

BEYOND NURTURE GROUPS TO 'NURTURING APPROACHES': A PRELIMINARY INVESTIGATION OF THE HEDDLU BACH (MINI POLICE) SCHEME IN WELSH PRIMARY SCHOOLS

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ABSTRACT

The concept of nurture establishes the importance of supporting children's social and emotional skills, wellbeing and behaviour. As such, a Welsh Police Force implemented the *Heddlu Bach* (Mini Police) scheme in three Welsh Primary schools in the 2017-18 academic year. Using an evaluation research design, three focus groups were undertaken in each of the three schools with pupils that were involved in the scheme. Supplementary methods included semi-structured interviews with other stakeholders (teachers, teaching assistants, police community support officers), as well as documentary evidence in the form of pupil/school biographical information. The results reveal that the scheme developed children's aspirations, resilience, and self-esteem/self-worth. The children were engaged and immersed in their mini police 'duties' and this resulted in a positive view of both their own abilities, the police and police work. This engagement was set against a backdrop of communities within areas of social and economic disadvantage, and where the police are often viewed adversely. By being part of the scheme, the children gained a range of transferable skills and attributes. Wider benefits were also evident with whole family/community/school engagement and curriculum aspects relating to personal and social development, nurture, citizenship and environmental issues.

INTRODUCTION

Durham Constabulary was the first police force in the UK to establish a Mini Police scheme in 2011. Its remit was to establish a volunteering programme for 9-11 year olds with the aim of encouraging community engagement, while nurturing and developing the confidence of young people, initially within identified areas of social and economic deprivation. Although the scheme has never been independently evaluated, there appeared to be the following positive outcomes:

- A dramatic decrease in crime and antisocial behaviour.
- Greater engagement of young people with the police through the involvement of young people in civic, community and charity events and a growth in their self-confidence.

(Durham Constabulary, n.d.).

The use of interventions to support young people in challenging areas is not new, nor is the idea of

'nurturing approaches' within education (Kearney and Nowek, 2019). In parallel with the *Heddlu Bach* (Mini Police) scheme, seven other police forces in the UK have shown interest in implementing it. In Wales, there was a pilot of the *Heddlu Bach* scheme in three schools in South Wales in the 2017-2018 school year. The programme was rolled out to a larger number of schools across the local authority in 2018-19. The scheme is designed to facilitate factors such as community engagement, child-focused activities with a nurture dynamic, as well as educational aspects, such as supporting personal and social development and citizenship. This is usually achieved through either (school-led) community involvement or police-led participation in public events (Johnson, 2015).

The programme aligns with the current focus of Welsh Government, the police authorities, education and other public services in Wales in addressing the research knowledge promoted by Public Health Wales (2015) on the impact of Adverse Childhood Experiences (ACEs) on children's development. This

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concept was originally set out by Felitti et al (1998), who documented a number of adult behaviours that put children at risk. These include psychological, physical or sexual abuse. The research suggests that any adverse experiences encountered in childhood may contribute to antisocial behaviour in later years, including a propensity for aggressive and violent behaviour which may lead to them to becoming involved with the criminal justice system (Public Health Wales, 2015). Various studies have considered levels of crime in disadvantaged areas, and often conclude that low socio-economic status relates to greater involvement with the criminal justice system; higher rates of criminal offending and higher rates of victimisation (Newburn, 2016; Wilkstrom and Treiber, 2016). The Equality and Human Rights Commission (2018) asserts that those living in areas of poverty suffer inequalities resulting from socio-economic disadvantage. Moreover, the Social Exclusion Unit in 1998 revealed that 40 per cent of recorded crime in the UK occurred in the most disadvantaged areas, with violent and drug-related offences being much more common in these areas (Power, 2009). These findings concur with a highly influential study that investigated why some societies are more equal than others and reported that if inequality reduces then levels of crime may also decline (Wilkinson and Pickett, 2010).

It is not surprising therefore, that police forces across the UK have become increasingly involved with schools in undertaking crime awareness and prevention activities with young people. The *Heddlu Bach* scheme currently sits alongside this provision in Wales. After reviewing the literature and presenting the methodology, this paper will present findings from the evaluation of the pilot phase of the *Heddlu Bach* scheme. Conclusions and recommendations will then complete the paper.

The *Heddlu Bach* scheme

The *Heddlu Bach* project was designed to enhance existing links between a South Wales police force and schools within the area. Many links had already been well established through school engagement with the All Wales School Liaison Core Programme (AWCLCP), which has been traditionally delivered by School Community Police Offices (SCPOs) over a number of years. A variety of themes were adopted for the 2017-18 academic year and included a range of topics such as: internet safety, bullying, personal safety and safe places to play. The SCPO delivered the core aspect in assemblies or in lessons over a half-term and the Mini Police involvement/follow up was related to these themes. The children would assist with the delivery of a particular topic, and involvement would be, for example, contributing to school assemblies or supporting peers on the playground/in the classroom in relation to developing friendships or befriending children who

were on their own. Establishing community links was additionally a key factor in the scheme, so activities often had an outward-facing focus.

Three schools in an urban conurbation in South Wales were chosen to adopt the Mini Police scheme. A total of 58 children were 'sworn in' as mini officers after a 'mock' recruitment process that asked pupils to fill in an application form with their parents. A sense of identity was seen as being integral to the scheme both by school staff and children, with children having their own *Heddlu Bach* uniform. Children nominated themselves for positions and in some cases, an interview process was implemented. Training in a range of police-related tasks was facilitated by a School Police Liaison Officer (SPLO). The children were then involved with community tasks such as litter picks and looking at issues raised by the community. Specific interventions then took place, such as working to educate their peers on issues such as antisocial behaviour around Hallowe'en and Bonfire Night, as well as assisting the police on issues such as speed awareness. Generally, a weekly session of varying duration was delivered by each of the schools, and pupils were then selected by the school (in collaboration with the attached Police Community Liaison Officer) and attended an awards ceremony at the UK Houses of Parliament.

Children's attitudes, values, character and behaviours

It is apparent that the education system seems to be increasingly responsible for promoting moral and civic values in young people (Oladipo, 2009). The 'social action' measure of the *Heddlu Bach* programme may be categorised according to Lickona (1991) as 'character education', and the debate here is whether schools should in effect, be moral guardians as well as educational ones. The role of the school in relation to pupils' social and emotional development is on many political agendas (Welsh Government, 2018; Gov.UK, 2018). There is no doubt that social structures are rapidly altering and families, family life and the fabric of communities are constantly changing. Current events in the UK (such as Brexit) are blurring these boundaries as further divisions are becoming apparent, such as the worrying rise of extremism and a sense of alienation felt by some in disadvantaged communities. These developments have been exacerbated by public funding cuts to local services and many police forces. The *Heddlu Bach* scheme is not a panacea for these issues, but by engaging in short-term nurture-based programmes, children in areas of disadvantage may have an opportunity to improve their long-term life outcomes through the development of factors such as improved self-esteem, resilience and better school engagement, which could result in raised aspirations and attainment. It is pertinent to point out here that studies such as Baumeister et al (2003) allege that

positive self-esteem alone has little effect on academic performance. Nevertheless, Marsh and O'Mara (2008) remark that positive academic self-concept does influence school performance. Therefore, engaging children in tasks and education-related skills may prove a contributing factor to greater school success for children following the scheme.

Weare's (2006) work on the emotionally literate school stressed the importance of building and maintaining positive connections between the school and community, even while operating within challenging circumstances (Cushman, 2008; Dean and Galloway, 2008). Understanding the long-term impact of any intervention programme on children under the umbrella of a wellbeing dynamic is a challenge. This is because children are reliant on nurture and care in their early development and education, (Dowling, 2014, Garvey, 2017). Also, it is becoming more apparent that how an individual perceives themselves has an impact on their actions, and thus any intervention that supports children in relation to their self-perception will have an overlap or contribution to a family/community dynamic (Dornyei and Ushioda, 2009).

Intervention programmes that work with children and families such as Head Start (2015) document positive outcomes, not just during the programme, but also after they have left it (Deming, 2009). Most research on young children focuses on measurable impacts on child development or school readiness, without follow up over time to understand and document children's longer-term wellbeing. Few studies identify short-term positive changes that create a gateway towards later benefits for the child and family and herein lies the problem. Often these programmes are directed at early pre-school intervention, and Yen et al (2019) suggest there is evidence that pre-school programmes for children from low-income households have the most effect (Campbell et al, 2012; Elango et al, 2016).

The use of targeted social and emotional development intervention programmes for school-aged children

Research on targeted intervention programmes for school-aged children is well documented within a nurture dynamic (Bennathan and Boxall 1996; Boxall, 2002; Lucas, 2010). However, these are equally as pertinent as early intervention programmes, especially for children in areas of socio-economic disadvantage who may be subjected to Adverse Childhood Experiences (ACEs) such as abuse, neglect and poverty (Public Health Wales, 2015). Green et al. (2018) found that this will enable clarification as to which child and family level factors are most important to ensuring children's resilience to adversity. Indeed, Maslow (1970, 1998) indicated that 'self-actualisation', or the ability to find self-fulfilment and

to realise one's own potential, could not occur until various other physiological and psychological needs were met. Positive self-esteem has been viewed as a desirable attribute for pupils, and therefore studies investigating self-esteem measures often note the important influence of the school climate (Scott, 1999). Another factor that could contribute to any success of a targeted scheme is the ethos and guidance of head teachers and their subsequent nurturing of pupils and studies investigating self-esteem measures often note the important influence of teacher dispositions and school climate (Helm, 2007; Scott, 1999). The National College for School Leadership (NCSL, 2010) also identified the importance of 'resilience and emotional maturity' as essential competencies for effective school leaders. This is a dynamic that needs further research in relation to the development of a nurture-based whole school environment.

It may be pertinent to compare the implementation of the *Heddlu Bach* scheme to a 'growth mindset' approach. This method of thinking refers to a belief around the malleability of personal attributes (Dweck, 1999), and thus, children who engaged with the scheme had mind-sets which were open to meaning making processes, goals and behaviours (Dweck et al, 1995). Having a growth mindset can allow a child to respond to challenges and disappointments from a standpoint of resilience as opposed to feeling disengaged and helpless, and Dweck and Leggett (1988) and Yeager et al (2014) attest that children with a growth mindset are more able to adjust to academic transitions than those with a fixed mindset. Dweck and Leggett imply that having a growth mindset can modify the link between challenge and subsequent performance. Indeed, growth mindsets may be associated with higher self-esteem and improved performance (Brock and Hundley, 2016) and because links between results and engagement are established, this can then lead to higher willingness and capacity to learn, especially from new information or difficult situations, which are abilities likely to be vital for succeeding in adult careers now and in the future (Bakhshi et al, 2017). Although there is evidence that growth mindset interventions can result in positive change directly afterwards, there is no robust evidence for sustained change. To this end, the lack of long-term sustained evaluation within the literature is still apparent (Blackwell et al, 2007), which rationalises the need for longitudinal tracking of initiatives (such as *Heddlu Bach*) in relation to intended outcomes.

METHODOLOGY

As a result of the preceding literature review, the following research questions were explored:

- How did engagement with the *Heddlu Bach* scheme

support and nurture children with developing their aspirations and resilience, and what impact did it have on aspects such as self-esteem/self-worth?

■ What was the impact on children's educational development and wellbeing?

■ How did the scheme affect child/police relationships?

An evaluation research design was adopted for the present study. As the approach implies, evaluation research generally manifests itself in the social sciences and is normally used to investigate social or organisational programmes or interventions (Bryman, 2012). While scholars such as Pawson and Tilley (1997) advocate the inclusion of both qualitative and quantitative research methods, there has been a recent shift in evaluation research that solely focuses on qualitative approaches (Bryman, 2012).

In embracing this shift, the ontological assumptions in this research aligned with critical realism. At a rudimentary level, this approach is outcome focused, and is concerned with how the generative mechanisms and contexts have contributed to that outcome. Critical realism is a specific form of realism that recognises the natural order (including events, discourses and structures) of the social world. Without this knowledge, social researchers are unable to understand, and so change the social world where interventions take place (Bhaskar, 1989).

The research settings

The *Heddlu Bach* scheme was piloted in three primary schools in South East Wales. All three schools are situated in urban areas of considerable socio-economic disadvantage. The schools also have an established commitment to nurturing approaches and finding community asset-based solutions to overcome the impact that poverty has on their pupils. Therefore, this is just one example of the considerable work that is undertaken to try to raise aspiration and achievement regardless of background.

Orange school

Orange school is a large inner-city school. The school prides itself on its multi-faith demographic, with 28 different languages being spoken. There are over 600 pupils on roll, around a quarter of whom are new to English. The number of pupils eligible for Free School Meals (eFSM) sits well above the national average. Over a third of pupils have additional learning needs.

Red school

Red school is situated in a large social housing estate. There are around 250 pupils on roll and a part-time nursery class. The majority of pupils live in the housing estate close to the school and most children are of white British ethnicity. Approximately one third of pupils

are eFSM, which is well above the national average. The school identifies around one third of pupils as having additional learning needs, which is above the national average of 25%.

Yellow School

Yellow School sits in a working-class suburb in the eastern side of an urban conurbation and the school has provision for pupils between the ages of three and 11. There are just under 250 pupils on roll, of which nearly half are eFSM. Around a third of pupils have additional learning needs, which again is above the national average. The school population is largely homogenous, with pupils mainly coming from homes where English is the first language.

METHOD

After gaining ethical clearance and conforming to BERA's (2018) ethical guidelines, the main mode of data collection was focus groups at the three school sites. Each researcher had responsibility for one school site and ran a series of focus groups with a representative sample of pupils with a stratifying criterion of being in Year 5. Each focus group lasted approximately 30 minutes in a largely unstructured format and was overseen by a permanent member of staff at each school. Focus groups, especially when working with young people, are likely to yield more candid responses, whereas one-to-one interviews may not be as effective due to the lack of rapport between researcher and participant (Krueger, 1994). Moreover, the utility of focus groups in evaluation research is especially beneficial, given the fact that through facilitated discussion, participants can build on each other's ideas and experiences through 'piggybacking' (Krueger, 1994).

Two further sources of data supplemented the focus groups. Interviews as conversations occurred with key stakeholders involved in the planning and delivery of the project, and who were especially knowledgeable of the *Heddlu Bach* scheme. In this instance, these included teachers, support staff, and police officers. These were largely unstructured and took place both inside and outside of school sites using purposive sampling (Gibbs, 2004). Documentary evidence also proved useful both in terms of providing a biography of each of the school sites, as well as demographic information and Key Performance Indicators. This includes information on pupil attainment, eFSM, English as an Additional Language, More Able and Talented and Additional Learning Needs.

Data analysis

Each researcher had responsibility for transcription of their own phase of data collection after initially (re) reading the data. The next phase involved searching for initial codes, which, in simple terms means that

interesting ideas were initially grouped together in a meaningful way. Next, after a long list of codes were generated, the research team met and generated a mind-map which highlighted how the initial codes could potentially align with each other to form actual themes. This was especially important for this research project whereby different researchers may generate very different codes, although Braun and Clarke (2006) advocate that it is more than permissible to generate a list of miscellaneous codes at this stage. The research team then discussed the relevance of the identified themes and considered how the identified themes fitted together to form a coherent narrative of the data. The final stage of analysis (prior to the production of the written document) involved what Braun and Clarke (2006, p92) term as 'define and refine' whereby the essence of each theme was confirmed by the research team in relation to what they are and what they are not.

Representing the data

Debates around the reliability and validity of representing qualitative data is a well-trodden path. For Delamont (2002) however, the way to overcome potential questions is for researchers to be constantly reflexive throughout the research process. Indeed, in a commitment to this claim, the research team adopted Lincoln and Guba's (1985) alternative framework for judging qualitative research. For example, the first criterion is labelled internal or 'face' validity, and this was accomplished when adult participants member-checked the interview transcripts for verbatim interpretations and representations of what was discussed. The focus-group data were checked by the supporting member of staff present during data collection. The next criterion is transferability, or external validity, and is about how the findings transfer into other settings and this was done by providing thick contextual descriptions of the three schools under investigation. The third criterion is dependability, and which would occur where a researcher(s) would obtain the same results if the study were to be conducted again. This is certainly an almost impossible ideal, and LeCompte and Goetz (1982) have identified this, especially when several researchers are working across different settings. Nevertheless, the research team compensated for this difficulty by conducting frequent inquiry audits of the data as part of the data analysis phase (Cresswell, 1998). The final criterion confirmability, was shaped by the corroboration of others, which in this case were the direct stakeholders involved in the project (Lincoln and Guba, 1985).

RESULTS

Development of children's aspirations; resilience; self-esteem and self-worth

The data suggested that both teachers and pupils were extremely positive about participation in the scheme. The children especially enjoyed the role-play activities,

teamwork and becoming role models to their peers and younger year groups within the school, as well as wider social circles. The children believed that their behaviour had improved and used words and phrases such as 'more responsible'; 'confident'; 'proud'; 'brave'; 'resilient'; and 'powerful' when describing their experiences. As the assistant headteacher in Red School commented:

'We're starting to see what were the quiet children really start to flourish after being involved with Heddlu Bach. The external activities have instilled a newfound confidence that they are now bringing into school with them and transferring to their schoolwork. They don't seem as afraid to make mistakes when contributing in class either.'

The scheme was clearly giving pupils a platform to create a positive image/self-esteem in which the teachers confirmed that the pupils had taken part in several community outreach projects and events, which the children might not have had contact with before. Such activities included: visiting a home for the elderly; acting as a guard of honour at the Holocaust Memorial Service; visiting the House of Lords; and participating in Remembrance Day at the City's cathedral. The School Community Police Officers (SCPO) also offered perspective that the scheme was positively fostering cultural integration, aligning with other interventionist approaches for children from socio-economically disadvantaged backgrounds (Public Health Wales, 2015). As one PCSO noted:

'As you probably know, this is a really diverse area with lots of different nationalities. Relationships have been very tense at certain stages in the past, and what we are now seeing as part of the scheme are the historic barriers starting to be broken down and parents from different backgrounds seeing their children mix together. This means that they start to feel valued as part of the school and wider community.'

The children in the *Heddlu Bach* scheme often vocalised their sense of pride and self-worth as a direct result of being part of the scheme. This was apparent in speaking with the children following the implementation of their *Heddlu Bach* 'duties' where a sense of pride in helping their peers and community was evident:

'I liked going to Mini Police meetings and getting certificates (certificates) it made me feel proud.'
(Year 5 male pupil).

'The Mini Police is an amazing thing to be in because it helps me feel more confident. I enjoy helping others and wearing my uniform.'
(Year 5 female pupil)

'Mini Police has helped me to work with others.'
(Year 5 female pupil)

'I feel proud to be in the Mini Police. I would like to be a police officer when I am older.'
(Year 5 male pupil)

School staff also reported positive gains associated with the children's involvement:

'As a school we work hard to build community relationships. We are so pleased at the positive way our children are working with the community, through their Mini Police duties. We are so proud of them and we can see their confidence and aspirations growing through their engagement with the scheme. This is particularly pertinent for our children, giving them the tools to imagine themselves in possible future careers.'
(deputy headteacher)

'The children's confidence has grown so much through their engagement with the Mini Police programme. They engage with it 100% and I can see such positive gains to their social and emotional development from being part of it.'
(support teacher)

Educational development and wellbeing

Educational aspects evident within the *Heddlu Bach* scheme align with the proposed new Welsh government primary humanities curriculum, which has within its vision and philosophy, elements relating to the role of learners as active citizens, improving their own lives and of people in their local community. Curriculum documentation also sets out the idea of children engaging critically with local, national and global issues. (Welsh Government, 2018). It became apparent that the *Heddlu Bach* scheme was leading to some positive unintended outcomes. The teachers interviewed explained that as a result of the scheme, it was abundantly clear that pupil aspirations have been significantly raised in terms of seeing potential routes into future employment. For example, to be considered for a place on the scheme in the initial phase, the pupils had to work through three simple questions at home with their parent/guardian, before submitting an 'official' application form to the respective school, which raised awareness of what it might be like when the time comes to seek employment post-education, therefore demonstrating the value-added of the academic self-concept (Marsh and O'Mara, 2008).

The children gave considered and varied responses to their chosen career aspirations and started to piece together what they needed to obtain in efforts to try and get there. As these children highlighted:

'I want to own my own bakery. I enjoy working with

my hands and want to be my own boss!'
(Year 5 male pupil)

'I definitely want to be a policeman now after having a go with the speed gun.' (Year 5 male pupil)
'I'd love to be a doctor as I really enjoy helping other people. I know I have to work hard in school though.' (Year 5 female pupil)

Improving police relations

The proactive intervention taken by the police force in commencing the scheme was clearly promoting positive relations that have traditionally been fractious. The police input to the scheme was mainly facilitated through the SCPOs and aligned with the ongoing work of the All Wales School Liaison Core Programme (AWSLCP). To this end, the children participated in a wide range of activities including health and safety information linked to Halloween and Bonfire night; anti-bullying; internet safety; drug and substance misuse, grass fires; and personal safety. Interview data reported that the police officers involved believed that the scheme had led to positive interactions with the children which had the subsidiary effect of building trust and rapport, which was being taken back to their households. As one SCPO commented:

'What we are seeing is that not only are the children starting to take responsibility for their behaviour, they are seeing how other people's negative behaviour could affect them in a variety of ways. It is also promoting a positive dialogue with parents so that they can also see the value of police work which has traditionally been viewed negatively.'

This sentiment was echoed across all school sites, although one deputy head teacher remarked on its pertinence:

'We have definitely seen a reduction of negative parental involvement with the police. I'm not the expert so I can't say for sure that it's down to the scheme at this stage, although there is definitely something going on that needs longer-term monitoring.'

This is crucial considering evidence that has demonstrated strong links between disadvantage and crime rates. Accordingly, Newburn (2016) concluded that low socio-economic status is associated with greater involvement with the criminal justice system, higher rates of criminal offending, and higher rates of the various derivatives of victimization.

DISCUSSION AND CONCLUSION

It is clear from the pilot phase of the *Heddlu Bach* scheme that the presiding police force are happy with the outcomes, and that pupils looked very positively on being asked to participate in police activities (such

as holding a speed gun outside of the school gate). This example heightened their awareness of the proactive work that the police undertake, and while the pupils made the connection that police work could be a possible attainable future career for them, they principally noted the importance that the proactive work that the police do actually improves the pupils' (and wider community's) personal safety. Clearly then, and even in the face of adversity, the children were developing a more focused and positive outlook to both their personal and academic development (Yates et al, 2015). The scheme was clearly promoting a 'growth mindset', therefore developing meaningful processes, goals and behaviours needed to succeed in educational environments (Dweck et al, 1995). Life satisfaction, a component of subjective or psychological well-being, refers to the way in which people assess or evaluate their lives (Diener et al, 2017). Agarwal and Dixit (2017, p61) assert that life satisfaction is: 'the ultimate goal' that people try to achieve throughout their lives. This phenomenon has been studied across cultures and populations, and Brown and Mueller (2014) found it to be significantly related to positive psychological attributes such as hope and self-efficacy, which were observed in abundance throughout the *Heddlu Bach* data.

Altruistic behaviour can have a community or civic dimension, as is apparent in relation to the *Heddlu Bach* scheme. For members of a society, living well or 'flourishing' often, involves engaging in civic activities, many of which are the result of nurture or 'nurturing approaches' (Baehr, 2017). In a school and community context, the virtues of tolerance, respect, and being community focused help (Shields 2011). The original report on the implementation of the mini police scheme discussed the aspect of character – thus, the principles of 'character education' (Peterson and Seligman, 2004; Tough, 2012; Porter, 2016) have parallels with the civic, community minded and altruistic traits evident in the children taking part in the *Heddlu Bach* scheme.

It is understandable why, given the focus on early intervention coupled with resource limitations, *Heddlu Bach* has been confined to the primary phase thus far, but given what we know about ACEs and the impact of adolescence on young people, it seems prudent to consider if the approach might be continued into the low years of secondary education, again alongside the AWSCLP. As the *Heddlu Bach* initiative is still embryonic, and because this evaluation only covers the pilot phase of the project, future research studies could be longitudinal in nature, therefore evaluating the longer-term effects of the programme on pupils in relation to the objectives. A further potential limitation is the fact that there was no parental involvement in the data collection process.

In concluding, this paper has provided evidence from the pilot phase of the *Heddlu Bach* scheme. It became apparent that the scheme also contributes to a nurture agenda, as evidenced in our findings, which demonstrate that the children involved in the *Heddlu Bach* scheme across all three schools gained educational benefits, skills and attributes such as self-esteem and confidence, thus aligning with the principles of a nurture approach, and this was also corroborated by school staff. There were also wider community benefits relating to a family/community dynamic, with children becoming more involved in their local community and engaging in a range of activities. While the *Heddlu Bach* scheme has produced overwhelmingly positive results from all stakeholders to date, this pilot project has produced several areas for consideration while the project continues to grow and be considered for use in other schools in the area. Therefore, it is vital that it is not viewed as 'standalone' or even 'tokenistic', and it is important that in the interlinked environments of schools, community organisations and public services, the scheme is located within a wider body of community asset-building. The evidence is stark that if schools are given sole responsibility of participation, the scheme is likely to wane, will not sustain and will be replaced by the next scheme being lined up. It is axiomatic, of course, that the scheme should remain aligned to the ACE programme being developed in Wales.

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