

1.0 Law and citizenship education scheme

The sixth scheme is a school-based parent education course, on the theme of 'Law and Order'. The scheme was developed on the Isle of Wight with Learning and Skills Council (LSC) funding; to raise awareness of youth justice settings, develop relationships between schools, parents and justice organisations, and generate family discussion. The scheme is ten weeks in duration, offering National Open College Network (NOCN) accreditation.

The main success criteria are;

- **improved confidence and understanding of youth justice issues and the law (parent and child)**
- **improved home-school communication**
- **behavioural improvement**

The NOCN accreditation at Levels 1 and 2 also provides an opportunity for parents to further their own learning or employment prospects, if this is appropriate for them.

The scheme was selected for the project to capture the wider citizenship and community aspects of children's learning. It provides an example of a multi-agency model, where the schools' involvement is one of brokering access to other agencies. The scheme also enables a 'cascade' approach to be explored through the research, whereby parents are empowered with knowledge, which is then raised independently within a family setting.

The action research stage of the project will entail transferring elements of the model from the Isle of Wight to Nottingham, with support from the local authorities involved.

1.1 Law and Order NOCN – the menu of support

The scheme requires a link person, such as a Learning Support Assistant, to be identified in participating schools. The Family Learning Tutor works with each school to broker access to local justice organisations such as police and YOTs, who will come and present during the course. The Tutor delivers the course over a ten-week period. Finally, there is a 'hand-over' process to the school, thereby enabling them to sustain the partner contacts.

For the purpose of the action research project, the Isle of Wight team identified the following components to the scheme;

- ▶ **The NOCN accredited course materials:** the scheme requires documentary evidence of adult learning outcomes, using RARPA. The format is portfolio-based and also records levels of confidence reported by parents, and home-school communication.
- ▶ **Trainer-training for delivering the course:** based on training materials used by the Isle of Wight Family Learning Service; and,
- ▶ **Examples of publicity and evaluation materials**

The course runs for 10 weeks, delivered both in the classroom and visits to other settings such as prisons and the County Court. The sessions are delivered to groups of parents, but are designed to prompt further discussion and to apply new strategies with the child in the home. There has been some testing of a joint adult and child approach, but only with older children.

The Family Learning Service has delivered in primary schools and is looking at middle schools next. This means that potentially the sessions will cover “the middle years” for parents of children aged 8-13 years. Parents who took part in primary stage have already shown a demand to carry this through to middle school, where different issues are faced.

The partnership for the scheme is usually designed around the locality. On the Isle of Wight, the response has been the most positive where key individuals such as ‘the local policeman/woman’ are involved. An initial meeting is held, where inputs are negotiated.

1.2 Arrangements for replicating the scheme

The following outlines the plans for transferring the scheme to Nottingham.

Management arrangements

The transfer of the scheme to Nottingham will be overseen by the Nottingham City Council Family Learning Service. As this is a multi-agency scheme, it will also be necessary to build a local partnership with youth justice / community safety organisations.

Strategic priorities

The chosen approach in Nottingham is to link the Law and Order scheme with existing activities around the community safety agenda. There is already a good level of multi-agency work involving youth justice partners.

The participant schools

Two primary schools have been provisionally identified to take part, and arrangements will be finalised during the summer term. Given that Nottingham joined the project late, the planned approach is to build the scheme into a rolling programme of activities with parents. This will avoid the need to recruit 'from scratch' with little time to do so.

Developing the project 'offer'

The package is still at a fairly early stage of development. The current view is that schools will be supported to identify a lead member of staff, to recruit the parents and develop links with the community partners. The Family Learning Service will receive Tutor-to-Tutor training from the Isle of Wight team, enabling them to deliver the scheme. They will also liaise with staff at the community centres, and establish the initial multi-agency partnership.

The specific tasks might include the following:

1. to establish contact with the YOT and scope-out the involvement of partner agencies
2. to conduct an initial mapping, to align the scheme with local community safety targets
3. to release Family Learning Tutors to visit Isle of Wight for Tutor-to-Tutor training
4. to work with the schools and community centres and agree individual roles
5. to purchase (via the project) additional resources needed for each school
6. to publicise the scheme and recruit parents;
7. to deliver the ten-week scheme at pre-determined times; and,
8. to undertake record-keeping and self-evaluation, for use in the research.

There is interest in ECOTEC designing interview topic guides for use with children and young people, which incorporate the 'Respect' diagnostic tools for measuring outcomes.

Timescales

- Visit to Isle of Wight to observe the NOCN in action – March 2008
- Engagement with youth justice / community safety partner organisations e.g. YOTs, police, probation, to assist with running the scheme - April 2008
- Adapting the scheme materials to – May 2008
- Delivery – summer term 2008
- Scheme completion; exit strategy – February 2009