

MAYOR OF LONDON

Lib Peck
Director of the Violence Reduction Unit
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Date: 2nd June 2021

Dear PCC Members,

Re: Police and Crime Committee Meeting on 24th February

During the course of the discussion on the 24th February 2021, I agreed to provide the Committee with the following:

1. Details of the VRU's performance framework

The VRU are developing an outcomes based VRU performance framework, with an initial focus on monitoring and evaluation fundamentals in line with the recommendations from the Tavistock Institute recommendations (Nov 2020):

- A master list of interventions capturing key monitoring and evaluation information has been developed, aligning intervention and programme level outcomes, indicators and measures, ensuring interventions are evaluated appropriately and providing the basis for a robust performance framework.
- A VRU Theory of Change and updated Logic Model are being finalised.
- An independent process evaluation (Ecorys) has presented initial findings to VRU SMT, with final report due July 2021. Key findings will feed into future impact monitoring.
- Work continues to ensure monitoring & evaluation processes are embedded into our commissioning process and funded interventions, with tools in place.
- These elements will form a Monitoring, Evaluation and Learning (MEL) Plan, creating an evolving document and strategic resource, standard bearer and information repository for all aspects of VRU monitoring and evaluation:
 - Performance Monitoring Framework
 - Guidance on roles & responsibilities
 - Diversity & Inclusion (D&I) in M&E
 - Learning and Development
 - Information Management & Data Strategy
- The VRU continues to contribute to the national performance measures and the Home Office evaluations, for example to the Outcomes and Evidence Framework which aims to collect information about outcomes, local evaluations of VRUs, and other evidence produced locally by VRUs.
- The three metrics which all VRU's are measured against as part of the Home Office investment include:
 - number of homicides, excluding domestic homicides
 - injury with knife for under 25s
 - hospital admissions for under 25s

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2. **The number of pupil referral units that were open in 2020, throughout the COVID-19 pandemic**

Schools/PRUs were never advised to close and stayed open throughout 2020 to support vulnerable children. Therefore the number of PRU's open in 2020 would be the same number as the number PRU's we have in London, which is 57.

Table showing Number of schools for 'School characteristics - Phase and type, admissions, denomination, urban-rural, gender' for Independent school, Non-maintained special school, Pupil referral unit, State-funded nursery, State-funded primary, State-funded secondary and State-funded special school from 'Schools, pupils and their characteristics' in England and London for 2019/20		
	England	London
Independent school	2,331	537
Non-maintained special school	58	4
Pupil referral unit	349	57
State-funded nursery	389	79
State-funded primary	16,784	1,814
State-funded secondary	3,456	518
State-funded special school	993	150
Total	24,360	3,159

3. **Examples from teachers and pupils about how programmes invested in by the VRU had transformed their perspective of and approach towards education**

Tender Programme:

[Tender](#), the arts and drama charity, are delivering a whole-school approach to preventing domestic abuse and sexual violence by teaching young people about healthy relationships; providing schools/alternative provision/PRUs with resources for this and training adults on how to support healthy relationship learning in schools. This will build on the successful delivering of a MOPAC funded pilot programme which is currently running in four schools in Croydon.

Teacher/staff member comments:

"It made more of an impact than I think the students realised" – Learning Mentor, Southwark

"As a result of this project, I will now listen to students when they really want to discuss certain things instead of brushing them off" – Teacher, Haringey

"I would find it difficult to find a way to improve this project as I found that the facilitators presented very well with good responses from the group. I believe that the girls have gained confidence and that they know what healthy relationships are and are able to speak out about unhealthy relationships." Youth worker, Haringey

"Thank you so much for organising the workshop and offering it to us. The facilitators were excellent - our students really enjoyed working with them and found the experience

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overwhelmingly positive. For many of these students, the issues covered were real and very much a part of their own traumas. It was very powerful for them to navigate these topics in a safe and stable environment - please pass my thanks to the facilitators for managing some challenging questions and behaviours excellently. Their approach genuinely meant that all could participate. I thought the assembly was fantastic and a real testament to the students' hard work and understanding" - Teacher, Haringey

"I found the overall delivery of the Tender sessions at Big Creative Education to be informative, interactive and nurturing. The young people involved in the sessions opened up to facilitators with ease and confidence. I believe this is testament to the approach of the facilitators we had the pleasure accommodating that week. Our young people have gained a comprehensive understanding of what it is to be in a coercive relationship and the tools and language in order for them to navigate a situation if they were to find themselves in one. They have also been able to reflect on their own actions and how they may be perceived in a particular situation. I now have a better understanding of the issues our students face and will be aiming to incorporate a number of activities that require active participation. Just wanted to say a massive thank you to yourselves and all the facilitators that came into the college last week. The sessions not only had a massive impact on our student body, but the tutors and support staff members that took part." Teacher, Hackney

'The session was great, the facilitators were very strong and able to keep the whole group engaged, even when there were some young people trying to distract the content. The young people mainly seemed to take away the understanding of early warning signs and the knowledge of the differences between enthusiastic consent and coerced consent. This project will now allow me to have more open, honest and frank conversations regarding the young people and their relationships.' Teacher, Southwark

'The session was very good; it started a lot of good conversations. The students learned about early warning signs and gained confidence in discussing them. After the session, I now know we have a common vocabulary we can use when discussing relationships.' Teacher, Southwark

'The response was brilliant, and the young people did not want to leave at the end.' Teacher, Waltham Forest

Young People's comments:

"We learnt to speak out if we ever feel unsafe, and sometimes you need to speak out even if it's a secret" – Primary school participant, Enfield

"I will be careful in relationships and look out for early warning signs. I feel empowered after this project" – Project participant, Haringey

'I have gained more information about healthy and unhealthy relationships and now have the knowledge to take action.' – Project participant, Waltham Forest

'I have learnt that there are people around to help if you are in any need.' – Project participant, Southwark

'I have learnt how to recognise abuse and to know how to stop it.' – Project participant, Southwark

'I really liked the facilitators, they were so friendly and warm, and created a very comfortable environment.' – Project participant, Waltham Forest

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Please don't hesitate to contact me should you require any further information.

With best wishes,

A handwritten signature in black ink, appearing to read 'Lib Peck', with a horizontal line underneath.

Lib Peck

Director of the Violence Reduction Unit