



What Works in Preventing Violence

The Youth Endowment Fund

Our Vision

A world where no child becomes involved in violence.

Our Mission

To find what works and build a movement to put this knowledge into practice.



What does the YEF Toolkit aim to do?



Summarise research
making it accessible and
actionable



Support professional
decision making with
'best bets'



Create a foundation for
change



**What does the
Toolkit say?**

YEF Toolkit







An overview of existing research on approaches to preventing serious youth violence.

Filter by:











<h2>Social skills training</h2> <p>Aims to develop children's ability to regulate their behaviour and communicate effectively.</p>	<p>COST</p> <p>£ £ £</p>	<p>EVIDENCE QUALITY</p> <p>🔍🔍🔍🔍🔍</p>	<p>ESTIMATED IMPACT ON VIOLENT CRIME</p> <p>HIGH</p>
<p>OTHER OUTCOMES</p> <p>HIGH increase in Self-regulation</p> <p>🔍🔍🔍🔍🔍</p>			
<h2>Mentoring</h2> <p>Mentors provide children and young people with guidance and support.</p>	<p>COST</p> <p>£ £ £</p>	<p>EVIDENCE QUALITY</p> <p>🔍🔍🔍🔍🔍</p>	<p>ESTIMATED IMPACT ON VIOLENT CRIME</p> <p>MODERATE</p>







HIGH

- Focused deterrence 
- Social skills training 
- Cognitive behavioural therapy 
- Sports programmes 
- Trauma-specific therapies 
- A&E navigators 

MODERATE

- Pre-court diversion 
- Relationship violence prevention 
- Mentoring 
- Multi-systemic therapy 
- Restorative justice 
- Hot spots policing 
- Bystander interventions-sexual assault 
- Functional Family Therapy 



LOW

- After-school programmes 
- Interventions to prevent school exclusion 
- Parenting programmes 
- Adventure and wilderness therapy 
- Anti-bullying programmes 
- CCTV 






NO EFFECT

- Street lighting 







HARMFUL

- Boot camps 
- Prison awareness programmes 









NO CLEAR EVIDENCE

- Knife crime education programmes 
- Police in schools 
- Trauma-informed training 
- Media campaigns 
- Knife surrender schemes 







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Reducing VAWG

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Focused deterrence

Social skills training

Cognitive behavioural therapy

Sports programmes

Trauma-specific therapies

A&E navigators

MODERATE

Pre-court diversion

Relationship violence prevention

Mentoring

Multi-systemic therapy

Restorative justice

Hot spots policing

Bystander interventions

Functional Family Therapy

LOW

After-school programmes

Interventions to prevent school exclusion

Parenting programmes

Adventure and wilderness therapy

Anti-bullying programmes

CCTV

NO EFFECT

Street lighting

HARMFUL

Boot camps

Prison awareness programmes

NO CLEAR EVIDENCE

Knife crime education programmes

Police in schools

Trauma-informed training

Media campaigns

Knife surrender schemes

Reducing VAWG

Importance of therapies

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Reducing VAWG

Importance of therapies

Focus youth work on best bets

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Focused deterrence 

Social skills training 

Cognitive behavioural therapy 

Sports programmes 

Trauma-specific therapies 

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Knife surrender schemes 

Reducing VAWG

Importance of therapies

Focus youth work on best bets

Focus schools on best bets

Future topics

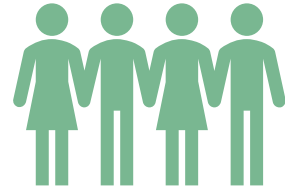
- Stop and search
- Arts participation
- Summer job programmes
- Post-custody aftercare programmes
- School exclusions interventions – update
- Restorative justice interventions – update

A guide to planning and implementing your project

Step 1: Consider why your project is needed



Often the most effective projects focus on one key issue



Think about the people you work with and identify up to three issues which affect them



How common is the issue? Who is most likely to be affected? Where does the issue happen?

Step 2: Think about what you need to deliver



Ask what works in tackling this issue

- How many people do you think you could reach or work with as part of your project?
- Do you need referrals and if so, how will you make others aware of your project so they start referring?
- Who are you going to work with through your project?
- What activities will you deliver to address the issue you identified in Step 1?
- Will you deliver activities to one person at a time or will you work with groups?
- How long will people be on your project for and why?

Step 3: Consider what you'll need to deliver your project

Staff

Will you need staff to deliver your project? If so, how much will they cost? Do you need to hire staff or do they already work for you? If you need to hire them, would there be extra costs?

Facilities

Do you need a room or venue to deliver your project? If so, do you already have access to facilities or would you need to hire one? If you need to hire, how much will it cost?

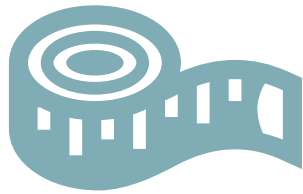
Equipment

Do you need equipment to deliver your project? If so, do you already have this equipment or would you need to hire/buy it? If you need to hire/buy the equipment, how much will it cost?

Other

Are there any other resources you would need to deliver your project? For example, food and drink, guest speakers, promotional or campaign material, referral partners?

Step 4: Think about what your project might achieve



Knowing what you want to achieve will help you measure if you've been successful



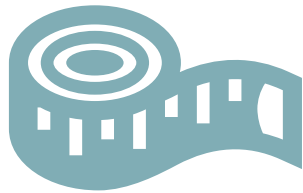
What would happen to the issue you identified if you've been successful?

Sexual violence and harassment is an issue amongst the children you work with



Reduction in sexual violence and harassment

Step 4: Think about what your project might achieve



Knowing what you want to achieve will help you measure if you've been successful



What would have happened to your issue if you'd been successful?

Sexual violence and harassment is an issue



Improved understanding of health relationships and bystander approaches
Improved confidence in intervening and reporting



Reduction in sexual violence and harassment

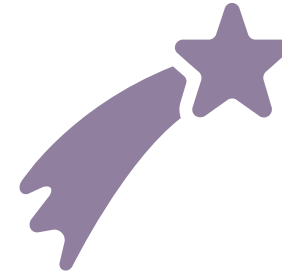
Step 5: Consider how you'll know if you've been successful



Start thinking about evaluation at the beginning of your project



Collect data on the people taking part in your project



Collect data on the outcomes from your project

Keep in touch

Sign up to YEF's newsletter for latest updates:

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