the objectives of the project, i.e. one or more precise statements of what the project is designed to achieve.

Objective 1: Conduct an audit of investments made by the Police Forces and Police and Crime Commissioners in Wales that focus on physical activity and sport initiatives as a prevention method to people entering the criminal justice system.

Objective 2: Interpret this insight and its relevant value to communities in Wales.

This project is being conducted in conjunction with the following project which has also been submitted for approval: [REDACTED] (Criminal Youth Justice System in Wales' Alignment with Sports Providers and Identification of Readiness to Engage).

6.1 STUDY DESIGN

Outline the chosen study design (e.g., cross-sectional, longitudinal, intervention, RCT, questionnaire etc)

1. Desk-based research using the RE-AIM framework (Glasgow et al., 1999) to identify Reach, Adoption and Implementation of crime prevention initiatives to determine, for instance, what initiatives are currently in place, who is delivering them, delivery mode, location, target population and delivery costs.
2. Informal semi-structured interviews with deliverers and commissioners of identified initiatives to explore and clarify themes emerging from the desk-based research in more detail.

3. Data from Objectives 1 and 2 will be used to identify a comprehensive picture of initiatives, delivery models and investments.

6.2. STUDY DESIGN

- *state the number and characteristics of study participants*
- *state the inclusion criteria for participants*
- *state the exclusion criteria for participants and identify any requirements for health screening*
- *state whether the study will involve vulnerable populations (i.e. young, elderly etc.)*
- *state the requirements/commitments expected of the participants (e.g. time, exertion level etc)*

The study will not involve vulnerable populations.

Participants who collaborate in providing access to information on initiatives will be asked to spend approximately 60 minutes in total sourcing and sharing information.

Involvement in informal interviews will take a maximum of 60 minutes per participant.

20 individuals (approximately) will be involved in total.

INCLUSION CRITERIA

- Involved in delivering or commissioning physical activity and sport initiatives across Wales for Police Forces and Police and Crime Commissioners targeting youth as crime prevention initiatives.

EXCLUSION CRITERIA

Not involved in delivering or commissioning crime prevention initiatives aimed at youth communities (i.e., involved in initiatives targeting other communities and age groups).

6.3. PARTICIPANT RECRUITMENT

How and where will participants be recruited? How will you ensure that these methods of recruitment do not compromise the ability of the research participant to freely consent to and withdraw from the study?

Informal interview participants will be recruited from Police Forces and the Offices of the Police and Crime Commissioners (PCC) across Wales. Recruitment will be conducted through nominated contacts – to be finalised in each Force/Office of the PCC – by Peter Curran, who will act as the Gatekeepers. They will initially approach key personnel involved in delivering and/or making decisions about using physical activity and sport as crime prevention initiatives. Hence, participants will not be coerced to participate in the study by an initial approach from the researcher. With their agreement, Gatekeepers will forward their contact details to the research team (postgraduate student: Francesca Murphy) who will provide them with the Information Sheet and Informed Consent Form (see Appendices 2 and 3). The research team will contact potential interviewees after 1-2 weeks to see if they are willing to be interviewed, having read the Information Sheet. If they are in agreement, they will be asked to return an electronic or ink signed copy of the consent form prior to attending an interview. It will be emphasised that they are not obliged to take part in the study and can withdraw from the study at any point prior to compiling the final study report.

6.4 DATA COLLECTION METHODS

- *describe all of the data collection/experimental procedures to be undertaken*
- *state any dietary/food supplementation that will be given to participants and provide full details in Section 6.5*
- *state the inclusion of participant information and consent forms (and assent forms where necessary in appendices)*
- *Where you are asking research participants to undertake physical activity consider appropriate health screening processes. Note that the ACSM have updated their guidelines in a consensus statement dated 2015.*

Desk-based research

Data will be obtained from Police Forces and Police and Crime Commissioner Records in all Welsh regions. Contact with individuals who will provide access to these records in each of the Welsh regions will be facilitated by Gatekeepers. Data collected will not include personal data or individual identifiers but will include information such as: the nature of the activity or sport, staff/volunteer roles involved, time requirements, where it takes place, when it takes place, how many children and young people attend, aspects that are important in running these activities, for instance, community involvement, links to local schools and clubs, to identify factors that enable and facilitate continuation of schemes.

Informal Interviews

All participants will be recruited as noted in Box 6.3, including administration of the Information Sheet and Informed Consent Form (see Appendices 2 and 3). Participants will attend individual interviews (either face to face or over Teams (Police Forces and the Offices of the PCCs do not use Zoom), depending on their preference) with the postgraduate student. Each interview will last for approximately 45-60 minutes and will be semi-structured. Therefore, an interview schedule will be used as a guide to structure the interview but depending on respondents' answers, the exact content of the discussions will vary (see Appendix 4 for example interview questions).

6.5 DATA ANALYSIS TECHNIQUES

- describe briefly the techniques that will be used to analyse the data

- Profiles will be developed using descriptive data to identify initiatives delivered and their characteristics in each Welsh region. This will enable regional comparisons to be made within the context of a national picture.
- Deductive thematic analysis, using the RE-AIM framework (Glasgow et al., 1999) will be used to analyse informal interview data.

6.6. STORAGE AND DISPOSAL OF DATA AND SAMPLES

- describe the procedures to be undertaken for the storage and disposal of data and samples
- identify the people who will have the responsibility for the storage and disposal of data and samples
- identify the people who will have access to the data and samples
- state the period for which the raw data will be retained on study completion (normally 5 years, or end of award. But data should not be retained for longer than is necessary for the purposes of the research project)
- Please confirm that where data is being stored away from Swansea University (for example on cloud based services) that procedures are still in line with GDPR legislation

No personal data on individuals involved in delivering or participating in physical activity and sport initiatives will be collected. Data will only include non-identifiable information relevant to addressing the research objectives (e.g., types of activities and delivery mechanisms, numbers attending schemes). Data will be stored on password-secured computers, solely accessible by the research team on OneDrive. All data will be reported at initiative, regional and national level and information regarding individuals will be removed by the Police Forces prior to sharing with the research team (e.g., name of individuals delivering schemes, taking part in schemes and home postcodes) and, where appropriate data will be grouped (e.g., numbers of males and females). Based on the Wales Accord on the Sharing of Personal Information framework, as the information shared does not identify individuals, no information sharing agreements are required (see Appendix 5): <http://www.waspi.org/what-agreement-is-required->

Data will be held for a maximum period of five years (following Swansea University requirements). Upon completion of this period, anonymous electronic data files will be deleted and destroyed by Joanne Hudson. Any hard copies of information will be destroyed using the confidential waste system.

Each interview participant will be anonymised by a numerical identifier and their data stored on a password-secured computer, solely accessible by the research team. Information regarding the participants' numerical identifiers will be stored on a separate spreadsheet on a password protected computer held by Dr. Joanne Hudson at Swansea University. All participants will be made aware that these data are kept in confidence and will be provided with their allocated participant number to use if they wish to withdraw their data. Additionally, pseudonyms will be used when transcribing and labelling quotations from interviews.

Hard copies of information sheets, informed consent and interview transcripts will be stored in a locked office at Swansea University. Data will be held for a maximum period of five years (following Swansea University requirements). Upon completion of this period, all hard and electronic copies of information sheets, interview transcripts, and informed consent forms will be deleted or confidentially destroyed by Joanne Hudson.

Audio and video recordings of interviews will be deleted from any recording equipment or computers following publication of manuscripts based on the data.

Data storage and use will comply with GDPR legislation and the University's Data Protection Policy (May, 2019).

6.7 HOW DO YOU PROPOSE TO ENSURE PARTICIPANT CONFIDENTIALITY AND ANONYMITY?

Individual-level data (i.e., data on individuals involved in delivering initiatives) will be de-identified prior to sharing with the research team, with data on participants in crime prevention initiatives reported at the group level. Therefore, confidentiality and anonymity will be maintained. Based on the Wales Accord on the Sharing of Personal Information framework, as the information shared does not identify individuals, no information sharing agreements are required (See Appendix 4): <http://www.waspi.org/what-agreement-is-required->

Participants' responses during interviews will be anonymised and pseudonyms will be used in any reports of the data, with data stored using numerical identifiers under password-protection, or in a locked filing cabinet, as detailed in Box 6.6. The numerical identifier codes will be stored on a different computer. The Gatekeepers will not be made aware of the identities of people who have consented to take part in the study.

Full video (if conducted online) and audio footage from the interviews will only be reviewed by members of the research team and used to aid transcription and analysis, if needed. After a maximum period of five years, any video and all audio recordings will be erased.

7. LOCATION OF THE PREMISES WHERE THE RESEARCH WILL BE CONDUCTED

- list the location(s) where the data collection and analysis will be carried out
- identify the person who will be present to supervise the research at that location
- If a first aider is relevant, please specify the first aider and confirm that they possess the first aid qualifications appropriate for this form of research

The postgraduate student will visit police premises as necessary and feasible to discuss data retrieval and to conduct interviews. However, depending on COVID-19 guidelines at the time of conducting the research, meetings with police staff to discuss data sharing and retrieval could be conducted remotely over Teams. COVID-19 regulations will be adhered to at all times.

Data analysis will be carried out either at Swansea University Bay Campus or in the homes of the research team (if COVID-19 regulations necessitate this), using password-protected computers.

8. POTENTIAL PARTICIPANT RISKS OR DISCOMFORTS FOR THE ENTIRE PROTOCOL (not mentioned above in section 6.8)

- identify any potential physical risk or discomfort that participants might experience as a result of participation in the study
- identify any potential psychological risk or discomfort that participants might experience as a result of participation in the study
- Identify the referral process/care pathway if any untoward events occur

There are no foreseeable risks of participating in interviews as topics are not personal to the individual or distressing in nature. There may be minimal discomfort discussing work-related challenges and in the event of any participants experiencing such upset, the standard process will be followed; please see Appendix 6.

9.1. HOW WILL INFORMED CONSENT BE SOUGHT?

Will any organisations be used to access the sample population?

Will parental/coach/teacher consent be required? If so, please specify which and how this will be obtained and recorded?

Gatekeepers will enable access to interview participants and data. Please see Box 6.3 above for details.

Written informed consent (via ink or electronic signature depending on mode of interview) will be obtained prior to any involvement in the study.

9.2 INFORMATION SHEETS AND CONSENT/ASSENT FORMS

Please ensure that your forms are written in clear, simple language enabling research participants to fully understand the project.

- Have you included a participant information sheet for the participants of the study? YES
- Have you included a parental/guardian information sheet for the parents/guardians of the study? N/A
- Have you included a participant consent (or assent) form for the participants in the study? YES
- Have you included a parental/guardian consent form for the participants of the study? N/A

10. IF YOUR PROPOSED RESEARCH IS WITH VULNERABLE POPULATIONS (E.G., CHILDREN), HAS AN UP-TO-DATE DISCLOSURE AND BARRING SERVICE (DBS) CHECK (PREVIOUSLY CRB) IF UK, OR EQUIVALENT NON-UK, CLEARANCE BEEN REQUESTED AND/OR OBTAINED FOR ALL RELEVANT RESEARCHERS?

If appropriate please provide a list below including the name of the researcher, and confirming that they have an up to date DBS check. Please also confirm the type of check (i.e. basic/enhanced).

Not applicable.

11. HUMAN TISSUE SAMPLES

Does your research involve the collection or storage of human tissue samples? If yes, give details of sample collection, anonymisation, storage (including location) and disposal.

Please note that college ethics committee approval is not currently sufficient to comply with legislation for the storage of HTA relevant material. If the sample you intend to collect is listed as a relevant material (<https://www.hta.gov.uk/policies/list-materials-considered-be-'relevant-material'-under-human-tissue-act-2004>), seek NHS approval.

Not applicable.

12. COVID-19 DECLARATION

- Confirm that you have considered the latest (date of submission) UK government COVID-19 guidance and restrictions.

- State how you are accounting for the UK government COVID-19 guidance and restrictions in your proposed application, specifically relating the participant – researcher interaction and equipment hygiene.

Latest UK government advice: <https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public>

The research will adhere to Government restrictions and guidelines on COVID-19 issued at the time of data collection.

The researcher will wear a mask, use hand sanitiser and practice social distancing during any in person visits to police premises. They will sanitise any recording equipment used on entry to and exit from the interview. Rooms in which interviews will be carried out will be ventilated.

Please see Appendix 1 for Risk Assessment.

13. APPLICANT DECLARATION

Please read the following declarations carefully and provide details below of any ways in which your project deviates from these. Having done this, each research member listed in section 2 is required to sign where indicated (unless otherwise stated).

- *I have ensured that there will be no active deception of participants or the ethics committee*
- *I have ensured that no data will be personally identifiable*
- *I have ensured that no participant should suffer any undue physical or psychological discomfort (unless specified and justified in methodology)*
- *I certify that there will be no administration of potentially harmful drugs, medicines or foodstuffs (unless specified and justified in methodology)*
- *I certify that the participants will not experience any potentially unpleasant stimulation or deprivation (unless specified and justified in methodology)*
- *I have attached a local Risk Assessment Form*
- *If a student applicant, I certify that any ethical considerations raised by this proposal have been discussed in detail with my supervisor*
- *I certify that the above statements are true*

Lead applicant signature (on behalf of all co-applicants)



Date: 01/07/21

Where submitted electronically the committee will accept the lead supervisor/researcher's email of the application as confirmation that both they and other researchers on the project have discussed and are happy to adhere to the above.

Appendix 1 Risk Assessment

Please see attached document ([redacted])

APPENDIX 2

PARTICIPANT INFORMATION SHEET

(Version 1.1, Date: 01/07/21)

Project Title: A scoping audit of the use of physical activity and sport as a crime prevention tool across Police Forces and Police and Crime Commissioners in Wales

Contact Details:

Dr Joanne Hudson: [redacted]
Ms Francesca Murphy: [redacted]

Invitation Paragraph

Thank you for taking the time to read this information sheet. We are researchers at Swansea, Bangor and Cardiff Metropolitan Universities, working with the Police and Crime Commissioners' Offices across to develop understanding of engagement with physical activity and sport initiatives that are currently used within the Criminal Youth Justice System in Wales for crime prevention. Please read through this information sheet to find out what the study is about and what you would be asked to do if you take part. Please feel free to ask any questions you may have prior to agreeing to take part in this study.

What is the purpose of the study?

We are interested in obtaining your views on these initiatives, if you feel they are effective, who should be targeted and how their effectiveness can best be assessed. We aim to find out more about the barriers to using physical activity and sport in this way and what incentives there are in doing so.

Why have I been chosen?

The reason we are asking you to take part in our research is because you have been identified as someone who has knowledge of these initiatives and/or is involved in decisions about their use.

It's completely your choice to take part. If you decide to do so but then change your mind, you can opt out of the study at any time without giving us a reason. All participation is anonymous so your involvement will not be disclosed to anyone.

What will happen to me if I take part?

We will ask you to take part in an individual interview with Francesca Murphy to discuss the above topics. This will be conducted via Teams or in person (at your preferred location), and it will take up to 60 minutes and no longer. The interview will be recorded, transcribed and you will be sent a copy of the transcript and summary of data from all of the interviews to check that it reflects your responses.

What are the possible disadvantages of taking part?

You might be reluctant to share your experiences in the interview but you don't have to respond to any questions that you do not feel comfortable discussing.

What are the possible benefits of taking part?

You will be contributing to developing new understanding of how physical activity and sport initiatives are used in Wales to support crime prevention in young people. This understanding can then be applied to modify their use as appropriate.

7. Will my taking part in the study be kept confidential?

Definitely. We will record the discussions we have with people in the study so that we can analyse them more easily, but we won't name anyone and only people in the research team will see the typed transcripts of these discussions and listen to the recordings. We will not link any comments used in reports, publications and presentations to any individuals in the research, will safely destroy recordings after they've been typed up, and confidentially destroy paper copies of any consent forms.

8. What if I have any questions?

Further information can be obtained from Joanne Hudson ([REDACTED]).

The project has been approved by the College of Engineering Research Ethics Committee at Swansea University. If you have any questions regarding this, any complaint, or concerns about the ethics and governance of this research please contact the Chair of the College of Engineering Research Ethics Committee, Swansea University: coe-researchethics@swansea.ac.uk. The institutional contact for reporting cases of research conduct is the Registrar & Chief Operating Officer; email: researchmisconduct@swansea.ac.uk. Further details are available at the Swansea University webpages for Research Integrity. <http://www.swansea.ac.uk/research/researchintegrity/>.

If you have no further questions and are happy to take part, please complete the Informed Consent Form and return to Ms Francesca Murphy via email: [REDACTED]; further information on how this study meets GDPR requirements is provided below if you are interested in finding out more about this.

Further information about Data Protection and Confidentiality

Your data will be processed in accordance with the Data Protection Act 2018 and the General Data Protection Regulation 2016 (GDPR). All information collected about you will be kept strictly confidential. Your data will only be viewed by the researcher/research team.

All electronic data will be stored on a password-protected computer file on a computer owned by Dr Joanne Hudson. All paper records will be stored in a locked filing cabinet at Swansea University. Your consent information will be kept separately from your responses to minimise risk in the event of a data breach.

Please note that the data we will collect for our study will be made anonymous, from after the data have been collected, thus it will not be possible to identify and remove your data at a later date, should you decide to withdraw from the study. Therefore, if at the end of this research you decide to have your data withdrawn, please let us know straight after any discussion has taken place.

Data Protection Privacy Notice

The data controller for this project will be Swansea University. The University Data Protection Officer provides oversight of university activities involving the processing of personal data, and can be contacted at the Vice Chancellor's Office.

Your personal data will be processed for the purposes outlined in this information sheet. Standard ethical procedures will involve you providing your consent to participate in this study by completing the consent form that has been provided to you.

The legal basis that we will rely on to process your personal data will be processing is necessary for the performance of a task carried out in the public interest. This public interest justification is approved by the College of Engineering Research Ethics Committee, Swansea University.

The legal basis that we will rely on to process special categories of data will be processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes.

How long will your information be held?

We will hold any personal data and special categories of data for 5 years to comply with University and GDPR regulations, after which it will be safely destroyed.

What are your rights?

You have a right to access your personal information, to object to the processing of your personal information, to rectify, to erase, to restrict and to port your personal information. Please visit the University Data Protection webpages for further information in relation to your rights.

Any requests or objections should be made in writing to the University Data Protection Officer:-

University Compliance Officer (FOI/DP)
Vice-Chancellor's Office
Swansea University
Singleton Park
Swansea
SA2 8PP
Email: dataprotection@swansea.ac.uk

How to make a complaint

If you are unhappy with the way in which your personal data has been processed you may in the first instance contact the University Data Protection Officer using the contact details above.

If you remain dissatisfied then you have the right to apply directly to the Information Commissioner for a decision. The Information Commissioner can be contacted at: -

Information Commissioner's Office,
Wycliffe House,
Water Lane,
Wilmslow,
Cheshire,
SK9 5AF
www.ico.org.uk

Appendix 3: PARTICIPANT CONSENT FORM
(Version 1.1, Date: 01/07/2021)

Project Title:

A scoping audit of the use of physical activity and sport as a crime prevention tool across Police Forces and Police and Crime Commissioners in Wales

Contact Details:

Dr Joanne Hudson; [REDACTED]; Engineering East, College of Engineering,
Bay Campus, Swansea University
Ms Francesca Murphy: [REDACTED]

Please initial box

1. I confirm that I have read and understood the information sheet dated 01/07/21 (version number 1.1) for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, without my medical care or legal rights being affected.

3. I understand that sections of any of data obtained may be looked at by responsible individuals from the research team or from regulatory authorities where it is relevant to my taking part in research. I give permission for these individuals to have access to these records.

4. I understand that data I provide may be used in reports and academic publications in anonymous fashion

5. I understand that interviews will be video and audio recorded

6. I agree to take part in the above study.

Name of Participant	Date	Signature
Name of Person taking consent	Date	Signature
Researcher	Date	Signature

APPENDIX 4

Example Informal Interview Questions (exact questions will depend on trends revealed by the desk-based research)

- 1) How do you decide areas and who to target? Pros and cons of this?
- 2) How do the partnerships with other organisations work? What works well? What could be improved?
- 3) Are there other important factors that influence the success of the initiatives? What and why?

APPENDIX 5: Wales Accord on the Sharing of Information Protocol Flow Chart for Decisions

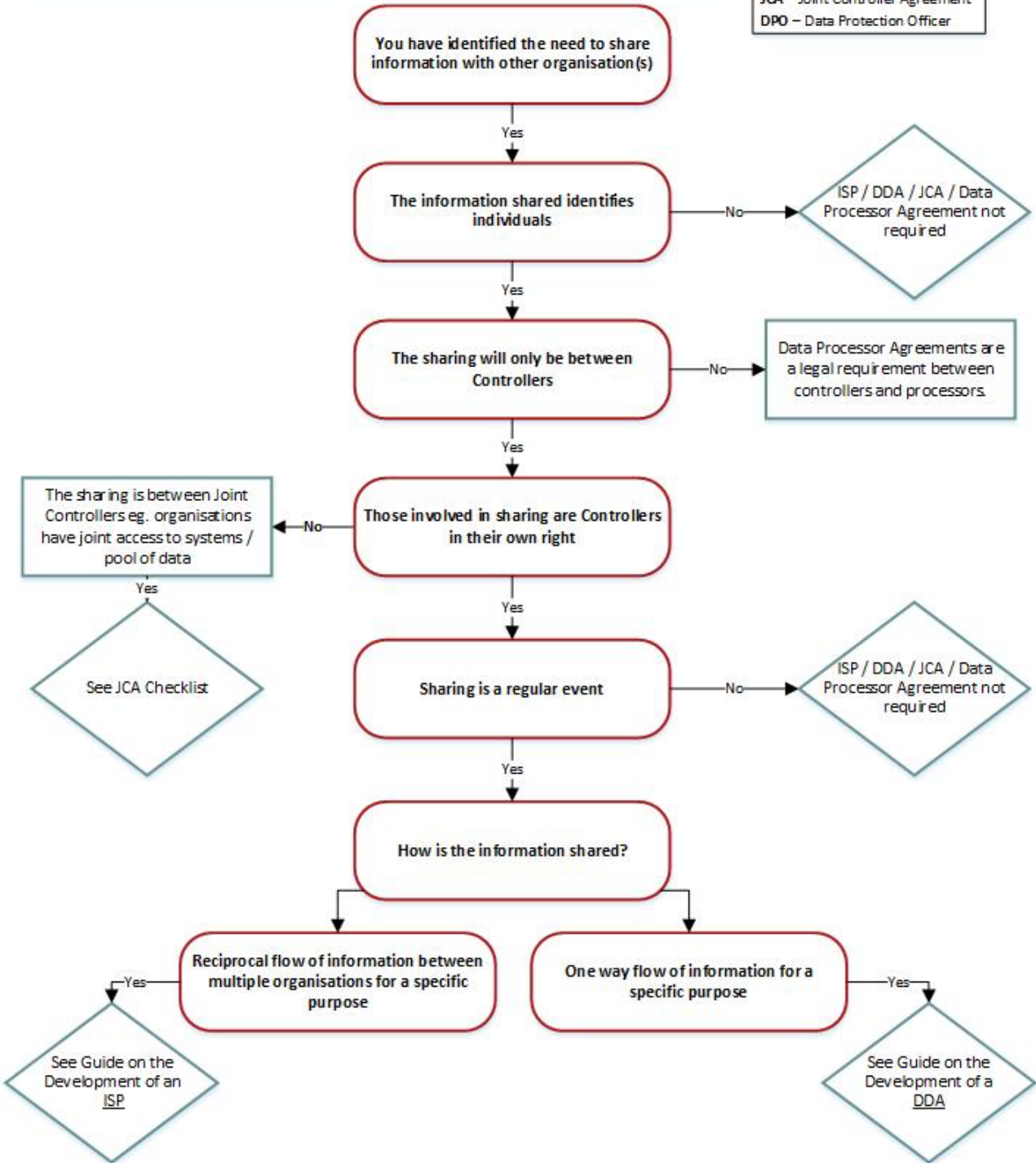
This flow diagram will help organisations establish what type of data sharing agreement is required.

Please note, this document is meant as a guide and each organisation should take advice from Information Governance leads and DPO (or equivalent).

The need for a DPIA must be considered before drafting an agreement.

Glossary:

WASPI – Wales Accord on the Sharing of Personal Information
 DPIA – Data Protection Impact Assessments
 ISP – Information Sharing Protocol
 DDA – Data Disclosure Agreement
 JCA – Joint Controller Agreement
 DPO – Data Protection Officer



Appendix 6: PARTICIPANT DISTRESS MANAGEMENT PROCEDURE

Procedures to follow in the event of participant distress during Interviews/Focus Groups

Prior to the interview:

Prior to conducting interviews, pilot interviews will be conducted in liaison with the supervisor. These interviews will provide the researcher with an opportunity to identify any questions that might lead to distress and where appropriate, take steps to rephrase or change these questions.

Before conducting the first formal interview, the student will meet with their supervisor to discuss to procedures that are in place in case a participant becomes distressed during an interview. The supervisor will also ensure the student feels prepared for the interview. The supervisor must be satisfied that the researcher is competent in conducting interviews before giving approval for the commencement of data collection.

Students will inform their supervisor where and when they are completing all interviews and in turn the supervisor will ensure the student has a means of contacting them when they are conducting interviews.

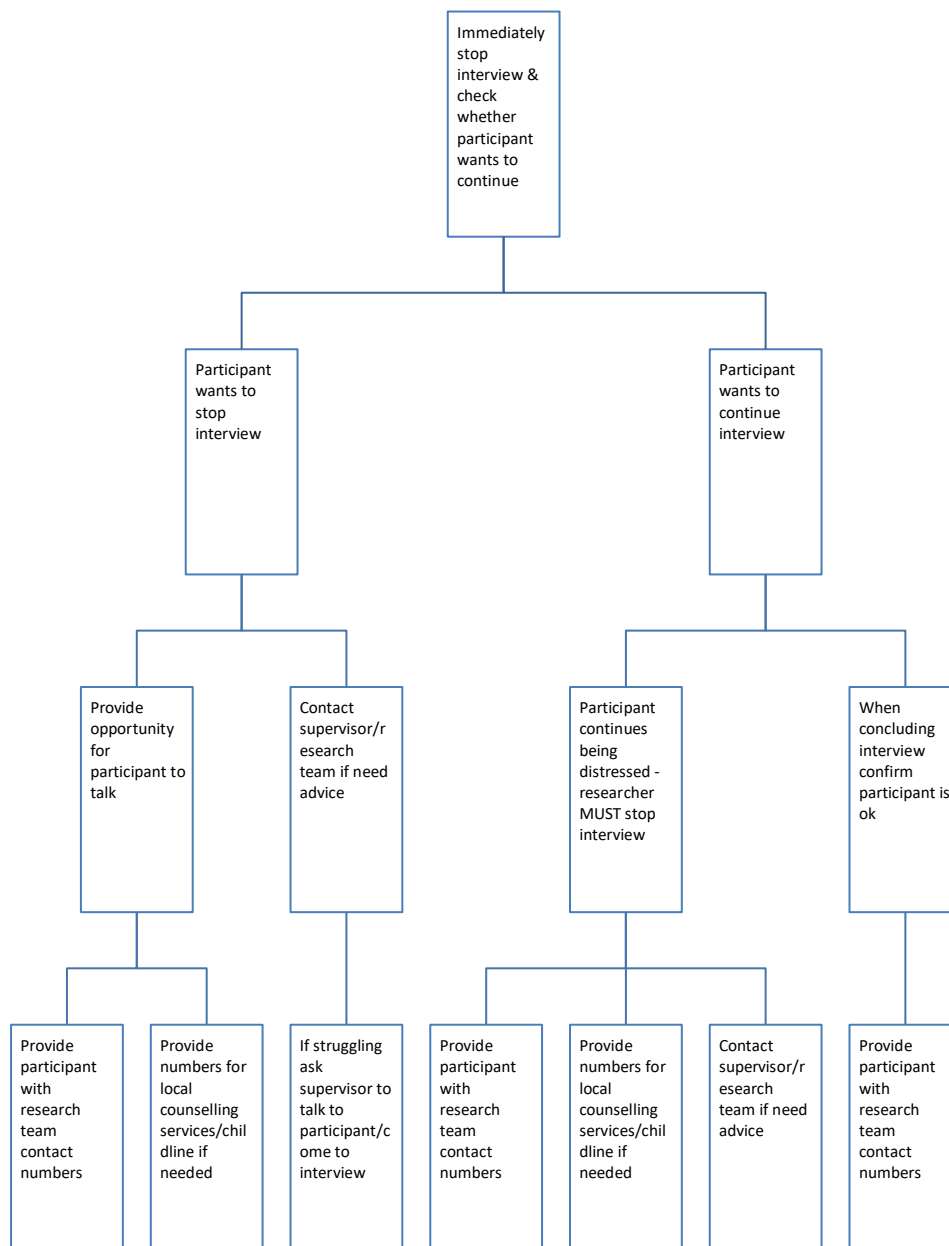
During the interview:

At the beginning of the interview the student will remind the participant that they can stop the interview at any time, that they can choose not to answer questions, and that there are no right or wrong answers to questions (so there is no fear of 'saying the wrong thing').

Once the interview begins, the researcher will be required to be aware of any potential indications of distress (e.g., withdrawing, visible upset, declining to answer numerous questions, shifting in seat, looking away from the interviewer, asking for the interview to end) and should air on the side of caution in all instances. If there is even the slightest indication that participants might be distressed students must immediately follow the procedure below:

1. The recording will be immediately stopped and the participant will be asked if they are ok. At this point the participant will be asked if they want to take a break/end the interview/continue talking – the participant's decision will be final. If the participant decides to take a break and continue with the interview, confirmation will be sought that the participant is actually comfortable continuing and they will be reminded there is no penalty for withdrawing.
2. If the participant wishes to continue but remains distressed, the interviewer will make the decision to draw the interview to an end. At this point, the interviewer will commit to providing the participant with an opportunity to talk and ensure the participant is not visibly distressed when leaving the interview.
3. If the participant remains distressed and the researcher does not feel capable of managing the situation they will contact their respective supervisor who will be available at all times during interviews by phone contact. Depending on the situation, the supervisor will either provide guidance to the student, speak directly to the participant over the phone, or make attempts to go and meet with the researcher and the participant.
4. If the participant has become distressed at any point in the interview, the student will ensure the participant has the contact details of the rest of the research team and remind them that they are free to contact any member of the research team if there is anything further they would like to discuss.
5. The interviewer will also offer to provide the participants with a list of local contacts (e.g., counselling services, sport psychology services) if they would like them.
6. Following the interview, the student will debrief the interview with their supervisor and (if necessary) other senior members of the research team. A written record of the incident and the procedures followed will be made.

Management of Distressed Participants During Interviews



If participant has become distressed at any point you must debrief with supervisor and write up the steps that were taken throughout to manage the situation.