



John Hansard Gallery

RE/CREATIONS



A toolkit for arts and cultural organisations and Youth Justice Settings working in partnership



Supported by
**ARTS COUNCIL
ENGLAND**



NB: Front cover image taken by a RE/CREATIONS programme participant, 2014.

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With special thanks to **Southampton Solent University** student volunteer, **Matthew Coplestone**.

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John Hansard Gallery, University of Southampton.

Introduction

This toolkit has been written and compiled based on the findings from the RE/CREATIONS weekly Arts Award partnership programme with the Southampton Youth Offending Service, John Hansard Gallery, artSOUTH, Southampton City Art Gallery and Sea City Museum. RE/CREATIONS formed part of the wider, Artwork commissioned action research strategic funding programme which explored innovative practice between arts and cultural organisations and youth justice settings during September 2013 to August 2014. Support for the programme was also provided by the Office of the Hampshire Police and Crime Commissioner.

Managed by the John Hansard Gallery and Southampton Youth Offending Service, RE/CREATIONS aimed to bridge the gap between arts and cultural provision for young people identified as 'repeat offenders' aged 14-17, through the provision of a longer-term weekly Arts Award embedded programme. Outcomes from this programme were evaluated in a final project report. It is recommended that this toolkit is read in conjunction with the RE/CREATIONS final report.

RE/CREATIONS Project Context

Youth Offending in Southampton

In Southampton in particular, there is a clear link between re-offending and lack of engagement with education. Over 50% of young people who worked with the Youth Offending Service (YOS) in 2012 / 13 were not engaged in full time education, training and employment. Over two thirds of young people entering custody were NEET.

A significant number of young people who come into contact with the local youth offending service have had very poor experiences of education. This can be for a number of reasons: they may have diagnosed or undiagnosed learning difficulties, they may have behavioural problems, experience mental illness and may have very limited family support.

The John Hansard Gallery believes that the arts and culture can play an important part in supporting young people back into education, developing a more positive sense of self through their participation in creative practice and discovering the arts. Using creativity and the Arts Award qualification as a platform for re-engagement, young people who participated in RE/CREATIONS were provided with an opportunity to develop their personal, social and basic skills in literacy, numeracy and ICT in an informal learning programme that is both innovative and engaging.

The Programme Partners

About the Lead Arts Partner - John Hansard Gallery

The **John Hansard Gallery** is one of Britain's leading public galleries of contemporary art supported by Arts Council England. Part of the University of Southampton, we support, develop and present work by outstanding artists from across the world. Established in 1979, we are proud to play a dynamic role in the cultural life of Southampton and the region. We're a place to visit for extraordinary experiences, where you can see and think about the world differently.

Learning is at the heart of our organisation. Since 2007, the Gallery has established itself as an exemplar of best practice working with young people who have offended through its direct involvement in Summer Arts Colleges with the former Wessex Youth Offending Team and Arts Award projects in Hampshire and Southampton, working with the most prolific of young people who have offended on intensive supervision and surveillance programmes (ISSP).



Image above of a participant from the 2007 Summer Arts College exploring the North & South exhibition at

John Hansard Gallery.

As a result of this experience, the John Hansard Gallery led the RE/CREATIONS programme, *managed by the John Hansard Gallery Education Department and **Head of Education, Ronda Gowland-Pryde***. The Gallery has been a registered Arts Award Centre since 2007 and is experienced at successfully supporting young people who have offended from Discover to Gold levels. This success has been

recognised by national organisations including Unitas (which manages the Summer Arts Colleges) and Arts Award.

In July 2012, the Gallery established a strong relationship with the newly formed Southampton Youth Offending Service, through the collaborative delivery of a pilot Arts Award programme. The Southampton Youth Offending Service and John Hansard Gallery aimed to further enhance and develop this programme (formerly known as Creations), by embedding the *arts and cultural/heritage* provision for young people. For further details about the Creations programme, visit the John Hansard Gallery webpage; <http://www.hansardgallery.org.uk/education-about/creations/>

Youth Justice Setting Partner – Southampton Youth Offending Service

Until 2012, **Southampton Youth Offending Service (SYOS)** was part of the larger Wessex Youth Offending Team. Southampton Youth Offending Service is dedicated to reducing the risk of young people re-offending by providing high quality offending behaviour work and striving to improve their social and education outcomes. The service was inspected by Her Majesty's Inspectorate of Probation in 2013 and the level of service maintained in the first year was assessed to be 'commendable'. The Youth Offending Service Offending Behaviour Programme has been identified by the Youth Justice Board as an area of emerging practice. RE/CREATIONS was fully supported by the SYOS **Head of Service, Stuart Webb** and the SYOS team.

Arts/Cultural Partners

The programme was supported by other partners including arts and cultural organisations part of the **artSOUTH + young people's programme** in the Solent region which incorporated scheduled gallery visits and workshops. For further details about the wider **artSOUTH** programme visit; <http://www3.hants.gov.uk/artsouth>.

Sea City Museum/Southampton City Art Gallery also supported the RE/CREATIONS programme as part of the artSOUTH + Young People's programme and collaborative Ship to Shore exhibition, curated by John Hansard Gallery Director, Professor Stephen Foster and Jean Wainright. The lead learning contacts for Sea City Museum and Southampton City Art Gallery are: **Joanna Russel (SCC Arts and Heritage Lead Learning Officer)**, **Caroline Piper (SCC Arts and Heritage Learning and Outreach Projects Officer)** and **Andrew Skinner (Sea City Museum, Learning Officer)**.

The programme was supported and delivered by **Partner Lead Artist-Educators/Arts Award Advisors, Kristianne Drake and Xavier Fiddes**, both lens based artists with extensive experience of working with young people who have offended. Thanks also to **Southampton Solent University** for their in-kind support of the programme.

RE/CREATIONS Programme Description

The RE/CREATIONS weekly Arts Award embedded programme was delivered over nine months from the 27th September 2013 – 1st August 2014, running every Friday from 2-4pm*. Weekly sessions were programmed around core themes/modules and elements of the Arts Award, through a spiral curriculum of delivery, enabling young people to participate in the programme when entering or leaving the youth offending service, according to their individual court orders.

*Please note: some sessions were programmed longer during offsite visits/sessions at supporting arts and cultural organisation venues.

Sessions were predominantly hosted at the Southampton Youth Offending Service, with frequent offsite visits/sessions scheduled at the venues of supporting arts and cultural partners. These offsite visits/sessions were brokered between John Hansard Gallery as the lead arts partner and the arts and cultural organisations, (some of whom were less experienced in working with young people who have offended).

Managed by the John Hansard Gallery, each session was delivered alternately by artist-educators from a variety of different art practice backgrounds (fine art, sculpture, photography/film), all of whom have been Arts Award Advisor trained, with extensive experience of working with young people who have offended. The programme artists and participating young people, were also regularly supported by student volunteers from Southampton Solent University, managed and coordinated by the lead programme artist-educator/Arts Award Advisor, Kristianne Drake.

During each session, young people who participated in the programme were supervised by two Youth Offending Team (YOT) Workers. YOT workers were specially assigned to attend the programme and were encouraged to participate in the sessions alongside the young people. The recruitment of young people and YOT Worker session support was managed by the SYOS Head of Service, Stuart Webb.

From the outset, evaluation was considered as an integral part of the programme. Weekly sessions were recorded and reflected on by the programme artist-educators via a YOS session blog. This main blog site led to the creation of individual blogs for participating young people, which became their online Arts Award portfolios. These blogs were security protected and only made available to the main programme stakeholders/artists. Alongside the blogs, four sessions were observed by the John Hansard Gallery Head of Education with one session (as an offsite session/visit) being carried out by the Sea City Museum Learning Officer. Semi-structured interviews were also conducted with participating young people, YOS workers, artists and student volunteers.

*Please note: some sessions were programmed longer during offsite visits/sessions at supporting arts and cultural organisation venues.

As part of the success of the programme, with the SYOS achieving its first Artsmark status in July 2014, assessment comments from the Artsmark validators' report, were similarly, considered as a useful contribution to the evaluation process.

The programme culminated in a final RE/CREATIONS group exhibition of young people's work in the John Hansard Gallery learning space (22nd August – 22nd November 2014).

Toolkit for arts and cultural organisations and Youth Justice Settings working in partnership

This toolkit is not exhaustive, but serves to highlight key areas for consideration when practically working in partnership between arts and cultural organisations and youth justice settings.

The toolkit can be used by both arts and cultural organisations and youth justice settings who are considering working in partnership to develop their programmes of activity. As part of good practice, it is advised that organisations also undertake further research and training according to their specific contexts.

Starting out – working with arts and cultural organisations and youth justice settings

- ✓ **Initially audit** what aspect of work your organisation is interested in and/ or is able to offer a partnership (art form, Arts Award, resources, artists, for example). Here you might consider using the Theory of Change when carrying out your audit; <http://www.thinknpc.org/our-work/our-services/theory-of-change/>. Think about the groups of young people you would like to work with (young people at risk, juvenile and or young offenders how are low, medium of high priority for example) and the types of art forms and art/cultural organisations you would like to work with which will benefit both young people and organisations.
- ✓ **Liase with your regional ACE Bridge Organisation**, for children, young people and the arts. Your regional ACE Bridge organisation will be able to broker links between arts and cultural organisations and youth justice settings and (where required), artist-educators/Arts Award Advisors, who have some experience of working with specific groups of young people. To find out who your regional ACE Bridge organisation is, go to; <http://www.artscouncil.org.uk/what-we-do/our-priorities-2011-15/children-and-young-people/bridge-organisations/>

- ✓ **Discuss and plan** an initial pilot workshop or project between the arts and cultural organisation and youth justice setting, based on your audit. Where possible, ensure all stakeholders are involved in the planning process (artists, YOT Workers, for example). Discuss and agree on who will recruit the young people, their needs maximum workshop participant numbers and how participants will be supervised. Discuss and plan for evaluation as well as any aspirations for Arts Award.
- ✓ **Recruit artist-educators/Arts Award Advisors who have some experience** of working with the target group. If this is not possible, seek some training and or advice for your workshop/project leader/s – your youth justice setting partner may be able to help with this along with your regional ACE Bridge organisation. **Artist-educators new to working with young people who have offended, may consider shadowing more experienced peers/artists** to gain some further insight. Artist-educators and without knowledge of the Arts Award may need to attend Arts Award Advisor training.
- ✓ **Pilot a taster workshop/project** which enables partners to gain an insight into ways of working, the responses from the young people, supporting YOT workers and the delivery artist-educators. This will enable you to consider how a longer, more sustainable partnership could be formed.
- ✓ **Research funding avenues together** – be creative, there may be some funding sources which a YOT could apply and/or an arts/cultural organisation could apply for. Where possible, work on funding applications together. Draw on your learning from the pilot workshop or project – how can you extend and enhance your work?

Establishing a partnership programme between arts and cultural organisations and youth justice settings

- ✓ **Establish a joint working agreement** between the partner arts and cultural organisations and youth justice setting. This will establish partner roles and responsibilities (for example recruitment and management of artist-educators/Arts Award Advisors, participating young people, who will coordinate YOT Worker support). It will also help partners clarify ethical issues regarding information sharing about the young people and photographic consent. It is useful to embed programme evaluation considerations within the working agreement.
- ✓ **Programme a joint preliminary briefing/training day for all** partners, artist-educators and YOT Workers who will be involved in delivering and supporting the programme. This training day can provide information about the Arts Award and Artsmark as well as information about working with at risk, juvenile and or young people who have offended. This briefing/training day will also enable partners to plan programme dates and session/workshop times that are likely to motivate and actively engage the

young people (for example, Monday morning's at 9am may not be the best days/times) and, the YOT service.

- ✓ **Consider a spiral curriculum approach of delivery** if running a longer term programme **which embeds the Arts Award**. A spiral curriculum is well suited to a longer programme with a youth justice setting, as it provides all young people who enter at any stage and time with a greater chance of gaining an Arts Award from Discover to Silver. By **embedding the key elements of the Arts Award – taking part (creating art work), reviewing, sharing a new art practice skill**, these areas and concepts can be repeated and experienced by young people **with increasing degrees of complexity, according to where they are situated within the programme**. For further information about the Arts Award, visit; <http://www.artsaward.org.uk/site/?id=64> Arts Award also have a useful guidance document which you can order, titled; *Youth Justice – Secure Units, Youth Offending Teams and Services Youth Work and Charities*.

- ✓ **Consider different types of Arts Award portfolio that participants will use**, whether it be sketchbook based, and or an online portfolio using free blog resources such as wordpress or the Arts Award online portfolio, Artsbox. Issues regarding data consent and public/private accessibility will need to be discussed with partners. For further information about Artsbox, visit; <http://www.artsaward.org.uk/site/?id=2173>

- ✓ **Programme offsite visits/sessions at arts and cultural organisations**. This provides young people with an opportunity to participate in their local community and cultural life. Visits will need to be planned in advance with the youth justice setting so that risks can be assessed, additional staffing (where applicable) and transport arranged. It is advised that artist-educators prep young people about the visits in sessions beforehand, so that ground rules can be clarified and, moreover, create a sense of excitement.

- ✓ **Support programme artist-educators/Arts Award Advisors to develop and devise a scheme/s of work and session plans for the programme which can be disseminated to supporting YOT staff**. This ensures that everyone is provided with clear information what will be happening when (including offsite visits) and what participants will be doing in the sessions. Schemes of work and session plans should identify where participants can develop functional skills in literacy, numeracy and ICT. These plans will also help evidence your programme to external agencies including the county Police and Crime Commissioner, Youth Justice Board/Ministry of Justice, Ofsted and Artsmark validation visits. These documents can also contribute to the overall programme documentation and can inform future funding applications.

- ✓ **Ensure that programme artist-educators/Arts Award Advisors are supported to deliver sessions**. According to the context, Support and or YOT Workers will be needed to support sessions both in terms of participant

supervision and behaviour management. It is recommended to maintain consistency, the specific Support or YOT Workers are assigned to the programme on a regular basis. Where required and possible, your programme could provide opportunities for student voluntary work as an addition to support artists and young people. You will need to check with your partners about how this can be developed (including DBR checking of volunteers).

- ✓ **In order to further encourage and motivate participants it is best practice for YOT/support Workers and student volunteers to become active participants themselves within sessions.** This promotes pro-social modelling and can help develop more positive relationships between Support/YOT workers, volunteers and young people.
- ✓ **Set group ground rules and icebreakers at the beginning of the programme.** Working together to develop ground rules which follows from an icebreaker activity helps to establish agreed expectations and bring the group together. **See Activity 1**, for example of an Icebreaker using photography, created by lead RE/CREATIONS programme artist-educator/Arts Award Advisor, Kristianne Drake.
- ✓ **Include a variety of art forms/media** within the programme that young people can engage in. Young people should inform the development of the programme to ensure that they have a voice. Discuss with young people about what the possibilities are how they would like to progress their skills. This also helps to clarify what is realistic in terms of provision (where funding is limited) as well as empowering young people to make informed choices that will motivate them.
- ✓ **Don't shy away from challenging young people** whether that is reviewing contemporary and/or historical art exhibitions and/or participating in a variety of art forms. Engage young people in discussion which occur as a result – these discussions can produce positive effects. **See Activity 2** for an example from the RE/CREATIONS session blog journal developed and created by Kristianne Drake.
- ✓ **Provide opportunities for young people to develop their artistic and leadership skills through Creative Apprenticeships, Internships and Traineeships.** Contact your regional ACE Bridge organisation who may be supporting this as part of the Creative Employment Programme. For further information about the Creative Employment Programme, visit; <http://ccskills.org.uk/supporters/funding/details/the-creative-employment-programme>
- ✓ **Programme regular review meetings** with the artist-educators/Arts Award Advisors, YOS Workers/YOS Manager and arts/cultural partners, so that any issues which occur during the programme can be dealt with and communications between partners are maintained.

- ✓ **Celebrate and showcase young people's work in a whole group curated exhibition/public performance at one of the partner arts and cultural organisations.** This not only motivates young people during the course of the programme, but also demonstrates how valued their work is, whilst enabling young people to positively represent themselves to the wider community and family/social networks. Where possible, consider hosting an exhibition at the venue of the partner youth justice organisation - exhibit this work in one of your main meeting rooms as this creates a talking point with important stakeholders such as local councillors and police and crime commissioner officials.

- ✓ **Support your partner youth justice setting to apply for Artsmark.** Artsmark is an excellent way of showcasing the quality of your programme and will further promote your work to important stakeholders and potential funders. Partner arts and cultural organisations can help to support their youth justice setting to make an application, by easily identifying the arts partners, range of art forms and evidence collated from the programme evaluation. Contact your regional ACE Bridge organisation who can help to support your application for Artsmark. For further details about Artsmark visit; <http://www.artsmark.org.uk/about-artsmark>

Abbreviations:

YOT: Youth Offending Team

ACE: Arts Council England

Two Quick Hit Activities

The following quick hit activities can be used to develop positive relationships in your Arts Award group and encourage discussion on a diverse range of topics generated by introducing young people to different art forms.

Both examples have been taken directly from the RE/CREATIONS programme main reflective journal blog site, and were created by programme artist-educator/Arts Award Advisor, Kristianne Drake.

Activity 1: Icebreaker, Mug shot mash up!

The whole group takes instant photographs of one another. After making copies of each different portrait the group is tasked with reconstructing them, cutting out and collaging from parts of one another's photographs. This is a good activity for challenging how we think about and conceive identity, with a very humorous outcome. It would make for a very interesting game of guess who;



Activity 2: Creative writing through poetry

As a group we watched two videos of poems. The first was *To This Day* by Shane Koyczan and the second was *mathematics* by Hollie McNish. Both poems are about very different subject and presented in very different ways, but both are equally powerful. After we had watched them we had a discussion as a group about how they made us feel.

To This Day: by Shane Koyczan. We all agreed that at some point we felt we had experienced being bullied and had probably done some kind of bullying in one way or another. The poem made us think about how powerful words can be when spoken out loud. It has a really interested and emotional stimulating animated video to accompany it as well.

Mathematics: by Hollie McNish. Everyone said that at the beginning they made an assumption about her because of the way she looked and sounded, and that the opening lines of the poem were very provocative. But we all felt that the intention of the piece was not only to get people to try to understand the implications of immigration better, but for us also think about how we judge people based on first impressions and how that can sometimes be very wrong.

We then played through an exercise where we use the words 'I am....' and share something about ourselves with the group. The exercise begins with a simple fact that may be quite obvious and develops into more personal details as the game goes on. The purpose of this was to help break down some of the barriers between the workers and YP's in the group and also to help us get to know each other better. From this exercise, the group created a collaborative **I AM POEM** (to read the full poem, please see the RE/CREATIONS final project report).

For further information about the RE/CREATIONS programme and toolkit, contact;

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