



# Ingredients of an effective sports-based community intervention

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1. Evaluation overview
2. Sport and Crime Reduction – How does it work?
3. Ingredients of an effective sport-based community intervention

- Examine the effectiveness of appropriately delivered neighbourhood based sports interventions in **reducing demand for police service in response to youth crime and anti-social behaviour (ASB).**
- Gather **evidence of impact** and identify the **critical success factors for effective sports** based interventions



# Sport and Youth Crime Reduction

How does it work?

## Why do young people engage in ASB?

The answers matter because they have a direct impact on what makes an effective sports-based intervention

## Figure 5

### What triggers anti-social behaviour?

Young people report four factors that can increase anti-social behaviour

**Bullying/  
threatening  
behaviour of others**



By older age groups/  
older teenagers/  
authority figures/  
media and adults  
(with manifest dislike/  
fear of young people)

**Ugly surroundings**



Dog excrement  
Poor turf  
Vandalism; graffiti;  
broken buildings/  
facilities/floodlights

**(Perception/reality)  
Nothing to do**



Where I live  
For my age group  
(especially 14-17  
years)

**Dejection**



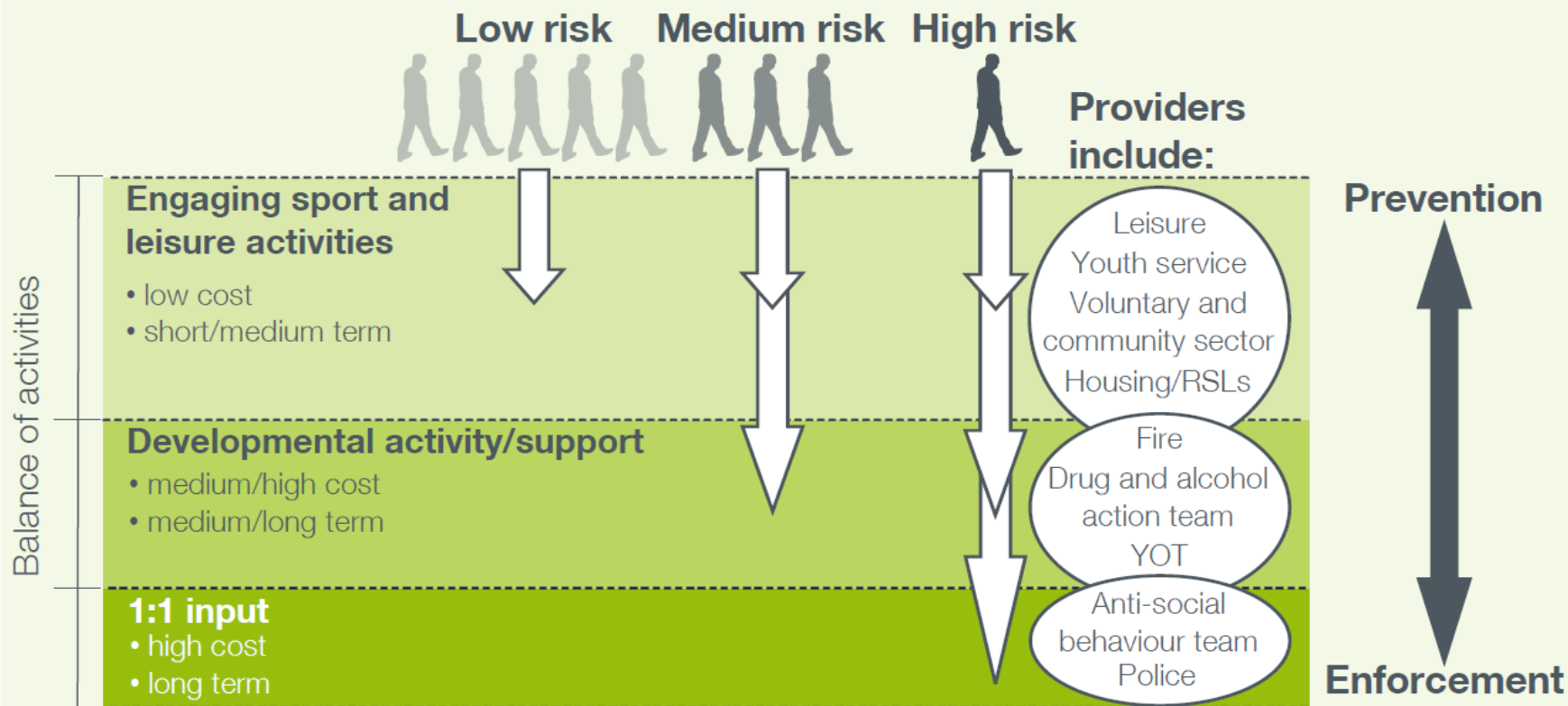
Low self esteem  
Poor support  
structures  
Bleak outlook

Source: Audit Commission

**Figure 18**

**Resources must be targeted appropriately**

The three levels of intervention for addressing anti-social behaviour



Source: Audit Commission

Nichols (2007) identifies three different mechanisms for impacting on crime reduction:

- **Deterrence** - Makes it less likely that a young person will offend if they think they are more likely to get caught
- **Diversion** – Diverts the young person from the place or time when a young person is most likely to get involved in crime.
- **Pro-social development** - Combines ‘risk and protection factors with a model of self-development, facilitated by parallel increases in self-esteem, locus of control and cognitive skills’



*'Sport only has a value within a social and personal development approach'* Crabbe et al. (2006)

<b>Diversionsary Approach</b>	<b>Developmental Approach</b>
Providing alternative 'beneficial' activity to anti-social behaviour, substance misuse etc.	Using activity as a gateway to ongoing personal development
Fixed outcomes as targets (e.g. crime reduction figures)	Open-ended outcomes (e.g. distance travelled of participants)
Mass participation as indicators of success	Quality of engagement as an indicator of success
Belief in the intrinsic value of the activity itself (sport, physical activity)	Focus on values of wider personal development which might be facilitated by use of activities rather than a belief in the activity's intrinsic value
Short or fixed term delivery	Ongoing, open-ended delivery
Structured schemes of work or programs of coaching	Flexible, organic, local development and readily adaptable activities
Authoritarian, based on discipline	Mutual respect, based on trust
Doing something programme leaders think is worthwhile	Doing something the young person thinks is worthwhile

Nichols (2007) - elements for a successful programme promoting personal growth:

- A clear set of values for the activity leaders and the ethos of the programme **(Right Staff)**
- Ability to adapt the programme to individual participants' needs **(Right Style and Place)**
- Sharing activity with peers with pro-social behaviour – reinforcing positive values **(Right Young People)**

Nichols (2007) also advocated:

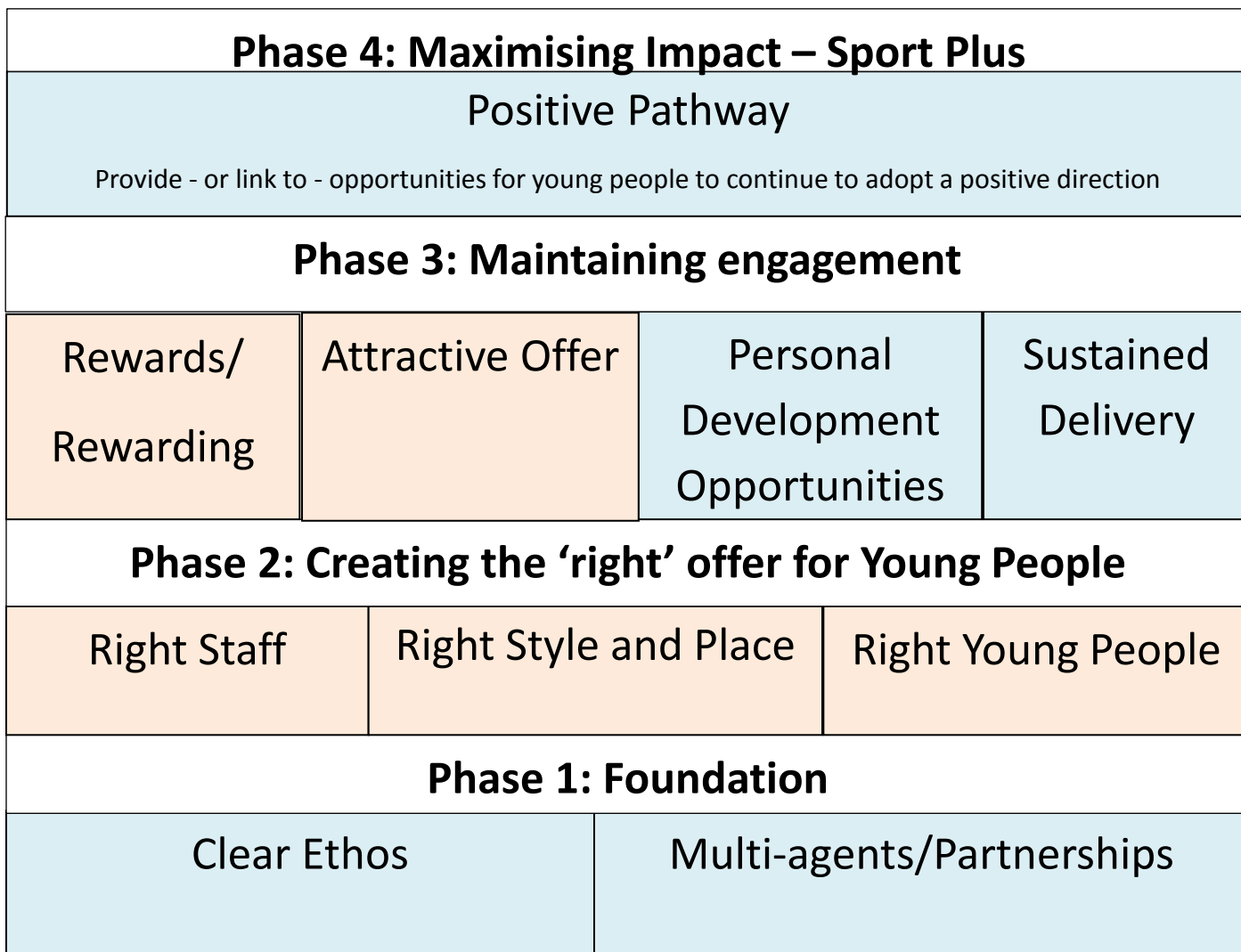
- The use of rewards to recognise achievement – to build self-esteem
- Leaders adopting a mentor role
- Long term programme – 18-24 months with opportunities for further development and exit routes.



# Ingredients of an effective sport-based community intervention

<p><b>Right Staff</b></p>	<p>Authority but not authoritative          Focus on young people as well as on sport          Staff (and volunteers) as role models and mentors who build long term relationships with young people. Mentors and leaders can act as catalysts for change in young people's lives.</p>
<p><b>Right Young People</b></p>	<p>Group should ideally include young people (Like Me) who are similar to target group but who exhibit desired behaviour.          Reinforces positive values.</p>
<p><b>Right Style and Right Place</b></p>	<p>Needs-based and accessible delivery.          Environment that feels safe to young people          Based on clear understanding of the needs of the targeted young people (e.g. age, gender, ethnicity, problem behaviour).</p>
<p><b>Rewards/Rewarding activities</b></p>	<p>Aids retention. Recognises achievement and builds self-esteem</p>
<p><b>Attractive offer</b></p>	<p>Engaging, high quality offer (e.g. Enjoyable, challenging, energetic, varied). Organic and flexible to change over time.          Recognises the dynamic process between the participant and the programme.</p>

<b>Clear Ethos</b>	Mutual respect. Relationships based on trust, respect, fairness, voluntarism/choice. Sense of community.
<b>Sustained Delivery</b>	Ongoing, open-ended delivery (or identified and accessible exit routes identified). Encourages long term retention
<b>Multi-agent/ Partnerships</b>	Enhance access to stable resources. Can build trust between young people and institutions such as schools/colleges and the police and facilitate the improvement of young people's skills, qualifications and behaviours.
<b>Personal development opportunities</b>	Focus on self-esteem, locus of control and cognitive skills that enable young people to take on greater challenges. Also a clear focus on health, welfare and education.
<b>Positive Pathway</b>	Provide opportunities for young people to adopt a positive direction in their life. Pathway to health/work.



- The ‘ingredients’ are those elements which projects need in order to ensure a ‘personal growth’ approach
- The ways in which the ingredients are combined will vary between projects reflecting the local context (Opportunities and Challenges)
- Developing projects takes time and projects will continue to evolve in response to changes in young people and the context





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