

Focused Deterrence Delivery Guidance

**Guidance on how to deliver focused deterrence
to keep children and young people safe from
involvement in serious violence**

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Introduction

What is focused deterrence?

Focused deterrence (FD) is a multi-agency strategy which aims to identify the people involved in serious violence and help them desist and stay safe. Individuals identified for FD are often highly vulnerable, and their involvement in violence is frequently driven by factors such as exploitation, victimisation or the need for self-protection.

Originating in Boston, USA, during the mid-1990s, FD has evolved to address various forms of serious crime. FD programmes are adapted to the local context but should have three key components.¹

1 Deterrence

FD combines usual policing responses with tailored, proportionate consequences to disrupt violent offending. It provides individuals with clear communication about the consequences of violence and swift and certain enforcement if it continues. A designated member of the FD delivery team (drawn from the police, statutory services or the community) contacts individuals involved in violence to inform them that the police and partners are aware of their actions and are closely monitoring them. The team member explains why the individuals have been identified, outlines the programme expectations and highlights the support available to them. This initial contact can take place in a face-to-face meeting (e.g. at the individual's home) or in a call-in meeting where multiple group members are invited or compelled to attend. These meetings convey a clear and respectful message: if violent behaviour continues, legal and personal consequences will follow. Consequences, such as curfews, civil orders or restrictions on programme privileges (e.g. gym memberships), are applied immediately if violence or re-offending occurs. These can be supported by partnership wide measures such as increased probation monitoring and tenancy inspections.

2 Support

Alongside deterrence, individuals are offered tailored support to meet their specific needs, with an emphasis on minimal waiting times to ensure timely access. The support may include a range of services, such as mental health support, housing assistance, educational opportunities, employment training and access to positive activities, including sports clubs or gym memberships. A dedicated delivery team member is assigned to provide regular support to individuals, ensuring they can access and engage effectively with available resources, and they may also provide direct mentoring support themselves.

3 Community

FD engages the local community, including residents, community groups and leaders, as key partners in the design and delivery of the programme. The community influences individuals by sending direct messages that violence must stop. These messages may be delivered by a community leader, parent, family member or trusted adult who impacts the individual directly or by navigators or youth workers who represent the individual's community. The community also creates a supportive environment that encourages individuals to engage in support and reintegrate into the community. The community may also be involved in providing supportive activities, such as access to boxing clubs or help with exam revision.

Individuals can take multiple pathways through an FD programme. They can receive support or deterrence or both at any one time, depending on their response to the initial contact and their subsequent behaviour.

Who is focused deterrence for?

FD focuses on individuals or groups involved in serious violence.

Serious violence is the use of intentional physical force that can cause severe or long-lasting effects. It can include murder, physical assault, sexual assault, harm (or the threat of harm) with a weapon and robbery. While violence perpetration among children is uncommon, a worrying number of children and young people are directly involved.

FD typically focuses on individuals aged 14 or older, though this may vary depending on the nature of the local violence problem. In programmes focusing on children and young people, older associates who influence and contribute to violent activities are also usually targeted.

Who delivers focused deterrence programmes?

In the UK, FD is usually delivered by a multi-agency partnership consisting of the Violence Reduction Unit; the police; other statutory services, including probation, youth justice and social work; and voluntary organisations.²

There is usually one partner – either the Violence Reduction Unit, police or a local government team – who takes a lead role in managing the programme with support from the others.

Case Study: Leicestershire's focused deterrence programme

Leicestershire's FD programme, known as the Phoenix Programme, is led by the Violence Reduction Network. It brings together a co-located team of youth justice, probation, police and community navigators.

Identifying participants

The programme begins by using a data-driven approach to identify eligible individuals (aged 14+). This involves using data from multiple sources, such as police and youth justice. Strict eligibility criteria are applied to ensure that only those who are involved in violence and linked to urban street gangs or organised crime groups are selected. Once potential individuals are identified, their cases are reviewed by partner agencies to confirm their suitability.

The communication strategy

The delivery staff tells participants that they have been identified for the programme, explain why and communicate a serious concern for their safety and the safety of their community. Participants are presented with a clear offer of support aimed at addressing their needs, such as education, employment, mental health and substance misuse. It is also made clear that there will be immediate policing and criminal justice consequences if concerns persist and/or they reoffend.

Support services

Each participant is paired with a statutory worker, such as a probation officer or youth justice worker, depending on their age and legal status. In addition, a community navigator, someone with lived experience of violence and from the same community, provides direct day-to-day support and assists with referrals to relevant services. The statutory worker focuses on delivering messages related to the deterrence plan, emphasising the consequences of reoffending, whilst also working closely with the community navigator to offer different interventions, practical guidance, and helping individuals to engage with services. External and commissioned services include:

- **Education and training:** access to coaching and educational opportunities to improve employment prospects
- **Housing:** support in securing stable housing
- **Health and well-being:** facilitating access to mental health and substance misuse services
- **Sport provision:** connecting participants with community sports opportunities, such as gym memberships, martial arts or climbing walls

Deterrence

The programme applies consequences for those who continue to engage in violence and reoffend. A disruption and enforcement officer creates a tailored deterrence plan, which may include actions ranging from low-level consequences, such as unannounced home visits, to more serious consequences, such as:

- Monitoring compliance with court orders and probation conditions
- Utilising civil orders or probation recall procedures
- Conducting intensive policing activities, including tracking vehicle registrations or conducting surveillance

The deterrence plan is shared with local police teams to ensure coordinated efforts across agencies.

Community involvement

The community was engaged from the outset and supported the programme design. Community groups also trained the delivery team, helping them to understand local strengths and challenges. Community navigators, who have lived experience of violence and are drawn from the local area, play a crucial role in helping participants reconnect with their communities. By offering activities in local settings, such as community centres and youth clubs, the programme aims to strengthen participants' ties to their communities. Additionally, a community oversight group holds the programme to account, ensuring the programme delivers as intended, aligns with community needs and manages risks to race equity.



What is included in this guidance?

This report offers practical guidance to help organisations deliver effective and equitable FD in England and Wales. This guidance is aimed at the delivery of FD programmes to reduce serious violence that involves children and young people. It also acknowledges the role of influential older associates, including adults, who may be contributing to or influencing violent behaviour.

This guidance will be most applicable to FD programmes addressing serious violence

involving individuals or groups. Insights provided may not fully apply to other applications of FD, such as for drug markets or intimate partner violence.

Additional resources will be published alongside this guidance (including a **detailed** race equity implementation resource and a data, intelligence and insights resource).

What evidence underpins this guidance?

This guidance report draws upon the best available global evidence on FD. This includes the YEF Toolkit strand on FD, which is based on a rigorous, independent, systematic review of 24 studies.³

FD is a well-evidenced strategy that shows promise for reducing serious violence involving children and young people. The average impact of FD on violent crime is likely to be high.⁴ The strongest impacts were found in 12 studies on programmes designed to reduce serious violence generated by conflict between groups.

The evidence base for FD also has limitations. None of the studies in the systematic review used a randomised controlled trial (the most robust method of evaluation), and only one study was conducted in the UK. Although FD has been attempted in the UK over 25 times, there are few robust evaluations within the international evidence base and limited insight into how it was implemented.⁵ There

is also very little evidence on how anti-racist and racially equitable practices are embedded into FD programmes.

This guidance, therefore, also uses early findings from the ongoing YEF evaluation of FD across five sites in England, in addition to a rapid review and supplementary primary research of FD implementation in the UK.^{6,7}

A consultative group of international experts on FD have steered this guidance, using their knowledge of practice to ensure our recommendations are appropriate, relevant and feasible. This group includes race equity experts who have advised on ways to deliver FD in a racially equitable way.

The recommendations in this report provide guidance on the 'best bets' from the underpinning evidence. Leaders' professional judgements on how to use these recommendations, as well as their knowledge of local contexts, remain critically important.

Safeguarding

The safety of children and young people should be integral to an FD programme's aims, approach and principles. Safeguarding practice should be built into all aspects of the programme, including staff training, assessment and planning, and programme delivery. All agencies in the multi-agency partnership delivering FD must fulfil their safeguarding responsibilities following the relevant statutory guidance. Safeguarding decisions should consider the individual's broader environment, including their relationships, neighbourhoods, communities, schools, and available support networks.

Age should be explicitly considered in all aspects of programme design, decision-making and implementation. Children differ from adults in their development, rights⁸

and needs and, therefore, require distinct approaches. It is essential that deterrence strategies are age-appropriate, account for vulnerabilities and align with child-centred policing principles. Assigning the most suitable staff to work with children and young people is key to ensuring they have the appropriate training and expertise. Additionally, when working with children and young people, it is important to involve parents, carers and the wider family as appropriate, as well as promote influences that support desistance. Ensure you can source information regarding vulnerabilities and programme suitability, for example, from local child exploitation services. For children deemed unsuitable for FD, alternative and appropriate pathways of support should be identified and made accessible.

Race equity

Race equity is a crucial element that should be embedded in the delivery of FD programmes. Without careful planning and design, FD can exacerbate the effects of racism, disproportionately affecting children from Black, Asian and other minority ethnic communities.⁹ Safeguarding against racial discrimination is a key responsibility for all agencies to ensure that FD programmes do not unintentionally cause harm.

FD can be affected by disproportionality in police practices; for example, the racially biased use of stop and search or arrests¹⁰ can lead to the disproportionate application of deterrence to Black, Asian and other minority ethnic communities. Similarly,

over-reliance on police data, which potentially contains racial biases due to factors such as racial profiling,¹¹ may lead to the over-identification of eligible individuals from these backgrounds.¹² Inequities in FD support provision may also arise as a result of unequal access to services, biased judgements about the appropriateness of certain services for individuals and racialised assumptions about which individuals are considered vulnerable.

To address these challenges, we developed the race equity implementation resource to be used alongside the guidance report, providing practical support to organisations in designing and delivering equitable FD programmes.

Summary of recommendations

PREPARATION

- 1 Determine whether you have a serious violence problem that involves children and young people and whether it could be addressed by delivering focused deterrence.**

Why? Focused deterrence is resource-intensive, so it should be used in areas where serious violence is significant and persistent. Before deciding to implement focused deterrence, it is important to assess whether significant serious violence is present.

- 2 Before delivering focused deterrence, check that you have the required resources, team and buy-in.**

Why? Focused deterrence is a complex and demanding intervention, and under-resourcing its delivery and failing to secure buy-in often results in implementation failure.

- 3 Establish a multi-agency working group that coordinates between the police, community and support services.**

Why? The working group facilitates effective multi-agency collaboration, which is crucial for the success of focused deterrence. It also ensures the necessary capacity for effective implementation and sustainability.

IDENTIFICATION

- 4 Use high-quality data and intelligence to identify the right people to focus on.**

Why? Serious violence is often driven by a small group of individuals. It is critical to identify and target these people using high-quality multi-agency data and community insights. Reliable data strengthens the precision of focused deterrence, helping to prevent disproportionality and ensuring it is both fair and accurately focused on those driving violence.

IMPLEMENTATION

- 5 Involve families, residents, leaders and organisations from the local community in programme development and delivery.**

Why? Involving local communities enhances the credibility and legitimacy of focused deterrence and ensures the programme is aligned with the community's needs and values. It also facilitates the reintegration of individuals into their community.

IMPLEMENTATION

6 Communicate clearly and frequently with individuals about the programme, the support on offer and the consequences for continued violence and re-offending.

Why? Clear and consistent communication is crucial. It ensures individuals understand what the programme is, why they are involved and the legal and personal consequences for continued violence and re-offending. It also highlights the immediate support available to help them desist.

7 Prepare immediate, certain and proportionate consequences for continued violence and re-offending, which are coordinated by the police.

Why? Focused deterrence relies on increasing individuals' awareness of the risks and certainty of swift consequences for continued violence and re-offending, ensuring they directly link their actions to predictable, enforceable outcomes.

8 Provide a breadth of timely and appropriate support options.

Why? Responsive and appropriate support is essential for addressing the causes of violence and helping children and young people desist and stay safe.

MONITORING

9 Track the progress of individuals and monitor operational delivery.

Why? Monitoring ensures that the programme effectively addresses the local serious violence problem and allows for accountability, learning and programme adaptation. Monitoring is also crucial for addressing race equity risks, helping to identify and mitigate disparities.

Recommendation 1

Determine whether you have a serious violence problem that involves children and young people and whether it could be addressed by delivering focused deterrence

Determine whether you have a serious violence problem that involves children and young people and whether it could be addressed by delivering focused deterrence

Why? FD is resource-intensive, so it should be used in areas where serious violence is significant and persistent.¹³ Before deciding to implement FD, it is important to assess whether significant serious violence is present.

Recommended actions

- a. Conduct a comprehensive strategic needs assessment (SNA) to understand the frequency and type of violence in your area and to understand the local drivers of violence.
- b. Determine whether your area has a significant and persistent serious violence problem that warrants an FD programme.



1a. Conduct a comprehensive strategic needs assessment to understand the frequency and type of violence in your area and to understand the local drivers of violence

Before determining whether FD is suitable for your context, it is crucial to gather comprehensive information about serious violence in your area.¹⁴ Begin by establishing the frequency, nature and characteristics of violence locally. Then, collect information about the underlying drivers of violence to help you design tailored support services.

To guide this process, conduct a serious violence SNA. This requires the collection of crime and multi-agency data alongside community insights.¹⁵

Crime data

Collect data using a combination of data sources covering a two-year period. Begin with police-recorded crime data to gather the rate of serious violence per 1,000 in the population. Include at least one other source of violence data, such as healthcare data (including assault-related accident and emergency [A&E] attendances and hospital admissions), to provide a more comprehensive picture.

For instance, you could examine the rate of assault-related A&E and hospital admissions per 1,000 in the population by identifying the number of assaults by sharp object or assaults by bodily force. Additionally, you could supplement this with ambulance service data, such as the number of assault and sexual assault-related callouts (e.g. stab, gunshot, penetrating trauma).

To understand the nature of serious violence in your local area, you can also break down all serious violence into specific high-harm offence types (e.g. homicide, assault with injury, assault by a sharp object, sexual offences, modern slavery) and analyse the rates of these offences. Identify violence trends by analysing data across different age groups, geographies, times of day and week, ethnicities and gender.

Multi-agency data

Collect multi-agency data to provide insights into the drivers of violence, which will help you design tailored support.^{16 17} For example, data on group or gang activity may reveal an issue with children involved in criminal networks, such as county lines, and data on school suspensions, exclusions and attendance may reveal an issue with children not being in school. Similarly, social care data might indicate high levels of mental health and family support needs. Socioeconomic factors, such as poverty levels, unemployment rates

and access to social services, also offer clues to the underlying factors which could be driving violence.

For example, Greater Manchester's FD programme identified additional sources of information, including the local authority's child and adult health and social care provision, the education sector's missing children data, truancy rates, children in need statistics, and safeguarding and child protection plan summaries.¹⁸

Community insights

Community insights – gathered through engagement with residents, including those affected by violence and those involved in local prevention efforts – are also essential.¹⁹ This data can offer additional information on conflicts between groups and gangs or drug use, as well as cultural and historical factors that may contribute to violence or create barriers to engagement with violence prevention programmes.²⁰ Past experiences of racism and discrimination may well be highlighted here.



1b. Determine whether your area has a significant and persistent serious violence problem that warrants a focused deterrence programme

The suggested threshold for implementing FD is a sustained rate of at least 50 police-recorded cases of violence with injuries per 100,000 in the population for two consecutive years. This benchmark[†] helps determine whether implementing FD is resource-efficient.

It is also important to establish whether FD will add value to your existing violence prevention provision.²¹ Assess the availability and effectiveness of current programmes and whether there are any gaps.²² Are there already mentoring programmes providing support to children and young people involved in violence? Or are there local sports programmes available? Is there already an adequate supply of psychological therapies? Also, consider whether programmes are timely, well-coordinated, culturally sensitive and effectively serving diverse communities. Answering these questions will help determine whether FD is a suitable addition to your local violence prevention work. If FD is deemed suitable, this analysis will also guide the design and selection of the programme's support services.

[†] This benchmark is based on the scale of serious violence observed in previous FD programmes. It serves as a guide for when FD is a practical option for resource allocation, but it should not be seen as a strict limit. If a sustained but isolated serious violence problem persists, FD may still be appropriate, even if the benchmark has not been met. Since FD takes 6–12 months to set up and launch, short-term spikes in violence, which may indicate a temporary problem, should be addressed with alternative interventions.

Recommendation 2

Before delivering focused deterrence, check that you have the required resources, team and buy-in

Before delivering focused deterrence, check that you have the required resources, team and buy-in

Why? FD is a complex and demanding intervention, and under-resourcing its delivery and failing to secure buy-in often results in implementation failure and unintended consequences.²³

Recommended actions

- a. Allocate 6-12 months for comprehensive planning and preparation prior to implementation.
- b. Ensure all key local stakeholders – including police, local government, statutory partners and community representatives – fully support the critical intervention components: deterrence, support provision and community involvement.
- c. Check the availability of the required resources, capacity and skills to deliver the programme.
- d. Negotiate data-sharing agreements between relevant parties.



2a. Allocate 6-12 months for comprehensive planning and preparation prior to implementation

There needs to be considerable preparation between partners before delivering FD.²⁵ Ensure you can **allocate a minimum of six months** for comprehensive preparation, including establishing your delivery plan for all core components and how they work together, training staff and securing resources.

Inadequate preparation can lead to poor delivery, harm to children and young people, and increase the risks to race equity. Rushing into delivery without proper planning is a common pitfall.

“Focused deterrence is notoriously difficult to implement and sustain”.

Braga, et al., 2024; reporting on the challenges of delivery FD.²⁴

“[The team] should have a good understanding of the intervention before beginning the process ... In Flint, the team was anxious to roll out the [programme] and began preparing for a scheduled call-in before [it was ready]. However, once the team learned it had not completed all the steps, it was forced to retroactively attempt to complete some of the steps. As a result, the original call-in date was delayed several times, and community members became distrustful about whether the team was going to follow through with its promises”.

Saunders et al., 2016; discussing the delivery of FD in Flint, Michigan²⁶

2b. Ensure all key local stakeholders – including police, local government, statutory partners, voluntary sector partners and community representatives – fully support all critical intervention components: deterrence, support provision and community involvement.

Well before proceeding with delivery, it is crucial that you secure a commitment from key partners across all core project components.²⁷ Successful delivery depends on coordinating and balancing the three core components, which requires strong commitment and understanding from all partners.²⁸ In the UK, this has been a persistent challenge in FD, particularly in maintaining consistent support for deterrence activities.²⁹

The choice of lead organisation can influence how the FD programme develops within the local context. Factors such as the institutional culture of the lead organisation, its access to data and its operational expertise can affect how the programme is developed and how it balances the key elements of FD.³⁰ For example, a police-led partnership might place more emphasis on deterrence, while a community organisation-led partnership may focus more on support and community engagement. It is essential to recognise and address these influences to ensure a well-balanced FD programme.

Identify barriers to securing buy-in from key partners

Several common barriers can hinder programme buy-in, including:

- Challenges in aligning priorities and goals among partners, often stemming from a lack of understanding of the programme’s overall goals, benefits and purpose.³¹
- Lack of time and resources to dedicate to the programme due to issues such as budget constraints and limited analytical capacity.³²
- Poor communication and coordination among partners due to a lack of trust and difficulties in navigating complex multi-agency relationships.³³
- Initial support from the community and voluntary-sector organisations may be difficult to gain due to past short-term projects that have increased distrust towards new initiatives, as well as apprehensions towards police activity and involvement.³⁴
- Voluntary sector organisations may feel like they are not equal partners compared to other agencies.³⁵
- There can also be resistance from statutory and voluntary sector organisations to delivering a deterrence message and working alongside deterrence activities, as they might view it as conflicting with building rapport and supporting individuals.³⁶

To increase buy-in for the programme, adopt the following strategies:³⁷

- Provide introductory materials about the programme for each partner, along with accessible resources.
- Ensure that all partners clearly understand the programme's purpose.
- Clarify roles and responsibilities for each partner to reduce confusion and conflict.
- Foster open communication regarding the programme's methods of delivery to build trust among all partners, find common ground and align objectives.
- Allow a degree of flexibility in the project's design to accommodate partner needs and concerns. For example, if support staff are uncomfortable with delivering deterrence messages, adopt an approach where a different delivery team (e.g. the police) delivers the deterrence message.
- Consult with community leaders and residents to understand their concerns about the programme and address any apprehensions regarding police activity.

Securing partnership buy-in: Greater Manchester's FD programme

The early success of Greater Manchester's FD programme in securing partner buy-in stemmed from a shared commitment to supporting children and young people involved in violence. Partners recognised the need for additional support to help these individuals. However, the programme faced several challenges.

Key challenges

- Resource limitations: partners faced difficulties committing to aspects of programme delivery (e.g. weekly multi-agency case review meetings) due to stretched resources.
- Concerns about deterrence: the deterrence aspect initially caused apprehension. Some partners feared it could criminalise vulnerable young people, questioning how the approach differed from traditional policing. The deterrence component raised concerns in communities where there was experience of being over policed.
- Communication gaps: while senior representatives across the partnership were generally supportive, operational delivery staff often misunderstood the programme's purpose.

Strategies to address challenges

- Streamlining meetings: only staff with relevant information about a young person were required to attend case review meetings.
- Clarifying deterrence: partners were provided with clear explanations to demystify the deterrence element. This emphasised that deterrence was not about harassing young people but ensuring immediate consequences for continued violence and reoffending. The key message emphasised a more holistic approach. It was not just addressing individual offences through policing but understanding the young person's history and offering other services to address their needs and hold them accountable for their actions.
- Improving communication: targeted communication bridged knowledge gaps between senior managers and frontline staff, ensuring that all team members, particularly those working directly with young people, clearly understood the programme's purpose and approach.

2c. Check the availability of the required resources, capacity and skills to deliver the programme

To deliver FD effectively, it is essential that you secure the following resources prior to implementation.³⁸

Police resource

Secure dedicated police resources that concentrate on identifying violence problems and the individuals involved, conducting real-time violence monitoring and delivering swift consequences for re-offending.³⁹ This includes securing sufficient analytical resources. Consider appointing a dedicated data analyst to ensure data-driven insights into serious violence and those involved.⁴⁰ They should have access to police intelligence and be skilled in working with quantitative data, but they should also have knowledge of qualitative data (such as street intel on an individual) to understand what value such information might have. Typically, the data analyst will monitor data for new offences in real time to enable the rapid deployment of police or other delivery staff to contact individuals who re-offend.⁴¹ One FD programme lead said:

“I think the [analyst’s] role couldn’t be more core to every element of the programme ... The [analyst] is kind of embedded in so much of [the programme], from identification through to referral forms, through to monitoring, through to exiting [the programme] and kind of informing or supporting [the programme lead]. So, it’s much more of a dynamic role but also completely embedded in the programme”.

Reflections from a programme lead delivering FD in the UK.⁴²

Also, consider establishing a dedicated role within the police for planning, coordinating and deploying individualised deterrence plans, with swift consequences for violence and re-offending. Relying solely on standard police operations may not provide the speed or the range of individualised consequences that set FD apart from usual practice. This role has been a key resource in several UK programmes to ensure an efficient deterrence strategy.⁴³

Ensure resources are available to facilitate communication between the police and other agencies. At the operational level, effective coordination requires timely communication of police actions to other FD delivery staff.⁴⁴

Delivery team (navigator) resource

Employ a team of delivery staff (often referred to as navigators in UK FD programmes) who serve as the main point of contact for children and young people in the programme. Their core responsibilities include communicating the consequences of (re)offending, providing direct support, mentoring and facilitating referrals to external services.⁴⁵ They also support children and young people in accessing and engaging with support (such as reminding them about appointments).

Navigators can come from backgrounds that resonate with the communities where children and young people live or have lived experience of the criminal justice system and may come from the voluntary and charitable sector, the police or statutory services sectors. In cases where navigators are police officers, it can be even more important to prioritise building trust with individuals.

Support services resource

Secure commitment from key agencies to receive referrals and provide immediate support for individuals. Connecting individuals quickly and efficiently to appropriate local support services and organisations is vital.⁴⁶

Ensure organisational buy-in for the combination of support with the deterrence strategy. Unless there is senior leadership support, individual workers within those organisations might face internal policy or organisational culture barriers to operating effectively alongside deterrence. This is particularly important for voluntary sector organisations, which may be more resistant to delivering the deterrence message.⁴⁷

Use your strategic needs assessment to decide on the types of support to provide. Your analysis might reveal a greater need for external support services, such as mental health treatment, or more practical assistance, such as help with scheduling appointments or providing access to sports clubs.

Secure a variety of support options so that the support offered to individuals can be tailored.⁴⁸ Plan in flexibility to incorporate additional services as priorities evolve. For instance, while your initial plan may focus on mental health support and sports, emerging needs such as education or housing support may require you to adapt your support offer.⁴⁹

Recruitment and staff training

To ensure you have a team capable of delivering FD, start by conducting a comprehensive skills audit to identify gaps in skills and race equity expertise across organisations. Implement rigorous and inclusive recruitment processes to recruit highly qualified and experienced staff and develop strong retention strategies to sustain your team.⁵⁰

Additional race equity considerations

- Whether your delivery team is made up of police, statutory service or voluntary sector practitioners, try to maximise how representative they are of the individuals selected for the programme and prioritise cultural competency throughout the recruitment and retention process.
- Involve community members in the recruitment process, especially those with lived experience of violence and support services to ensure community needs are reflected in staff selection. In the West Midlands FD programme, individuals with lived experience of violence were included on the interview panel to evaluate candidates' potential.

Comprehensive training is crucial for everyone involved in the programme, including team members in leadership roles and those involved in daily operations.

Training should cover a wide range of topics and should be refreshed to account for staff turnover.⁵¹ Training could include:

- Learning the project's rationale, purpose and delivery plan
- Understanding the local violence problem and the target population's needs
- Learning how to have conversations with the community to understand their experiences and needs
- Learning about local safeguarding practices
- Understanding confidentiality and data management protocols

Additional race equity considerations

Identify knowledge gaps in race equity within the multi-agency partnership and select evidence-based training and development programmes to address these gaps.

Allow your training plan to evolve to the needs of individuals in the programme. For example, several programmes in the UK have integrated new training content after identifying gaps in support for individuals with suspected attention-deficit/hyperactivity disorder (ADHD) and mental health challenges.⁵²

To help manage the stress and challenges of the roles, consider providing staff supervision or access to clinical supervision for those working directly with children and young people. Also, consider additional therapeutic support to address the unique stressors staff from Black, Asian and other minority ethnic backgrounds might face, such as vicarious racial trauma.

Recognise and plan for the significant cultural adjustments that team members and programme management may face. Police officers transitioning from frontline roles to navigator roles that focus mainly on support, individuals with lived experience of the justice system now working alongside police and probation, or youth workers collaborating with police on deterrence might all require support to adapt effectively. Provide training and development opportunities to build resilience and the skills needed to navigate these shifts. In Leicestershire, having all FD programme team members co-located in the same office helped them to understand and work collaboratively with each other's organisational cultures and approaches.⁵³

2d. Negotiate data-sharing agreements between relevant parties

Before initiating delivery, it's crucial to have data-sharing agreements between all partners, including non-statutory delivery partners.⁵⁴ These agreements need to cover the sharing of information on identified and named individuals.

Ongoing data sharing is important for:⁵⁵

- Identifying eligible individuals.
- Analysing and monitoring violence and re-offending.
- Ensuring safeguarding responsibilities are met.
- Developing individualised deterrence and support plans.
- Tracking individuals' progress.
- Ensuring deterrence and support elements work together without conflict.

To facilitate this process:⁵⁶

- Start discussing and drafting data-sharing agreements as early as possible, ensuring there is sufficient time to finalise and sign them before delivery starts. FD programmes report challenges with onerous form filling and different data capture systems, which can be time-consuming.⁵⁷
- Clearly outline the legal obligations that organisations have regarding data sharing, particularly for safeguarding purposes and address common misconceptions about what data can or cannot be shared in safeguarding contexts.⁵⁸

Case study: data-sharing challenges in a UK FD programme

The FD programme in a particular area faced significant data-sharing challenges, and valuable lessons were learned during the programme's setup.

Key data-sharing challenges

- General Protection Data Regulation (GDPR) and data minimisation laws caused tension around what data could be shared.
- A risk-averse culture surrounding data governance within agencies caused hesitation to share data, leading to prolonged discussion and delays.
- Drafting, negotiating and approving information-sharing agreements was slow due to agencies working in silos with differing processes.
- Complex legal requirements, such as privacy impact assessments and data flow mapping, take time and were interpreted differently by agencies.

How to reduce delays and improve efficiency

- Conduct early discussion with partners' information governance teams to identify what data they are willing to share and which legal frameworks they adhere to.
- Engage senior leaders across the partnership who can act as sponsors for data-sharing.
- Standardise documentation, including a shared privacy impact assessment.
- Establish clear deadlines for each stage of the data-sharing process and escalate issues to senior leaders when deadlines are missed.

Ensure you have a system for sharing information

This could be achieved through a centralised data management system that can accommodate police data with data from probation, youth justice and the local authority.⁵⁹ The system should accommodate all data sources, including quantitative and qualitative data. The primary purpose of this system is that all information is accessible, reliable and capable of informing actions by police and partner agencies.

Recommendation 3

Establish a multi-agency working group that coordinates between the police, community and support services

Establish a multi-agency working group that coordinates between the police, community and support services

Why? The working group facilitates effective multi-agency collaboration, which is crucial for the success of FD. It also ensures the necessary capacity for effective implementation and sustainability.⁶⁰

Recommended actions

- a. Form a working group of senior representatives from police, youth justice, probation, social services, health providers, education, the voluntary sector and the community.
- b. Set up FD within a suitable governance framework to ensure sustainability, as well as thorough oversight, scrutiny and accountability across all organisational levels.



3a. Form a working group of senior representatives from police, youth justice, probation, social services, health providers, education, the voluntary sector and the community

Establish this group well before implementation to clarify roles, shared responsibilities and timelines. Members should have experience in violence prevention and the criminal justice system and must hold decision-making authority within their organisations, including approving budgets and managing staff.

The working group's primary role is to manage the setup, design and coordination of the FD programme. This includes scrutinising operational delivery, addressing delivery team challenges and monitoring the programme's performance. In some FD programmes, the working group has developed an operating manual to ensure programme fidelity.⁶¹ This manual serves as a comprehensive guide, detailing the programme's design and delivery, the roles and responsibilities of the delivery team and methods for monitoring.

Key considerations when appointing a working group

Recruit one working group leader who is respected by all senior representatives and can balance the different deterrence, community and support goals.⁶² This leader should have strong leadership and collaboration skills, a deep understanding of local contexts and the ability to engage community members to build trust.⁶³

Arrange regular (e.g. fortnightly) group meetings to monitor progress, scrutinise delivery (including race equity) and identify and problem-solve potential issues. Once the programme has moved out of the early delivery phase, the working group may reduce the regularity of meetings (e.g. once per month).

Ensuring effective partnership working across the multi-agency working group

Strong partnerships that are maintained over time are critical for the sustainability of FD.⁶⁴ Building such partnerships requires trust, shared accountability, effective communication and the capacity to work together toward a common goal.⁶⁵ To build trust and effective collaboration within the multi-agency working group, it's essential that all partners have a common understanding of the violence problem⁶⁶ and have a meaningful voice, especially community representatives.⁶⁷ These individuals should

be actively involved in decision-making regarding the project's delivery to help overcome any initial distrust.⁶⁸

The working group must also remain open to adapting the project based on community feedback and ongoing monitoring of delivery.⁶⁹ For example, the community representative can provide ongoing insights into how well the programme is reaching children and young people and any issues or risks related to disproportionality.

Recruit a central programme manager or team to lead operational delivery

This individual or team is separate from the working group and provides the day-to-day management of the programme. They will coordinate all delivery teams, establish clear communication channels, ensure effective collaboration and address cultural or operational conflicts. They are also responsible for maintaining adherence to the programme design while troubleshooting problems with the working group. The programme manager or team must be senior, credible and skilled in managing the complexities of multi-agency programmes.

“Programmes in Baltimore, Minneapolis and San Francisco unravelled rapidly due to political problems and a lack of interagency partnership”.

Braga et al., 2024 reporting on the challenges of delivering FD⁷⁰

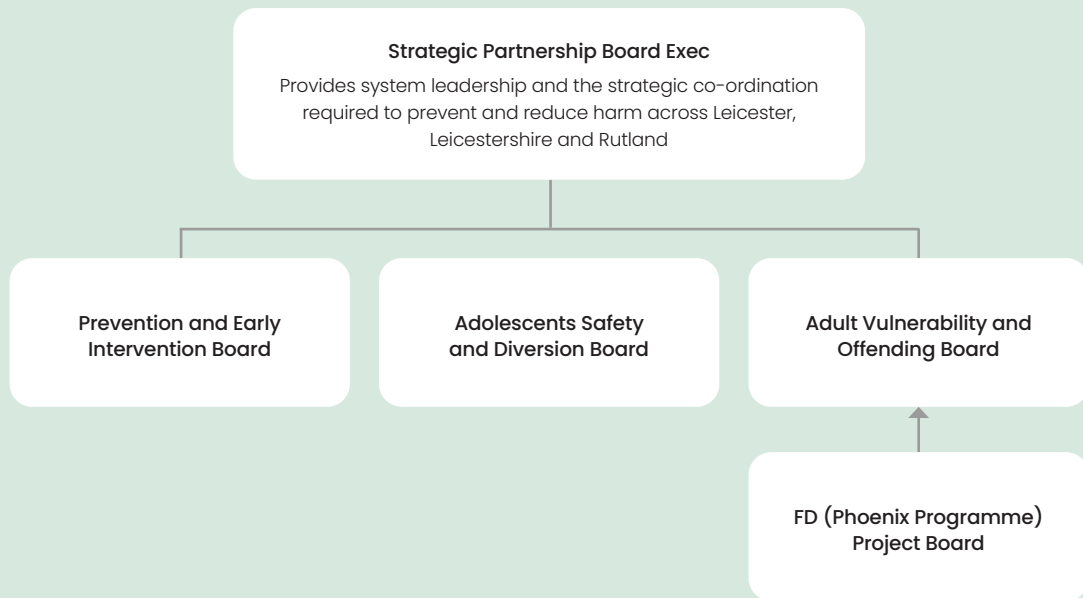
3b. Set up focused deterrence within a suitable governance framework to ensure sustainability as well as thorough oversight, scrutiny and accountability across all organisational levels

FD programmes rely heavily on the members of the multi-agency working group. This can make delivery very vulnerable when they lose important members.⁷¹ It is, therefore, important to plan for when people leave. To do this, put strong accountability structures and sustainability plans in place. Having a formal structure with different levels of leadership can keep the project running smoothly even when key people leave.⁷²

Embed focused deterrence in existing governance structures

Where possible and appropriate, integrate the project into existing governance structures. For instance, in Leicestershire, the multi-agency working group operates within the existing Strategic Partnership Board and reports progress to the Adult Vulnerability and Offending Board.

Example governance structure from Leicestershire’s focused deterrence programme



Community representation in governance

Include community representation in your governance structure.⁷³ In London, the pilot of FD initially faced significant community opposition but saw progress in engaging local communities.⁷⁴ This was helped by having formal community representation in governance. Leicestershire’s programme utilises the existing Community Oversight Group, which is a part of the local Violence Reduction Network.⁷⁵ It includes members of communities most affected by violence.

Additional race equity considerations

- Aim to achieve diversity in the working group that reflects the demographics of the relevant communities, wherever possible. Where diversity is lacking, proactive strategies should be developed to address this issue.
- The working group should also be tasked with undertaking an Equality Impact Assessment to assess how different racial and ethnic groups will likely be affected by FD, as well as creating a comprehensive race equity plan to guide the programme’s delivery. Consider recruiting a race equity expert to help guide the development of these plans.
- All partners must understand and commit to a racially equitable approach.

Recommendation 4

Use high-quality data and intelligence to identify the right people to focus on

Use high-quality data and intelligence to identify the right people to focus on

Why? Serious violence is often driven by a small group of individuals.⁷⁶ It is critical to identify and target these people using high-quality multi-agency data and community insights.⁷⁷ Reliable data strengthens the precision of FD, helping to prevent disproportionality and ensuring it is both fair and accurately focused on those driving violence.

Recommended actions

- a. Develop clear, logical and defensible criteria for identifying and selecting individuals for the intervention.
- b. Carefully assess and address the risk of net-widening.



4a. Develop clear, logical and defensible criteria for identifying and selecting individuals for the intervention

To start this process, you will need to secure access to accurate offending data from the police.⁷⁸ If your FD programme is police-led, you will benefit from direct access to this data. If your programme is led by a statutory-voluntary sector partnership, you may encounter challenges in obtaining certain police data due to data-sharing restrictions.⁷⁹ To overcome data challenges, prioritise the development of strong relationships with the police and ensure their direct involvement in delivery.⁸⁰

While this guidance primarily focuses on violence that involves children and young people, it is important that organisations consider including older influential individuals if they are exploiting or influencing violent behaviour among children and young people.

Once you have access to data, you can then set the eligibility criteria.

Define the eligibility criteria for the programme.

Eligibility criteria should reflect the characteristics of those who **are involved** in serious violence. It is crucial to ensure that the criteria are specific enough to target the right individuals.⁸¹ Consult key stakeholders, including police, youth justice, social services and community representatives, to validate and refine the criteria. Document the rationale by outlining the reasons for each criterion. Share the criteria with partners to ensure transparency in decision-making about who is selected and who is not.

An overview of the most common eligibility criteria across focused deterrence programmes in the UK⁸²

	Across intervention area	Reflection
Age range	Predominantly 14–25 year olds (those under statutory youth/children’s services provision).	<ul style="list-style-type: none"> • Some areas did not specify a lower age limit, although, in practice, this would be 10. • Upper age limits varied from early 20s to no limit.
Residency	Predominantly residing within the target city.	<ul style="list-style-type: none"> • Some areas included a wider county; all areas used some type of administrative boundary, such as a police force area or one or more local authority areas. • Individuals who moved during the programme were typically removed from the intervention. • If recently moved into the area, there needed to be strong (group) ties to the local area.
Offence types	<p>The common outcome for eligibility was an individual charged or cautioned for an offence(s) in police records. These offences included:</p> <ul style="list-style-type: none"> • Homicide or near miss • Violence with or without injury • Possession of a weapon • Weapon-related offences • Drug-related offences • Criminal damage <p>Usually, eligibility also required involvement in group-based offending identified through agency intelligence or a police charge/caution for co-offending.</p>	<ul style="list-style-type: none"> • Some areas also included those who facilitated the operation of violent groups (e.g. those involved in drug supply). • Domestic-related incidents tended to be excluded, but some areas included sexual offences as eligible. • Some areas had a top-down approach, beginning with high-harm offences, such as homicide, and building a social network around the perpetrator(s) using intelligence from multiple sources.
Recency of the offence	Predominantly in the last 12 months.	<ul style="list-style-type: none"> • Some areas additionally looked for violent, weapon, sexual or drug-related offences/arrests in the last 24 months. • Some areas considered lowering the recency to the previous six months to reflect the dynamic nature of adolescent offending.

Search for eligible individuals

Start the initial search by reviewing police data and intelligence to identify a preliminary pool of children, young people and, where relevant, influential older associates based on your eligibility criteria.

However, avoid relying solely on police data, as it may only capture incidents that align with policing priorities rather than providing a complete picture of violence. Police data can also be influenced by racial biases, potentially leading to inequities.⁸³

Include data from multiple sources, such as social care, youth justice, probation, education, healthcare and community organisations.⁸⁴ Many individuals involved in violence are likely to have engaged with these services, so this data can reveal important details about the individual, their family and the complexity of their situation. This data also helps to accurately assess an individual's needs and risk of further involvement in violence.

“I think [with police data] it’s always, it only ever obviously reports negative things, so you’re only getting that side of the person. So, in the police’s eyes, this person is, you know, really bad, whereas if someone else’s opinion, like the social worker, there’ll be, like, ‘No, this person is actually really good’. That’s what we see a lot sometimes”.

Reflections from a data analyst delivering FD in the UK ⁸⁵



The analyst should extract that information and present it in an accessible format (such as through a dashboard).⁸⁶ This approach provides a more comprehensive view of each individual's circumstances and needs, enabling the development of a more targeted FD programme.

Conduct a social network analysis and group audit to identify networks of violent crime (if relevant)⁸⁷

This approach can be used to identify social networks of violent offending. Begin by analysing serious violence incidents from the past year. Next, assess whether these incidents are linked to other individuals through co-offending or known involvement in violence. Social network analysis can assist in identifying these connections. This analysis will determine whether the identified individuals form a coherent group, organised crime network or other criminal group (e.g. urban street gang). If relevant connections are found, it may suggest that the serious violence problem involves a group dynamic, which should be considered when identifying and engaging individuals.

If relevant connections to organised crime networks or other criminal groups have been

identified, you should conduct a group audit to analyse the dynamics driving group-based violence. This audit will help you gain a clearer understanding of the local violence problem and allow you to design interventions that effectively address these factors.

For the group audit, focus on the priority locations and crime types identified in your strategic needs assessment. Map where groups and crime networks operate and their patterns of criminal activity. Assess the structures, hierarchies and dynamics within groups. For example, investigate the relationships and potential conflicts that could contribute to violent behaviour. This could include tensions between rival groups and older individuals who may have influence within group networks.

Establish a multi-agency team to review data and select individuals for the programme

Establish a team of professionals from the police and partner agencies that can jointly and regularly (e.g. weekly or bi-weekly) review data to make informed decisions on which individuals should be included.⁸⁸ These data reviews should draw on multi-agency data to check and challenge intelligence from the police and to inform decisions on how to best approach and engage the individuals selected.⁸⁹

Assess the recency of offences during these meetings. If an individual has offended in the past 12 months but is believed to have desisted, discuss their case.⁹⁰ If no recent concerns arise, place the case on hold and monitor it without engaging with or deselecting the individual.

“[Recency of offending] was why we shortened down the time period because especially for young people, they will move and change quickly ... So, there’s been a few cases where we’ve realised that it would be harmful to intervene and thought of them as ineligible now...”

Reflections from a data analyst delivering FD in the UK.⁹¹

Throughout the selection process, ensure that all decisions and their rationale are documented for transparency and accountability.

Deselect individuals where necessary

FD will not be suitable for every person involved in crime and violence, so you will need to decide on criteria that would exclude an individual from eligibility.⁹² For example, it may not be appropriate to deliver FD to those who are victims of exploitation or trafficking or those with sustained positive engagement in other support services.⁹³ Cases where the intervention’s mechanisms are unlikely to be effective, such as when specific needs cannot be met due to a lack of specialist support, should also be excluded/deselected.

Keep your data relevant, accurate and reliable

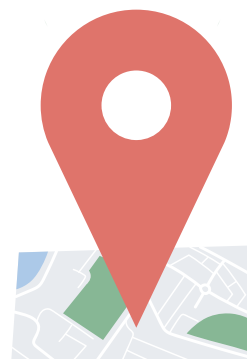
Use continuous, real-time data collection strategies to quickly identify newly eligible individuals and changes in violence trends. For instance, monitoring real-time crime data with hospital admissions can reveal immediate signs of rising tensions or violence hotspots.⁹⁴

Use a centralised data system where all partners can share and access information. This promotes efficient collaboration.⁹⁵

Schedule routine data audits to verify data accuracy, completeness and consistency. Audits also assess the quality of data

collection processes, providing an opportunity to refine methodologies.⁹⁶

Strive to improve data quality wherever possible. For example, the West Midlands FD programme improved data quality for quantitative analysis by updating individual data every two weeks, ensuring information remained current with only a one-month lag. The programme also mapped ethnicities to census data to better identify disproportionality within the cohort to allow for better identification and monitoring of race equity outcomes over time.



4b. Carefully assess and address the risk of net-widening

Net-widening is an unintended consequence of criminal justice programmes where individuals who wouldn't normally be involved in the criminal justice system are drawn into it.⁹⁷ This can happen when programmes inadvertently expand the scope of an intervention and include individuals with minor or peripheral involvement in criminal activity. As a result, resources intended for addressing serious crime can lead to unnecessary criminalisation, over-surveillance or punitive actions against individuals who could have been better supported with alternative methods.⁹⁸

Ensure your eligibility criteria are robust and target only those involved in serious violence. FD programmes risk net-widening if data are inaccurate or inclusion criteria are overly broad. Robust criteria can help protect the programme against internal and

external pressures to change who is eligible, for example, if demand is low but there is pressure to meet targets.

Racial biases in data collection and enforcement increase net-widening risks for Black, Asian and other minority ethnic communities. For instance, the London Gangs Matrix disproportionately included young Black men and boys, many of whom were added based only on weak associations, such as being crime victims or knowing suspected gang members.⁹⁹ These tenuous links could unintentionally amplify the scale of involvement of individuals on the periphery of groups. Be mindful of these biases in data and intelligence, particularly regarding group networks and associations, and avoid targeting entire groups or gangs or including individuals solely based on association.

“The practical application of the [FD] approach, particularly the use of flawed or biased police intelligence, could unjustly target individuals, thereby exacerbating racial disparities”.

Tuschick et al., in press, reporting on the use of data in FD.¹⁰⁰

Avoid using joint enterprise as a basis for including individuals in FD. Joint enterprise, a legal doctrine holding individuals criminally responsible for crimes committed by others if they are deemed to have participated in or encouraged the crime, disproportionately affects Black, Asian and other minority ethnic communities.¹⁰¹

Additional race equity considerations

Conduct an Equality Impact Assessment (EqIA) on your data analysis process (including the group audit) to assess how it may affect individuals with different protected characteristics (e.g. age, gender, race). The purpose of an (EqIA) is to ensure that the actions or decisions made do not unfairly disadvantage or discriminate against any group and to identify ways to promote equality, inclusion and fairness.

Collect data on age, gender, ethnicity and, where possible, special educational needs and disabilities.

When analysing data, critically assess potential biases by regularly reviewing the diversity of the data sources, examining the anti-racist practices of the agencies contributing to the data and considering whether any of these organisations have been associated with institutional racism.

Define specific thresholds for identifying disproportionality and disparities, particularly those affecting Black, Asian and other minority ethnic communities. Develop reporting and escalation protocols for if thresholds are breached.

Recommendation 5

Involve families, residents, leaders and organisations from the local community in programme development and delivery

Involve families, residents, leaders and organisations from the local community in programme development and delivery

Why? Involving local communities enhances the credibility and legitimacy of FD¹⁰² and ensures the programme is aligned with the community's needs and values.¹⁰³ It also facilitates the reintegration of individuals into their communities.

Recommended actions

- Define the communities that surround the individuals you have identified and learn about the context and history of these communities.
- Initiate a community warm-up period to disseminate information about the intervention prior to its launch.
- Provide several opportunities for the community to engage in the programme development and delivery.



5a. Define the communities that surround the individuals you have identified, and learn about the context and history of these communities

Before delivery begins, use your strategic needs assessment to define the communities surrounding the individuals you have identified.

Key members of the community may include:¹⁰⁴

- Residents
- Peers and family members
- Groups of people who share cultural heritage and identities
- Local businesses; voluntary, community and grassroots organisations; and neighbourhood associations
- Local leaders and residents with credibility within communities

Learn about key historical factors that may affect attitudes toward the programme, such as past relationships with statutory services. For example, some communities have experienced over-policing or abuses of power, which could mean they are less likely to engage with the programme.¹⁰⁵ This will require an engagement plan that builds trust.¹⁰⁶ Finding common ground with the community and partnering with respected community members who have credibility and influence can be essential in such cases.¹⁰⁷



5b. Initiate a community warm-up period to disseminate information about the intervention prior to its launch

At this stage, you should have already secured key community representatives to support initial preparation. The warm-up period involves broader community engagement and awareness raising.

Start by introducing the programme's goals and sharing information before launching delivery. This phase is a key element in aligning the programme with community expectations and securing early support.¹⁰⁸ Town hall meetings, focus groups and workshops can provide residents with a platform to share concerns, ask questions and understand the programme's potential impact. Consider the use of technology to support access to these meetings.

5c. Provide several opportunities for the community to influence the programme

Community involvement should remain active throughout the duration of the programme. Clearly define and communicate opportunities for residents to engage. Opportunities may include:¹⁰⁹

Asking community leaders to support individuals on the programme: local businesses, neighbourhood associations and local activity providers could provide employment opportunities, mentorship and access to positive activities, such as sports, arts and boxing clubs.

Residents actively supporting individuals in the programme by offering their time and resources: in some FD programmes, residents volunteer to run GCSE revision study groups, provide meals or offer safe and welcoming spaces.¹¹⁰ Residents may contribute by providing venues, such as libraries and community centres, where programme activities can take place.

Providing local knowledge to the programme: residents might have insight into local culture, street language and the locations that are considered safe or unsafe.¹¹¹

Conducting surveys and meetings to gather feedback and shape programme delivery: for example, Leicestershire's Community Oversight Group meets regularly to discuss violence trends, community needs and programme updates, offering feedback on how to tailor the programme and increase impact across the area's diverse communities. Manchester's FD programme utilised telephone surveys to understand the community's perception of violent crime and support for the programme.

Arranging call-ins to share the views of the wider community: FD that focuses on group violence can organise meetings, commonly referred to as call-ins, to relay the community's voice. These meetings facilitate direct dialogue between the individuals involved in violence, victims' family members, 'reformed' former group members and faith leaders (where appropriate).¹¹²

Directly communicating anti-violence messages and support for the programme: trusted adults who have a direct influence on individuals involved in the programme can actively promote sensitive anti-violence messages and demonstrate support for the programme.

Involving family members in demonstrating support for the programme: family members, such as siblings, parents and grandparents, can provide strong sources of encouragement for engaging. They may also present challenges if they are not bought into the programme, limiting access between navigators and participants.

Offering advice and guidance to individuals on the programme: residents with lived experience of the criminal justice system can offer guidance to individuals in the programme. In Leicestershire, professional boxers and footballers talked to young people about their lived experiences of involvement in crime and the impact it had on them.

“My mum and nana were already in the meeting. They said I should do it [the programme], so I done it”.

FD participant in the UK discussing why they agreed to take part.¹⁴



Leicestershire’s Community Navigator Model

Leicestershire’s *Community Navigator Model* was developed with the aim of co-delivering FD with the community. The model employs navigators with lived experience of violence and/or the criminal justice system to provide credibility to the programme, offer flexible and proactive support, and strengthen community ties.

Navigator role

Navigators are recruited from within the local community, providing a relatable, credible and consistent presence for participants. Each participant is assigned both a statutory worker (such as police and probation officers) and a community navigator. The navigator supports participants by explaining complex issues, accompanying them to appointments, and facilitating engagement in community-based activities, such as sports or martial arts.

From initial contact, the navigator helps participants understand the programme, set goals and develop a plan to address their needs through the available support.

“[They help with] like, accommodation, CVs, like, getting yourself in the mentality to actually go to appointments and want to do things yourself. Not just doing it by yourself – they’re there for support as well.”

Participant, Leicestershire

As participants exit the programme, the navigator assists with transitioning them into local community services. Although navigators are not directly involved in deterrence activities, they support the overall messaging about the consequences

of reoffending. For example, if a young person says, “The police are always around my house” (as a result of offending), the navigator might re-explain the reasons behind this and offer guidance on how they can avoid this outcome in the future.

Challenges

Integrating navigators into a centralised team with statutory services presented challenges, particularly around trust, the navigators’ previous negative experiences with the police and differing organisational cultures. Overcoming these barriers early on required team building, addressing power dynamics and relationship development. Co-locating the navigators in the same building as their statutory team members (probation, police and youth justice workers), was key in overcoming these challenges.

Successes

The success of the model relies on the personal qualities of the navigators rather than technical skills. Navigators must be relationship-focused, flexible and able to draw on their shared experiences to relate to participants. They proactively identify community-based opportunities that are meaningful to participants, ensuring that participants feel supported and engaged throughout the programme.

Case Study: Manchester's community survey on violent crime

In Greater Manchester, the FD programme conducted telephone surveys and questionnaires with approximately 400 residents in areas with the highest levels of violent crime. The survey explored the community's perceptions of violent crime, including the main crime problems, individuals involved, underlying causes and attitudes towards violence. It also sought feedback on the FD programme itself, specifically residents' willingness to support or participate, their belief in the programme's potential to reduce violence, their views on its approach and any concerns they had.

One key insight was that the community felt they could easily identify the individuals involved in violence, noting that it often occurred within social groups rather than organised crime groups. This contrasted with earlier preconceptions and prompted strategic discussions about the nature of violence and how to best identify individuals for the programme.

There was strong support for the programme, particularly regarding the role of the police, with many residents believing that communities needed greater protection. Additionally, residents expressed a willingness to share messages about the programme and disseminate information on social media. This led to a better understanding of ways to engage the community in the programme. However, despite the widespread support, very few people expressed an interest in volunteering to help deliver the programme.

“There was a boxer [who] came; I think he got pushed out a window or something, and he got stabbed in the neck when he was doing stuff ... because maybe he kind of gone through the same that I went through; it kind of clicked”.

FD participant in the UK discussing the impact of residents sharing their lived experience of crime.¹³

Recommendation 6

Communicate clearly and frequently with individuals about the programme, the support on offer and the consequences for continued violence and re-offending

Communicate clearly and frequently with individuals about the programme, the support on offer and the consequences for continued violence and re-offending

Why? Clear and consistent communication is crucial.¹¹⁵ It ensures that individuals understand what the programme is, why they are involved and the legal and personal consequences for continued violence and re-offending. It also highlights the immediate support available to help them desist.

Recommended actions

- Determine the most effective method of communication for your programme.
- Tailor communication to effectively engage individuals from Black, Asian and other minority ethnic communities.
- Carefully plan where the first contact is delivered and who delivers it.



6a. Determine the most effective communication method for your programme

There are multiple methods for delivering clear communication:¹¹⁶

- **One-to-one meetings:** the navigator and/or the police will meet the individual at their home or a neutral location. In some FD programmes, the navigator communicates the offer of support, while the police deliver a separate message explaining why the individual has been identified and the consequences of re-offending. One-to-one meetings may lead to better rapport and understanding, increasing the likelihood of engagement. They can be utilised for both group- and individual-focused programmes.
- **Written communication:** letters or flyers can provide a formal record of the warning, the potential consequences and the support on offer.¹¹⁷
- **Call-in sessions:**[†] these sessions are coordinated and delivered by a team of police and other law enforcement agencies, social services and community representatives, and parents of victims. They are typically used for group-based FD programmes. These teams invite – or compel – to these sessions the most influential individuals from groups driving violence, which may include members from rival groups. The team will emphasise that the community needs violence to stop and wants those involved to be safe. The team will offer help and access to positive opportunities and services and make explicit the consequences that will follow violence and re-offending.¹¹⁸ However, several challenges related to the use of call-ins in the UK have emerged:¹¹⁹
 - A lack of legal mechanisms in the UK, unlike in the US, makes it difficult to compel attendance at these sessions.
 - Securing neutral venues that are acceptable to all parties, especially when dealing with rival groups, can be challenging.

[†] **More information on implementing call-in sessions in the UK can be found in the following publications:** O'Donnell, M., & Aviles, L. (2017). *Group Violence Intervention: A Guide for Project Managers*; Bureau of Justice Assistance. Graham, W. (2022). From *Cincinnati to Glasgow. A case study of international policy transfer of a violence reduction program*. In D. Weisburd (Ed.), *Translational criminology in policing* (p. 18). Routledge.

- Getting voluntary attendance from children and young people can be difficult, particularly when the call-in and venue are perceived as intimidating environments with large numbers of service providers and attendees.
- Past attempts have delivered unbalanced messages by having speakers that focused too heavily on enforcement rather than support.

Some ways to overcome these challenges include:¹²⁰

- Focus on call-ins for individuals who can be compelled to attend, such as those on supervised probation.
- Hold smaller, more localised meetings that do not mix different groups.
- Recruit trusted organisations relevant to the local violence prevention context to help reach young people and encourage voluntary participation.
- Ensure that messages are balanced and age-appropriate. For example, the Glasgow FD programme conducted separate call-ins for children and adults.

6b. Tailor communication to effectively engage individuals from Black, Asian and other minority ethnic communities

Participants from Black, Asian and other minority ethnic backgrounds may have experiences shaped by institutional racism, targeted discrimination and harmful stereotypes. Such experiences can exacerbate feelings of stigmatisation, particularly when interactions with authority figures are viewed as confrontational.¹²¹ In London, initial messaging about FD required greater sensitivity, given the highly charged political environment where there were significant concerns related to policing practices in Black, Asian and other minority ethnic communities. The lack of careful consideration led to strong opposition to the programme from community networks.¹²²

To effectively engage with Black, Asian and other minority ethnic communities, it is essential to:¹²³

- Ensure that the communication strategy is developed and delivered in partnership with those who are trusted in the community.
- Employ navigators, where possible, whose backgrounds represent the diversity within the community.
- Address language barriers to ensure communication is clear and accessible.
- Create ongoing opportunities for feedback from individuals involved in the programme.



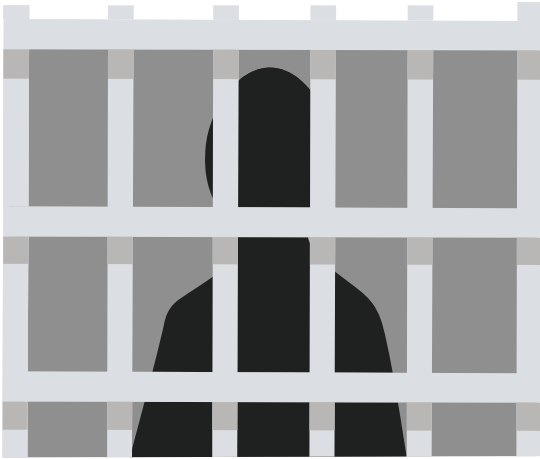
6c. Carefully plan where the first contact is delivered and who delivers it

Some FD programmes initiate first contact or repeat contacts at reachable moments, for example, in situations where the individual has been arrested, is in custody or has been admitted to hospital.¹²⁴ If support is not initially accepted, repeat contacts are made to engage the individual.¹²⁵

“I got arrested for assault; I was approached while I was in the cells, and I said, ‘Yes, I’ll jump on board’”.

FD participant in the UK discussing a reachable moment.¹²⁶

Choosing who should communicate messages about FD requires careful consideration. Navigators play a key role in the initial communication and developing rapport with individuals. The choice of navigator can, therefore, impact how participants engage with the programme. Individuals may be apprehensive about trusting navigators, particularly those who are police officers. In contrast, FD programmes that employ navigators with lived experience or who have strong connections to the individuals’ communities tend to report faster relationship-building.¹²⁷



Where possible, use peer influence

Participants may respond more positively to messages about the programme when delivered by their peers or individuals with similar lived experiences. FD can leverage children and young people’s social networks to communicate and spread messages about the programme.¹²⁸

Consider having a statutory worker work alongside the navigator to clearly separate the roles of deterrence and support

Deciding how to deliver deterrence messages presents significant challenges for navigators, as these messages can conflict with their primary role of building rapport and trust with individuals.¹²⁹ This issue is pronounced for both community navigators, where lived experience of the criminal justice system may mean it’s challenging to promote deterrence, and navigators with police backgrounds, where previous and existing negative relationships, along with individuals’ preconceptions of the police, may strain the relationship.¹³⁰

One potential solution is to establish a collaborative approach between two distinct roles: a statutory role with legal expertise to deliver deterrence messaging and a navigator dedicated to building positive relationships and providing support.¹³¹ This strategy helps maintain a clear distinction between the enforcement of consequences and the provision of support.

Recommendation 7

Prepare immediate, certain and proportionate consequences for continued violence and re-offending, which are coordinated by the police

Prepare immediate, certain and proportionate consequences for continued violence and re-offending, which are coordinated by the police

Why? FD relies on increasing individuals' awareness of the risks and certainty of swift consequences for continued violence and re-offending, ensuring they directly link their actions to predictable, enforceable outcomes.¹³²

Recommended actions

- Secure police buy-in and resources for the coordination and delivery of the deterrence strategy.
- Develop a clear process for how the support and deterrence elements operate together.
- Ensure that consequences for violence and re-offending are fair, transparent and tailored to individual circumstances.
- Develop a diverse range of age-appropriate and proportionate consequences and deliver them if violence or re-offending occurs.



7a. Secure police buy-in and resources for the coordination and delivery of the deterrence strategy

Consequences are primarily delivered by the police. When individuals on the programme commit a violent incident or re-offend, the police should have the resources to swiftly deliver the necessary consequences.¹³³

Police support for the programme

To effectively implement the deterrence strategy, securing police commitment and support is essential. Providing specific examples of how police actions contribute to both deterrence and support could help clarify their involvement.¹³⁴ Additionally, involving Crown Prosecution Service representatives at key points of contact can help reduce barriers to securing convictions.¹³⁵

Consider a dedicated role in the police who coordinates the deterrence strategy

Having a dedicated enforcement manager or coordinator can create more efficient and timely sharing of intelligence between enforcement teams and other programme partners.¹³⁶ It also helps to ensure that consequences for re-offending are followed up, which is important for the programme's credibility.¹³⁷ Expanding coordination to include multi-agency oversight will help ensure that enforcement actions remain

fair, proportionate, and free from bias. For example, in Nottingham's FD programme, enforcement decisions are reviewed by the neighbourhood safeguarding disruption panel, which includes representatives from police, schools, social services, and navigators. This ensures that actions are deliberate and intelligence-led, rather than reactive or in conflict with efforts to engage individuals.



Multi-agency commitment to deterrence

Beyond the police, effective deterrence requires full commitment from all partners.¹³⁸ It is essential that each partner understands their role within the deterrence strategy. Challenges often arise in partnership working, particularly between enforcement teams and those leading on the support element (e.g. navigators), due to differing perspectives on the best ways to engage individuals in the programme.¹³⁹

Clear communication plans across the multi-agency delivery team can help keep all stakeholders engaged and aligned.¹⁴⁰ These plans should include communicating regular updates on deterrence activities, providing progress reports and offering opportunities for feedback (allowing for tweaks to strategies when necessary).

7b. Develop a clear process for how support and deterrence elements operate together

Implement a clear process to ensure that support and deterrence elements operate in tandem at the operational level.¹⁴¹ Navigators and police officers must be fully aware of each other's actions to prevent conflicting efforts and deliver consistent messages.¹⁴²

If an individual is receiving both support and deterrence elements at the same time, navigators must be aware of deterrence activities and the relevant restrictions, such as bail conditions, that could impact where and how support is delivered.¹⁴³ It's also important for navigators to adapt their messaging to reinforce the consequences of re-offending. Likewise, police must be informed of the support being provided so that deterrence actions have minimal interference with ongoing support.

7c. Ensure that consequences for violence and re-offending are fair, transparent and tailored to individual circumstances

Establish clear protocols and strong oversight to ensure robust, fair and transparent models for the delivery of consequences, including a plan to avoid disproportionate impacts on Black, Asian and other minority ethnic communities.¹⁴⁴

The consequences of re-offending should be proportionate to the offence committed.¹⁴⁵ Consequences should also be tailored to the individual's circumstances, progress in the programme and safeguarding concerns. In several FD programmes in the UK, police and navigators comprehensively discuss individual cases once an offence has occurred so that a proportionate response can be delivered.¹⁴⁶

For example, if an individual engaging well with support commits a low-level offence,

the response might involve issuing a warning, with clear communication that further re-offending will lead to more severe consequences.¹⁴⁷ In cases where a young person is found carrying drugs due to suspected criminal exploitation, safeguarding should take priority. This could involve referring the individual to a specialist exploitation service to address the root causes while the police take action against the exploiters. If an individual commits a serious criminal offence, the response might escalate to arrest or prosecution, alongside tailored consequences, such as a curfew or the temporary loss of programme privileges.

If you are focusing on group disruption, The College of Policing has a menu of tactics and consequences that can be used for disrupting serious and organised crime.¹⁴⁸

7d. Develop a diverse range of age-appropriate and proportionate consequences and deliver them if violence or re-offending occurs

While many of the consequences for continued offending will be police-led, organisations should consider additional options that draw on partnership-wide resources for disruption (e.g. the probation service, local authority, Driver and Vehicle Licensing Agency). For instance, rather than a police-led consequence, the programme could enhance probation supervision, and compliance monitoring, use tenancy enforcement or temporarily limit access to some of the programme's privileges, such as gym memberships. Ensure you withdraw programme privileges cautiously and proportionately to avoid damaging the relationship built between navigators and individuals.

Below are some of the consequences that could be applied; it's essential to meet evidential thresholds and follow due process to ensure that actions taken by law enforcement and partner agencies are fair and legally justified. While an individual may first become known to the programme through multi-agency data any decision to escalate to enforcement or disruption should be based on subsequent developments that provide a clear, justifiable, and intelligence-led case for intervention. This ensures that proportionate action is taken only where necessary, while maintaining the credibility and fairness of the programme.

Examples of consequences used in focused deterrence programmes

1. **Police presence:** increased police presence in neighbourhood areas where individuals are likely to go.¹⁴⁹
2. **Proactive police contact:** random phone calls from the police asking where individuals are,¹⁵⁰ as well as increased home visits.
3. **Court-issued orders prohibiting specific behaviours or activities:** Knife Crime Prevention Order,¹⁵¹ Criminal Behaviour Order¹⁵² or Serious Violence Reduction Order.¹⁵³
4. **Electronic tagging:** a tool to track and monitor an individuals' movements to enforce certain restrictions, such as curfews. Tagging can also be a disincentive for anti-social peers to associate with them.¹⁵⁴
5. **Tenancy enforcement:** collaboration with local authorities to conduct investigations into housing complaints, conduct property inspections and monitor compliance with housing laws and regulations.
6. **Curfews:** restrictions on movement during certain hours enforced through electronic tagging or police checks.
7. **Temporary loss of programmatic privileges:** reminders that access to certain programme benefits, such as gym memberships or sports activities, is conditional.¹⁵⁵
8. **Police markers on vehicles:** 'flags' that are placed on cars in the Police National Database for regular police checks.¹⁵⁶
9. **Fast-tracked sentencing:** used to fast-track individuals through the criminal justice system in order to receive swift sentencing.¹⁵⁷
10. **Arrest and imprisonment:** consequences can escalate to arrest or prosecution for serious offences.



Case study: Nottingham's tiered approach to applying consequences for violence and re-offending

Nottingham's FD programme's tiered approach ensures that consequences are tailored to individual circumstances and the seriousness of the offences within an individual enforcement plan. While less serious offences result in lighter consequences, persistent or serious offences lead to stronger consequences, such as civil orders requiring court approval. Decisions are also informed by a comprehensive assessment of the individual's age, background and specific circumstances.

Every enforcement plan is race equity and quality assured by an enforcement coordinator to ensure that every consequence is age appropriate, evidence based and proportionate.

Regular monitoring

All individuals in the programme are reviewed on an ongoing basis to identify any signs of violence or re-offending. This allows the enforcement team to act swiftly when offences occur. Participants and their families are kept informed at every stage about expectations and the consequences of continued engagement in violence or re-offending.

Case-by-case assessment

Each case is discussed by the enforcement officer with the Neighbourhood Sergeant or Inspector to determine which prevention, deterrence, and enforcement measures are proportionate for the individual. All high-risk cases are referred to the Neighbourhood Safeguarding Disruption Panel, which includes representatives from the police, schools, social services and navigators. The panel assesses:

- The individual's history, behaviour patterns, level of engagement with programmatic support and contributing factors (e.g. family challenges or mental health issues)
- Mitigating circumstances, such as child criminal exploitation, which would prompt safeguarding actions and efforts to address the exploiters (e.g. issuing child abuse warning notices)
- Reachable moments and the settings where this could be utilised

Tiered responses

First-tier consequence – formal visit by the police

- Neighbourhood police officers visit the individual and their family.
- The formal visit outlines:
 - **Expected behaviours** (e.g. attending school, adhering to a curfew, avoiding specific individuals)
 - **Consequences of continued offending** (e.g. stricter monitoring or additional restrictions)
 - Officers ensure the contract is explained clearly so all parties understand what is required and why.

Second-tier consequence – acceptable behavioural contract (ABC)

- Neighbourhood police officers visit the individual and their family to establish an ABC.
- The ABC clearly outlines:
 - Restrictions on visiting specific areas or associating with certain individuals

Third-tier response – criminal behavioural order (CBO) age-specific orders

- If the ABC is breached and offending continues, a CBO is requested from the courts, introducing stricter measures:
 - Mandatory regular sign-ins at a police station
 - Restrictions on visiting specific areas or associating with certain individuals
 - Dispersal orders to limit group gatherings

For repeated or more serious offending, age-specific orders are currently being reviewed between the enforcement officer and the Chief Inspector who leads on knife crime, with a view to implementing the below:

- **12–18-year-olds:** Knife Crime Prevention Orders
- **18 and older:** Serious Violence Reduction Orders

Additional race equity considerations

To ensure the equitable application of consequences, it is essential to mitigate risks of racial profiling by basing decisions on an individual's behaviour and context of offending, not their ethnicity or background. All decisions about the delivery of consequences must be clearly documented and withstand scrutiny to prevent inequitable delivery.

Regular monitoring for disparities is critical to identify any racial inequities in who is referred for deterrence and the types of consequences applied. Particular attention should be given to whether certain consequences are disproportionately deemed appropriate for individuals from specific racial or ethnic groups. This is especially important given the existing disparities in enforcement measures, such as stop and search or arrests, which, if reinforced, could deepen mistrust within Black, Asian and other minority ethnic communities.

Recommendation 8

Provide a breadth of timely and appropriate support options

Provide a breadth of timely and appropriate support options

Why? Responsive and appropriate support is essential for addressing the causes of violence and helping children and young people desist and stay safe.¹⁵⁸

Recommended actions:

- a. Provide a breadth of key services, including both statutory and voluntary sector organisations.
- b. Utilise navigators to provide tailored support.
- c. Adapt the support provision to local and individual needs.
- d. Establish efficient referral mechanisms and actively support individuals to access, engage and re-engage with services.



8a. Provide a breadth of key services, including both statutory and voluntary sector organisations

A comprehensive support package should include a variety of options from both statutory and voluntary sector organisations. These could include:¹⁵⁹

- **Psychological services:** offer accessible mental health treatment and therapeutic support.
- **Financial support:** offer additional financial support to access positive activities.¹⁶⁰
- **Employment and voluntary opportunities:** collaborate with local businesses to create job, apprenticeship and volunteering opportunities for participants.
- **Skills and educational support:** provide educational support to help individuals build essential skills.
- **Bespoke advice:** offer advice on topics such as anger management and navigating social media influences.
- **Navigating statutory services:** navigators can help individuals with difficulties navigating the local system of support.
- **Domestic violence support:** provide specialised assistance for individuals affected by domestic violence.
- **Substance misuse services:** address substance misuse with specialised services, recognising its potential role in offending behaviour.
- **Positive activities:** facilitate access to engaging activities, such as boxing, gym memberships, youth clubs and arts programmes.
- **Practical assistance:** be prepared to offer immediate help for urgent needs, including housing, clothing and basic mobile phones. Additional support may involve providing essential items, such as furniture or food parcels, or accompanying individuals to important appointments.
- **Stable housing:** homelessness or unstable living conditions can contribute to re-offending. Stable housing helps participants maintain employment and ensures consistent contact and engagement with navigators.¹⁶¹
- **Specialised exploitation support:** provide specialist support, such as access to a criminal exploitation worker and a referral to the National Referral Mechanism for further protection, for children who are suspected of being exploited.¹⁶²

8b. Utilise navigators to provide tailored support

Most FD programmes in the UK utilise navigators as the primary source of support for children and young people, offering extensive availability and flexible support and providing mentoring, practical assistance and even help with managing behaviours.¹⁶³

“[Navigator] put together drills, so I always had things to keep me occupied, like, to keep me out of trouble”.

FD participant discussing the support they received from their navigator.¹⁶⁴

Providing counselling requires navigators to have appropriate training and qualifications to ensure they are well-equipped to deliver the necessary support effectively.

8c. Adapt the support provision to local and individual needs

Use your data and intelligence analysis to inform decisions on the types of support required.¹⁶⁶ For example, if data reveals that participants struggle with substance misuse, integrating drug and alcohol support may become a priority. Navigators should seek individual input from young people to understand their support needs, develop goals and explore their interests. This approach enables navigators to identify activities that align with the individuals’ interests.

Ensure support services are tailored to support all children and young people

Neurodivergent conditions, such as ADHD, may be more prevalent among children and young people in FD programmes.¹⁶⁷ Consider training navigators to recognise and accommodate these differences, if relevant. Adapting communication methods, such as using less paperwork or meeting in more relaxed settings (e.g. walks or car journeys), can improve engagement and strengthen the navigator–participant relationship. Additionally, fast-tracking an ADHD diagnosis for those on waiting lists can further tailor the support package to meet the needs of these individuals.¹⁶⁸



“If I go into a short temper, then I have to punch something. So, I’ll punch somebody, or the door or wall ... but since actually working with [my navigator], I haven’t done that ... He’s taught me how to control myself”.

FD participant discussing the support they received from their navigator.¹⁶⁵

Additional race equity considerations

Consider how protected characteristics (e.g. age, race, gender) influence the appropriateness and accessibility of the support offered. For example, services may have excluded and marginalised communities or created barriers to engagement through past discriminatory practices, particularly within statutory services like the police. This can result in reduced willingness from individuals from Black, Asian, and other minority ethnic communities to engage with services. These communities often face additional barriers when accessing mental health care, such as limited awareness, differing cultural attitudes toward mental health and strained relationships with local healthcare providers.

Cultural expectations, including stigma around seeking help or a strong emphasis on independence, may further hinder access to support. Employing navigators who are part of or connected to the participants' communities can play a vital role in breaking down these barriers and developing trust.

8d. Establish efficient referral mechanisms and actively support individuals to access and engage with services

Establishing strong partnerships with external support services is crucial for efficiently referring children and young people to the support they need. For example, several FD programmes have successfully built partnerships with the Youth Justice Service, employment support organisations and government departments, providing a wide range of services. To achieve this, it is important to develop a clear and early 'ask' during the programme design phase, outlining the specific support services required and the possibility of fast-track access.¹⁶⁹

Utilise navigators to increase engagement with available support

Employ navigators who can work in ways that make young people feel valued and respected.¹⁷⁰ Young people emphasise the importance of feeling respected by navigators because it's often different from previous experiences they have had with statutory support providers.

Employ navigators who have strong cultural competency. Young people have said they value having a navigator they can relate to, whether through shared race, gender, prior experiences or religion.¹⁷¹

“I’m Muslim, and my navigator, he messaged me on Ramadan, you get me, and [those] kind of things there, that you appreciate [those] kind of things there, you know what I’m trying to say? Those little things, and it all adds up, you get me? Feels like you create a bond with them”.

FD participant discussing the importance of having shared experiences with their navigator.¹⁷²

Additional race equity considerations

Aim to partner with organisations that have a strong track record of supporting Black, Asian and other minority ethnic communities. Choose organisations with experience in addressing racism, understanding cultural differences and engaging effectively with children and young people.

Recommendation 9

Track the progress of individuals and monitor operational delivery

Track the progress of individuals and monitor operational delivery

Why? Monitoring ensures the programme effectively addresses the local serious violence problem and allows for accountability, learning and programme adaptation.¹⁷³ Monitoring is also crucial for addressing race equity risks, helping to identify and mitigate disparities.

Recommended actions

- Develop a theory of change to identify measurable activities and outcomes for the intervention.
- Monitor how your FD programme is being delivered and make adaptations where necessary.
- Monitor individual progress in the programme.



9a. Develop a theory of change to identify measurable activities and outcomes for the intervention

A theory of change is used to explain why your FD programme is necessary and what it aims to achieve. It maps out the steps involved, from the resources needed to the outcomes expected, providing a clear plan to guide delivery. It can be presented as a diagram or a written outline.

Begin developing your theory of change early in the setup phase, but allow it to

evolve through preparation and early implementation.^{†,174}

A theory of change provides a shared understanding of the programme's objectives, target individuals, activities and expected outcomes. It also enables you to monitor and adapt delivery as you progress.

9b. Monitor how your FD programme is being delivered and make adaptations where necessary

Use your theory of change and operating manual to identify key activities within your programme that require monitoring. For instance, you should track the number of referrals made to external support services and the number of individuals actively engaging with these services. Documenting the number of individuals who are receiving consequences for continued offending is also crucial. This information provides valuable insights into whether the support and deterrence elements of your programme are being delivered as intended.

Schedule regular meetings with your team to discuss monitoring.¹⁷⁵ Regular weekly delivery team meetings should be scheduled to provide ongoing support and reflection on the programme's activities (e.g. whether the communication strategy is effective or new needs are arising). Community oversight and governance structures should conduct regular monthly monitoring reviews to assess progress and whether the programme is being delivered as expected, identify any disproportionalities, signs of net-widening and analyse emerging trends, such as referral and uptake rates and the integration of additional support services to address evolving needs or challenges.

[†] For more practical step by step guidance on developing a theory of change, refer to resources from the Early Intervention Foundation (EIF), which offer templates and examples.

Collect feedback from the wider community regarding the programme. This can be achieved through regular face-to-face meetings with community members, ensuring their input is considered in the ongoing development and refinement of the programme.¹⁷⁶

9c. Monitor individual progress in the programme

Regularly monitor individual progress throughout the programme. Set up a case management and tracking system to enable the delivery team to quickly review an individual's history, including what contact they have already had with the programme.¹⁷⁷ This ensures that when new decisions are needed or if the individual re-offends, the most informed and appropriate actions are taken. The system can also help with keeping navigators updated with real-time information, helping them adjust support options or align/reinforce deterrence messages.¹⁷⁸ Some FD programmes achieve this through a centralised dashboard that combines information from multiple agencies.¹⁷⁹ Ideally, this dashboard would be accessible to all staff members who are supporting individuals in the programme and would be managed by the designated

analyst. However, data-sharing and privacy challenges can limit continuous access to sensitive data for third-party providers. To address this, some FD programmes implemented a need-to-know access policy, sharing only the information necessary for each role.¹⁸⁰

Establish and track clear outcome measures, such as engagement levels, progress toward individual targets and offending data (e.g. new or recurring violence). Use multi-agency data to assess progress, determine the point at which they may no longer benefit from the programme¹⁸¹ and facilitate a supported transition to exit the programme successfully. Where possible, navigators should assist with transitions to other support providers or ensure the continuation of elements of the support package.¹⁸²

Race equity considerations

Track key demographics, such as the number of individuals from Black, Asian and other minority ethnic backgrounds, across all key activities. This helps track whether the programme is effectively addressing the needs of diverse communities. For example, it helps to check whether there is disproportionality at various stages (e.g. who is referred to deterrence, who is prioritised for engagement and who is accessing support).

Where possible, combine this data with information on other protected characteristics, such as age and gender, to understand how race/ethnicity interacts with other inequities and affects outcomes.

Ensure your monitoring lead has good theoretical and practical knowledge and understanding of race equity and racism.

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