

Community Partnership Event

Responses from Campaign Co-production exercise

Question 1: What do you think the key messages of the campaign should be?

In response to question 1, many of those involved in the discussions focused on ensuring that the campaign uses messaging that reaches young people and is relatable to them, focusing on messages of positivity and hope rather than dwelling on negativity eg knife crime. Many also emphasised stressing that everyone has a role in reducing violence, and that small actions can have big consequences when enough people are reached.

“Clear and concise, Kind and celebratory, positive language around change is possible, Amplify the good role models, whatever you do/who you are you can play a part”

“Showing young people local relatable role models so they can see what is achievable for people from their backgrounds”

“Violence is preventable! Encouraging everyone that they have a role to play in preventing violence and being able to empower them to do so. Positive messaging and promotion of positive activities, opportunities and support”

“Positive psychology - from 'harm' to 'hope' - It's not too late to change who you have been labelled by others to be”

“In the past, imagery within campaigns were all about 'dropping the knife' - need to avoid this - Alternatives to getting involved in SV - choices around a better future”

“Empowerment: Convey that young people are the future and should strive to create a pleasant world. Encourage hope and provide avenues for them to express concerns and make this a norm. Positive Messaging: Focus on the benefits of a world without violence, ways to de-glorify violence, and the positive impacts on young people”

Another common theme was the provision of education and support, and helping both young people and adults who work with them aware of the causes of violence, support available, and aid them in reducing other skills such as interpersonal and communication, that can reduce their risk of being involved in violence.

“Early prevention - educating kids about the consequences. confidence. culture change in schools”

“Education within organisations”

“Support before sanction - normalise conversations with children and young people to 'open up' discussions”

“Create ways for young people to explore interpersonal skills in a positive way”

“Bystander approach towards recognising and supporting risk and protective factors rather than violence itself - empower young people to be upstanders/bystanders to give them tools to support their peers”

Question 2: Who has a role to play in preventing violence and therefore should be an audience of the campaign?

In response to question 2, frequent groups mentioned amongst the cohort as having a role to play were those with direct reach and influence amongst young people. These include parents and cultural/faith groups eg mosques, and young people themselves.

"We talked about the "touch points" in a CYP life and who has influence on the way and... Mosques (faith communities) youth workers, teachers, gyms/coaches, parents, nursery/schools. Target adults who see children."

"Faith councils, community leaders, family support, pastoral/behavioural staff"

"Young people – those already involved in crime and those at risk of becoming involved"

"Parents, teachers, police, VRN, faith leaders"

Many also emphasised that everybody has a role to play in identifying and preventing potential violence, including those with more of an indirect influence, such as public transportation and service workers, and public figures with a level of influence amongst young people.

"We felt that statutory partners are well connected and established to access and share the campaign information, so we discussed opportunities to reach more people embedded in the community to further promote the campaign, such as hairdressers, beauticians, shop keepers, bus drivers, barbers, gyms, sports facilities/clubs, tradesmen, councillors, street outreach workers, positive role models in the community etc."

"Everyone! We thought we should frame it around us all being part of our community and then go into different roles e.g parent, youth worker, bus driver faith sector etc but also not forget social media giants, media, government as we may want to go big in a second phase and invite them in."

"Taxi Drivers - possibly a responsibility to recognise if a female is being forced to be taken to where the male is taking them/recognising strange behaviours - Ambulance - Everyone - if you see something report it!"

"TFL train drivers, bus drivers, McDonalds and KFC/ take away staff, youth workers"

Question 3: What are your ideas in how the campaign reaches this audience?

When discussing how to reach these audiences discussed in question 2, many mentioned different methods of marketing the campaign, both via social media, such as utilising influencers and making awareness videos, or using visual methods eg posters and flyers, and ensuring these are placed in spaces where young people spend time. It was also mentioned that data should play a key part in getting these messages across.

“Resources for audiences that can refer to services - posters, QR code, business cards for discreetness”.

“Videos showing ways to deal with conflict (starting silly to real (rock paper scissors, dance off etc – talking expressing emotions through music, dance, arts)”

“Social media, sharing feedback and voice of parents/kids. celebrities to influence core messages (TikTok’s). school networks and newsletters”

“A number of resources which are visible in the community (such as stickers, flyers, posters on trains, busses, toilets, fast food restaurants, shops etc - as many key locations in local areas as possible). Can utilise existing platforms such as local newsletters, newspapers, school portals/intranets”

“Social media - lots of ways to target the audience with the information most relevant to them.”

In-person methods of promoting the campaign were also discussed, such as drop-in cafes and workshops.

“Old skool double decker bus with speakers and travels to locations as outreach and encouraging YP to engage, in schools”

“Drop in cafes”

“Ask Angela approaches within public places where young people gather and upskill those professionals”

“Workshops aimed at different groups, Including communities/community leaders. Considering different languages”

“Community centre workshops”

Question 4: What are the important things to include and important things to avoid for the campaign?

The prevalent message in response to this question was to avoid negative messaging, instead focusing on positivity and relatable messaging that young people can get behind. Inclusivity was also mentioned, with regards to different languages etc.

“Avoid: Using stereotypical images, work wear. Include: Positivity and kindness, exciting and inviting, not just young people 20-16 year olds, relatable images, Interactive competition for kids to get involved in”

“Stuff that promotes hope (visual & narrative), relatable language, provide a choice for young people as an alternative, lived experience positive role models”

“Avoid Fear, shock tactics, negativity, generalisations, clichés, and patronising attitudes”

“Faceless people (Not making it specific to one race or gender)”

It was also mentioned that it would be useful to create a catchy slogan to summarise the message of the campaign, as well as to include links/advice on where to get further information and/or support.

“Include and impactful slogan like you're right that's wrong”

“Where to get help - toolkit - QR code (posters?)”

Question 5: What tools do we need to accompany the campaign to support the audience to play their role?

Responses to this question were varied, with many mentioning a need for resources, including, marketing-based resources such as an app or helpline, imagery and a logo for the campaign, funding, and data.

“An app or helpline”

“Using clever marketing techniques (Talk to Frank and Ask Angela worked well and are well known)”

“Funding!”

“Resources Needed: Local poster campaigns, funding, flexibility to cater to diverse needs, and optimism to drive change.”

“Statistics and data for local areas

“Tailored resources for everyone we would like to be promoting the campaign”

“Really important to ask the audience what they need”

Some also mentioned signposting, training, and running events.

“Linked resources for support / signposting. A toolkit which includes a range of resources - again tailored to different roles and groups”.

“Online videos/workshops to support people in using and understanding the campaign - ensuring we have consistent messaging and people feel empowered”

“Skill builders/ trainers, venues, SEN teachers, Buses!”

“Prevent support staff. security training, resources/information. trauma informed training/building rapport. helpline for parents. parent training/workshops when children are displaying worrying behaviours”

“Can we create a network of people/organisations in the community who individuals can go to for advice .30 second clips on simple things that can be done everyday to play your role.”

“Roadshows - Interactive music, arts how to express themselves”.

“Reporting telephone number (someone to talk to)”

“Offering training / education to those to understand violence, why someone might be involved, risk factors etc to ensure people have a thorough understanding of the rationale and aims of the campaign”

“Online workshops, coffee mornings”