

SSP Furesø:

*Cooperating to build a
prevention culture.*

Charlie Lywood, SSP consultant, Furesø Council.

Basic information about Furesø Council.

- Furesø is a fusion between two councils in 2006.
- 40.000 inhabitants (approx).
- Two main town centers.
- Two other mainly village-like areas.
- 7 comprehensive schools (6-16 years).
- 5 free-time institutions catering for 10-15 year olds.
- 1 private school and gymnasium/highschool.
- 1 10th grade school (16+).
- No higher education facilities.
- A local police station with three policemen (open in weekdays until 15.00 hours).
- About average crime-rates.

SSP Furesø - organisation



Basis tenents in the prevention of youth crime.

- Youth crime cannot be divorced from other forms of risk behaviour.
 - Smoking, exaggerated use of alcohol, hash, other drugs than hash, early sexual debut og bullying.

Risk behaviour has a strong relation with the following factors:

- Well-being in school.
 - The amount of social capital to be found in the classroom is a decisive element in protecting youth against crime or the opposite.
- Well being in the family.
 - The relationship between parents and children is another decisive element. In particular how much time they spend together.
- Street orientated lifestyle.
 - Hanging around in the streets with other youth without any purpose.

Prevention and wellbeing – what protects children from risk behaviour.

- The parents possibilities for giving a safe and emotionally sound upbringing. Including how much time they spend with their children.
- The skill of schools in giving a sense of wellbeing in the classroom, so that pupils are not marginalised or don't feel well with each other.
- If the society at large understands the special needs of children and the difficulties they face and is prepared to invest in prevention work.

This has consequences for prevention.

- It is wrong to focus on "behaviour" or "dangers" but instead the well-being of children and youth.
- It is important to concentrate on what goes well in a young peoples social-life and not "problems". In the words of Denmarks most prominate criminologist, Flemming Balvig – "Make the norm as attatrictive as possible."
- This is true on the meta-level (all youth), the macro-level (the group) and on the micro-level (the individual).

SSP work in Furesø.

How have we defined SSP in Furesø based on these hypotheses.

"SSP work is defined fundamentally by how much we can promote the well being of children as the main factor in protecting them against youth crime and related problems.

We do this:

- *By working together – police, teachers, free-time educationalists, social services and key people in the main housing estates – Farum Midtpunkt.*
- *By giving knowledge about what works in prevention work with youths to the adults who have the face to face contact – school teachers, free-time educationalists, social workers.*
- *By giving consultancy and advice.*
- *By bringing the professionals together so that they together can work for solutions – network meetings.*
- *Meetings with parents, associations, tenants in housing estates and the police.*

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annual meeting, 27th
March 2012.

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We have three levels of prevention work in Furesø.

1. General prevention work in schools and the family.

2. At street-group level.

3. At the individual level.

General prevention in the schools

1. In school:

- Trying to frighten students doesn't work.
- Trying just to inform students doesn't work.
- Trying to change students beliefs works on beliefs but not on behaviour.
- Empahasis must be put on teaching that strengthens well being in school and also the amount of social capital in classes.

What is important when we talk about well being in schools?

There are three factors that stick out:

- That the pupil has a very good relationship with the other pupils in the class.
- That the pupil thinks that the class is good or very good to help each other.
- That the pupil thinks that they are amongst the academically best third in the class.

How do we do this in Furesø council?

- Develop social competances amongst children from 1. grade.
- Inclusion of parents all the way through the school system – through parent meetings, stimulating parents-networks and so on.
- Authentic teachers.
- Good conditions of work provided by the councils and the school management.
- Focus on classes with a low amount of social-capital.
- Teaching programems that focus on social behaviour – “All the others do it!” and Tackling.

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11

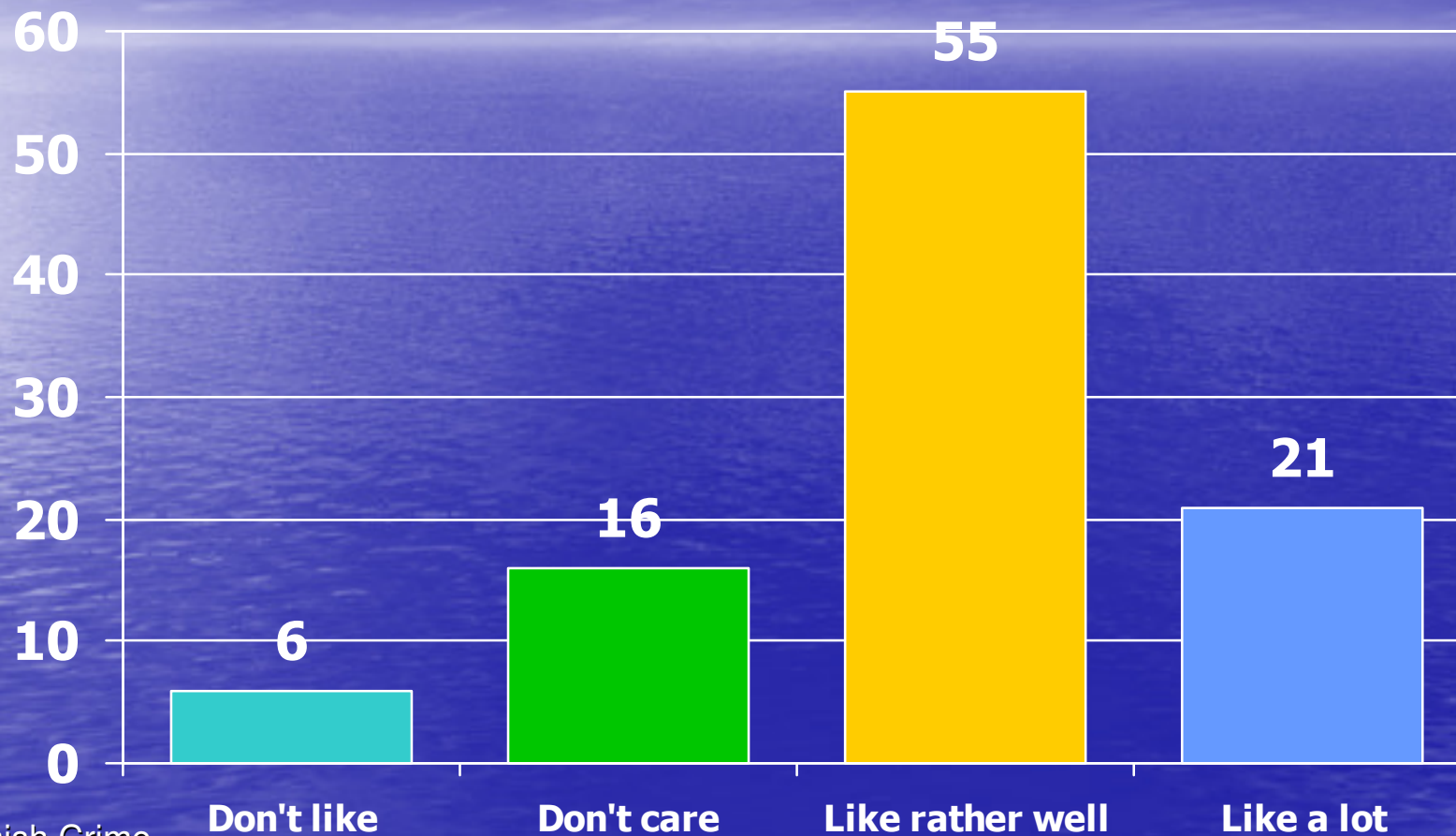
The importance of social relationships:

	1991	1994	1998	2002	2006
The integrated	69 %	64 %	64 %	71 %	74 %
The adult orientated	15 %	17 %	17 %	12 %	9 %
The peer orientated	10 %	13 %	14 %	13 %	12 %
The socially isolated.	6 %	6 %	6 %	5 %	4 %

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Rasmussen og Due, 2007

The procentage of 8th grade pupils in terms of what they think about going to school.

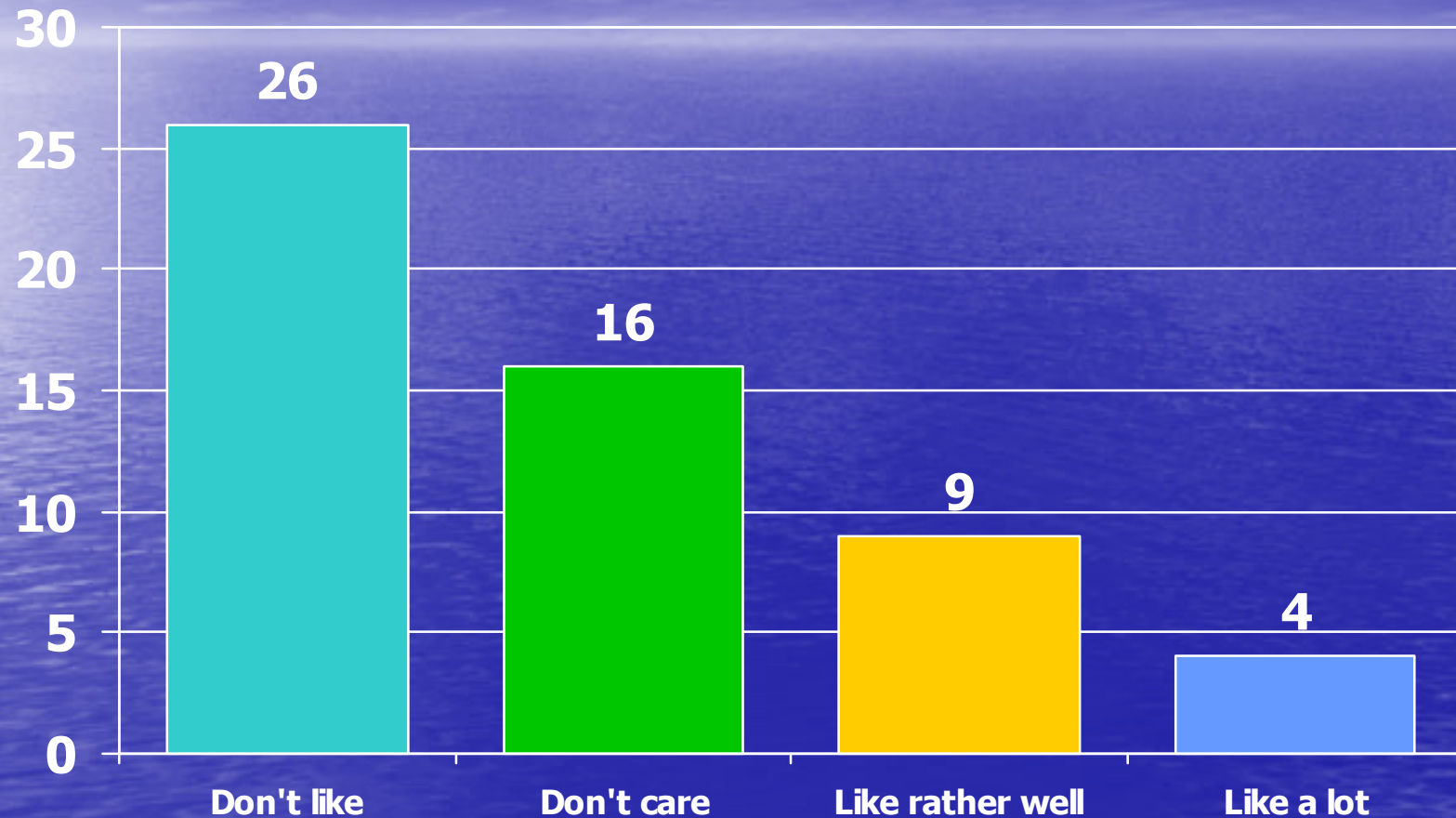


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Balvig 2010¹³

The procentage af 8th grade students who had shop lifted within the last year seen in relation to what they think about going to school.

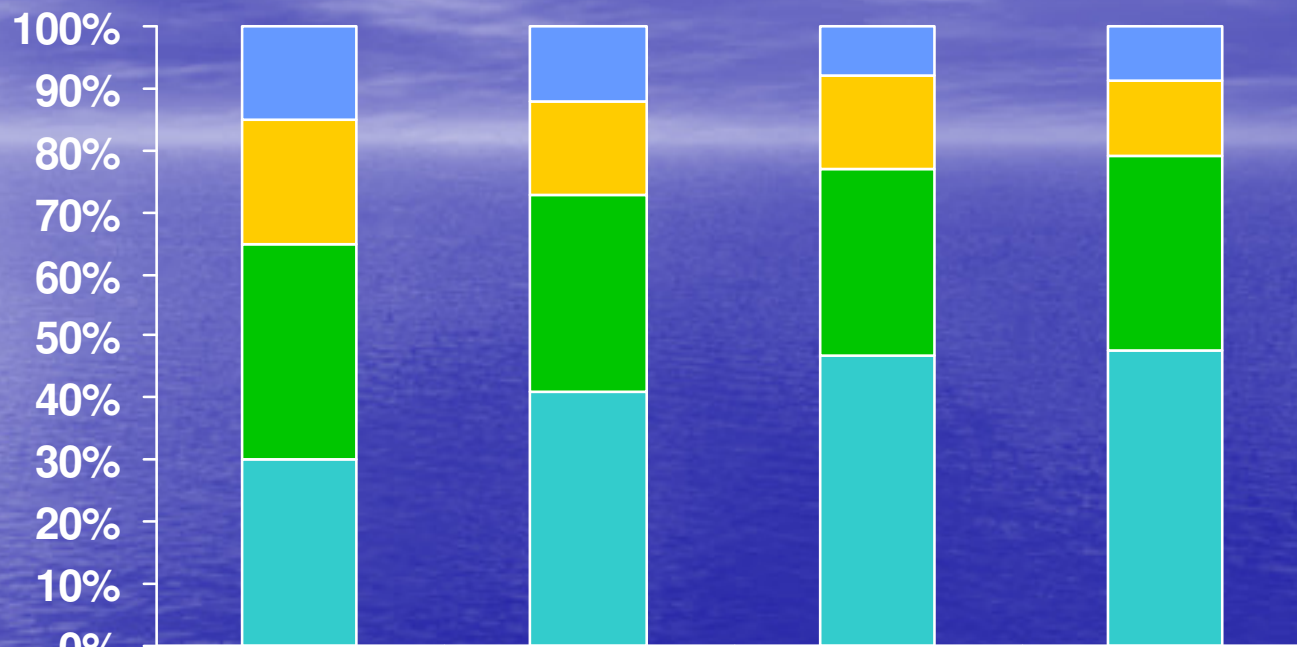


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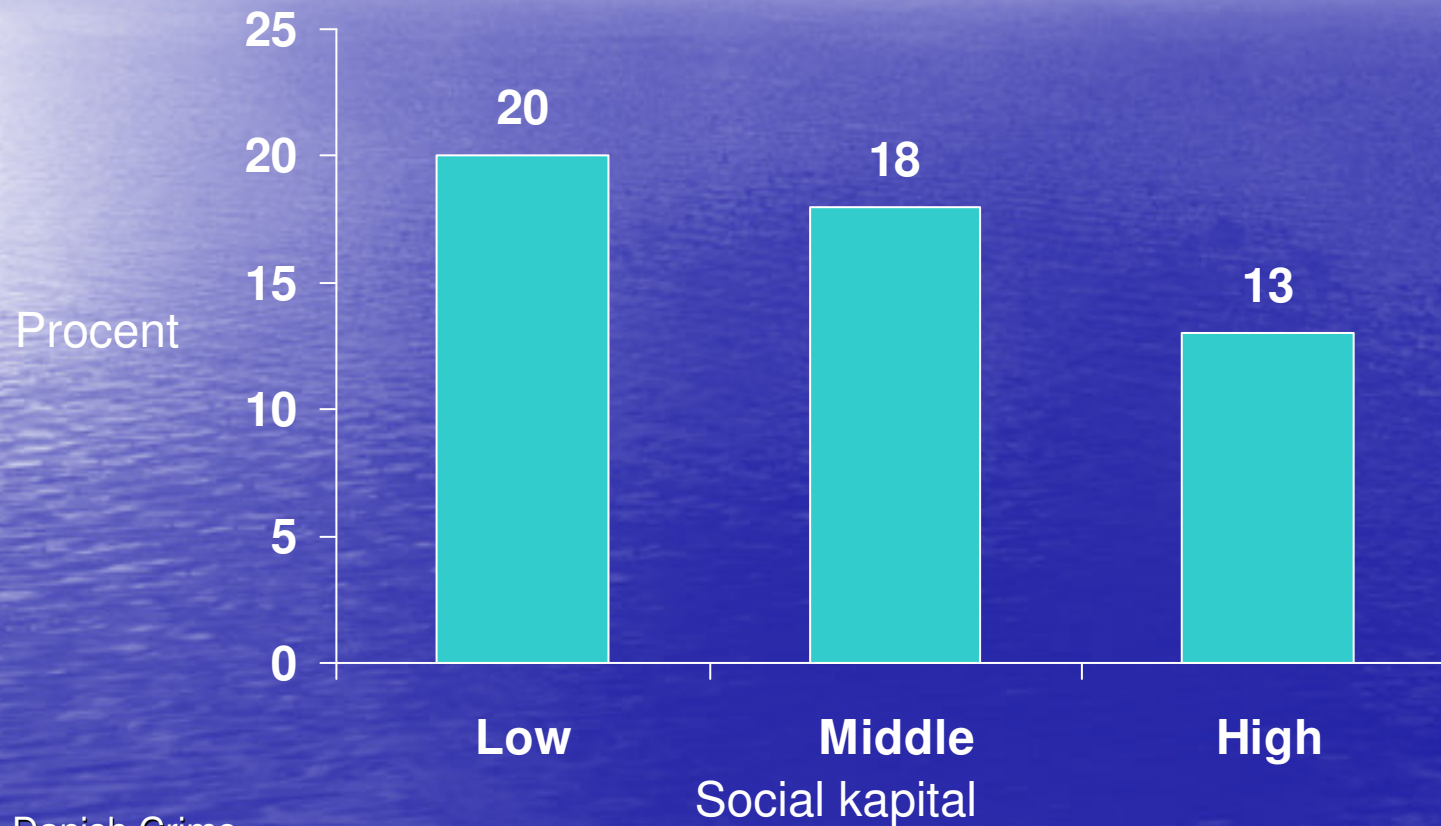
Balvig 2010¹⁴

**Procent range regarding 14-15 year olds agreement or not of the postulate:
 "If you don't want to there is no need to go to school", 1989, 1999, 2005 and
 2010.**



	1989	1999	2005	2010
Completely agree	15	12	8	9
Agree a little	20	15	15	12
Disagree a little	35	32	30	32
Completely disagree	30	41	47	48

Percentage of 14-15 year olds, who have shop lifted within the last year, seen as a relation to the amount of social capital in the class, 2005 (whole country).



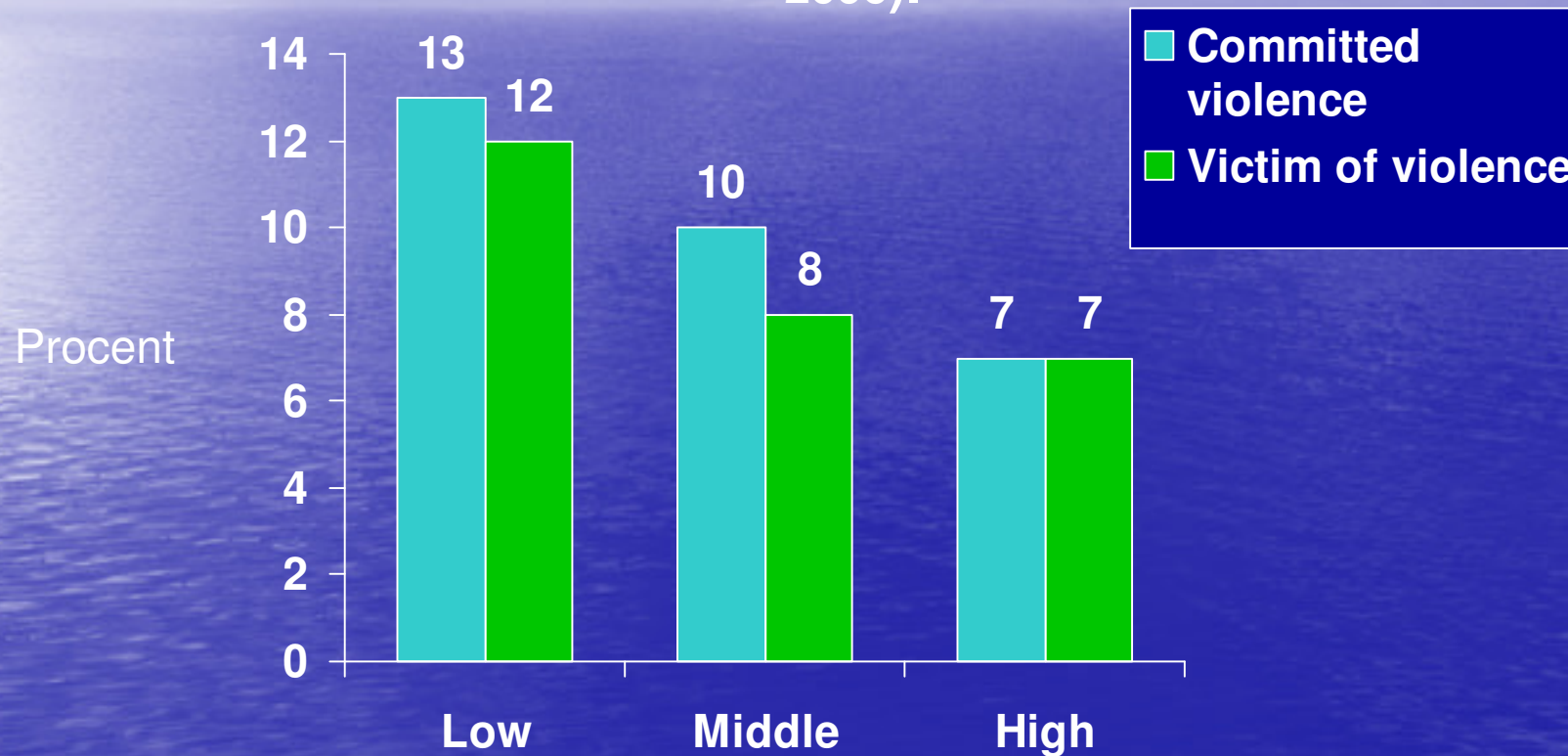
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Balvig, 2005.

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16

Percentage of 13-16 years olds who have committed violence or been the victim of violence within the last year, seen as a relation to the amount of social capital in their class, 2005 Ny Herning kommune, 2006).



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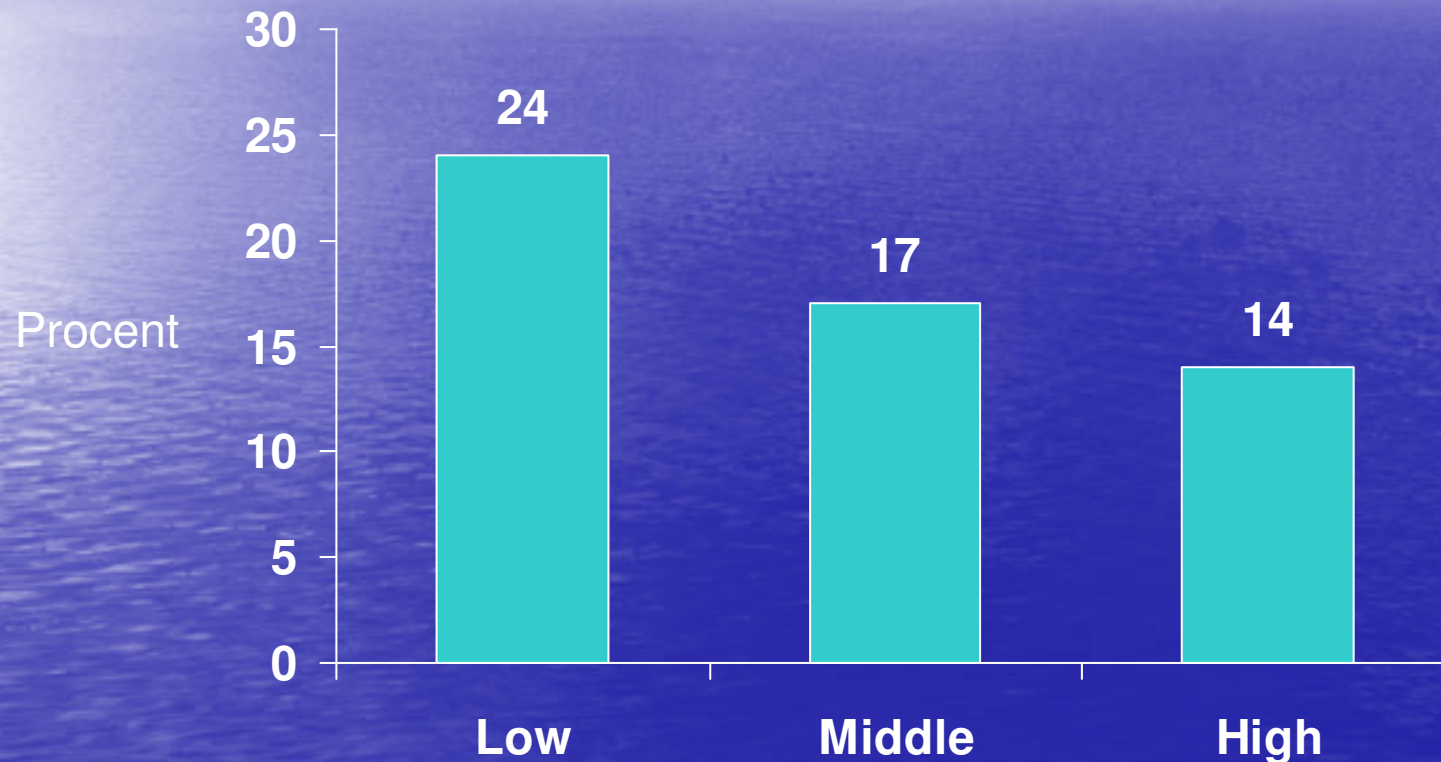
Social kapital

Balvig, 2006.

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17

Percentage of how many 14-15 year olds have taken part in or been the victims of different forms of risk behaviour, seen in relation to the amount of social capital in the classroom, 2005 (whole country).



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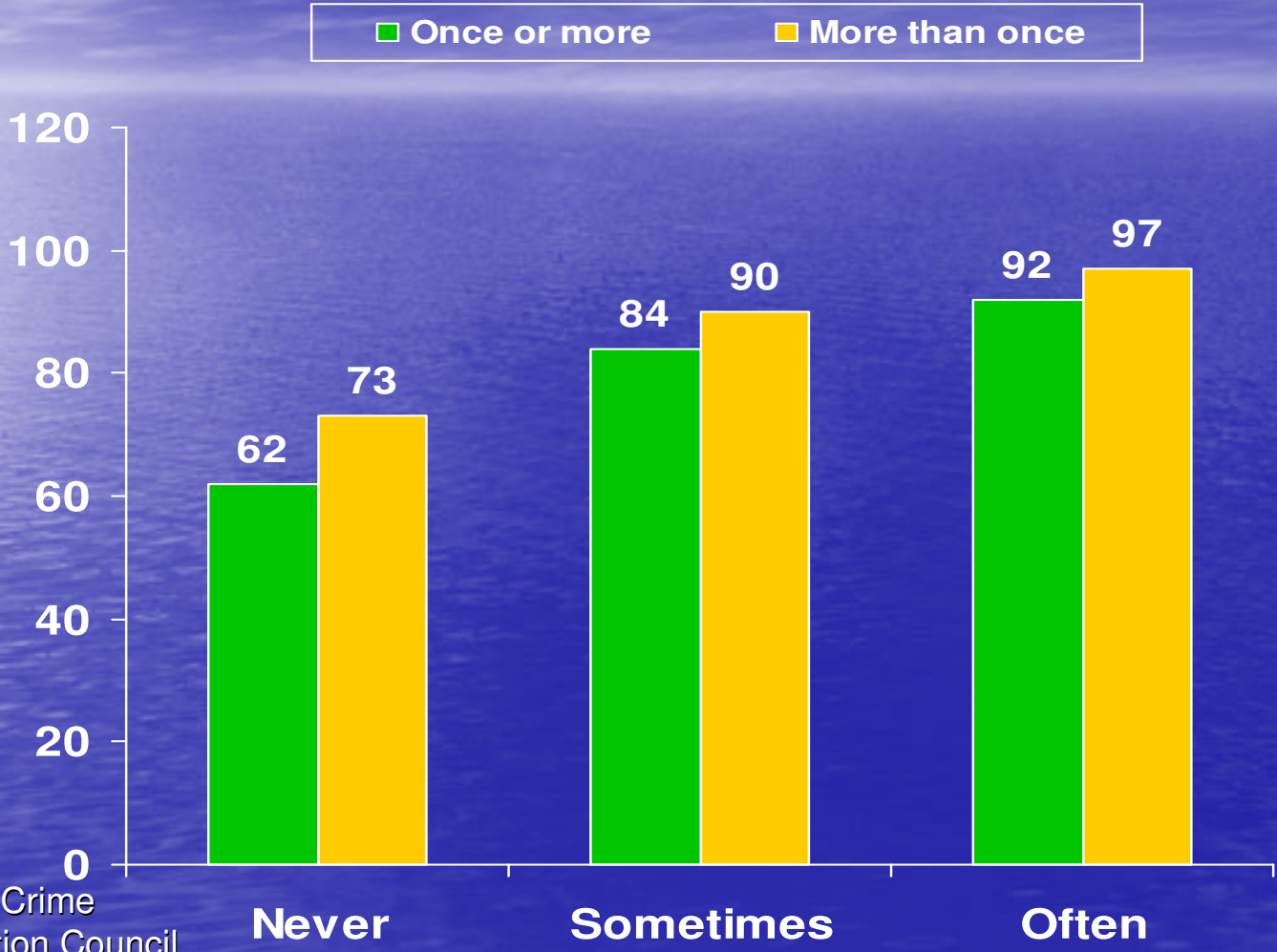
Social capital

Balvig, 2005.

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18

Procent of 14-15 year olds who have shoplifted within the last year, seen in relation to how often they have time with their parents in the weekend, 2005 (whole country).



Danish Crime Prevention Council annual meeting, 27th March 2012.

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Balvig, 2005. 19

Prevention programme for schools in Furesø.

Form/grade	Pupils	Parents	Teachers	Teaching materials
5. th. (11-12 year olds)	Well being and anti-bullying courses.	Parents meeting with SSP consultant.	Introductory meeting at beginning of school year, teaching and parent meeting.	Book: "Are you with us against bullying"
6. th. (12-13 years olds)	Social exaggerations – program.	Parents meeting with SSP teacher at local school.	Introductory meeting at beginning of school year, teaching and parent meeting.	Programme: "All the others do it!"
7. th. (13-14 year olds)	Issues for youth.	Parents meeting with SSP consultant.	Introductory meeting at beginning of school year, teaching and parent meeting.	Tackling
8. th. (14-15 year olds)	Issues for youth	Parents meeting with SSP teacher at local school.	Teaching and parent meeting.	Tackling

"All the others do it".

- Social exaggerations.
- Imagining other peoples expectations of own behaviour.
- 35 % prevention results on quite a modest investment!

Tackling.

- Builds og a programme from USA men has been edited for Danish school conditions.
- The main elemnts in Tackling are:
 1. Pupils norms in relation to risk behaviour is exposed through process orientated teaching forms.
 2. Pupils obtain social competences in relation to their peers expectations.

2. Group related prevention work in Furesø council.

- Risk-behaviour amongst youth is mainly a group phenomenon.
- The group gives the young person acknowledgement.
- You shouldn't focus on splitting the group directly.
- Effecting the group can be done in following ways:
 - Through a parent network – bringing those parents together to empower them
 - Through positive relations with "other adults" for ex. freetime club workers/school teachers.
 - Through direct intervention in the class – if the group is classroom based.

3. Individually based prevention.

- Conflictmediation – a corps of educated mediates based in the schools, free-time education or socialservices.
- Counselling parents individually on how to relate to problems in teenage years.
- Counselling the young person.
- Counselling the professionals – courses and lectures but also on a individual basis based on individual cases.