At the Sharp End
Resources for Schools
Please note;

Some children in the class are likely to have experienced violence in some form. These lessons, discussions and the visit to the museum may trigger emotions associated with their experience.

This needs to be verbalised at the start of each session for the students, and strategies put in place for them to manage their feelings and to know that they will be supported.

This could include taking 5 minutes out of the classroom, being able to talk to a designated person in private, or just being allowed to sit quietly or not take part in the discussions unless they volunteer to answer.

This is also a good opportunity to encourage peers to be supportive of each other, and if they notice someone is having a response, to be understanding of that, and show kindness.

Model responding sensitively, not drawing attention, etc as some children may not know how to do this.
Introduction - Crime in West Yorkshire

The West Yorkshire Violence Reduction Unit (VRU) and Operation Jemlock work together alongside other key partners to tackle youth violence across the county.

The VRU adopts a public health approach to tackling serious violence by seeking preventative solutions. It considers the underlying causes of violence within a community, identifies the risk factors, and takes action to reduce incidents.

It sees programmes, projects and interventions delivered in areas where the potential for serious violent crime is high.

Operation Jemlock also reduces the opportunity for offences to happen, by confiscating and destroying weapons in response to intelligence or live incidents.

This display offers a rare glimpse into the world of the team and the lengths they go every day to ensure you, your friends and your families remain safe in our communities.
West Yorkshire has been experiencing high rates of violent crime. The county has the third highest rate of knife crime when compared to similar areas of the country.

As a result of income deprivation and high levels of neighbourhood crime there are potentially 61,220 11-25 year olds in West Yorkshire (13% of the population) at risk of serious violence such as:

- Knife crime
- Gun crime
- Domestic abuse
- Sexual violence
- Homicide (murder or accidental killing)
- Stalking and Harassment

From 2014, West Yorkshire saw five years of increasing levels of violent crime.

The impacts of violence in West Yorkshire still cannot be understated. Beyond the physical and mental trauma felt by victims, the estimated cost of violence is more than £874 million pounds per year.
What Causes Violence Amongst Young People?

- Starter Activity
What Does Violence Look Like?

Activity 1

As a result of income deprivation and high levels of neighbourhood crime there are potentially 61,220 11-25 year olds in West Yorkshire (13% of the population) at risk of serious violence.

The Broken Windows Theory... states that visible signs of crime and anti-social behaviour create an environment that encourages further crime and disorder.
What Does Violence Look Like?

Activity 1a
The Opposite of Violence

- Activity 2

At the KIND end

**Peer Pressure**
- Fitting in with the group
- Verbal abuse for not joining in etc
- Following a ‘popular’ role model

**Peer Pressure**
- Mixing with a different group
- Avoid abusive peers and report to a teacher
- Setting a new example
What is the Opposite of Violence?

• Activity 2

VIOLENCE

Kindness, Calm, Peace....
Creating an Alternative

• Activity 3  
Task 1 - Write a letter, create a poster or build a business case for creating a community centre, like CATCH, Leeds in your community.

“I was doing burglaries and armed robberies, I was kicked out of school so I had no education. When I got arrested, I thought, “I need to change”. When I came to CATCH, everyone was welcoming. I’ve been on an apprenticeship, I’m going to retake my GCSE’s, I mentor one of the volunteers. If I can do it, everyone can do it.

You can change everything.”

Dom, 18 volunteer at CATCH
Creating an Alternative

- Activity 3 – Task 2
Creating an Alternative

- Activity 3 – Task 2 Use the CATCH values to create your own plan for change

[Diagram with icons: Respect Everyone Every Day and Be Actively Involved]
Reflection Activity

Write inside the text boxes
Reminders, thoughts, ideas, made up ‘quotes’ comments from the knife maker, the knife user, the victim, the suspect or victims families...

Write inside the blade
How did it feel being used to harm someone?
What should it have been used for?
What might it say to the user?

Think about the handle and the person holding it
If you hold me…
Getting Help

- Remind children that if they are worried about any issues from these lessons, who in school they can talk to.
- Encourage them to talk to each other and be supportive friends at all times.
- Some children may worry and not say anything, so always take time to have a questions or reflection time just to share thoughts at the end of each lesson.

ChildLine
0800 1111
Contact Us and Evaluation

We hope you have found this teaching resource helpful in supporting your visit to the Royal Armouries display, ‘At the Sharp End’.

We would like to gather feedback from the young people who engaged in the visit and/or lessons, and encourage you to share the feedback survey with children for their thoughts. This will help shape our future engagement with schools and students.

https://www.smartsurvey.co.uk/s/AWPX7J/

Please contact Sarah Whitehead Sarah.Whitehead@westyorkshire.police.uk with any comments, question or feedback on this resource.

If you would like to receive the West Yorkshire Police Schools Engagement Newsletter (3-4 times a year), please contact Sarah on the above email, and she will be happy to add you.
Additional Help, Advice, Activities

The grooming line

**Targeting stage**
- Observing the child/young person
- Selection of child/young person
- Befriending – being nice, giving gifts, caring, taking an interest, giving compliments, etc
- Gaining and developing trust
- Sharing information about young people between other abusive adults

**Friendship forming stage**
- Making young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering
- Keeping secrets
- Being there for them
- ‘No-one understands you like I do’; being their best friend
- Testing out physical contact – accidental touching
- Offering protection

**Loving relationship stage**
- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – eg showing them pornography
- Engaging them in forbidden activities – eg going to clubs, drinking, taking drugs
- Being inconsistent – building up hope and then punishing them

**Abusive relationship stage**
- Becomes an ‘unloving’ sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is ‘damaged goods’
- Isolation from family and friends
- Trickery and manipulation – ‘you owe me’
- Threatening behaviour
- Physical violence
- Sexual assaults
- Making them have sex with other people
- Giving them drugs
- Playing on the young person’s feeling of guilt, shame and fear

From - Barnardos
Further Information for Teachers

**County Lines**

[Protecting children from county lines | NSPCC Learning](#)

[County Lines & Child Exploitation | The Children's Society (childrenssociety.org.uk)](#)

[County lines: criminal exploitation of children and vulnerable adults - GOV.UK (www.gov.uk)](#)