



## EARLY INTERVENTION AND PREVENTION MODELS TO COUNTER THE RISKS OF YOUTH HOMELESSNESS

**Early intervention models** work with young people before minimum school leaving age and age at which young people can legally leave home. **Prevention models** work with young people at the point at which they present as homeless in their own right. UNCR designate young people aged under 18 years as children but in practice young people leave home legally as early as 16 years in the UK and in Portugal, although not in Czech Republic or Netherlands.

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The Toolkit accompanies the DVD, *Homeless Youth: Early Intervention in the UK*, prepared by the UK team of the CSEYHP project. This is a draft of our Toolkit which will be updated following the testing of specific interventions by other CSEYHP teams in CZ, NL and PT.

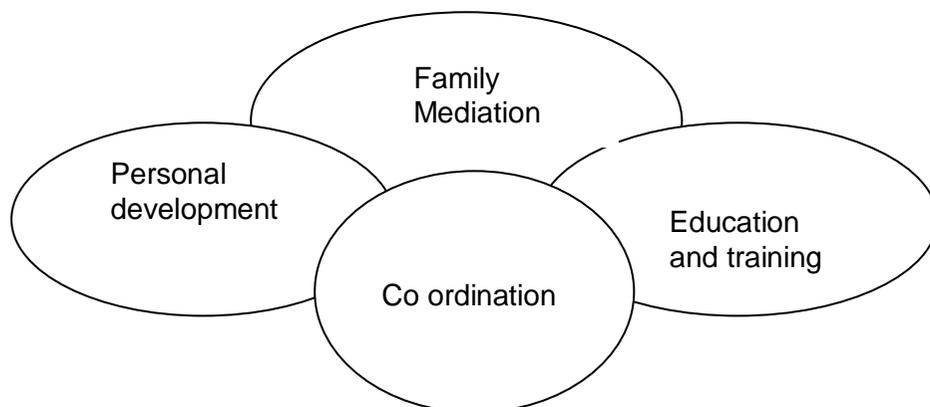
## Early Intervention

The purpose of early intervention models is to assist the young person to remain at home safely or to leave home safely. Because young people are under the legal age at which they can be responsible for themselves there are several issues and several stages:

- Identifying young people at risk including young people running away, young people in situations of family poverty, family conflict or family disruption, young people excluded from school or at risk of exclusion from school.
- Young people are given the tools to help resolve conflicts in their family and with their peers such as anger management, listening and communication skills and personal development.
- Family mediation work is undertaken very carefully. Separate meetings are held with the young person and parent to identify issues. In the UK independent non-government agencies often deliver these services.
- Young people are signposted to agencies that can support and help them to either resolve conflict or to escape from dangerous situations. Children's Services must provide accommodation for young people at risk under the age of 16 years.
- Young people are made aware of the risks associated with running away and becoming homeless and the associated risks.

**Early intervention programmes** can either be targeted services provided by one voluntary sector agency or they can be provided as a cluster of services provided by the local municipal authority and the voluntary sector. Children's Services are often involved. An example of a **targeted service** approach is that of a homeless agency working in school.. Homeless agencies provide training in schools that can offer young people the conflict resolution skills to deal with family and peer conflict. Alternatively homeless agencies can provide lessons about the experience of homelessness and at these sessions give young people the opportunity to approach an agency worker. **A cluster service** approach brings together agencies providing personal development tools, education and training and family mediation. Young people identified as being at risk of homelessness enter the programme through personal development (self esteem, communication et), engage with additional education and training and may then proceed to family mediation. One model of this approach was Safe in the City in London 1998-2004..

**A MODEL OF THE CLUSTER APPROACH TO EARLY INTERVENTION** following the Safe in the City programme (London 1998-2004)



The first four parts of this Toolkit describe **five early intervention** services for young people prior to the age at which they are legally entitled to leave home e.g. under 16 years of age in the UK: lessons on homelessness in schools, mediation/ conflict resolution skills workshops offered in schools or a local area, family mediation (often offered in schools), respite or emergency accommodation particularly for young people running away, and a cluster model approach in a local area. The first three targeted services (lessons, conflict resolution, family mediation) are often offered by the same voluntary service provider in parallel sessions in selected schools in areas identified as having high youth homeless rates.

**The purpose of prevention models** is to work with young people who have already left home and presented as homeless to a local government authority or are already at the point of crisis and have become homeless.

- At age 16 years onwards young people may leave home in the UK and ask for support from Children's Services because they are homeless. Reasons for leaving home can include family conflict, family disruption, personal problems or school issues.
- For 16-17 year olds the most common approach is Family Mediation. Family Mediation projects may include mediation workers who have expertise in mental health issues, or substance misuse issues. These issues may affect the young person or the parent or both.
- Young people may be placed in temporary respite accommodation such as Crash Pads or Time Out projects which offer bedspaces with intensive support. During the time they are in these projects (from 2 weeks to 3 months depending on the model) young people are given life-skills, offered key workers support and family mediation.
- A specific service for young people aged 16 years and above who are homeless in an emergency is that of NightStop hosts. These hosts are volunteers who offer a room in their home for between 1 night and 2 weeks while housing and family support is put in place.

The second five parts of this Toolkit describe **four prevention services** for young people at the age at which are legally entitled to leave home but their peers are still living at home e.g. 16-18 years in the UK. These services are: emergency accommodation through night stop/ crash pads or time out projects (2 to 12 weeks) or longer term supported lodgings (3 – 24 months), family mediation, education for employment, and long term accommodation.

This Toolkit summarises approaches to working with young people to prevent youth homelessness relevant to different points in their lives – pre crisis and post crisis. It is based on the Toolkit provided by the Department of Communities and Local Government to guide local authorities and agencies in the UK in preventing youth homelessness available at [www.dclg.gov.uk](http://www.dclg.gov.uk). However it has been adapted to accompany the DVD *Homeless Youth: Early Intervention in the UK* produced for the CSEYHP project and to be of more general use in other European countries.

## EARLY INTERVENTION SERVICES

### Early Intervention Service 1: Information and education about homelessness to school age young people

Timing of Intervention/ Service (Stage of young person's life)	Tools: Description of intervention, activity or service	Intended/ Required Objectives and Outcomes	Checklist Questions
<p>Age 13+</p> <p>Universal or targeted services (information and education) to young people of school age</p> <p>Pre-crisis</p>	<p><b>Information, advice and training on homelessness provided for young people through lessons during school hours by a schools worker from the homeless agencies and/or an ex-homeless mentor.</b></p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Risk factors for youth homelessness</li> <li>• Impacts of homelessness on young people's longer term outcomes</li> <li>• The realities of the homelessness process</li> <li>• Support services which are available and how to refer to them</li> <li>• How to leave home safely</li> <li>• The costs and realities of managing in their own flat</li> </ul> <p>This will be provided through:</p> <ul style="list-style-type: none"> <li>• Workshops and lessons delivered through schools</li> <li>• Road shows in local areas to reach</li> </ul>	<p>Realistic expectations amongst young people regarding homelessness and housing options</p> <p>Self-identification of young people at risk of homelessness</p> <p>Early referral to prevention services</p> <p>Reduced homelessness presentations from young people leaving home early</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p> <p><b>Who (should) provides?</b></p> <p><b>Are the objectives and</b></p>

	young people excluded or self excluded from school <ul style="list-style-type: none"> <li>• Information leaflets on available services</li> <li>• Follow up meetings with individual young people who identify themselves as being at risk.</li> </ul>		<b>outcomes being achieved?</b> Y [ ] N [ ] Unsure [ ]  <b>Comments:</b>
<p><b>Example</b></p> <p><b>The example in the DVD is from STAMP the Schools Training and Mentoring Project, run by St. Basils in Birmingham. The schools project of Herefordshire SHYPP (working in a rural area) is also referred to. Both projects are funded by their local authority and the service is delivered by a member of staff and an ex-homeless peer educator and can include further support from a peer mentor.</b></p> <p><b>The lesson plan from STAMP is delivered by an agency worker and a peer educator, and includes the following:</b></p> <p>The St Basils team make up a character called 'J'. They discuss with the class the people who are important to 'J', and 'J's likes and dislikes, and needs - Physical? Social? Emotional?</p> <p>They ask the school students to think of 3 rooms in their family home:</p> <ul style="list-style-type: none"> <li>• Living Room. What do you do in the room? Watch tv and relax (write in physical needs). What if you couldn't do this? You would feel sad (write in emotional needs), and you wouldn't want to be around other people (write in social needs).</li> <li>• Bedroom. Get home from school and go to bedroom and what do you do in this room? Sleep and rest (physical needs). What if you couldn't do this? You would be cross and upset (emotional needs) and you would want to be alone (social needs).</li> <li>• Bathroom. Clean and go to the toilet. What if you couldn't do this? You would get dirty (physical needs), embarrassed (emotional needs) and hide away (social needs).</li> </ul> <p>What would happen to you after 2 weeks of not being able to do any of this? How would you look? How would people treat you? The team then report that 'J' has moved out of the house for 2 weeks and is living on a sofa in a friend's house. This house belongs to the friend's parents. 'J' is now homeless because he/ she can't live there permanently. 'J' would be officially homeless in a hostel or in bed and breakfast</p>			

because none of these places provide permanent accommodation for her/him.

Then 'J' has moves out of this house and sleeps on the streets for 3 days. Why has 'J' become homeless?

Now 'J' has a friend who has been on the street for a year. What risks might 'J' face now?

At the end of the lesson:

1. The Peer Educator tells then she/he was once homeless and they are visibly shocked.
2. The team provide information on phonelines where a young person can get help if homelessness ever happens to them. If a young person then approaches the team to discuss their problems then the STAMP worker refers them to the family mediation service run by St Basils and/ or introduces the young person to a peer mentor who will work on their issues with them.

A **peer educator** is someone who themselves has been homeless and who is trained by the homeless organisation to deliver education in schools alongside a member of staff.

A **peer mentor** is someone who themselves has been homeless and is further trained by the homeless organisation to deliver one to one life coaching to other young people at risk of homelessness. One example is the young woman from St Basils and the other young woman from SHYPP who speak in the DVD presentation. Both have been trained to work with other young people. The young woman from SHYPP also works with young offenders

This service can also be delivered outside of schools in a local area, as a 'road show'.

### **Next Steps**

Are there particular schools or schools in particular areas where this service is needed?

Are there particular areas where a 'road show' rather than a schools lesson is needed?

Can you agency get funding to provide this service?

Can your agency train ex-homeless youth as peer educators or work with agencies which can?

**Early Intervention Service 2: Conflict resolution skills in school**

<b>Timing of Intervention/Service (Stage of young person's life)</b>	<b>Tool: Description of intervention, activity or service</b>	<b>Intended/ Required Objectives and Outcomes</b>	<b>Checklist Questions</b>
<p>Age 13+</p> <p>Universal or targeted services teaching conflict resolution skills to young people of school age</p> <p>Pre-crisis</p>	<p><b>Conflict resolution skills</b>                      Many young people face difficult home circumstances owing to their parent's situation or to their own situation. Family conflict is a major cause of homelessness as is school exclusion often owing to conflict at school.</p> <p>Conflict resolution skills help young people understand the way conflicts arise and how to deal with problems.</p> <p>Conflict resolution lessons in schools offer training that can help young people navigate their family conflicts and also conflicts in the local area. Gang conflicts are an increasing cause of stress and homelessness for young people.</p> <p>Conflict resolution skills are an important asset for young people. They</p>	<p>Support young people to remain at home – prevent homelessness.</p> <p>Extend the time young people can stay at home until a planned move can be arranged.</p> <p>Re-build support networks so that young people have informal support in the future.</p> <p>Support young people to deal with conflicts in their local area associated with gangs and gang culture.</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p>

	<ul style="list-style-type: none"> <li>• Enable young people to continue in their family situation if they are safe to do so, and to get support in the future, even if they have left home.</li> <li>• Enable young people to deal with conflicts in school and hopefully prevent school exclusion through bullying</li> <li>• Help young people to navigate difficult situations in their local areas associated with gangs.</li> </ul> <p>Such interventions build long term social capital and makes it less likely that future problems will result in repeat homelessness because of lack of support.</p>		<p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
<p><b>Example:</b>  <b>The example in the DVD is the conflict resolution skills training offered by DePaul UK in four London boroughs.</b>  This conflict resolution training allows the young person to learn these skills and apply them in their family situation. Conflict resolution training has been extended, as reported in the dvd by the DePaul mediation trainer to allow young people to learn skills to deal with gangs in their areas. The DePaul mediator also promotes parents' groups in the schools where she works.  <b>Alone in London</b> provides a service that combines lessons on homelessness (as in Service 1) with elements of Service 2 i.e. a lesson about homelessness and teaching conflict resolution skills  Both services give further information on phone lines and agencies to contact if a young person ever becomes homeless. They also offer the opportunity at the end of each school session for young people to book individual 1:1 sessions for further support.</p> <p><b>Next Steps:</b>  Are there particular schools or schools in particular areas where this service is needed?  Can your agency get funding to provide this service?</p>			



	<p>other professionals.</p> <ul style="list-style-type: none"> <li>• The young person is interviewed by the mediator separately in school or a youth club or a place where they feel comfortable away from the family home. The young person must be prepared to engage with the mediation otherwise the process does not continue.</li> <li>• The important issues of conflict identified by the young person are discussed.</li> <li>• A separate meeting with the parent(s) of the young person takes place to explore their conflict issues.</li> <li>• A balance of issues is established.</li> <li>• Once the issues are established no more issues can be raised during the course of the mediation process. This is to stop other new issues being thrown into the discussion preventing a resolution of agreed issues.</li> <li>• Meetings with young people and their parents/care-giver concentrate on resolving some of the conflict issues.</li> <li>• After 6 meetings (usually) or more the process ends with some</li> </ul>		<p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p> <p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
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	<p>conflicts resolved.</p> <p>Mediation should be available on an ongoing basis – even if the young person leaves home. This is to enable reconciliation and ongoing support from family. Mediation interventions build long term social capital and makes it less likely that future problems will result in repeat homelessness because of a lack of support.</p>		
<p><b>Examples in the DVD are the St Basils Mediation Service in Birmingham, and the DePaul UK Mediation Service in London.</b></p> <p>Both services report that young people usually had 2-3 conflict issues they wanted to discuss whereas parents often had a list. Both services try and get the number of issues between the young person and their parent or significant other (they could be living with another relative) more balanced and will have a second meeting with the young person to explore if there are any more issues they wish to raise.</p> <p>In some situations parents of the young person will refuse to engage in family mediation. In these cases the team concentrate on helping the young person to develop skills that allow them to deal with issues at home, as long as it is safe to do so.</p> <p><b>Next Steps:</b>  Is this service being delivered to 13-17 year olds by statutory agencies? Would voluntary agency delivery be helpful?  Who could fund? Education services? Children's Social Services? Philanthropic Institution?</p>			

**Early Intervention Service 4: Respite accommodation with assessment services for young people at risk in the home and/ or running away from home**

<b>Timing of Intervention/ Service (Stage of young person's life)</b>	<b>Tool: Description of intervention, activity or service</b>	<b>Intended/ Required Objectives and Outcomes</b>	<b>Checklist Questions</b>
<p>Young people running away from home under the legal age of leaving home (16 years in the UK).</p>	<p><b>Assessment/ Respite Services</b>                      Accommodation based services which provide an opportunity to fully review young people's needs and determine the most appropriate packages of accommodation and support.</p> <p>Accommodation is mostly provided in dedicated short stay hostels or rooms within longer stay hostels.</p> <p>Length of stay is usually 2 weeks. Offered by a voluntary organisation in association with funding from local authorities. Children's Services know about each case and may be the referral agency.</p> <p>Assessments are holistic to consider both the needs of the young person and the risks to the young person. They consider young people's practical, personal and social lifeskills; education, training and employment needs; support needs with issues such as health, mental health, alcohol or drugs; support required with other issues. Family</p>	<p>Short term accommodation (up to two weeks). Intensive assessment of needs, involvement with social services</p> <p>Focus on addressing the wider needs of young people, and linking them into the support required for them to make successful transitions to adulthood.</p> <p>Returns home, where these are appropriate.</p> <p>Referrals into appropriate children's services an option.</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p>

	<p>conflict, disruption and parenting issues are considered including physical health, mental health, alcohol or drugs addiction of the parent or care giver.</p> <p>Mediation will usually be offered during or as part of the assessment if appropriate.</p> <p>.</p>		<p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
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**Example:**

**The example reported in the DVD *Early Intervention Methods in the UK* is that of Safe@Last.** This agency provides emergency accommodation for young people aged under 16 years; it is funded by four local authorities in one are of England, South Yorkshire. Safe@Last was founded in 2000 after the issue of runaways became important in South Yorkshire.

**Next Steps:**

Is there an area with a particular issue with runaways?

Will local authorities fund emergency accommodation beds within a voluntary sector hostel or specialist accommodation?

**Early intervention Service 5: A cluster service approach for school age young people at risk of becoming homeless.**

Timing of Intervention/ Service (Stage of young person's life)	Tool: Description of intervention, activity or service	Intended/ Required Objectives and Outcomes	Checklist Questions
<p>Young people aged 13 – 17 years who are still at home, but who have been identified as being at risk of homelessness</p> <p>Difficulties at home or school (including bullying) have been identified.</p> <p>Young person may be exhibiting anti social behaviour</p> <p>Young person may have run away</p> <p>'Safe in the City' used 5 indicators to identify young people at risk of</p>	<p><b>“Safe in the City” or “Safe Moves” Package</b></p> <p>A cluster of services that may be delivered by separate agencies, but with a single 'gateway' or co-ordinated access/ referral routes. Delivered in the local area to young people at school or excluded from school.</p> <p>Services should include:</p> <ul style="list-style-type: none"> <li>• Questionnaire/ screening tool to identify young people at risk</li> <li>• Personal development and life skills training (including anger management, self assertion, negotiation skills and conflict resolution, as well as budgeting, cooking/ healthy eating/ self care)</li> <li>• Education for those out of school</li> <li>• Family mediation (see mediation section below for more details for young people living at home and those moved away)</li> </ul>	<p>Early referral to support services</p> <p>Personal development of young person</p> <p>Education and Training for young people excluded from school or in danger of school exclusion</p> <p>Tailored package of support for young people at risk of homelessness</p> <p>Planned moves from parental home, avoiding crisis</p> <p>Sustained positive links with parents (and other extended family) to maintain supportive relationships and networks after leaving home</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p>

<p>homelessness: family poverty family disruption violence running away school exclusion</p>	<ul style="list-style-type: none"> <li>• Family Support and Conflict Resolution</li> <li>• Peer mentoring</li> </ul> <p>Life skills courses should be accredited by a recognised body to motivate young people to complete them and to ensure they are seen as having value. Peer mentors should also receive an accredited qualification</p> <p>Where it is not possible for young people to remain in the parental home, a planned programme of resettlement should be started. These facilities may have waiting lists, so work may commence before a young person's 16<sup>th</sup> birthday or 18<sup>th</sup> birthday.</p>	<p>Reduced levels of 16/17 year olds experiencing homelessness</p> <p>Reduced levels of homelessness among young people 18 – 21 years</p>	<p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
<p><b>Example: The example in the DVD is that of 'Safe in the City' which ran in London between 1998-2004 and was the basis of the subsequent 'Safe Moves' programme.</b></p> <p>Safe in the City had a screening questionnaire to identify young people at risk. Young people had to have 2 or 3 of the 5 risk factors – family poverty, family disruption, violence, running away or school exclusion – in order to join the programme. Young people at risk were offered 3 services in their local area – personal development, education and training and family mediation. The family mediation service was only offered when young people had engaged in the other two services and had developed trust in the agency workers. Some local services also ran parenting groups for the parents of young people at risk.</p> <p><b>Next Steps</b></p> <p>Is there a local authority or a private foundation that would fund this type of early intervention to prevent youth homelessness among those most at risk?</p> <p>Are there local agencies with the individual expertise in working on personal development, education and family mediation or with parents?</p>			

## PREVENTION SERVICES

### Prevention Service 1: Night Stops and Crash Pads

Timing of Intervention/ Service (Stage of young person's life)	Tool: Description of intervention, activity or service	Intended/ Required Objectives and Outcomes	Checklist Questions
<p>At the point 16/17 year olds are found to be homeless, or found on the streets, or arrive at an agency asking for housing advice and assistance and cannot return home.</p> <p>Police, Children's Services or Social Services can refer to the local Night Stop organisation.</p>	<p><b>Night Stops, Crash Pads and Time Out projects</b></p> <p>Night stops and crash pads offer a safe place to stay for young people within a host household. The hosts are volunteers and unpaid</p> <p>Such arrangements may be for one or two nights in a crisis (Night Stops) or for a few weeks whilst other options are explored (crash pads).</p> <p><b>Supported Lodgings</b> Between 3 months and up to 2 years the hosts are paid and the accommodation is described as Supported Lodgings.</p> <p>All schemes will need: <i>Recruitment and selection of hosts.</i> This will involve advertising, interviewing hosts to</p>	<p>Provide a safe space for young people to review their options, access mediation services and consider a return home.</p> <p>Reduce the need to use emergency stay hostels or poor quality hotels.</p> <p>Provide a supportive environment for young people to develop the lifeskills they need for independence, prior to moving on to other accommodation.</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p>

	<p>explain the purpose of the scheme, their role, and testing motivations for being involved. Interviews can help identify sensitive issues that hosts may not have thought through, and are useful to screen out people who may not be appropriate.</p> <p>Potential hosts will also need background checks and further professional and personal references taken up.</p> <p><i>Training for hosts</i> – in what to expect, how to manage any paperwork, where and when to call for more support.</p> <p><i>Support for hosts</i> – regular visits and phone calls during placements to ensure that the placement is working well. Many services provide a 24 hour phone line for out of hours advice and assistance. Support can also help hosts draw up house rules which prevent misunderstandings arising during the placement.</p> <p>Support for the young person – visits and phone calls to ensure they are coping. Structured support to access education or training, specialist services, and plan their move to further accommodation.</p>		<p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
<p><b>Example: The example in the DVD is the Night Stop service in the UK is described by the co-ordinating worker from DePaul UK. In the UK</b></p>			

**Nightstop** offers temporary accommodation provided by volunteer hosts. The first NightStop was founded in Leeds in 1988 to prevent young people being street homeless. They are now co-ordinated by Depaul UK who assures the quality of each Nightstop organisation. Currently there are 48 local Night Steps provided by different charities across the UK such as individual churches or local associations of DePaul, Barnardos, or YMCA with 700 Nightstop hosts offering 6000 bednights per year.

Volunteer hosts have been recruited through churches, among those who volunteer to help at winter shelters for the homeless, and from public sector workers. The volunteer hosts offer shelter for one or two nights up to two weeks. (In some areas hosts may offer shelter for up to 6 weeks.) The hosts are given packs of night clothes and washing kits. Young people are given a meal at night and breakfast in the morning and after the first night go back to the agency that sent them to plan the next few days.

This model requires robust recruitment and placement procedures. The homes of hosts are inspected; hosts must be able to offer a separate room. Hosts also go through an enhanced criminal record bureau check (from police records) to help ensure that they present no danger to the young person they will host. Hosts are trained by the organisation, meet with experienced hosts who mentor them, and are linked into a support network.

Young people who are sent to the hosts are risk assessed by the organisation making the referral. This might be an organisation that the young person approached themselves or an organisation that works with the young person. Risks are limited; the young person may at most be a young offender with a minor offence or in other difficulties.

**Example: The Time Out project attached** to the Family Mediation Service, St Basils, Birmingham has been established for just over a year. It takes young people seeking supported accommodation in order to leave home in to a hostel place for a 2 week stay. During their stay they offer 10 hours key working per week to teach life skills and also intensive family mediation. 12 of the 14 young people who were accommodated last year in Time Out returned home for a least a period of time.

#### **Next Steps:**

Are there local organisations that see the need for this service in their local area having identified many homeless youths?

Is there an organisation that could co-ordinate and institute robust procedures?

Is move on accommodation available once the young person has been accommodated on an emergency basis?

**Prevention Service 2: Family Mediation with young people at the legal age of leaving home**

<b>Timing of Intervention/Service (Stage of young person's life)</b>	<b>Tool: Description of intervention, activity or service</b>	<b>Intended/ Required Objectives and Outcomes</b>	<b>Checklist Questions</b>
<p>Age 16-18 years plus</p> <p>Young people having left home or on the point of leaving home and homeless or at risk of homelessness.</p>	<p><b>Homelessness Mediation</b></p> <p>Mediation should be offered as soon as difficulties are identified – ideally in advance of homelessness or a crisis application for assistance and advice with housing.</p> <ul style="list-style-type: none"> <li>• Mediation providers should share clear objectives on preventing youth homelessness, and on enabling young people to remain at home where it is safe to do so;</li> <li>• A mediation process meets individually with applicants and excluders, and brings them together for a three-way meeting only when some initial tensions have been resolved, and it is safe to do so;</li> <li>• A proactive mediation provider will make timely appointments (within 24 – 48 hours), visit or work from locations that are accessible and comfortable for service users, and will follow up and re-arrange missed appointments;</li> <li>• Clear information on the implications</li> </ul>	<p>Support young people to remain or return home – prevent homelessness.</p> <p>Extend the time young people can stay at home until a planned move can be arranged.</p> <p>Re-build support networks so that young people have informal support in the future.</p> <p>Enable returns home over the longer term (6 months +)</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p>

	<p>of not attending mediation. In the UK failure to attend a mediation session will result in the agency being unable to progress an assessment/ investigation that leads to support and accommodation.</p> <ul style="list-style-type: none"> <li>• Negotiating extended stays at home pending a planned move to alternative (supported) accommodation;</li> <li>• Maintaining links with parents that will enable young people to continue to get support in the future, even if they have left home.</li> <li>• Even in those situations where parents do not attend the mediation sessions discussions with agency workers allow the young person to negotiate on their own behalf with their parents.</li> </ul> <p>Mediation should be available on an ongoing basis – even after a young person has left home. This is to enable reconciliation and ongoing support from family even if a return home is not possible..</p>		<p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
<p><b>Example: The example in the DVD is that of the Family Mediation Service offered at ST Basils. This service works with young people under the age of 16 years and over 16 years.</b></p>			

If a young person aged 16-17 years presents to the Link (St Basil's housing advice centre for youth) or to a Housing Department Neighbourhood Office in a homelessness crisis they will be offered family mediation. At this age and given the level of crisis it is more difficult for young people to be returned home permanently. With family mediation about half of young people can return to their family home temporarily while accommodation is being found for them. The other half must move immediately to alternative accommodation.

**Next Steps:**

Are family mediation services available locally?

Is family mediation offered by any statutory services, or any voluntary services?

### Prevention Service 3: Education for Employment

Timing of Intervention/ Service (Stage of young person's life)	Tools: Description of intervention, activity or service	Intended/ Required Objectives and Outcomes	Checklist Questions
<p>Age 16-19</p> <p>Universal or targeted services (information and education) to young people who are Not in Education, Employment or Training (NEET) and who are at risk of homelessness or homeless.</p>	<p><b>Information, advice and training provided for young people who are NEET (not in education, employment or training) by educators working with homeless agencies. (see additional information)</b></p> <p>Services include:</p> <ul style="list-style-type: none"> <li>• Assessment of literacy and numeracy</li> <li>• Assessment of IT skills</li> <li>• The realities of the job interview; process and training in interview and self presentation skills</li> <li>• Support services which are available and how to refer to them</li> <li>• How to access training for work</li> <li>• The costs and realities of work</li> </ul> <p>This will be provided through:</p> <ul style="list-style-type: none"> <li>• Workshops and lessons delivered at out of school projects</li> <li>• Workshops and lessons delivered at supported accommodation for young people</li> </ul>	<p>Realistic expectations amongst young people regarding their employment, education and training options.</p> <p>Self-identification of young people at risk of unemployment and homelessness through a lack of basic skills</p> <p>Also targeting school children at risk of becoming NEET and early referral to learning services for basic skills</p> <p>Reduced homelessness experiences among young people due to leaving home early following school exclusion or</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p> <p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p>

	<ul style="list-style-type: none"> <li>• Role plays on interviewing skills with feedback</li> <li>• Enabling young people to gain experience in a workplace</li> <li>• Information leaflets on available services</li> <li>• Key worker meetings with individual young people who identify themselves as being in need of education, training and employment support.</li> <li>• Some longer term support accommodation, Foyers, link the young person's tenancy to participation in Education, Training or Work.</li> </ul>	unemployment.	Y [ ] N [ ] Unsure [ ]  <b>Comments:</b>
<p><b>Example</b></p> <p><b>The example in the DVD that is referred to is the education programme that was part of the cluster of services offered by Safe in the City.</b> There has also been an evaluation of education support services provided to NEETs in London which identifies key factors of success.</p> <p><b>Next</b></p> <p>Are there projects that do this? Can they be linked to homeless services?</p> <p>What is the most effective way of delivering learning – e.g. on line tuition with incentives (£5 per short module finished) with tutor support or one to one teaching.</p>			

**Prevention Service 4: Move to Supported Accommodation and Housing Services**

<b>Timing of Intervention/ Service (Stage of young person's life)</b>	<b>Tool: Description of intervention, activity or service</b>	<b>Intended/ Required Objectives and Outcomes</b>	<b>Checklist Questions</b>
<p>At time the young person appears as homeless or applies for support (including housing support) because they are homeless</p> <p>At the point young people ask for advice and assistance with housing</p>	<p><b>A comprehensive range of supported housing services:</b></p> <p><b>Emergency/ assessment hostels ~&gt; supported lodgings ~&gt; foyers ~&gt; supported housing ~&gt; FSS in PRS/ social housing</b></p> <p>Authorities should undertake holistic needs assessments of the young people approaching them for housing assistance to determine the types and quantity of supported housing options required to meet these needs.</p> <p>Pathways through existing (and future) accommodation should be planned. As a minimum this should include:</p> <ul style="list-style-type: none"> <li>• Assessment beds (available at short notice)</li> <li>• Specialist (high support) provision for young people with mental health, drug/ alcohol, or complex needs.</li> </ul>	<p>No use of inappropriate or inadequate accommodation</p> <p>Young people provided with appropriate support and accommodation</p> <p>Lettings to permanent social housing only made when young people are ready and can cope.</p> <p>Decreased levels of future tenancy failure and abandonment.</p>	<p><b>Do we have this service/ do we provide this intervention?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Do we have adequate provision/ is the activity suitably targeted?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Who (should) funds?</b></p> <p><b>Who (should) commissions?</b></p>

	<ul style="list-style-type: none"> <li>• Progression beds – with structured support that enables young people to develop independence</li> <li>• Exit strategies (move on quotas for non-statutory service users; arrangements for full discharge of duty only when young people are ready; access to the PRS)</li> </ul>		<p><b>Who (should) provides?</b></p> <p><b>Are the objectives and outcomes being achieved?</b></p> <p>Y [ ] N [ ] Unsure [ ]</p> <p><b>Comments:</b></p>
<p><b>Example: The example of a structured approach in the DVD is that of the London Borough of Camden Children’s Services</b> which has accepted responsibility for young people aged 16-17 years and provided safe good quality accommodation through partnership with homeless organisations such as Centrepoint.</p> <p><b>Next Steps:</b>          What links can be established between local authority departments and voluntary sector agencies?          What housing services are available locally?</p>			