

ALISON COPE SESSIONS STAFFORDSHIRE

Evaluation Report
August 2023



PSHE Education
STOKE-ON-TRENT & STAFFORDSHIRE

Prepared by: Natalie McGrath
PSHE Co-ordinator
Staffordshire

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INTRODUCTION & CONTEXT

WE USE JOSHUA'S UNIQUE LIFE AND DEATH STORY TO EDUCATE YOUNG PEOPLE OF THE DANGERS OF KNIFE CRIME AND HELP THEM TO MAKE POSITIVE CHOICES TO STAY SAFE

The Joshua Ribera Foundation CIC.

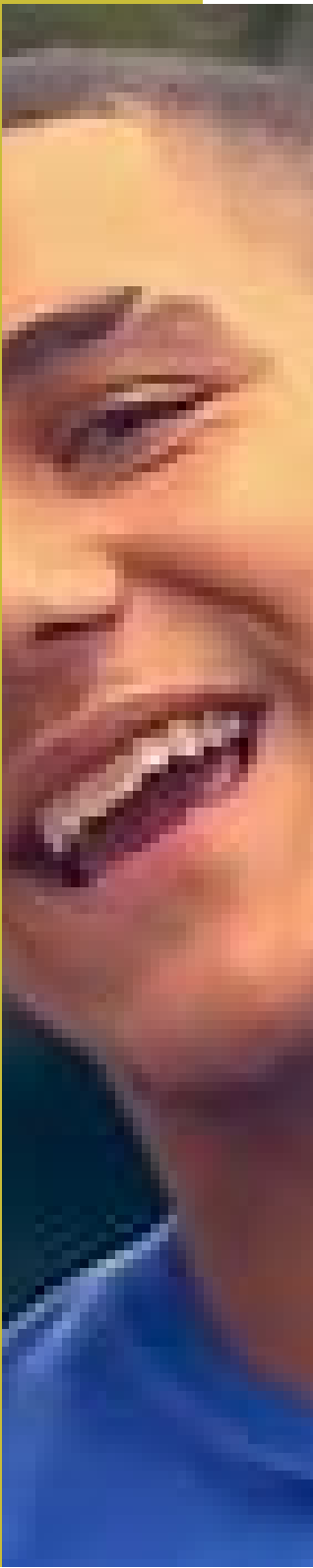
The Community Safety Partnership (CSP) is the statutory body responsible for implementing a strategy to reduce crime, disorder and substance misuse in their local borough/district. Its aim is to work in partnership to increase public confidence and improve community safety.

A number of Community Safety Partnerships (Cannock Chase, Lichfield District and Tamworth) in the County wanted to utilise PSHE education to help educate young people about knife crime and its potential consequences as part of their strategic plans.

Following feedback from Alison Cope's sessions in Stoke-on-Trent and the Violence Reduction Alliance conference, the Community Safety Partnerships stated they wanted to host Alison in their own localities.

They engaged with the PSHE Education Service to ensure best practice guidance was implemented and to maximise the potential learning outcomes for the young people attending the sessions. This included offering education settings a follow-up education session to embed the learning and support the emotional impact of Alison's session.

The purpose of this report is to highlight feedback from the education settings, who engaged with this opportunity.



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ALISON COPE

Alison Cope lost her son to knife crime in 2013 and now delivers education presentations across the country to share her son's story about his life and his death and the impact this has had on her and others. The intention is to try and stop other families sharing in her experience with their own loved ones.

In the session Alison shares photographs from social media, highlighting how the online world can impact on other people's perceptions of criminal activity, gang association and the shares the powers the Police have when investigating someone. Alison highlights the importance of choice and consequences.

Alison asks the participants "Who do you think I am?", revealing herself to be the mother of a victim of knife Crime. She then uses photographs and videos to bring Joshua's story to life. Telling how one altercation ended the hope, dreams and lives of two young men, one - her son Joshua Ribera. The other, the male in prison for taking Joshua's life following a stabbing - a single wound to the heart. Alison shares that Joshua had turned his life around and was better known as Depzman (although to Alison he will always be Joshua), a up and coming Grime Artist, who had a number one album and was on the brink of stardom.

The attack took place at a memorial party in Birmingham, for another young male who had died through knife crime. The court reports that Armani Mitchell (the person convicted of Joshua's murder) deliberately carried a three-inch hunting knife to the party but recognised that this was not a premeditated attack, but a response to altercations between the two young men that had devastating effects on both.



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PSHE EDUCATION

The Pan-Staffordshire PSHE Education Service, is funded by Staffordshire Police, Fire & Rescue and Crime Commissioner's Office to support the development and delivery of age-appropriate, quality PSHE education. PSHE education, when done effectively, enables children and young people to develop the knowledge and skills they need to thrive now and in the future. Within Staffordshire the service is delivered by Staffordshire Council of Voluntary Youth Services (SCVYS).

The service has developed a local quality assured framework and best practice principles to ensure they can support commissioners with funding external providers to enhance PSHE provision within schools.

The service was able to provide advice and guidance to the three Community Safety Partnerships on how best to utilise Alison's sessions to ensure that learning was optimised for the young people attending the session and also promoted the opportunity to eligible settings. This included promoting the use of a follow-on education session that is designed to be delivered by in-house trained PSHE educators. The intended learning outcomes for the session were:

- By the end of the session participants will be able to explain the impact of knife crime for individuals (victims and offenders) and the wider community.
- By the end of the session participants will be able to challenge decisions to carry a bladed weapon.
- By the end of the session participants will be able to utilise negotiation skills to de-escalate situations.
- By the end of the session participants will be able to list where to go for further help and support.

This session was written with consideration for the local best practice principles highlighted below.

EFFECTIVE PSHE

- 1** Is delivered within a safe learning environment based on the principles that prejudice, discrimination and bullying are harmful and unacceptable.
- 2** Has clear learning objectives and outcomes and ensure sessions and programmes are well planned, resourced and appropriately underpinned by solid research and evidence.
- 3** Is relevant, accurate and factual, including the use of correct terminology.
- 4** Is positively inclusive in terms of the protected characteristics.
- 5** Is designed to include the development of knowledge, skills and values to support positive life choices.
- 6** Uses positive messaging, that does not cause shame or victim blaming.
- 7** Challenges attitudes and values within society, such as perceived social norms and those portrayed in the media.
- 8** Reflects the age and stage of the children and young people and is tailored to the environment and group.
- 9** Utilises active skill-based learning techniques that accommodate a range of learning styles.
- 10** Ensures that children and young people are aware of their rights, including their right to access confidential advice and support services within the boundaries of safeguarding.

OVERVIEW OF SESSIONS

District/Borough	Number of Eligible Settings	Number of Settings Accepting Offer	Number of Sessions Delivered
Cannock Chase	7	6	6
Lichfield	8	6	7
Tamworth	7	5	7

Some settings had already booked Alison to deliver and funded the sessions themselves. This included the PRUs in Cannock Chase and Lichfield District, and a mainstream secondary school in Tamworth.



THE HART SCHOOL
Creative Education



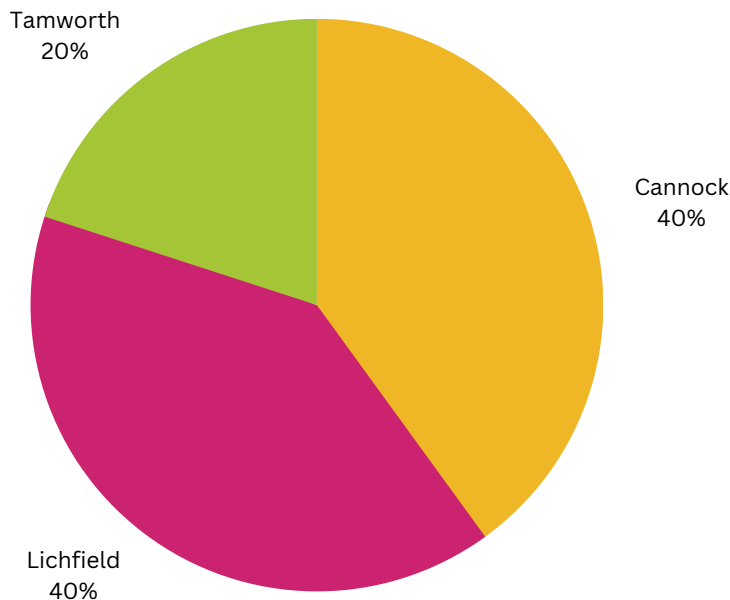
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FEEDBACK FROM SESSIONS

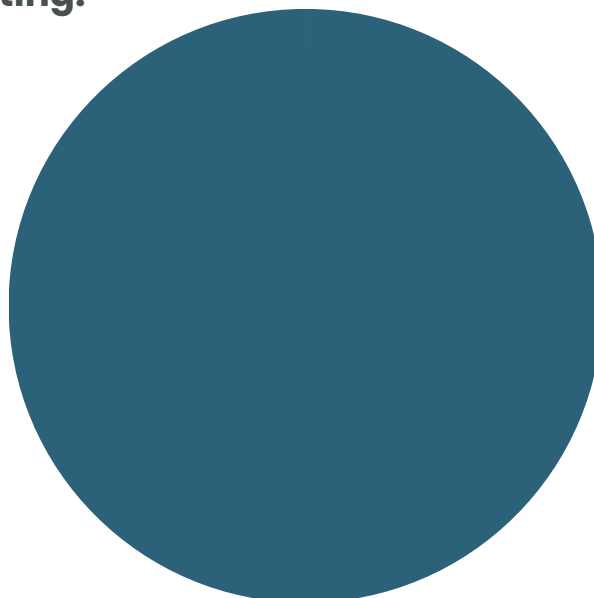
Education settings were invited to provide feedback to the PSHE Education Service on the funded sessions by the various Community Safety Partnerships. This was a voluntary process, and this is reflected in the low response rate. Due to the response rate being so low the data is shown from across the three districts to help future decision-making.

Recommendation: Build evaluation and feedback into the package for education settings to ensure better response rate.

Location of Respondents:

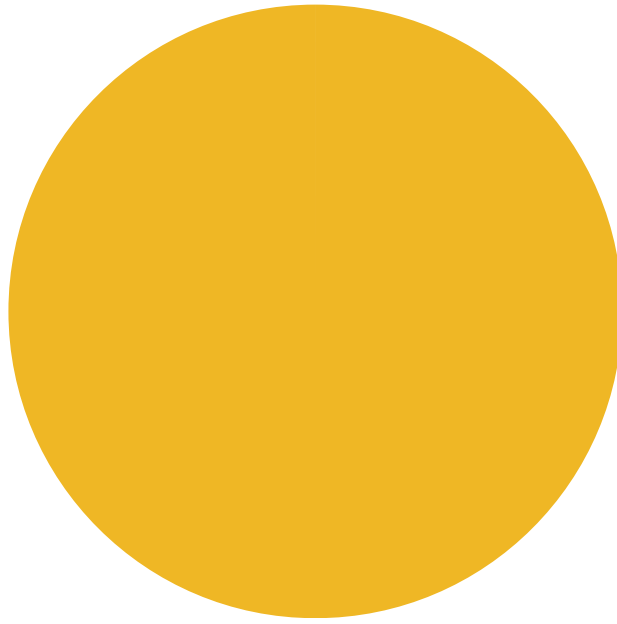


Type of Education Setting:



Mainstream Secondary
100%

Overall what did you think of the Alison Cope Session:

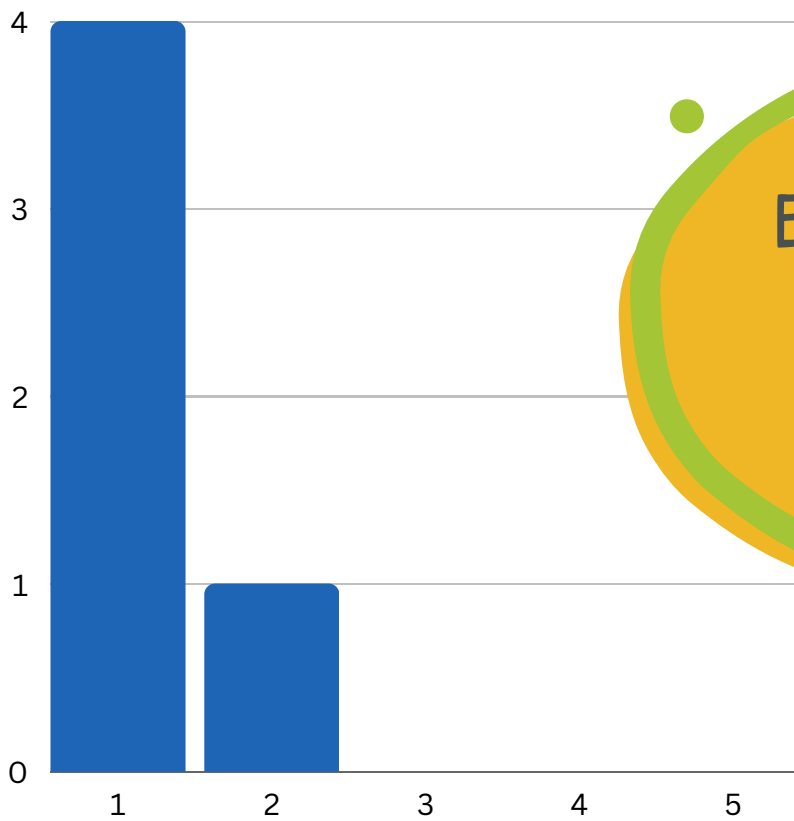


Excellent
100%

I CAN'T EVEN BEGIN TO EXPLAIN HOW INCREDIBLE ALISON'S TALK WAS TO OUR STUDENTS. I HAVE NEVER SEEN STUDENTS AND STAFF SO EQUALLY AFFECTED BY A VISITING SPEAKER

THE STUDENTS REALLY ENGAGED WELL WITH THE SESSION, YOU COULD HEAR A PIN DROP! SEVERAL STUDENTS APPROACHED AT THE END OF THE SESSION TO THANK ALISON

To what extent do you think Alison's session will have a positive impact on your student's ability to keep themselves safe?
(1-5, 1 being most positive impact)

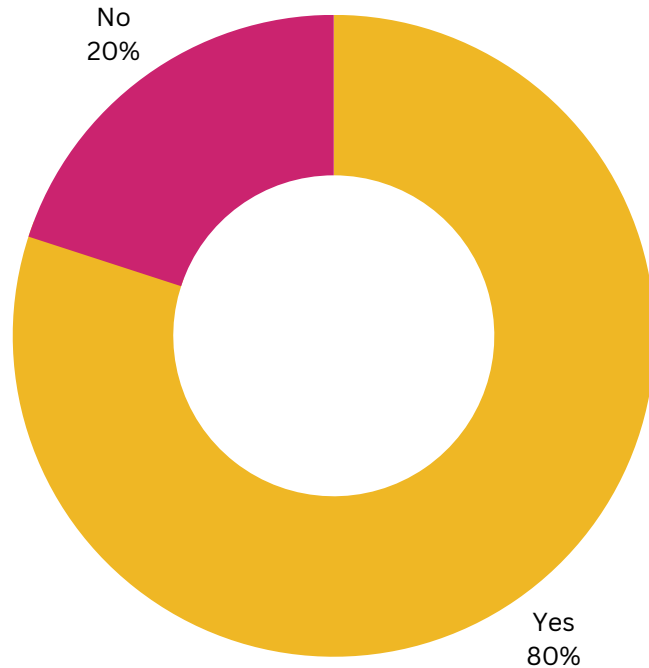


EXCELLENT, RELEVANT
AND USEFUL FOR
STUDENTS

“ALISON IS AN INCREDIBLY ENGAGING
SPEAKER. FAST PACE OF DELIVERY
KEPT STUDENTS INTERESTED. IT WAS
PITCHED PERFECTLY FOR OUR Y10
STUDENTS.”

SENSITIVE ISSUE DEALT WITH
CAREFULLY AND POIGNANTLY

Did you deliver the follow-on session from the Pan-Staffordshire PSHE Education Service?



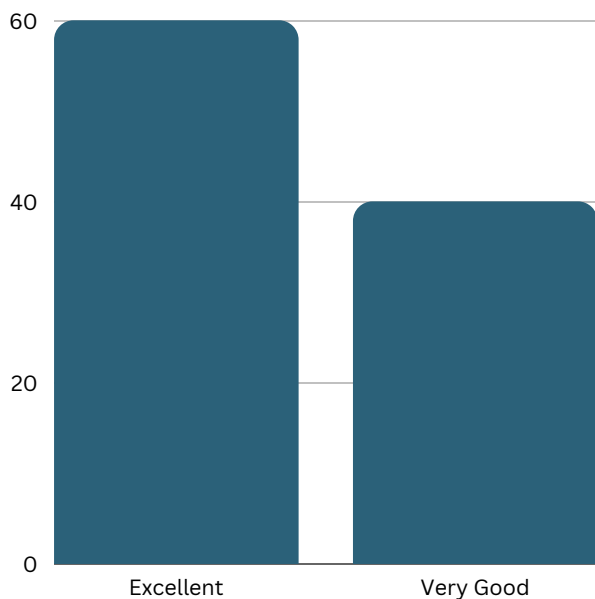
If no, please explain why not:



UNFORTUNATELY THERE WAS NO TIME IN THE PHSE CURRICULUM TO DO THIS, HOWEVER IF WE KNEW FURTHER IN ADVANCE WE COULD. WE ALSO ALREADY COVER KNIFE CRIME WITHIN PHSE.



What did you think of the resources and activities used during the follow-on session?



“ENABLED STUDENTS TO BE REFLECTIVE FOLLOWING THE PRESENTATION AND FOR STAFF DELIVERING TO UNDERSTAND THE IMPACT THAT THE PRESENTATION HAD ON THE STUDENTS. WAS IMPORTANT TO BE ABLE TO ADAPT THE RESOURCES TO REFLECT OUR OWN SCHOOL SETTING ALSO.”

RESOURCES LOOK GOOD BUT WE HAVN'T USED THEM.

USEFUL RESOURCES

To what extent do you think the follow-on session will have a positive impact on your student's ability to keep themselves safe? (1-5, 1 being most likely)



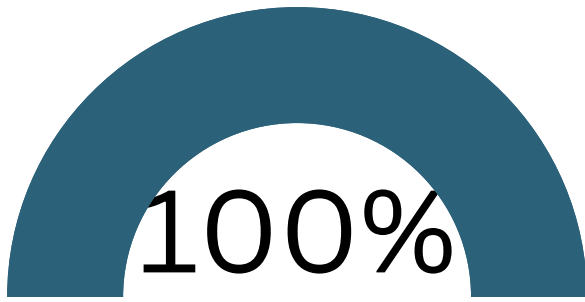
“STUDENTS HAVE REPORTED CONCERNS ABOUT OTHER YOUNG PEOPLE AND WHEN WE HAVE HAD YOUNG PEOPLE WHO ARE AT RISK OF CCE WE HAVE BEEN ABLE TO MAKE REFERENCE TO ALISON'S SESSION.”

STUDENTS CAN CONSIDER THEIR ACTIONS BEFORE MAKING ANY MISTAKES

HOPEFULLY IT WILL DISCOURAGE STUDENTS FROM CARRYING A KNIFE.

IT WILL CERTAINLY MAKE THEM THINK ABOUT THE CONSEQUENCES OF THEIR ACTIONS

Would you recommend this programme to other schools?



"WE WOULD LIKE TO HAVE THIS EVERY YEAR"

“
REALLY IMPACTFUL AND SINCERE
PRESENTATION, IT REACHED ALL OF OUR
STUDENTS OF ALL ABILITIES AND LEVELS
OF RISK
”

"WE WOULD LIKE TO EMBED THIS INTO OUR SCHEME OF WORK EVERY YEAR"

Any other feedback (including from those who did not complete the questionnaire:

STUDENTS CAME AND WANTED TO GIVE ALISON A HUG AND TALK TO HER FOLLOWING THE SESSION. THEY DEMONSTRATED A GREAT DEAL OF EMPATHY.

WE FEEL EVERY STUDENT TOOK SOMETHING AWAY FROM THIS AND STUDENTS HAVE SPOKEN TO ME AFTERWARDS ABOUT HOW INSPIRING SHE WAS. WE FEEL VERY PRIVILEGED OUR STUDENTS WERE ABLE TO EXPERIENCE THIS. ALISON'S STRENGTH AND RESILIENCE EMBODIES OUR SCHOOL VALUES AND HER STORY WAS INSPIRATIONAL TO LISTEN TO..

“
I'D LIKE TO THANK ALISON FOR THE FANTASTIC DAY YOU GAVE US HERE. THE SESSIONS WERE ABSOLUTELY BRILLIANT AND ALL OF THE STAFF AND STUDENTS FOUND THEM VERY VALUABLE. YOUR POSITIVE MESSAGE, WARMTH AND KINDNESS CAN STILL BE FELT IN OUR SCHOOL.
”



PSHE

Education

STOKE-ON-TRENT
STAFFORDSHIRE



Natalie McGrath
PSHE Coordinator
Staffordshire
natalie@staffscvys.org.uk

www.pshestaffs.com