“Why be broken when you can be gold?”

Sarah Rees-Brennan, Unmade
Reducing Social Exclusion: Time for a Modern (Restorative) Approach?

Iman Haji, Research and Programme Coordinator, Khulisa
Risk-Need-Responsivity (RNR) Model

<table>
<thead>
<tr>
<th>Risk</th>
<th>Programme intensity should be matched to an offender’s risk-level</th>
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<tbody>
<tr>
<td>Need</td>
<td>Should target criminogenic needs</td>
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<tr>
<td>Responsivity</td>
<td>Should match an offender’s learning style and abilities</td>
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The Good-Lives-Model (GLM / GLM-D*)

- People commit crimes because they lack the ability to realise valued outcomes in socially acceptable ways.
- The most effective method of engagement is through promotion of primary goods
- To do this we must equip offenders with:
  1. Internal resources (i.e. attitudes and values) resources and;
  2. External resources (skills, resources and opportunities)
     needed to live a positive life

*(Ward, Mann & Gannon, 2007)
Khulisa
(Zulu: ‘to nurture’)

- Award-winning UK charity, with South African roots, established 2007
- Programme heritage from Khulisa South Africa (established 1997)
- Helped over 3000 young people (in schools, prisons and community) address the root cause of challenging behaviour (violence-related)
Silence the Violence (STV)

- Participant Outcomes:
  - Building self-awareness & alternative conflict resolution
  - Developing emotional literacy & emotional resilience;
  - Enhancing confidence, self-worth & self-belief in pursuit of safe, healthy and crime-free lives

- Impact
  - Only 7% reoffend compared to national average (44% for adults / 69% for children)
  - 98% positive impact on behaviour,
  - 76% report developing stronger, social connections and increased motivation
Social exclusion: radicalisation & general crime prevention studies

- (Re)offending & radicalisation = cause, effect & indicator of social exclusion
- Key drivers:
  1. Lack of access
  2. Lack of fair recognition
  3. Personal intensifiers
  4. Subjective sense of exclusion from mainstream society

- This base-level commonality between (re)offending and radicalisation based on social exclusion makes adopting a social exclusion framework a useful means of comparative study
Social Exclusion is context-specific (England & Wales)

- Highest imprisonment in Western Europe BUT a 70% decrease in youth justice
- 1st time entrants down BUT nearly 7 in 10 children reoffend within 1 year of release
  - Looked after children (represent <1% population) = 30% of boys & 44% of girls in custody
  - < 1 in 4 have a learning disability
  - 60% difficulties with speech, language and communication
  - 65% with traumatic brain injury
The Evidence: GLM - a response to complex needs

- Respond to root-causes of behaviour
- Strengths-based approach fosters confidence to explore emotional resilience and restore personal agency
- *Only 7% STV participants reoffend within 1 year* (national average approx 50%)
- Link to radicalisation
  I. “more than a third of ‘lone-actor attacks’ carried out in Europe between 2000 and 2015 suffered some sort of psychiatric disorder.
  II. Many of those sympathising with terrorism are shown to be presenting mild depressive symptoms and a general sense of disengagement with mainstream society
Social exclusion is multidimensional

- Social exclusion was preferred in the European Poverty Programmes over “poverty” as it was a more comprehensive term incorporating both poverty and its consequences.

- But... despite its multidimensionality much of the focus on reducing social exclusion appears to target three objective areas of social disparity:
  1. Education
  2. Occupation
  3. Income

- Bude and Lantermann: exclusion-resources-model holds “objective exclusion is merely an antecedent of subjective feelings of exclusion;”
GLM is multidimensional

Bruce Perry – Neurosequential model

1. **Regulate**: Emotionally and physically settling the young person
2. **Relate**: Giving the young person a space to feel connected and comfortable
3. **Reason**: Supporting their capacity and motivation to engage in higher level of cognitive processes

Low resistance to radicalisation associated with social deprivation and needing a sense of belonging - a GLM approach to rehabilitation can help address subjective and objective forms of social exclusion
Social exclusion is relational

- Social exclusion comes from the French term *Les Exclus*
- The Social Model of Disability:
  
  "causes of disability could be found in the social environment, social processes and norms apparent in everyday interactions rather than the impairment itself." (Oliver, 1996)

- For every £1 invested in building resilience (of children), there is an estimated saving of £5.08 over 3 years. (Public Health England, 2017)
Conclusion

- The broken pot represents socially excluded young people with unmet needs we work with.
- RNR is the water the broken pot can’t retain.
- GLM based programmes are the golden lacquer enabling transformative repair.
- A strengths-based culture is the human scaffolding that enables transformation.
Thank you!

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