



**GREATER  
MANCHESTER**  
**FIRE AND RESCUE SERVICE**

# The Atlas Project:

Supporting rehabilitation and behaviour change in adult  
firesetters

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# Contact Details

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*"I am very proud of Emma and Pete, who last month, ran our first 'Atlas Programme' for adult fire setters – a pioneering programme. It ran for two weeks with a cohort of six individuals referred to by the Probation Service. Delivery was not without challenge – the difference between juvenile and adult fire setters is notable and naturally requires different interventions. Our post programme evaluation report reflects our professional view, inasmuch as we believe, there is significant scope and real value in growing the programme incrementally by working together with our partners. Our ambition is for the Atlas Programme to become a recognised and established programme across Greater Manchester. A programme which is evidence-based, outcome focused and strong on evaluation."*

**Chief Fire Officer, Dave Russel, Greater Manchester Fire and Rescue Service**

# The Atlas Project

Deliberate firesetting is a behaviour, arson is a crime, and pyromania is a psychiatric diagnosis. Deliberate firesetting costs approximately £1.45 billion per year in England and Wales. In 2022-2023, there were 7240 deliberate primary and secondary fires in Greater Manchester. The average response cost per fire for Greater Manchester Fire and Rescue Service (GMFRS) is £4,195, totalling £30,371,800 for the year.

The Atlas Project is an intervention that has been developed by Prevention Education Lead, Emma Potts and Prevention Watch Manager, Peter Fitzpatrick, in collaboration with Greater Manchester Probation Service (GMPS). It is in response to an identified need to support and educate adults who have been involved and/or engaged in harmful or potentially harmful use of fire. This project is the first of its kind, offering wraparound support from key partner agencies, embedded in a holistic and therapeutic approach for adults convicted of any firesetting crime. The course was created to assess, engage, educate, develop support structures, and raise awareness around fire safety, whilst utilising therapies to positively enhance behaviour change.



## Local Objectives

Greater Manchester Combined Authority created the Greater Manchester Strategy 2021 – 2031, to ensure Greater Manchester is a place where everyone can live a good life, growing up, getting on and growing old in a greener, fairer, more prosperous city region. To achieve this, many plans have been developed to deliver the ambitious targets. A key theme woven through many of the plans, is the help, support, and development available for people who have committed a crime, including those with a history of deliberate firesetting. Many recognise the importance of access to education, training, and employment resources to avoid potential reoffending.

Greater Manchester's Fire Plan 2021 - 2025 outlines the work GMFRS will undertake to help make our city-region safe. The plan includes six priorities and a number of commitments to residents, businesses, and partners across Greater Manchester.

# Understanding Deliberate Firesetting

Dr Emma Barrowcliffe and Carys Graely BSc - School of Psychology and Life Sciences, Canterbury Christ Church University discuss the impact of deliberate firesetting.

*“The pervasiveness of deliberate firesetting is seen both nationally and internationally and often results in severe economic and societal costs<sup>1</sup>. In 2022, England alone recorded 71,782 deliberate fires causing 47 deaths and 409 non-fatal injuries<sup>2 3</sup>. Therefore, these figures emphasise the importance of developing evidence-based interventions for individuals who engage in deliberate firesetting. In terms of “what works” for the prevention and treatment of deliberate firesetting, Kolko’s (2001) research on fire safety education (FSE) interventions for children engaging in deliberate firesetting behaviour, found a decreased interest in fire and a reduction in the number of fires set one-year post-intervention<sup>4</sup>. Psychological based interventions for adults engaging in deliberate firesetting, such as the Firesetting Intervention Programme for Prisoners (FIPP) has been shown to reduce fire interest, identification with fire and fire supportive attitudes<sup>5</sup>. Additionally, research on the characteristics of un-apprehended adults who ignite deliberate fires found that increased fire safety knowledge such as information and awareness around the dangers of fire may have deterred deliberate firesetting<sup>6 7</sup>”.*

*“Despite the evidence base for the effectiveness of FSE for children engaging in firesetting behaviour and results from other education-based interventions for adults, such as FIRE-P<sup>8</sup>, research on the development and provision for Fire and Rescue Services (FRSs) to deliver adult FSE in the United Kingdom remains limited. Additionally, qualitative results from an exploratory study assessing the provisions of international FSE by Fire and Rescue Services found that fire educators reported experiencing difficulties engaging with adults who have ignited deliberate fires, including a lack of training within adult firesetting<sup>9</sup>. Therefore, it is promising that based on evidence-informed practices, Greater Manchester Fire and Rescue Service were able to develop an education-based intervention and deliver The Atlas Project programme”.*

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<sup>1</sup> Tyler, N., Gannon, T. A., Ciardha, C. Ó., Oglloff, J. R. & Stadolnik, R. (2019). Deliberate firesetting: An international public health issue. *The Lancet Public Health*, 4(8), 371-372.

<sup>2</sup> Home Office. (2023a). FIRE0401: Deliberate Fires Attended by Fire and Rescue Services in England, by Incident Type and Fire and Rescue Authority. <https://www.gov.uk/government/statistical-data-sets/fire-statistics-data-tables#deliberate-fires-attended>

<sup>3</sup> Home Office. (2023b). FIRE0402: Fatalities and Non-fatal Casualties in Deliberate Fires by Fire and Rescue Authority, England. <https://www.gov.uk/government/statistical-data-sets/fire-statistics-data-tables#incidents-attended>

<sup>4</sup> Kolko, D. J. (2001). Efficacy of cognitive-behavioural treatment and fire safety education for children who set fires: Initial and follow-up outcomes. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 42(3), 359-369.

<sup>5</sup> Sambrooks, K., & Tyler, N. (2019). What works with adult deliberate firesetters? Where have we come from and where do we go from here? *Forensic Update*, 130, 17-21. <http://dx.doi.org/10.53841/bpsfu.2019.1.130.17>

<sup>6</sup> Barrowcliffe, E. R., Tyler, N., & Gannon, T. A. (2022). Firesetting among 18–23-year-old un-apprehended adults: A UK community study. *Journal of Criminological Research, Policy and Practice*, 8(3), 140-154

<sup>7</sup> Barrowcliffe, E. R., & Gannon, T. A. (2015). The characteristics of un-apprehended firesetters living in the UK community. *Psychology, Crime & Law*, 21(9), 836-853.

<sup>8</sup> Pearson, D., Hayward, S., & Blampied, S. (2022). Outcome evaluation of an educational programme for preventing recidivism by adult firesetters. *Journal of Criminological Research, Policy and Practice*, 8(3), 196-208

<sup>9</sup> Barrowcliffe et al. (2023) manuscript in preparation

## The Atlas Project



The pilot, based at Bury Community Fire Station, was delivered over a 2-week period. The Atlas Project has presented many positive contributions to the service and Greater Manchester as a whole. The offer of a blended learning approach of classroom and drill-yard activity, allows people who have a history of deliberate firesetting to gain life and employability skills.

The programme was created to combine practical and theory, evidence-based sessions. On receiving referrals from Greater Manchester Probation Service, it was evident that there was a range of learning styles and individual needs to be considered. Following consultation with the National Autistic Society, there were several areas identified that would need to be addressed. Learning styles, wellbeing and social imagination were key areas to be considered to provide an inclusive and non-judgemental environment.

The course was implemented in line with evidence-based good practice. The content combined education and safety sessions with person-centred techniques from a clinical psychologist on a one-to-one basis, to engage the group and educate on the hazards and impact of fire. Therapeutic input from a clinical psychologist helped to identify the root cause of the desire to use fire in a harmful way. In turn, this allowed coping strategies to be implemented, address the issue and promote positive behaviour change. The course allowed all learners, regardless of their protected characteristics, to learn about teamwork, communication, understanding and assessing risk, adhering to instructions, and understanding the consequence of actions.



It is important to acknowledge that education can significantly influence in an offender's rehabilitation process. It can support attitudinal and behavioural change, develop employment skills, boost self-esteem and self-confidence, improve cognitive skills. These

transformative effects of education have been found to help promote public safety and reduce recidivism <sup>10</sup>.

Whilst it is imperative that fire safety awareness is embedded throughout the pilot, there is a need to include other areas of help and support. Whilst many studies encourage the need to support people who have a history of deliberate firesetting with education, evidence shows the importance of support with areas such as employment, housing, and motivation <sup>11 12</sup>.

## Accreditation

The Atlas Project used the new nationally accredited qualification - Developing Resilience Award, developed in partnership by the National Fire Chiefs Council and the Prince's Trust. The qualification was underpinned by evidence from the Youth Endowment Fund, Early Intervention Foundation, Serious Violence Duty, various Home Office Reports, and evidence about current practice for Social and Emotional Learning.

The Level 1 Award supports learners to increase their personal resilience by exploring, experiencing, and developing different protective factors and learning how to apply helpful habits to help them manage life's challenges. It supports learners to develop in the following areas:

- **Personal Resilience** – the aim of this unit is for learners to experience an appropriate challenge which enables them to explore their personal resilience and observe how their emotions are affected.
- **Physical Health** - the aim of this unit is for learners to explore and understand their own physical health and the benefits of a healthy lifestyle.
- **Positive Wellbeing** - The aim of this unit is to introduce ideas of positive wellbeing such as self-esteem, managing emotions, feeling positive about life and being able to express feelings.
- **Aspirations** - The aim of this unit is to support learners to believe they can achieve their goals and aspirations.

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<sup>10</sup>Ntombizanele, G. V. (2019). The transformative effect of correctional education: A global perspective. *Cogent Social Sciences*, 5(1)

<sup>11</sup>Johnson, Y. (2020). *Ex-offenders' Perceptions of Community-Based Substance Abuse Treatment Programs* (Order No. 28091864). Available from ProQuest One Academic. (2445294325).

<sup>12</sup>Dooris, M., McArt, D., Hurley, M. A., & Baybutt, M. (2013). Probation as a setting for building well-being through integrated service provision: evaluating an Offender Health Trainer service. *Perspectives in Public Health*, 133(4), 199-206.



- **Healthy Relationships** - The aim of this unit is to understand how relationships affect and influence us and how the learner can develop and maintain healthy connections.
- **Stronger Communities** - The aim of this unit is to explore the benefits of being part of different, supportive communities and to discuss the consequences of negative action in a community.

The 2-week programme included:

### Week 1

- **Fire behaviour observation** – Real time fire development observation with GMFRS Training Department
- **Overcoming adversity with Clarke Carlisle** – Ex-footballer Clarke Carlisle shared his personal mental health journey and how he overcame challenges in life
- **Road Traffic Collision exercise** – Hands on training session with Red Watch at Rochdale Fire Station.
- **Combustion process** – Theoretical input on the fire tetrahedron
- **Basic life support** – Practical instruction on how to deal with a life-threatening situation
- **The ripple effect** – Theoretical input on the consequences and wider impact of firesetting
- **Building resilience** – Ex-footballer Dr Alan Tonge presenting on psychological challenges and coaching philosophy
- **Breathworks** – Learning breathing techniques that support mindfulness and stress reduction



### Week 2

- **Fire ground drills** – Practical session including hose running and teamwork with Red Watch at Bury Fire Station
- **Restorative justice with Remedi** – Group session discussing how restorative justice can support the victims of crime
- **Blue Paw wellbeing and trauma support** – Introducing Holly the wellbeing dog, reducing stress and anxiety
- **Moss Side boxing gym**- Practical coaching session at Moss Side Fire Station's Community Boxing Gym
- **Giving Back** – An opportunity to do something for others, building a raised flower bed at Bury Fire Station
- **Water awareness training**- Practical training session with Red Watch Rochdale, covering the risks and hazards associated with inland waterways.
- **Andy's Man Club** – Mental health awareness session with AMC, the suicide prevention charity

## Fire Observation Overview

The fire behaviour observation was an element of the course that was rigorously researched,



due to a common belief that 'arsonists' *should not be shown how to start a fire*. To ensure the session did not trigger any previously experienced trauma, further collaborative work was completed. Dr Emma Barrowcliffe from Canterbury Christ Church University, and clinical psychologist Dr Jennie Potts, indicated that with controlled conditions and correct supporting mechanisms in place, the fire observation offered a practical way to learn about the unpredictable nature of fire and highlighted that people who ignite fires often misunderstand that they can control the fire.

The group engaged with the BA training staff who detailed the fire development

stages. This allowed the group to learn and experience the fire in real time, from the combustion process to potential flashover.

The Adapted Firesetting Assessment Scale (AFAS) was used pre and post course by Dr Potts, to assess learners' level of interest in firesetting. This provided important information around behaviour which supported the development of the programme and the inclusion of a practical fire scenario.



## The Need for Change



Dr Jennie Potts, The Atlas Project clinical psychologist examines the need for change:

*“The Atlas Project was ground-breaking. Its strength was in its ability to use psychological tools and techniques to support learning and respond in an adaptive way. Screening prior to the course, assessed risk including fire interest<sup>13</sup> and mental wellbeing<sup>14 15</sup>. The findings shaped the content and delivery of the sessions, highlighted any behavioural difficulties that might impede progress and allowed for ‘safety nets’ to be put in place. Guidance from Dr Emma Barrowcliffe, Senior Lecturer in Forensic Psychology at Canterbury Christ Church University helped the team to*

*learn from previous successful interventions. Four core themes - goal setting, building resilience, understanding consequences and perspective taking, underpinned the programme. These allowed the group to move beyond their convictions and look at new choices and solutions. Input from guest speakers, Clarke Carlisle and Alan Tonge, normalised the discussion around mental illness and instilled confidence. Having psychological input also provided safeguarding, the management of potential suicide risk and the provision of 1:1 clinical support if needed. Each ‘building block’ added to the dynamic, experiential elements of the Atlas Project. The tight, two-week timeframe made the project ambitious, but the course content optimised the chances of success”.*

Psychology team: Luke Flanagan, assistant psychologist, former Parachute Regiment soldier currently studying for a BSc in Psychology at Warwick University. Dr Jennie Potts, Consultant Clinical Psychologist, experienced in interventions for recovery from burn injury, rehabilitation following firesetting and the treatment of severe and enduring mental health problems.

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<sup>13</sup> Collins, J., Langdon P. E., & Barnoux, M. (2022). *The Adapted Firesetting Assessment Scale: reliability and validity*. Journal of Intellectual Disability Research, 66(7): 642–654.

1. <sup>14</sup> Zigmond, A.S. & Snaith, R.P. (1983). *The Hospital Anxiety and Depression Scale*. Acta Psychiatrica Scandinavica, 67:361–370.

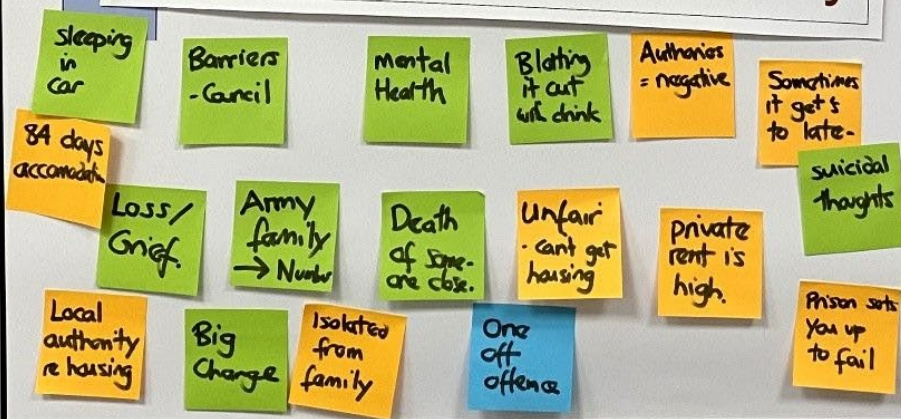
<sup>15</sup> Tennant, R., Louise Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker J., & Stewart-Brown, S. (2007) *The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation*. Health and Quality of Life Outcomes, 5: 63.



## Goals for a good life



## Blocks that get in the way





## Case study

A 31-year-old male was referred to The Atlas Project by Greater Manchester Probation Service. He had been convicted of arson with intent to endanger life and received a 2-and-a-half-year custodial sentence. His offence had been an attempt to harm himself and no one else. Prior to his offence, he was diagnosed with PTSD and anxiety. Within 24 hours of entering prison, he attempted suicide for a second time.

On release, he completed 84 days temporary accommodation, then found himself to be homeless, with no access to his children and could not access his GP for his medication.

On attending the Atlas Project, he engaged immediately with all aspects of the course, sharing details of the offence and time in prison with both Atlas staff and learners. He played an active role in each session, particularly enjoying his involvement with operational firefighters.

Post course, he shared how attending the Atlas Project enabled him to regain his self-worth, confidence and motivation to continue with his positive rehabilitation.

Following his 100% attendance of the project, with support from GMFRS Atlas Team and GM Probation Services who were able to show a reduction in risk level, he secured long-term accommodation through GMCA's A Bed Every Night (ABEN) Scheme and access to his children.





# Building Courage and Resilience



# Evaluation

This evaluation was commissioned to understand the effectiveness and impact of the Atlas project pilot. The Atlas project is a collaboration between GMFRS and Greater Manchester Probation Service (GMPS) and is a tailored intervention for adults who set or use fire to harm themselves, others, or property, threaten to use fire or use of incendiary devices. The Atlas project pilot was delivered between 27<sup>th</sup> February – 10<sup>th</sup> March 2023.

## Evaluation Methodology



The purpose of the evaluation plan was to set out what will be measured, when it will be measured and how it will be measured. A number of evaluation questions were set, which were closely

linked back to the original aims and objectives of the project. This provides an understanding of whether the aims and objectives were met, and the impact and effectiveness of delivering them. The evaluation questions for the Atlas evaluation are as follows:

- To what extent has the Atlas project been targeted effectively towards the intended audience?
- What are participants perceptions of the Atlas project?
- What are the impacts of the Atlas project from the participant's perspective?

Feedback was collected from participants and staff to understand their thoughts about different elements of the intervention. In addition, participants engaged with a psychologist before the intervention to assess their levels of fire interest, levels of fire safety awareness, levels of anxiety and depression and levels of wellbeing and self-



esteem. This was completed again at the end of the intervention to understand whether there had been any immediate change.

The psychologist used the following assessments during their engagement with participants:

- Adapted Firesetting Assessment Scale (AFAS): This was used to understand levels of fire interest.
- The Short Warwick-Edinburgh Mental Well-being Scale (WEMWBS): This was used to understand measures of wellbeing.
- The Hospital Anxiety and Depression Scale (HADS): This was used to understand levels of anxiety and depression amongst participants.

The psychologist will use the same assessments with participants as part of the three-month evaluation to understand whether there has been any lasting change.

## **Findings Overview**

### **What are participants perceptions of the Atlas project?**

Feedback from participants was collected throughout the project pilot to understand what they thought about the sessions delivered and the delivery of the intervention overall.

At the end of the project pilot, participants were asked to fill in an 'exit survey'. This provided feedback about whether they enjoyed the course, whether their expectations were met, whether the content was appropriate and whether they were treated in an appropriate manner by the facilitators. Participants were unanimous in their feedback, with all participants stating that take part in the Atlas project met their expectations, with one participant commenting that the course exceeded their expectations. Participants were asked to rate the course using a smiley face scale – all participants rated the course with a smiley face, suggesting that they were satisfied with it.

Participants were also asked whether they agreed or disagreed with the following statements:

- The course was well organised.
- I understood the information that was presented during the course.
- The information was pitched at the right level (e.g., not too simple / not too complex).
- The activities were useful for my learning and development.
- I felt included during the course.
- I was given the opportunity to ask questions.
- I felt like I was being listened to.
- I was treated with respect by the staff members running the course.
- I didn't feel like I was being judged.

All participants agreed with the statements above.

Participants were asked what they liked most about the course. Some participants reflected on specific elements of the course that they enjoyed. This included:

- Session about the boxing gym
- The Giving Back community project
- The practical sessions.

Other participants reflected on the support received from GMFRS staff throughout the course. Participants commented that Atlas staff and operational crews were respectful to participants and provided them with support. One participant commented that participation in the programme and support from Atlas staff meant that their license conditions with GMPS had been reduced. Finally, some participants commented that there was value in participating in the course because it provided them with an opportunity to meet new people (especially people who had similar experiences) and get to try new things.

Participants were also asked what they liked least about the course. Two participants commented that they enjoyed the course and there was nothing in particular that they disliked. However, one participant commented that the timing of the course was challenging because they had to go to work after attending the course; therefore, they had long days, which make it difficult to get to the course on time in the mornings. Another participant commented that there was a lot of paperwork, for

example consent forms, DPIA, privacy notice etc., which is something they disliked. Finally, one participant commented that they disliked the fire observation session but recognised that it was needed to show the impact that fire can have on individuals, crews, and the community.

Participants were asked whether there was anything that could be done differently the next time this course is delivered. Three participants commented that they didn't think anything should be done differently. One participant commented that more practical sessions should be considered as this was the most enjoyable part of the course. Another suggestion was to include some content about the danger of wheelie bin fires. A final suggestion was to streamline or consolidate the paperwork so there is less to complete.

Finally, participants were asked what they will do differently now they have attended the course. One participant commented that they now have an appreciation of the impact of fire setting on blue-light services and will be more respectful towards firefighters and fire crews. Another participant commented that they have more awareness of the fire service and a better understanding of the dangers of fire. This participant also commented that participating in the course has made them feel more positive and confident as a person. One participant commented that they will now stop and think about the potential consequences and impact of their actions. Another participant commented that they feel like they have more focus and will keep busy to maintain this focus. Finally, one participant commented that they will never set a fire again. This will be followed up during the three-month evaluation to understand whether participants have continued to do anything differently following participation in the course.

## **What are staff perceptions of the Atlas project?**

Staff members participating in the Atlas project reflected on aspects of the project they felt worked well. The following feedback was received:

- **Good levels of engagement:** There was good levels of engagement from all involved. The programme participants engaged with sessions throughout the course and there was positive engagement from crews. It was felt that crew involvement and participation was vital for achieving successful course

outcomes. In particular the BA sessions and sessions working with crews were enjoyed by participants. There was also feedback from crews to suggest that they also thought the sessions they delivered were valuable and expressed an interest in being involved in future sessions.

- **Building relationship and trust:** Participants developed trusted relationships with Atlas staff and operational crews. This is something that both Atlas staff and course participants reflected upon in their respective feedback forms. Participants commented that they were treated with respect and listened to throughout the course.
- **Peer support:** Atlas staff commented that participants developed good relationships with each other and provided peer support and encouragement. Again, this is something that participants reflected on within their feedback and said it was positive to engage with people who had similar experiences.
- **Open and honest feedback:** Atlas staff commented that they received open and honest feedback from participants, which is perhaps an indicator of developing positive, respectful, and trusted relationships with participants.
- **The delivery of some sessions was impactful:** Atlas staff commented that the delivery of some sessions had a positive impact for participants. In particular, there was feedback to suggest that more input from Blue Paw and continued engagement with crews would be valuable during future programme delivery.
- **Closing event:** Atlas staff commented that the closing event was a real success of the course as it allowed participants to see the value in attending the programme and allow them to appreciate their achievements.

Staff participating in the Atlas project also reflected on things that did not go well during the delivery of the course. The following feedback was received:

- **Some course content was intense:** Atlas staff commented that the restorative justice session in particular was quite intensive for some participants; however, there was good support in place to ensure this was managed in an effective way.

- **Some problems with logistics and equipment:** Atlas staff commented that there were some issues with logistics and equipment during the programme. In particular, staff commented that there were issues with ICT, issues related to not having enough drivers for travel, problems with the room acoustics for the closing event and lack of access to changing facilities following practical sessions.
- **Need to have a 'Plan-B':** Atlas staff commented that it was really positive to have the involvement of crews during the programme; however, there is a need to have a 'Plan-B' to ensure activities can continue in case the crew is mobilised to an incident.
- **Community project could be perceived negatively:** Atlas staff commented that they had some feedback from participants, who said that the community project was perceived as community service / payback; therefore, it is important to be mindful that the project could be viewed in a negative way.
- **Need to be considerate of needs and abilities:** Atlas staff commented that in some cases there were barriers in participation due to the physical nature of some activities (e.g., the community project and working with crews); therefore, it was identified that there should be consideration to abilities and needs to ensure that everyone is able to participate with the activity in some way.
- **Session timings and course timetable:** Atlas staff commented that there was not enough time allocated to some sessions to facilitate fully. In addition, some days had a lot of classroom-based content and there may be some benefit to adjust the timetable so there is a balance of classroom and practical activities each day.

Atlas staff were asked to comment on aspects of the course they would consider changing for next time. The following feedback was received:

- **Create detailed timetable for the course:** As discussed previously, Atlas staff commented that it would be beneficial to review the timings for each session to ensure there is enough time to facilitate it fully. They also



commented that the content for each day should be reviewed to ensure there is a better balance between classroom and practical activities. This should result in a timetable with a clearer structure of activities, timings, etc.

- **Ensure session leads have confirmed their attendance:** Atlas staff commented that some sessions were cancelled at short notice; therefore, it is important to ensure that session leads have confirmed their attendance (or the attendance of a deputy).
- **Consider whether a different mindfulness session could be offered:** There was feedback from staff and participants to suggest that the mindfulness session was not as impactful as anticipated; therefore, different options could be explored to see if something more relevant could be offered as part of future courses.



# Staff and Client Feedback

## Atlas Project Learner

*“I have recently been involved in The Atlas Programme run by Greater Manchester Fire Service. I found it was very helpful for me because I was sleeping in my car, and it was stopping me from moving forward with my life due to having an arson offence on my record. This was a big barrier for getting accommodation, but the support from staff on the programme and Probation, I am now in my own flat. The things we did on the programme was stuff like boxing, doing some woodwork in the local Fire Service Garden. We were shown how the Fire Service train for large scale fires. The part I really enjoyed was getting involved with the Fire Service using some of the equipment to dismantle a car to rescue someone out of the car if they ever crash. If anyone else has got an arson offence on their record, it would be really helpful for them to move forward with their lives if they did this programme because it could help you get accommodation.”*



**Andrew Scott, Senior Operational Support Manager,  
Community Integration Team, Greater Manchester  
Probation Service**

*“Working with Greater Manchester Fire and Rescue Service has allowed us to plug a gap for a difficult to reach cohort of People on Probation (PoP’s). The aims of the programme are to protect the public, prevent victims, reduce reoffending, and respond efficiently and effectively to meet the needs of our communities, therefore reducing risk. Since the completion of the programme, some of the learners have gained employment, gained accommodation, had contact with their children and all of them have felt empowered to move on with their lives, ridding the ‘arsonist’ label. Two of the learners have given briefings to Probation staff and one has made a video of the impact the programme has had on his life. Looking forward, we are very excited to receive the evaluation of the programme and to then roll out the programme across Greater Manchester in the summer.”*