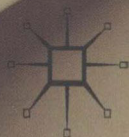


**CRIME,  
ANTI-SOCIAL  
BEHAVIOUR  
AND SCHOOLS**

**EDITED BY  
CAROL HAYDEN  
AND DENISE MARTIN**



# Crime, Anti-Social Behaviour and Schools

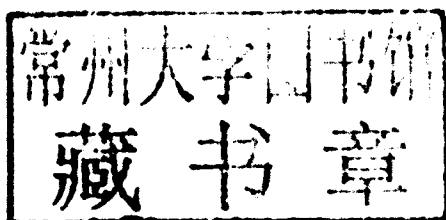
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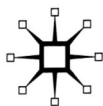
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# Crime, Anti-Social Behaviour and Schools

*Also by Carol Hayden*

IMPLEMENTING A RESTORATIVE JUSTICE APPROACH IN CHILDREN'S  
RESIDENTIAL CARE (*co-authored*)

CHILDREN IN TROUBLE

OUTSIDE LOOKING IN: Families' Experiences of Exclusion from School  
(*co-authored*)

STATE CHILD CARE POLICY: 'Looking After' Children? (*co-authored*)

CHILDREN EXCLUDED FROM PRIMARY SCHOOL: Debates, Evidence, Responses

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# Notes on Editors and Contributors

## Editors

### **Dr Carol Hayden, Professor in Applied Social Research, University of Portsmouth**

Carol has worked as a researcher and lecturer at the University of Portsmouth since 1989, following a ten-year teaching career working in school, college and community settings. She worked at the Social Services Research and Information Unit (SSRIU) for 14 years, including managing the unit for the last two years. Carol joined the Institute for Criminal Justice Studies (ICJS) in 2003 and has the responsibility for over-seeing the teaching of research methods, as well as conducting applied research. She has undertaken or managed around 40 funded research projects. Her research experience is wide-ranging, crossing services and service sectors; however, her particular expertise focuses broadly upon children in trouble. Much of her work to date at a national and international level has been conducted in collaboration with agencies (social services, education, children's departments, the police and charitable organisations). Recent books include: *Children in Trouble* (2007) and *Implementing Restorative Justice in Children's Residential Care* (2010, with co-author Dennis Gough).

### **Dr Denise Martin, Senior Lecturer in Criminology, University of Brighton**

Denise has been a researcher and teaching for a number of years. Her work focuses on several key areas within criminology: including prisons, police and youth offending and victimisation. In recent years she has been conducting research in school environments. This has included research into young people's experience of crime and victimisation in schools in an inner London borough and more recently an ESRC-funded project. In the latter project Denise was the Principal Investigator exploring the nature of violence against teachers in schools. She has also, with colleagues from the University of Portsmouth, completed an evaluation of the UK case study of a European Safer School initiative. Her current interests include the growing levels of surveillance and policing in the school environment.

## **Contributors**

### **Dr Andy Briers, Police Sergeant and Senior Lecturer, Middlesex University**

Andrew is a police officer in the United Kingdom, the first police officer to be placed in a school on a full-time basis and former coordinator for the Safer Schools Programme. He is also a former schoolteacher who has devoted much of his time to working with disaffected young people. He runs a Juvenile Mixed Attendance Centre for the Home Office. He also serves as a foundation governor at a local school in London where he assists with the development of school policies. He was awarded the Fulbright Police Fellowship Award and travelled to the USA to study the role of law enforcement agencies in schools as part of his PhD research with Middlesex University. He was also awarded the National Training Contract for Safer School Partnerships (SSPs) which was supported by the Home Office, Youth Justice Board, DfES, ACPO and CONFED. He is a senior lecturer at Middlesex University, Centre of Excellence for Work Based Learning. He was awarded the Fulbright Alumni Initiative Award which enabled him to set up an exchange programme between UK and US school-based police officers; which has led to the creation of the Centre for Excellence for International School/Community Safety at Colorado State University, USA, where Andrew is an Adjunct Professor.

### **Dr Caroline Chatwin, Lecturer in Criminology, University of Kent**

Dr Caroline Chatwin contributes to the core criminology undergraduate teaching programme and specialises in the fields of drug use and young people and crime. She has recently been involved in researching crime against young people and is a co-author of a report on young people and victimisation in the London borough of Newham.

### **Dr Ellyn Dickmann, Associate Dean, University of Wisconsin, USA**

Ellyn became Associate Dean in the School of Education and Professional Studies at the University of Wisconsin in August 2010. Prior to that she was Associate Professor of Educational Leadership, Renewal and Change at Colorado State University. She completed her PhD at Colorado State University in 1999 with a focus on interdisciplinary studies and youth violence. Her dissertation examined the culture of police in schools. Dr Dickmann also studied and worked for one year (1989–1990) at the University of Michigan. She is also a recognised international speaker in the area of school resource officers and school safety.

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Jane has a BA in Psychology, an MSc in Criminology & Forensic Psychology and a Postgraduate Certificate in Higher Education. Her Masters dissertation explored young people's experiences of victimisation in two schools in Ireland. She has worked on two research projects: Experiences of Violence by Secondary School Teachers in London, Hertfordshire and Essex, funded by the ESRC; and Adolescent Drinking Cultures: Peer Influence and Ethnicity, funded by the Joseph Rowntree Foundation. She has been teaching part-time since September 2006 and runs a number of seminars, lectures and workshops in victimology and forensic psychology. She is currently studying for her PhD and exploring the treatment of disabled victims.

**Dr Amanda Holt, Senior Lecturer in Criminal Psychology at the Institute of Criminal Justice Studies, University of Portsmouth**

Amanda teaches across a range of undergraduate and postgraduate programmes within psychology, criminology and forensic studies. Her research interests include youth justice, crime within families, and qualitative methods. She has a particular interest in the use of transdisciplinary theoretical approaches in addressing these topics.

**Dr Belinda Hopkins, Director of 'Transforming Conflict'**

Belinda carried out research on restorative justice in schools for her PhD, which was completed in 2006. She runs her own training company, writes and teaches in the area of restorative approaches to conflict. She has had wide experience in developing policy and practice in the field of restorative justice, particularly in school settings, for over a decade. For example: various roles with the Restorative Justice Consortium (RJC); Member of the Home Office Committee that developed National Practice Guidelines for Restorative Justice Practitioners; Member of the Winchester Restorative Justice Group and responsible for planning and coordinating several successful international Restorative Justice conferences; Organiser of an annual conference on Restorative Justice in Educational and Residential Settings in partnership with Public Sector Strategies (PSS); Chair of European Forum for Restorative Justice Education Committee.

**Dr Nicola Mackenzie, Senior Research Officer at the Department for Education, Schools Research Team.**

The Team cover research on all aspects of schools, from ages 5–16. Nicola has previously worked on various research projects, including an

ESRC-funded project looking at Secondary School Teachers' Experiences and Perceptions of Violence.

**Dr Andrew Millie, Senior Research Fellow, University of Glasgow**

Andrew is probably best known for his work on anti-social behaviour leading to the publication of numerous articles and two recent books: *Anti-Social Behaviour* (2009) and *Securing Respect* (2009). Andrew has also researched and published on issues of policy, policing, criminological theory and criminal justice. He has an evolving research agenda that integrates elements of policy, theory and philosophy in order to understand better processes of criminalisation, ideas of order and the creation of urban civility.

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Stephen has written numerous textbooks of sociology and social policy, as well as journal articles on anti-social behaviour and offending. He is currently leading a cross-European project on the victimisation of school-age children.

**David Porteous, Principal Lecturer in Criminology, Middlesex University**

David teaches criminological theory and research, international comparative criminology and youth crime and youth justice. His recent research has focused on violence involving young people as perpetrators and victims and on the effectiveness of the youth justice system in meeting their needs.

**Dr Dawn E. Stephen, Principal Lecturer, University of Brighton**

As an academic determined to work across disciplinary boundaries, Dawn's primary interest is promoting justice for children and young people and she has published several works in pertinent areas, including: critiques of the progressive criminalisation of youth, understanding marginalised young people's transitions to adulthood and students' experiences of higher education. In each of these areas, the frequently troubling accounts of children and young people's experiences of schooling provided the impetus to contribute to this edited collection.

**Dr Peter Squires, Professor of Criminology and Public Policy, University of Brighton**

Peter has worked at the University of Brighton since 1986. He has wide-ranging research interests in the field of criminology and social policy, that include young people and anti-social behaviour. He is well known for his research and publications on anti-social behaviour, and gun and knife crime.

**Professor John Visser, University of Birmingham and Visiting Professor, University of Northampton**

John is prominent in the United Kingdom as a trainer of professionals who work with children with Social, Emotional and Behavioural Difficulties (SEBD) and as a researcher. He has produced wide-ranging publications in this field. He has been involved in research projects for English government bodies, including the 2003–05 Ofsted investigation into challenging behaviour in schools.

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# 1

## Crime, Anti-Social Behaviour and Schools – Key Themes

*Denise Martin, Peter Squires and Dawn E. Stephen*

### **Behaviour and schools: educational and criminological perspectives**

Poor behaviour in schools cannot be tolerated. To do so is to harm the interests of pupils, staff and the perpetrators of the bad behaviour. Children have a right to attend school in safety and to learn without disruption. Parents are entitled to expect that their children have the best possible learning experience and one that will allow them to fulfil their potential. Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their pupils.

(Steer, 2009, p. 18)

How children and young people behave in and around schools is an issue of enduring public and policy interest. Most people are likely to have a view on the matter, including a view about whether the behaviour of young people is changing (Hayden, 2010). Educationalists and criminologists have a different, but overlapping, concern in this respect. For educationalists the main focus is on 'pupil' behaviour and whether it gets in the way of other pupils' learning and teachers doing the job of teaching (as the above quotation illustrates). Government enquiries (DES/WO, 1989) and reviews (Steer, 2009), as well as most academic education research in the United Kingdom on behaviour in school concludes that it is the low-level disruption and general rudeness that saps the energy of teachers and gets in the way of children learning (Hayden, 2009). Criminologists, by definition, generally focus on the

most problematic behaviour, which may be seen as 'anti-social' or is clearly 'criminal' (in the sense that it breaks the law). For criminologists (and criminal justice agencies), schools are often the site on which data are collected from young people (see, for example, Smith and McVie, 2003; MORI, 2005; YJB, 2009a, b), with the focus being on victimisation and offending. However, since the late 1990s schools have explicitly become part of a wider crime prevention project, in which the psychological discourse of 'risk' and 'protective' factors is liberally used as justification for a range of interventions focused on pupil behaviour. The interests of educationalists and criminologists now overlap more explicitly than previously in the United Kingdom. At the same time, this difference in disciplinary focus inevitably means some tension in how the two disciplines construct the problem and the language they use to do this (Hayden, 2010).

The opening quotation from the Steer Committee utilises 'poor', 'bad' and 'disruption' in relation to pupil behaviour in just one short paragraph. Even the choice of referring to young people as 'pupils' is not without its critics, with some arguing that 'students' is a preferable term. Add to this our decision to include 'crime' and the much-contested term of 'anti-social behaviour', and we have a complex terrain that needs further explanation. An area of contention in relation to the behaviour of children and young people in and around schools is how we understand why people behave in a particular way. For example, 'bad' behaviour implies a clear moral judgement that the behaviour is wrong; whereas 'social, emotional and behavioural difficulties' is a recognised category of special educational need (SEN), which should be met by the appropriate teaching strategies in school. 'Anti-social' and its opposite term 'pro-social' have their origins in psychological concepts about behaviour. These terms, too, imply a judgement about behaviour, with the promotion of 'pro-social' behaviour being the explicit aim of some work with children and families. This approach inevitably presumes agreement about social norms and the behaviour wanted from children and young people (Hayden, 2010).

Contributors to this volume have different ways of conceptualising behaviours in and around schools, which reflects the key tensions between criminological and educational perspectives. However, we agree about some key issues – such as the way the media tends to amplify adult concern about the behaviour of young people, and that most behaviour causing concern in schools is neither 'anti-social' nor 'criminal'. That said, it is clear that some highly problematic behaviour happens from time to time, and the evidence suggests that this is

concentrated in schools in already adverse circumstances (see Neill, 2008). The connection between patterns of inequality, particularly as this relates to boys, is expanded upon in Chapter 4.

Schools and education as a way of responding to various social ills was a feature of the New Labour administrations (1997–2010). ‘Education, education, education’ was said to be the priority of New Labour from the outset. This priority was set alongside a broader goal of clamping down on crime and anti-social behaviour (ASB), which was epitomised by the Crime and Disorder Act (1998) and later the ‘Respect’ agenda (Home Office, 2006b). The emphasis on individual rights and responsibilities as the route to gaining collective entitlements was also evident. These key themes have been consistent in legislation over the past few years, and much criminal and social policy has been aimed at reducing the seemingly problematic behaviour of young people and their families. The school as an institution has long been seen as having a primary socialising role (Hendrick, 2006) and has increasingly also been seen as having a primary crime prevention role (Hayden, 2005). This chapter begins by exploring how crime and ASB came to be seen as relevant to what happens in the education system. It will critically examine definitions of anti-social and other forms of problem behaviour and the complexities involved in the use of terminology across disciplines. The chapter refers to the wider context of ASB legislation and recent criminal justice and social policies, identifying key themes that emerge as an underlying thread throughout this volume.

## **Schools and problem behaviour**

A wide range of problematic behaviours are likely to be found in any school, partly because of the very large number of young people concentrated under the supervision of a relatively small number of adults. Not everyone wants to be in school, or at least not for all the activities on offer. The opportunities for conflict are numerous, as are the sources of stress. Children and young people have relatively little control over how they spend a large proportion of their day throughout their childhood. They have to learn how to get on with others under the close supervision of adults who are greatly outnumbered. Teachers are also heavily monitored by the state; so, this combination of being outnumbered and heavily monitored can lead to concerns about maintaining order (Hayden, 2010).

Problem behaviour in schools is not new. Hayden (2007) has documented how adult concern is evident wherever there are written records