

An evaluation of a sports-based prison initiative, which aims to
promote desistance from crime and aid in rehabilitation and
resettlement

100857142

Supervised by Rosie Meek

Submitted to Royal Holloway, University of London in partial fulfilment for the
award of Master of Science in Forensic Psychology

Word Count (Excluding references and appendices): 9479

Abstract

This paper aims to explore prisoner experiences in relation to a new sports-based intervention conducted at HMP Wandsworth and HMP Wormwood Scrubs. The 3 Pillars Project is a rugby-based initiative that draws upon military ethos and principles with many of its coaches having served in the British Army (including CEO Mike Crofts).

This research draws results from qualitative interviews with course participants as well as a quantitative analysis of both self-esteem and bleep test scores taken across two time points (pre and post program). Quantitative data was collected by the 3 Pillars Project staff and analysed by the researcher. The researcher conducted eight individual semi-structured qualitative interviews on behalf of the 3 Pillars Project.

Results varied considerably. However, there was a significant difference in the self-esteem scores of participants before and after the program. Thematic analysis of the interview transcripts revealed several themes and uncovered how participants have benefitted in multiple areas including: physical health and fitness, psychological skills and development and team building. Other factors that are known to promote desistance from crime have also been explored. Results indicate that the 3 Pillars Project is successfully tackling some of the aspects known to be associated with reoffending such as emotional regulation, developing problem solving skills and encouraging their participants to engage in goal setting.

Implications for future projects are discussed along with recommendations for future research in this area. The limitations of this study are also explored.

Acknowledgements

I would firstly like to thank my dissertation supervisor, Rosie Meek for her continued support and encouragement throughout this process. She has not only inspired my work but she has also given me the opportunity to expand my own network through her knowledge, generosity and experience.

I would like to thank Mike and Bex from the 3 Pillars Project for giving me this opportunity and for their kindness, patience and cooperation in this endeavour. Without their help and flexibility, this project would not have been possible.

I would also like to thank the 3PP participants who willingly took the time to speak to me and share so openly their experiences of the project.

I must also thank my family, friends and supporters who said yes: yes to proof reading, yes to sharing ideas and yes to continually supporting me.

TABLE OF CONTENTS

	<u>CHAPTERS</u>	<u>PAGE</u>
•	• Introduction	
•	• Risk factors for offending behaviours	6
•	• The positive effects of sport and exercise	6
•	• The implementation of sport in prisons	8
•	• Method	
•	• An introduction to	3 P P
•	• S a m p l e	11
•	• Measures used by	12
•	• D e s i g n	12
•	• Data Collection and Analyses	13
•	• Results	14
•	• Quantitative Secondary Data Analysis - Self-esteem and fitness data	14
•	• Qualitative Primary Data Analysis - Individual interviews	19
•	• Physical fitness and wellbeing	19
	• Learning rugby and getting fit	
	• Stress relief	

•	•	Differences on a psychological level	
21	•	Goal setting	
	•	Positivity	
	•	Team Building	
	•	Confidence and communication	
	•	Escapism	
•	•	Promoting desistance from crime	
25	•	Becoming a role model	
	•	Interactions with peers and staff members	
	•	Emotional regulation and problem solving	
	•	Future coaching and links with outside organisations	
•	•	Other project strengths	
29	•	Coaches with military experience	
	•	Project coordinators – Mike and Bex	
•	•	Participant's suggestions for future improvements	
30			
•	•	Discussion	
32	•	Recommendations for future projects	
	•	Limitations of this study	
33	•	Directions for future research	
	•	Conclusion	
35	•	References	
36	•	Appendices	
•	•	Interview questions and prompts	
36	•	Signed ethics form	
38			
•			
42			
•			
43			

LIST OF FIGURES

PAGE

•	•	Mean self-esteem scores before and after the program	
15	•	Mean self-esteem scores categorised by cohort	
•	•	Mean Bleep Test scores before and after the program	
16	•	Mean Bleep Test scores categorised by cohort	
•			
17			
•			
18			

Introduction

Risk factors for offending behaviours

With one of the primary aims of Her Majesty's Prison and Probation Service (HMPPS) being to reduce reoffending, an increasing amount of time and resources is being spent researching the particular factors that are involved in promoting desistance from crime and how sport can be involved in achieving this. Many risk factors for reoffending have been combined to form the various violence risk assessment tools in use today by forensic psychologists such as the Violence Risk Appraisal Guide (Harris, Rice & Quinsey, 1993). Impulsivity has been an illuminating factor when considering the risk of reoffending with both violent offenders (Carroll et al., 2006) and sex offenders (Miner, 2002) showing a higher risk of recidivism with increased impulsivity. Other risk factors include negative affectivity, psychosis, negative interpersonal relationships and substance misuse (Douglas & Skeem, 2005). The Violence Risk Scale (Wong & Gordon, 2003) also advises assessment with regards to community support, mental disorder, levels of emotional control and interpersonal aggression.

Whilst all of these factors are important for assessing level of risk, recent research has been dedicated to exploring the protective factors associated with violence recidivism. Protective factors are those that moderate pre-existing risk to reduce the probability of a negative outcome in the future (Losel & Farrington, 2012). Klepfisz, Daffern and Day (2017) argue that factors such as empathy, high self-esteem, the pursuit of life goals, high motivation, increased coping skills, participation in leisure activities and a stable social network can all contribute to a reduction in violence risk. Therefore, promising sports-based initiatives looking to target prisoner rehabilitation should really be focussing on some of these factors within their course structure.

The positive effects of sport and exercise

There exists a large body of literature outlining the positive effects of sport and exercise on physical health and fitness. Widespread research, (for example, Penedo & Dahn, 2005; Warburton, Nicol & Bredin, 2006) has indicated that physical activity can serve as a preventative measure for chronic diseases such as cardiovascular heart disease, cancer, and obesity among many others. The World Health Organisation (WHO) has made it one of their primary aims to increase the access to, and engagement in, physical activities for people of all ages (WHO, 2016). Additionally, the role that physical activity can play in the promotion of mental health has also been well documented. Multiple research articles (for example, Biddle & Asare, 2011; Paluska & Schwenk, 2000; Taylor, Sallis & Needle, 1985) have suggested that frequent physical activity can stimulate the brain, alleviate stress and promote a positive sense of self thus, leading to a healthier state of mental wellbeing.

In the past decade, sport has been used as a way of engaging young people, with specific programs targeting antisocial behaviour and crime reduction. For example, although impacts can be highly individualistic, Sandford, Duncombe and Armour (2008) found that projects such as the Outward Bound Trust (Exeter, 2001) do have positive effects for pupils in areas such as behaviour, attendance, engagement and relationships with teachers/ peers. Also note-worthy are programs such as 'Positive Futures' that are usually based in deprived neighbourhoods and target 10-19 year olds to promote social inclusion and bring about positive change in communities, ultimately decreasing the risk of crime (Kelly, 2011). However, Endresen

and Olweus (2005) have highlighted the caution needed when engaging young people as they found that participation in 'power sports' such as boxing, wrestling and martial arts can actually increase antisocial involvement and violent behaviours in young boys. The true aims of projects such as this, is to identify and target key factors involved in antisocial behaviour and ultimately decrease the risk of offending behaviours.

As of August 2017 there were 86,368 people in UK institutions with only 3,990 being women. This is an annual increase of 1,236 from the previous year (Ministry of Justice, 2017). Of these, a substantial minority have complex mental health issues and learning difficulties, issues that are far overrepresented in prisons compared to the general population (Senior, 2015). In addition, substance misuse is a huge concern with prisoners abusing drugs and alcohol estimated to be around 50% of the population in UK institutions (Prison Reform Trust, 2011). Given the many positive facets of sport and exercise, there has been a growing initiative undertaken in UK prisons to increase participation in sport and other rehabilitative programs, despite a lack of evidence concluding that sport can promote desistance from crime (Coakley, 1998). Such programs can take many forms but all centre on a similar set of goals to increase engagement in other programs, complement the resettlement process and aid rehabilitation (Gallant, Sherry & Nicholson, 2015). Previous sport-based interventions have amassed positive reviews and have tackled the factors known to be associated with re-offending.

The implementation of sport in prisons

One such initiative is the 2nd Chance Project. In one of the most comprehensive studies of its kind, Rosie Meek worked closely with the 2nd Chance Group to conduct an evaluative research project aimed at identifying the strengths of their project and to evaluate how it promotes desistance from crime (Meek, 2012). The 2nd chance group have run multiple projects in a variety of correctional settings including young offender institutions (YOI). 2nd Chance ran a two year initiative at HMP YOI Portland with outside clubs and organisations also being involved (for instance Chelsea FC and England RFU). Courses ran for 12-15 weeks and the program included intense sports training, competitive matches as well as group activities including learning leadership skills, thinking skills, peer review exercises and goal setting.

Results from this evaluation have highlighted the success of sports-based programs with regards to the rehabilitation and resettlement of young offenders back into the community. Course participants released from prison represented a reoffending rate of 18% in the 18 months post release. This is compared to that of the general HMP YOI Portland population, which had an overall reoffending rate of 48% (Meek, 2012). Additionally, results showed that participants had decreased offense supportive attitudes, decreased beliefs about aggression and were also more able to control their impulsive and aggressive tendencies (Meek, 2012). Improvements were not only noted upon release but also in the day-to-day living within the institution. For example, participants cited that their relationships and interactions with their peers and staff members had also improved.

Similar results have been found in other sports-based initiatives, for example, the South African program 'Fight with Insight' (FWI). Unlike the 2nd chance projects, FWI was a program developed specifically for young people who sexually offend. FWI uses boxing as a vehicle through which participants learn self-discipline and explore the positive aspects of themselves all whilst increasing engagement in group-based cognitive behaviour therapy sessions (Draper, Errington, Omar & Makhita, 2013). Results from Draper and colleagues' qualitative paper (2013) reveal how successful sport can be in reaching out to young offenders. Participants spoke about learning discipline, feeling empowered and having a better relationship with their family members. This combined with positive male role models and a release of energy, helped the young offenders to engage in other rehabilitative programs such as group-based CBT sessions. Furthermore, participants' relationships with their peers and staff members also improved.

Further research examining the young offender population was conducted by Parker, Meek and Lewis

(2014) and explored the sporting ‘academies’ in a YOI located in the southeast of England. These ‘academies’ consisted of sports coaching (for a variety of sports) sports education, sporting qualifications, mentoring and the partnership with a multiagency team focussed on providing individualised resettlement programs for all of those participating in their chosen academy. There were no limitations surrounding the number of academies the young men could complete. Using individual interviews the researchers were able to understand the experiences of the young men participating in the sporting academies. Results from this study suggest how sport can be used as a means of improving self-esteem and developing the social skills needed to enable the young men to strive for a more positive future. With the additional possibilities of improving family relationships and engaging with resettlement organisations, they hoped that this positivity would then promote future desistance from crime (Parker, Meek & Lewis, 2014, p. 392-393)

Additional research has focussed on other benefits of physical activity such as the use of sport to facilitate a reduction in drug use and improve mental health. One such study conducted by (Buckaloo, Krug & Nelson, 2009) identified the benefits of physical activity for low security inmates. Their results highlighted that those engaging in aerobic or anaerobic (strength based) activities showed alleviated signs of depression and an increased ability to deal with daily hassles. This was the case regardless of exercise type or the amount of sessions per week. However, as is the case with many studies of this kind it is nearly impossible to attribute this change to exercise alone. The authors recognise this in their report and continue to conclude that other factors such as the motivation to exercise and previous mental health history were not explored.

In one particular case study, Meek (2014) describes how sport is being used in the drug-recovery wing of HMP Bristol. With the aim of taking the main focus away from drugs, the drug-recovery wing at HMP Bristol allows the men to engage in low-impact sporting activities such as bowls and cricket to improve their overall health and self-esteem. Those participating in this kind of program have been found to produce more negative drug tests and as a result more men with drug abuse issues have begun to take up sporting activities. In addition, those participating in these kinds of activities have also shown more engagement in prison education and are more interested in seeking sports-based employment post-release (Meek, 2014).

Despite the many positive facets of sport, it is also important to highlight the possibility of sport having a negative impact. As mentioned above, sport and physical activity can actually increase anti-social behaviours with power sports being a particular risk (Olweus, 2005). Sabo, Kupers and London (2001) also revealed how some inmates will engage in sports and physical activity within the gym environment to become muscular and use their presence to intimidate and undermine other inmates. There is also the more outwardly obvious impact such as physical injury, which is a real possibility if physical activities do not have the correct amount of support and supervision (Meek & Lewis, 2012). Furthermore, in her book Rosie Meek (2014) expresses that a failure to take these factors into account would be “at best naïve and at worst dangerous” (p.150).

This report will explore and evaluate a new prison intervention, the 3 Pillars Project (3PP), a rugby-based sports intervention underpinned by traditional military values and beliefs as they complete their first financial year. This report will cover the strengths of the project, how it tackles some of the risk factors associated with reoffending and also any recommendations for future projects.

Method

An Introduction to the 3 Pillars Project (3PP)

3PP is an initiative forged from a partnership between ex-army officer and CEO Michael Crofts, co-founder and policy director Rebecca Norris and a dedicated team of rugby coaches, many of whom are also ex-military. Education, exercise and ethos are the namesake three pillars that drive this project and act as a foundation for rehabilitation and support for course graduates past, present and future. With the ultimate aim of reducing reoffending and aiding rehabilitation, 3PP has a balanced structure of rugby-based physical

training, competitive matches and gameplay and focused classroom activities; including aspects of fitness, health and safety, leadership, rugby coaching and talks from outside affiliates to provide inspiration for the participants. 3PP have run a total of four projects, three in HMP Wormwood Scrubs and one in HMP Wandsworth. They have just begun their fourth project in Wormwood Scrubs and their fifth project overall.

Participants take part in two sessions per week for four hours each time. Most of this time is spent learning and developing their rugby skills with the last hour used to recap in the classroom setting and explore more theory-based aspects such as leadership and goal setting. Each course lasts 6 weeks and each member can only take part in one of these courses. However, a number of participants have been allowed to return as assistant coaches and share their knowledge as course graduates with new course members. Participants also get the chance to work their way towards recognised qualifications such as the 'rugby ready' qualification.

The staff at 3 Pillars Project are dedicated to not only promoting the enjoyment and physical benefits of rugby but also tackling the risk factors associated with reoffending, whilst looking to build upon and develop the protective factors that have been linked to decreased recidivism.

Sample

A total of 47 participants were included in this study. Fitness, self-esteem and basic demographic data were collected by 3PP from all 47 participants across four of their programs, of which, one was conducted in HMP Wandsworth and three in HMP Wormwood Scrubs. The researcher collected additional qualitative data for this dissertation with eight out of the 47 participants volunteering to engage in individual, semi-structured interviews on behalf of 3PP during the penultimate session of the June course.

The age range of the whole cohort was 19-51 with a mean age of 29 (including the eight interviewees). Participants were from a variety of geographical locations and from a range of ethnic backgrounds. The educational level of participants ranged from none through to GCSE's and A-levels with some having been educated to degree level. The eight interview participants were from the May-June cohort with two interviewees returning as assistant coaches from having been on another HMP Wormwood Scrubs course previously.

Quantitative Measures Used by 3PP

The following are the measures used to collect data on the fitness and self-esteem of the 47 participants both pre and post program:

- Rosenberg self-esteem scale (RSE) (Rosenberg, 1965)

The RSE scale is a 10 item questionnaire developed by sociologist Dr Morris Rosenberg in 1965. The questionnaire is scored on a four-point Likert scale from strongly agree to strongly disagree with questions exploring various aspects of self-image and self-worth. For example, questions include; 'On the whole I am satisfied with myself' and 'I feel that I have a number of good qualities'. Items 2,5,6,8 and 9 are reversed scored. Cronbach alpha values for the RSE in past literature have ranged from .71 (Gray-Little, Williams & Hancock, 1997) to .90 (Robins, Hendin & Trzesniewski, 2001).

- The Bleep Test

Designed to measure aerobic capacity, the Bleep Test (BT) is referred to as a 'shuttle trial', whereby participants run up and back along a 20 metre flat surface. Scores reflect the level gained before failing to reach the next stage (for instance level 8.2) (Leger, Mercier, Gadoury & Lambert, 1988). Research has shown that the bleep test is an appropriate measure of aerobic capacity for motivated individuals with good-excellent levels of fitness (Stevens & Sykes, 1996).

Design

This project received ethical clearance from the Royal Holloway University of London ethics committee (see appendix b for signed ethics form). The individual interviews with members of the June cohort were conducted at HMP Wormwood Scrubs during the penultimate session. Eight of the 47 participants volunteered to partake in an interview. Interviewees were invited to discuss with the researcher their views on the project via short semi-structured interviews that lasted no longer than 20 minutes (see appendix a for interview schedule). Interviews were recorded in the form of hand written notes and then transcribed verbatim and subjected to thematic analysis. Before each interview, the participants were given a brief introduction as to the aims of the study and informed that they did not have to participate. Consent was gained from all participants who were approached and they were also informed that their data would be kept anonymous if any of their quotes were to be used in the final report.

All participants were administered the Rosenberg self-esteem test both before and after the program however, only 23 out of the 47 participants completed both tests. Results were collated and scored by 3PP (ensuring to reverse score relevant items) and this data was passed on to the researcher. Similarly, all participants were invited to take part in the bleep test before starting the program and before finishing the program (whether that be in the last session or one week before, for example). The results collected from the 22 out of 47 participants who completed both tests were collated by 3PP and then given to the researcher. 3PP had difficulty collecting data from the full cohort as many were subject to transfers, appointments and other unforeseen circumstances. This meant that some individuals could only complete tests at one time point and were not included in the overall analysis.

Data Collection and Analyses

Participant interviews were transcribed verbatim and primary analysis was conducted in the form of thematic analysis. Other results from this study are primarily drawn from secondary analysis of the fitness and self-esteem data collected by 3PP themselves. Paired t-tests were used to analyse this secondary data given to the researcher by 3PP.

Results

Quantitative Secondary Data Analysis – Self-esteem and fitness data

Multiple paired sample t-tests were conducted to measure self-esteem and bleep test scores across 2 time points. Time point 1 being before the project and time point 2 after the project was completed. When considering the cohort as a whole the overall difference in mean self-esteem scores from time point 1 to time point 2 was significant $t(23) = -3.23, p=0.004$ (see figure 1 for a graphical representation). Figure 1 clearly shows a difference in mean self-esteem scores across the 2 time points.

Figure 1- Mean Self-Esteem Scores Before and After the Program

Figure 2 displays the mean self-esteem scores broken down by cohort. From bars left to right, analysis of the self-esteem scores from the HMP Wandsworth pilot was not possible due to missing data at time point 2 for the entire cohort. Despite the positive overall result, analyses for the HMP Wormwood Scrubs Pilot Project revealed no significant differences in self-esteem scores for time point 1 ($M=31.42$, $sd=3.72$) compared to time point 2 ($M=33.33$, $sd=4.76$) $t(5) = -0.98$, $p=0.37$. For the course held at HMP Wormwood Scrubs in February, there were also no significant differences in self-esteem scores for time point 1 ($M=31.44$, $sd=4.80$) and time point 2 ($M=32.67$, $sd=5.24$) $t(8) = 0.99$, $p=0.35$.

The final course at HMP Wormwood Scrubs was held in June and this is where the largest, and most positive difference was found. The paired t-test revealed significant results for the self-esteem scores between time point 1 ($M=31.44$, $SD=3.71$) and time point 2 ($M=35.56$, $sd=3.90$) $t(8) = -4.47$, $p=0.002$.

Figure 2 - Mean Self-Esteem Scores Categorised By Cohort

In comparison to the overall positive results for self-esteem scores, the results for bleep test scores were less significant. When considering the cohort as a whole, the mean bleep test scores were not statistically significant $t(22) = -1.22$, $p=0.24$ (See figure 3) however, there is still a visible positive effect of the project on bleep test results.

Figure 3 – Mean Bleep Test Scores Before and After the Program

When separated into individual cohorts, results were much the same (please see figure 4). For the HMP Wandsworth Pilot Project, there was no significant difference in the mean scores for the bleep test before ($M=8.55$, $sd=1.53$) and after ($M=8.25$, $sd=1.76$) participation in the program $t(7) = 0.68$, $p=0.52$.

For the HMP Wormwood scrubs pilot, there were also no significant differences in mean bleep test scores for time point 1 ($M=8.72$, $sd=1.66$) compared to time point 2 ($M=8.80$, $sd=1.64$) $t(3) = -0.20$, $p=0.85$.

For the HMP Wormwood Scrubs February cohort, there were also no significant differences in mean bleep test scores before the program ($M=9.84$, $sd=2.06$) compared to after the program ($M=10.14$, $sd=1.67$) $t(4) = -0.50$, $p=0.64$.

Despite the positive results for the June cohort's self-esteem scores, there was no significant difference in bleep test scores comparing time point 1 ($M=6.9$, $sd=1.91$) and time point 2 ($M=8.5$, $sd=1.81$) $t(5) = -1.98$, $p=0.10$.

Figure 4 – Mean Bleep Test Scores Categorised By Cohort

It is important to note that the more significant results may reflect better data recording practices. It is difficult to get a full data set as some participants were subjected to prison transfers, appointments, court dates and others were injured when the designated final bleep test took place, resulting in missing data. This is also reflected in the large error bars for figures 3 and 4. Looking at these figures there is a gradual improvement in scores before and after the program for each project with the exception of HMP Wandsworth. It is evident that a fuller data set does yield better results as seen with the self-esteem scores for the June cohort at HMP Wormwood Scrubs when 50% of participants completed both tests.

Qualitative Primary Data Analysis – Individual Interviews

Considering the results above, it was necessary to conduct a more detailed exploration of participant's thoughts and feelings towards the projects they had been a part of. The following themes and consequent sub-themes are drawn from the qualitative data provided in the form of participant quotes from the eight interviewees who agreed to take part. Please note that the following quotes have been labelled with

pseudonyms to protect the participants' identities.

Physical fitness and wellbeing

One of the more prominent themes emerging from the qualitative data is one of physical fitness and wellbeing. Participants expressed their enjoyment in engaging in a brand new sport and feeling the benefits of additional physical exercise outside the prison gym.

Learning rugby and getting fit

One of the central aspects of 3PP is to teach the participants a new skill and in this case a new sport: rugby. For those who had never had any experience playing rugby, they expressed how little it affected their experience:

'I didn't know anything about rugby but if you want to learn you come to the sessions and you improve' (Tony, 23)

'You start together with no knowledge, never touched a rugby ball and by the end of it you're a team' (David, 23)

Participants start at exactly the same point and receive identical coaching, regardless of experience. Throughout their time on the project they learn new skills, new tactics and new ways of physical training to improve their overall performance:

'We learn the rules of rugby, basic passing drills, rucking, mauling and scrums' (Ben, 28)

'I've developed how I play rugby, I now enjoy watching rugby too, I understand it a lot more' (Jack, 34)

'My passing and running is a lot better.' (Tony, 23)

'It's (the project) changed my way of thinking and my way of training.' (Gary, 51)

From learning to play rugby and engaging in two, four-hour sessions per week, the participants reported how their fitness has changed. They began to see the benefits of physical exercise and how the project was helping them get fitter:

'(We get to) Let out some testosterone and get a good night's sleep at the end of it' (Michael, 33)

'I know people who've gone down to 3-5 (cigarettes) a day. They have extra motivation to give up smoking because they are getting a lot fitter.' (Gary, 51)

'You don't get stiff joints, the bleep test was challenging but really rewarding' (Tony, 23)

'It's good (the project) if you're looking for something to stimulate your body and keep you fit' (Michael, 33)

Stress relief

Participants often spoke about the stress they felt on a day-to-day basis dealing with being incarcerated. Many described how the project could help them deal with their built up energy and relieve some stress:

'It's calmed me down. I'm not as stressed, it's like a release' (Thomas, 26)

'Rugby has taken away my built up energy and stress' (Tony, 23)

'It's taken a lot of stress off my head. They teach us how to plan ahead and de-stress' (Jack, 34)

Although getting participants fit was not a primary aim of 3PP, these quotes show the positive benefits of taking part in the course for the health and fitness of its participants.

Differences on a psychological level

Getting fitter and noticing the physical benefits of the project was only the beginning of an extremely positive conversation. Participants expressed their experiences of the project in such an enthusiastic way and were able to reflect on a variety of skills they have been able to develop both on and off the pitch. These differences were on a psychological level and emerging sub themes included factors such as having

an increasingly positive outlook on life, being able to set themselves realistic goals for the future and being able to deal with the stresses of everyday life in prison.

Goal setting

The topic of goal setting was a theme that cropped up in conversation multiple times, particularly when discussing the classroom-based activities. Essential to the 3 Pillars Project is the ethos surrounding determination and integrity. The course strives to enable its participants to be determined to achieve their goals and be responsible for their own futures. Participants expressed how helpful the course had been in setting up some of their future goals both within prison and when released:

'They (the coaches) can help you set yourself goals for things to do in your cell. It keeps you thinking and gives you something to focus on.' (Thomas, 26)

'I want to use my time inside productively so it's not a waste of time, it (goal setting) helps me because I'm goal setting for myself anyway.' (Ben, 28)

'(You can) set yourself goals and keep your head straight. It makes you think, like just do your time and get out.' (Thomas, 26)

The interviewees explained how the project has given them a focus in life. They were able to reflect on how far they had come in the short 6 weeks since they started the program:

'It's taught me to understand what's more important in my life.' (David, 23)

'It (the project) helps me focus on my goals like getting out of here.' (Jack, 34)

'I've learnt to understand the wrongs in my life I see things differently. I know what's important in my life and what to care about.' (David, 23)

One participant described what he would remember most about the program:

'Goal setting. You can come back the next week and tell them if you've achieved it.' (Thomas, 26)

Being able to set realistic goals for the future gives the participants something to focus all of their pent up energy into. Goal setting is also considered one of the protective factors that could decrease the chances of an individual reoffending.

Positivity

When speaking to the participants it was clear just how much effort and enthusiasm they had put into the project, they were heavily invested in their own futures and exuding positivity:

'It's enforced the positive part of my personality and brought it out more.' (Gary, 51)

'I take a lot of pride in this project.' (David, 33)

'It's something to look forward to, it's positive.' (Thomas, 26)

'They teach you a better way of life and a positive attitude.' (Michael, 33)

'This (the program) is the thing I will remember most about prison, it's so positive.' (Thomas, 26)

The project has given the participants some much needed positivity in a time in their lives when they may need it most, whilst providing activities in a very unexciting environment. Participants expressed how the project has been of benefit to their overall psychological wellbeing:

'I'm more happy, they've shown me how to be more positive and motivated.' (Jack, 34)

'It's made me strong minded, I've definitely cheered up a lot.' (Michael, 33)

Team Building

Rugby is one of the most physically demanding sports and one that requires up to 15 players to work

together towards a common goal. Within the prison environment, teamwork may not always be at the top of the agenda but within the project, the participants who worked together, succeeded together:

'It (the program) lets you be more social because everyone is on the same level and there is no negativity.' (Thomas, 26)

'Everyone becomes a unit and a family, we never give up on each other.' (Gary, 51)

'All of us are in this together, we just want to ease our sentence and get home quicker.' (Tony, 23)

Many of the participants also cited teamwork as one of the biggest skills they had developed over the course of the project.

'It (the project) brings people closer.' (Curtis, 22)

'It (the project) has taught me to work well with others.' (David, 23)

'It (the project) has taught me to be a very good team player.' (David, 23)

Confidence and communication

Whilst working within a team and playing a team sport can improve team-building skills, interaction with others can also encourage growth in other areas. Many of the course participants who were interviewed described how they thought their communication skills had developed alongside working within teams. They expressed their added confidence in themselves and in social situations:

'It (the project) builds our creativity and confidence up.' (Curtis, 22)

'I'm confident holding a conversation now.' (Michael, 33)

'I have more confidence to speak to people in a positive way and not get a bad retaliation.' (Michael, 33)

When asked if he had seen a change in himself over the course of the project, one participant explained that one of the biggest changes he had seen in himself was his:

'Confidence. Confidence in myself and speaking in front of people.' (Curtis, 22).

Improved confidence alone is not enough to conclude that this project has rehabilitative benefits but combined with a new sense of motivation, a positive outlook on life and improved goal setting, it seems that the participants are really gaining a worthwhile experience from the program.

'This course gave me the opportunity to play rugby which I missed out on as a kid. It's like I get the chance to correct a mistake in my past.' (Ben, 28)

Escapism

Life in prison can be extremely lonely and stressful. Some of those interviewed expressed how 3PP gave them an escape, somewhere they could distract themselves from the daily life of being incarcerated. They were able to leave everything in their cells and be outside for a period of time and forget about prison life:

'Being next to some greenery is so nice, we don't really see it in here. I know it's fake but still.' (Gary, 51)

'For that bit of time, you forget you're in prison for a bit.' (Ben, 28)

'Mike coaches and everything, it's like being outside prison.' (Thomas, 26)

The participants also described how they were able to reflect, during the classroom sessions, on what is waiting outside prison and the behaviour that got them where they are now:

'We talk about our experiences on the pitch and what we did outside (prison). It's really good.' (Jack, 34)

'I've learnt to understand the wrongs in my life I see things differently. I know what's important in my life and what to care about.' (David, 23)

Promoting desistance from crime

Central to the aims and goals of 3PP and other sports-based programs that are implemented in prisons is to reduce the risks of reoffending and promote rehabilitation. The interviewees spoke in depth about how they felt they had changed as a result of the program. Various sub themes emerged from the interviews such as their personal relationships, how they control their emotions and their changing narrative from being labelled as a criminal to a role model. These are the kinds of factors that could ultimately lead to their behaviour improving post release.

Becoming a role model

Throughout their experience of the project, the participants were able to reflect on how they had changed as a person. They described how they were learning to coach and developing the skills that would make them a great listener and a good leader. This change in personal narrative is an important step on the road to resettlement and some of the participants expressed their desires to become coaches both outside prison and with their fellow course mates. They described how their knowledge had grown and along with this, their confidence in being able to teach others without fear of being judged or criminalised:

'We learn about what makes a good coach. You have to be knowledgeable when you teach. We learn about health and safety and the kit you need to coach and play.' (Ben, 28)

'Its built a good character in me.' (Curtis, 22)

'We learn how to coach, it brings your character out when you're becoming a role model.' (Curtis, 22)

'I feel now I can pass my skills onto the younger guys and coach them.' (Gary, 51)

'I listen more, it's made me a better person to talk to.' (Curtis, 22)

From listening to the participant's experiences, a large part of their ability to become a role model and begin to think about coaching is their ability to put themselves in others' shoes. Participants spoke about their developing empathy and actively thinking about the needs of others:

'You can see someone's triggers and help them through by constructive talking to help diffuse the situation.' (Gary, 51)

'I've become a natural listener, just being there for someone to listen to them.' (Gary, 51)

'(I've learnt to) put players needs before mine.' (Curtis, 22)

'I've learnt to encourage people, it (the project) brings out the best in people.' (Michael, 33)

Interactions with peers and staff members

Previous research in this area has found that sports-based initiatives such as 3PP can facilitate healthy relationships between course participants and with members of staff including course staff. When asked about their relationships with their peers, participants spoke about how the project had helped them communicate with people more effectively:

'I approach people to help them out now.' (David, 23)

'It (the project) makes you communicate with people a lot better.' (Jack, 34)

'Its made me come out of my shell more and interact with other guys.' (Michael, 33)

In addition, one participant summarised his experience and explained his favourite part of the program:

'(My favourite part was) Everyone showing each other respect.' (Michael, 33)

The interviewees also revealed how they believed their experiences with staff members had developed throughout the course of the program, which came as a surprise to a few. Having the 3PP coaches there to act as male role models helped the participants see the men behind the uniforms:

'Its (the project) definitely helped me interact with the governors, they see me differently now. If I'm not good I'm not going to get anywhere, you have to be polite they're just normal people.' (David, 23)

'This project has helped me interact with staff more.' (Thomas, 26)

'Its made me show staff more respect.' (Curtis, 22)

As cited previously in this chapter, participants believed that their communication skills and confidence had increased, leading to more interactions with staff and peers. The course participants were more able to empathise with people and realise that staff members are just doing their jobs.

Emotional regulation and problem solving

A lack of emotional and impulse control had been regularly cited as a risk factor for dangerous behaviours. The participants that were interviewed were able to reflect on how their problem solving skills had developed and how they were more able to control their feelings and emotions:

'I treat people how I want to be treated (now), I have self-respect and self-discipline.' (Michael, 33)

'It's not just learning to play rugby. If you've got anger issues it makes you calmer. It's something everyone looks forward to' (Gary, 51)

'I've learnt to keep myself to myself and stay out of trouble.' (Michael, 33)

'A lot of people don't like to admit to their mistakes but it's different on the pitch, you see people change.' (David, 23)

Participants directly addressed how their problem solving skills could allow them to overcome adverse situations:

'I used to get pissed off a lot, but now it's different I can resolve the problem now. Now I can help others resolve their problems. It's easy for me to help someone when before I couldn't approach someone to help them.' (David, 23)

'I've learnt to always give positive energy and learning how to deal with bad characters the proper way.' (Curtis, 22)

Developing such skills whilst on the program is a promising start to helping these men pursue a more positive lifestyle choice post-release.

Future coaching and links with outside organisations

Many of the participants indicated a clear passion for the sport of rugby and the fact that they had developed a new interest as a result. When speaking about their futures after they have been released, many spoke about continuing with rugby and how it may serve as a resettlement tool when trying to integrate back into society:

'When I get out of here I want to try and find some links and get myself involved so I can carry on rugby on the outside, maybe I can join a team and do some more coaching. I'd like to do that. I really want to stop people before they get here (Wormwood Scrubs). I want to do the rugby coaching stuff.' (David, 23)

'I have a long time left on my sentence so I really want to get transferred to a prison to play more rugby.' (Ben, 28)

When asked what he would remember most about the program, one participant said:

"Finding new things out about the Switch organisation and other companies outside prison." (Curtis, 22)

Having links outside of prison can really help in the resettlement process and the interviewees appreciated discovering what could be available for them post-release. Another participant also commented about getting inspired by a member of the Invictus team who came to talk to the course participants during one of the classroom sessions. Hearing his story gave this participant some added motivation:

'My favourite thing was when the guy from the Invictus Games spoke to us. For what he's accomplished its

been really inspirational. ' (David, 23)

Other strengths of the project

Coaches with military experience

All of the participants who were interviewed had overwhelmingly positive reviews for the coaching staff at 3PP. Interestingly, some of those interviewed specifically noted the advantages of having coaches who were from a military background. Participants spoke about having added respect for the coaches and felt more comfortable knowing they had been in the army:

'It makes a huge difference the guys being in the army, you're there for each other no matter what. They say it how it is it's great that they're ex-army. We have an unspoken respect for them because of what they've done for our country. We just do what they want us to do' (Gary, 51)

'It makes a difference them being in the army, they know how to talk to you. They understand what we're going through it's more like we're friends. ' (Thomas, 26)

'The coaches are good at helping you without putting you down' (Jack, 34)

Project coordinators

Participants were full of positivity for the project as a whole but also for the individuals who make the project a reality. The efforts of the main coordinators of the program, Michael Crofts and Rebecca Norris did not go unnoticed. The participants expressed feeling close to Mike and Bex and they appreciated the time they spent directly interacting with the course members:

'Mike gave me tips for going to court, he took his time to talk to me' (Thomas, 26)

'Mike went out of his way to get teams to play us. A team coming from the outside and enjoying it makes us feel better' (Tony, 23)

'My favourite thing was the family visit we had, it was just brilliant. Mike went out of his way to organise it and he even brought snacks and stuff, it's just the little things you know?' (Michael, 33)

When asked what he would remember most about the project one participant stated:

'Meeting Mike and Bex' (Curtis, 22)

Participants' suggestions for future improvements

As a whole, the participants portrayed their experiences on the project with overwhelming positivity. Some told of how they believed their experience could not have been any better:

'Everything they can offer is there I don't think I could benefit from anything more.' (Ben, 28)

'It ticks all the boxes.' (Michael, 33)

'There's nothing I would change about the course, I like everything.' (David, 23)

'The way they have the course structured is really good.' (Ben, 28)

Others suggested that there was a lack of contact rugby but were understanding of the restrictions within the prison environment:

'Maybe more contact games, there's a lot of touch but I get that.' (Thomas, 26)

'More contact.' (Michael, 33)

"More contact." (Ben, 28)

The length of the program was also something that was mentioned by the participants when asked what they would like to be different:

'More days maybe 3 times a week, it splits up the week. It's like a hobby in jail.' (Thomas, 26)

'Making the course longer.' (Tony, 23)

'Least favourite part is the end, we're usually training for 2-3 hours and I don't even feel tired at the end' (Gary, 51)

Other suggestions included refresher matches once they had finished the course, more advice on stretching and more advice on in-cell exercises:

'Give more advice on how to keep fit in cells and at home. Apart from that everything was brilliant' (Curtis, 22)

'Little refresher matches once we've finished the course or something.' (Gary, 51)

'More help on the stretching side of things to prevent you from getting injured.' (Michael, 33)

Finally, one participant expressed his desire for additional resources:

'(We need) More equipment and football boots.' (Jack, 34)

Discussion

The findings of this study illustrate the many strengths of 3PP. Through the medium of sport, this project has been able to inspire and engage men of a variety of ages who may be difficult to engage in other settings and target many aspects associated with resettlement. The individuals working on this project have clearly made a positive impact on their participants, facilitating a change in personal narrative and encouraging the pursuit of realistic and manageable personal goals. The quantitative results reveal the positive impact of the project on participant's self-esteem and although improving physical health was not a primary aim of this project, the health and fitness of participants also benefited, with some individuals showing significant improvement in the Bleep Test. Participants themselves had extremely positive reviews of the project, their fellow peers and coaching staff.

This project has provided additional evidence to support the claims of previous research. For example, Biddle and Asare, (2011) discuss the many benefits of physical exercise on stress relief and mental health. This claim was supported by participant testimonies as they described a marked difference in their levels of stress, their ability to deal with stress and overall feelings of happiness. Additionally, akin to previous research into prison-based sport initiatives (For example, Draper, Errington, Omar & Makhita, 2013; Meek, 2012) this study also found that prisoner-staff relationships had improved. Participants learnt self-discipline, they were more able to control their impulsive tendencies and felt more empowered to join rugby teams or seek regular employment in a sports-based setting post release.

Crucially, the 3PP has directly begun to tackle the risk factors known to be associated with reoffending, whilst also developing protective factors (as highlighted by Klepfisz, Daffern and Day (2017)). For example, 3PP has given participants the confidence to pursue realistic life goals, it has increased their motivation to strive for something more positive post-release and has instilled in them a sense of community with their fellow peers, gym staff and 3PP staff who can also provide them with links to rugby teams and other organisations outside prison. Despite a lack of reconviction data, all of these factors indicate the possibility of future desistance from crime. Furthermore, with access to outside teams and resettlement organisations, participants have begun to create a positive network to engage with post release. This has been noted as an important factor in the context of reducing reoffending (Meek, 2014).

3PP has given the participants at HMP Wandsworth and HMP Wormwood Scrubs the opportunity to take part in a very well rounded program. Participants received expert coaching from skilled professionals as

well as the unique opportunity to engage with and learn from ex-military trainers. The participants themselves discussed the considerable respect they had for the coaching staff and the impact this had on their ability to subsequently develop positive relationships with individuals not directly involved with the prison environment. In-class activities were well received and matches with external teams have been a highlight of past projects. Participants also noted the effort Mike and Bex would expend to organise family visit days outside that of normal visitation policy. These kinds of extra benefits have attracted many more men at HMP Wormwood Scrubs to sign up for future courses.

Recommendations for future projects

Informed by the quantitative and qualitative results and in line with previous recommendations for programs such as this, the recommendations for 3PP are as follows:

- • Given the overwhelmingly positive findings from this evaluation and subject to funding and other logistical considerations, this innovative project should look to expand and grow across other institutions in the UK. The prison environment presents many challenges for programmes such as this but these results indicate that future growth and development in this area would be well received.
- • A particularly salient comment from one of the participants was the desire to receive extra support in relation to in-cell workouts and how to keep fit at home post-release. L J Flanders (2016) recently published his first book entitled 'Cell Workout' detailing various physical exercises that require no equipment and can be done in a very small space. Flanders was himself an inmate at HMP Pentonville where he gained inspiration for his book. As 3PP have recruited guest speakers/ contributors in the past, perhaps this is another collaboration that could be explored if the demand for cell workouts is high enough. Additionally, a number of participants discussed the possibility of having refresher matches after the course had finished. This is already something that 3PP has looked into with participants from previous projects being involved with coaching and matches. There may be the possibility of increasing the involvement of prison gym staff and advising them of workouts and exercises they could implement in gym sessions, if those who have completed the projects wish to continue developing their fitness post-program.
- • The participants were very forthcoming with their praise for Mike and Bex. This is great feedback on both an individual and project level with participants recognising their approachable natures. Whilst this is a positive statement, caution must be exercised if Mike and Bex themselves were not to be as heavily involved in future projects. It is important that all projects deliver consistently and that any staff working on projects possess the same inter-personal skills and are trained appropriately.
- • Given the positive quantitative results in this evaluation it is recommended that continued data collection take place with a view to obtaining fuller data sets, yielding more significant results. Liaison with participants post release should continue in order to gain further reconviction statistics, which could help to shape future projects.
- • Considering the number of participants who expressed a desire to continue playing rugby or to get involved with sport post release, the project should strive to expand external links in order for participants to engage in community sports during resettlement. Creating a community network post release has been found to contribute to desistance from crime (Meek, 2014). 3PP should also continue to provide guidance and support for participants who have finished the program.
- • Another possible angle to explore would be to collect data on participants' engagement with other resettlement services and educational programs similar to that of Draper and colleague's review of the 'fight with insight' program (2013).

Limitations of this project

Notwithstanding the limited time frame and resources available for a master's thesis, this evaluation includes both quantitative and qualitative data analysis to reach a conclusion as to the effectiveness of 3PP and recommendations for future projects. However, it is important to note that there was data missing from

this study. When conducting a study such as this within the prison estate it is very difficult to guarantee a full data set, given that participants are subject to transfers, injuries and other conflicting appointments. Additionally, with the analysis of secondary data it is difficult to be certain that the data were accurate and recorded correctly. There were no self-esteem results available for the HMP Wandsworth project as data was only collected at one time point. Despite the issues with missing data, meaningful results were produced and the quantitative data analysis was used to propose the recommendation for continued data capture post release.

Although having eight interviewees for the qualitative data analysis may be a small sample size, a wide range of quotes and accounts were represented in the results section of this report and these were used to inspire the underlying themes used in the results section. Whilst more interviews may have yielded larger amounts of data, similar conclusions and recommendations would have been made.

The measure used to collect data on the fitness of participants was the Bleep Test. This test has been proven to be successful with individuals who possess a good-excellent fitness level (Stevens & Sykes, 1996). This test has not been used before in research with the prisoner population and there may be a more accurate measure for individuals who do not have a good-excellent level of fitness.

This research has evaluated a very specific type of program and whilst some results have supported conclusions from past research, general conclusions about other initiatives cannot be inferred.

Directions for future research

This area of research is still relatively new and in order for this field to grow and develop, further research exploring sports-based prison initiatives must be conducted. It is also important to continue to support and engage participants and to continually evaluate the best practice of a project to ensure that changing participant needs are taken into account.

In order to truly evaluate if a project is having the desired effect, results would ideally be compared to that of a control group or those who are yet to complete a project. For example, utilising those who are on a waiting list or those who only use the prison gym. Additionally, in order to measure the impact of sports-based programs on a long-term basis, further longitudinal research must be conducted.

It would be helpful for future research in this field to collect data on and analyse who benefits the most from projects such as these. For example, data on offence type, length of sentence and age may all be beneficial when devising projects for the future.

Affiliation with outside sporting organisations should be expanded in order to give every participant the opportunity to engage in sport during the resettlement process. Allowing different sports and organisations the chance to engage with participants would help to establish whether any one sport was more impactful than another.

Conclusion

As evidenced in previous literature on this topic, this study has found that sports-based prison initiatives can be extremely beneficial to those who partake in them, furthering the research into the adult prisoner population. This study has uncovered how the 3 Pillars Project has engaged and challenged participants across two institutions in the UK. They are actively targeting the risk factors known to be associated with reoffending and providing external links for their participants to pursue post release.

The participants in the 3PP attested to the fact that they felt less stressed, they were more able to control their impulsive tendencies and that their relationships with peers and staff members became more positive. Furthermore, these findings suggest that the participants adopted a more positive personal narrative with a

view to accomplishing positive life goals and consequently promoting desistence from crime. These types of projects give their participants a voice and the chance to build their self-belief and self-confidence. They were more able to take an optimistic outlook on life and increase their level of self-advocacy.

Given the many positive facets of sports-based prison initiatives, time and resources should continue to be fuelled into further research in this area with a view to expanding current theoretical knowledge.

References

- Biddle, S. J., & Asare, M. (2011). Physical activity and mental health in children and adolescents: A review of reviews. *British Journal of Sports Medicine*, 45(11), 886-895. Doi:10.1136/2011-090185
- Buckaloo, B. J., Krug, K. S., & Nelson, K. B. (2009). Exercise and the low-security inmate: Changes in depression, stress, and anxiety. *The Prison Journal*, 89(3), 328-343.
- Carroll, A., Hemingway, F., Bower, J., Ashman, A., Houghton, S., & Durkin, K. (2006). Impulsivity in juvenile delinquency: Differences among early-onset, late-onset, and non-offenders. *Journal of Youth and Adolescence*, 35(4), 517-527.
- Coakley, J. 1998. *Sport in Society: Issues and Controversies*. Boston, MA: McGraw Hill.
- Douglas, K. S., & Skeem, J. L. (2005). Violence risk assessment: Getting specific about being dynamic. *Psychology, Public Policy, and Law*, 11(3), 347.
- Draper, C. E., Errington, S., Omar, S., & Makhita, S. (2013). The therapeutic benefits of sport in the rehabilitation of young sexual offenders: A qualitative evaluation of the fight with insight programme. *Psychology of Sport and Exercise*, 14(4), 519-530.
- Endresen, I. M., & Olweus, D. (2005). Participation in power sports and antisocial involvement in preadolescent and adolescent boys. *Journal of Child Psychology and Psychiatry*, 46(5), 468-478.
- Exeter, D. J. (2001). *Outward bound: Learning in the outdoors*. Outward Bound Trust.
- Flanders, L. J (2016). *Cell Workout*. London: Hodder and Stoughton.
- Gallant, D., Sherry, E., & Nicholson, M. (2015). Recreation or rehabilitation? Managing sport for development programs with prison populations. *Sport Management Review*, 18(1), 45-56.
- Gray-Little, B., Williams, V. S., & Hancock, T. D. (1997). An item response theory analysis of the Rosenberg self-esteem scale. *Personality and Social Psychology Bulletin*, 23(5), 443-451.
- Harris, G. T., Rice, M. E., & Quinsey, V. L. (1993). Violent recidivism of mentally disordered offenders: The development of a statistical prediction instrument. *Criminal Justice and Behaviour*, 20(4), 315-335.
- Kelly, L. (2011). 'Social inclusion' through sports-based interventions? *Critical Social Policy*, 31(1), 126-150.
- Klepfisz, G., Daffern, M., & Day, A. (2017). Understanding protective factors for violent reoffending in adults. *Aggression and violent behavior*, 32, 80-87.
- Leger, L. A., Mercier, D., Gadoury, C., & Lambert, J. (1988). The multistage 20 metre shuttle run test for aerobic fitness. *Journal of Sports Sciences*, 6(2), 93-101.
- Lösel, F., & Farrington, D. P. (2012). Direct protective and buffering protective factors in the

- development of youth violence. *American Journal of Preventive Medicine*, 43(2), 8-23.
- Meek, R. (2012). *The role of sport in promoting desistance from crime: An evaluation of the 2nd chance project rugby and football academies at Portland young offender institution*. Southampton: University of Southampton.
- Meek, R. (2014). *Sport in prison: Exploring the role of physical activity in correctional settings*. Abingdon: Routledge.
- Meek, R., & Lewis, G. (2012). The role of sport in promoting prisoner health. *International Journal of Prisoner Health*, 8(3/4), 117-130.
- Miner, M. H. (2002). Factors associated with recidivism in juveniles: An analysis of serious juvenile sex offenders. *Journal of Research in Crime and Delinquency*, 39(4), 421-436.
- Ministry of Justice (2017). *Prison population bulletin: Weekly 11 August 2017*. London, England: Ministry of Justice.
- Paluska, S. A., & Schwenk, T. L. (2000). Physical activity and mental health. *Sports Medicine*, 29(3), 167-180.
- Parker, A., Meek, R., & Lewis, G. (2014). Sport in a youth prison: male young offenders' experiences of a sporting intervention. *Journal of youth studies*, 17(3), 381-396.
- Penedo, F. J., & Dahn, J. R. (2005). Exercise and well-being: A review of mental and physical health benefits associated with physical activity. *Current Opinion in Psychiatry*, 18(2), 189-193. doi:00001504-200503000-00013
- Prison Reform Trust. (2011). *Bromley briefings prison fact file*. London, England: Prison Reform Trust
- Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). Measuring global self-esteem: Construct validation of a single-item measure and the Rosenberg self-esteem scale. *Personality and Social Psychology Bulletin*, 27(2), 151-161.
- Rosenberg, M. (1965). Rosenberg self-esteem scale (RSE). *Acceptance and Commitment Therapy Measures Package*, 61, 52.
- Sabo, D. F., Kupers, T. A., & London, W. J. (2001). *Prison Masculinities*. Philadelphia: Temple University Press.
- Sandford, R. A., Duncombe, R., & Armour, K. M. (2008). The role of physical activity/sport in tackling youth disaffection and anti-social behaviour. *Educational Review*, 60(4), 419-435.
- Senior, J. (2015). Mental health in prisons. *Trends in Urology & Men's Health*, 6(1), 9-11.
- Stevens, N., & Sykes, K. (1996). Aerobic fitness testing: An update. *Occupational Health; a Journal for Occupational Health Nurses*, 48(12), 436-438.
- Taylor, C. B., Sallis, J. F., & Needle, R. (1985). The relation of physical activity and exercise to mental health. *Public Health Reports (Washington, D.C.: 1974)*, 100(2), 195-202.
- Warburton, D. E., Nicol, C. W., & Bredin, S. S. (2006). Health benefits of physical activity: The evidence. *CMAJ : Canadian Medical Association Journal = Journal De l'Association Medicale Canadienne*, 174(6), 801-809. doi:174/6/801 [pii]
- Wong, S. C., & Gordon, A. (2003). *Violence risk scale manual*. Canada: Department of Psychology, University of Saskatchewan.
- World Health Organisation. (2016). Physical activity strategy for the WHO European region. Retrieved from http://www.euro.who.int/__data/assets/pdf_file/0014/311360/Physical-activity-strategy-2016-2025.pdf.

Appendices

a.

Interview Questions and Prompts

- • So first of all then, imagine I knew nothing about the 3Pillars program. How would you describe the program and what kinds of activities you would be involved with.
- • Could you expand on what was involved in the classroom sessions?
- • What kinds of drills/ exercises would the coaches get you to do?
- • Looking back on your time here at Wormwood Scrubs and your participation in the 3Pillars project, what kinds of skills do you think you have developed from being a part of the program?
- • Any other skills gained from the classroom settings?
- • Gained no skills – Can you think about how you have benefitted from the project?
- • Looking back on your time here at Wormwood Scrubs, how do you think the program affected your day-to-day life here at the prison?
- • How you conduct yourself in your day to day life
- • How you get along with your peers?
- • How you interact with staff members?
- • Your physical wellbeing (fitness, sleep)
- • Your mental wellbeing
- • You mentioned previously about the skills you have learnt, have you been able to use these now outside of prison?
- • What kinds of sporting activities have you been involved with?
- • Looking back, do you notice any differences in yourself now compared to when you were here in Wormwood Scrubs?
- • If you take me back to the program, what do you remember most about it?
- • Was this your favourite part of the program?
- • Why?

-
- If you could improve anything about the program, what would it be? Why?
-
- What other activities would you suggest?
- Other topic areas that you wish to be covered?

b. Signed ethics form