

Appendix to the Minus Violence Plus Peace Report to the Home Office 2019: Feedback from the Positive Peace Groups

The following is a cross section of participants' written comments:

What have you enjoyed about the Positive Peace sessions?

Helpful An eye opener It was good to talk and get things off my chest Things like this don't happen in school Amazing Good to be speaking about things Interesting, listening and sharing stories Good, calm and relaxed It was good to talk about things and cooperate and collaborate Enjoyable, good and calm Educational, good, interesting

What have you learnt?

Violence is not the only answer. I can talk about whatever I want to, private things. Learnt to trust people in the group. I'm starting to control anger when everything goes upside down. I trust all of the group. How to control anger when we wrote all the things we wrote. I will think about that. I can talk about stuff. School doesn't really talk about this kind of stuff. I can express my feelings in the group, no one is going to judge me. Talk about real stuff and what would happen. Not just saying sorry and walking away. Stay away from crime. Stay away from crime and theft. More sense. I've learnt about doing conflict and peace. Being more aware of peace. A lot about peace. That we all have similar problem. Listen to other people's experiences

How do you think that the project is making a difference to you?

I'm not sure. I've stopped taking jokes too far. I have fights, but I'm trying in class. Going to gym 4 times a week to help anger. I'm more respectful in the group and I respect people's choices People can be mentally hurt, physically hurt & verbally hurt. I don't mess about as much; and the escalator. I stopped a fight between the girls I realise I can take things too far; arguing is not always right. You don't need violence to sort peace. You can talk. Normally I would be tempted to fight. I can talk about stuff I would not normally actually talk about. I'm getting to know the group and learning from people's mistakes can prevent things from happening. I have gained a lot of trust and I am now expressing what I think. How to react [in conflict]. Talking to each other and working together.

What message do you want to send about your learning?

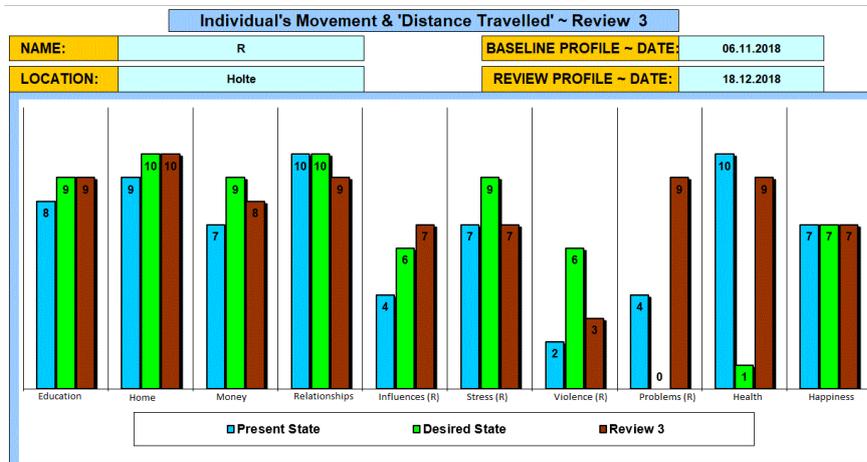
Think. There is always someone to help you, don't use weapons. Think before you speak. A spark could create a bog feud which could have a big consequence. Even a small meaningless insult could spark a fight or an argument. If you are in a drug gang you can't get out. I would like to tell people my experience of stuff and I would also want to listen to what they have to say. I would want to tell them who I am and see how similar they are. There is a box in school to put names of people who carry knives. I would use it to save a life.

Evaluation.

We did more in-depth evaluation with six pupils, who each attended three individual Rickter evaluation sessions with the trainer. These sessions utilised solution focused interviewing as part of a multi-sensory assessment process designed specifically to measure soft outcomes and distance travelled. All of the boys (except one) were able to evidence movement towards their goals. They varied from 97% movement toward their goals, to -18% movement away from goals. Other measurements were: 64%, 94% and 58% and 27% movement towards goal, with an average of 54% movement towards goals.

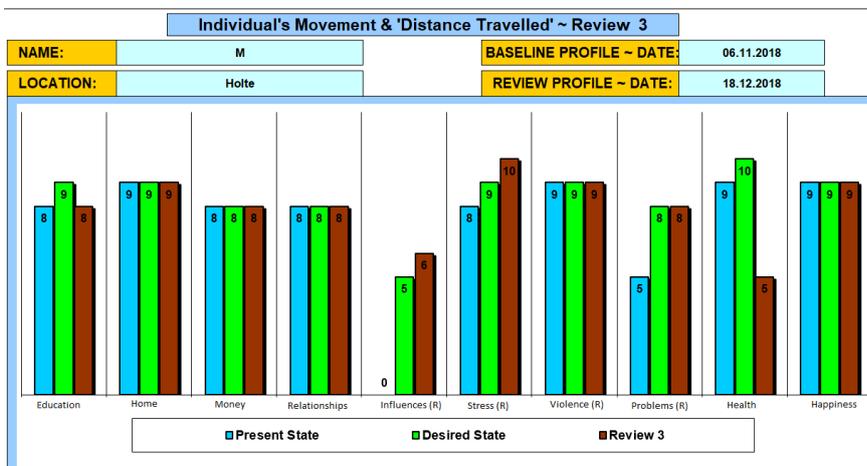
The first two examples illustrate the different aspects of the boys' lives that were discussed as part of the sessions. The remainder are summarised using the information for the distance travelled:

R: distance travelled 94.2%



R achieved or exceeded most of his goals. This included education, home, money, not being influenced negatively by others, violence i.e. fighting in and out of school, and most significantly becoming more successful at his personal and social problem solving. His felt his health had weakened slightly due to lack of exercise. Stress and happiness remained constant.

M: distance travelled 64%



A number of aspects of this young person's life remained constant. Levels of stress and difficulties solving problems were improved. The most significant change was not being influenced negatively by others. This forms part of a conscious effort to achieve academically. His health deteriorated which he attributed to not being allowed out to play football due to parental concerns about local violence in the community.

Id: distances travelled – 18%

Total Baseline Profile - Present State:	67.5
Total Baseline Profile - Desired State	81.5
Total Review Profile No 3:	65
Individual's Movement:	-2.5
% 'Distance Travelled' towards Desired State:	-18%

Initially this young man progressed well towards his goals, such as not being influenced negatively by others, and using violence and exposing himself to violence in the community, which he understood as contributing to risk taking. Levels of problem solving stayed the same. School (based on teacher-pupil relations), happiness, and most significantly stress had become more problematic in our last meeting due primarily to concerns about an ill father which he had not shared with staff.

B: distance travelled 97%

Total Baseline Profile - Present State:	54
Total Baseline Profile - Desired State	83
Total Review Profile No 2:	82
Individual's Movement:	28
% 'Distance Travelled' towards Desired State:	97%

B was experiencing issues of bullying when we first spoke and habitually gets caught up in problems at school which then cause his relationships at home to deteriorate. He successfully met his goals for home, relationships, being influenced, not using violence as problem solving, and most significantly behaviour at school and stress caused by fighting. Taking risks and ability to solve problems, and happiness stayed the same.

Is: distance travelled 58%

Total Baseline Profile - Present State:	45
Total Baseline Profile - Desired State	76
Total Review Profile No 2:	63
Individual's Movement:	18
% 'Distance Travelled' towards Desired State:	58%

Is is undergoing a managed move to another School and is experiencing a number of challenges as part of his school life. *Is* was able to evidence improvements in education, home, money, being influenced negatively by others, violence at school, ability to solve problems and happiness; and most significantly his stress levels which lead to anger and violence.

E: distance travelled 58%

Total Baseline Profile - Present State:	77
Total Baseline Profile - Desired State	88
Total Review Profile No 2:	80
Individual's Movement:	3
% 'Distance Travelled' towards Desired State:	27%

E has evidenced improvement with being influenced negatively by others, risk taking, the ability to solve problems, and stress levels. Alternatively, education, home, relationships have become more problematic due mainly to an incident which resulted in him being excluded. E gave more consideration to self-scoring as we moved through the process (and built a stronger relationship). This has skewed the quantification of his progress.

Participant Feedback Rickter

R: I've achieved everything I've said, and it's helping me to make sure everything goes alright

E: It's got me thinking about situations. If I'm going to do something then think about it. It's better to let it out. Sometimes when you keep it in it makes you angrier. It good to have someone to talk to.

I: When I'm worried or stressed there's nobody I can talk to. This is useful. It helps me understand more about how I should act.

B: All this stuff you're saying is going into my head and I am thinking about what I should be doing in lessons. It good because I'm getting feelings out and when I get feelings out it helps people know what I'm going through. So people can help me. It's also helping me to know what to do when stuff happens.