


NEWHAM PATHFINDER AND POWER THE FIGHT PARTNERSHIP

End of Pilot Project Report (April 2022 - March 2023)



**POWER
THE
FIGHT**



CONTENTS

1. EXECUTIVE SUMMARY	3
2. INTRODUCTION AND BACKGROUND	6
3. MAPPING SERVICES AND STAKEHOLDER CONSULTATION	8
3.1 Consultation phase one; assessing need	8
3.2 Consultation phase two; End of project support and sustainability	9
4. WHOLE SYSTEMS MAPPING REVIEW	12
4.1 Provide an essential overview of existing services and their provision.	12
4.2 Identifying gaps and overlap for strategic review.	12
4.3 Increase access to and awareness of existing services, increasing successful referrals to activities and support for young Newham residents.	13
4.4 A tool for training new members of staff on the complex and interconnected networks in the borough.	14
4.5 Provide a method for documenting system change over time.	14
5. TRAINING	16
5.1 Quantitative feedback from training participants	17
5.2 Qualitative feedback from training participants	22
5.3 Suggested Improvements	23
6. LIMITATIONS	24
7. RECOMMENDATIONS	26
7.1 Continuation of high impact cultural sensitivity training	26
7.2 Commitment to maintaining whole systems map.	26
7.3 Long term whole systems strategy	27
8. CONCLUSION	28
9. REFERENCES	30
10. APPENDIX	31
Newham; whole systems mapping guide	32

1. EXECUTIVE SUMMARY

Power the Fight were commissioned by London Borough of Newham (LBN) under the Pathfinder Project to pilot the Therapeutic Intervention for Peace (TIP) approach for 12 months across the borough. The Pathfinder Project in Newham aimed to reduce the overrepresentation of Black and Asian young people in the Youth Justice System, as either victims or perpetrators. The TIP model enables culturally sensitive, trauma informed and whole systems approaches to be coproduced and adapted, to support communities and young people.

This 12 month partnership project aimed to deliver on three key outcomes:

- I. Consultation and engagement across sectors in the borough to 'map' existing work and needs.
- II. Development and dissemination of a visual whole systems map, as a tool for identifying existing services and building connections across the borough.
- III. Cultural Sensitivity training for stakeholders, professionals, and practitioners across the Borough, in particular for the education and third sectors.

The report below has analysed extensive qualitative data from review interviews and consultations with a variety of stakeholders in the borough, as well as quantitative data collected before and after training sessions, as well as feedback surveys.

Summary of findings; whole systems mapping and consultation

Crucial to the whole systems approach is an understanding of existing work, connections and how different sectors and organisations work together. Through extensive consultation with over 20 organisations/community forums, PTF developed a visual, interactive, online map, representing the extended network of youth safety work taking place within the borough across health, education, third sector and the local council. This report identifies a clear and consistent need for pragmatic whole systems mapping of cross sector partnerships and referrals within Newham.

Interviews with practitioners and stakeholders recognised five key functions that the systems map produced by PTF performs:

- I. Provides an essential overview of existing services and their provision
- II. Identifies gaps and overlap for strategic review
- III. Increases access to and awareness of existing services, thus increasing successful referrals to activities and support for young Newham residents.
- IV. Provides a tool for training new members of staff on the complex and interconnected networks in the borough.
- V. Provides a method of documenting system change over time.

Despite the extensive usefulness and the importance documented in this report, this evaluation also highlights how the map will rapidly become redundant if not maintained and invested in. This would be a huge loss for potential whole systems approach and partnership work in the Borough.

Summary of findings; Training.

In response to the information and knowledge gathered during the consultation phase, training was developed with a specific focus on cultural sensitivity and school exclusions. This addressed areas such as; bias; racial microaggressions; pathways to leadership; integration fatigue; impostor syndrome; the criminal justice system; the school to prison pipeline and music & culture.

A strong outcome of this pilot project is the effectiveness of cultural sensitivity training provided to staff and practitioners in the sectors. **PTF trained a total of 139 professionals across four training cohorts**, with data demonstrating consistent and significant impact on understanding of cultural sensitivity, as well as the confidence to use what was learnt and implement change. Consistent themes in qualitative feedback from training participants recognised **the engaging and clear delivery, the opportunity for safe reflection and an empowerment for action**, as the strengths of these sessions.

	AVERAGE CHANGE (PRE/POST TRAINING) ACROSS ALL TRAINING COHORTS
UNDERSTANDING OF CULTURAL SENSITIVITY	31% increase
UNDERSTANDING OF THE CONNECTION BETWEEN CULTURAL SENSITIVITY AND SCHOOL EXCLUSIONS	37% increase
CONFIDENCE TO ENGAGE CHILDREN/ YOUNG PEOPLE/PROFESSIONALS IN A CULTURALLY SENSITIVE MANNER	46% increase
CONFIDENCE TO TAKE ACTION TO INCREASE ORGANISATIONAL CULTURAL SENSITIVITY	50% increase

Summary of findings; Recommendations and Conclusions

The strengths of this pilot project have been evidenced in the high impact of the training across all sectors, as well as the extensive and functional mapping tool that was described by stakeholders as an **“incredibly valuable resource”** that they **“desperately need”**. The success of this partnership project is attributed to its **ability to adapt** to shifting needs in the borough, the **trusted expertise of PTF**, and the **regular and effective communication** of the partnership throughout.

The outcomes detailed in the report below strongly support the importance of cross sector partnership work to increase understanding, share knowledge of systems, and strategize for effective service delivery.

The analysis of data from consultations, interviews, surveys and feedback presented here identify three key recommendations:

- a) Continuation of high impact cultural sensitivity training
- b) Commitment to maintaining whole systems map
- c) Long term whole systems strategy

Crucial to the sustainability of this work is local council commitment to updating and maintaining the systems map. The findings of this report suggest this responsibility should be held centrally; within the youth safety strategy, the transformation team or in youth Justice. There is also potential for this to be maintained through long-term research partnerships with academic institutions, with support and collaboration from third sector organisations.

Overall, **the project demonstrates the strength and need for effective partnership work, whilst highlighting the risk of short-term pilots that do not sustain relational and connected work in the borough.** It is hoped that the systems map will be maintained to enable strategic review and long-term partnership building, and that the impact of the cultural sensitivity training evidenced here will be expanded and sustained through further training from relevant providers in the future.

2. INTRODUCTION AND BACKGROUND

The Therapeutic Intervention for Peace (TIP) Project is a codeveloped and culturally sensitive conduit model of partnership work, currently being delivered by Power the Fight (PTF) in London. The approach aims to reduce interpersonal violence affecting young people through preventative, holistic and whole systems change, and increase inclusivity and belonging in health and education. The model was first devised in response to the recommendations of the 2020 TIP Research Report, which documented the experiences and realities of young people, families and practitioners impacted by interpersonal violence between young people¹.

Power the Fight were commissioned by London Borough of Newham (LBN) under the Pathfinder Project to pilot the TIP approach for 12 months across the borough. The Pathfinder Project in Newham aims to reduce the overrepresentation of Black and Asian young people in the Youth Justice System and prevent them becoming involved in the justice system in years to come, as either victims or perpetrators.

The partnership commenced on 25th April 2022 with the initial aim of supporting a macro TIP model across the borough, developing therapeutic approaches and increasing cultural sensitivity at a systems level. However, it became evident early in the contract that there was a range of therapeutic and trauma informed projects that were either recently established or emerging across the borough. It was also clear that significant shifts in broader funding and borough initiatives were in transition at this time, presenting a challenging landscape for PTF to establish the work that was initially intended.

The original contract had detailed a close collaboration with Newham's Headstart mental health and wellbeing programme, but by the time the work was able to start, Headstart was coming to an end and the project was in the process of being defunded. In light of these challenges, PTF re-evaluated and adapted the project aims in order to complement and support existing work, rather than duplicating or hindering it. Although the timing of the project presented early challenges, the adaptability of the team was later commended by Newham Pathfinder with one end of project review stating; **"I like how the project adapted. lots of things were changing that could've affected the work that Power the Fight did. But I like the fact that the team were very proactive in adapting"**.

Through early consultation with Newham stakeholders, and in agreement with Pathfinder, PTF adapted the project aims and delivered on three key outcomes:

1. Consultation and engagement across sectors in the Borough to 'map' existing work and needs.
2. Development and dissemination of a visual whole systems map, as a tool for identifying existing services and building connections across the Borough.
3. Cultural Sensitivity training for stakeholders, professionals and practitioners across the Borough, in particular for the education and third sectors.

The following report provides details of these three objectives and evaluates the impact of this project, as well as identifying limitations and recommendations moving forward.

METHODS

The report draws upon data collected pre and post training through online surveys, as well as feedback received throughout the project during consultation meetings. Review interviews were conducted with six partnership stakeholders and key themes from this qualitative data are presented here. Particular appreciation is given to Jason Turner, Rebecca Allgood-May, Hannah Stringer, Rebecca Stanley, Chima Madu and Audrey Johnson, who contributed their time and reflection as part of this evaluation.

3. MAPPING SERVICES AND STAKEHOLDER CONSULTATION

3.1 CONSULTATION PHASE ONE; ASSESSING NEED

The PTF approach, detailed in the TIP Report, recognises the importance of local knowledge and connection power. It is imperative that any PTF intervention at a micro or macro level must first consult with young people, practitioners and professionals with specific experience of the unique needs and context of the local communities. Therefore, the first phase of delivery spent an extensive amount of time consulting with Newham forums and attending meetings with key stakeholders.

This included:

- The Headteachers Forum
- DSL Forum
- The Trauma Informed Practice Forum
- Newham Youth Panel

As well as meetings with representatives from:

- CAMHS
- New-MAC
- Headstart
- Vanguard
- Princes Trust
- Family Navigator Programme
- School Health Support Services
- Schools Behaviour Team
- Get Real Youth Services
- Compost
- Place2be
- XLP
- One Newham
- Secondary schools in the Borough
- Alternative provisions in the borough

Within these initial and substantive discussions, consistent themes emerged that identified specific needs and current limitations in the Borough. The information and insight gained in this first phase of consultation was used to inform the delivery plan for the second phase.

Of particular significance was the knowledge shared by young people in the LBN, through the Newham Youth Panel. The group communicated to PTF **that they felt sports activities, mental health support and support for young people with disabilities was going well within the borough.** However, **young people said they needed to feel safer in areas that are being developed and felt there was a lack of spaces created to promote young people's safety.** Young people also want better litter picking and street cleaning in all areas of the borough and felt that this is currently only focussed in the newly developed areas. The youth panel members were very knowledgeable on **cultural sensitivity**, they commented on the need for more nuanced behaviour policies in schools and changes to how school uniforms and hair policies are managed. They also talked about language used by staff and other students.

Amongst adult professionals and practitioners there were consistent themes that were raised during consultation. The most consistent of these was **concern over frequency and disproportionality in school exclusion rates across the borough, and the limited support for those affected by permanent exclusion.** There was also consistent mention of the under-representation of Black boys in CAMHS referrals, the need for more interaction with faith groups and the limited services and support for 18-25 year olds. **Professionals often felt that whilst good work was taking place in the voluntary or third sector, this was often isolated from other sectors such as health or education. They shared similar experiences of logistical 'barriers' in joining up the work between schools, voluntary/third sector, health and local authority.**

Based on these consultations, the project shifted towards responding to the needs identified. Key themes of disproportionality and inequality in school policy and health referrals highlighted a specific need for cultural sensitivity training, tailored towards accessible mental health and school inclusion. This informed the training that was developed and delivered to 139 professionals across multiple sectors in the second phase.

Initially the 'mapping' of services was intended to be an internal PTF process to aid understanding and assessment of needs for delivery. However, the consistent theme of good practice being 'isolated' and challenges of linking up work across sectors within the Borough, suggested that the mapping of existing work would in itself respond to this need. With this in mind, the development and dissemination of a visual mapping tool that increases visibility and supports the connection of services in Newham, became a key outcome of the partnership.

3.2 CONSULTATION PHASE TWO; END OF PROJECT SUPPORT AND SUSTAINABILITY

Towards the end of the project, PTF offered consultations with service providers across sectors to consider how the map might be used beyond this project. These were also a way of supporting organisations who had been trained during the project, to put into practice their cultural sensitivity by considering the needs of their young people and using the map to signpost or identify relevant organisations accordingly. Each consultation meeting was unique and specific to the organisation consulted with.

During the consultation, service providers were advised on the possible connections with organisations who might be able to enhance the work they already do or to fill a gap where there

is a particular need. The consultations lasted around 45 minutes and were delivered by a member of PTF, with the aim of;

- Providing a better overview of the range of support offers in Newham
- Identifying a number of organisations that could meet the needs of young people they work
- Providing contact details of those organisations to make further connections.
- Exploring their potential involvement in maintaining and sharing the map after this project ends

End of project consultations were held with Community Links, Fight For Peace, Lister Community School and the Behaviour support, Exclusions and Alternative Education Team. Aspects of the feedback from these four consultations during this end phase are summarised in the table below. Key findings here suggest that both the map and the end of project consultations were 'very useful', both rated 4.5 on average, out of a possible 5. It was felt that the map increased efficiency, reduced duplication and increase awareness of existing work. The consultations were reported to have met the aims above, with feedback commenting that potential partnerships were identified, that they had a better understanding of existing connections, and that services providers felt included and involved in the mapping process. There was also sustainability potential identified in the positive responses to being asked about maintaining and sharing the map in the future; three out of four organisations confirmed they would interested in doing this and plans have been made to follow up on this.

CONSULTATION	FIGHT FOR PEACE	BEHAVIOUR SUPPORT, EXCLUSIONS & ALTERNATIVE EDUCATION TEAM	LISTER COMMUNITY SCHOOL	COMMUNITY LINKS
On a scale of 0-5, how useful is this map to your work? (Where 5 is very useful)	5	4	4	5
How would you make use of the map in your day to day work?	understand who is working in the VCS with which types of services to refer YP to, to visualise and understand the different projects run by LBN, look for any duplication/ways to join up approaches with relationships between sector services	Understanding how organisations are connected and working in partnership on different programmes	As I manage an internal alternative provision, I am always looking for external agencies to be able to meet the needs of our YP... It is excellent to have a central place to be able to access what is available and 'out there' in Newham which should decrease workload for myself and the team but also highlight external agencies that I might not have been aware of.	Sometimes you just don't know where to go to find support. This map will support all areas.
In your opinion, does the map support the signposting of young people to appropriate and culturally sensitive support?	Yes	Not sure	Yes	Yes
How could the map contribute to systems change in the borough, if at all?	increasing handover efficiency and continuity of relationship building and partnership working; visually representing key stakeholders and their connections in the borough; visually representing cross-sector involvement in youth services	Yes, it would be easier to identify gaps if it is kept up to date	I am unsure.	having more of an awareness of the services available
On a scale of 0-5, how useful was the mapping consultation? (where 5 is very useful)	4	4	5	5
What was useful about the consultation and/or how could it be improved?	Having the context for the mapping explained and to talk through the development and brainstorm relevant partnerships that could be explored based on the map	Seeing the map in detail and how we could make use of it	(PTF) consulted with us at every stage. It was useful to see the map literally come to life in front of our eyes. Being consulted, meant that I was fully versed on the aims of the map and how I might incorporate this into my work.	Informing me of how it works and what it can be used for.
Would you/your organisation be interested in maintaining the map, keeping it up to date and showing others how to use it?	Yes	Yes	Yes	Maybe

4. WHOLE SYSTEMS MAPPING REVIEW

Newham Council's Youth Safety Strategy is committed to a whole systems approach². This reflects the public health approach to community safety that aims to bring many different services and sectors together to create a safety net to protect young people³. It also aims to promote collaboration, knowledge sharing and encourages people to initiate new partnerships.

Crucial to the whole systems approach is an understanding of existing work, connections and how different sectors and organisations work together. The rapid changes taking place in Newham suggested that a mapping of the existing system would be particularly useful at this time, to support the implementation of the current whole systems strategy. Through extensive consultation PTF developed a visual, interactive, online map, representing the extended network of youth safety work taking place within the Borough across health, education, third sector and the local Council ([see Appendix](#)).

To evaluate the potential impact of this map, review interviews were conducted with six professionals from Newham Council, Newham Pathfinder, East London NHS Foundation Trust and Newham Early Help - who had all seen and explored the mapping tool. Thematic analysis of these interviews has identified five key functions of the map that are presented and reflected on below.

4.1 PROVIDE AN ESSENTIAL OVERVIEW OF EXISTING SERVICES AND THEIR PROVISION.

The first theme that came across strongly in all review interviews was the importance of the whole systems map as a way of seeing what currently exists for young people in Borough and to understand how the component parts are connected to each other.

“Just from that map and the links, you can understand key aspects of Newham systems” (Newham Pathfinder).

“For me the tool was incredibly helpful, even in just understanding the wider context of services and the service offer” (East London NHS Foundation Trust).

This was also seen to support opportunities for collaboration with one health professional commenting that the map was **“valuable to the whole system working in partnership more”** (East London NHS Foundation Trust). It was also suggested that a systems mapping tool responds particularly to the needs of a borough experiencing a fast rate of change, stating **“things are changing so rapidly, so one way we can respond to that is with this map”** (Newham Early help).

4.2 IDENTIFYING GAPS AND OVERLAP FOR STRATEGIC REVIEW.

Interviews with Newham professionals took this point further, consistently reflecting that the map is also a strategic tool for organising a whole systems approach with more efficient planning. A common experience across sectors seemed to be unidentified overlap or not being aware of

similar projects that could be connected to new initiatives. As one professional from Newham Council described;

“When you say you’re doing things and others say “oh, I didn’t know about that” or “Ohh, that sounds like that” or “How does that connect with that?” - So there is clearly a real need for it, especially with the sheer amount of activity that is happening. And really for us to understand where we sit within that... it is absolutely needed (Newham Council).

As well as potential overlap, the map was seen as essential for identifying gaps in current services and opportunities for collaborating to fill these. One health professional described this as, **“trying to connect the dots of the landscape... thinking about it strategically; who would be helpful to have conversations with? who do we need to be linking up with? where are the opportunities? Where are the gaps? Do we need something new or can we build on existing expertise within the community?”** (East London NHS Foundation Trust).

4.3 INCREASE ACCESS TO AND AWARENESS OF EXISTING SERVICES, INCREASING SUCCESSFUL REFERRALS TO ACTIVITIES AND SUPPORT FOR YOUNG NEWHAM RESIDENTS.

In addition to strategic organisation, the map was seen by professionals as a way of increasing successful referrals and increasing the opportunities for engagement and support of young people and families in Newham. With professionals urging for this tool to be implemented and maintained as a valuable resource.

“From my experience of working and CAMHS or youth offending you’re thinking, I’ve got this young person with this very specific niche need. Where can I find out whether or not a service exists for it? The map provides that. And if that’s just left to go, I just think it’s a huge waste of a potentially incredibly valuable resource” (East London NHS Foundation Trust).

It was a common experience amongst health professionals that finding the right service for children and families often involved knowing the right people to ask. This was recognised as causing a significant delay to effective provision particularly when trying to link health services and the third sector; **“our experience of coming in new to the borough is that quite often, without having something concretely written down on paper, you can only find out what there is if you connect with the right people who will often be within the third sector”** (East London NHS Foundation Trust).

4.4 A TOOL FOR TRAINING NEW MEMBERS OF STAFF ON THE COMPLEX AND INTERCONNECTED NETWORKS IN THE BOROUGH.

Many of the professionals interviewed commented on the potential helpfulness of the map to train new members of staff and practitioners in their sector. The significance of this was frequently connected to the shifting nature of funding and staff in Newham, and how this often leads to delays in effective provision while people settle into roles and gradually meet key links across the Borough. Professionals who had recently experienced being 'new' to Newham reflected on this by saying:

“coming in new to Newham... there is so much going on within the borough at every different level and it is near impossible to get a sense of that or how they are connected or even if they are connected” (East London NHS Foundation Trust).

“So the map is really useful for me, particularly as being someone who was kind of newer... To see what different groups there are what different kind of support there is in the community. It was really useful for me” (Newham Early Help).

One health professional pointed out that the information contained on the map would only be extensively known by someone who had been working in Newham for many years – however it was suggested that such individuals are getting harder to find. **“In this day and age, where the rate of turnover for staff is so high, it’s becoming more and more rare to find people within health or social care that have those years length of service where that internal knowledge exists and maintained”** (East London NHS Foundation Trust). In this context, the knowledge communicated by the map becomes increasingly valuable for training and educating new members of staff.

4.5 PROVIDE A METHOD FOR DOCUMENTING SYSTEM CHANGE OVER TIME.

The final theme identified is the potential impact of the whole systems map to evaluate long term change and the strategic shifts taking place in the borough. The map was seen by many professionals as a valuable tool for scrutinising the system itself, rather than the individual within it – connecting directly to the public health strategy; **“it speaks to our system change agenda... the mapping helps us understand the system”** (Newham Pathfinder).

“It would be really interesting to see how that map changes over time and it almost becomes a documentation of system change” (East London NHS Foundation Trust).

Some felt that if you compared maps over time it would highlight the problem of short-term pilot project funding, by visually representing the rapid turnover of projects and services that many within the systems are experiencing as restrictive to effective practice. In regards to these challenges, it was hoped by several practitioners that **“mapping is making it more transparent”** and that this would be **“a potential way of mobilising”** for long term change.

FEEDBACK FROM DISSEMINATION OF MAP AND CONSULTATION

HEALTH SECTOR	Consulted with MHST, New-MAC & Embedded Clinicians
	Reported that the map would be helpful to use with partners to understand services and connections between them
	Especially useful for identifying partners in the third sector
	MHST keen to be involved with further mapping work with schools
PUBLIC SECTOR	Consulted with Schools Health, Headstart, Exclusions Team
	Reported that map is very helpful particularly for understanding third sector
	Recommended use for signposting to services
	Highlight need for map to be maintained and updated. Need for clear delegation of responsibility so that the work is continued, not replicated.
EDUCATION	Consulted with Lister School, Plashet, DSL Forum
	Reported that map is very useful, asked to have immediate access
	Particularly useful for safeguarding, behaviour and SENCO teams.
	To be used to signpost to third sector and understand public sector structure and offer
THIRD SECTOR	Consulted with Exit Foundation, Evolve & Adapt, Compost, One Newham, Fight for Peace
	Reported that map is very useful for making connections with others in the third sector
	Would like to use to understand work going on in other sectors and make better connections
	Fight for Peace are interested in maintaining the map in future 'youth network' work
	Potential for Fight for Peace to connect this work to their own moving forward.

5. TRAINING

In response to the information and knowledge gathered during the consultation phase, training was developed with a specific focus on cultural sensitivity and school exclusions. The training module with the title “***Belonging: We Need To Talk About Race – Becoming a Culturally Sensitive Organisation***” was adapted slightly for delivery in organisations, alternative provisions and schools but was measured on the same evaluation scales. While diversity is not only about race, racial disproportionality in school exclusions and CAMHS referrals was identified as a specific concern within consultation with young people and professionals in the Borough and this training aimed to address that need.

The training covered the following areas:

- **Audit** and reflection, both individually and organisationally, on diversity and inclusion.
- **Awareness** of the lived experience of Black and Brown culture, with a particular focus on children and young people.
- Consideration of how you can **Act** to better serve the diverse people you work with and exploration of how cultural humility & sensitivity contributes to this.

The training also addressed the following areas: bias; racial microaggressions; pathways to leadership; integration fatigue; impostor syndrome; the criminal justice system; the school to prison pipeline and music & culture.

Training in schools and alternative provisions offered additional localised training on:

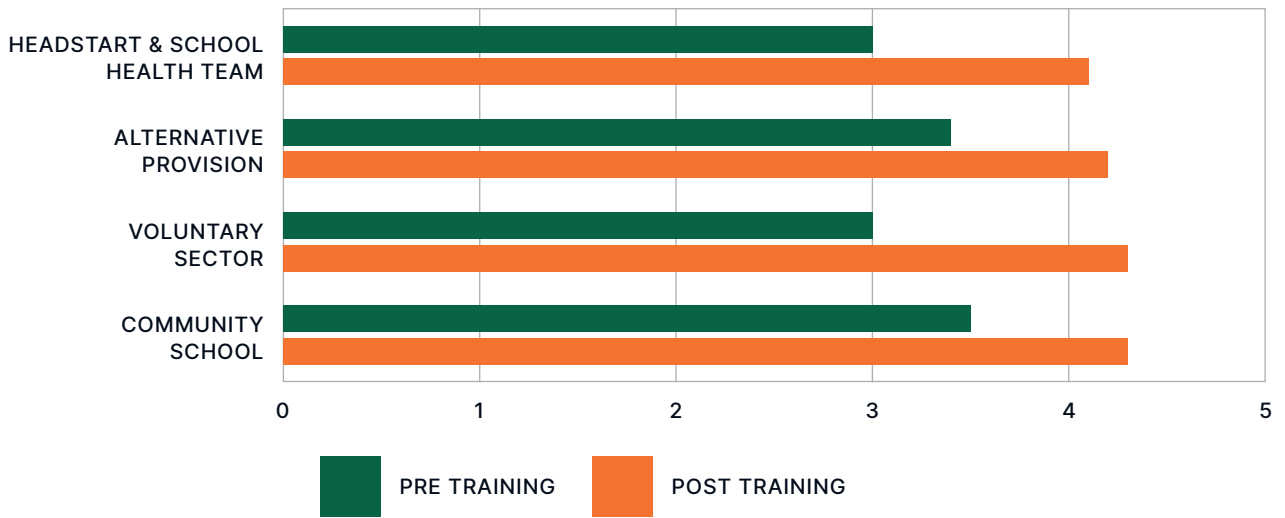
REFLECTIVE PRACTICE	Along with an understanding of what Cultural Sensitivity is and how to challenge bias blind spots, a focus on how reflective practice can aid the embedding of more inclusive practices in the school setting.
LOCAL KNOWLEDGE	Increasing knowledge of the local demographic; reflection on how to operate in a setting where your own culture differs from that of your students and local community; the promotion of student and parent/carer voice and the analysis of the school behaviour policy through a ‘Culturally Sensitive’ lens.
INTERNAL AUDIT	Internal audit of current practices used to promote the aims of equity and diversity, and a knowledge sharing exercise to promote best practice and establish practical next steps.

5.1 QUANTITATIVE FEEDBACK FROM TRAINING PARTICIPANTS

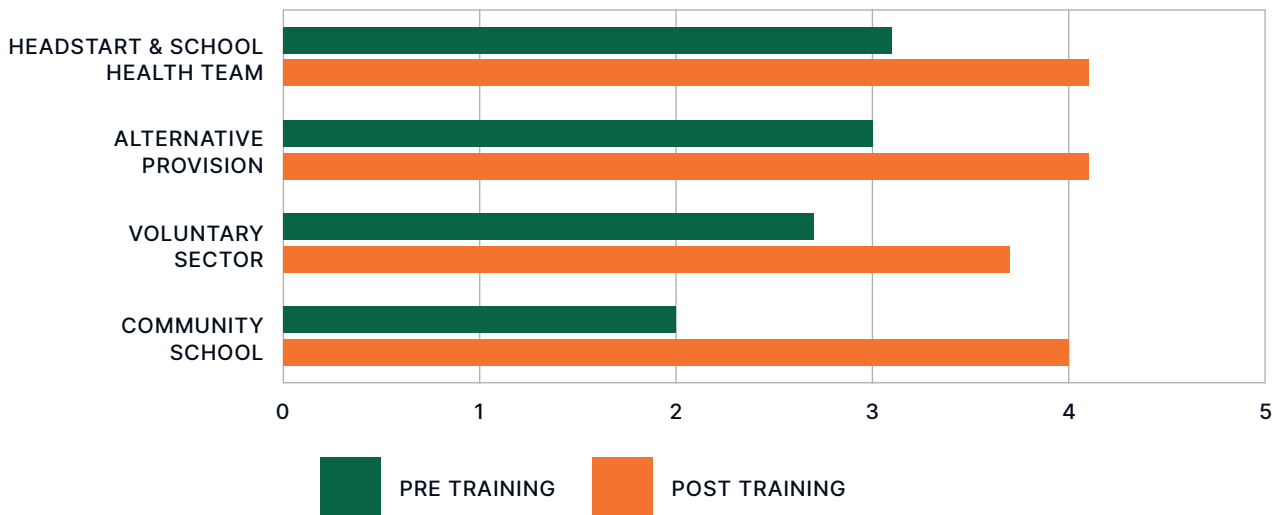
In the delivery period PTF trained a total of 139 professionals across four training cohorts; a community school, the third/voluntary sector, an alternative provision and the health team. This included participants from the School Health Team, Headstart, Lister School Pastoral Team, Tunmarsh PRU, Fight For Peace, RDLAC, and the Exit Foundation. Pre and Post-training evaluation forms were completed by participants, the average scores from each training group is presented below, along with the percentage change across the whole sample.

		COMMUNITY SCHOOL	VOLUNTARY SECTOR	ALTERNATIVE PROVISION	HEADSTART & SCHOOLS HEALTH TEAM	OVERALL AVERAGE
Number of participants		7	13	90	29	
Average rating of training (5 being excellent)		4	4.7	4.5	4.7	4.5
<i>I understand what Cultural Sensitivity is and how it applies to my work.</i>	Pre training	3.5	3	3.4	3	3.2
	Post training	4.3	4.3	4.2	4.1	4.2
<i>I understand the connection between Cultural Sensitivity and schools exclusions.</i>	Pre training	2	2.7	3	3.1	2.7
	Post training	4	3.7	4.1	4.1	4
<i>I feel confident to engage children/young people/ professionals in a Culturally Sensitive manner.</i>	Pre training	2	3	3.3	3	2.8
	Post training	4	4.2	4.1	4.2	4.1
<i>I feel confident to take action to increase my organisation's Cultural Sensitivity.</i>	Pre training	2.5	3.1	2.9	2.5	2.8
	Post training	4.3	4.2	4.1	4	4.2

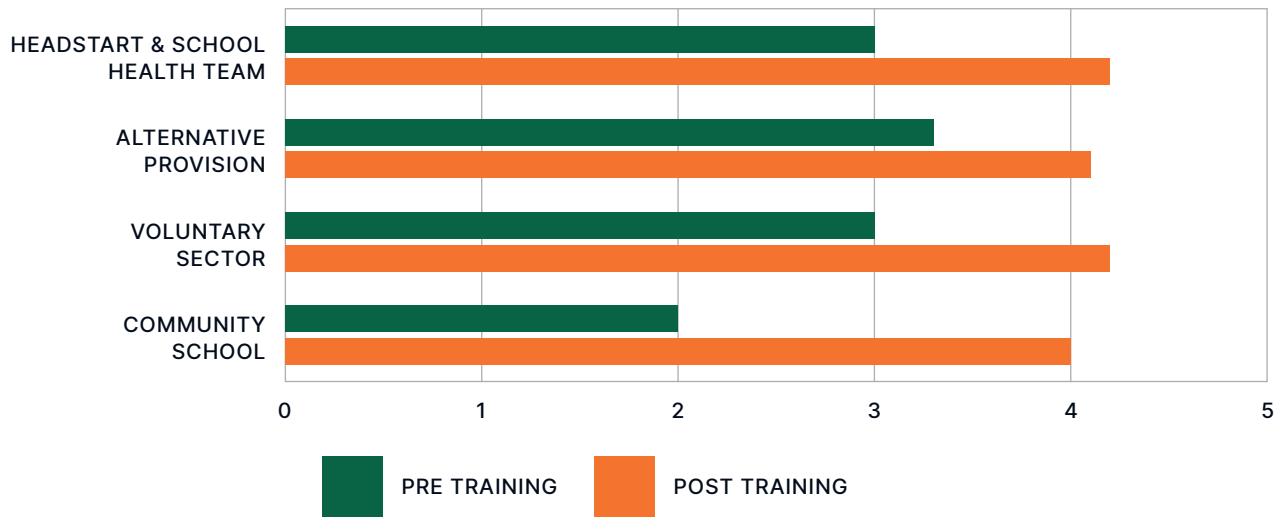
“I UNDERSTAND WHAT CULTURAL SENSITIVITY IS AND HOW IT APPLIES TO MY WORK”



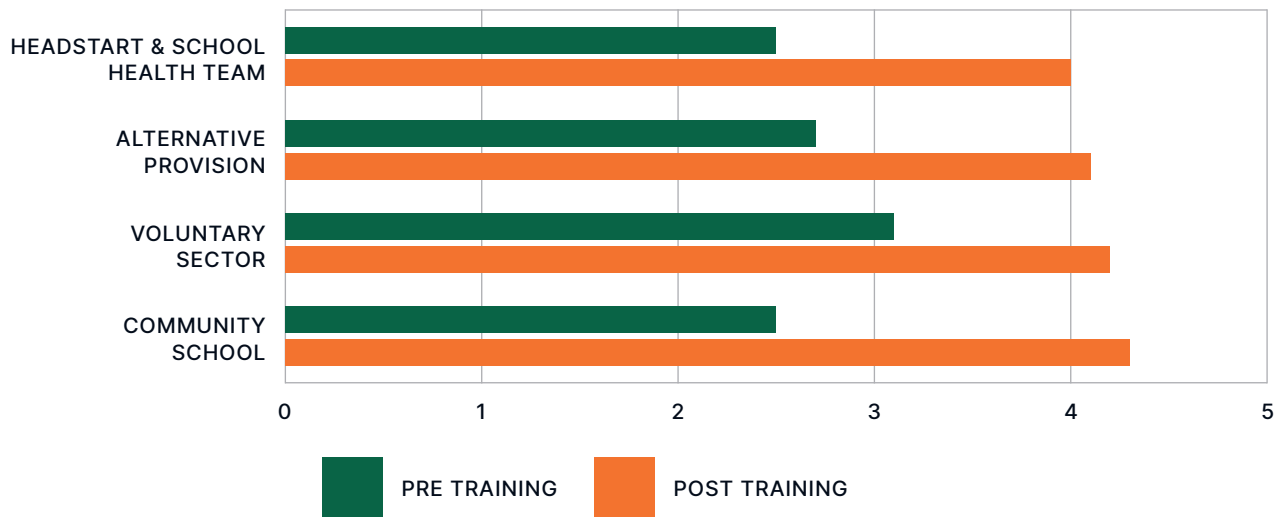
“I UNDERSTAND THE CONNECTION BETWEEN CULTURAL SENSITIVITY AND SCHOOLS EXCLUSIONS”



**“I FEEL CONFIDENT TO ENGAGE CHILDREN/YOUNG PEOPLE/
PROFESSIONALS IN A CULTURALLY SENSITIVE MANNER”**



**“I FEEL CONFIDENT TO TAKE ACTION TO INCREASE
MY ORGANISATION’S CULTURAL SENSITIVITY”**



Professionals that took part in the training rated the quality of this consistently high. The average rating across all evaluation responses was 4.5 out of 5, with 5 representing “excellent”. **The impact of the cultural sensitivity training is strongly evidenced in the consistent and significant increases in understanding and confidence to implement the training across all four groups.** In particular we see evidence that on average the community school staff increased their self-rated understanding of the connection between cultural sensitivity and school exclusions by 100%, and their confidence rating to engage with children in a culturally sensitive manner increase by the same amount. Training for the voluntary sector recorded the highest increase in understanding of cultural sensitivity, with average participant rating increasing by 43% between pre and post evaluation.

		AVERAGE ACROSS ALL GROUPS (MEAN)	DIFFERENCE	PERCENTAGE INCREASE
<i>I understand what Cultural Sensitivity is and how it applies to my work.</i>	Pre training	3.2	1	31%
	Post training	4.2		
<i>I understand the connection between Cultural Sensitivity and school exclusions.</i>	Pre training	2.7	1.3	37%
	Post training	4.0		
<i>I feel confident to engage children/ young people/ professionals in a Culturally Sensitive manner.</i>	Pre training	2.8	1.3	46%
	Post training	4.1		
<i>I feel confident to take action to increase my organisation's Cultural Sensitivity.</i>	Pre training	2.8	1.4	50%
	Post training	4.2		

Using the average rating across all training groups we see increases consistently above 30% in understanding and confidence in applying Cultural Sensitivity. **The highest overall percentage increase was in confidence to take action to increase organisational cultural sensitivity, increasing by 50% on average across all reporting participants.** These results demonstrate a strong impact from the training outcome of this pilot project.

5.2 QUALITATIVE FEEDBACK FROM TRAINING PARTICIPANTS

Qualitative feedback from training also evidenced the strength of the content of these sessions and the quality of the training staff and their approach, as well as suggesting improvements for the future. Across all groups, evaluation surveys demonstrated consistent strengths of the training. Three key themes are recognised in the analysis of these responses;

1. Engaging and clear delivery

When asked what participants enjoyed the most about the training sessions, feedback from participants consistently identified the delivery style, approach and methods of communication as a strength of these sessions. Comments included:

| *“The skilful facilitation and choice of graphics”*

| *“The facilitators were great, good pace, good number of breaks, good balance of discussion, videos etc”*

| *“It was pitched well - challenging but engaging”*

Comments specifically identified the visual aids, pacing and balance of activities – as well pitching the content at the right level. This recognises the engaging and clear facilitation of training as a strength of this project.

2. Opportunity for safe reflection

Feedback on what participants enjoyed most about the training also consistently referenced the opportunity to discuss this topic with colleagues in a ‘safe’ or ‘supported’ space. Responses included the comments:

| *“Chance to talk to my colleagues in a safe place”*

| *“Conversing with group and reflecting on best practices”*

| *“The group’s ability to have an open, and honest discussion”*

| *“The space to have these ‘difficult’ conversations in a supported space”*

The frequent reference to reflection and honest discussion as a strength of the training demonstrates that the training provided a crucial opportunity for much needed conversations. It suggests that professionals are willing and keen to talk about cultural sensitivity in their work but need to be provided with supportive spaces by skilled facilitators to enable this.

3. Empowerment for action

The final theme identified in responses to what participants enjoyed the most, is that participants frequently mentioned a confidence or new ability to make changes, reflect on practices and implement the knowledge gained. Comments included:

| *“Recognising our ability to be Culturally Sensitive”*

| *“Thinking about how to have these conversations with the wider staff”.*

| *“I really appreciated the ideas of how we all hold cultural biases which could have an automatic effect on our service. I feel far more confident in identifying ways I could implement cultural sensitivity.”*

| *“Very interesting insight into others experiences and using this to be able to reflect on my own experiences.”*

This consistent theme demonstrates an empowerment and confidence to take action as a result of this training and is substantiated by the quantitative data discussed above. This supports the conclusion that increased empowerment and confidence to make systemic change is a strong outcome of this training.

5.3 SUGGESTED IMPROVEMENTS

When asked how the training could be improved, participants commented on the physical environment of the training room which was sometimes disturbed by external noise, more time to process and digest the information and more focus on Newham schools. It was also suggested that training opportunities without senior leaders' present might enable more open conversation. One participant commented **“sometimes having SLT Senior Leadership Team in the room limits what people are willing to say”**. The most consistent feedback was a focus on the need to continue to the work to implement change. As one participant commented; **“I think the training opens the door and that follow up is required to ensure that real change can start to take place”**.

This was supported in review interviews with Newham Council and Pathfinder, who reported that schools, especially the alternative provision, had requested further and ongoing training with PTF. **“They really want more. They’ve been very clear about that. They want more”** (Newham Council). This was considered a particular strength of the work, demonstrating a potential sustainable outcome of the pilot project and an opportunity for further partnership work. **“I like the fact that schools for example have shown a real interest in continuing the work and are willing to engage with Power the Fight even beyond the lifespan of this project. This is always something that we look for in terms of sustainability”** (Newham Pathfinder).

6. LIMITATIONS

A significant limitation of the delivery was the unanticipated delays and changes in planned outcomes that took place early in the project. The original plan had included the recruitment of a Band 7 psychologist to lead on key aspects of this project. However, due to the changing context of work in the LBN this recruitment was unsuccessful in the short time period of the project and so the work was delivered without this significant resource.

There was sometimes scepticism or cynicism around this being another short-term pilot project in the Borough. There was often a sense of 'pilot project fatigue', with busy practitioners reluctant to engage at first with 'yet another' new scheme or initiative. This was particularly evident in communications around the systems map, due to previous and overlapping mapping projects in the Borough:

“People were saying, “oh, yes. Someone emailed me about a different map last week” and “this is the third e-mail I’ve had about mapping”. And we’re like, oh, interesting. OK, there’s another map happening... Which I think highlights some of the difficulties with this work”. (Newham Early Help).

There is a risk that the scepticism will be valid if the map is not valued and maintained beyond the funding period. A key limitation of this project, as with others like it, is if it is replaced with something similar that starts again without building on what came before. This lack of continuation was highlighted as a particular frustration and limitation for work in the LBN:

“...things tend to get funded for a year or two. And then the funding gets allocated to something similar, but kind of new and shiny and with a different name, and it starts again... that was a big challenge that people identified” (Newham Early Help).

In addition to this, the landscape of work in the LBN and the connections are constantly changing, with people changing roles often. Knowledge of these is often based on individual relationships and existing networks and so finding the right people and talking to them is a significant challenge. Due to the delivery time constraints, is very likely that there are more connections that are not yet documented on the map.

Collaboration with the third sector was considered particularly important to services in health and the public sector, but the third sector had the broadest variety and number of provisions to map. They are also subject to frequent change making keeping track of opportunities for collaboration particularly challenging. Due to these limitations, connections with the third sector were often based on existing relationships, with organisations working in the same schools and locations.

Whilst Newham networks and forums currently exist to engage with the third sector, feedback from organisations suggest they struggle to find the time to attend these and that its often felt the spaces are not used efficiently and are not a good use of time. Consultations identified Fight for Peace as potential conduit organisation, that could continue and build on the work detailed here, providing a key link and facilitator between the public, health and third sector.

Whilst the systems map is functional at this pilot stage, it was suggested that accessibility of navigating could be improved. Along with identifying responsibility for updating the map, improved interface and navigation should be considered moving forward.

7. RECOMMENDATIONS

Based on the analysis of evaluation data reported here, this report suggests the implementation of three key recommendations to improve services for young people in the LBN; The continuation and extension of effective training in cultural sensitivity, a commitment to maintaining the whole systems map, and a focus on long term strategy over short-term pilots.

7.1 CONTINUATION OF HIGH IMPACT CULTURAL SENSITIVITY TRAINING

A strong outcome of this pilot project is the effectiveness of cultural sensitivity training provided to staff and practitioners the sectors. Across all training groups, the data demonstrates consistent and significant impact on understanding of cultural sensitivity, as well as the confidence to use what was learnt and implement change. Overall evaluation scores show:

- 31% increase in overall understanding of cultural sensitivity,
- 37% increase in understanding of the connection between cultural sensitivity and school exclusions,
- 46% increase in confidence to engage children/young people/professionals in a culturally sensitive manner
- 50% increase in confidence to take action to increase organisational cultural sensitivity.

Training was particularly welcomed by schools and alternative provisions, with those taking part seeking out further opportunities to continue this work. A provider of training with particular knowledge of Newham schools and local social histories would be well positioned to continue this. Action to be taken as a result of this would be to establish an ongoing partnership with a conduit organisation that can extend and build on this.

7.2 COMMITMENT TO MAINTAINING WHOLE SYSTEMS MAP.

The report has analysed extensive qualitative data from review meetings with a variety of stakeholders in the Borough and identified a clear and consistent need for the systems map to be invested in and maintained. The report discussed in detail five key functions that the systems map performs:

- Provides an essential overview of existing services and their provision
- Identifies gaps and overlap for strategic review
- Increases access to and awareness of existing services, thus increasing successful referrals to activities and support for young Newham residents.
- Provides a tool for training new members of staff on the complex and interconnected networks in the borough.
- Provides a method of documenting system change over time.

Despite the extensive usefulness and the importance documented in this report, it will rapidly become redundant if not maintained and invested in. This would be a huge loss for potential whole systems approach and partnership work in the Borough. As one Newham stakeholder described:

“if the map isn’t maintained. I think that’s a huge waste of resource time and an opportunity because actually... It’s something that statutory provisions desperately need” (East London NHS Foundation Trust).

The map takes dedicated time, attention and resources to maintain and this needs to be accounted and compensated for. Crucially, Newham would need to decide where the responsibility for maintaining the map sits. For longevity it is strongly recommended that this sits centrally, within the local authority. Specifically, consultation suggests it should sit within the Youth Safety Strategy, the Transformation Team or held within Youth Justice. From here, partnership work with a culturally sensitive conduit organisation or organisations that are identified as **“map champions”** in each sector can continue to update and keep track of changing projects and collaborations.

There is strong potential for this research to be expanded on through partnership with an academic institution or research centre. Whilst the prototype map developed in this pilot is useful, the design and strategic implication could be much further explored and improved through wider academic contribution. It is a recommendation of this report that a research partnership with an academic institution be considered, providing a multidisciplinary and methodological approach to strategic systems mapping.

7.3 LONG TERM WHOLE SYSTEMS STRATEGY

The final recommendation based on the findings of this pilot is that the provision of youth services would benefit from longer term strategizing based on a whole systems review. Throughout the project practitioners consistently shared their frustrations of working within short-term funding opportunities and shifting initiatives around youth safety and wellbeing. The project met with many dedicated and knowledgeable practitioners who deeply care about young people and families in Newham, but they urgently need stability in their roles. Not only to maintain and establish effective, relational health and education interventions, but also to safeguard their own wellbeing and career progression.

Rapid changes in service delivery in Newham has the risk of simultaneously causing overlap, whilst missing the gaps. The mapping provided in this project now provides the opportunity for a review, leading to a long-term whole systems strategy. It is strongly advised that practitioners and organisations with local and contextual knowledge (and those identified as key connections on the map) are incorporated into this discussion, developing a co-produced long term strategy.

8. CONCLUSION

The PTF and Newham Pathfinder partnership pilot project was adapted in the early stages of the contract, to deliver on three key outcomes; to consult and engage across sectors in the borough to 'map' existing work and needs; to develop and disseminate a visual whole systems map, as a tool for identifying existing services and building connections across the LBN; and to deliver cultural sensitivity training for stakeholders, professionals and practitioners across the Borough, in particular for the education and third sectors.

The evidence reviewed in this report details how these objectives were met, providing an evaluation of impact, limitations and recommendations. The strengths of the project were evidenced in the high impact of the training across all sectors, as well as the extensive and functional mapping tool that was described by stakeholders as an **"incredibly valuable resource"** that they **"desperately need"**.

The partnership work between PTF and Newham Pathfinder is seen to be highly effective in this report. There are several contributing factors to this success that were identified through this evaluation;

1. Adaptation

Significant change in the borough between commissioning and delivery meant that the original project outcomes had to be revised. The success of the work reported here was reliant on the flexibility and adaptation of the partnership. Without the ability to reassess need and redefine the target outcomes early in the project, none of this would've been possible.

2. Trusted Expertise

Throughout the partnership PTF felt their expertise was trusted and the organisation was able to make key decisions and developments to meet the agreed outcomes. This project required an extensive amount of information sharing on current systems and processes within the borough, and its success was reliant on the open and honest contributions of practitioners and professionals across Newham who put their trust in PTF and the Pathfinder project.

3. Regular and effective communication

Finally, the project success recognises the well managed systems of communications throughout the partnership as good practice. Along with the efficient use of project update meetings, the regular steering group meetings between all Pathfinder delivery partners and community stakeholders were hugely valuable. These provided clear updates on targets, a chance to ask questions and hear about the work of other delivery partners, as well as ensuring community and stakeholder accountability. These effective communication systems provided a sense of cohesion and alignment with the overall project aims.

The recommendations of this report focus on sustainability; how can the strengths and outcomes of this pilot be built on and developed into a long-term whole systems strategy? The limitations of this short-term project are symptomatic of the broader challenges across the LBN, in which knowledge and relations are often lost in rapid project turn-over. However, Newham Council's Youth Safety Strategy is committed to a whole systems approach, and this requires long term collaborative work across sectors. To achieve this, and to support the ongoing development of a borough-wide trauma informed approach, it is hoped that this invaluable knowledge of Newham's systems will now be maintained and invested in. This will inform an effective cross-sector strategy, as well as the expansion of cultural sensitivity in trauma informed practice, and continue to increase the understanding and confidence needed to implement change.

9. REFERENCES

¹ Williams, E., Iyere, E., Lindsay, B., Murray, C., and Ramadhan, Z. (2020) *Therapeutic Intervention for Peace (TIP) report; culturally competent responses to serious youth violence in London*. Technical Report. Power The Fight, London.

² <https://www.newham.gov.uk/children-families/youth-safety>

³ Bellis, M., Hughes, K., Perkins, C. and Bennett, A., 2012. 'Protecting People, Promoting Health - A public health approach to violence prevention in England'. [online] Department of Health. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/216977/Violence-prevention.pdf

NEWHAM; WHOLE SYSTEMS MAPPING GUIDE

POWER THE FIGHT WITH NEWHAM PATHFINDER PROJECT

Link: <https://miro.com/app/board/uXjVPfy3ob8=/>

In 2022 Power the Fight was funded through the Pathfinder Project to map existing youth services and the working connections between agencies and organisations currently working within the London Borough of Newham (LBN). The LBN is committed to a 'whole systems' approach to youth safety and this requires an understanding of all preventative components of the system and how they fit together. It is recognised that the LBN has been through phases of rapid service change in recent years, making it all the more difficult to maintain relevant and up-to-date knowledge of youth provision across several sectors. Feedback from consultation suggests that that the map will:

- Provide an essential overview of existing services and their provision.
- Help to identify gaps in current provision.
- Increase access and awareness of existing services, increasing successful referrals to activities and support for young Newham residents.
- Be a tool for training new members of staff on the complex and interconnected networks in the LBN.
- Provide a method of documenting system change over time.

The map details existing organisations/services, their connected partners, referral processes and contact details (if available) across four key sectors;

1. Public sector (LBN)
2. CAMHS and health services
3. The third sector
4. Education

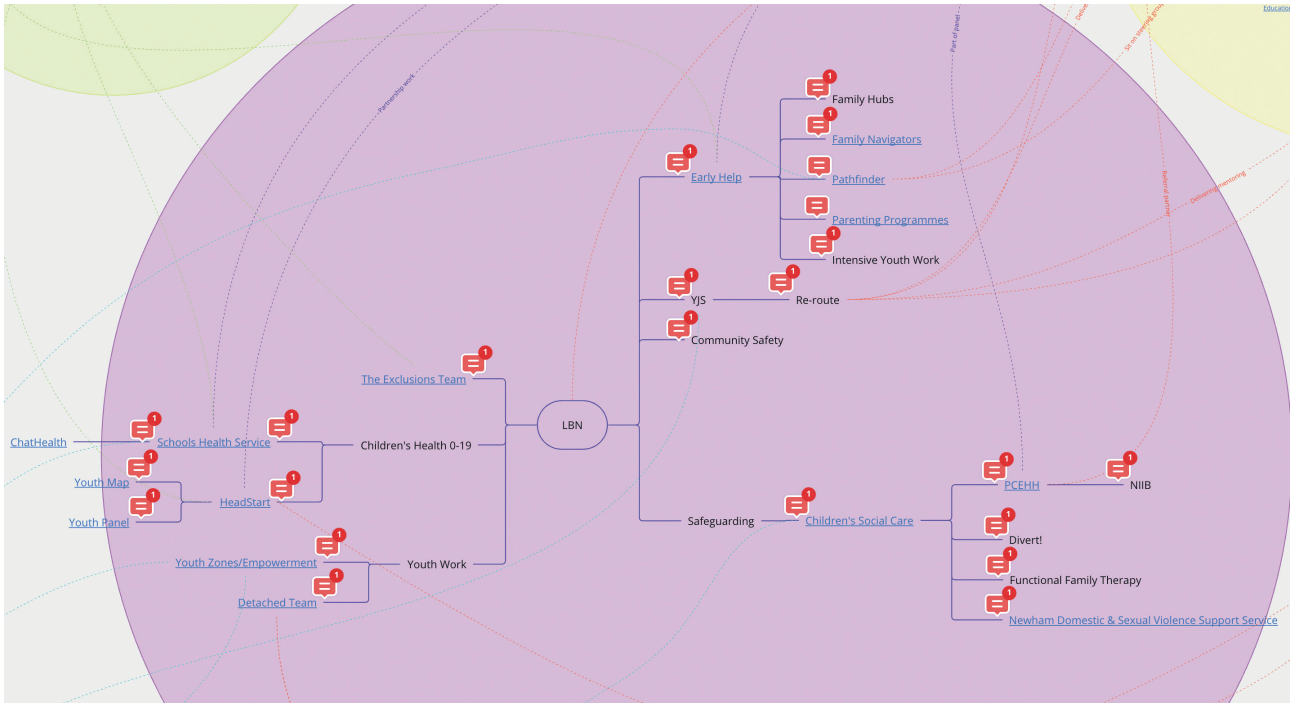
On the interactive Miro map the connections can be explored and expanded depending on need. You can zoom in to areas of interest and open comments for more specific information and contact details.

When you open the map, you will find four different map layouts – these contain the same information but each of them centre a different sector, making it easier to see and explore the connections for each area. We advise that you zoom in to view the version of the map that centres the sector you are based within, allowing a clearer visualisation of the system from your specific perspective.

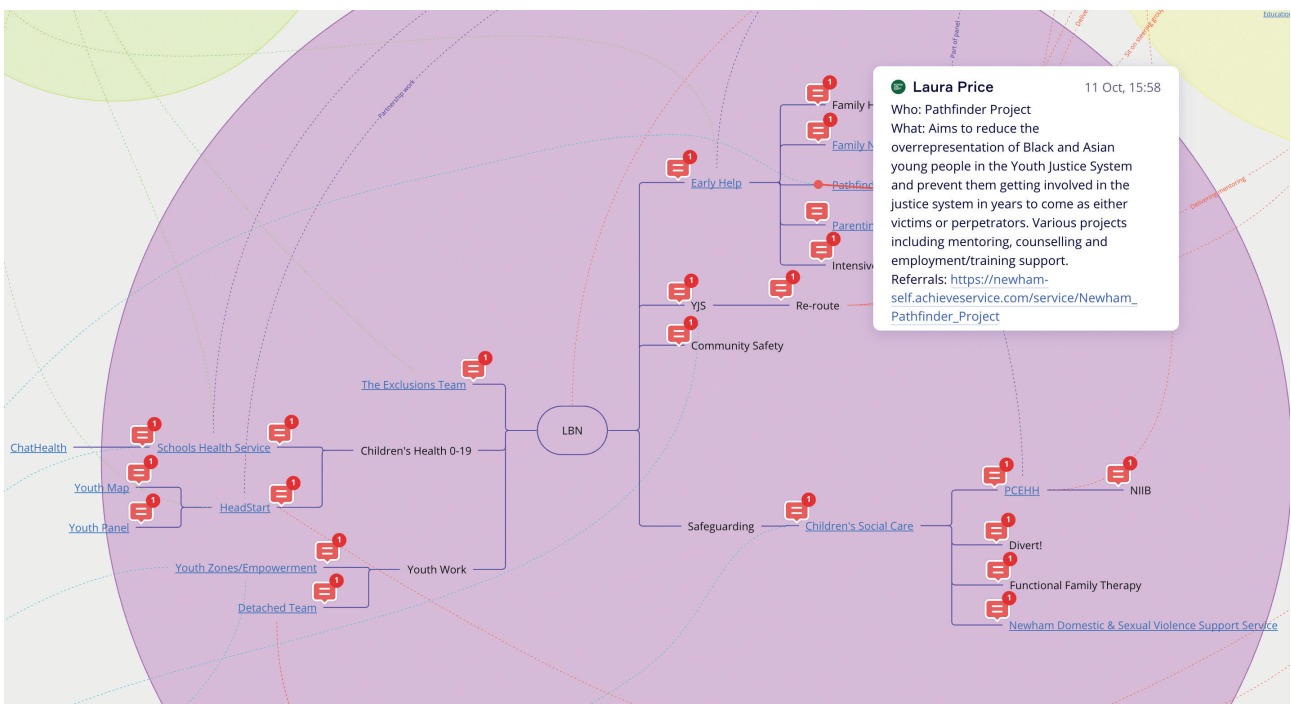
In this guide, each sphere will be considered in turn, to provide an overview and guidance on the use of this mapping tool. Please be aware, the map is dynamic and subject to updates and changes – therefore, the snapshot provided as guidance below may show differences in content than that provided on the interactive link. Information provided through the link is more recent and should be given priority over details seen in this guide.

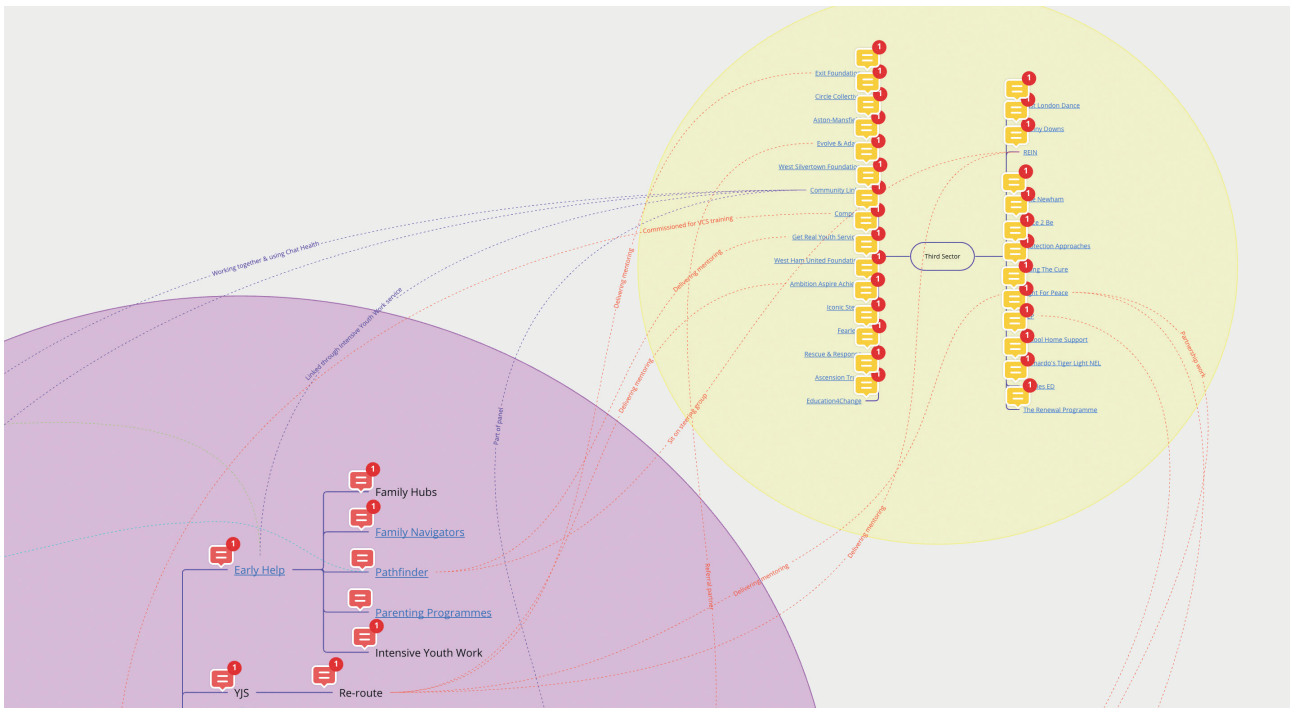
1. PUBLIC SECTOR (LBN)

This sphere of the map contains the services and teams that are based within the local authority of Newham Borough Council. The map demonstrates how various services are organised under particular teams and initiatives, such as Children’s Social Care, Early Help and the Exclusions Team.



Each red comment box contains further information and contact or referral details for the specific service. Clicking on these will open the box and allow you to follow any hyperlinks to directly access further information. You can see an example of what this looks like using the example of Pathfinders in the image below.

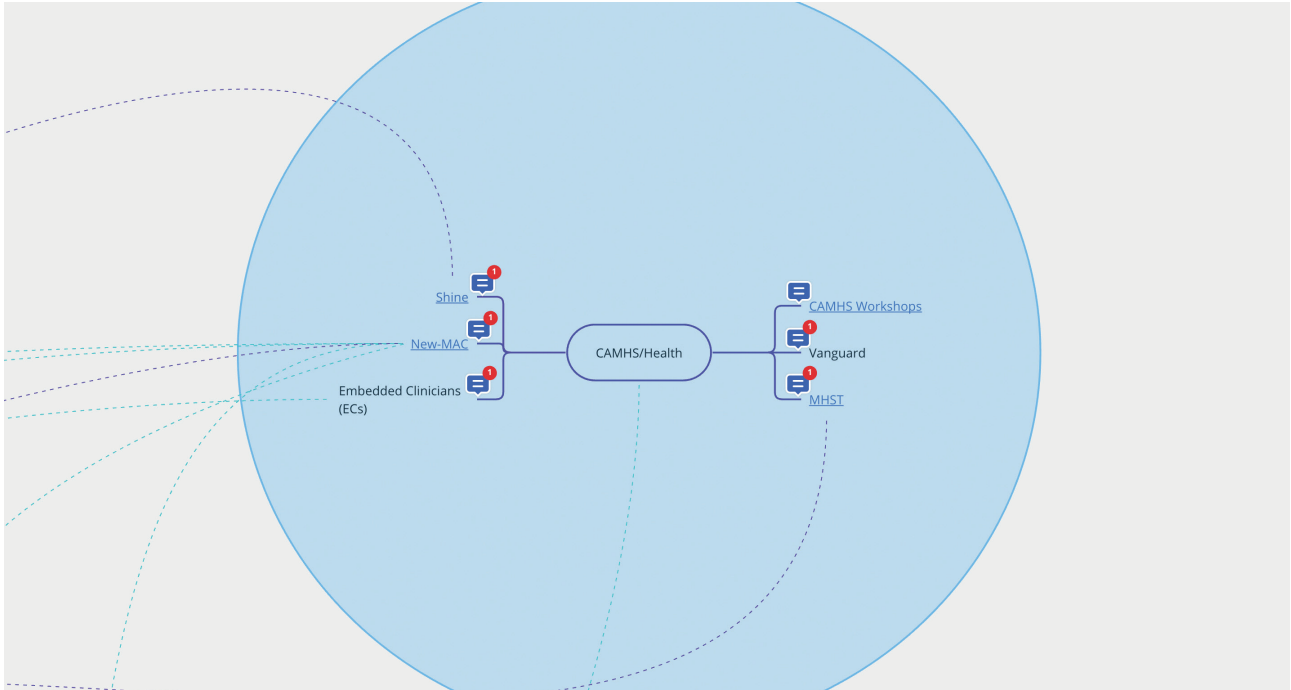


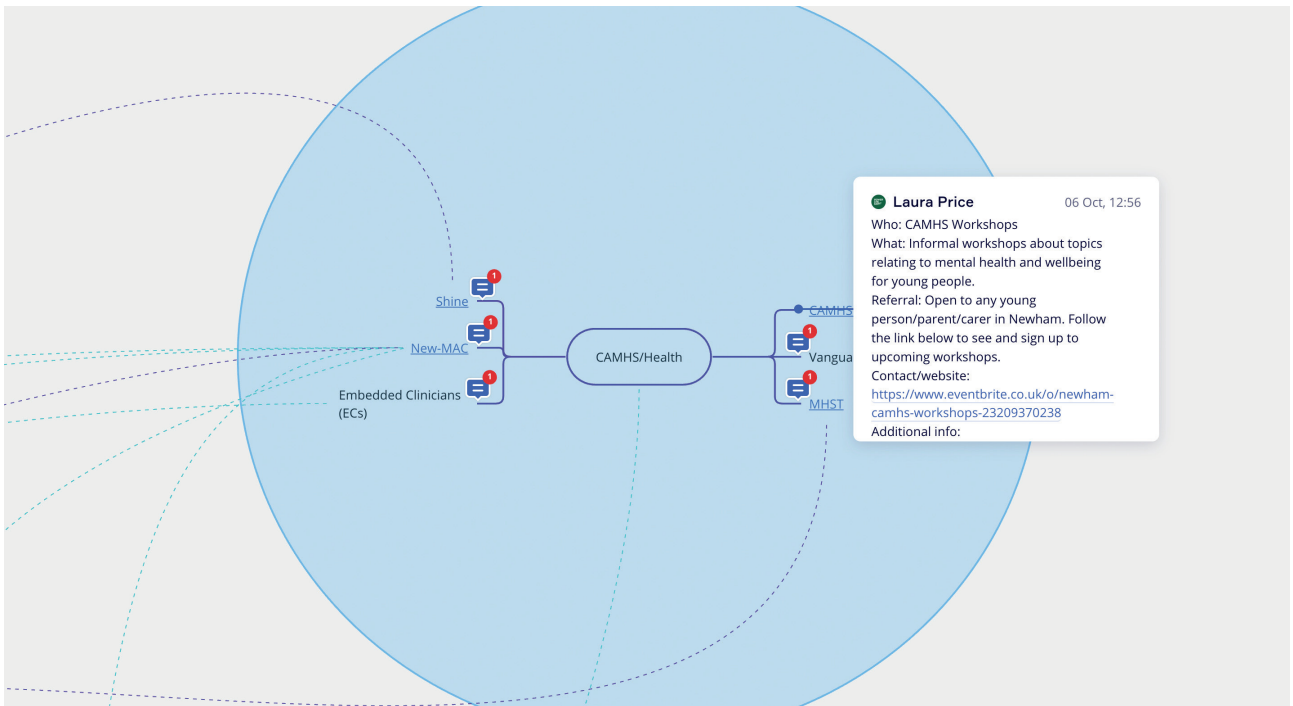


The dotted lines on the map represent partnerships or existing connections between particular services/organisations. For example, in the image above the connecting lines on the map demonstrate which third sector organisations are working with particular public sector services and how. Such as; ‘sit on steering group’, ‘delivering mentoring’, ‘Referral Partner’ etc.

2. CAMHS AND HEALTH SERVICES

This sphere of the map demonstrates the key services and provisions that are contained with the public health sector. This includes youth mental health services, current schemes, workshops and details of embedded clinician partnerships. With an increasing focus on public health approaches to violence reduction, this sector can provide key information and updates on referral process and services available.



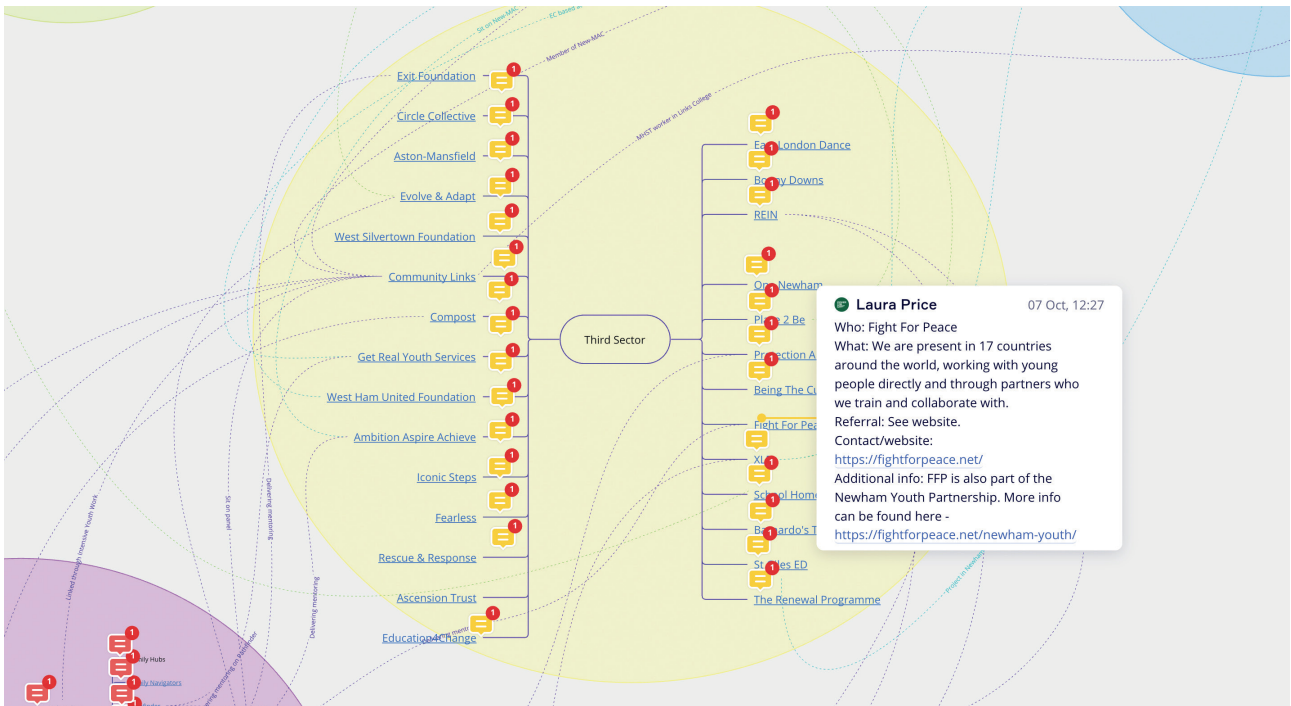


Opening the blue comment boxes will provide further details and links for referrals or services where possible. Connecting lines demonstrate existing partnerships and referral links.

3. THE THIRD SECTOR

This sphere of the map documents the organisations in the voluntary and charity (third) sector that currently support young people and families in the Borough. Feedback suggests this provides a particularly useful overview of the range and variety of work currently taking place within this busy and active sector.

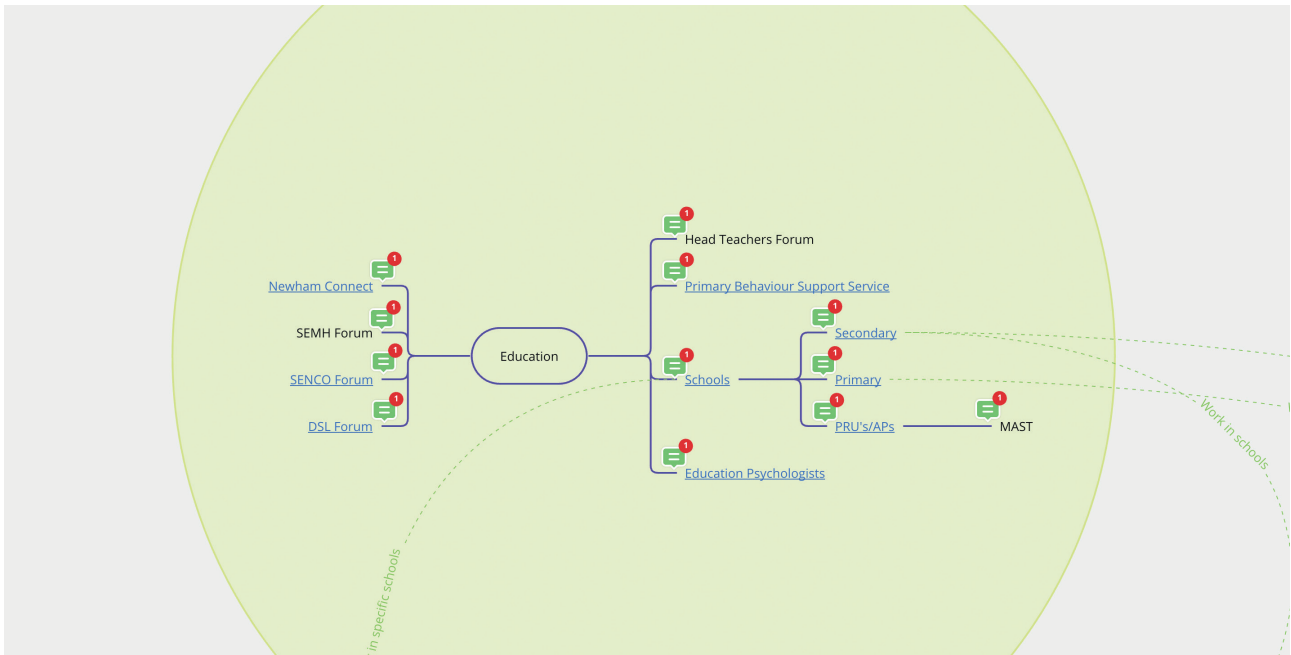


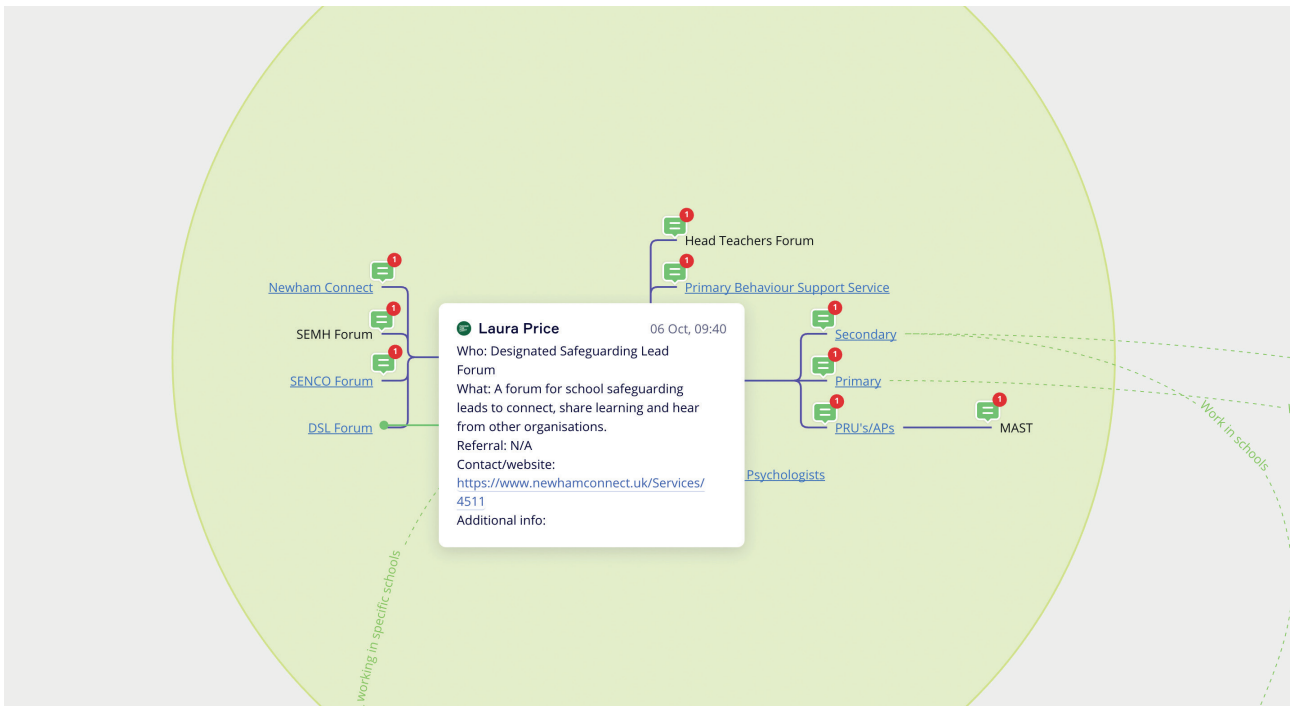


Opening the yellow comment boxes provides details of each organisation and links to their contact website. The connecting links provide an overview of existing partnerships and contracted services between third sector organisations and the public sector, as well as detailing the advisory panels sat on and collaborative projects. It is hoped that the third sector in particular can benefit from identifying partnership opportunities in identified gaps on the map, as well as sourcing other third sector organisations in the LBN for collaboration and partnership work.

4. EDUCATION

The education sphere provides an overview of forums, networks and statutory bodies that make up the connected system in this sector. Along with link access to the lists of all Secondary, Primary and Alternative Provisions in the LBN, the map provides easy access and information on decision making and influential forums.





The connecting lines show which services from the public, health and third sector are currently working with schools and green comment boxes can be opened to read more about each forum and follow a link to make contact.

5. QUICK LINKS

Outside of the map, there is a “quick links” box. This provides a list of links to find key information and relevant resources that are available in the borough (such as wellbeing resources and education information). It also provides links to connect to other mapping tools/directories in the borough which we know are useful and used. Previous projects have produced valuable tools for supporting services in LBN and the quick links section aims to communicate the outcome of these and connect these different resources together in one space, so that they can be more effective in practice.

IN SUMMARY

This whole systems mapping tool provides a unique overview of existing services for young people across four sectors in the London Borough of Newham. Feedback suggests it can increase understanding of how systems work together and improve the efficiency of locating, accessing and making use of provisions available in the Borough.

We hope very much that the map is useful to you in your work with young people and families and that it continues to be an aid for effective whole systems approaches to youth safety in Newham.

From the Power the Fight Team

Power The Fight

Market Peckham, 133a Rye Lane,
London, SE15 4BQ

Registered charity no. 1181143

powerthefight.co.uk

**POWER
THE
FIGHT**

The logo consists of the words 'POWER', 'THE', and 'FIGHT' stacked vertically in a bold, white, sans-serif font. A white horizontal line is positioned below the word 'FIGHT'.