

Pact

by Clifford Oliver

directed by Carole Pluckrose

Commissioned by British Transport Police

Evaluation of the Pilot Programme of Barking and Dagenham Schools

Commissioned by Barking and Dagenham Police

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Foreword

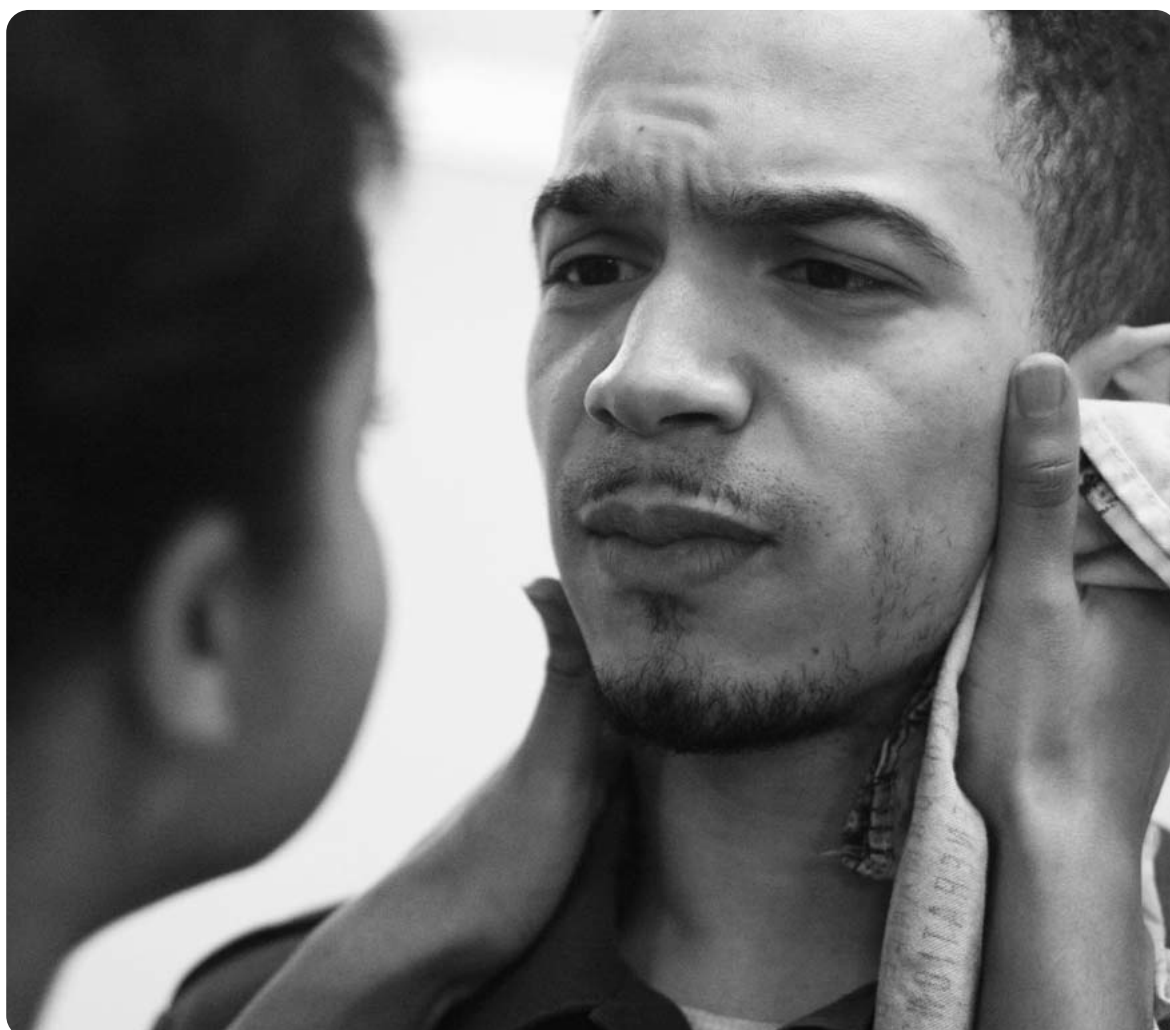
To me, the great thing about **Pact** is that it represents the fruits of a journey. Although it can be successfully viewed as a standalone production, it is one of a growing suite of work that tackles one of the most enduring problems of our day from different perspectives – the cultural issues driving and sustaining ‘gang’ activity amongst young people. It is because it falls out of a journey that it brings a depth and insight to the issues it explores that would otherwise be absent, and this depth provides an intensity and complexity which give great credibility and relevance to the performance.

The evaluation exercises that we have commissioned involving young people and those who work with them, have provided a rare insight into the relationship between young people and the police, their elders and each-other. These range from the perhaps to be expected ‘us-and-them’ responses, to an acknowledgement amongst some that through assuming a ‘role and persona’, young people themselves attract a particular response from others, including the police. This learning exchange is vital if we are to better understand and positively impact upon violence between young people.

Chief Superintendent Matt Bell

Borough Commander

Barking and Dagenham Police



Arc began its partnership with British Transport Police in 2009 with performances of **Boy X** by Clifford Oliver, in association with the Millwall Kickz project. As a result of the many powerful conversations that followed these and other performances, the idea for **Pact** was born. We were delighted that BTP chose to commission the piece, which also marked their first foray into using theatre as an educational tool.

One of the key issues that emerge from young people consistently is that of 'snitching', loyalty and codes of honour. People will be aware of the recent 'Stop Snitching' campaign in Peckham, urging local people not to speak to the police investigating a recent murder. This type of campaign can seriously impede any sense of developing trust in what has often been a fragile relationship between the police and the community.

Pact invites its audiences to reflect on its own moral compass in relation to loyalty and justice. It's our ambition to create a safe space to open up an honest conversation between young people, the community and the police. We do not attempt to answer any of these complex questions, but rather to offer an opportunity for our audience to reflect, understand and hopefully take positive action.

This targeted Evaluation reflects the findings following performances of **Pact** in Barking and Dagenham Secondary Schools and was funded by Barking and Dagenham Police who sponsored a week of performances in December 2010. Our theatre practice in the field of Criminal Justice education is cited in the 'London Community Safety Partnership, Serious Youth Violence London Summit: A Brochure of Promising Practice in London'.

Carole Pluckrose

*Artistic Director and Chief Executive Officer
Arc Theatre*

Theatre is a fantastic medium for getting relevant messages across to young people in a highly accessible and thought-provoking way, and **Pact** is an excellent example. The Evaluation of **Pact** has shown that this is the case – it has combined education together with the opportunity to change understanding and behaviour of young people. I am delighted that TKAP has been able to support Arc Theatre and the development of **Pact**. I am also delighted to see a comprehensive evaluation which shows the difference the performance and discussion has made to the young people who took part, and also has provided significant opportunities for the police and young people in the future.

Susannah Fish OBE

*Assistant Chief Constable
Home Office Tackling Knives Action Programme*

Introduction

The following Evaluation was commissioned by Barking and Dagenham Police. It is the result of three focus groups held with pupils from three secondary schools in the London Borough of Barking and Dagenham who have seen Arc Theatre's programme **Pact** by Clifford Oliver, during its pilot run in December 2010. In total, the pilot toured to 25 schools across London, reaching approximately 3,000 young people.

The **Pact** performance and discussion programme was commissioned by British Transport Police and explores the, often difficult, relationship between young people and the police, and in particular looks at the issues of 'snitching' and 'stop and search'. Each performance is followed by a discussion where young people and police officers are invited to talk about the issues raised by the play.

The three schools that took part in this Evaluation were Dagenham Park, Eastbury Comprehensive and Eastbrook School. The focus groups were held one month after the pupils had seen the performance. The aim of this Evaluation was to find out what impact the performance had had on the young people who had seen it, and whether this had stayed with them one month on. Each focus group was carried out with a different year group. At Dagenham Park, we spoke to a group of seventeen Year 8 pupils (12-13 years old). At Eastbury Comprehensive, we spoke to ten Year 10 pupils (14-15 years old). At Eastbrook School, we spoke to seven Year 11 pupils (15-16 years old).

There were two main areas of discussion: the pupils' opinions of the **Pact** performance and discussion (Part A), and their opinions of the police (Part B). As this Evaluation was carried out through focus groups, the feedback is largely qualitative. Quotes included are taken from the transcripts of the discussions, which were recorded for reference.



Summary of findings

The response to the play was resoundingly positive. All of the pupils enjoyed the play and found it impactful in some way. When asked whether plays like **Pact** should be put on in schools, all of the pupils questioned said 'yes'. Pupils generally enjoyed the play more than the post-performance discussion, although most felt that the discussion was necessary and interesting. Many pupils commented that the play was successful because it was accurate to their experiences and they could connect with the actors who they felt were 'just like them'. They valued the actors' real life experiences.

The pupils' views of the police were largely negative and arose either from direct experiences (stop and search incidents) or through stories passed on through friends and family and the media. Many did, however, acknowledge the important role the police play in keeping the community safe. Stop and search arose in each group as a key area of contention, and their main complaints revolved around how they had been treated and, in particular, spoken to, in these situations.

In relation to the issue of informing, pupils were largely against 'snitching' or 'snaking', seeing it as a betrayal and something that 'you just don't do'. Many also felt that they would be putting themselves and potentially their families at risk. This came out particularly in the Year 11 group. Most pupils, however, wanted to make a distinction between the type of crime in question, with many stating that if it was a murder then they would definitely go to the police.



Part A: about Pact

Did you enjoy the play? Did it have an impact on you?

All of the pupils we spoke to had a positive response to the performance and felt that it had had an impact on them. They were able to remember it vividly, recalling scenes and post-performance discussions.

In particular, the issue of 'joint enterprise' resonated with pupils and many stated that knowing about this would impact future decisions. Moreover, one Year 10 girl said that it had already impacted on her decision not to get involved in something:

"It even impacted in our lives because something happened recently, personally, that certain girls were gonna do, but because we remembered the play and we remembered the joint enterprise [...] that kind of discouraged us."

Year 10 pupil

"If my friend told me that, 'I'm gonna go beat up some boy and kill him 'cause he's bullied my little brother', or something like that, I would have [gone] with him - I wouldn't have done nothing, but I would have [gone] with him. And then the police would have come and caught him and I was with him, just standing there, I would get arrested as well. But I didn't know that. Now I know - 'cause of the play - so I think you should do it [the play] again... and again... and again."

Year 8 pupil

Another key impact that came out from the focus groups was in relation to trust within a group or gang, and the realisation that those you are loyal to might, in fact, betray you:

"From the perspective of someone that used to be hanging around with people like that - after listening to what the guys said, it was quite good to tell other people about how people you think you can trust - they can actually set you up."

Year 11 pupil

"People think I can go out and I have these people behind me - they're my guys and that. But your guys - let me call them your 'olders' - your olders are the guys that set you up to the 'feds'. So obviously, why trust them when they'll set you up? And you'd never know, because they won't tell you they're setting you up."

Year 11 pupil

This is key, because it starts to erode the idea that 'olders' or other gang members are to be trusted. The issue of trust and trust starting to shift away from olders, is really important.

An issue that was prominent was that the pupils felt the play worked because it was performed by people they could relate to and who had real experiences in this area. The impact was stronger because the pupils respected the actors' knowledge of the subject:

"It was fresh faces instead of your teachers telling you. And because they were younger as well, you would relate to it a lot more because they look like you, and they'd just recently experienced everything that they were acting out."

Year 10 pupil

“Obviously if, like, people who have never been through stuff like that, come and talk to me or come and do a play for us, I’d just laugh in their face and be like, ‘Oh yeah. I get this every day’. But if it’s someone that’s been through it and knows it all, comes and says that to me, I’d be thinking, ‘Yeah - I know what you’re talking about’.”

Year 11 pupil

“I think they should get more people who have actually been through it to tell the story.”

Year 11 pupil

Pupils also felt that the play was accurate and relevant to them:

“The play was really urban so we could relate to it. And gangs and that - we do have gangs, and it was like a proper real show.”

Year 8 pupil

What did you think of the post-performance discussion?

Overall, the pupils we spoke to found the play more engaging than the post-performance discussion. However, most felt that the discussion was relevant and useful:

“The discussion was helpful because some people might not have understood. And it helped you find out what it’s all about.”

Year 8 pupil

Furthermore, as previously mentioned, pupils found hearing about the actors’ real life experiences in these discussions very impactful.

What do you think about snitching?

In relation to informing or snitching, it was widely asserted by the pupils we spoke to that you should never snitch. The key reasons for not snitching were because you would damage your reputation and the person you snitched on would come after you, and possibly your family:

“People who ‘snake’ on people - they get picked on and no-one is their friend, because they have a bad reputation. That’s why people don’t snake.”

Year 8 pupil

“If you’re in a group, you can’t say no-one’s name, even if it’s not your fault. Because if you do, then after you come out there’ll be problems.”

Year 11 pupil

Pupils felt that the play helped them think about the issues involved in snitching and the circumstances that might call for informing to the police. All of the focus groups wanted to distinguish between the severity of the crime in question. Most agreed that if a murder had taken place, then they would talk to the police:

“To be honest - say if it was something that was nothing to do with me, then I would mind my own business, but if it was something like... if I knew that somebody had killed somebody, then I would have to snitch. But if it was just somebody picking on somebody and it’s none of my business, I’d probably just go on about my day.”

Year 11 pupil

"It made me think about it more. Like, when all the boys in our year are, 'Don't snitch!', they want to look big in front of people, but deep down they're thinking that they would do the same thing, so I think the thrust was more to make you aware of the joint enterprise and to show you the two options you could have taken, and which one would have been the right one and let you choose... let you decide which one you wanna take."

Year 10 pupil

"Personally, I think the whole message was 'decisions' and what you decide in your life can get you certain places. I think that was the whole point of his [Ethan's character's] 'future him' that was helping him decide, because your decisions get you where you're gonna be in the future. And basically, be wise about where you decide to go and what you decide to do."

Year 10 pupil



Part B: about the police

What do you think of the police?

Views of the police were largely negative and pupils felt that they could be open about their dislike of the police. Many pupils did acknowledge the important role that the police play in keeping communities safe:

“You can’t trust them at all.”

Year 11 pupil

“I think the police are helpful, but there’s this whole young adult/teens look on the police - that they’re snitches and they’re not good. But if you look at it - if something happens to you, you’re going to run to the police. Let’s say you’re stabbed - you’re gonna call an ambulance and really and truly they’re here to help us. But not all the police officers, because there are some officers that abuse their rights and do things in a wrong way.”

Year 10 pupil

“I think there should be younger policemen that can relate better to the people our age. I think the old fashioned ones are obviously too old fashioned and they believe that they’re right all the time and that you shouldn’t question them.”

Year 10 pupil

Pupil’s opinions arose mainly from their own experiences of stop and search or from stories they had heard about stop and search. Some pupils also referred to things that they had picked up from the media, including events from recent political protests:

“Police think they’re bare hard. They think they can stop you any time. When you’re at the shop [they] stop and search you and give you some ticket thing and I’m thinking, ‘What’s that for? Why are you going to give me a ticket if you don’t find anything on me?’ And then with them fare [fee] things... university thing when bare man went on the street and you see [the police] on the news bare banging up the children and I was thinking, ‘What? Look how old you are, man! Come on. Can’t you just push them out of the way or something like that?’.”

Year 8 pupil

“I don’t like the police. Sometimes they can do good stuff, but on the news when you see the police beating people for no reason, making people have heart attacks and killing them. I don’t really like the police and the police are telling people not to do this and not to do that, but the police are going back and doing the same thing to other people. I don’t like the police.”

Year 8 pupil

Have you ever been stopped and searched?

Out of those we spoke to, 4 out of 17 (23%) of the Year 8 pupils had been stopped and searched; 3 out of 10 (30%) of the Year 10 pupils had been stopped and searched; and 7 out of 7 (100%) of the Year 11 pupils had been stopped and searched, with two of them having been ‘stripped searched’ on at least one occasion.

There seemed to be two key factors impacting the pupils' negative reactions to the police. Firstly, that they felt that the police stereotyped them. In particular, the older pupils felt that the police stereotyped young people according to their clothing. Furthermore, they wanted to clarify that clothing had more of an impact on how they were seen by the police, than race:

"I went 'work experience' in Barking and I walked past a police van and there was, like, loads of them there, and because I was wearing an 'Aero' hat, they stopped and searched me and told me to get against the wall, because they thought I had a weapon or something."

Year 11 pupil

"I think it's... colour as well adds to it, but I think it's how you look, because there's this whole stereotype about the 'hood' and everything, and the way you walk and stuff. And I'm not saying it's true, but in a sense it is, because if you're going to portray yourself to look a certain way, then you should be ready for what's going to be expected. Because, if you're going to walk around with 'low bats' and act like you're a 'bad' man, then that's what you're sending out and they're gonna stop and search you, and sometimes it's not always the case, but you shouldn't always blame the police, because you bring out that message and what you're sending out."

Year 10 pupil

"Let's say it's hot - it's summer and you've got your jacket and your hood on and you're all blacked out. I mean, who are you hiding from?"

Year 10 pupil

The second key factor impacting the pupils' negative experience of stop and search was how they were communicated with and treated during the incident. Many felt that if this could have been improved, then the experience would not have been as bad:

"I think police think they're too big and they can't even say sorry. If they search you and find nothing, they think they're too big and they can't say sorry or anything."

Year 8 pupil

"I think they just do it for fun - you know, searching you. 'Cause you know the way they don't tell you the reason; they just come at you, like, 'Come here you!', and then they're, like, 'Turn around!' and just start searching you. You don't get a reason after or before why they're searching you. They just give you some paper and they're, like, 'Go!'."

Year 8 pupil

"When a police searches you, he should tell you, or she should tell you, why they're searching you and what you might have on you."

Year 8 pupil

"I think the police should change their attitude, because if they come up to you all grumpy, like, 'Okay, I'm searching you...', I'd be, like, 'No, you're not!'. If they come up with a positive attitude, I'd be, like, 'Okay, you can search me.' They need to change their attitude."

Year 8 pupil

"I think there's also the fact that when I'm out with my parents, the police guy passing gives us a smile, but when I'm out with my friends, they give us either a suspicious look or any other odd look. And I think that... I'm still the same person walking around the street! I'm not doing anything wrong, so there should be no reason for them to judge me as soon as they see me or my companions. So I think they could have a neutral look to everyone else until they actually see something being done."

Year 10 pupil

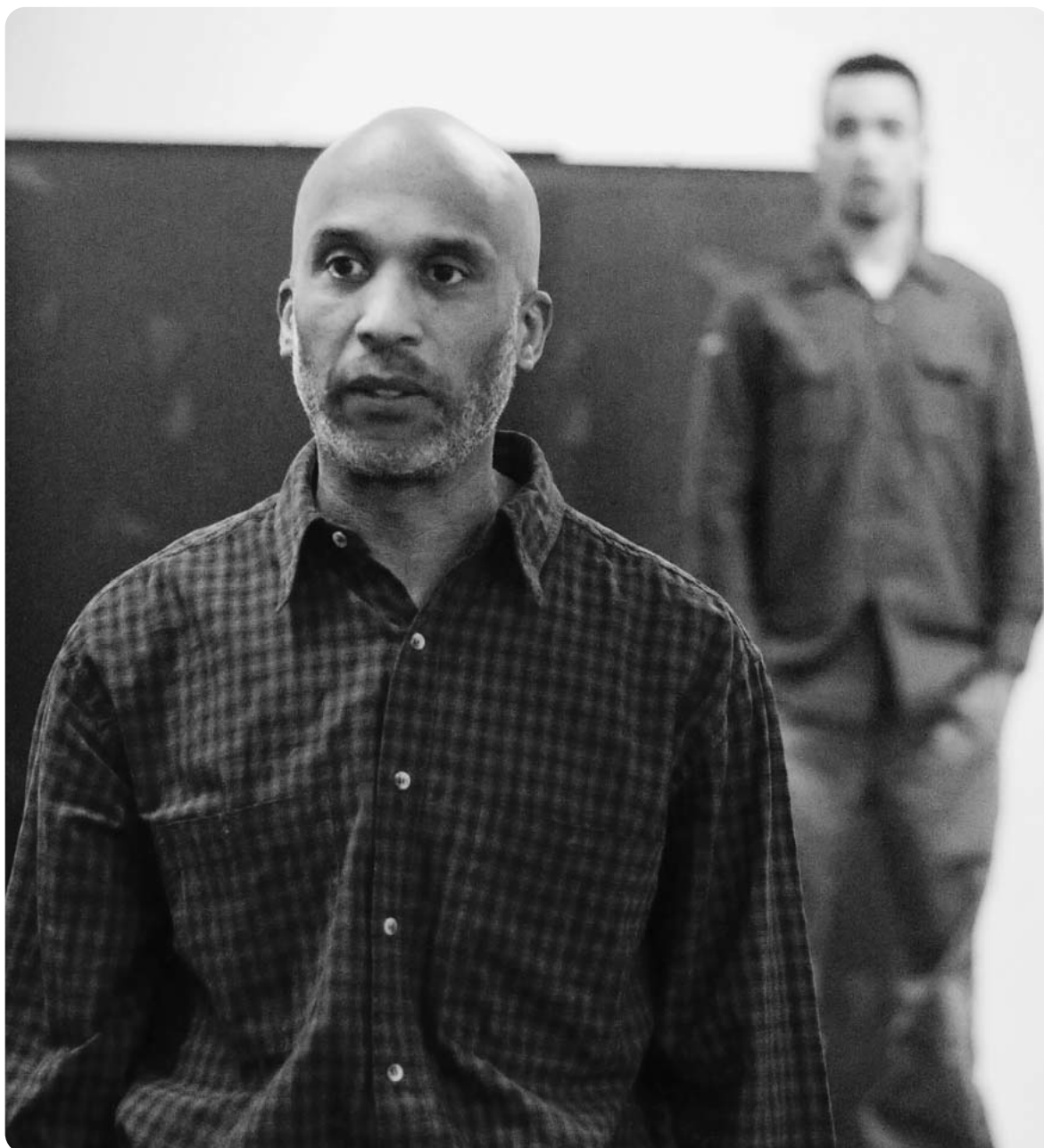
How could the police be better?

"Talk to us."

"Yeah!"

"I think that's a big issue – they don't talk to us enough."

Year 10 pupils



Conclusions and recommendations

Conclusions

From this Evaluation it is evident that the **Pact** programme had an important impact on the young people who saw it - an impact that will stay with them as they move forward in their lives. **Pact** works because pupils feel that it is relevant and accurately portrays their experiences. They can relate to the actors whose real life experiences add weight to the play. Moreover, the actors then become positive role models – an alternative to 'olders'.

The pupils also engage with the performance as a piece of drama and feel that they learn more because of this. This highlights the value of drama as a tool for learning and change. Plays like **Pact** stimulate thought and discussion in ways that lessons or talks perhaps cannot. Furthermore, they are able to create a space where pupils, teachers and the police feel that they can talk openly without judgement. This is vital if we are to break down the stereotypes that young people and indeed the police face.

Recommendations

As the young people themselves said during this Evaluation, **Pact**, and programmes like it, should be taken into schools 'again and again and again'. Support for this type of preventative programme must therefore continue. Innovative partnerships between the police and the arts can produce projects that help to shift relationships between young people and the police by questioning stereotypes and providing a neutral setting in which real dialogue can happen. Key to this, however, is that the police are present and have a voice in the discussions that take place after performances. This is where real change can happen and young people will start to see the police as individual human beings, and vice versa.

It is crucial that the triumvirate of schools, police and the arts work together. There needs to be ongoing support for this type of programme in the curriculum and it should be written into work around understanding the Justice System. This Evaluation shows that **Pact** works as a standalone project, but its impact could be solidified by continued work in school and continued engagement with the police.

It is important that the police start to harness the arts as a tool for engaging with a young audience, whilst ensuring that it is quality controlled. It would furthermore be beneficial to commission a set of social accounts related to the cost savings to the Criminal Justice System of preventative interventions.

Transcripts of focus groups

The following are transcripts from the focus groups held at the three schools: Dagenham Park, Eastbury Comprehensive and Eastbrook School.

Dagenham Park School: seventeen Year 8 pupils

What did you think of the play?

"I think that the performance was quite good and it was quite educational as well."

"I think it was proper educational and I understood that the person who knows information is as bad as the person who has done the crime."

"I think the performance gave us a lesson on safety – when you go around places that you shouldn't be, and the consequences that can happen if you go into bad things."

Did you enjoy it as a play? Did it hold your interest?

"Yeah, it was actually really good because most plays – I just get bored of it through the middle, but that one, it was, like, interesting and there was a good storyline to it."

"I think it should be turned into a TV show, because, mostly stuff like EastEnders and that – they give information about that – but I think this play was much more informative and it was based on one problem instead of loads."

What did you think of the discussion after the play? Did you think it was useful?

"I thought it was very useful because it's teaching young adults like us that we shouldn't get into gangs or violence and mess with the wrong things. And it was showing us the right way of doing stuff."

"I thought it was useful as well, because it was like a normal lesson, except you got to 'watch' instead of just 'do' – writing work."

What was it about the discussion after the play that you found useful?

"The discussion was helpful because some people might not have understood. And it helped you find out what it's all about."

"The bit where we asked our questions was really helpful, because if there were some bits of the play we couldn't understand – there were a lot of slang words used. We understood half of the words, but not all of them."

Before you saw the play, what did you think about 'snaking'?

"I thought snaking was... you know the way they say, 'If you tell, if you snake... if you want to still be our friend, don't snake, no matter what you do'. Stuff like that."

"If you snake, something's going to happen to you."

"If somebody does something wrong and you snitch on them, then you'd be known as a 'grass'. You shouldn't snitch on them."

"Everyone gets picked on. People who 'snake' on people – they get picked on and no-one is their friend, because they have a bad reputation. That's why people don't snake."

"I thought that snitching is a bad thing and a good thing. It's a bad thing, because if you snitch on someone they'll say, 'Now I'm gonna beat you up'. But sometimes it's a good thing, because you're helping the person who wants to know that information."

Perceptions of snitching in music – do you feel the impact of that and do you notice it?

"Sometimes we'll sing the lyrics to stuff like that, but most of us don't believe in it."

"I don't really take it in."

"You don't really know what you're singing about."

Did watching the play and the discussion make you think any differently about snitching?

"To be honest – say if it was something that was nothing to do with me, then I would mind my own business, but if it was something like... if I knew that somebody had killed somebody, then I would have to snitch. But if it was just somebody picking on somebody and it's none of my business, I'd probably just go on about my day."

"If there was a scene where someone died, I'd tell them all I know, but if it was just a little kiddish game, then I wouldn't."

"It would make me want to knock some sense into someone in a gang to make their own decisions."

"I wouldn't snake, because if I went to the police they would make me write statements, which takes a long time."

"I think sometimes if you don't snake, you can get yourself in trouble, because, say for instance somebody gets killed and you don't tell the police you know who killed [them] and you act like you don't know, but the police know you know, you might be the one who's held for murder and the real person who has murdered the person would run free while an innocent is in jail. Because you didn't snake."

What if it was a member of your family who had committed a crime?

"If I knew they were just going to go to jail for two years, then I would be, like, 'Yeah go. Learn your lesson'."

"If it was my brother or anyone, I would still snitch on them because they know that they've done something wrong and they have to face the consequences."

"It doesn't matter how tight you are with someone – if they did the crime they should do the time. I think if someone else took the blame it would be really selfish, because they're the one who committed it, they should stick to it."

Do you think young people should see plays about this kind of issue? What did you get out of it and why should there be more?

"Yeah, they should, because people should learn the consequences of when you go into gangs, and snitching can stop the victim from getting into more danger."

"I think the police should still do plays like that, so that the people know not to do things like that."

"If my friend told me that, 'I'm gonna go beat up some boy and kill him 'cause he's bullied my little brother', or something like that, I would have [gone] with him – I wouldn't have done nothing, but I would have [gone] with him. And then the police would have come and caught him and I was with him, just standing there, I would get arrested as well. But I didn't know that. Now I know – 'cause of the play – so I think you should do it [the play] again... and again... and again."

"I think that they should do the play again, because not all the time that you're in a gang you're popular or it's cool. Sometimes when you're in a gang, you can get in trouble because of someone else."

"I think the police should keep on doing this, because it teaches young people the laws and what they would be getting into if they break them."

How do you think watching a play is different from listening to someone talk about the issues or having a lesson on them?

"A play is much more entertaining than just having a man going, 'Don't do this!' It's much more entertaining and fun."

"You know the way people are, like, 'Don't do this! Don't do that!', the outcome is that they do the opposite of what they say. People will do what they say don't do. The play is better than someone just saying 'don't do this or that'."

"The play was really urban so we could relate to it. And gangs and that – we do have gangs, and it was like a proper real show. But if we had police coming in, I don't think we would listen. We would pretend to listen and then walk out and forget everything he said."

"If a policeman came – I wouldn't listen to him, I would think he was boring [...], but if it's a play, yeah – I'm really into it. I would listen to it and when I go to do something, I would remember, 'Oh, the play'. But if it was a policeman, I would forget."

What do you think of the police?

"I don't like the police. Sometimes they can do good stuff, but on the news when you see the police beating people for no reason, making people have heart attacks and killing them. I don't really like the police and the police are telling people not to do this and not to do that, but the police are going back and doing the same thing to other people. I don't like the police."

"Yeah, I think the police are so 'stush'. They tell you stuff not to do, then they do it. Like, pressuring people – like, torturing. Like, maybe they don't physically torture you, but they do emotionally. In films you see someone sitting down in a corner and they're asking you loads of questions, pressuring you, and they tell us not to do it, so why are they doing it themselves?"

"The police is a good thing, because if you get robbed on the street, then you have someone to call. But if you are doing the crime, then you don't want the police to get involved."

"I only like the police because they protect us and stuff, but sometimes they're really fussy, like, if you're driving and they stop you, they're, like, 'Where's your seatbelt? Where's your seatbelt?' I don't like it when they do that."

“I think the police are good and bad. They are good because they keep the areas safe, but they are bad because sometimes they hurt civilians and sometimes they get injured very badly. But they’re safe because they help people from any dangers, like theft and any other crimes.”

“To be honest, with police I don’t actually think they do their job right. Because there will be times on a case where – say, if somebody was murdered – they probably know who had murdered the person, and the person who had killed the person would be like, ‘No, this didn’t happen’, you know, change the story a bit, and they probably won’t do their job right.”

“Police think they’re bare hard. They think they can stop you any time. When you’re at the shop [they] stop and search you and give you some ticket thing and I’m thinking, ‘What’s that for? Why are you going to give me a ticket if you don’t find anything on me?’ And then with them fare [fee] things... university thing when bare man went on the street and you see [the police] on the news bare banging up the children and I was thinking, ‘What? Look how old you are, man! Come on. Can’t you just push them out of the way or something like that?’.”

Do you feel intimidated by the police?

Most people say ‘Yes’.

“Nah, I think they’re moist.”

What did you feel like when he decided to search you?

“I felt quite angry, because he wasn’t listening to me... I was asking him, ‘What did I do? What did I do?’ Then he searched me and I was laughing and my friends were, like, ‘Why are you searching him?’... Then he wrote me some ticket – I was thinking, ‘What’s it for?’ Then I dropped it on the floor and he said, ‘You might need that just in case someone else searches you’. And I was thinking, ‘Whatever’, and then he just walked away. I was thinking, ‘What was that all for?’, because we were going somewhere and it wasted our time. So police are a waste of time.”

What could he have done better?

“He should ask me first if I’ve got any sharp things on me. He took down my details and I was thinking, ‘If he’s found nothing on me, then why is he taking my details?’ I don’t know... I don’t know... Even if he asked me, I would have said I don’t have anything, so I would still have been angry.”

Has anyone else got any views on this?

“I wouldn’t really let them search me because – there are some people who look really suspicious to the police, but there are some people who are innocently walking down the street, and once I saw this man who was stopped by the police and they turned him around and searched them for no reason and was really shouting at them, and they gave him a ticket for no reason as well, when the person never had anything. The person was just walking innocently down the road, going to his house. I don’t really like the police. They say they’re here to help people, but sometimes they treat people badly.”

“You know how police, when they search you, frisk you and all that? And they touch you and all that? I don’t think people like it, you know the way. I don’t think women mind when they are having it done by another woman, but men actually mind when a man is doing it to them – ‘cause it just feels uncomfortable.”

“A couple of days ago, my uncle got stopped because he had a beard. It’s a true story! He got stopped and then they searched his car – apparently he had bombs or something in his car. He was getting searched and then he got really angry ‘cause, like, obviously, just because you have a beard doesn’t mean you’re, like, a terrorist or anything. Yeah, we’re Asian, but it doesn’t mean we’re all terrorists. Yeah, he just got searched and it was really sad because he was on his way to our house and he told us the story and we just found it really offensive.”

“I think police should only stop and search you... only if they see you do something or see you take it out, or if they actually see it.”

“When a police searches you, he should tell you, or she should tell you, why they’re searching you and what you might have on you.”

“I think police think they’re too big and they can’t even say sorry. If they search you and find nothing, they think they’re too big and they can’t say sorry or anything.”

“I think they just do it for fun – you know, searching you. ‘Cause you know the way they don’t tell you the reason; they just come at you, like, ‘Come here you!’, and then they’re, like, ‘Turn around!’ and just start searching you. You don’t get a reason after or before why they’re searching you. They just give you some paper and they’re, like, ‘Go!’.”

Who’s been searched here?

Four people raise their hands (out of 17)

“I think you should be able to pick if you want a girl or a man to search you.”

“I think the police should change their attitude, because if they come up to you all grumpy, like, ‘Okay, I’m searching you...’, I’d be, like, ‘No, you’re not!’. If they come up with a positive attitude, I’d be, like, ‘Okay, you can search me.’ They need to change their attitude.”

“They think they’re too cool for us with their hats and their uniform and they can drive at, like, 60 miles an hour, or whatever, with the sirens, like, ‘nee nor nee nor nee nor’. They think they’re so cool.”

Who had heard of joint enterprise?

“I’d kind of heard of it. I just thought that if you were there and you knew what happened they’d just say... You’d have to tell them what happened. I didn’t know it’s as bad as if you’d actually done it yourself.”

“When you’re getting searched, I think they should show you their professional ID... And then maybe, like, we’d be a bit less aggressive towards people searching us.”

Eastbury Comprehensive School: ten Year 10 pupils

What did you think of the play?

*"I think it made you think a lot more [than the previous Arc play **Boy X** by Clifford Oliver], because you were thinking about who the other guy was, which we later on discovered was the future 'him', and it all kind of linked in with the fact that he was telling him what to do throughout the whole play and advising him."*

Did you think it was interesting the way you didn't find out what happened [in the end of the play]?

"Yeah, and it made you question what you would have done as well."

"It lets you decide, basically. They always think... if you're watching a film, 'Why can't it be this ending?' But when they do act out that ending you think, 'Now I want the other one'. So this kinda lets you decide."

Did you all enjoy it as a piece of theatre?

Everyone says 'Yes'.

*"It brought down some people's expectations though, because we thought the old characters [from **Boy X**] would be in it. And we had to form a new relationship with the new ones. It was helpful that some of the old ones were there."*

Which did you prefer? **Boy X** or **Pact**?

8 out of 10 present preferred **Boy X**.

Why did you prefer **Boy X**?

*"Because you can relate more to **Boy X**. In our year, that's basically the type of stuff that would be going on in Year 10 with boys our age, so the boys mainly could relate more. But I think most of the girls might have liked the second one better."*

*"I prefer the second one [**Pact**], because when we had to talk about it at the end and what we would have done, a lot of people were saying, 'You're a snake', and things like that, but in real fact, you would actually... if you were in that position, you would... most people that were saying, 'You're a snake', would actually tell the police and would want to get yourself out of trouble."*

Did you know about joint enterprise before you watched the play?

Everyone says 'Yes'.

"We got told several times by our school police officer."

Did the play have an impact on you?

*"I didn't think the storyline in the second one [**Pact**] was as clear as in the first one. I think the second one was... I dunno. I personally didn't think it was as good as the first one, and it didn't come across as well as the first one."*

*"I think basically the first one [**Boy X**] – most people would have liked that one because it was clearer. The second one [**Pact**] – if you get it... it was for the more intelligent people that like drama."*

“I think the second one [Pact] was more educational, because, like, it even impacted in our lives because something happened recently, personally, that certain girls were gonna do, but because we remembered the play and we remembered the joint enterprise [...] that kind of discouraged us.”

Would you say that watching a play can affect the decisions you make and can impact you?

“It was like real life TV in a way, because you still got the message. Like a lot of people get messages from the media and EastEnders and stuff, but if it’s brought to your school in a way where it’s more educational, then it can get into your head a lot more.”

Thinking about Pact in particular, what do you think its aim was?

“If you think something should be told – say something’s happened – don’t say what your friends think. Do what you think.”

“Yeah, don’t worry about anyone else’s points. Just focus on your own. And don’t be influenced by your mates and your friends.”

What about in terms of the issue of snitching?

“It made me think about it more. Like, when all the boys in our year are, ‘Don’t snitch!’, they want to look big in front of people, but deep down they’re thinking that they would do the same thing, so I think the thrust was more to make you aware of the joint enterprise and to show you the two options you could have taken, and which one would have been the right one and let you choose... let you decide which one you wanna take.”

“Personally, I think the whole message was ‘decisions’ and what you decide in your life can get you certain places. I think that was the whole point of his [Ethan’s character’s] ‘future him’ that was helping him decide, because your decisions get you where you’re gonna be in the future. And basically, be wise about where you decide to go and what you decide to do.”

“I thought the fact that it was a play really helped, because when students might read from a book or get told stuff by their teachers, it might not have the same impact as when they actually see someone in that situation. So if they saw the characters in that situation and thought to themselves inside – they might be saying out loud, ‘Don’t snake’, but inside they might be thinking, ‘Yeah, I would do exactly the same – what he did’. So it would have more of an impact.”

Do people agree with that? That because it was a play, it had more of an impact?

Everyone says ‘Yes’.

“Yeah, because you can probably connect to the audience better than if it was on TV.”

“And it was fresh faces instead of your teachers telling you. And because they were younger as well, you would relate to it a lot more because they look like you, and they’d just recently experienced everything that they were acting out.”

Did you have a favourite scene?

"I liked the one where he got chased and then he ran into the dead end."

"Mine was when the police officer brought coffee or tea to him. That stuck in my head, because it was like she was a police officer and she wasn't supposed to be doing that, but yet she was willing to lose her job for justice and to get him to do the right thing."

"My favourite scene was when the boy and the girl were walking down the street window-shopping and the police came up to them and started interrogating them, and I was thinking, like, 'Yeah, this is what I see happening'. Just because they're young and even if it is because of their colour even – this is what I see happening and it's not right."

"My scene was the same as [his] scene when he runs into the dead end, because I don't know if it was intentionally or by mistake, but it kind of symbolises that if you do choose a life of crime, you can't carry on running. Eventually you will be caught up."

How many of you have been stopped and searched?

Three out of ten present raise their hands.

"In the play, they tried to get the message across that if you're white, police won't look at you as much..."

"It's true..."

"It's not true! I hang around with a load of black boys and when they get stopped and searched, sometimes we'll be in the park and they'll take them over to one side and just question me, because I'm the white boy – by myself, and they question them all over there."

"I think it's... colour as well adds to it, but I think it's how you look, because there's this whole stereotype about the 'hood' and everything, and the way you walk and stuff. And I'm not saying it's true, but in a sense it is, because if you're going to portray yourself to look a certain way, then you should be ready for what's going to be expected. Because, if you're going to walk around with 'low bats' and act like you're a 'bad' man, then that's what you're sending out and they're gonna stop and search you, and sometimes it's not always the case, but you shouldn't always blame the police, because you bring out that message and what you're sending out."

"That's true. This isn't really related, but it relates to the same thing – 'Scary Movie', yeah, the criminal is actually the really dumb guy that no-one likes – he's like a police officer, but everyone takes the piss out of him... No-one would suspect it was him. They'd expect it to be certain people that go around thinking they're, like, the 'top dogs', but obviously it's not. You've got to look at the brighter picture."

"Let me give a clearer example – me and a few of my friends were going to Asda to buy something. I'm wearing a jumper. I'm wearing a jumper and they all have hoodies. The security guard lets me go in and keeps them. So it kinda shows – because of the appearance that they see of you, then they automatically think, 'They've come to do something bad', but I looked smart, so he let me go in."

“Let’s say it’s hot – it’s summer and you’ve got your jacket and your hood on and you’re all blacked out. I mean, who are you hiding from?”

Did you think the discussion after the performance was relevant? Do you think it was useful?

“I think it was, because a lot of questions got answered. I can’t remember what I asked, but my question got answered. And they touched on bullying, because the guy police officer was seen as bullying the female police officer, which in real life gets us thinking that bullying happens anywhere.”

“I think the discussion part – it was useful – but it could have been improved. Because everybody’s in the hall at the same time, some people were intimidated by their friends, like, saying things that they want. So if you got a group of people you know actually paid attention to the play and one-on-one had an interview and asked them, you would get much better feedback...”

So if you had split into little groups or something like that?

“Yeah.”

“I don’t think it was that bad, because it was useful for people who aren’t... you don’t always have to say something to take something in. It was useful that everyone was together. When the more outspoken people said something, the more quiet people would also learn from it and not just the people that paid attention.”

What do you think of the police?

“Nobody’s going to answer that!”

“I think the police are helpful, but there’s this whole young adult/teens look on the police – that they’re snitches and they’re not good. But if you look at it – if something happens to you, you’re going to run to the police. Let’s say you’re stabbed – you’re gonna call an ambulance and really and truly they’re here to help us. But not all the police officers, because there are some officers that abuse their rights and do things in a wrong way.”

“I think as well, even if you do report it, because they have a higher status than us, the authorities and everything don’t believe you. And I think that’s not right to be honest, because I’ve witnessed some things that I wouldn’t think a policeman would be able to do, but has done.”

“I think there should be younger policemen that can relate better to the people our age. I think the old fashioned ones are obviously too old fashioned and they believe that they’re right all the time and that you shouldn’t question them.”

“I think the police are doing the wrong thing about crime and stuff. How can you make youth clubs, but then not make an effort to make the kids go to the youth clubs? I mean they’re concentrating to make all these places that are empty, like the one in Gascoigne [estate in a Barking ward] that we went to once. Me and my friend went to it in the summer time and we walked straight back out, because it was not what they made it seem like it would be, and there was not a lot of people there, so you wouldn’t want to go there again.”

How could the police be better?

“Talk to us.”

“Yeah!”

“I think that’s a big issue – they don’t talk to us enough.”

“Like, if you see someone and you have a conversation and you start to build a relationship, and if they come and talk to us personally and stuff in a similar scenario to this, we would learn more about their side and how they see things, rather than just putting a basic stereotype on us and putting out youth clubs out there that wouldn’t really interest us.”

“I think there’s also the fact that when I’m out with my parents, the police guy passing gives us a smile, but when I’m out with my friends, they give us either a suspicious look or any other odd look. And I think that... I’m still the same person walking around the street! I’m not doing anything wrong, so there should be no reason for them to judge me as soon as they see me or my companions. So I think they could have a neutral look to everyone else until they actually see something being done.”

“I think that they’re going about it the wrong way. I think the police are trying to target our age so that we grow up to be bad, but what they need to do – they actually need to go to the older ones, because we look up to them. No matter what the police tells us, if we look up to our olders and they’re doing something different, we’re gonna want to be accepted by them. So if they targeted the older kids – around the 18 and 19 year olds – to be good, and then pass it on to their little siblings or friends, then we could grow up to be more good, basically.”

“Yeah, I think the performance should go to the olders as well. I think it should be targeted more for the olders than this year group.”

“The police don’t walk around with us on the streets. They don’t go to the cinemas with our friends like we do. They don’t experience what we do, so they can’t really advise us on things that they’re not deeply aware of.”

Eastbrook School: seven Year 11 pupils**What did you think of Pact?**

“Yeah... It was good, some of the impact, like things that they tell us from their real life. It does have a lot of meaning in it.”

Did you think it was a good play? Did it keep your attention?

“Yeah.”

What did you think of the discussion afterwards? Did you think it was relevant?

“Yeah, because they spoke about what they’d done in the past.”

“Yeah, I liked it. I liked... you know the bit where his conscience plays on his mind, because he was there at the scene.”

“I thought it was good, but I didn’t think the discussion was relevant, because nobody really remembers that bit, but everyone remembers the play and what happened. Also if it had had ugly people in it, people wouldn’t take as much notice in it. It’s true!”

“I thought it was really good and I just thought, like, the way that they made you understand it and that. They showed you all different points and it was really good.”

“I thought it was really good. And the talk at the end – it was relevant, because obviously they had to explain why they was doing it. That boy being in it as well – that got more attention – female attention!”

What did you think was the main message of the play?

“Not to use knives. Not to get involved with knife crime.”

“Don’t be in a gang. Don’t be with someone at the wrong time.”

“When someone does something, don’t run away from it like you actually have done something.”

“If you hang about with the wrong people, then you’re going to get in trouble as well, even if it ain’t just you.”

Did anyone know about joint enterprise?

Three out of five present knew about it before.

“If you’re there... then you can get sent down for it as well.”

What about snitching or snaking?

“Well, in some ways it’s good, because then you don’t get in trouble. If it’s not your fault, then you should tell. But in another way, they’re your friends and they’re meant to have trust in you and they might be, like, ‘Don’t say it was me’. But sometimes, in some cases you have to say.”

“But if they were good mates, then they wouldn’t have got you in that position.”

“If it came to it and you really needed to grass them up, then obviously you would.”

“Like with that performance – the way they said that someone lost their life in it – if something like that happened... if it’s something serious, then you have to [inform].”

“But obviously, a lot of people are scared to do that in case things come back on them.”

“Yeah, that’s why most people don’t like snaking. But some people do it for a living.”

Did the play make you think more about the issues related to snaking?

All say ‘Yes’.

The group is joined by two more pupils.

[To new pupils] What did you think of the play?

“From the perspective of someone that used to be hanging around with people like that – after listening to what the guys said, it was quite good to tell other people about how people you think you can trust – they can actually set you up.”

Did it have an impact on you?

"Yeah. A massive impact."

What did you think the point of it was?

"People think I can go out and I have these people behind me – they're my guys and that. But your guys – let me call them your 'olders' – your olders are the guys that set you up to the 'feds'. So obviously, why trust them when they'll set you up? And you'd never know, because they won't tell you they're setting you up."

What about you? Did you enjoy the play?

"Yeah."

Did you think it was relevant?

"Yes, I do think it was relevant."

And did it have an impact on you? What did you think it was about?

"Yeah, because that's what really happens."

"They ain't gonna be there for you and will set you up, and they ain't gonna be there for you if you're the one getting in trouble for them."

"Basically, everyone just, like, will stand for themselves."

What about with snaking or informing? Did the play make you think any more about this? If you were in his [the character's] situation, would you go to the police?

"No. That's just how it is. If you're in a group, you can't say no-one's name, even if it's not your fault. Because if you do, then after you come out there'll be problems."

"You can't snake to people."

"It's like if you watch the film 'Shank' – it will tell you more about it."

"Obviously, you can't snake, because if you snake, okay, you might get out of jail, but you wouldn't get out of the roads, innit? There are people that are gonna be waiting for you. If people find out, they will come for you and your family. So you don't snake. You don't say nothing. Just say, 'No comment', and just live your life."

So how do you make it safer? Say if someone got killed and you know who did it and that person is still out there, how do you make it safe?

"You can't. You just keep your mouth shut."

"You just keep it to yourself."

"You don't get involved, because if you get involved and snitch the person who done it, then you're just gonna get killed."

Do you think that there is nothing that the police can do to protect you?

"No – it's impossible."

“No, because even if they can protect you, someone will be there to get your family or something.”

“They’ll get you back some way or another. There’s no way you can get out of it.”

“Later on, when you think you’re alright, that’s when they’ll get you.”

“They’ll leave it, like, three months...”

“And then, when you least expect it, they’ll get you.”

“If you tell the police about it, it never turns out good, so then you’re just making it worser and worser.”

“There’s always that one ‘sneak’ though – always that one.”

“In the play – you know at the end when they was talking... there was that one boy and he turned around and said, ‘you can wear my chain’ ... he don’t really care for him. He don’t care for him at all.”

What do you think of the police?

“I’ve got so much to say about this! They’ll stop and search someone if they’re walking down the road on their own, but when there’s loads of them, they don’t really do anything. They’re not scared, but they feel intimidated in case they turn ‘round and start. They just avoid the trouble. They don’t always do a lot when there’s trouble going on.”

“When they’re needed they’re not there.”

“The police are trying to do their job – they’re trying, but they don’t succeed. It’s impossible. Obviously, these roads, yeah... they can just stop someone and search them... If they look at someone wearing low bats and that – that don’t mean you’re a criminal. There’s a bag of other ‘niggers’ – they’ll come wearing, like, ‘sweepers’ and that, but they’re the real problem.”

“I went ‘work experience’ in Barking and I walked past a police van and there was, like, loads of them there, and because I was wearing an ‘Aero’ hat, they stopped and searched me and told me to get against the wall, because they thought I had a weapon or something.”

“If you wear a hat, a tracksuit, or a hood, then you’re gonna get searched, even if you’re a girl.”

“They only target the people that look thuggish. They don’t concentrate on the people who do skate-boarding, or something like that.”

“And people know that if you wear this sort of thing, they’ll stop and search you, so they wear the complete opposite and they don’t get stopped. So police need to play it clever, but they need to know that people know how to play it clever as well.”

“And the main thing is about it, is that that they do it too much in a certain area. People know that the police is gonna be there.”

“In Thames View [estate in a Barking ward] – you can be walking down the road on your own... We was two girls and they just stopped and searched us and we was like, ‘Why are we getting stopped and searched?’, and they was, like, ‘Oh, because you’re in the area. ‘Cause you’re in Thames View’. That’s what they said to us! I got a slip and everything.”

“And obviously, after seeing the police so often, you start to know their faces, so when you see him you know he’s a fed, so you kick out then. That’s how it works. If I go somewhere like Stratford [East London], I know, probably, like, 80% of the police officers that work there, so obviously I know if I’m carrying stuff, I won’t walk down that road, because I know who’s there. So they need to change their games, innit?”

So has anyone not been stopped and searched here?

All seven pupils indicate they have been stopped and searched.

Boy: *“I’ve been strip searched twice!”*

Girl: *“I’ve been strip searched!”*

What do you think the police could do to have better relationships with young people and have more respect from young people and vice versa?

“That’s impossible. That will never happen. If someone like me tried to get close to a police officer, then that would be my end. That would be the end of my life. Even if you don’t tell no-one, you don’t know what the police officer is saying to other people. It’s like a chain. You tell the fed man and the fed man might tell someone else.”

“You can’t trust them at all.”

“It’s like friends as well. They’ll be nice, nice, nice, and then one day they will... something will happen and you’ll get snaked or something.”

So going back to the play – do you think it’s worth getting plays like that into schools?

Everyone says ‘Yes’.

“It has a big impact on the younger people – starting from Year 7 – and, like, when they go to secondary school, because, like, when you go to secondary school, you think more older and, like, you feel capable of more things – you get to know more people from different areas and that.”

“By the time you’re our age and you’ve started doing something, then you ain’t gonna stop because of a show. But I think if you’re going into Year 6 and Year 7, then it might change it, but not now.”

“I think, yeah, from my point of view, I think if they do it more often to younger kids, like, once every two months in different schools, yeah, crews will get to know how it gonna work. ‘Cause, like, I know a few people that when they get older, they’re thinking – I wish I knew this when I was a young kid and that.”

“Because you’re more aware of what it’s going to be like in the future and what people are turning out like.”

Do you think watching a play is more impactful than having someone come and talk to you?

Everyone says 'Yes'.

"They'll remember it more and it'll just keep in their head. They'll be, like, 'Oh yeah, I remember that play, and it's like that'."

"If someone comes and talks to you, they just sit there going on and on and on, and you're, like, 'Shut up!' You don't even want to listen. But you would sit there and watch something."

"Obviously if, like, people who have never been through stuff like that, come and talk to me or come and do a play for us, I'd just laugh in their face and be like, 'Oh yeah. I get this every day'. But if it's someone that's been through it and knows it all, comes and says that to me, I'd be thinking, 'Yeah – I know what you're talking about'."

So you respected it because of the experience the actors had?

Everyone says 'Yes'.

So, I think that's pretty much it. Was there anything else that anyone wanted to add?

"I think they should get more people who have actually been through it to tell the story."



Teacher feedback

The following report is taken from feedback received from teachers of five schools and colleges in Barking and Dagenham that hosted performances of **Pact**. The schools involved are Barking College, Eastbrook, Eastbury Comprehensive, Dagenham Park and Sydney Russell School. The feedback was collected through an online survey.

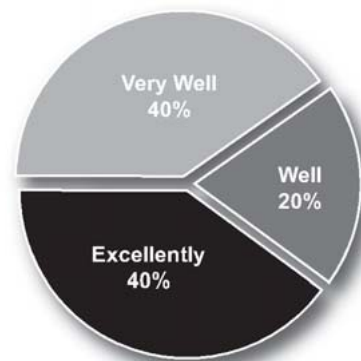
Question 1: How did your pupils respond to the performance?

For this question, respondents were given five options to choose from; Excellently, Very Well, Well, Reasonably and Poorly. Two of the teachers said that their pupils had responded 'Excellently'; two stated that their pupils had responded 'Very Well'; and one that they had responded 'Well'.

Respondents were also invited to leave comments:

"Both the fast track and upper/middle band performances were clearly enjoyed by our Year 10 students. The upper-middle band audience may have contained a few students who were less attentive but our staff feel that this performance really made many of them think seriously about their attitude and behaviour towards the police."

"Good feedback in the group on the following day."



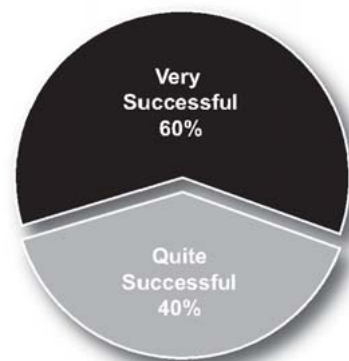
Question 2: How successful was the post-performance discussion?

For this question, respondents were given four options to choose from; Very Successful, Quite Successful, Somewhat Unsuccessful, Completely Unsuccessful. Three out of five teachers responded that the post-performance discussion was 'Very Successful', whilst the other two stated that it was 'Quite Successful'.

Respondents were also invited to leave comments:

"Good interaction between the theatre group and the students, which covered some current issues for the youth of today."

"The input from one of the main performers was outstanding."



Question 3: To what extent do you agree or disagree with the following statements?

For this question, respondents were given six choices for each statement; Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree and Don't Know.

Pact had an impact on the students

Three out of five (60%) respondents 'strongly agreed' with this statement, whilst one (20%) 'agreed' and one (20%) 'neither agreed nor disagreed'.

The performance was engaging

Four out of five respondents (80%) ‘strongly agreed’ that the performance was engaging, with the remaining respondent stating that they ‘agreed’.

The post-performance discussion was interesting and relevant

Two out of five (40%) respondents ‘strongly agreed’ with this statement. Two out of five (40%) ‘agreed’ with this statement and one respondent ‘disagreed’.

We [the school] will be doing further work on the issues raised by Pact

One respondent ‘strongly agreed’ with this statement. Two (40%) ‘agreed’, one ‘neither agreed nor disagreed’, and one stated that they ‘didn’t know’.

Pact was successful at exploring the issues of snitching

Four out of five (80%) either ‘strongly agreed’ or ‘agreed’ that **Pact** was successful at exploring the issues of snitching. One respondent ‘neither agreed nor disagreed’.

We will be using the teacher’s resource materials

Three out of five (60%) respondents ‘agreed’ that they would use the teacher’s resource materials. One ‘neither agreed nor disagreed’, and one said that they ‘didn’t know’.

Question 4: What could be improved?

For this question, respondents were invited to leave comments. Four respondents commented:

“Very little. We feel that this play was a very strong piece that forced our students to think carefully about themselves and their actions in relation to the police as well as considering deeper themes about morality, their attitudes relating to what they think is ‘right and wrong’. Staff at our school agree with my view that this was a very engaging play in which the performers as well as the content stimulated thought and consideration amongst the students. This strongly enhanced our work in school about the issue of gangs, crime, knives and the police. We would really like the play to be performed in our school again in the near future. The year heads who saw the performance have expressed their wishes to see a return in the New Year.”

“The performance and after performance discussion was interesting and engaging. I cannot see areas for improvement in the current format.”

“A workshop to accompany the play.”

“Post-performance discussion – perhaps students decide the fate of main character by a vote and then the actors portray it...?”

Question 5: Would you consider booking Arc again in the future?

For this question, respondents had three choices; Definitely, Possibly and No. Four out of five (80%) said that they would ‘definitely’ consider booking Arc again, whilst the remaining respondent said that they would ‘possibly’ consider booking Arc again.

Question 6: Additional comments

"Thanks for a great performance!"

"Really a very enjoyable and informative piece of theatre which entertained and informed students and staff alike. Without doubt this was one of the most effective shows we have staged for our students in many years. We think that it should be compulsory for all KS4 students in our Borough. It would be very satisfying for it to be staged again during the London Week of Peace. Thank you."

"Thank you for the performance – it was engaging and raised some good topics of discussion for the group. The theatre group was excellent as was their interpretation of the subject. Good theatre, enjoyable. Thank you."

"Excellent show and discussion, well informed and personalised to suit the audience type."



Researched and produced for Barking and Dagenham Police 2011

Original Pact cast:

| | |
|--------------------------|----------------------------|
| Jordan Barrett | <i>Ethan</i> |
| Lateisha Lovelace-Hanson | <i>Tess / Mum / Sienna</i> |
| Lennie Blasse | <i>Man</i> |
| Tommy Nash | <i>Lloyd / Martin</i> |

Watch Arc's Pact mini-documentary on YouTube:

<http://youtu.be/3nrl3wMp6e4>

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