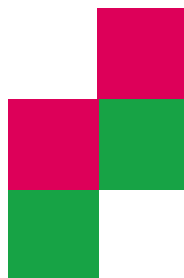
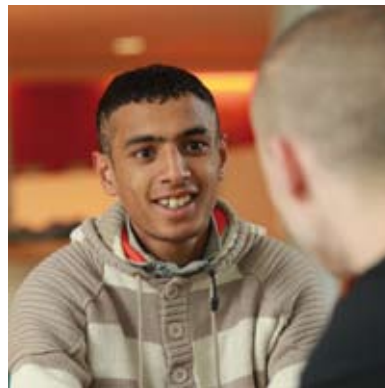




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Youth justice and participation in Wales



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The participation of young people in youth justice in Wales

Introduction

This report is intended to contribute to the work the Welsh Assembly Government and Youth Justice Board are undertaking, in partnership with the voluntary sector and criminal justice agencies, to embed the consultation and participation of children and young people in the youth justice system in Wales. It aims to assist youth offending teams (YOTs) in Wales to think about how the principle of participation as described in article 12 of the United Nations Convention on the Rights of the Child (UNCRC) should inform their work with children and young people. The objectives of this report are to:

- give YOTs information about participation and what it means within a youth justice context
- provide information about how practice might be developed
- provide examples of good practice
- signpost resources and sources of help and information.

Defining participation

Participation means being involved in, and being able to influence, the development and delivery of a service that directly affects an individual, in order that it can respond and be effective in meeting their needs. This right is set out in Article 12 of the UNCRC which states that:

‘Children have a right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.’

The UNCRC sets out a series of 54 articles regarding children’s civil, political, cultural and social rights. The rights are intended to be a set of minimum standards against which to measure law, policy and practice. In 1992 the UK government ratified the UNCRC and in so doing they have given a commitment to uphold the rights set out in it. The United Nations Committee monitors implementation and compliance. The countries that have agreed to ratify the UNCRC, known as member state parties, report every five years on their progress. The UK government and the Welsh Assembly Government last reported in 2008 and will do so again in 2014.

The Welsh Assembly Government held a competition to develop a sound bite to describe participation. As a result, the Welsh Assembly Government and the Children and Young People’s Participation Consortium for Wales have adopted the following definition:

‘Participation means that it is my right to be involved in making decisions, planning and reviewing any action that might affect me. Having a voice, having a choice.’

Full and meaningful participation by children and young people helps them to be active citizens and to develop skills, experience and self-confidence as well as to gain access to opportunities. From the perspective of the adult or service it must also mean that the opinion

being expressed is taken seriously and into account in order for genuine as opposed to tokenistic participation to occur.

Participation in Wales

All children and young people in Wales have a right to express their opinions, be respected, for their views to have an effect and to take part in decision making at all levels. Article 12 of the UNCRC and participation have been placed on a statutory footing in Wales under the *Children Act 2004* with the aim of making them a sustainable feature of the way in which organisations work in Wales. Children and Young People's Partnerships are required to facilitate contributions from children and young people during the preparation and review of the Children and Young People's Plan. This is to ensure their views are effectively represented and matters raised by them receive a response. The Welsh Assembly Government publication *Local Participation Strategies 0-25*¹ provides advisory guidance to support the statutory status given to participation in the *Children Act 2004*.

National Children and Young People's Participation Standards

The Participation Unit hosted by Save the Children has produced standards on behalf of the Children and Young People's Participation Consortium for Wales. The standards set out the 'minimum essential components' for participation and a kitemark is to be developed. They provide a basis for auditing services, assessing and developing participatory practice and also form the basis for informing children and young people of their right to have a say in decisions that affect them and what they can expect from adults. They are relevant to any organisation that works with or has an effect on children and young people. The standards, which can be found at www.participationworkerswales.org.uk/participation, are set out under the following headings:

- Information
- It's your choice
- No discrimination
- Respect
- You get something out of it
- Feedback
- Improving how we work

Appendix one provides more information about the themes each of the standards address. It contains examples of the issues that YOTs might consider when reviewing their practice and has been compiled as a result of mapping exercises undertaken with Bridgend, Cardiff, Gwynedd Mon and Neath Port Talbot YOTs.

¹ Welsh Assembly Government (2007) *Local Participation Strategies 0-25: Welsh Assembly Government circular 025/2007*
Cardiff: Welsh Assembly Government

Promoting participation in the context of youth justice

Participation and the justice system

Whilst part of Article 12 relates to the general right of children and young people to express their views in matters affecting them, it continues with specific relevance to the criminal justice system:

‘For this purpose, the child shall in particular be provided with the opportunity to be heard in any judicial or administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.’

*General Comment No 10 Children’s Rights in Juvenile Justice*² from the Committee on the Rights of the Child in 2007 provides further information on how this should be interpreted in the administration of juvenile justice. It indicates that children and young people should be free to express their views in all matters that affect them and this entitlement should be reflected and implemented at every stage of the criminal justice process. Whilst not explicitly stated in the aforementioned document, it should be assumed that YOT practitioners and partner agencies working on their behalf carry out a representative function when engaging with young people.

The right to be heard is fundamental to young people’s best interests and to being dealt with fairly in criminal justice proceedings. It should be evident throughout the justice process starting at the pre-trial stage where there is the right to silence as well to be heard by the police, prosecution and the courts. *General Comment Number 10* indicates that effective participation in proceedings requires that children and young people are informed of the charges against them, the processes that will occur and the potential outcomes and penalties. It also indicates that active engagement can contribute to positive results.

Policies and expectations around participation

The *All Wales Youth Offending Strategy*

The Welsh Assembly Government and Youth Justice Board have made a clear commitment to enshrining children’s rights in strategic planning and policy for youth justice services in Wales. The *All Wales Youth Offending Strategy*³ states that ‘young people should have the opportunity to participate in decision making on all matters that affect them’. The accompanying delivery plan for 2009-11⁴ commits the Welsh Assembly Government and the Youth Justice Board to working with the Children’s Commissioner for Wales in order to achieve ‘mainstream consultation with, and the participation of, children and young people in the youth justice system’. To advise them in this project, the Welsh Assembly Government and Youth Justice Board convened a group of experts in participation from the Young

² See www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.10.pdf.

³ See <http://wales.gov.uk/dsjlg/publications/communitysafety/youthoffendingstrategy/strategie?lang=en>.

⁴ This document can be viewed at:

www.yjb.gov.uk/publications/Resources/Downloads/All%20Wales%20Youth%20Offending%20Strategy%20-%20Delivery%20Plan%202009-11.pdf.

People's Participation Consortium for Wales, the voluntary sector and criminal justice agencies. They identified the need to provide a definition of participation, and guidance as to what participation can look like in the youth justice system of which this document aims to form a key part.

Youth Justice Board practice guidance

The Youth Justice Board has developed key elements of effective practice (KEEP), which describe the features of effective services. Each of the KEEPs contains a section on individual needs that relates to promoting the engagement of young people to ensure their requirements are taken into account, their views valued, that options and implications are explored and that the basis of decision making is collaborative when planning and reviewing interventions. The KEEP relating to engaging young people who offend⁵ defines engagement in part as follows: 'techniques for engaging young people who offend are concerned with the question of how to gain young people's interest and willing participation in interventions or a programme of interventions intended to prevent or reduce offending'.⁶ The research identifies that practice which is derived from positive relationships demonstrating empathy, warmth, trust and respect as well as the ability to motivate and encourage is identified as likely to promote engagement.

YOTs are required to produce an annual youth justice plan that comments on their performance in this area. The *Youth Justice Plan Cymru* incorporates a capacity and capability self-assessment where the YOT is asked to describe how they seek feedback from children and young people about the quality of services and how they use this to inform service development and improvement. This self-assessment should form the basis of strategic planning and should also be referenced in the YOT's plan for performance improvement.

HMI Probation joint YOT inspections

The joint YOT inspection criteria requires that the engagement and involvement of young people and their parents or carers in assessment and intervention-planning processes should be dynamic and is something they will seek evidence of. As such, case recording by YOT practitioners should indicate that participatory practice takes place.

*The Joint Inspection of Youth Offending Teams Annual Report 2006/7*⁷ is helpful in examining participatory practice in YOTs. It recommends that:

'Children and young people should be consulted about improvements in service and be able to see that their suggestions can make a difference to the quality of service provision.'

Inspections have found evidence of this approach in YOTs: information leaflets in a range of languages that explain orders and programmes (websites can also perform this function); *What Do You Think?* and *Over to You* being used to influence supervision plans; feedback forms being used following programme sessions; consultation and research with young people; and a culture of encouraging children and young people to participate in the development of services.

⁵ Mason P and Prior D (2008) *Engaging Young People Who Offend* London: Youth Justice Board

⁶For the full definition, see the document which can be found at:
[www.yjb.gov.uk/Publications/Scripts/prodView.asp?idproduct=386&eP=.](http://www.yjb.gov.uk/Publications/Scripts/prodView.asp?idproduct=386&eP=)

⁷ This and other YOT inspection reports can be found at [www.justice.gov.uk/inspectorates/hmi-probation/.](http://www.justice.gov.uk/inspectorates/hmi-probation/)

Where criticism occurred it was where there was a lack of clear strategies for consultation with young people, no plans to seek the views of black minority ethnic young people, no collation or use of feedback from young people, and lack of re-assessment or re-scoring of *Asset* and hence little information about the progress of orders.

Challenges to participation

Young people involved with YOTs are usually engaged with them because of compulsory requirements, although involvement can be voluntary if referred through preventative routes or when subject to final warnings. The population of young people YOTs work with is not static and the length of the court orders, generally on a time-limited basis, determines the duration of contact. This presents a number of potential difficulties with regard to participation:

- In a significant majority of instances there are rules and boundaries to observe that are non-negotiable, for example requirements under the *National Standards for Youth Justice Services*. These determine some of the main components of service delivery and the timescales within which they need to be achieved.
- For those subject to statutory orders, reporting requirements, the level of contact with the YOT and the components of a supervision/intervention plan are often non-negotiable.
- One of the conditions of engagement with the criminal justice system is compliance, which can affect choice and what young people may or may not want or be able to do.

YOTs deal with diverse populations (voluntary, statutory and those whose contact is of different durations) and so, when considering the development of participation strategies, there needs to be clarity on what young people can or cannot contribute and a recognition that there will be variances within the different groups YOTs are dealing with. This should not be a barrier to developing participatory practice but indicates consideration should be given to how it can be most effectively achieved.

Barriers to full participation

Research into the views and experiences of 'disadvantaged or vulnerable' children and young people suggests they may feel there are barriers to participation because:

- they have experienced difficulties in their lives and may therefore lack the confidence to take part
- they have problems in communicating
- they may be less motivated if their views have not been taken into account in the past
- they may mistrust the intentions of adults
- they have been subject to negative assumptions and stereotypes
- information is not always provided in a language or way they understand
- meetings can be held in places where they feel uncomfortable or at times that are inconvenient
- they may not be aware of how they can get involved
- they have not been provided with feedback when they have been involved.

The benefits of participation for young people

Promoting participation offers real benefits to children and young people in the youth justice system.

- It can ensure that children and young people understand the processes and procedures they are involved in whether in the police station, court, whilst on a court order or in custody.
- It can encourage children and young people to play a part in planning the interventions they are going to be subject to and to share their views on what may or may not work for them and so be relevant in helping to reduce and prevent reoffending.
- It can promote engagement and compliance by involving and consulting children and young people with regard to the decisions and outcomes that will affect them.
- It can help children and young people to achieve their potential and gain confidence and self-esteem.
- It can provide children and young people with the opportunity to give feedback about the interventions and services they have received – what they perceive to be a good quality service and discussion of any difficulties experienced – in order to increase knowledge about what is and is not effective from their perspective.

Principles of and approach to young people's participation

Some considerations

Fajerman and Treseder⁸ suggest a first step when developing participatory practice is to consider how far children and young people can be involved in decision making. Key questions to consider include the following:

- Who currently makes what level of decision?
- What decisions is the organisation seeking to involve children in?
- Is the aim of involving children to better inform decisions or to establish real opportunities to contribute to decision making (and share power)?

Shier⁹ indicates there are a number of basic conditions that need to be met if participation is to be effective.

- Children and young people are listened to.
- They are supported in expressing their views.
- Their views are taken into account.
- They are involved in decision-making processes.
- They share power and responsibility for decision making.

These conditions are associated with a range of openings (a commitment), opportunities (the organisation facilitates such action) and obligations (part of agreed policy). It is also suggested that children and young people should not be pressed to take responsibility for something they do not want or that is inappropriate for their age, maturity or level of comprehension. Also, organisations need to consider that children and young people need some motivation to take part and should consider providing training (and rewards) to facilitate this.

The process

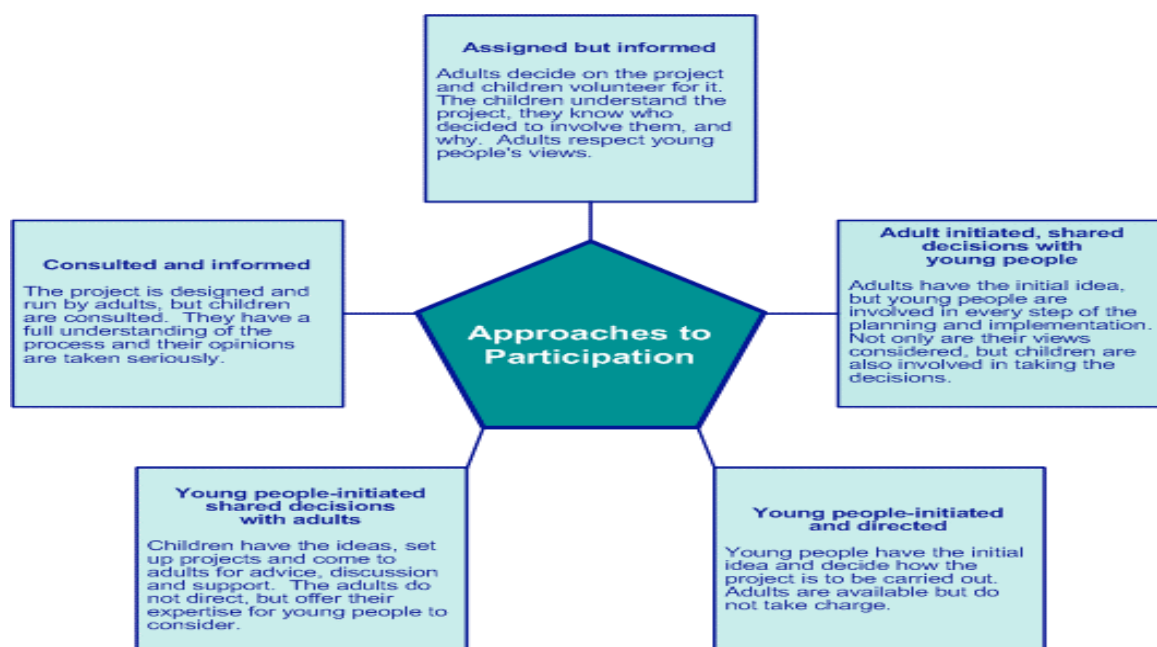
Because of the particular constraints imposed by the youth justice system, YOTs need to consider what approach best suits them. Fajerman and Treseder's model¹⁰ demonstrates that children and young people's level of participation can vary. It recognises that different approaches are required in different organisations and there are different degrees of

⁸ Fajerman L and Treseder P (1997) *Empowering Children and Young People* London: Save the Children

⁹ Sheir H (2001) 'Pathways to participation: openings, opportunities and obligations' *Children and Society* 15(2), pp. 107-117

¹⁰ Fajerman L and Treseder P (1997) *op cit.*

participation. It suggests that organisations that work with children and young people need to identify both where they fit and the method that is most workable in the environment in which they operate.



This model suggests that working within a framework of 'consulted and informed' may best suit YOTs. This involves deliberately asking children about their views and taking them seriously. However, the extent to which this can be done is dependent on the legislative framework, reporting requirements, how assessed risks and needs should be addressed in intervention plans and the need for compliance with the conditions of any court order, plus individual factors that may affect young people's comprehension and decision making. YOTs therefore need to be clear about the aims, objectives and expected outcomes of participation.

The methods

In developing a participatory approach, consideration needs to be given to the contributions children and young people can make:

- As individuals – this is the ways and means of encouraging a young person to contribute to the decisions that have an effect on them, and ensuring they can do this by providing them with advice, information and the opportunity to share their views and ensuring they are taken into account.
- On a collective basis – finding ways of taking into consideration shared views and experiences, and using them to inform ways of working by feeding the observations and ideas generated into processes that exist for designing and developing services.

These two approaches could be achieved through the following methods:

Youth justice and participation in Wales

- The right to participation – ensuring there is the right to be heard in processes and procedures that affect children and young people, as intended in article 12 of the UNCRC.
- Providing children and young people with the opportunity to express their views – asking them to provide feedback about the provision they have received, listening to and incorporating their opinions into reviews of the service and how it might be delivered and develop.
- Encouraging a culture of participation – identifying opportunities and activities that can assist in developing an organisational culture of involving young people in the wider work of the YOT.

The following sections explore these methods further.

The right to participation

Article 12 of the UNCRC is intended to relate to the individual and their ability to take part in and contribute to processes and procedures that are affecting them.

This applies when:

- **they are at the police station, in court, in the community and in custody**
- **YOTs are undertaking assessments, preparing pre-sentence reports, planning and delivering interventions, undertaking reviews and when dealing with matters relating to enforcement and breach.**

There are a number of mechanisms and ways in which children and young people involved in the youth justice system can be supported, provided with information or consulted about and involved in what is going to happen to them. This can help them to:

- understand processes and procedures
- contribute views and ideas
- understand consequences and outcomes
- make informed choices.

In the police station

The *Police and Criminal Evidence Act 1984* provides a range of safeguards for suspects during arrest, detention and questioning in the police station. Additional protection exists for young people aged 10 to 16 and for vulnerable 17 year olds as an 'appropriate adult' is required to be present with them during questioning. The role of the appropriate adult is to ensure the police interview is carried out fairly and properly and to facilitate communication between the police and young person to enable them to comprehend and contribute to the investigation. Nacro has produced a good practice guide to acting as an appropriate adult, setting out how the rights of children and young people should be safeguarded in the police station which can be obtained from www.nacro.org.uk. Additionally, the Children's Legal Centre and National Appropriate Adult Network has produced *At the Police Station: Children and young people's rights*, which sets out what to expect at the police station. This is available from www.childrenslegalcentre.com.

Appearing in court

Children and young people should be provided with information when they are appearing in court: about general court proceedings, orders and requirements, sources of support and partner agency information, and etiquette and behaviour. This should be supplemented with written information, which should also be available in their language of choice. YOT staff will be the first point of contact for young people subject to bail programmes or court orders and should advise them of the requirements of the programme or order, the consequences of non-compliance and the date, time and location of the first appointment with the YOT. The Youth Justice Board has produced *Making it Count in Court* which is a video and handbook

that aims to assist YOT practitioners to work effectively in court. It can be obtained from www.yjb.gov.uk.

Understanding court processes

All aspects of court processes should take into account the need for interpreters and ensure written information is provided in the language of choice (English, Welsh or other). Efforts should be made to ensure that young people are able to contribute to and engage in the processes that are affecting them, taking into account their age, maturity and level of comprehension.

Nacro's good practice guide *Working in the Courts*¹¹ identifies that engagement with young people in the court setting should be to assist them to understand the situation they are in, what the potential outcomes are, the implications of bail and remand hearings and the impact of custodial remands or sentences if imposed.

In addition, Her Majesty's Courts Service has produced a leaflet: '*You Have to Go to Court, What Do You Do?*'¹² These have been distributed to police stations, YOTs, youth, magistrates and crown courts.

Making decisions in court

When making remand or sentencing decisions, courts should ensure that the child or young person's welfare is a paramount consideration and, within the context of the *Children Act 1989* and the *Children Act 2004*, take into account and give consideration to their wishes and feelings.

There is limited research into young people's comprehension of court processes and procedures. However, work by Bradford YOT¹³ and research by Crawford and Bull (2005)¹⁴ indicates that communication difficulties and lack of understanding of the language and terminology used in court settings can sometimes be linked to learning disabilities and difficulties, or lack of awareness and understanding of the processes they are involved in.

Information about orders and interventions

YOTs provide young people and families with information leaflets about programmes and interventions to help them understand the requirements of an order. Such information sets out expectations in terms of standards of behaviour, the requirements of engagement with the YOT, the importance of attending appointments and the consequences of non-compliance. Some YOTs also use contracts and agreements that young people are asked to sign up to reinforce these requirements.

¹¹ See www.nacro.org.uk/publications/youthcrime.htm.

¹² See www.hmcourts-service.gov.uk/courtfinder/forms/12888%20Go%20to%20Court_Eng%201st.pdf.

¹³ Crew M and Ellis N (2008) 'Speech and Language Therapy within Bradford Youth Offending Team'

¹⁴ Crawford E and Bull R (2006) 'Teenager's difficulties with key words regarding criminal court processes' *Psychology, Crime and Law*, 12(6) pp. 653-667

Interviews

A significant element of engaging with children and young people in the youth justice system is ensuring that interviews are undertaken with them and their families (necessary for court reports, referral order panels, *Asset* and *Onset* assessments and planning and progress reviews in the community and custody). Interviews provide a valuable opportunity to find out about the child or young person and to consult with them on what is proposed. The YJB 'KEEP' which relates to assessment, planning interventions and supervision¹⁵ recommends that interviews should be conducted in language that children and young people and their families can understand and that is culturally relevant. Techniques that are likely to promote engagement are asking neutral and open-ended questions, exploring feelings as well as factual information, active listening, reflecting and feeding back.

Assessments

Assessments form the basis for planning interventions that will be undertaken with children and young people. *Asset* and *Onset* identify individual risk and protective factors relating to the likelihood of offending and provide a basis for planning interventions. The YJB KEEP relating to assessment, planning interventions and supervision recommends that *Asset* and *Onset* should not be used as interview schedules where practitioners simply read out a list of questions as such an approach will make it difficult to engage with children and young people. The focus should be on engaging and motivating children and young people to share their experiences and feelings and to use these assessment tools as a framework for gathering information so that a good insight into the individual is gained. This will allow practitioners to identify interventions that might work best for the young person in order to prevent and reduce their offending. Young people's perceptions will add value to the professional assessment.

Pre-sentence reports

The Nacro good practice guide, *Pre-sentence Reports for Young People*¹⁶ provides advice and information on using the information conveyed by the young person and their family to produce good quality reports. Young people should be clear about the purpose of the pre-sentence report, the expectations of any proposals contained in it and the consequences of non-compliance. Additionally, they should be provided with a copy and be encouraged to comment on any aspect they are not happy with.

Referral orders

Section 23 (5) of the *Powers of Criminal Courts (Sentencing) Act 2000* requires referral order panels to produce a written record of the programme agreed by the child or young person in a language capable of being readily understood, or explained, to them. Newburn *et al*¹⁷ described referral order panels as 'constructive, deliberative and participatory forums in which to address young people's offending behaviour'. Their informal nature was noted to promote discussion and consideration about how best to respond to needs, with children and young people being encouraged to help decide what is contained in their contracts. Young

¹⁵ Youth Justice Board (2008) *Assessment, Planning Interventions and Supervision* London: Youth Justice Board

¹⁶ You can obtain a copy of the guide from www.nacro.org.uk/publications/youthcrime.htm.

¹⁷ Newburn T, Crawford A, Earle R, Goldie S, Hale C, Masters G, Netten A, Saunders R, Hallam A, Sharpe K and Uglow S (2002) *The Introduction of Referral Orders into the Youth Justice System: Final report* London: Home Office

people were also seen to appreciate the opportunity to tell their story and be listened to. The Nacro good practice guide, *The Referral Order*, contains a useful checklist for meetings and stresses the need to ensure that all information given to children and young people is understood and that they are encouraged to participate in discussions.¹⁸

Planning interventions

Involving young people when planning interventions should take account of what they feel might work best for them as well as of other commitments they have. It is recognised that some interventions will have to be compulsory when there is a close association between a particular factor and the assessed risk of reoffending or when it is a specified component of bail or remand conditions or a court order. However, there is still scope to determine where choice can be exercised so that the planning process becomes a more active rather than passive experience.

Also of importance when developing an individualised and inclusive approach is using appropriate resources and approaches that can help young people to set their own goals, think about the consequences of their actions and plan their own futures. Materials should be age-appropriate and take into account learning styles, abilities and diversity. Many YOTs also provide young people with the opportunity to gain accredited qualifications, such as Open College Network courses which make available a record of achievement. Opportunities can also be offered on programmes to participate in activities that are designed to develop self-confidence, self-esteem and the motivation to try new things.

Restorative justice

Restorative justice processes aim to help children and young people to assume responsibility for their conduct and to agree actions that may make amends to individual victims or the community. Reparation offers wide scope for participatory activity in terms of the restorative options that could be available and tailored to individual circumstances. Young people should be provided with good information, support and encouragement about restorative justice options in order for them to make an informed choice about whether to meet identified victims or to take part in other forms of reparation. YOTs can also consider reparation in terms of activities that could support community-based work such as involving young people in charitable work.

Information for young people entering and leaving custodial facilities

Providing young people with information about what to expect when they enter custody is also important. The Children and Young People's Strategy Division of the Welsh Assembly Government commissioned Dynamix to work with young people in Hillside Secure Children's Home and Parc Prison young offender institution (YOI) to develop information for young people entering these establishments, the result of which was *Hillside Inside* and *Welcome to Parc*. The young people were given training on consultation and producing young person-friendly documents and they worked with Dynamix and an artist to develop the wording, the artwork and the overall style of the booklets, both of which are also available bilingually. Copies are given to all young people on entering Hillside and Parc. Barnardo's Cymru Cyfle project has also developed *Sion Gets it Right – A young person's guide to life in custody* for those entering Stoke Heath YOI.

¹⁸ You can obtain a copy of the guide from www.nacro.org.uk/publications/youthcrime.htm.

In addition, the Youth Justice Trust has produced a short booklet for those leaving custodial establishments (*A Guide to Leaving Custody/Secure Accommodation*). This can be downloaded from their website (www.youth-justice-trust.org.uk/news/leaving-secure-guide) and may be of assistance in planning for resettlement.

The *Joint Inspection Findings of Youth Offending Teams End of Programme Report 2003-2008*¹⁹ reported that there is a need to improve information and communication with young people remanded or sentenced to custody so that they are aware of what is happening to them and where they are going. The report suggests that YOTs could do more to assist young people to stay in touch with parents or carers when in custody, to help them to feel safe in the custodial environment and to ensure that plans are in place for release.

Committed to rights

Committed to Rights is a set of materials written to assist youth justice practitioners to adopt a rights-based and participatory approach when working with children and young people. Section three contains a series of self-audit checklists that can be used to check that young people have been as involved as possible in decisions that affect them before sentence, in court and in the planning of sentences and their administration. The full set of materials, which also contains other useful practice information, can be downloaded from www1.barnardos.org.uk/committedtorights/resources.html.

¹⁹ This and other YOT inspection reports can be found at www.justice.gov.uk/inspectorates/hmi-probation/.

Providing opportunities for young people to express their views

Providing young people with the opportunity to contribute their views and ideas is an important component of participatory practice, as is listening and responding to them. The process should involve asking children and young people about the progress they have made on a particular order or intervention or the service they have received from the YOT, or other matters that may be of relevance or importance within the youth justice context.

Methods through which views can be obtained include the following:

- **Using the young person's self-assessment sections of *What Do You Think?* and *Over to You*.**
- **Making young people aware they can make a complaint.**
- **Consulting with young people about the services they have received.**
- **Research – surveying young people's attitudes on various matters.**

Self-assessment materials

What Do You Think? is intended to capture the young person's perspective, with the aim of giving them an opportunity to provide their views, ensuring that assessments take them into account, highlighting issues that might not otherwise be apparent and comparing their views with the professional assessment. It is also a means of involving young people in the assessment process and the production of an individualised intervention plan. The *National Standards for Youth Justice* state that, as a minimum, practitioners should invite children and young people to complete the self-assessment and provide any necessary assistance to do this. *Over to You*, which is used in preventative work, is also intended to be used in this way. Such self-assessments are generally completed at the start and end of orders and are used to measure the progress young people have made on the interventions and programmes they have taken part in. As such they can encourage reflection and be used to help plan for the future.

Complaints procedures

The *Children Act 1989* contains provisions about children generally and about those in the care of the local authority specifically. Regarding the former, children and young people have a right to complain about services they have received from social services. In respect of the latter a duty is placed on local authorities to ascertain the wishes and feelings of children and to take them into consideration before making a decision that will affect them. Section 53 of the *Children Act 2004* extended this duty to all children in need. Young people should be informed that there is a complaints procedure and how to make a complaint if they are unhappy, yet the *Joint Inspection Findings of Youth Offending Teams End of Programme Report 2003-2008* reported that less than a fifth of young people knew how to make a

complaint. Children and young people under 18 years of age have the right to have access to an independent advocate when making a complaint. The main independent advocacy provider in Wales is Tros Gynnal (see www.trosgynnal.org.uk). The Children's Commissioner's office in Wales also offers advice and support to young people (and adults) who may have exhausted other options (for more information go to www.childcom.org.uk).

Reviews

National Standards for Youth Justice Services states that reviews should occur at regular intervals to monitor young people's progress whilst on a statutory order in the community, and the same applies for detention and training orders. Reviews should involve young people, their families and relevant agencies. The process should allow the young person the opportunity to reflect on their progress, to be congratulated if there have been positive developments and to discuss any areas of difficulty. The process should encourage children and young people to contribute their views and engage in the process and find ways of making this a meaningful experience for them.

Consultation with young people

What Do You Think? and *Over to You* were designed to ask young people about themselves and their lifestyle in relation to crime and the factors that might be influencing how they behave. These self-assessment forms do not ask for their views on their experiences of engagement with the YOT. This information might best be obtained by using a questionnaire, feedback form or focus groups that ask specific questions about involvement with the YOT. The following questionnaire has been based on the *National Children and Young People's Participation Standards*.

Experience of the service	All of the time	Most of the time	Some of the time	Never
I knew why I was attending the YOT.				
I knew what the YOT was helping me with.				
I was asked for my views.				
Feedback was given back to me about my views.				
I was asked about and involved in my plan.				
I felt that staff helped me.				
I felt comfortable with my worker.				
I felt listened to and understood.				
I was encouraged to talk about my life and problems.				
The YOT was a safe and positive place to be.				
I know what would happen if I did not attend my appointments.				
What was the most positive thing about your contact with the YOT?				
What did we not get right and why?				
How can we improve?				
How can young people be involved in what the YOT does?				

Online tools

There are a number of computer-assisted tools which YOTs may find useful for gaining feedback from children and young people. For example, the Viewpoint organisation promotes the participation of children and young people in planning and consultation processes and has devised computer-assisted interview questionnaires for them. Cartoon graphics and spoken questions can also be used. Several YOTs use Viewpoint to obtain feedback from young people about the service they have received. There are a number of different versions of Viewpoint that include versions of *Over to You* and *What Do You Think?* as well as questionnaires relating to substance misuse, preparing for a referral order panel, detention and training order reviews and the quality of service received from the YOT. For more information go to www.vptorg.co.uk.

●●●Case study Exploring young people's views

A number of YOTs in Wales use Viewpoint to find out young people's opinions of the service they have received. The tool can be used, for example, to ask them to comment on the practices of the team or did they know why they had to come to the YOT, were supervision plans discussed with them, what were they helped with, did they feel they were treated fairly and what had improved for them?

Some YOTs such as Bridgend and Wrexham ask young people to work through Viewpoint with a volunteer to encourage frank and honest responses about their experiences. Others use support workers or other practitioners who have not been involved in the case. Newport ask young people to feed back their views at the end of the referral order panel experience, and seek the views of those on other court orders. A number of YOTs collate the information provided and disseminate it to all case holders. For example Blaenau Gwent Caerphilly has a member of staff who is responsible for gathering the feedback provided and producing a report for the management team. The team is starting to consider how they can effectively feed back the information provided to young people.

Other YOTs request that young people provide feedback about their experience of the service using formats they have developed locally in addition to *What Do You Think?* and *Over to You*. Rhondda Cynon Taff, for example, involved young people in the design of an outcome questionnaire which is used at the end of orders. Young people assisted in its development and were asked to comment on its content and their understanding of what was being asked of them. Feedback from the questionnaire is collated and shared with staff and is used to inform the ongoing development of intervention plans.

In terms of other approaches, Flintshire Youth Justice Service has circulated a postal questionnaire to all young people in contact with them to find out their opinions of the provision they received. Gwynedd Mon has also taken this approach and additionally offered all young people in contact with the service the opportunity to meet with the youth justice service manager.

In addition, several YOTs have worked with external researchers. Conwy Denbighshire and the Vale of Glamorgan have been involved with student researchers who have interviewed children and young people about their experiences of involvement in the youth justice system. Young people in Conwy Denbighshire identified they would like to be more involved in the review process in particular. The Vale of Glamorgan, which has undertaken similar research in

the court setting, has fed back findings to the court user group about young people's understanding of the language used in court and the court environment. Neath Port Talbot YOT is working with Nacro Cymru to find out more about young people's views of the service they have received and to identify if they would like to be part of a young person's discussion group.

Research involving young people

Research involving young people is a useful tool for discovering their attitudes on various matters relating to youth justice.

●●●Case study Research

Cardiff Youth Offending Service undertook a research study, called the Realisation Project, which was conducted by external consultants SALFRAN in 2008 to find out more about the views of young women, young carers and young people from black minority ethnic groups about a variety of topics. The research asked questions about young people's experiences of stop and search, being arrested, held in custody and being in court. Young people were also asked about their experiences of being a victim and how they felt about their engagement with the youth offending service.

The findings indicated that young people were generally unaware of their rights in relation to stop and search or when held at the police station, and some indicated they had not been treated as well as they felt they could have been in both processes. Those who had experienced victimisation were reluctant to report their experiences.

However, the majority of those surveyed indicated that their involvement with the Cardiff Youth Offending Service had been positive. They felt helped and supported by their caseworkers (but indicated they would also like to see improvements to the reception area of the building). The youth offending service has since taken forward a number of the recommendations and suggestions made by this group of young people.

Encouraging a culture of participation

Whilst participation in the youth justice system is primarily about ensuring that children and young people are able to engage in the processes they are subject to, other activities can also be used to involve them. These provide an opportunity for wider engagement and the chance for children and young people to contribute their thoughts and observations to other aspects of YOT work.

Other activities include the following:

- **Contributing to the design and content of leaflets and information given to them.**
- **Checking written information for comprehension and understanding.**
- **Taking part in recruitment processes and panels.**
- **Providing views about activities the YOT is providing.**
- **Designing a service or activity the YOT is to provide.**
- **Representing the YOT in a youth forum.**

The Carnegie UK Trust²⁰ has identified that certain activities can help to develop a 'participation infrastructure'. These can be broadly grouped under the following headings:

- Advisory
- Consultation
- Networks
- Research
- Skills for young people

Consultation and research have already been discussed (see the previous section). The others are commented on here.

Advisory

Young people can work with YOTs in an advisory capacity, for example, by being asked to design leaflets and information and to comment on content to ensure that it is understandable from their perspective. YOTs may wish to consider auditing the existing written information and leaflets they give to young people to establish whether it would be beneficial for these materials to be scrutinised by them. Seeking young people's advice is

²⁰ Carnegie UK Trust (2008) *Empowering Young People* Dunfermline: Carnegie UK Trust

also something YOTs could incorporate into design processes when any new information is produced.

●●●Case study **Young people advising on the design and content of information**

Young people working with Gwynedd Mon Youth Justice Service assisted in the revision of a leaflet about information sharing. The young people were attending a Duke of Edinburgh Award scheme and undertook the work as part of their Open College Network course. They designed the appearance of the leaflet and provided feedback about the language used and how understandable it was. The leaflet, *Who Knows What About Me*, explains what information is held about individuals, how it is kept confidential and why it might be shared with other agencies. It also explains young people's rights in terms of data protection and how they can access the information held about them.

Other YOTs have included the design of leaflets and information as part of reparative activity. For example, in Wrexham children and young people on reparation orders have been asked to think about the type of information it would be helpful to know about the reparation order, its requirements and the sort of activities that it might entail and to develop a leaflet for young people on future orders.

Children and young people taking part in a cycling scheme called 'On Yer Bike' in Pembrokeshire designed an information sheet, logo and other materials for the project that looks at issues associated with safe cycling, road safety and bicycle maintenance. The success of this scheme initiated by the YOT has now led to a countywide initiative.

Youth forum representation

Involvement and representation at youth forums also provide the opportunity for young people to become involved in activities in an advisory capacity. The Welsh Assembly publication *Local Participation Strategies for 0-25* indicates that participation strategies (developed by the Children and Young People's Partnership) should include local arrangements for children and young people to elect representatives to the three Funky Dragon Grand Council seats for each local authority area. The Grand Council is to be made up of a total of 100 young people from across Wales. Young people can make links to Funky Dragon, the Children and Young People's Assembly for Wales, through their local youth forum which is the gateway to gaining a seat on the Grand Council. The Funky Dragon website contains further information about other activities local groups have been involved in (see www.funkydragon.co.uk).

Another way that young people can be asked to contribute their views is in an advisory capacity to adult-focused work: through a children and young people's group that operates as a parallel structure to an adult-led decision making body; offering committee places for children and young people on an adult-led assembly; and running advisory groups where children and young people direct and inform a particular piece of work.

●●●Case study **Involvement in local partnerships**

Several YOTs in Wales have good links with local authority partnerships in which participation is a theme, whether through children's partnerships or involvement in groups that are seeking to obtain the views of young people in planning processes. For example there is a local participation group in Ceredigion called Give Us Support (GUS) which the YOT have referred young people to. GUS offers marginalised young people the opportunity to engage with and influence decisions and forms part of the county's participation strategy.

In Merthyr Tydfil groups of young people from both the YOT and youth inclusion programme (YIP) have for several years been involved in local decision making. An early project was the establishment of a young person's advisory group, which was set up to give grants to groups of children and young people in the area. Young people decided on the themes for funding and whom to award the grants to. YOT staff supported young people in this process. More recently, participation has been identified as one of the key priority areas in Merthyr Tydfil *Children's Plan*. Out of this two youth apprentices and a youth mayor have been appointed who will work with the local authority to set up reference groups for young people to share their views about issues which are important to them.

Swansea YOT is also involved in a number of local authority partnerships where participation is a key theme, such as the Children and Young People's Partnership and Keeping in Touch. The YOT is also involved in an e-mentoring project which is looking at ways of working with young people using technology.

Recruitment of staff

Involving young people in the recruitment of staff is another way that children and young people's views and contributions can be heard and it also provides the opportunity to assess how candidates interact with them.

●●●Case study **Recruitment of staff**

Bridgend YOT has involved young people in recruitment processes on two occasions: in the recruitment of an education, training and employment worker and an intensive supervision and surveillance programme (ISSP) support worker. The YOT ensured that the young person taking part had some experience of the work the staff member was being recruited for. The interview panel had six questions, one of which the young person had helped to formulate and then asked. The young people were fully involved throughout both recruitment processes and in the deliberations about whom to appoint.

In Merthyr Tydfil YIP and Pembrokeshire YOT children and young people have also participated in the recruitment of YOT staff. Those who took part were provided with information about the recruitment process, their role and contribution and invited to develop questions to be asked at interview. They interviewed and scored the candidates and took part in the final decision making about whom to appoint.

Gwynedd Mon has also involved a young person in recruitment. Preparatory work included explaining the job description and role to the young person, producing a simplified checklist that set out the main roles and responsibilities and developing a child-friendly scoring matrix for the questions asked. The young person

interviewed the candidates with questions she had helped to devise. After the interviews she discussed the applicants with other members of the interview panel and they concurred on the person to be appointed.

A useful resource in this respect is *The Recruitment Pack* produced by the Scottish Alliance for Children's Rights and Save the Children. It offers practical experience for those wishing to involve young people in recruitment processes (it can be found at www.savethechildren.org.uk/en/docs/the-recruitment-pack.pdf). The pack contains information about the entire recruitment process and engaging young people in it, from the initial planning stages through to the induction of new workers.

Networks

Another important area to consider is developing networks to support youth participation in Wales or becoming members of existing ones. For example the Participation Workers' Network for Wales (PWNW) is a free service for workers and organisations that are interested in, or actively promote participation in, their work with children and young people. The network offers a number of services:

- An online database where members can find and network with other participation workers.
- The opportunity for workers to share information on good practice in participation and experiences and ideas for participation methods.
- Bi-monthly e-briefings, including news and consultations regarding participation.
- The chance for members to showcase a participative approach, activity or event that they have been involved in.

The PWNW is being hosted by Children in Wales on behalf of the Children and Young People's Participation Consortium for Wales. (For more information go to www.participationworkerswales.org.uk.)

Developing skills

The Participation Unit at Save the Children has developed a young people-led training team called Young People Say which is funded to deliver training to adults across Wales. The Young People Say project was set up by a young person in order to offer young people aged 16 to 21 a chance to influence children and young people's participation across Wales.

Save the Children's Participation Unit aims to increase and promote the full and active participation of children and young people in decision making through building capacity with organisations and services that impact on their lives. The Participation Unit's areas of work fall into six categories:

1. Standards and kitemarking
2. Training
3. Information and good practice
4. Involving children and young people
5. Inclusion
6. Monitoring, evaluation and assessment

For more information contact Anna Skeels at the Participation Unit on 02920 396 838 or email participationunit@savethechildren.org.uk.

Other participatory activity

From discussions with YOTs in Wales there are a number of other activities they have involved young people in, ranging from choosing a charity for the YOT to support, to taking part in fundraising events as part of reparative activity, designing artwork and posters for the YOT and being involved in planning, contributing to or speaking at conferences and events. The following are examples of some of the activity that young people have been engaged in.

●●●Case study Speaking from experience

Several YOTs have involved young people in organising and delivering events, notably to showcase the work of their team and to celebrate and recognise the progress young people have made. Young female offenders from the Monmouthshire and Torfaen areas developed a dance routine to the music 'I Believe I Can', which focused on the positive way in which the girls were moving forward with their lives and gaining confidence, self-esteem and self-worth. The dance routine was performed at an event held in conjunction with other youth offending services from Gwent and also Gwent's ISSP, whose main aim was to draw attention to the work ISSPs undertake. Meanwhile Rhondda Cynon Taff involves young people in meetings with magistrates. This can involve performances and presentations by young people that focus on success and achievements.

Other YOTs ask young people to provide input into training sessions, notably for referral order panel members. For example in Bridgend YOT young people have attended training sessions, provided a short presentation about their experiences and answered questions from prospective panellists.

●●●Case study Taking part in conferences/events

Encouraging and supporting young people to attend events organised by other organisations is another element of participatory practice. For example, young people from Swansea YOT recently took part in a substance misuse conference. They were involved in a group that organised the theme for a workshop and then planned, developed and delivered the material with the support of YOT staff. Following the success of the workshop they were invited to attend a community safety partnership meeting to provide feedback on the issues that young people who had attended the conference had raised.

●●●Case study Designing the delivery of a service or activity

Children and young people engaged with Conwy and Denbighshire Youth Justice Service's YIP help to identify what activities should be included in the Splash Cymru programmes. The youth inclusion project manager consults with young people a month before the programme is due to start and encourages them to put together wish lists of activities they might like to take part in. These are voted

on and the most popular activities are then included in the programmes. The process has been helpful in highlighting pursuits that would otherwise not have been considered.

Merthyr Tydfil YOT also takes a similar approach to holiday programmes. Young people are advised about the budget available and asked to rank activities they would like to take part in and to suggest any not previously considered. The YOT has also asked young people previously engaged in these programmes to come back and assist as project workers. In this capacity they are able to take responsibility for a particular activity, including planning it and liaising with the various suppliers who may deliver it. The young people involved enjoyed having this responsibility and it has also encouraged the attendance of some of their peers.

Bibliography and additional resources

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Additional resources

Blast Off

The Participation Unit on behalf of the Children and Young People's Participation Consortium for Wales has developed the *Blast Off* series of guides. They are a set of good practice guides based on the experiences of participation workers in Wales. The topics range from introducing participation to a more focused view of different aspects of it. They can be obtained from www.participationworkerswales.org.uk/participation.

Participation, Spice it Up! Practical tools for engaging children and young people in planning and consultations

This manual by Carol Shepherd, Phil Treseder and Dynamix Ltd provides more than 40 tried and tested activities and games to get children and young people involved in decision-making processes. It can be downloaded at www.savethechildren.org.uk/en/54_2346.htm.

Breathing Fire Into Participation

This guide by Trudy Aspinall and Cath Larkins was produced for the Children and Young People's Assembly for Wales (Funky Dragon). It is intended to help develop the effective participation of children and young people in decision making in Wales. See www.funkydragon.org.uk.

Evaluating Participation Work: The toolkit

This toolkit by Amanda Mainey has been developed by Participation Works to help organisations evaluate participatory work with young people. The toolkit can be downloaded at www.participationworks.org.uk.

Training for professionals

Dynamix

Dynamix provides a range of training for professionals on different aspects of working with young people in a participatory way. They deliver 'off the shelf' training as well as designing training to fit particular needs. See www.dynamix.ltd.uk for more information.

Participation Cymru

Participation Cymru is a partnership of public and third sector organisations that is hosted by the Wales Council for Voluntary Action and supported by an advisory panel that provides advice and guidance on strategic development. It provides advice, training, support information and policy direction on participatory approaches to citizen engagement. See www.participationcymru.org.uk.

The National Children and Young People's Participation Standards in Wales

Standard 1 Information

For the young person	The YOT will	In practice this means
<p>Information is available that is easy for young people to understand.</p>	<p>Ensure that everyone has enough information to get properly involved.</p>	<p>Information is provided (verbally and in writing) about court processes and appearances, what the YOT does, interventions (eg. ISSP), the consequences of non-compliance, making a complaint and what information is shared with others at the start of orders.</p> <p>The interventions and programmes included in pre-sentence report proposals are explained and discussed and young people are consulted about them.</p> <p>Contracts and agreements are signed with the YOT about standards of behaviour, expectations and responsibilities.</p> <p>Caseworkers explain their role (support and enforcement).</p> <p>The requirements of orders are explained, as is the requirement to address risks and needs.</p> <p>Young people are advised that other people and services may be involved with them on their order.</p> <p>The consequences of non-compliance and breach are explained.</p>
<p>Practitioners explain to children and young people what they need to know.</p>	<p>Ensure that practitioners let young people know what difference their being involved will make.</p>	<p>Processes involve exploring views and checking understanding. This is addressed through discussion, exercises and through regular contact and engagement.</p> <p>Working practices are underpinned by checking understanding, monitoring responses, judging reactions, reviewing, asking for feedback, reflecting and recapping.</p>
<p>Young people understand how they can participate in decisions that will affect them and know who to talk to about this.</p>	<p>Ensure that practitioners inform young people about whom is going to listen and make changes.</p>	<p>Practitioners endeavour to offer choice, negotiate and explain what is and is not possible (determined largely by risks, needs and the seriousness of the offence).</p> <p>Opinions are encouraged and young people are encouraged to engage in decision making.</p> <p>Case managers explain what it is and is not possible for young people to influence and change.</p>

Standard 2 It's your choice

For the young person	The YOT will	In practice this means
<p>Young people can choose in some instances if they want to get involved. However, some things may be compulsory.</p>	<p>Give young people enough time and information to decide if it is something they want to do.</p>	<p>All contact and actions have the underlying aim of preventing offending.</p> <p>A significant focus of the YOT's work is to help young people think about the consequences of their action.</p> <p>Tasters and open days provide young people with the opportunity to think about what they may or may not want to engage in.</p> <p>The requirements of the <i>National Standards for Youth Justice</i> and the intensity of some interventions influence the degree of flexibility practitioners and young people have.</p> <p>Specified contact time and review points provide the opportunity to discuss progress and preferences.</p> <p>Supervisory practices encourage young people to set their own goals.</p> <p>Worksheets and workbooks help young people to think about the consequences of their actions and to be better informed.</p>
<p>Young people choose to work on things that are important to them.</p>		<p>Some programmes have a menu of options available.</p> <p>Young people will be advised of what interventions are available, what is compulsory and where there may be choice.</p> <p>Young people are encouraged to do what is realistic and achievable.</p>
<p>Young people choose what to do and how to do it.</p>		<p>Young people are reminded about the importance of compliance and the consequences of non-compliance.</p>

Standard 3 No discrimination

For the young person	The YOT will	In practice this means
<p>Young people are all different but have the right to have a say about the things that matter to them.</p>	<p>Challenge any discrimination.</p>	<p>The YOT has a number of policies that staff are required to adhere to in their working practices, eg, equal opportunities and diversity strategy etc.</p> <p>The YOT has rules that require it to challenge discriminatory behaviour.</p> <p>Policies need to be kept up to date and relevant training provided.</p> <p>Monitoring data in respect of discrimination and equality of access to service and support.</p> <p>Activities that take account of age, gender, maturity and learning styles are provided.</p>
<p>Every young person needs to feel welcome and able to get involved if they want to.</p>	<p>Get in touch with children and young people in lots of situations.</p>	<p>Most young people are not in contact with the YOT by choice, however every child and young person is treated as an individual with particular needs.</p> <p>Information is provided in different languages and there is access to translation services.</p> <p>Cultural and religious requirements are respected.</p>
	<p>Get young people involved in things they want to do.</p>	<p>The YOT uses a range of resources. Case managers will try and identify services or activities that can meet young people's needs and interests.</p> <p>Intervention plans are based on assessed risks and needs and are individually tailored.</p>

Standard 4 Respect

For the young person	The YOT will	In practice this means
<p>Everyone has a chance to have a say.</p>	<p>Listen to young people's ideas, views and experiences.</p>	<p>Practitioners will ask for views, take them into account, accommodate them or explain why something is not possible.</p> <p><i>What Do You Think?</i> is used at the start and end of an order to help assess needs.</p> <p><i>Asset</i> takes into account views and interests that are incorporated into intervention plans.</p> <p>Proposals in pre-sentence reports are informed by young people's views.</p> <p>Reviews can be used to change intervention plans if they are not working or young people are unhappy with them, in order to accommodate needs and encourage compliance.</p> <p>Young people's views will be taken into account when breach action is being considered and options will be explored to avoid the need for breach action to be taken.</p> <p>Young people are encouraged to think consequentially, to be aware of their behaviour and its impact on others and to address it.</p>
<p>Young people's opinions are important and will be respected.</p>	<p>Take young people seriously and treat them fairly.</p>	<p>Practitioners will actively listen to young people and endeavour to build positive relationships with them.</p> <p>Actions and decisions are recorded on a monitoring system that demonstrates that a respectful and considered approach is taken to children and young people.</p> <p>The possibility of revocation is offered as an incentive at the start of orders and considered at suitable points in the review process.</p>
	<p>Work with young people to do something about the things young people say are important.</p>	<p>Young people are worked with on an individual basis.</p> <p>Efforts are made to develop individually tailored plans.</p> <p>Surveys and research involving young people are used to inform service delivery and development.</p>
<p>Practitioners will consider what young people say and act on what they can.</p>	<p>Work with young people to help them change things for the better.</p>	<p>YOTs try and develop services based on what young people want and respond to how they are engaging.</p> <p>YOTs work with different organisations and agencies to ensure that the different needs of young people are met.</p>

Standard 5 You get something out of it

For the young person	The YOT will	In practice this means
Derive some benefit from engagement.	Work in safe, fun and enjoyable ways.	<p>Practitioners try and find out how young people work best and what their learning styles are to try and make sessions interesting and to promote engagement.</p> <p>There is access to a range of resources and programmes.</p> <p>Young people are encouraged to join local projects that match their interests and to try new things.</p> <p>Young people are asked to say what they do not like doing and this helps to determine what will and will not work for them.</p> <p>Elements of programmes that are non-negotiable are explained – these may not always be fun and enjoyable.</p> <p>Regular attendance suggests engagement and participation.</p> <p>YOTs use a range of resources and programmes – internal and external, one-to-one and group work, unpaid work and project work with particular agencies.</p>
Make sure engagement is a positive experience.	Make the most of what young people know and do positive things that build confidence.	<p>YOTs identify problem areas and signpost young people to expert help.</p> <p>Where possible, activities will be identified that provide recognition of achievement, awards and accreditation (for example the use of Open College Network qualifications and through referral to organisations like the Duke of Edinburgh Award scheme).</p> <p>Successful progress can be rewarded with the revocation of an order.</p> <p>Pro-social modelling is used: praise, encouragement and telling young people they are progressing well.</p> <p>Activities, games, leaflets and videos are used to help young people monitor their own progress.</p> <p>Young people are encouraged to try new things and things they may not have previously considered as this can help to improve motivation and confidence.</p> <p>Activity-based programmes can build self-awareness and self-confidence.</p>
	Meet young people in friendly places that are easy for them to use.	<p>Practitioners will meet on YOT premises and at home and discuss preferences.</p> <p>Work with and refer young people to organisations that are set up for working with children and young people.</p> <p>Use mentors to provide extra encouragement and support.</p>
	Value and respect what young people have to offer.	There is the potential to revoke an order if the young person makes good progress.

Standard 6 Feedback

For the young person	The YOT will	In practice this means
<p>It is really important that young people know what a difference they have made and how their ideas have been used.</p>	<p>Keep young people up to date on what is happening.</p>	<p>The work of the YOT requires regular contact with young people, and verbal updates occur in individual sessions and at reviews.</p> <p>Young people are given meeting schedules and appointment timetables and reminded about attending appointments.</p> <p>There are routine discussions about progress and about opportunities, activities and interests which have been pursued. Young people are advised about what they could try and do.</p> <p>Case managers are available outside specified appointments if there is a need for contact or problems arise.</p> <p>Use of suggestion boxes and other methods for 'having your say'.</p>
	<p>Give feedback as soon as possible and in ways that is easy for everyone to understand.</p>	<p>Reviews are a formal way of giving feedback, listening to views and discussing progress (not just from the young person's perspective but also that of their parents/carers and other professionals). This is part of the ongoing engagement.</p> <p>Self-evaluation is encouraged.</p> <p>Efforts are made to respond to changing needs. The emphasis is on positive reinforcement and focusing on positive achievements, encouraging compliance and the identification of areas that need development.</p> <p>Efforts are made to reward and praise good behaviour.</p> <p>Enforcement is used to remind people how they should behave and to try and keep contact on track.</p>

Standard 7 Improving how we work

For the young person	The YOT will	In practice this means
<p>Practitioners want to review and improve the way they work.</p>	<p>Look at the way they work with young people and how to improve it.</p>	<p>Developing a clear vision about how young people can be involved and included in decision making and contribute actively to the work the YOT engages in.</p> <p>Raising awareness about participation with staff and incorporating participatory methods in training provided.</p> <p>Consulting with young people about how they would like to feed back to the YOT about their engagement with it.</p> <p>Developing feedback mechanisms for young people about the service they have received from the YOT.</p> <p>Encouraging young people who are interested to link with other groups and activities in their local area.</p>
	<p>Ask young people what has gone well and what needs to change.</p>	<p>The review process and <i>What Do You Think?</i> provide information from an individual perspective that is used to tailor responses and to help develop individualised intervention plans and responses from the YOT.</p>
	<p>Make sure young people's views make a difference to the way plans and decisions are made.</p>	<p>Developing mechanisms for the feedback young people provide about intervention strands and the service received to be collated and used to inform service delivery and development.</p> <p>Considering how the information provided by young people can be fed back to them and what their collective views indicate.</p> <p>Being able to demonstrate that views and opinions are taken seriously and can inform and influence the direction and content of services.</p>