

Effective Preventative Knife Crime Education

Empowering young people to report risk and support their peers

This project builds upon existing research into the most effective ways of educating young people about knife crime. It is focused on how those pupils who are likely to never be involved in knife crime can support the small minority who might be. It describes how resources for mainstream teaching and small group work were designed and provides an outline of these.

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Background

In August 2024 Learn Sheffield was commissioned by the South Yorkshire Violence Reduction Unit (SYVRU) to undertake research and produce a set of resources and information around knife crime prevention for schools in the county. The commission specified that these resources should be based on trauma-informed practice, should incorporate the research of the Youth Endowment Fund (YEF) in this area, and should aimed at young people who will most likely never be involved in knife crime.

We undertook a piece of school-based research to inform the content of the lessons and sessions. These resources were produced by highly skilled and experienced school leaders, teachers, and youth workers across South Yorkshire. This report documents the findings of the research undertaken and outlines the content of the resources produced.

This report should be read in conjunction with the 'South Yorkshire Knife Crime Approach 2024-2027' report¹ published by the SYVRU in 2024. The report explains the context of knife crime in South Yorkshire in relation to other areas nationally. The report states:

'Knife Crime' currently dominates the headlines in social media and news. It is an international issue and reports of stabbings in the news increases fear and worry in communities. But there is nothing new about knife crime: sharp objects, blades and knives have been used as weapons for thousands of years. Knife crime is a persistent problem in the United Kingdom. It has become synonymous with the issue of youth violence and its devastating consequences for young people, families and communities'

The report cites that South Yorkshire as having the fourth highest rate of offences involving knives or sharp instruments nationally (119.0 per 100,000). For all age groups, the county had the fourth highest rate of hospital admissions due to injury from knives or sharp objects in the year ending March 2023 (91 admissions per million of population), and the eighth highest for those aged under 25 (86 per million). There are variations across the county. Doncaster saw an overall decrease in incidents in the 60 months prior to the report, whilst Sheffield saw a slight increase. Rotherham and Barnsley showed a consistently lower rate of knife-enabled serious violence than the other two areas.

Since the report, a range of initiatives have developed nationally. The government published the 'Plan for Change Milestones for Mission led government Dec 2024'². 'Safer Streets' is one of the five key missions. In the document, they report 50,000 instances of knife crime in the year to June 2024, and one of their ambitions is to halve knife crime in a decade by removing weapons from the streets and preventing young people from falling into crime, and in particular, knife crime. This demonstrates that our research project is aligned with the heart of government policy.

Our work also links closely to other parts of the government's Safer Streets aims. Violence against Women and Girls (VAWG) continues to be at high levels with the government quoting 1.1 million people reporting sexual assault in the year to June 2024. This chimes with an earlier piece of research conducted by Learn Sheffield on behalf of the SYVRU in 2023. This explored young

¹ https://southyorkshireviolencereductionunit.com/app/uploads/2025/02/South-Yorkshire-Knife-Crime-Approach_FINAL.pdf

² assets.publishing.service.gov.uk/media/6751af4719e0c816d18d1df3/Plan_for_Change.pdf

people's experiences of sexual harassment in South Yorkshire.

The resulting report³ highlighted the increasingly misogynistic influences that young men and boys now experience, particularly in their online lives. The portrayal of toxic masculinity regarding violence, the need to be seen to be victorious in conflict, particularly online, and to maintain status and credibility, cannot be divorced from the increase in knife-related incidents predominantly amongst young males.

Previous governments have invested preventative work around serious violent crime. In 2022, Sheffield was part of one of ten SAFE (Support, Attend, Fulfil, Exceed) areas set up around the country. The aim of the programme was to reduce serious violence by improving school attendance, engagement, behaviour, and emotional regulation through a range of long-term evidence-based interventions. Sheffield developed a data model which, for the first time, combined crime, education, and health data to identify young people who were at most risk of entering into serious violent crime. This was used to provide the support where it was needed most. Learn Sheffield leads the SAFE taskforce in the city and has published evaluations of the programme⁴.

Any incident involving knife crime is one too many, and the devastating death of 15-year-old Harvey Willgoose in Sheffield in February 2025 illustrates this. Although this work was commissioned before this tragedy, we have kept Harvey and his family and friends in mind during the completion of the project. His death makes the need for trauma-informed effective preventative knife-crime materials in schools even more important.

Scope and methodology

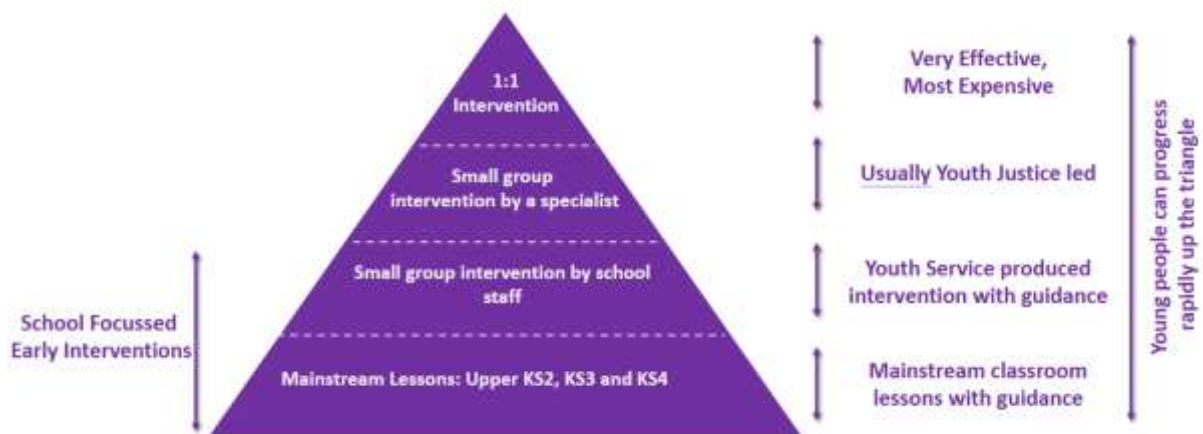
Previous work on knife and other violent crime has been targeted at young people in the secondary phase. Our work begins in upper key stage 2. This is largely because of the proliferation of misogynistic influencers targeted at very young boys online and on the advice of the young people whose voice we sought as part of the research for this project.

This project is unusual in that it is aimed at producing resources for mainstream teaching and small group work for young people who most likely will never be involved in knife crime. The resources produced are trauma-informed and follow all the guidance from the YEF about effective education on this topic. They directly address the futility of carrying knives for protection and are intended to empower young people to feel safe and move freely in their communities, to give them the confidence and knowledge to report knife crime, and to support their friends.

The resources challenge the notion of 'snitching' by encouraging young people to prevent their friends from being involved in knife crime. There are two lessons for upper key stage 2, key stage 3, and key stage 4. We have also produced resources for two small-group sessions in each key stage. The small-group sessions are designed to be delivered by a supportive adult in school using a youth-work style approach. They are intended for those children who may have special educational needs and disabilities (SEND), attendance or behavioural concerns, or those who are vulnerable because they are on the very periphery of involvement in gangs or violent situations. It is important to note that these resources are not for those *already* involved in violent crime or gangs (where very specific one-to-one support may be needed).

³ [Sexual Harassment in South Yorkshire Schools 2023](#)

⁴ [Sheffield SAFE Taskforce Reports](#)



Our first step was to gather opinions about the potential content of the lessons and sessions to be produced, and to understand the wider concerns of schools and others in the children's workforce around knife crime. To do this, we:

- Set up a survey for school professionals in leadership roles to gauge their thoughts and perceptions about knife crime and their ideas around lessons and small group work.
- Employed an experienced Designated Safeguarding Lead (DSL) to provide specialist input in the project and to interview other DSLs in primary and secondary schools across the county.
- Interviewed colleagues from Youth Justice across each area in South Yorkshire (Barnsley, Doncaster, Rotherham, and Sheffield).
- Conducted pupils voice activities across South Yorkshire. This included primary and secondary schools across the region. We also met with a group of post-16 students in a tertiary college.
- We met with the Youth Parliaments in Barnsley, Doncaster, Rotherham and Sheffield.
- Learn Sheffield attended and presented at numerous events involving knife crime in the region e.g. SYVRU Knife Crime Summit in December 2024, Operation Oak event in Rotherham, Youth partnership work in Barnsley, Regional Youth Voice meetings, multi-agency knife crime meetings in Sheffield. This allowed us to gather a variety of formal and informal evidence to support this project.

Findings

Survey

We sent out a survey to schools in October 2024, and left this open for the remainder of the year. 147 organisations, including primary, secondary post-16 and other settings completed the survey. Contributions came from Multi-Academy Trust (MAT) Leaders, headteachers, DSLs, special education needs coordinators, and other leaders. 85% of responses came from mainstream schools, and the remainder came from alternative provision settings, post-16, and special schools

Although a small number of schools estimated that a small minority of pupils might carry a knife *in* school, it was lower than the estimated number that may carry a knife *outside* of school. Over half of those who responded believed 10% or less of their pupils are worried or concerned around knife crime, with key stage 2 pupils being the most common age they believe pupils begin to show these concerns. This supports our assertion that schools should begin knife crime education in the upper years of key stage 2.

As expected, a significant majority of schools believe boys to be more concerned about knife crime than girls. Those who do offer lessons around the topic begin to teach this in either key stage 2 or 3 with some exceptions. Some schools use external providers for this work, and this was almost exclusively from Crucial Crew⁵ (run by South Yorkshire Police's Community Safety Team), who offer a wide range of PSHE topics, with a small section on knife crime, or from the police.

45% of respondents stated they didn't offer specific lessons on knife crime and prevention, and around 12% didn't know if they did or not. Only 31% of schools were aware of the YEF research around knife crime education, which has been at the heart of the resources we have produced. Additional survey insights can be found on the website.⁶

Designated Safeguarding Leads

Designated Safeguarding Leads spoke of the needs of specific groups of children and young people and the differing requirements of each group.

a) Those already involved in gangs and already at serious risk of involvement in knife crime

These young people are very frightened and often fearful of their own lives and those of their families. The consensus was that they require specialist one-to-one and multi-agency support for their families if they are to escape the gang culture.

These children often have traumatic backgrounds and significant unmet SEND, particularly around communication. DSLs spoke of the overrepresentation of neurodivergent youngsters in this group. These young people are already often excluded from school and known to youth justice and other services. They have significant gaps in their education due to absence from school, part-time timetables, and multiple internal and external suspensions.

⁵ [South Yorkshire Safer Roads Partnership](#)

⁶ <https://learnsheffield.co.uk/Projects/Effective-Preventative-Knife-Crime-Education/Findings>

One DSL spoke of the lack of information provided to them about arrests for knife crime which occur outside the school day, e.g. a young person may be arrested with a knife at a weekend and be in school on Monday, and the school would often only learn about it because other pupils told them about it, or it became common knowledge in school through social media.

DSLs spoke also of children who brought a knife or bladed article into school with no intent on using it violently, perhaps to show off to friends (fishing and craft knives were mentioned) and about how important it was to look at each case individually. This was particularly true in primary schools. Some DSLs expressed concerns that in such cases permanent exclusion could be more detrimental to the child's involvement in violent crime further down the line. They acknowledged that a blanket-approach to exclusion is becoming an increasingly difficult stance to implement.

b) Those young people whose behaviour or their family or friendship environments indicate that that they may be at risk of involvement in knife crime

Several DSLs felt that, with appropriate and timely support, positive outcomes for young people could be achieved. They were aware who these children were in their school population. There are interesting parallels here with the SAFE initiative described earlier in the report, as these are essentially the same cohorts of young people. Children who are frequently absent from school, or who are frequently out of lessons due to exclusions, are at increased risk because they are more likely to miss the key aspects of the safeguarding curriculum which schools are legislated to cover.

c) Those young people who may carry a knife for protection

DSLs agreed that some young people would benefit from the types of small group interventions being produced in this project and reported that such interventions were not commonplace. It was felt that this was one area where mainstream lessons and sessions could have a positive influence. Several colleagues also mentioned the misogynistic and violent influences that young people and children experience online.

d) Those young people who will most likely never be involved in violent crime or knife crime.

Most DSLs were unaware of the YEF research on the negative effect of gratuitous portrayals on young people, e.g. graphic recounts of incidents and pictures of knives etc. Such presentations occurred mostly during assemblies involving visiting speakers or groups.

Leaders often took advice from colleagues in other settings on suitability of these, but our findings suggest this is not generally done in a systematic way. One might view that schools viewed the evidence of the YEF as being counterintuitive and were acting in what they perceived to be the best interests of the children in their care.

Interestingly, when we met with colleagues from South Yorkshire Police involved with the incredibly longstanding, well-used, and well-regarded LifeWise⁷ initiative, officers expressed the view that although they have worked hard to make their resources trauma informed, there was sometimes demand from schools, and in particular secondary

⁷ [Scenario-based Learning Facility | Lifewise Centre | England](#)

schools, to make their interventions more shocking in order to deter young people from becoming involved further.

There was little indication that any small group 'over-teaching' is done in schools for young people with SEND or other vulnerabilities. This is significant in that in special schools, PSHE education is regarded as the third core subject alongside English and Mathematics and is closely inspected as part of the Ofsted process. Young people in mainstream provision may be missing key learning in crucial areas of safety and crime prevention.

Youth Justice Leads

Youth Justice Leads in each of the four authorities made very similar comments. They all raised the issue of over-representation in the youth justice system of young people with speech and language difficulties and felt that early support for those with SEND was important in reducing this.

They spoke of those young people who are in the criminal justice system because of the possession of a bladed article in school. Like the DSL group, they mentioned fishing and craft knives, and that sometimes no intent to use the knife had been shown. They expressed concerns that the life chances of these young people had been severely impacted and that this may lead to further offending.

The Youth Justice teams in all areas of South Yorkshire have targeted one-to-one and small group interventions with young people in place. They did however feel that sometimes young people progress to involvement to these groups too slowly and only when a serious incident or crime has already occurred. Their comments chimed with those of the DSL group and highlights the need for more data sharing between agencies to accelerate support for vulnerable groups of children.

Youth Justice colleagues expressed concerns about the exclusion rate amongst their service users because of their referral to their service and the detrimental effect of this on their education. Further research is needed to explore if there is any unwarranted data sharing occurring between agencies to identify individuals who 'may' be more likely to be involved in violent crime. It is essential that service users in Youth Justice are supported to prevent future involvement in crime rather than being further marginalised.

Youth Justice Leads spoke about their concerns for those young people who are educated at home for reasons other than a positive life choice by their family, and those who are frequently absent from school and those young people who are on partial timetables, in some cases only attending a school setting for an hour or so per week. They felt that contact time could be used for the delivery of group interventions used by Youth Justice, and that internal exclusion arrangements could be used for the over-teaching of key themes in the safeguarding and RSHE curriculum.

Colleagues felt that interventions for young people are most effective when they are positive, empower young people to make good choices, are interactive, and allow young people to take away knowledge, strategies and plans to keep themselves and their friends safe.

Pupil Voice

School Involvement

We perceived some reluctance for some schools, particularly in the secondary phase, to be involved in this research. This may be because of a fear of being labelled as a school with a knife

crime problem, or the potential impact on school reputation, recruitment etc. An example of this was the underrepresentation of the secondary phase at the countywide SYVRU Knife Crime Summit in December 2024. Professionals in other sectors commented on the lack of secondary school involvement.

Equally, there was an impression that in some areas of the county this work was not needed in schools because the rate of knife crime is significantly lower than elsewhere. One outcome of this work should be the acceptance that this problem can affect all schools and communities. Similar to sexual harassment, this is everybody's problem.

What the children and young people told us: Where they feel safe

- They feel that the place where they feel safest outside of their own home is at school.
- Many children do not feel safe outside their home and school and younger children have a disproportionate preoccupation with being 'kidnapped'.
- Many primary age children were very fearful of going to secondary school and some had the perception that violence (and violence involving knives) was more common in the secondary phase. They also felt they may not be cared for as much in secondary school. Reassuringly, this was refuted by the key stage 3 pupils we spoke to who largely felt that their fears had not come to fruition and mostly felt that staff really cared about them.
- Some children spoke of not being allowed to play outside their home because their parents didn't feel safe and some obviously felt isolated. As a result, some of these young people spend higher amounts of time online.
- They were able to talk about places they felt unsafe, often mentioning local parks or well-known subways or fields in their area.
- Older pupils told us of areas of their town or city centre which were more problematic for them, particularly after dark. Transport interchanges and areas with poor lighting often worried them and areas where groups of mainly young men hang out.
- Many children spoke of their fear of the potential for knife crime when travelling on school buses but felt that service buses were safer because of other adults being around and the driver being a reliable source of help.
- Many older and in some cases primary school children said they were aware of other children who carried knives out of school but that the prevalence in school was significantly lower but not necessarily zero.
- Some older young people mentioned that 'intersectionality' added to the perceived risk of knife crime.

What the children and young people told us: What they felt caused knife crime.

- Young people commented that knife crime was glamorised on social media.
- They felt that some young people, particularly young men, justified their status in groups and gangs by affiliating with knife imagery online.
- Some young people felt that violence often occurred because disputes got out of hand and then neither side would back down.

- Older children spoke of seeing violent content online and that this type of content was often shared.
- Some young people spoke of their knowledge of local online groups particularly Snapchat, where information about fights, and occasionally, information about weapons for sale could be shared. One primary pupil spoke of her need to be in that group saying 'I need to know where the drama is happening'
- They thought that some people carry (or make people think that they carry) knives to solidify their standing in the community or social group, to make others think they were more dangerous than they in fact were, to show off, or because they were frightened and the bladed article made them feel safer.
- There was a mixed picture around the concept of 'snitching'. Many young people felt that we needed to address this in the lessons as they thought this added to the incidence of knife crime. However, there was a stubborn minority who strongly felt otherwise. One safeguarding lead commented that a primary pupil preferred to face permanent exclusion rather than 'tell' on his friend and that this reflected the culture in their locality.

What the children and young people told us: What they thought should be taught and how

- Older pupils expressed annoyance that schools did not educate them about knives for fear of being labelled as a school with a problem. This was particularly true in areas of the county with very low rates of knife crime.
- Most young people were unaware of the law around carrying knives and bladed articles (although in college this was specifically taught at an early stage on vocational courses where knives were necessary – specifically catering).
- Only a small minority of the young people felt that they had been taught about knife crime in lessons. Generally, knives were not mentioned in PSHE education.
- Almost no one had heard of the Fearless Campaign⁸.
- Young People were very critical of assemblies on this subject. They felt that the people who needed the messages the most were often not present or not paying full attention, and that the content was extreme and adversarial and made them more worried or frightened. This concurs with the YEF research.
- Linked to this point, many young people felt that the very young people who needed this input the most were often absent from PSHE or did not take the lessons seriously. We spoke about the small group over-teaching, and this met with approval.
- A small group of young people spoke respectfully of being very upset after assemblies involving victims' families in key stage 3. They spoke of being very tearful and having then to go straight to lessons. They felt this would have been better in smaller groups in key stage 4 with an opportunity for discussion afterwards. Others spoke positively about such events in key stage 4 where discussion then followed. Generally, young people felt that speakers with lived experience were most effective.
- The unanimous view was that work should start in upper key stage 2 but was often caveated with the fact that this shouldn't scare the children. The reason for introducing

⁸ [Fearless: Anonymous Reporting for a Safer Community | Crimestoppers](#)

the work in upper key stage 2 was often because of the online content (seen primarily by boys).

- A small number of young people made it obvious that they were concerned and upset about friends or family being vulnerable to involvement in knife crime. This shows that many young people have high degrees of empathy and in some cases are just as reliable as adults at identifying risk. It also underlines the importance of safeguarding and behaviour leads being aware of when knife crime lessons are due for delivery in their setting so that they can inform staff of potential safeguarding issues and support pupils who may be upset by the content of the sessions.
- When young people spoke about the content of lessons, they wanted teachers who they knew well to lead discussions about the topic – a trusted adult.
- Pupils wanted their teachers to be confident in teaching the subject. Many spoke of their form tutor being a great teacher in their specialty subject, trying hard, but not being particularly comfortable in delivering PSHE. They felt that lessons should be empowering and give them knowledge to be proactive and safe.
- Young people were critical of a worksheet/booklet approach to PSHE particularly in tutor time. They felt the school was ticking boxes as part of their education, and that it had limited impact.
- Pupils wanted to know accurate statistics about knife crime in their area and nationally and the nuances behind those statistics.
- Older pupils felt that they needed to discuss scenarios which may become more prevalent in their adult lives
- They felt that conflict resolution should be taught, including online scenarios.

Raising awareness - our learning resources

We used our learning from our discussions to shape our sessions. More about this can be read on the resources page of the EPKCE website and in the document EPKCE Resources Introduction.

We recruited outstanding practitioners to produce lessons and sessions. Teachers produced the lessons, and youth workers from highly-regarded youth-focused organisations produced the small group additional sessions.

The sessions are interactive, discussion-based, and trauma-informed, and reflect the voice of the young people in South Yorkshire we spoke to. To reiterate, these resources are **lessons** aimed at young people who are not involved in knife crime (the majority) and **sessions** which are suitable for over-teaching small groups of young people at increased risk (the minority) in a youth-style workshop led by a professional in school who knows them well.

We consulted safeguarding leads about establishing ground rules and information for teachers and session leaders using these resources. Our 'EPKCE Resources Guidance' document is compulsory reading prior to the teaching of any of the lessons or sessions.

We have created a series of short films introducing each session and guidance for teachers using the cameo film function on PowerPoint. This is to increase professionals' confidence in delivering the lessons and sessions, and to minimise preparation time. The guidance document also includes an appendix showing how the lessons cover objectives in the PSHE Association

Programme of Study for Key Stages 1-5⁹ and also the end of key stage statements in the Statutory Guidance for RSHE Education 2020¹⁰.

The content of our lessons and sessions are shown below.

Upper Key Stage 2: Learning objectives and learning outcomes	
Lessons	Sessions
Lesson 1 <ul style="list-style-type: none"> To identify healthy friendships both in real life and online. To recognise red flags in a friendship. To increase confidence to reach out for help. 	Session 1 <ul style="list-style-type: none"> Reinforce understanding of good relationships. Recognise red flags in friendships and social situations. Identify and define personal safe spaces. Develop confidence in seeking help when feeling unsafe.
Lesson 2 <ul style="list-style-type: none"> To recognise places of safety. To identify risk, including places or people that are unsafe. To be confident to reach out for help to keep safe. 	Session 2 <ul style="list-style-type: none"> Equip children with strategies to avoid risky situations. Develop awareness of personal safety in different environments. Recognise and assess potential dangers in peer interactions. Build confidence in decision-making regarding personal safety

Key Stage 3: Learning objectives and learning outcomes	
Lessons	Sessions
Lesson 1 <ul style="list-style-type: none"> For pupils to explore knife crime in and around their communities. For pupils to consider reasons why a young person may carry a knife. Pupils to have open and meaningful discussions around knife crime. Pupils to understand the law around carrying a weapon, the law around Joint Enterprise and Stop and Search. 	Session 1 <ul style="list-style-type: none"> Identify reasons why young people may carry knives and the risks involved. Challenge the myth that knives provide protection. Explore the role of gangs and exploitation in youth knife crime. Develop strategies for conflict resolution without violence. Reflect on the impact of knife crime on individuals and communities.
Lesson 2 <ul style="list-style-type: none"> For pupils to explore knife crime in and around their communities. Pupils to have open and meaningful discussions around knife crime and explore their thoughts and opinions. To challenge the idea that telling someone or seeking help for a friend is wrong. Pupils to understand the 3R's of conflict resolution. Recognise, Respond and Resolve. Pupils to understand that conflict resolution is crucial to reducing and knife crime and other violent crime. 	Session 2 <ul style="list-style-type: none"> Promote peaceful conflict resolution. Develop critical thinking about social media influence. Understand the misconceptions and consequences of carrying a weapon. Identify strategies for managing online risks and peer pressure.

⁹ [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)

¹⁰ [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Key Stage 4: Learning objectives and learning outcomes	
Lessons	Sessions
Lesson 1 <ul style="list-style-type: none"> Recognise potentially dangerous situations and develop strategies for keeping safe Learn conflict resolution and de-escalation techniques to avoid violence Know where to seek help and support if needed Know how to keep themselves safe in the event of being a bystander at a stabbing and if safe how to do basic first aid. (This may be an opportunity to team up with medical professionals locally who are keen to advise on first aid and to build on the requirements for first aid knowledge already in the RSHE orders) 	Session 1 <ul style="list-style-type: none"> Explore how music and the media may influence perceptions of knife crime. Identify the consequences of carrying and using knives, including legal and social impacts. Engage in a detective-style activity to explore real-world case scenarios. Understand the long-term effects of gang involvement and joint enterprise. Develop strategies to exit harmful situations and seek support.
Lesson 2 <ul style="list-style-type: none"> Demonstrate an understanding of the risks and consequences of posting, sharing, liking and commenting on knife-related content on social media. Consider how social media can escalate violence. Explore ways to react to knife crime posts. 	Session 2 <ul style="list-style-type: none"> Challenge misconceptions about knife crime and its impact. Engage in debate and discussion around attitudes towards knife crime. Work collaboratively with their peers to design a campaign aimed at tackling knife crime. Develop their problem-solving and decision-making skills in relation to social issues and politics. Present and evaluate their campaign's effectiveness over time

We are keen to gather feedback and suggestions for improvement on these resources and are pleased that at least one MAT has agreed to run these sessions (which will initiate this process). We are also happy to link to other trauma-informed resources aimed at whole-class use and would welcome more social stories that can be added to classroom resources. Please contact Learn Sheffield if you have any suggestions or resources that you would like to share enquiries@learnsheffield.co.uk

Recommendations

- **Better knife-crime education:** Our work suggests that misogyny, online activity, and knife crime are all intertwined. We need to use this, and the findings of the YEF, to shape how we deliver knife crime education in our settings. We need to move away from ‘scaring’ young people, and we need to recognise that one size doesn’t fit all in this sphere – different cohorts all have different needs. We need to use the voice of young people to better understand what constitutes meaningful learning on this topic and provide appropriate support and training for staff in schools.
- **Using data to understand risk and intervene earlier:** Statutory bodies need to explore the sharing of data to identify cohorts of children who may be at risk of knife crime and use this (and other intelligence) to facilitate small group interventions at an earlier stage (primary-aged pupils).
- **A collective response:** All schools and youth settings need to recognise that knife crime is everyone’s concern and could happen anywhere in South Yorkshire.

Next steps

- As a result of feedback from colleagues in SEND, Learn Sheffield intends to work with Speech and Language specialists to adapt these resources particularly for different cohorts of pupils. This follows comments made by Youth Justice Colleagues about the over-involvement of such pupils in their services. This is additional to the EPCKE contract but will be shared on the website along with other resources.
- Colleagues in schools have discussed a central repository for information regarding small group sessions and other information currently being offered to schools. The Pupil Wellbeing Resource (a previous VRU project) and available to all South Yorkshire schools and Effective Preventative Knife Crime Education pages produced to accompany this project would be useful places to do this.
- Further develop and expand the training for school staff.
- Pupil Voice activities with the more vulnerable cohorts would help to inform more nuanced inputs for the multiple needs of these groups.
- Create and collate ‘social account films’ of people with lived experience, and professionals involved in the aftereffects of knife crime to provide an asset base for school staff to use in guided classroom discussions.

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