REPORT:

IMPROVING JUVENILE JUSTICE SYSTEMS IN EUROPE - TRAINING FOR PROFESSIONALS

TRAINING THE TRAINERS SESSION

BRUSSELS 25-27 JANUARY 2016

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Co-funded by Fundamental Rights and Citizenship Programme of the European Union
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A. Introduction.

In 1978, the Council of Europe published a resolution on ‘the prevention of juvenile delinquency and the social integration of the young’. Since then, despite over ten recommendations relating to youth justice by the Council of Europe, few concerted attempts have been made to meet them. Many EU countries do not fully implement the youth justice standards, and the situation becomes all the more concerning during a time of economic turmoil. The UNCRC frequently expresses its concern that international standards on youth justice have not been fully implemented at EU level. Indications exist suggesting that the majority of European countries do not have a clear picture of the extent to which they are training their staff on juvenile justice standards and communication with children.

The project "Improving juvenile justice in Europe: training for professionals" intends to provide, at a EU level, information, knowledge and training to juvenile justice national authorities and staff working with juvenile offenders, to promote a better implementation of international standards concerning children in conflict with the law. The project is based on the recommendations of the IJJO White Paper on "Improving youth justice systems during a time of economic crisis"1.

One of the main objectives of this project is to improve the EU youth justice systems and to understand where they can be made more efficient and more child-friendly, focusing on a better

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1 http://www.oijj.org/sites/default/files/white_paper_publication.pdf
implementation of the Guidelines of the Council of Europe on Child Friendly Justice and international standards.

To achieve this goal the project has been structured as follow:

- Creation of a training package composed by videos, a toolkit and a manual drafted by a group of experts on juvenile justice and children's rights.
- National workshops organised by project partners for practitioners and professionals dealing with children in residential care or detention.
- Evaluation of the training sessions and adaptation of the toolkit and the manual on an online course through the IJJO e-learning Platform (International School of Juvenile Justice).
- Final conference in Brussels to present the results of the project.

The training of trainers, held in Brussels between the 25th and 27th of January focused on capacity building for partners and juvenile justice stakeholders, in particular how and why restorative approaches should be promoted. Major focus points were the importance of developing individualised programs for children in conflict, the knowledge needed to work in the field of children rights, the International and European standards, and how to respect the right of a child to be heard in order to foster their social re-integration.

The partnership of organisations involved in 'Improving juvenile justice systems in Europe: Training for professionals' includes the following:

- Ludwig Boltzmann Institute of Human Rights (Vienna, Austria)
- Hope for Children - UNCR Policy Centre (Cyprus)
- Rubikon Centrum (Czech Republic)
- Association Diagrama (France)
- Greek Ministry of Justice (Greece)
- Istituto Don Calabria (Italy)
- Providus Center (Latvia)
- Portuguese Ministry of Justice (Portugal)
- Fundación Diagrama (Spain)
- Include Youth (N.I., United Kingdom)
- Finish Forum for Mediation (Finland)
- The University of Cork (Ireland)

More information about the project is available here: http://www.oijj.org/en/improvingjjs-introduction

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B. The training package in short: Theoretical content.

See Annexe 1.

**GENERAL INTRODUCTION TO INTERNATIONAL AND EUROPEAN CHILDREN’S RIGHTS FRAMEWORK AS DEVELOPED IN THE TRAINING PACKAGE:**

*(Prof. Ton Liefaard & Dr. Stephanie Rap)*

The Manual is a tool to enhance the knowledge and understanding of juvenile justice systems. It is meant to help structure the training sessions, as it is divided in 5 complementary chapters:

- Chapter 1: International and European standards in juvenile justice and adolescent development.
- Chapter 2: Institutional requirements.
- Chapter 3: Effective participation.
- Chapter 4: Communication skills.
- Chapter 5: Follow-up and support.

**1. INTERNATIONAL AND EUROPEAN CHILDREN’S RIGHTS FRAMEWORK:**

The European Juvenile Justice Systems are very different across Europe. Juvenile justice had developed throughout the 20th Century, hence when the United Nations Convention on the Rights of the Child (UNCRC) came into force in 1989, national systems were already in place. While the urge to reform them may be big, it is important to make them child-friendly using the institutions already in place.

We can distinguish between two types of juvenile justice systems: welfare-oriented systems (which involve social work and not only punitive measures); and more punitive systems.

There is no need to move entirely from responsibility: children are still involved in criminal action, and this has to be dealt with, but their role in the system can be discussed and improved.

There are several reasons for which a specific juvenile justice system is necessary.

1. Children and adolescents are different to adults: their immature development affects their responsibility and their capacity to participate fully in the justice process system.
2. In general, criminal justice systems are not child-friendly per se.
3. It is also a matter of principle, a human rights issue and legal argument: governments ratified the UNCRC.
Several comments should be kept in mind:

- Children’s rights stop when they become adults: a child might enter the system and remain in it when they become adults.
- Children are young people in development: their brain is still developing, their impulsivity control is not the same as adults’.
- Child criminality is more likely to be temporary.
- It is in the interest of judges and society to involve the child properly in the proceedings for real truth finding.

In Europe, the children’s rights framework regarding juvenile justice is composed by the following instruments:

<table>
<thead>
<tr>
<th>INTERNATIONAL LEVEL INSTRUMENTS:</th>
<th>REGIONAL LEVEL INSTRUMENTS:</th>
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<tbody>
<tr>
<td>- The Beijing Rules, 1985.</td>
<td>- The Case law of European Court of Human Rights (particularly on the issue of effective participation).</td>
</tr>
<tr>
<td>- Riyadh Guidelines (Prevention)</td>
<td>- CRC Committee General Comments:</td>
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<td>- CRC Committee General Comments:</td>
<td></td>
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<tr>
<td>- 2007: General Comment No.10</td>
<td></td>
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<tr>
<td>- 2009: General Comment No.12</td>
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2. ARTICLE 40 OF THE CONVENTION ON THE RIGHTS OF THE CHILD:

The objectives for a child-friendly justice are to achieve a justice response and intervention in which a child’s respect for the rights and freedom of others is reinforced, where his or her age is taken into account, and where their reintegration into society is promoted so that they can play a constructive role in society.

a. Child specific treatment:

Article 40 of the Convention on the Rights of the Child discusses some of these topics, but it has some key issues. It makes two assumptions when it talks about child-specific treatment (Art. 40 (3) ) and fair treatment, but the definition of child-specific and what abiding to child-specific rules means is not clarified. An issue facing the establishment of child-friendly justice across Europe is the lack of a defined European minimal age of criminal responsibility, and Article 40 does not address this.
b. **Fair trial:**

Article 40 (2) talks about the principle of legacy; the right of presumption of innocence; the prohibition of self-incrimination; the procedural safeguards (information on charges, legal or other appropriate assistance); the need for a trial without delay by competent, independent and impartial authority; the particular role of parents or legal guardians; the right to appeal and right to free assistance of an interpreter; as well as the respect for privacy ‘at all stages of the proceedings’, meaning that, for example, trial should be closed to public.

c. **Disposition:**

In Article 40 (3b) it is stated that diversion measures and restorative justice should be used, and that judicial proceedings should be of last resort. It suggests using alternative dispositions (Art. 40(4)), such as care, guidance, supervision orders, probation, foster care, or educational and vocational training, and stresses the need of using the principle of proportionality.

d. **Effective participation:**

Article 40 emphasises that the juvenile justice system needs to be fair and child focused, following the Beijing Rules. Article 12 of the Convention on the Rights of the Child reinforces this principle by stating the child has the right to be heard and to participation.

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**CHARACTERISTICS OF A CHILD-FRIENDLY JUSTICE SYSTEM:**

- Accessible.
- Age appropriate (to age and maturity).
- Speedy and diligent.
- Adapted to and focused on the needs and the rights of the child.
- Respecting the rights (including the due process): participation, understanding, respect for private and family life, integrity and dignity.
- Non-discriminatory.

**General elements:**

- Information and advice.
- Protection of private and family life.
- Safety.
- Specialised professionals/multidisciplinary.
- Access to justice/effective remedies.
- Prevention of deprivation of liberty (in all contexts)...

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3. EUROPEAN STANDARDS AND GOOD PRACTICES ON ALTERNATIVES TO DETENTION:

(Ursula Kilkelly)

a. Alternatives to detention:

Although there are standards in place, it is not easy to achieve those standards. Article 37 of the United Nations Convention on the Rights of a Child states that child detention should always be seen as a measure of last resort. Alternative measures to detention include probation, restorative approaches, community service, imposition of fines, counselling, supervision, foster care, therapeutic measures or education placements. However, there should also be a strong emphasis on diversion from offending in order to avoid children getting in contact with the juvenile justice system.

It has been proved that the longer a child is involved in the justice system, the harder it is to extricate them, so all decision makers need to be fully convinced that alternatives will work and will have a positive impact on society.

b. Lessons to be learnt:

It is important to have strong, evidence-based research with the adequate resourcing. A legislative strong basis, compiled with data from multi-agents would secure the legislations’ long-term future and specialisation and professional staff should be the ones to implement international standards and ensure their consistency.

C. Implementing the Training Package.

See Annexe 2.

MANUAL AND TOOLKIT:

1. WHAT IS THE MANUAL AND THE TOOLKIT?

The aims of the Improving Juvenile Justice Systems project are to improve the EU juvenile justice systems and to understand what can be improved. To that aim, a training package composed of a manual for professionals participating in workshops and of a toolkit for trainers running the workshops has been developed.

The toolkit, available in English only, presents a comprehensive methodology concerning training and capacity building for professionals as well a compendium of techniques related to advocacy and working in groups, to encourage the multi-agency work, fostering child
participation and empowerment, as well as a snapshot of the main concepts related to Juvenile justice and children rights.

The **manual** is a user-friendly support document of reference for the trainees (partners and beneficiaries of the national seminars). The manual will be translated into the different national partners’ language. It includes the main juvenile justice concepts and key topics and consists of a selection of promising practices, techniques and case studies concerning the improvement of the communication between workers and children.

### 2. HOW TO USE THE RESOURCES IN NATIONAL TRAININGS:

Knowledge and skills relative to child-friendly justice can be taught using different methods:

**a. Purpose of the national trainings:**

The national trainings, which will take place in each of the participating organisations’ countries, aim to familiarize participants with the international and European children’s rights framework regarding juvenile justice, and to make professionals aware of the importance of child participation in juvenile justice. The necessary skills to communicate with children and enhance child participation will be taught.

**b. Teaching methods- knowledge and skills to impart:**

<table>
<thead>
<tr>
<th><strong>TEACHING METHODS:</strong></th>
<th><strong>KNOWLEDGE:</strong></th>
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<tbody>
<tr>
<td>- Discussions with the groups/ smaller subgroups.</td>
<td>- Core human rights (Right to fair trial, to information, to be heard).</td>
</tr>
<tr>
<td>- Brainstorming.</td>
<td>- Key concepts such as procedural safeguards or child participation.</td>
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<tr>
<td>- Making mind-maps.</td>
<td>- International and European children’s rights instruments and their values.</td>
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<tr>
<td>- Pair-share.</td>
<td>- Judicial proceedings.</td>
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<tr>
<td>- Quiz.</td>
<td>- Child participation in different phases of the process.</td>
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<tr>
<td>- Role-play.</td>
<td><strong>SKILLS:</strong></td>
</tr>
<tr>
<td>- Interviews in pairs.</td>
<td>- Involving the parents in the process.</td>
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<tr>
<td>- Preparation of an exercise in pairs and present to the group.</td>
<td>- Adapting and setting the atmosphere.</td>
</tr>
<tr>
<td>- Watching a video and discussion afterwards.</td>
<td>- Communicating with young people:</td>
</tr>
</tbody>
</table>

*Collect CVs before the session to know who you are working with so that you can adapt.*
Example:

c. **Role of the trainer:**

The role of the trainer is to facilitate the learning process of the participants. In order to do this effectively, the trainer should adapt the training to the needs of the participants: he or she must know the target group. In order to succeed, he or she should use their own personal style of teaching, but still be dynamic and adaptable.

**VIDEOS: EXPERIENCES BY CHILDREN AND YOUNG PEOPLE AND YOUTH SYSTEMS IN NORTHERN IRELAND:**

*(Ms. Kate Moffett & Ms. Sharon Whittaker)*

See Annexes 3 and 7.

Include Youth was tasked by the IJJO to bring together focus groups of young people who has experienced the justice system and talk to them about their experiences of engaging with professionals, some of the challenges and frustrations that they faced, examples of positive engagement and tips for professionals.

From July 2015, they have been running weekly focus groups in Woodlands Juvenile Justice Centre and the aim was to build relationships with the young people in custody and identify 3 young people who might be interested in talking on video about their experiences. They talked to groups of young people on Include Youth programmes and also young people engaging with Alternatives Northern Ireland, one of the organisations that the IJJO works in partnership with.

1. **VIDEO 1: WOODLANDS JUVENILE JUSTICE CENTRE:**

3 young people from Woodlands Juvenile Justice Centre were keen to be involved in the video and their names were changed and images anonymised as part of this agreement. 2 of the young people come from a care background and these young people have both been involved with the Justice System since they were 11 years old.

During the sessions with these young people it was important to build rapport and talk to them at their level, showing respect and getting to know them. As the weeks’ continued they were much more vocal and relaxed and chatted openly about their experiences.

As you will see from the video, they talk about their experiences with the police, judges, staff in the Juvenile Justice Centre and Youth workers. Some of this engagement has been negative and they talk about feeling disrespected and verbally abused. However, engagement on the whole from the staff at the Juvenile Justice Centre has been positive and this has impacted on their motivation and plans for the future.

Danielle Boyd, a staff member at Woodlands Juvenile Justice Centre agreed to be interviewed for the video and explained how the staff work with the young people in a participatory way and aim to build positive relationships.

**Comments:**

- **The boy-girl ratio in the centre:** About three girls at any one time, and thirty boys. Girls are usually there for safety reasons.
- **The safety measures in place:** children are always in locked rooms with staff members and not more than two, three other children (except during lessons) at a time.
- **What does ‘locked in’ mean when the first boy talks about what happens if he does not go to lessons?** If they do not want to attend lessons they are just taken to their room and have to stay there, so it is worth going to lessons.
- **Mental health and drug abuse:** a big proportion of these children have a mental health problem or a drug abuse problem, or both.

2. **VIDEO 2: PARTICIPATION IN COMMUNITY-BASED RESTORATIVE JUSTICE:**

Include Youth has close links and works in partnership with a number of community-based organisations. One of these is an organisation called ‘Alternatives, Northern Ireland’ which offers restorative justice programmes and works closely with the young people, the Police and Communities.

Gareth Scullion a 21 year old young person agreed to speak to us on video about his experiences of restorative justice in Northern Ireland along with a member of staff Kelly Gill who is a ‘Schools Worker’ for Alternatives.
Gareth grew up in North Belfast which was heavily affected by the ‘Troubles’ in Northern Ireland with interface areas and paramilitary involvement. He came into contact with the police a few years ago and he talks openly on the video about his past experiences of the justice system and how this has impacted on him.

Gareth speaks about how his relationship with the Police has changed dramatically over the last few years by successfully engaging in a restorative justice programme, and how things might have been different for him if he had been sent to custody.

3. VIDEO 3: A YOUNG CARE-LEAVERS’ EXPERIENCE OF THE POLICE:

Blair Anderson, 21 years old is an ex-participant of Include Youth’s Employability programme, she comes from a care background and Blair openly talks about her experiences of the Police and how this has impacted on her future.

As part of the focus groups of young people, a day was organised in November 2015, where approximately 50 young people came together to hear Blair talk about her experiences with the Police and from the Police themselves.

Blair emphasises the importance of young people being listened to and being given a chance, especially those from a care background who are over-represented in the Juvenile Justice System in Northern Ireland. She believes that, in spite of being given a police caution and this remaining on her criminal record, she had professionals who engaged with her and explained things, putting in place support and believing in her potential.

Following the focus group in November 2015, Blair has been asked by the Police to attend training sessions and workshops to speak alongside them of her experiences so that other Police and new recruits can learn from her.
D. The training package into practice.

UNDERSTANDING CHAPTER 2 OF THE MANUAL: INSTITUTIONAL REQUIREMENTS:

See Annex 4.

This chapter aims to increase the understanding of the existing juvenile justice institutions and familiarise participants with both the legal safeguards in the juvenile system and the role of parents in the process.

Small group workshops were organised to identify the key messages to convey during a training session with regards to:

a. Child specific proceedings (animated by Maria-José Bernuz):

A key message to transmit to the diverse target group is why there is a need to adapt institutions (to ethnicity, culture, gender, age, maturity...), and this should be argued by pointing at the need children have to speak freely, which cannot happen in a hostile environment, reinforcing that stigmatisation needs to be avoided and outlining what society can gain from successful trial outcomes, which will only take place if the child feels comfortable. A further reason for which institutions need to be adapted is that the countries signed the Convention of Rights of the Child and that it should therefore be respected. The way to implement these changes is through increased knowledge of the legal framework and by listening and engaging.

b. Legal and other appropriate assistance (police and diversion) (animated by Els Dumortier):

One of the key messages to transmit in the trainings should be that specialised legal assistance should be there all throughout the process, and those involved need to understand how to work with children, give them attention and additional support, and an advocate should always be present.

Use case studies to show why this is important. Example: In the US the child waives his or her right for assistance without understanding the consequences.

c. Legal and other appropriate assistance (Court-trial) (animated by Avril Calder):

As for the court-trial process, trainers should make trainees understand the importance of different roles and the interdisciplinary approach parents, social workers and lawyers play. Trainers should make clear that everyone involved in the process should be trained. Another important message to get across is that the child should be given the time to express himself and that the court room should be adapted to the child.
d. Role of parents (animated by Ursina Weidkuhn):

One of the key messages of the training should be that parents have different roles in each phase of the proceedings, and that they must always have a clear idea of what their role is. The reason for which their role is so important is that they are the main educators, play an active role (although they should not influence children during proceedings or give them answers) and the children will go back to them at the end of the process, so parents play an active role in reintegration. The training should reinforce that everything should be done in the best interest of the child.

UNDERSTANDING CHAPTER 3 OF THE MANUAL: EFFECTIVE PARTICIPATION:

See Annexe 5.

The chapter focuses on the right to information and the right to be heard in all phases of the juvenile justice process. Participants were dispatched in small groups and asked to discuss the role of different actors regarding effective participation.

a. Arrest and police interrogation (animated by Els Dumortier):

In this phase of the trial, the police will be the first provider of information, and will be complemented by a lawyer, who should understand young people. Both should ensure that the information (charges, rights, course of action) is delivered in a way the child understands, and police should understand why the children’s right exist so that they do not believe applying the law can negatively affect the process.

b. Court proceedings and trial (animated by Avril Calder):

During court proceedings and trial it is important that the child knows what is going on and the procedure. Officials should pay attention to the way the information is brought forward, whether it is through the terminology used or the language spoken. The information that parents receive should be decided but attention must be paid to a child’s right to privacy.

c. Disposition (Community sentences) (animated by Ursina Weidkuhn):

At this stage, the right to information continues to be fundamental, and parents will usually hear the information at the same time as the child. Those who deliver information cannot raise false expectations, so all professionals involved should know what information they can and cannot deliver.

d. Pre- and post- trial detention (deprivation of liberty) (animated by Maria-José Bernuz):

In the pre- and post- trial detention, technical information such as the duration of the stay or the reasons for that decision being taken should be given by either a social worker or a lawyer with
the right specific skills and knowledge. At a post-trial centre, the child and parents should be informed by the director of the centre, an educator or the social worker of the laws and regulations and of their person of contact.

Throughout the process, children are worried, so professionals must ensure they never give false information or raise unrealistic expectations.

E. Workshops: suggested exercises for the training.

The leaders of this workshop recommended this ice-breaker exercise to sensibilise participants.

**EXERCISE:**

In pairs, each participant should take a few minutes to think of a child that really struck them and think of the reason behind this and they should then talk about that child to their partner.

COMMUNICATING WITH CHILDREN:

See Annex 6.

1. **UNDERSTANDING CHILDREN:**

*(Ms. Annelies Hendriks and Ms. Adrianne van Rheenen)*

When talking to a child, the adult must assess what the child's temperament is by looking at their developmental stage (both biologically and culturally) and at their family and context.

a. **Attachment:**

The levels of attachment and dependency help develop a child's personality. There is a lasting sensitivity and responsiveness that helps them establish social relationships, and to understand a child, one must know what they lack or may need, which can be seen by assessing whether they are securely or insecurely attached.

<table>
<thead>
<tr>
<th>Securely attached: HERE I AM</th>
<th>Insecurely attached: DO YOU SEE ME?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Especially in social-emotional area beneficial development.</td>
<td>- Avoids attachment (surviving).</td>
</tr>
<tr>
<td>- Creative/improvisation.</td>
<td>- Ambivalent attachment (clinging) – Constantly near the parent.</td>
</tr>
<tr>
<td>- Can ask for help.</td>
<td>- Disorganised.</td>
</tr>
<tr>
<td></td>
<td>- Therapy (Massage to release oxytocin – children)</td>
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Cortisone is the hormone released when a person feels insecure, and it is the hormone which allows for the ‘fight, flight, freeze’ reaction when a person feels fear. Children who are not securely attached do not feel safe and therefore their level of cortisone remains high, which is the reason for their aggressive reactions.

b. **Children of 12 +:**

In this phase, children develop cognitive, emotional and social qualities. Children start making connections and they experience brain and hormonal development, which can lead to confusion and uncertainty about their appearance and identity. Socially, children of this age start developing autonomy and moral awareness, and they become more egocentric; they want things to be fair, and can only tolerate ambivalence if they are securely attached and they have a strong identity.

c. **Loyalty (Boszormenyi-Nagy):**

Loyalty is the sense of obligation that parents and children feel towards each other and the need to show consideration for each other. The invisible but unconditional attachment between a parent and child is the most fundamental existential loyalty. Children are unconditionally loyal to their parents, and in a child’s eyes, vertical loyalty always takes precedence over horizontal loyalty (children will expect parents to be loyal to them and not to their partners).

The most severe conflict in loyalty is split loyalty. Split loyalty is what occurs when a child is loyal to one parent at the expense of the other, which can happen after a divorce or separation.

d. **Child interview:**

In an interview with a child, one must make contact, by making the child realise that you see him or her, in order to make a ‘contract,’ which is the moment whereby the child has accepted to talk to the adult. It is also very important to be acceptant of silences, as a child may take some time to want to talk.

When asking questions, one must avoid closed questions, or only use them strategically, and instead focus on questions beginning with ‘what’: what worries you?, what does this mean to you?, what would you need to change?. ‘Why’ questions must be very carefully picked, as children might see them as an attack. Other open questions should be used, and words that encourage the development of the statement (as, so, because) are also good ways to encourage children to talk. Reframe statements the child makes in order to show that you are listening and really interested.
In an interview with a child who has come in contact with the juvenile justice, one may have to deal with indifference, denial, contradictory messages, or children who have been abused or mistreated, amongst other characteristics that could be found. Suggestions that were made to enable conversation with children of these characteristics were talking about something that was spotted on their clothes (football cap, badge), as when someone asks something very personal, it is almost impossible not to answer; indirectly complimenting them for something they have done; acknowledging them; being patient; or using food (eat with the child, make sure they have water) as this adjusts the power balance etc.

2. HELPING THE CHILD COMMUNICATE:

(Mr. Shaddy Mirza)

Preliminary comments: the professionals need to be aware of themselves to resonate with the child. It is also important to mark the moment you come in contact (give a gift or do something for the child).

a. How to get someone to tell you a story:

When people communicate, it can be one way, if a person just talks to the listener. Another way of communication can arise if the first speaker asks a question, and then they get an answer.

However, there are ways to encourage the other person to talk and tell their story without having to constantly ask questions.

b. Exercises:

**EXERCISE. Table dining:**

Ask a person to draw (or talk about) their family dining table from when they were younger, and to draw out the sitting plan. Initially they should draw the first table they ever remember, and this could develop.

This will encourage the person to start talking about their childhood, their family relations, etc. Questions can be asked to try to better understand family relations, such as:

Who was sitting next to you? Why did you sit facing your…?

When did that table setting change? Identify the changes and why.

*Allow child to have a pen and paper.

For this exercise to work, it is important that participants trust the person and are guaranteed that privacy will remain. Combine this exercise with the ‘family of origin’ exercise as pairs will have already spoken about their families.
EXERCISE:
The moderator or adult should have a deck of cards with different questions written on them. These questions will be very personal and lead to the speaker telling stories about their lives and family, which will help understand what went on in the person’s life.

Examples of questions:
- What do you admire about your family?
- Who saw you when you were born?
- You are going to cook, what are you preparing?
- Compliments you tell each other in your family.

3. INVOLVING CHILDREN IN THE COMMUNICATION TRAINING FOR ADULTS:

EXERCISE, role play:
A group of children are told to behave badly in court (different behaviours: rude, complicated, silent…) and are taken into the magistrate/training room and act out the different behaviours. This puts the adults on the spot and they learn how to behave in different situations.

UNDERSTANDING THE FAMILY AND PERSONAL BACKGROUND:
(Ms. Annelies Hendriks and Shaddy Mirza)

1. FAMILY SYSTEM:
   a. Family system explained:

The family system was presented to show the relations which exist within a family and the balancing that needs to be done.

The role of a parent is acquired by having children, and while the partner relationship is the only

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optional one, the others are permanent. In the case of divorce, the only relationship that can be broken is the partner relationship, and the parent relationship is very important to maintain.

b. **Roles within the family:**

In a child’s life, the family roles are important and the child will always remain loyal to the parents, the partner relationship being the only optional one.

**EXERCISE, Circular questions in family therapy:**

To understand family relations, ask different members of the family questions about a member that would normally be addressed to the later. An example would be asking the father ‘Why do you think your son did this?’ The answers would expose family relationships and show how they see each other.

**EXERCISE, Family of origin:**

Participants are encouraged to draw their family relations on paper. All males in the family should be drawn as squares, and woman in the form of circles. The name of each relative can be written in the middle and distance can be left between the figures to show distance in real life. Once this is done, participants should focus on what was important to each member of the family, and draw triangles pointing at what they cared about.

In the example, the mother and the father are seen to be caring for all the members of the family while the brother and sister do not point at each other.

In pairs, each person has to draw their family relations in these terms.

Then allow the person to explain the relations to their partner, explaining the distance that has been placed between family members, their role and who they look at, what is meaningful to them, who they are like etc...

This exercise shows trainees that children have families around them and that they can be impacted by them.

**2. LIFE PHASES:**

There are different life phases (Birth, becoming an adult, finding a partner, becoming a father, mother, becoming a grandparent...) which are important to us.
**EXERCISE:**

Everyone in the room stands up and the activity coordinator tells a personal story. People have to sit down when something in the story reflects on them.

---

**F. Conclusions.**

The main expected result of this project is the promotion of know-how, knowledge and good practices on training practices for juvenile justice stakeholders.

These results will be achieved by:

- Enhanced cooperation among public and private stakeholders operating in the field;
- Promotion and horizontal and vertical dissemination and mainstreaming of good practices;
- Strengthening of national and European networks;
- Impacting policies and practices through dissemination of identified good practices to enhance already existing measures;
- Promotion and development of coordination, cooperation and mutual understanding of juvenile justice training among key actors.

The sustainability of this project will be guaranteed by the wide audience that the manual, the toolkit and the online training will have. Private and public actors will be involved and participating actors will have the opportunity to deepen their knowledge through the trainings and online course. Technical assistance will continue to be provided to countries interested in organising trainings.

The IJJO is very optimistic about the results of the training and the prospects of a new European directive and hopes to see child-friendly justice systems developed and improved as a consequence.
ANNEXES:

1. International and European Children’s Rights Framework, *Prof. Ton Liefaard*
2. Materials and Methods, *Dr. Stephanie Rap*
3. Experiences by Children and Young People and Youth Systems in Northern Ireland, *Sharon Whittaker*
4. Institutional Requirements, *Prof. Ton Liefaard*
5. Effective participation, *Dr. Stephanie Rap*
6. How to effectively communicate with children and adolescents, *Adrianne Van Rheenen, Annelies Hendriks*
1. International and European Children’s Rights Framework:

**Juvenile justice**

*International and European Children’s Rights Framework*

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Prof. Dr. T. (Ton) Liefaard
t.liefaard@law.leidenuniv.nl

Brussels, 25-27 January 2016
IJJO Training Session

Outline

- Introduction – Manual & Toolkit
  - Aims and focus

- Some general observations re: juvenile justice
  - European juvenile justice systems
  - Why a specific juvenile justice system?

- Juvenile justice and children’s rights
  - Key issues of juvenile justice

- Participation of juveniles in jj proceedings
  - Connection international and European standards
  - Child-friendly justice

- Identification of implementation issues

---

Co-funded by Fundamental Rights and Citizenship Programme of the European Union
Intro Manual & Toolkit

Training for professionals to make European juvenile justice systems more child-friendly

- Manual – ‘text book’ for participants
- Toolkit – guide for trainers
- Focus:
  - Juvenile justice
  - Child-friendly justice – ‘effective participation’
- Chapter 1 – Int. & European Framework

European juvenile justice systems

- Wide variety of juvenile justice systems in Europe
  - Incl. different age limits (MACR)
- Development throughout 20th Century
  - ‘From welfare to justice’
  - Welfare orientation is very much alive & visible
  - Rights orientation emerged later
  - Focus on responsibility, restoration and alternative sentences
- European countries share international and European children’s rights framework
Why a specific juvenile justice system?

- Children are different – adolescents (para. 1.4)
- In general: criminal justice systems are not child-friendly
- Matter of principle – human rights issue

Juvenile justice: a children’s rights issue

- Children’s rights framework
  - 1985 Beijing Rules
  - CRC
    - Art. 40 and art. 37 (see also art. 39 – child victims)
    - General principles (arts. 2, 3, 6 and 12)
  - 1990 Havana Rules (deprivation of liberty)
  - 1990 Riyadh Guidelines (prevention)

- CRC Committee
  - General Comment No. 10 (2007)
  - General Comment No. 12 (2009)

- Regional level – Council of Europe / EU
  - Case law of European Court of Human Rights – ‘effective participation’
  - Guidelines on child-friendly justice 2010
  - EU Directive on procedural safeguards for children suspected or accused in criminal proceedings (2016)
Key issues (I) — Administration of juvenile justice:

- Art. 40 CRC — Administration of juvenile justice:
  - Two assumptions (see also toolkit, assignment 1.2):
    - Child specific treatment
    - Fair treatment
  - Call for a child specific juvenile justice system (art. 40 (3) CRC)
    - What does child specific mean?
    - Age limits (MACR and upper age) (toolkit ass. 1.4)
  - Objectives of justice response/intervention (art. 40 (1) CRC)
    - Reinforcement of child’s respect for rights/freedoms of others
    - Taking into account the child’s age
    - Promotion of child’s reintegration
    - ‘Constructive role in society’

Key issues (II) — Fair trial

- Fair trial (art. 40 (2) CRC)
  - Principle of legality
  - Presumption of innocence
  - Prohibition of self-incrimination
  - Procedural safeguards (information on charges, legal or other appropriate assistance)
  - Trial without delay by competent, independent and impartial authority
  - Particular role of parents or legal guardians
  - Right to appeal
  - Free assistance of an interpreter
  - Respect for privacy ‘at all stages of the proceedings’ - trial in camera?

  - ‘Effective participation’ (art. 40 jo. 12 CRC; art. 6 ECHR; CFJ)
Key issues (III) – Disposition

- Diversion (art. 40 (3b) CRC)
  - Judicial proceedings as a last resort
  - Human rights protection
  - Restorative justice

- Severe sentences: imprisonment
  - Prohibition of torture and ill-treatment/-punishment (art. 37 (a) CRC)
  - Capital punishment & life imprisonment (art. 37 (a) CRC)

- Deprivation of liberty (art. 37 (b)-(d) CRC)

- Alternative dispositions (art. 40 (4) CRC)
  - Care, guidance, supervision orders, probation, foster care, educational & vocational training
  - Principle of proportionality

Effective participation

- Art. 12 CRC – ‘right to be heard’
  - Participation (manual, para. 1.1)

- Art. 40 CRC – fair & child focused JJ system
  - Rule 14.2 Beijing Rules (manual, para. 1.2)

- Case Law ECHR under art. 6 ECHR
  - T and V. v. UK (1999)
    (Manual para. 1.3)


- EU Directive (2016)
CoE Guidelines (I)

- Child-friendly justice = children’s rights approach

- Justice that is:
  - Accessible
  - Age appropriate (‘age and maturity’)
  - Speedy and diligent
  - Adapted to and focused on needs and rights of child
  - Respecting rights, incl. due process, participation, understanding, respect for private and family life, integrity, dignity
  - Not discriminatory (!)

- General elements
  - Information and advice
  - Protection of private and family life (e.g. records, exposure)
  - Safety (cf. ‘freely’)

CoE Guidelines (II)

- General elements (continued)
  - Specialized professionals / multidisciplinarity
  - Prevention of deprivation of liberty (in all contexts)
  - Rights of children deprived of their liberty, incl. family contact, separation from adults and reintegration

  - (Legal) assistance / adequate representation – in child’s own name
  - Access to justice / effective remedies (appeal, complaints etc.)

- Substantive and procedural aspects
  - Before judicial proceedings
    - Alternative proceedings / age limits (MACR)
  - During judicial proceedings
    - Right to be heard / effective participation / access to justice
  - After judicial proceedings
    - Clarification / information on remedies
  - Children and the police (!)
Significance of child-friendly justice

- Safeguarding children’s rights approach, i.e. child specific and fair treatment
  - Recognizing children’s citizenship
  - Accountability (for states)

- Better outcomes for children
  - Special safeguards, e.g. against violence
  - Fair treatment – well-being / protection against violence / prevention of arbitrary treatment / ‘procedural justice’
  - Hearing and understanding

- Better outcomes for society
  - Effectiveness of judicial decision making – ‘procedural justice’
  - Example setting / role models – fairness of justice proceedings / fair treatment / respect for dignity

Implementation issues

- General issues of concern
  - Law reform / legislation
  - Lack of awareness, knowledge & skills
  - Lack of resources (human & financial)
  - Lack of leadership
  - Particular complexity of juvenile justice
  - Accountability / impurity / effective remedies

- Identification of different phases is critical
  - Phase of arrest and police interrogation
  - Phase of court proceedings and trial
  - Phase of disposition (incl. reintegration and after care)
  - Pre- and post-trial detention
Conclusions

- Children’s rights issue
- Fair and child specific treatment for all persons under the age of 18
  - Young adults?
- CRC and European children’s rights strongly connected
  - From effective participation to child-friendly justice
- Challenges regarding implementation
  - Complexity and specificity of juvenile justice

2. Materials and Methods:

Materials & Methods
Improving juvenile justice systems in Europe:
Training for professionals

Dr. Stephanie Rap | Brussels 25 January 2016
Aims of the project

*Overall goal of the project*

- To improve the EU juvenile justice systems and to understand where they can be made more *efficient* and more *child-friendly*

*Means to accomplish this goal*

- Creation of a training toolkit and a manual
- Training of trainers
- National workshops on the implementation of the toolkit
- Online course and Final Conference

The manual & toolkit

*Manual*

- Training manual for professionals who participate in the national workshops;
- In your own language
- Contains information and guidelines on how to implement child-friendly justice practices

*Toolkit*

- Course toolkit for trainers who run the national workshops
- In English only
- Contains guidelines on how to run the training for professionals
The manual

Purpose

• To provide information on children’s legal rights, specifically focussed on the right to be heard
• To provide guidance on the implementation of international and European standards

Structure

1. International and European standards in juvenile justice and adolescent development
2. Institutional requirements
3. Effective participation
4. Communication skills
5. Follow-up and support
The toolkit

Purpose

• To provide a methodology concerning training and capacity building for professionals
• Techniques to train professionals in knowledge concerning children’s rights in juvenile justice, child-friendly justice and adolescent development and skills related to communicating with juveniles.

Structure

The Manual and Toolkit have the same structure with regards to content

The following is added to the Toolkit:

• Learning objectives of every chapter
• Preparation; the kind of substantive and practical preparation that is needed from the trainer
• Summary of the chapter
• Time schedule of the training session
The national training

Purpose

- To familiarize the participants with the international and European children’s rights framework regarding juvenile justice;
- To make professionals aware of the importance of child participation in juvenile justice and teach skills to enhance child participation.

Knowledge and skills training

Professionals acquire knowledge about:

- core human rights, such as the right to a fair trial, the right to information and the right to be heard;
- key concepts such as procedural safeguards, child participation and adolescent development;
- the international and European children’s rights instruments and their value;
- the design of specific proceedings for children in conflict with the law;
- the role of child participation in the different phases of the juvenile justice process.
The national training

Knowledge and skills training

Professionals acquire skills in:
• having an effective conversation with a juvenile who is in conflict with the law, in which the juvenile is able to give his views;
• listening to juveniles;
• conversation techniques to enhance the participation of juveniles;
• explaining procedures and decisions to juveniles;
• adapting the setting and atmosphere in which a conversation with a juvenile is to be held;
• involving parents in the juvenile justice process.

Teaching methods

Examples of interactive teaching methods

• Discussions with the group or in smaller subgroups;
• Brainstorming with the group or in smaller subgroups;
• Making a mind-map;
• Think-pair-share; think a question through individually, share answers in pairs and exchange with the group;
• Preparation of an exercise in pairs and presentation to the group;
• Quiz with multiple choice questions;
• Role-play;
• Watching a video and discussion afterwards;
• Interviews in pairs on certain topic.
Teaching methods

Role of the trainer

- to facilitate the learning process of the participants;
- to adapt the training to the needs of the participants; know your target group;
- to adapt the training to your own personal style of teaching;
- to adapt the training to the group dynamic and the time and resources.

Timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Module</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09h00-09h30</td>
<td>Introduction</td>
<td>Introduction of the training programme, round of introductions.</td>
</tr>
<tr>
<td>09h30-12h30</td>
<td>Module 1</td>
<td>International and European standards in juvenile justice</td>
</tr>
<tr>
<td>12h30-13h30</td>
<td>Lunch</td>
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</tr>
<tr>
<td>13h30-16h00</td>
<td>Module 2</td>
<td>Institutional requirements</td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09h00-11h00</td>
<td>Module 3</td>
<td>Effective participation</td>
</tr>
<tr>
<td>11h00-11h30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11h30-13h30</td>
<td>Module 4</td>
<td>Communication skills</td>
</tr>
<tr>
<td>12h30-14h30</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>14h30-16h30</td>
<td>Module 5</td>
<td>Follow-up and support</td>
</tr>
<tr>
<td>16h30-17h00</td>
<td>Closing</td>
<td>Questions and evaluation</td>
</tr>
</tbody>
</table>
Questions & feedback

Improving Juvenile Justice Systems in Europe: Training for Professionals (JUST/2013/FRC/AG)

Department of Child Law, Leiden Law School, Leiden University

Dr. Stephanie Rap – s.e.rap@law.leidenuniv.nl
Prof. dr. Ton Liefaard – t.liefaard@law.leidenuniv.nl
3. Experiences by Children and Young people and Youth Systems in Northern Ireland:

**NORTHERN IRELAND YOUTH JUSTICE SYSTEM**

- Approx. 43,000 children live in Northern Ireland
- Each year approx. 10,000 children come into contact with the criminal justice system
- Most common offences committed by children include criminal damage, theft and common assault
- The main legislation that governs the Youth Justice System is the Criminal Justice (Children) (NI) Order 1998 and the Justice (NI) Act 2002
- Children have a separate system to adults, with separate courts and different sentencing options
- The age of criminal responsibility is 10
WOODLANDS JUVENILE JUSTICE CENTRE

- Woodlands is the only juvenile justice centre and custodial setting for children in Northern Ireland
- It is operated by the Youth Justice Agency
- A young person can be issued with a Juvenile Justice Centre Order (JCO) – this ranges from 6 months – 2 years (half in custody and half supervised in the community)
- Woodlands provides 6 residential units, an education & learning centre, recreational facilities, medical and dental services and other support services
- One third of young people involved with custody are from a care background (2014/15)
- 45 - 64% of children in the Woodlands JJC had mental health issues (2014/15)

RESTORATIVE JUSTICE

- Northern Ireland has received international praise for their use of alternatives to detention
- The Community-based restorative justice is accepted and accredited and works in partnership with government, police and criminal justice agencies
- Youth Conferencing has been shown to maximise the chance of diverting young people from the justice system
- Strong community links and the voluntary sector play a key role
- Include Youth is a strong advocate of the restorative process

Co-funded by Fundamental Rights and Citizenship Programme of the European Union
BACKGROUND TO INCLUDE YOUTH

Include Youth is a non-governmental organisation that actively promotes the rights, best interests and best practice with disadvantaged and vulnerable young people.

Include Youth specialises in 2 main areas:
- Youth Justice
- Employability

PROFILE OF OUR YOUNG PEOPLE

- At risk of offending/offending background
- Care background
- Young people who are not ready to access education, training or employment
- Have experienced ‘Child Sexual Exploitation’ or are at risk of
- Poor educational experiences
- Misuse alcohol/and or drugs
- Socially disadvantaged/living in poverty
- Risk-taking behaviours
PARTICIPATION AT INCLUDE YOUTH

Include Youth is committed to the voluntary involvement of young people at all levels of decision-making.

We believe in the uniqueness of each young person, that they are best placed to express their needs and that by listening to them and acting on their opinions, this can bring about positive change for themselves and others.

We provide young people with genuine opportunities to achieve their right to have their voice heard, providing ongoing support, increasing their confidence and treating them with the dignity and respect they deserve.

PRINCIPLES OF PARTICIPATION AT INCLUDE YOUTH

Best Interests - A young person’s involvement in participation activities is always in their best interests.

Voluntary - Involvement in participation activities is always an informed choice by a young person and they can withdraw from these at any time.

Respect - Young people and their opinions will be treated with respect.

Accessibility - We strive to ensure that participation at Include Youth is equally accessible to all young people, does not discriminate and does not exclusively involve those young people who are easiest to engage.

Support - Efforts will be made to overcome barriers to participation that some young people may face and training is provided to support this involvement if necessary.
PRINCIPLES OF PARTICIPATION CONTINUED...

Positive experience - Efforts are made to ensure that young people enjoy their involvement in participation activities in the short term and benefit from these in the long term.

Feedback - Include Youth will provide young people with information about the impact that their views have made or, if this cannot be demonstrated, explanations will be provided as to why this is. All such information should be provided/expressed in a manner which recognises the learning needs and capacities of each young person.

Sensitivity - When seeking young people’s views we will do so in a sensitive manner, being mindful that expressing opinions can be a new experience for some young people and may also involve issues which are difficult to discuss.

Genuine voice - We will not attempt to influence, colour or manipulate the voice of young people when we ask for their views.

IJO VIDEO

This video captures the experiences by children and young people of the police and youth justice system in Northern Ireland.

It was made by Include Youth as part of the ‘Improving Juvenile Justice Systems in Europe’ project.

74 children and young people participated in focus groups and five young people agreed to take part in this training video.

The video is divided into 3 parts:
- Woodlands Juvenile Justice Centre (1 staff member & 3 young people)
- Community based Restorative Justice (1 staff member & 1 young person)
- A young care-leavers experience of the Police (1 young person)
QUOTES FROM YOUNG PEOPLE IN THE JUVENILE JUSTICE SYSTEM:

‘I would not really like a judge who doesn’t know me or the things I have been through in my life’

‘You get to make decisions in here’

‘They teach you on a one-to-one basis and you get more support. You feel like you are learning more in here’

‘I am really thankful for the support all of the staff have given me’

QUOTES FROM YOUNG PEOPLE ABOUT THE POLICE

‘There were a lot of things the police could have done differently, they never explained anything to me properly. They never clarified that I actually knew what was happening. They never helped or tried to offer to advice’

‘As a young person who grew up in the care system, I think that the police should be a lot more understanding of where a young person has come from’

The police need more training to talk to young people, you can’t talk to adults and children the same way’

Co-funded by Fundamental Rights and Citizenship Programme of the European Union
4. Institutional requirements:

Day 2 IJJO Training
Improving JJ Systems in Europe

Prof. Dr. T. (Ton) Liefaard
l.liefaard@law.leidenuniv.nl

Brussels, 25-27 January 2016
IJJO Training Session

Universiteit Leiden
The Netherlands

Discover the world at Leiden University

Co-funded by Fundamental Rights and Citizenship Programme of the European Union
Ch 2 – Institutional requirements

Learning objectives:

• Gain knowledge and understanding of inst. requirements of JJ in order to be child-friendly

• Familiarising with legal safeguards in JJ-system, in particular right to legal or other appropriate assistance

• Familiarising role of parents in JJ system

Focus on increasing level of knowledge and introduction of essential requirements

Toolkit

• Summary

• Preparation (for trainer)

• Time schedule
  • i.e. 2.5 hour – 3 components

• Assignments
  • Identification of knowledge that should be transferred
  • Questions
Ch 2 – Institutional requirements

• Two questions:

• What are the key messages in your presentation?

• How can you use the questions provided in the toolkit? Anything to add? Specification of questions?

4 groups

• Group 1 (Maria-José Bernuz) – focus on para 2.1 – child-specific proceedings

• Group 2 (Elis Dumortier) – focus on para 2.2 – legal or other appropriate assistance (police & diversion)

• Group 3 (Avril Calder) – focus on para 2.2 – legal or other appropriate assistance (court/trial)

• Group 4 (Ursina Weidkuhn) – focus on para 2.3 – role of parents
5. Effective participation:

**Effective participation**

*Improving juvenile justice systems in Europe: Training for professionals*

Dr. Stephanie Rap | Brussels 26 January 2016

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**Chapter 3: Effective participation**

- The right to information
- The right to be heard
Learning objectives

- Knowledge of the **right to information** and its underpinnings in international and European law and standards.
- Knowledge and understanding of how to implement the right to information in the different phases of the juvenile justice process.
- Knowledge of the **right to be heard** and its underpinnings in international and European law and standards.
- Knowledge and understanding of the implementation of the right to be heard in the different phases of the juvenile justice process.
- Knowledge and understanding of the **implications of effective participation** and how to implement this principle in practice.

Assignment 3.1 – Right to information

4 phases of the juvenile justice process

- Arrest and police interrogation
- Court proceedings and trial
- Disposition (community sentences/measures)
- Pre- and post-trial detention (deprivation of liberty)
4 groups

- Arrest and police interrogation: University of Cork (Ireland); Greek Ministry of Justice – Els Dumortier

- Court proceedings and trial: Hope for Children (Cyprus); Providus centre (Latvia); Ludwig Boltzmann Institute (Austria) – Avril Calder

- Disposition (community sentences/measures): Finnish Forum for Mediation; Rubikon Centrum (Czech Republic); Association Diagrama (France) – Ursina Weidkahn

- Pre- and post-trial detention (deprivation of liberty): Instituto Don Calabria (Italy); Fundacion Diagrama (Spain) – Maria Jose Bernuz

The right to information

• The phase of arrest and police interrogation
  • Charges
  • Diversion

• The phase of court proceedings and trial
  • Charges
  • Procedures
  • Possible measures and sanctions

• The phase of disposition
  • Diversion
  • Context of community sanction/measure and non-compliance

• Pre- and post-trial detention
  • Rules in the institution
  • The right to make complaints
The right to be heard

- The phase of arrest and police interrogation
  - Balance between right to be heard and right to remain silent
  - Assistance by a lawyer

- The phase of court proceedings and trial
  - Age and maturity
  - Showing genuine interest

- The phase of disposition
  - Active involvement

- Pre- and post-trial detention
  - Psychological and social report
  - Programme and activities

Chapter 4: Communication skills

Learning objectives

- Knowledge and skills in how to communicate effectively with juveniles, from a non-legal perspective.
- Knowledge and understanding of the preferred setting and atmosphere in which to communicate with juveniles.
- Knowledge and skills in conversation techniques that enhance the participation of juveniles.
- Knowledge and skills in adapting language to juveniles and providing explanations and clarifications to juveniles.
Chapter 5: Follow-up and support

- Incorporating the voice of the juvenile in decisions
  - Every phase of the juvenile justice process
  - Decisions can take different forms

- Clarifying the decision
  - Explain the outcome
  - Explain the concrete content and consequences

Learning objectives

- Knowledge and understanding of incorporating the voice of the juvenile in decisions taken in the juvenile justice system and the underpinnings in international and European law and standards.
- Knowledge and skills in incorporating the voice of the juvenile in practice, when decisions are taken in different phases of the juvenile justice process.
- Knowledge and understanding of clarifying decisions to the juvenile and the underpinnings in international and European law and standards.
- Knowledge and skills in clarifying decisions to juveniles, and the importance of adapting the clarification to the age and maturity of the juvenile.
Questions & feedback

Improving Juvenile Justice Systems in Europe:
Training for Professionals
(JUST/2013/FRC/AG)

Department of Child Law, Leiden Law School, Leiden
University

Dr. Stephanie Rap – s.e.rap@law.leidenuniv.nl
Prof. dr. Ton Liefaard – t.liefaard@law.leidenuniv.nl

Co-funded by Fundamental Rights and Citizenship Programme of the European Union
6. How to effectively communicate with children and adolescents:

In conversation with children

‘Please, tell me....

ADRIANNE VAN RHEENEN & ANNElies HENDRIKS

What to look for?

- temperament of child/ young person
- developmental stage (please note: difference developmental stage and developmental task)
- context
Attachment

- Basic development
- Expectations
- Emotional bond between children and their primary caregiver
- Child looks for contact
- Lasting sensitivity and responsiveness
- Establishing social relationships

Here I am

- Securely attached
- Especially in social-emotional area beneficial development
- Creative/improvisation
- Can ask for help

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Do you see me?

- Insecurely attached
- Avoidant attachment (surviving)
- Ambivalent attachment (clinging)
- Disorganized
- Therapy

Children of 12+

- Cognitive: both brain and hormonal development, intellectual growth, see no hazards, see cohesion, can think things through, can make new connections
- Emotional: confusion (influence of hormones), uncertainty about appearance, identity
- Social: tuned into the group, autonomy, more egocentric and strong moral awareness, more black-white thinking
Children of 12+

- ‘it must be fair’
- ‘I have my own life’
- solid identity; ambivalence tolerated
- feelings of shame

Intermezzo: moral development

- Baby: marked mirroring - mentalization
- Toddler: ‘theory of mind’ – reciprocity, empathic capacity - shame
- Infant: solid identity - ambivalence tolerated
- Primary school child: learns norms and values through confrontation – meaning of behaviour
- Adolescent: testing out on circle of friends – ideals and egocentric acts
Loyalty (Boszormenyi-Nagy)

- Invisible but unconditional attachment between parent and child: fundamental – ‘primal’ – existential loyalty
- Loyalty of child to parent; responsibility of parent for child
- Across generations – common family history with achievements and burdens [legacy and task]
- Important: vertical loyalty takes precedence over horizontal loyalty

Loyalty

- The sense of obligation that parents and children feel towards each other and the need to show consideration for each other
- Important:
  - balance between giving and taking
  - it must be fair

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Most severe loyalty conflict?

- Split loyalty:
  - through conflicting demands can or may the child
  - only be loyal to one parent at the expense of
  - his loyalty to the other parent

Family system

- man          woman (partner)
- father       mother (parent)
- daughter     son (child)
Family system in divorce

- man × woman (ex partner)
- 
- father WE mother (parent)
- 
- daughter son (child)

What children say

- So: loyal to both parents, no choosing!
- So: can and may be ambivalent
- - parents are not just great
- - it is possible to be critical about them
- - and it’s also allowed by the parents

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Alarm stage

- Question: can the parents endure critical comments from the children or is it too painful?
- Question: do the children feel that they really are the most important thing for the parent(s)?
- Question: in which stage of moral development are the children in – is it ‘fair and just’?

 Meaning for child interview

- Make contact: SEE the child! Name, hand, look at him/her!
- Make contact: ask if the child knows why the talk is taking place and explain how the talk will go and what can be talked about: ‘ok?’
- Be aware: it can take a couple of minutes before someone is ‘on the ball’ – don’t get flustered by silences and go and fill them up with a ‘bombardment’ of closed questions.
Core of child interview

- What is for you now the real problem: what worries you?
- What is it like for you – how does it make you feel?
- What does this mean for you?
- What would be needed to change/improve it?
- Can you do something about it yourself? Can others do something about it?
- What if ....

Necessary qualities for child interview

- Open questions: who, how, what, which?
- Be very careful with why-questions
- Make strategic use of closed questions
- Keep asking questions: ‘as..., so..., because.....’
- Don’t be afraid of pauses – give time to think
- Reproaches are disguised wishes – reframe them!
- But above all REALLY LISTEN

- and of course try to understand – what is meant?
Do’s and don’ts

- How do you deal with:
  - indifference
  - denial of the problem
  - contradictory messages
  - very closed young people
  - abused mistreated young people

Finishing the child interview

- Sum up what has been said
- Formulate what is meant, what is understood
- Explain what is going to happen with the given information
- Make the transition to ‘here and now’ – ‘what are you going to do this afternoon? Are you going to do sports/gaming/shopping?’
7. “The Voice of Children and Young People”, transcript:

The Voice of Children & Young People

Experiences by children and young people of the police and youth justice system in Northern Ireland

This video was made by Include Youth as part of the ‘Improving Juvenile Justice Systems in Europe’ project. 74 children and young people participated in focus groups and five youth people agreed to take part in this training video.

[0:28min]

- Young people’s experience of the formal youth justice system
  - Woodlands Juvenile Justice Centre, Bangor
  - Danielle Boyd, Residential Social Worker Youth Justice Agency

Woodlands Juvenile Justice Centre is a secure custodial setting for young people aged between 10 and 17 years old.

The centre accommodates both boys and girls and holds a maximum of 48 young people at one time. Within the Northern Ireland justice system, adults and children are accommodated separately.

Staff who work within Woodlands Juvenile Justice Centre are ‘youth and community’ and ‘social work’ qualified. This enables us to promote effective communication skills and child-centred values within our practice, such as, the use of empathy, showing understanding, open communication and honesty are particularly important when engaging young people.

Staff don’t wear uniforms. We dress very comfortably and in casual clothes. We also avoid the use of prison terminology, for example, we use ‘bedrooms’ instead of ‘cells’, ‘young people’ instead of ‘prisoners’ and ‘staff’ not ‘prison officers’.

Within Woodlands, staff are trained in therapeutic crisis intervention, which uses communication approaches to deescalate young people going through crisis situations or are displaying challenging behaviours. This helps us avoid the use of physical restraint.

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Co-funded by Fundamental Rights and Citizenship Programme of the European Union
When a young person is first admitted to Woodlands Juvenile Justice Centre they are allocated a Key Worker, this is a staff member who holds the responsibility for making sure that the young person’s needs, wishes and views are central to the case management process.

This means the Key Worker is available to the young person, providing support, encouraging them to participate at initial planning meetings, case reviews and pre-release meetings to ensure the young person’s views are central to decisions being made.

Young people attend a weekly progressive regime meeting, held within the house units in Woodlands. This gives them the opportunity to discuss issues or concerns and have their voices heard in terms of their behaviours, activities and day-to-day running of the unit. It enables the young people to discuss things directly with the staff and the unit manage in order to effect change and influence the decisions being made regarding that particular house unit.

[2:47min]

○ John’s Story

I’m John. I’m 16 and have been here (in Woodlands Juvenile Justice Centre for) five months. I’m close to my family and I have two younger sisters. I stopped going to school a year ago when I was 15 because I got expelled. I got charged with armed robbery, this is my first offence. I’ve never had any other charges. My case is quite unique. I’m one of the youngest people to be charged with armed robbery in 15 years.

[3:11min]

When I first came here I thought it was going to be a proper prison with orange jumpsuits and chains around my ankles, but it wasn’t like that. It was easier than I first thought. Anyone could do in here because we are under 18 and they can’t treat us the same as adults.

I didn’t think the staff were going to be like this. They (staff) are alright to talk to and they’re not that strict. You get to make decisions in here. You can go to the school Principal and ask to get your classes changed but we don’t have a say in if we can smoke or what we can eat. You obviously have a lot more freedom on the outside, so it is always going to be different.
School in here is just different classes. If you don’t do them you get locked up. There is maths, English, woodwork and cars (mechanics). It is nowhere near the same as normal school. In here there are two or three of us in each class, so it is better.

I like the staff in here with experience, I can relate to them. They (staff) give me better advice and I take it on-board. The staff wear normal clothes, like tracksuits or jeans. It’s really casual. They dress like we do.

I have a mentor; I meet them once a week. They are from the town where I live. I can phone them and chat. We hang out and do stuff when we meet up. He is there to help me keep busy.

[4:15min]

- **Advice for the police**

When the police arrested me I felt really bad, because they didn’t talk to me in a respectful way. I had respect for them when they came through the door, but they destroyed it with the words they said and it wasn’t professional. The police need more training to talk to young people and be respectful when they are arresting them. It’s not the same as when they usually arrest adults. You can’t talk to children and adults in the same way.

[4:47min]

- **Future plans**

When I get out of here I’m looking forward to attending my new school. It is an Alternative Education Provider (AEP), which means it will have small classes. I will need to have lots of stuff to do as having nothing to do all day is why I ended up in here in the first place.

[5:05min]

- **Mick’s story**

I’m Mick. I’m 14 years old and I have 63 convictions. Convictions are the number of crimes I have been brought to court for.

The first time I was brought to court I was 11 years old. The first time I walked in to the juvenile justice centre I was the first out of my group of friends to be sent here. I went to House Three, which is the girls unit. I was very small and the youngest boy sent here.

[5:40min]
For activities we play tennis, we play football and we have a swimming pool. We have a gym as well and we also have a sports hall.

Well, I was only 10 the first time the police had contact with me. Whenever I was arrested and they told me what I was being charged with, I ran away. **The police need to be more respectful**, they should give respect if they want to get it... but at the end of the day, no one is really going to give respect to the police because of the reputation they have.

When I am older I want to be a car mechanic because I have already finished my Level 1 qualification and I am studying for my Level 2 qualification at the minute. I think I could get a job as a car mechanic no problem.

**[6:24min]**

- *Louise’s story*

The first time I was sent here I was 11 years old. I was scared, it was just really scary, but the staff team were lovely. They (staff) helped me settle in well, even though I was only here for one night. The first couple of times I was remanded the juvenile justice centre under PACE, this means the **police felt it was the safest place to put me**. Then I was sent to the juvenile justice centre for a couple of weeks at a time.

**[6:48min]**

The girl’s rooms are similar to the boy’s rooms. We can’t decorate the bedrooms or anything like that but we can put up posters and pictures of our family. The only time the girls and boys mix is during education, but it isn’t very often.

School is very easy; you get your basic qualifications and more. **They teach you on a one-to-one basis and you get more support.** You feel like you are learning more in here. I want to go to college and start training towards being a full-time carer. My social worker will be able to help me complete my application form, visit the college with me and show me around.

**Staff in here sit with you, that’s what makes it different to everywhere else.** Staff help you realise what you have done and get you to think about how not to do it again when you get out.
It could tighten up in some areas, because after young people leave they come back. I don’t want to say it’s a prison because it's not. The juvenile justice centre is a place to think about what you have done and you recognise what you have done wrong when you are in here.

[7:35min]

- The youth justice system and the professionals working within it

I do not mind going to court, it’s not too bad. I have had the same judge each time for all of my charges and my care and family life. That judge has given me chances. I would not really like a judge who doesn’t know me or the things I have been through in my life.

Young people are treated differently depending on the police officer. A good police officer gives you loads of chances and treats you well. Other police officers can be ignorant and disrespectful. I have been pulled out of the car by the hair by a police officer and swore at. Police need to have more patience and show more respect to young people.

[8.10min]

- Life in the justice system and the care system

Coming out of the juvenile justice centre after eight months was really weird. Inside I got used to the structure and the staff, but learned that I needed to settle down and plan for the future.

I stayed out of the centre for two years, but then things broke down at my children’s home (with social services). So I moved home to my parents and stayed there for 10 weeks, but it didn’t work out. I moved back to a children’s home and started getting in to trouble again. In six weeks I had accumulated 12 new charges and was sentenced to 12 months. I get out soon and now I am starting to plan for my future.

If I had one thing to say to people about the juvenile justice centre, I would say it has changed my life. It made me realise that crime is not the way forward. I am really thankful for the support all of the staff have given me.

[8:52min]

- Participation in Community-based restorative justice
  - Northern Ireland Alternatives, North Belfast
  - Kelly Gill, Schools Worker at Northern Ireland Alternatives

Co-funded by Fundamental Rights and Citizenship Programme of the European Union
Northern Ireland Alternatives is a restorative justice community-based organisation that works alongside young people, their families and communities to promote non-violent responses to antisocial behaviour and crime that harms communities.

We receive referrals from a range of organisations and statutory organisations, including the Youth Justice Agency, the police, social services, families and young people can also self-refer if they are having issues with antisocial behaviour or low level crime in the community.

[9:33min]

We work with young people where they are at, responding to each of their individual needs. Each young person is given a Support Worker, who they can rely on, to mentor them and help them address some of the issues they may have caused within a community. The Support Worker works with the offender, they also work with their family and the community to help reintegrate the young person back into the area where they may have experienced relationship breakdowns, or other incidents as a result of their behaviour. So the Support Worker works alongside them, encouraging self-awareness, personal development and helping them to understand how their harmful behaviour impacts the community.

[10:18min]

Another a big focus of our work is prevention. We do a lot of prevention work within the community. Some of our prevention programmes involve work with schools, such as the PACT programme (People And Communities Together). That involves working alongside school students and encouraging the schools to look at how they approach discipline and conflict within a classroom setting.

We have a Youth Safety Partnership which involves training and a lot of detached work throughout the community. We had heard of some incidents of antisocial behaviour within the local park, so our Youth Safety Partnership got involved and used peer education methods to positively interact with their peers. Through these harm minimisation approaches we were able to provide tea, coffee, water, blankets to the young people in the parks and ensure that they were safe.

[11:21min]
We have developed very strong relationships with the local neighbourhood police. There have been many initiatives over the years to encourage this. We have ‘pizza and police’ evenings, where young people come along and have the opportunity to sit and chat with the police, have a piece of pizza and get to know the police better, see the person behind the uniform.

There are other young people who have been referred to us by the Youth Justice Agency, who maybe previously offended against the police, and our experience of these particular young people is that they have completely turned things around. At the beginning they had been referred to us for their offending behaviour against the police, now they have come so far in their development and in trying to make things right, that they are able to work alongside the local neighbourhood police delivering outreach support within the community. They work alongside their peers and younger children, who are maybe getting involved in some low level antisocial behaviour, going out to deliver detached work in their own community alongside the local police.

[12:38min]

- Gareth’s story
  - Gareth Scullion, 21 years old

I was rioting with the police because of a march that I was involved in. The police sort of swarmed in on us. So we, me and my friends and the community, all thought we were under attack. So obviously, thinking you are under attack, you are going to react. Me being me, I reacted. The police have a lot of photos of me and three hours of video footage throwing a big chest of drawers... more than 100 missiles... I received four convictions for that night.

[13:31min]

I was standing at a protest actually and a police officer came up to me and put his arm on me, his grip was really hard, and I reacted again and went like that, ‘get your hand off me you...’ and called him ‘whatever’. That's when the chief of police or whoever it was... the boy in charge, said to one of the people outside, because they all brought me in to the camp out of the way so there wouldn't be any hassle. He said, 'we'll make a deal with you’... this was on a Friday night or Saturday and he said, 'go down to the police station on Monday and hand yourself in before 6pm'.

[14:18min]
Police Custody

I went down, handed myself in, they arrested me, put the cuffs on me, put me in the cell. People were asking me questions and I didn’t have any idea what was going on. My solicitor had to explain what the police were saying to me. My mother was sitting behind me and my solicitor was sitting beside me. So the only two people who knew what was going on were my solicitor and my mother.

Young people don’t understand what the police are saying. They don’t understand it. They (the police) think ‘we can say this and that’ and children will understand. Young people don’t understand where the police are coming from. They don’t get it.

[15:07min]

Growing up in his community

There is a lot of hassle down here, even to this day there is still a lot of hassle here. This is where we would have taken drugs, had buckets… had arranged fights, we would have fought down here and brought Catholics up and beat them up. There’s a lot of stuff happened down here. Every time I go here it brings back memories of when I used to be ‘mad’. Now it’s all different.

In my past there were times when I couldn’t walk anywhere; I couldn’t visit the city centre because there were too many people after me. There were paramilitaries… Catholics… people all looking to get me. Even to this day they are still looking to get me, but I’m trying to stay away from it all. I am trying to make life better. I don’t want this anymore; I don’t want all of this.

[16:18min]

How restorative justice has helped

When I was on a fishing trip with Alternatives and there was a man who came up to me, he had been standing there fishing… he started talking to me; he said "Well, how are you? Have you caught many fish today?" We were talking to each other. Then he asked, "Why are you here?" and I told him it was because I had been caught rioting and this was a type of ‘community service’. Then I thought, ‘he’s asking me a lot of questions’. We had been talking about football; he told me he played rugby, I told him I supported Manchester United and he said he supported Liverpool Football Club, so we were teasing each other and having good fun... then I found out he was a
policeman…. As soon as he said that I told him to ‘get away from me’. I actually brought my fishing line in and walked away from him. I didn’t talk to him anymore during the fishing trip once I found out he was in the police.

[17:36min]

That’s the opinion I had of the police. I did not like them. I hated them. They never helped me. All the police did was… harass me… annoy me, try and get a reaction from me. I had nothing good to say about them at all.

Through Alternatives, Joan had sent me on a football coaching course and that policeman went with me. He drove me in his car. During the journey he asked, ‘Do you view me differently now that I have no police uniform on?’ I answered, ‘yes’ and said ‘when you wear your police uniform young people do see you as someone’s father, someone’s son, someone’s husband, someone’s brother… young people look at you as evil and scum’.

[18:51min]

As I started to get to know him, I viewed him differently. I realised he was okay. He took me to get a hamburger with him. He was okay. Nowadays I talk to the police when I see them on the street.

[19:06min]

Recently we had an event in this park for Halloween. The police attended it. The policeman came over and talked to me and the children in the park did not understand why I was talking to the police. They thought it was unusual. But soon the children joined me and started talking to the police as well.

[19:28min]

We were doing detached work in this park on Saturday… and the police arrived. The young people would not talk to the police. The young people ran away when the police arrived. The police were only trying to talk to them, they weren’t there to arrest them or take away their alcohol. The young people were scared of the police. Then they watched me walked towards the police and talk to them… the young people asked me why I was talking to the police? I told them ‘just because he has a uniform on does not make him different to us’. Ten minutes later I looked at
the group of young people and they were talking to the police... Now their views are starting to change about the police. If they could experience all that I have experienced with the police, attending the police station, ate pizza with the police, they would understand things better. Instead of young people getting community service or being sent to jail they should be sent on programmes where they get to know the police more... then the police would also learn more about the needs of young people.

[20:50min]

Young people who get sent to prison have different experiences than young people on restorative justice programmes, who give back to their community. My friends went to prison because of rioting; now when I meet them, they have not changed. I'm the only one who has changed because I was sent to Alternatives restorative justice. I was going to be sent to prison, but I did not want to go there. I didn't care to be honest. I didn't even care about going to Alternatives.

[21:24min]

Then, after I attended Alternatives for a few weeks I realised the staff actually wanted to help me.... The police don't do that. They send you to a prison cell and you sit there, it doesn't help anyone. They don't give you advice. They don't give you an opportunity to give back. All the police do is try and teach you a lesson that you do not care about. If you do not care about life and you riot with the police, then you will not care when you sit in a prison cell.

[21:59min]

With Alternatives... you get an opportunity to give back to the community. My worker Carly sat with me and helped me create a plan. She asked me what I wanted to do in order to give back to the community and the police. She asked if I wanted to meet the police, and I said 'no' because I did not like them. She gradually started to break down barriers with me and introduced me to the police. We ate pizza together, we attended an activity day together and I started to get to know them better. I started to attend events with the police, now I coach football with them. We teach children football skills. Before, I didn't even know the names of the police officers, now I know different police officer by their first name. They are like friends. I don't look at them like they are just a uniform anymore; I look at them now like friends.
Alternatives has supported me in every way possible. If I need anything, if I need to attend a training course or something, or help to take my mind off stuff, they can do that too. It’s not all about being in groups, or classes. You get to know other people and see what all young have done wrong in the past. They help me out with jobs and all too, with job interviews. Carly, my Support Worker, got me a job interview with Eventsec. Before I had no... thoughts about even getting a job. I was more concerned with taking drugs and drinking alcohol, fighting, rioting, getting arrested.

The feedback they have given me... now I feel like I need to give them something back. Before, all of my community was against each other. The only time you saw someone was at a riot. Rioting with the other side of the community. That's the wrong idea... that's the wrong way to see it. That’s the wrong way to see people. That’s how I met knew people, “I was rioting with him last night”. People used to come up to me and ask, ‘how do you know him?’ I would answer ‘I was rioting with him last night’. Now when they ask, ‘how do you know?’ I say, ‘through Alternatives, I attended a fun day with him and it was brilliant’. It’s a better view on life. It’s all different now. My life has changed.

I was on a training course with them (NI Alternatives) with other young people, trying to help them out, because there was an incident in here where someone had their window smashed. So this was a good opportunity for me to help give back the community. So I asked Joan from Alternatives if it was okay if I joined and helped, that’s when I built that table there. This is my one. Other young people built one too, but the man living here said he’s going to use my one for the garden. Down here we dug out an allotment and planted flowers. It’s all starting to come together. We had an open day for everyone in the area, the Principal from the Boys Model School attended too. For the first time in her life she said good words about me. I’d never heard that before. So before, when I was a student at the Boys Model School, teachers hated me. Now they were standing there singing my praises, it felt brilliant. People were actually saying good things about me for once. That just shows... people can change like that with help. If you get the right help it can change your life.
• **A young care leavers’ experience of the police**
  - **Ballymena**
  - **Blair, 21 years old**

The first time I was arrested I was 16. I was walking down the road and the police used ‘Stop and Search’ on me and caught me with a small amount of drugs. The police officer arrested me and held me in the station all night.

I then came into contact with the police when I was 18, just before my 18th birthday. Again, I was caught with a diazepam 5mg tablet that I was prescribed but I could not prove at the time. So the policeman then arrested me again and held me all night.

- **Police custody**

That night I was in custody and the Custody Sergeant had brought me out and I was in my pyjamas. He asked me what size of clothes I was so he could give me sports trousers. I told him I was a small and he gave me extra-large, which were obviously going to be too big. I put them on and the whole time I had to hold them up.

The next day, when I went with my solicitor to be interviewed, I had my hands behind my back holding my sports trousers up, and the girl (police officer) kept telling me to ‘remove my hands’ or she was going to handcuff me. So I removed my hands and as I walked through the door my trousers fell down. My solicitor was there and the police were there… I didn't know whether to laugh or actually pull my trousers up. **It was embarrassing.** They suggested that I agree to meet a woman once a week for three months in order to stop me from reoffending and told me it would be my Caution for my offence.

[28:16min]

- **Participation with Include Youth’s employability programme**

I became a young mum at the age of 14, which meant I left school at a very young age with no qualifications, no GCSE’s (lower secondary school qualifications), no work experience, nothing. For a long time I didn’t want to do anything, I was quite happy just to be lazy and do nothing.

I became involved with Include Youth through their Give and Take Scheme at the age of 17, just after I had come into contact with the police for the first time. For a while I didn't want to engage
with the Scheme. I found it hard to go in to classes and to want to be there. Then one day it literally just clicked and I realised I wanted more for myself; between painting my house, having a car and going on holiday. I wanted more; I wanted a better life, especially for my child.

[29:09min]

So I started engaging with them and started to see that the programme was actually good. Getting qualifications can be fun and achievable. I got into a routine and attended the programme, I took part in the activities, I was gaining qualifications and had just achieved my twelfth qualification and was just about to attend a work placement, for the very first time, when I came into contact with the police for a second time.

[29:34min]

My life was going good, I had visions of working and wanting to work, and I had come into contact with the police and received my second caution. So whenever I was starting out, going into a youth work career, finishing off my training and talking to the professionals I realised that my Police Caution was always going to be there, no matter how much I worked towards something, what I did or the kind of work I went in to, I would always have a criminal record for the fact that I was young and silly.

[30:06min]

There were a lot of things the police could have done differently like, they never explained anything to me properly. They never clarified that I actually knew what was happening. They never helped or tried to offer to advice or found out why I had even committed the offence. As soon as I was arrested it was like: ‘You have committed this offence and this is how it is.’ There was no leeway with them, they didn’t understand me.

[30:34min]

When I got arrested I knew instantly that it was going to have some kind of impact on my career, because the career I wanted to pursue was youth work and working with young people (juveniles). So I knew having a drugs caution on my record really was not going to look good. I spoke with Kevin, my employability worker on the programme, who basically broke all the information down for me section by section. He explained this is what you could do and what you have to do or this is how we can sort out the situation out together. Unfortunately my
cautions haven’t been removed from my record. Four years later the Police Cautions are still there, so they’re not going away, never, they will always be there now.

[31:12min]

- Advice for the police

As a young person who grew up in the care system (in the care of social services) I think that the police should be a lot more understanding of where a young person has come from. Through my involvement with Include Youth I have gained the chance to take part in lots of different opportunities to participate and talk about my experience, my story, being involved with the police and the care system, how it has affected me and how everybody in general can learn from this, from young people to professionals to police to everybody.

[31:51min]

Just recently I was at an event with Include Youth where I talked to other young people about my story and how I came into contact with the police. The police were also there. I loved it, I got the chance to tell them about my story and my experience and the police heard first-hand what it was like for me as a young person and how they could maybe change their attitudes towards young people in general.

[32:19min]

- Life now

I’m now 21. I’ve got a full-time job. I work as an Accommodation and Community Support Worker. I have a salary; I earn my own money every single month, I have a wage coming in. I’ve recently just been talking to the bank about a mortgage on my own house. I’m also doing a Level 2 qualification in Health and Social Care with the intention of moving on to complete my Level 3 qualification.

Last June I completed my Level 4 qualification in Community Youth Studies at university and right now I’m taking a year out to work before I go back to university to study for a degree. Things are really looking up now and my life has really changed for the better. There are a
lot of positive things happening and I've now got security from my job and to pay for my own house. *So everything is going good for a change.*

ENDS